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How do pressure from above, mindset and motivation influence the autonomy supportive teaching style?

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How do pressure from above, mindset and motivation influence the autonomy supportive teaching style?

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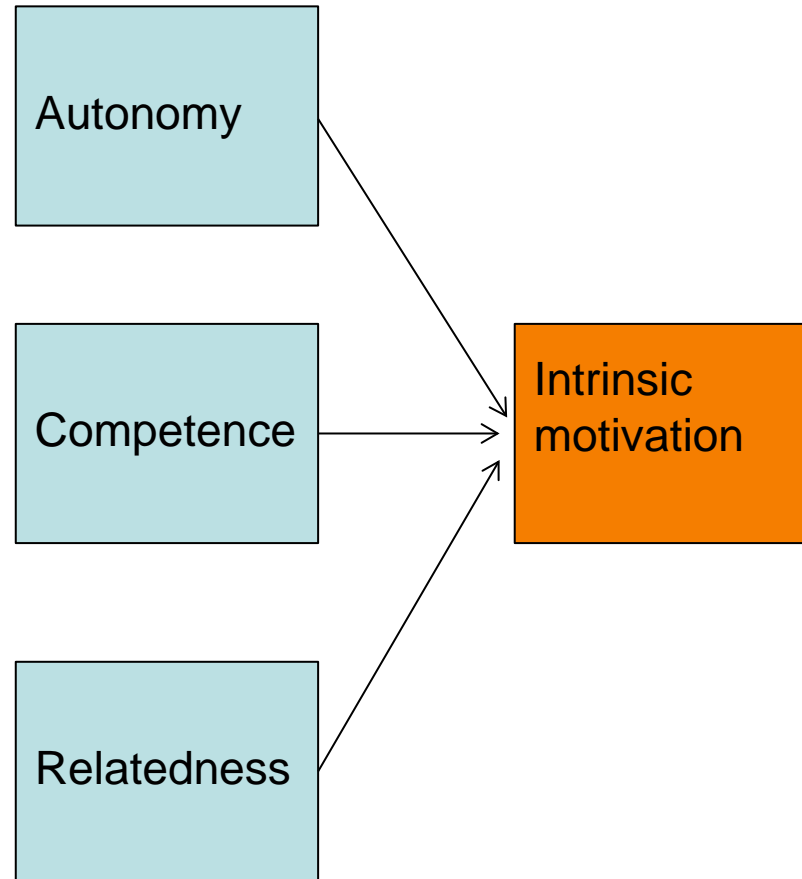
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Self Determination Theory



1 (Ryan & Deci, 2000)

Self Determination Theory

Autonomy

Competence

Relatedness

Intrinsic
motivation

Self Determination Theory within Education

Autonomy

Structure

Relatedness

Intrinsic
motivation

2. Reeve (2009)
Vansteenkiste, M., Sierens, E.,
Soenens, B., & Lens, W.
(2007)

Elements of an autonomy supportive teaching style

Autonomy

Structure

Relatedness

Importance of an autonomy supporting teaching style

Autonomy

Perseverance
Function in
class

Structure

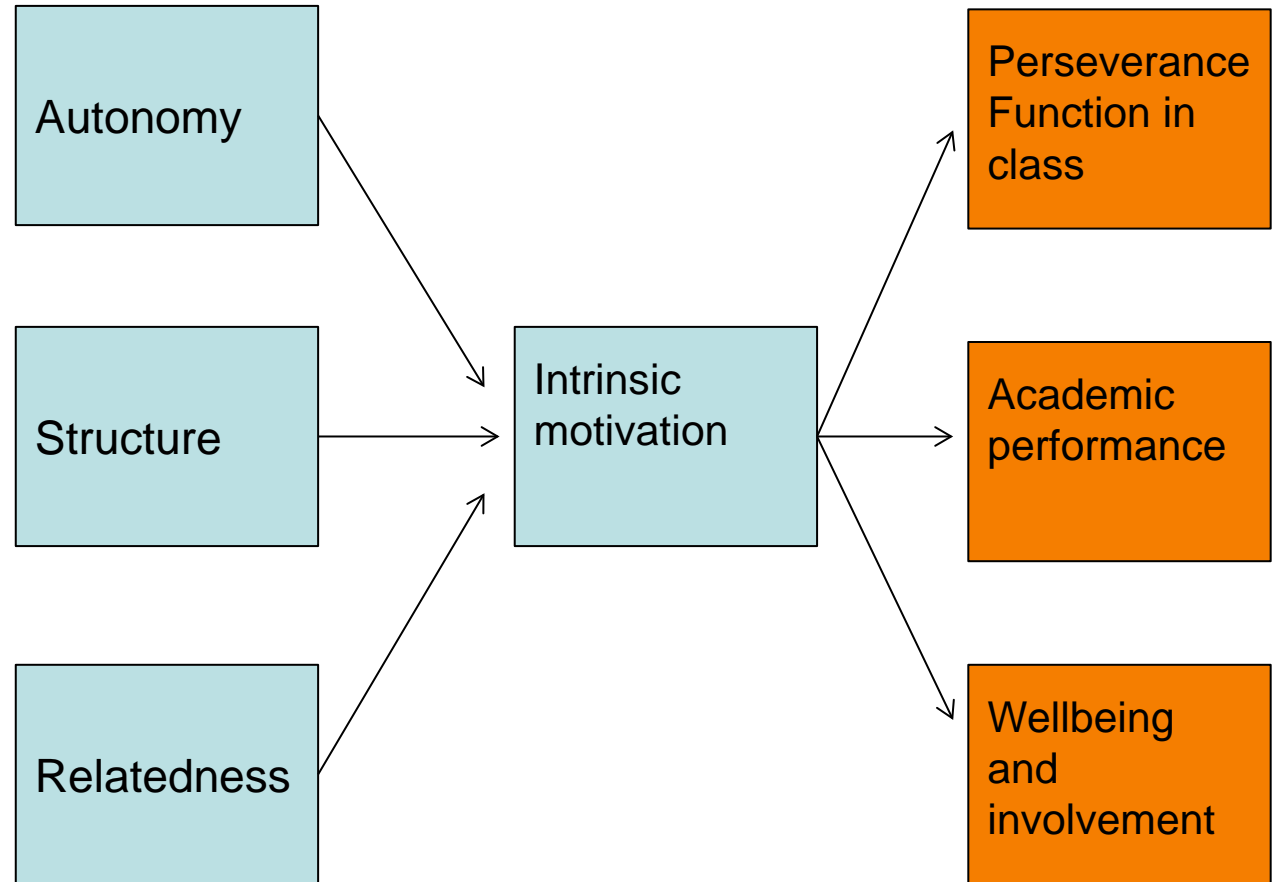
Intrinsic
motivation

Academic
performance

Relatedness

Wellbeing
and
involvement

3. Reeve, Jang, Carrell, Jeon & Barch (2004);
Reeve & Jang (2006)
Jang, Reeve & Deci (2010)



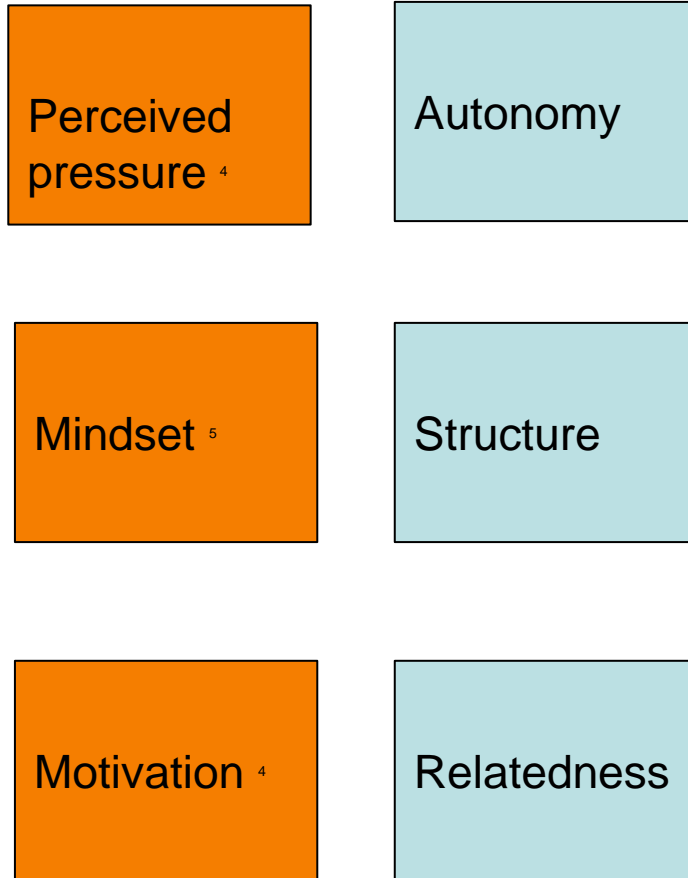
3. Reeve, Jang, Carrell, Jeon & Barch (2004);
Reeve & Jang (2006)
Jang, Reeve & Deci (2010)

Factors which might influence the autonomy supporting teaching style?

- Experienced pressure from the working environment ⁴
- Intrinsic motivation of the lecturer ⁴
- Mindset of the lecturer ⁵

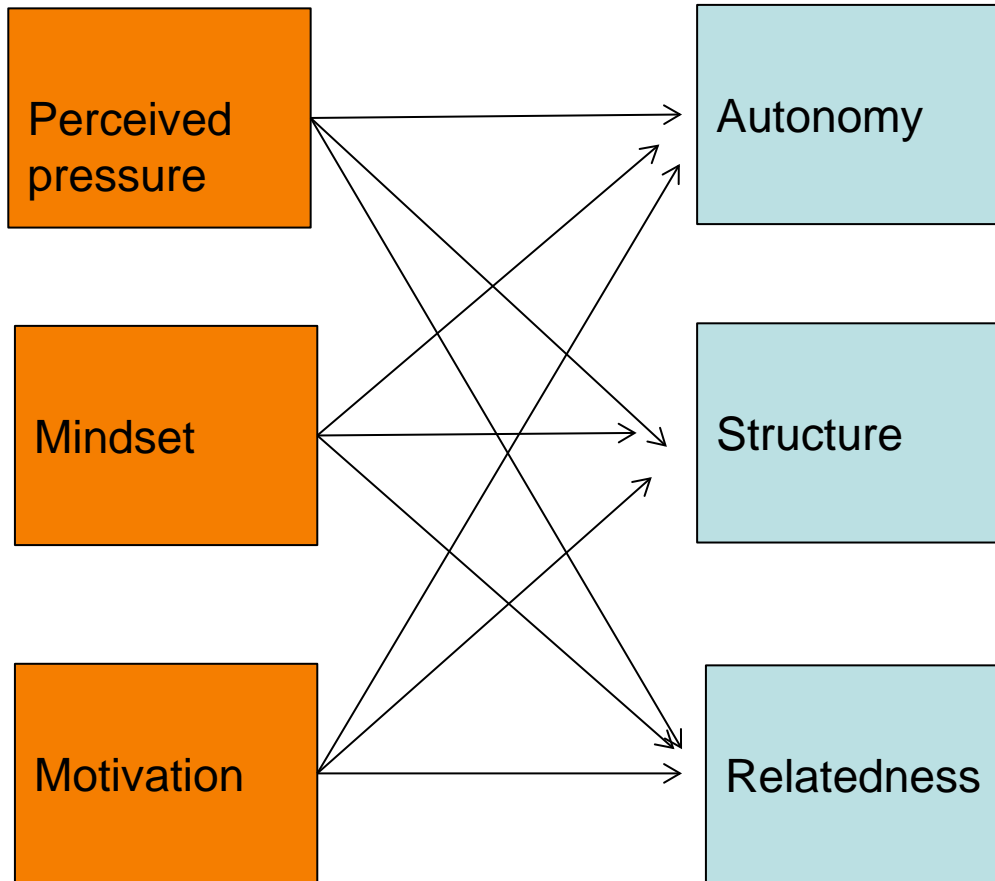
⁴ Pelletier, Séguin-Lévesque, & Legault, 2002

⁵ Dweck, 2000



⁴ Pelletier, Séguin-Lévesque, & Legault, 2002

⁵ Dweck, 2000



Hypothese

The offering of an autonomy supportive teaching style to students is positively related to lecturers who experience **autonomy** themselves within their social working environment, who are **intrinsically motivated**, and who have a **growth mindset**

Method: context

- Honours Education within Higher Education
- Characteristics of Honours students:

Intrinsic motivated

Want to get the best out of it

Curious and broad interests

Wellbeing by undertaking activities

Prefer autonomy when working on
assignments or personal development

5 (Wolfensberger & Offringa, 2012)
(Tiesinga & Wolfensberger, 2014)
(Van der Rijst & Wolfensberger, 2014)
(Vansteenkiste, Lens, & Deci, 2006)
(Wolfensberger, 2012)

Method

- N = 47 honours lecturers
- 6 Universities of Applied Sciences
- May to September 2014

Method: questionnaire

Constructs	Examples	Questionnaire
Autonomy	<i>"I let my honours students take a lot of decisions by themselves" (12 items, $\alpha = .81$)</i>	Teacher As a Social Context Questionnaire (TASCQ) (Belmont, Skinner, Wellborn, & Connell, 1989), 5 point scale: 1 = completely not true and 5 is completely true
Structure	<i>"I talk with my honours students about their expectations against them" (15 items, $\alpha = .70$)</i>	
Relatedness	<i>"I know the students in my honours group well" (14 items, $\alpha = .88$)</i>	

Method: questionnaire

Constructs	Examples	Questionnaire
Perceived pressure	<i>“It is important from the organisation that my honours students are having high results” (17 items, $\alpha = .65$)</i>	<i>Constraints at Work Questionnaire</i> (Pelletier, Séguin-Lévesque, & Legault, 2002), 17 items, 7 point scale: 1 is completely not and 7 is completely
Mindset related to intelligence	<i>“Your intelligence is something about you that you can’t change very much” (3 items, $\alpha = .90$)</i>	<i>Theory of Intelligence Scale – Self Form For Adults</i> (Dweck, 2000) 3 items, 6 point scale: 1 is strongly disagree and 6 is strongly agree
Intrinsic motivation of the lecturer	<i>“I find it important to be challenged to get the most out of myself” (7 items, $\alpha =.75$)</i>	<i>Intrinsic Motivation Inventory</i> (Wolfensberger, 2012) 5 point scale, 1 is strongly disagree and 5 is strongly agree

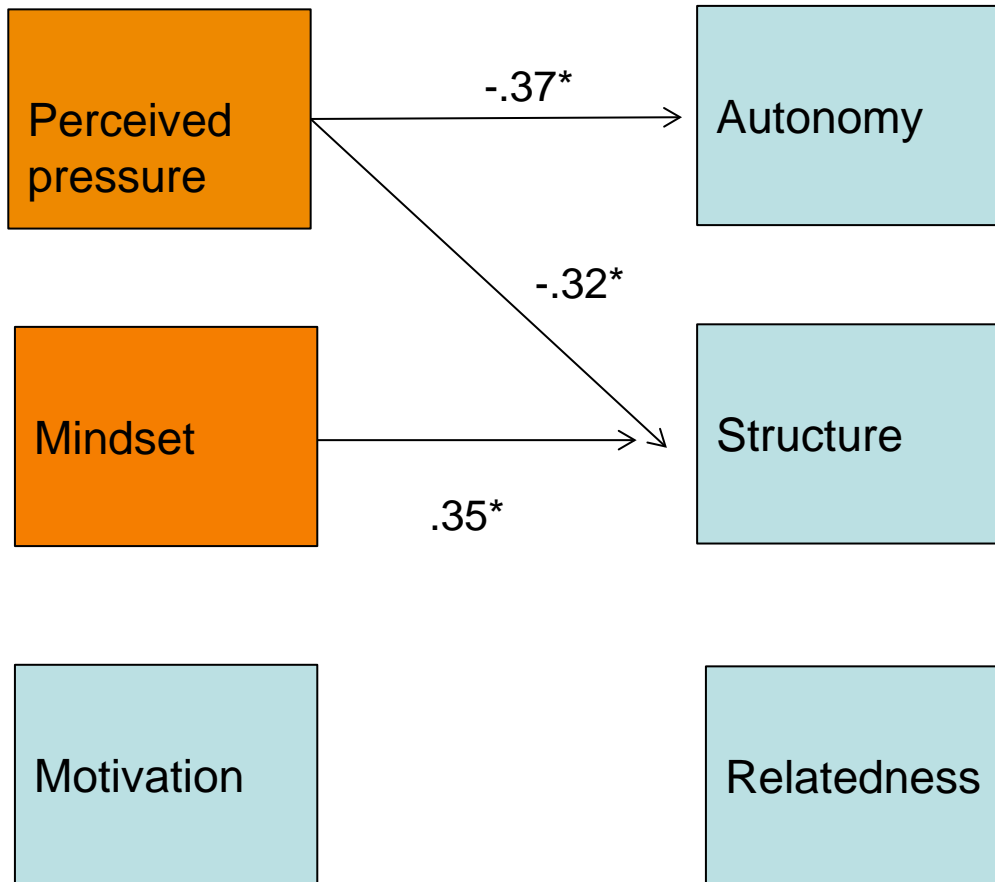
Method of analysis

Spearman's rho

Tabel 1: Scores respondents on predictors of the autonomy supportive teaching style (1 t/m 3) and (b) aspects of the autonomy supportive teaching style (4 t/m 6)

Measure	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Motivation (1)	44	3.80	.61	3.77
Mindset (2)	39	3.42	1.09	3.33
Perceived pressure (3)	40	3.44	.64	3.47
Autonomy (4)	37	3.95	.51	4.07
Structure (5)	34	3.77	.42	3.70
Relatedness (6)	31	3.72	.53	3.67

Spearman's Rho



Spearman's Rho

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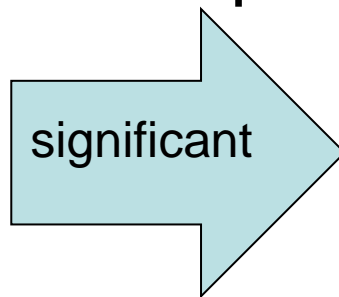
Tabel 2: Spearman Correlation between (a) predictors of the autonomy supportive teaching style (1 t/m 3) and (b) aspects of the autonomy supportive teaching style (4 t/m 6)

Measure	1	2	3	4	5	6
Motivation (1)		-.14 (39)	-.05 (40)	.27 (37)	.03 (34)	.13 (31)
Mindset (2)			-.08 (39)	-.02 (37)	.35* (34)	.03 (31)
Perceived pressure (3)				-.37* (37)	-.32* (34)	-.03 (31)
Autonomy (4)					.50** (34)	.41* (31)
Structure (5)						.59** (31)
Relatedness (6)						

Note: number of respondents between brackets * $p < .05$, ** $p < .01$

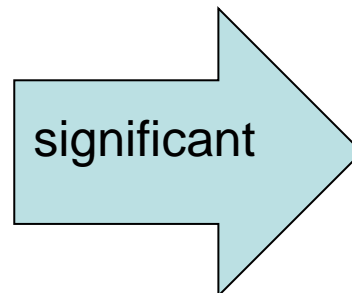
Conclusions

- Elements of the autonomy supportive teaching style are used a lot
- More perceived pressure



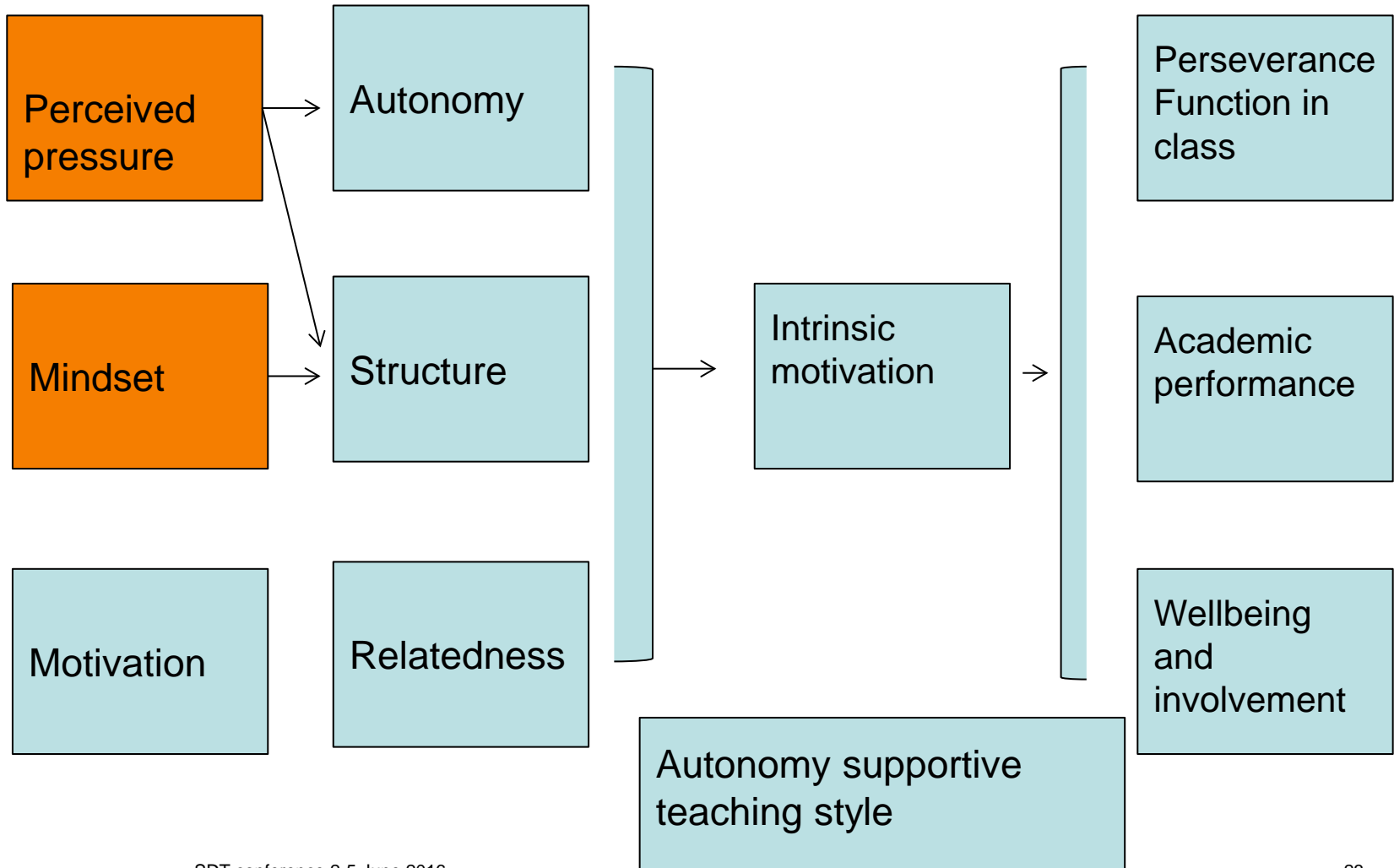
less structure and
less autonomy

- Fixed mindset



more structure

Summary



Follow up for the education practice

- Lessons to learn for facilitators of education: importance of control room for lecturers within policy and curriculum development
- Topics for professionalisation

Follow up reseach

- Do programme managers offer autonomy to individual lecturers and on which aspects?
- Teaching style: what is the right balance between autononomy and structure for students of regular programmes and honours programmes



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