



# Excellence by teaching strategy: autonomy and structure in balance for every student

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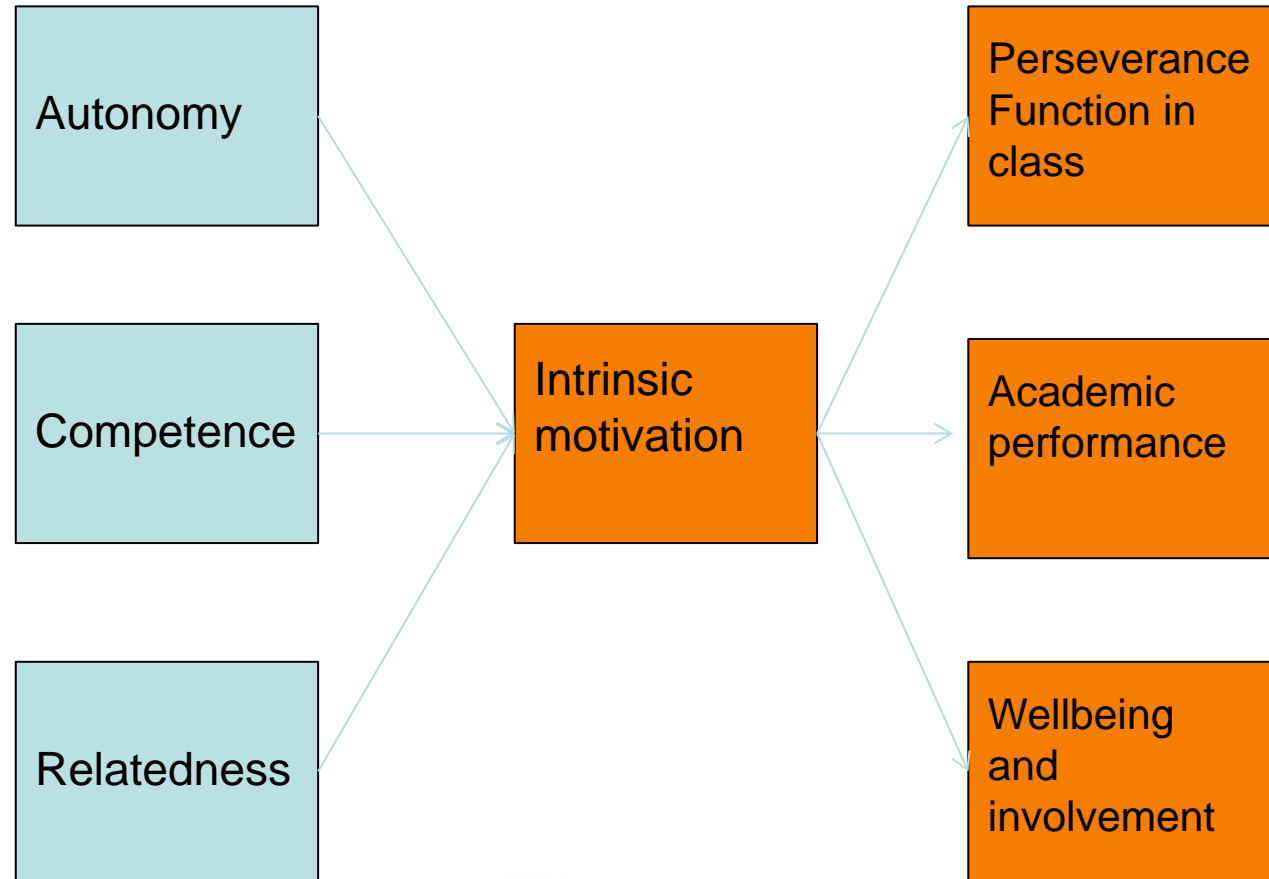


1. Opening
2. Theoretical framework
3. Gap
4. Research question
5. Method section
6. First results





# Theoretical framework: SDT (1, 2, 3)





# Theoretical framework: SDT

The social context of education can be supportive to or undermining for the three psychological needs: autonomy, competence and relatedness <sup>4 and 5</sup>

What is the right balance between offering autonomy and supporting competence through structure? <sup>6 and 7</sup>

4. Ryan & Deci (2017)
5. Taylor et al (2014)
6. Vansteenkiste et al (2012)
7. Ryan & Deci) 2000





# Gap

- As far as we know: no research is known about how the **same teacher** teaches in two different social educational contexts
- We don't know if, when and how teachers **tailor** their **teaching strategy** to the **psychological needs** of both **honours** and **regular programme students** to let them flourish





# Research question

Do teachers tailor their teaching strategies/guidance to what they see as the psychological needs of both honours and regular students?

How do teachers approach both honours and regular students by their teaching style in order to let them flourish in their study?





# Methods: procedure

Semi-structured interviews based on a topic list.

Items were:

- Learning preferences
- When do students flourish?
- Tailoring their teaching strategy to both honours and regular students
- Two concrete cases (STAR)



# Methods: participants

Number of teachers	Number of institutes
<i>N</i> = 4 teachers Universities of Applied Sciences	2
<i>N</i> = 4 teachers Research Universities	2

Honours programmes are extracurricular  
Regular programmes are bachelor programmes





# Data analysis

- Line by line coding of the first interviews (inductive)
- Constructing buckets
- Coding the following interviews with help of the buckets (deductive)
- Discussing the results with the feedback group
- Coding and analysing the last interviews
- Follow up



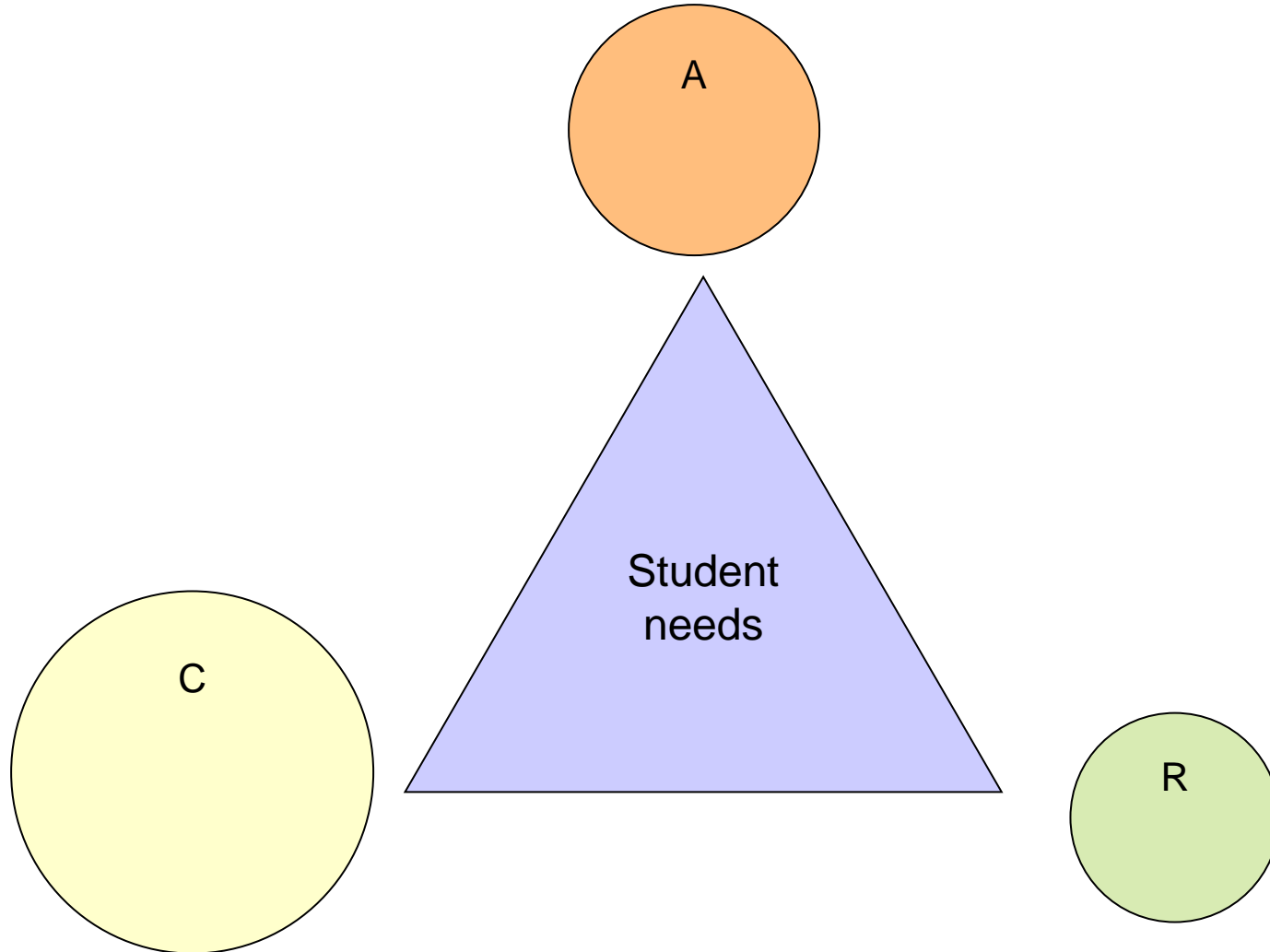


# First results





HP students' needs according to the teachers:





HP students' needs according to the teachers:

### **Autonomy: HP students' need according to the teachers**

Freedom of choice and meeting personal interest (content)

Freedom to experiment and to explore

Want to be self responsible

### **Competence: HP students' need according to the teachers**

How will I be assessed?

What is expected from me?

Clear structure and what are the deadlines

### **Relatedness: HP students' need according to the teachers**

Frequently meeting each other

Bonding and community building

Easy approachable teachers





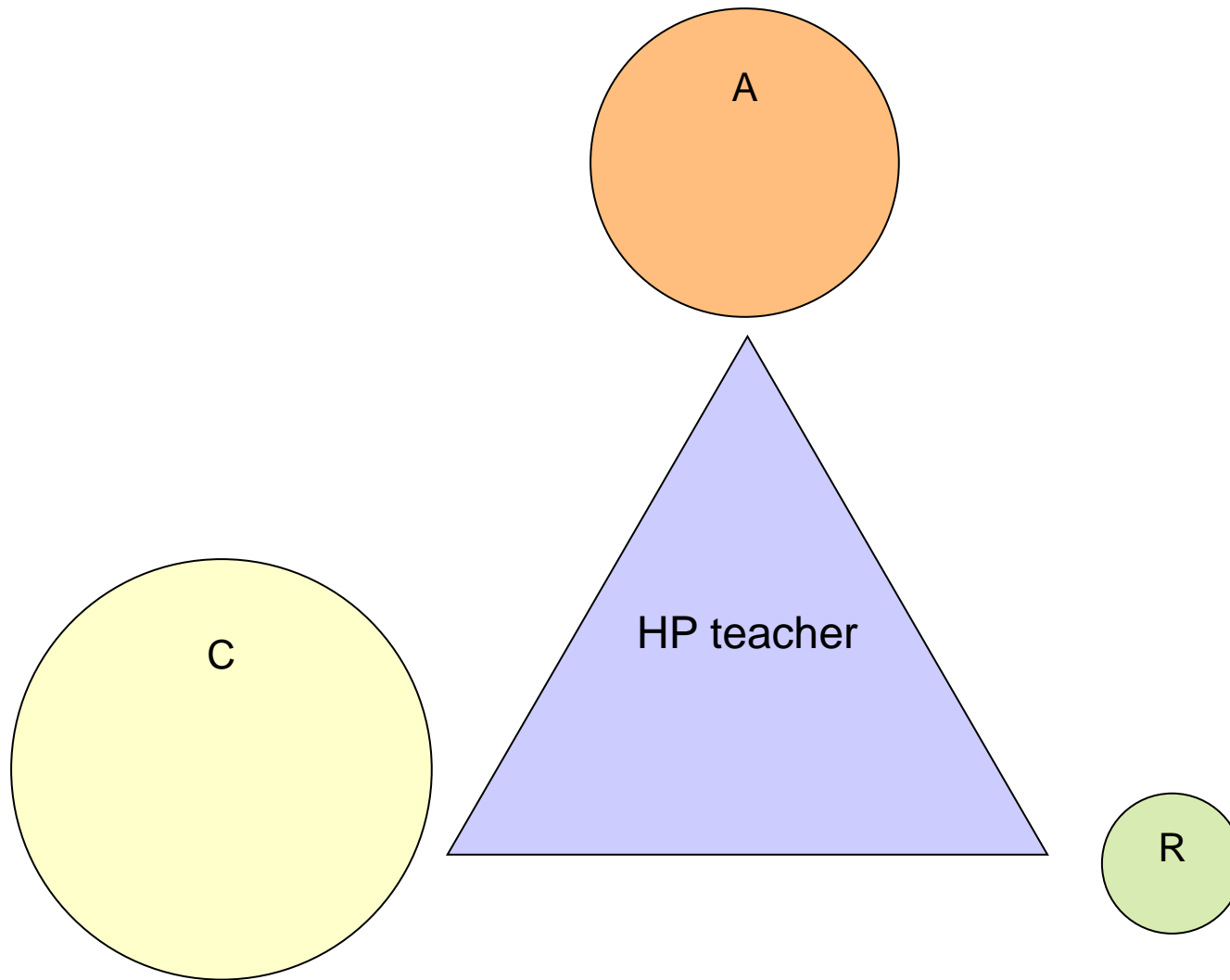
# Members check

Do you recognize the needs of the HP students as perceived by the teachers?





HP supporting activities according to the teachers:





HP supporting activities according to teachers:  
arranging freedom

**Creating ownership for the individual and personal development**

**Space to explore your personal potential**

**Freedom concerns the how of the content, the how of organising and the how of personal development**





HP supporting activities according to teachers: creating a learning environment to give students the feeling of competence

- **Creating a learning environment to reach a deeper level and a change in mindset**
- **Creating a learning environment in order to facilitate personal development**
- **When the focus is on the process, they offer a clear method of working in order to let the students grow. Questioning about the how and the why with free space**
- **When the focus is on the content, students receive sufficient content support by meetings, take home assignments or workshops and they offer bigger and more open assignments and free space**







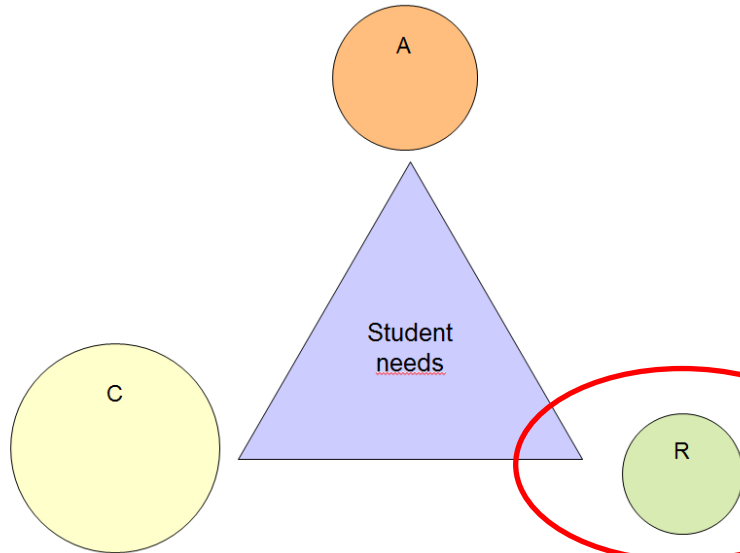
## HP supporting activities according to teachers: organizing bonding

- **Learning to know each other**
- **Creating a safe environment (trust base)**
- **Easy approachable teachers**

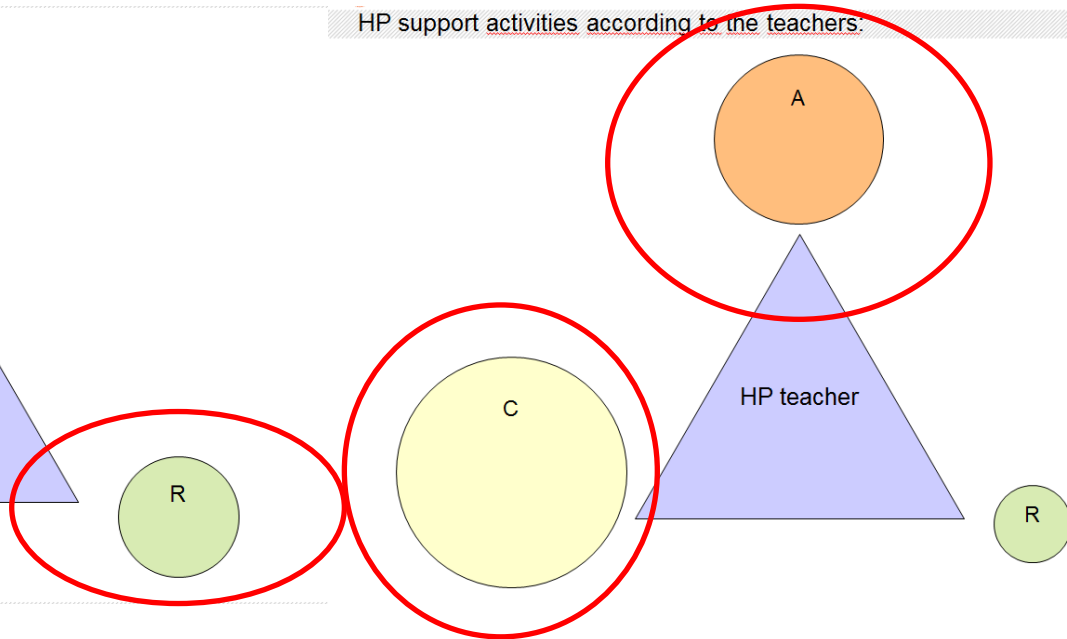




HP students' needs according to the teachers:



HP support activities according to the teachers:





How do they approach HP students?

**Creating a learning environment in order to support the feeling of competence of the students**

**How?**

**By giving information about the framework, expectations and global, open assignments**

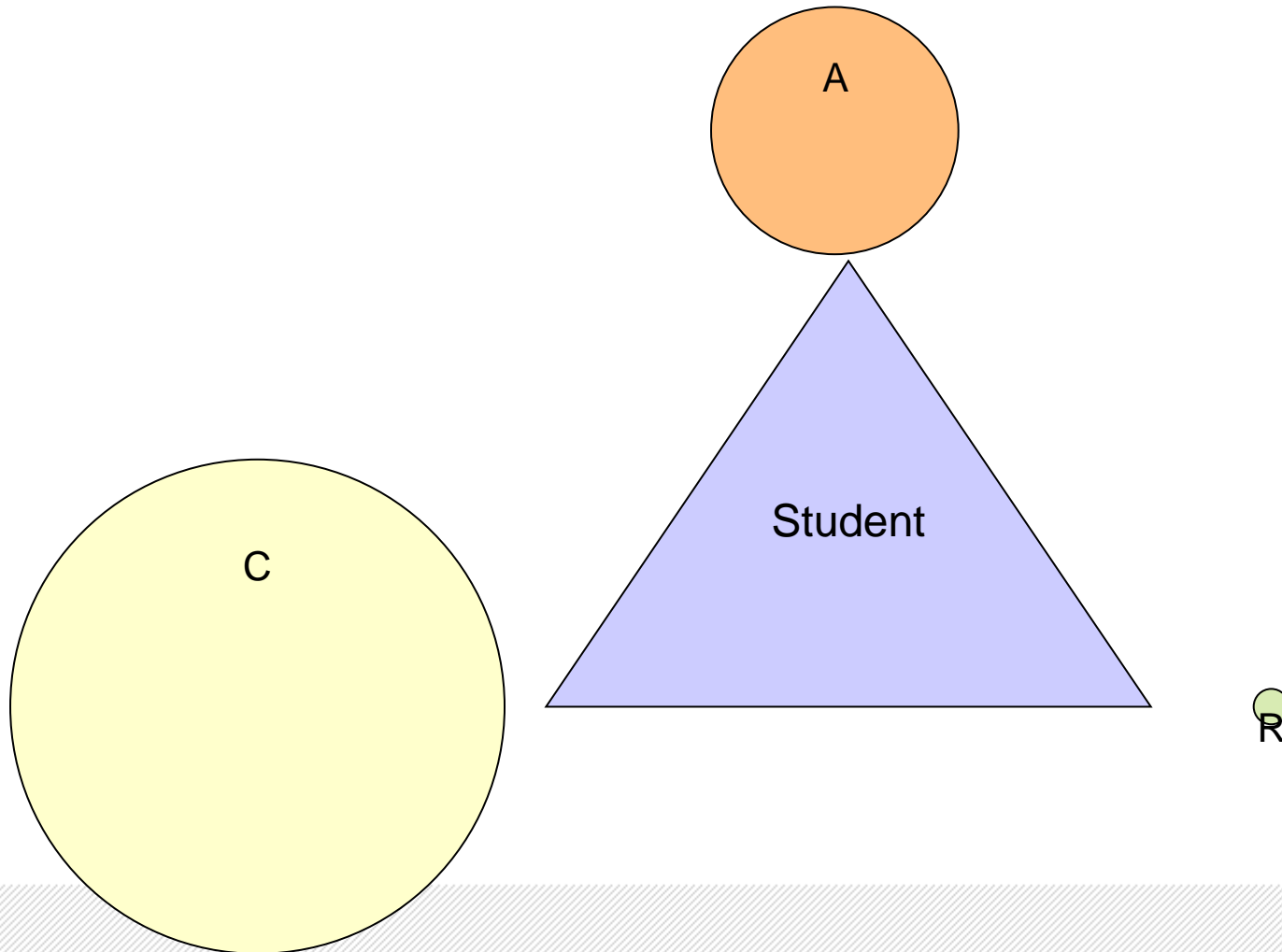
**Only after the information is given, there is space for autonomy**

**Teachers use open questions in order to challenge students to come up with their own ideas**





RS students' needs according to the teachers:





RS: students' needs according to the teachers

### **Autonomy: RS students' need according to the teachers**

Content freedom

Freedom in time, choice of collaboration partner

Students are not looking for autonomy

### **Competence: RS students' need according to the teachers**

What do I need to do, structure

Looking for something to hold on

Clarity about the requirements of the assessment

Their need is to know the how, the what, the where and the when

### **Relatedness: RS students' need according to the teachers**

They won't engage





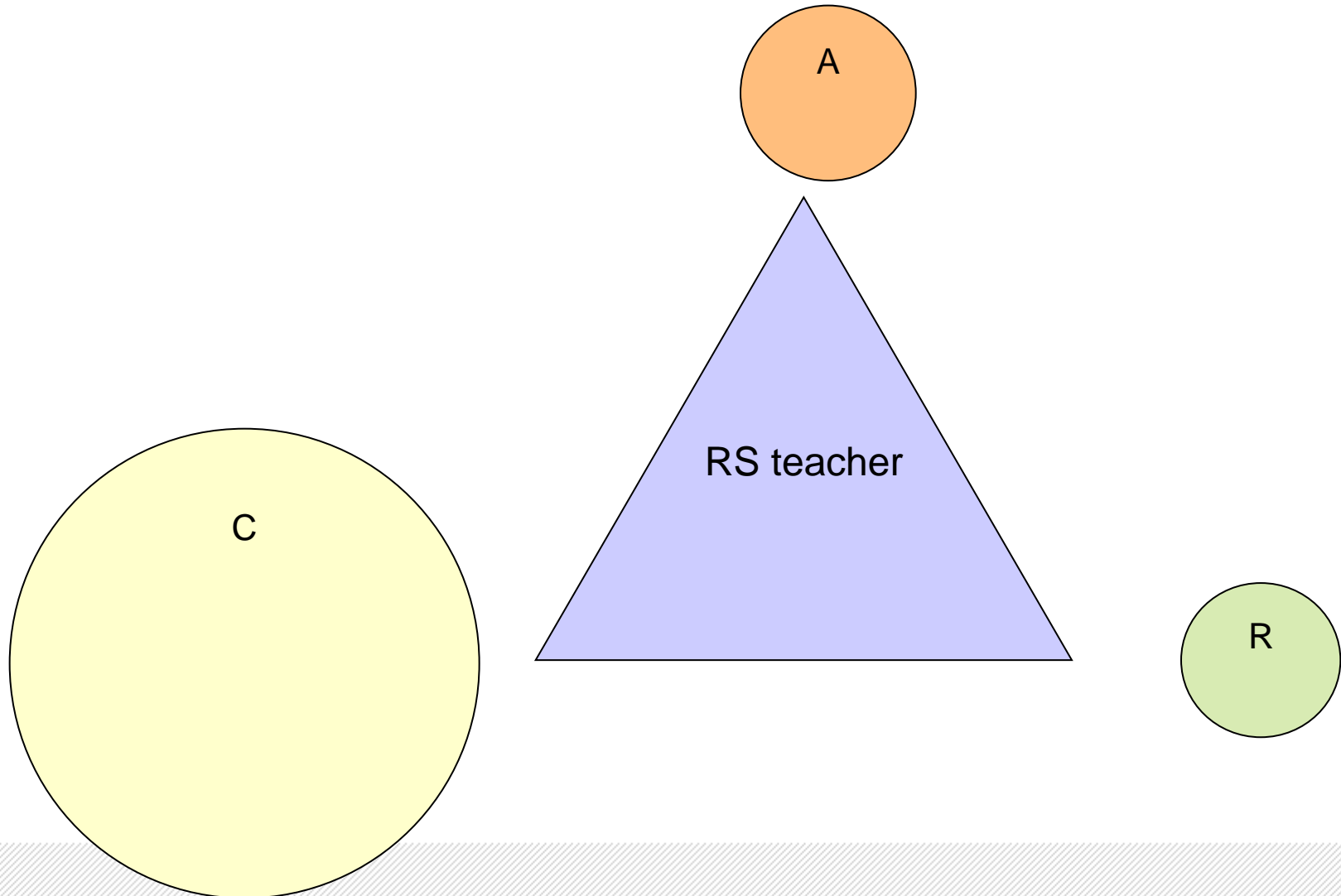
# Members check

Do you recognize the needs of the RS students as perceived by the teachers





RS supporting activities according to the teachers





## RS supporting activities according to teachers: arranging freedom

### Arranging freedom by:

- subject choice
- choice of the internship company
- choice of the counsellor
- the research question within the course

So freedom is content related







RS supporting activities according to teachers: creating a learning environment to give students the feeling of competence

**Tight structure through programme, format , rationale or learning outcomes**

**Clarity about what is expected and what do I have to do as a student**

**Within this structure there is space for:**

**Collaborating**

**Differentiated education materials**

**Offering flexibility for individual learning questions**





## RS supporting activities according to teachers: organizing bonding

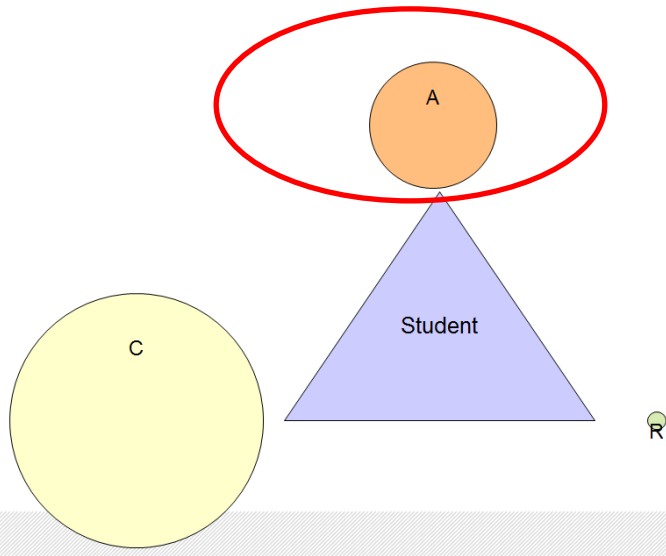
**For Research Universities bonding is no issue, for the Universities of Applied Sciences it is.**

**How to build a good relationship with the teacher**

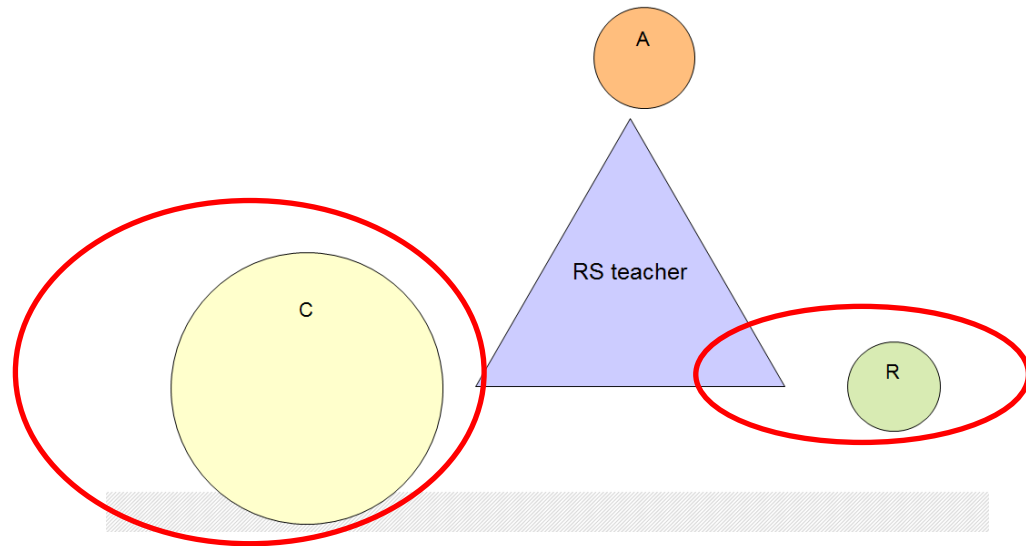




RS students' needs according to the teachers:



RS support activities according to the teachers





RS supporting activities according to teachers: how do they approach RS students?

**Clear information about deadlines, learning outcomes, requirements and so on**

**Many teachers wonder if autonomy is possible**





## Conclusions

**Do teachers tailor their teaching strategies/guidance to what they see as the psychological needs of both honours and regular students?**

No

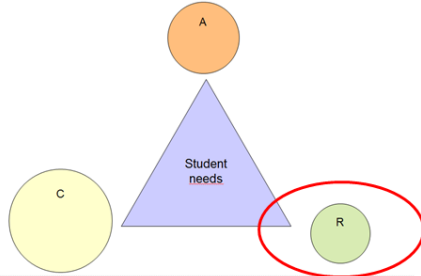
- **more autonomy** to honours students and **less** to regular students in comparison with their needs according to the teachers.
- **more competence support** to both honours and regular students in comparison with their needs according to the teachers.
- **less relatedness** to honours students and **more** to regular students in comparison with their needs according to the teachers.



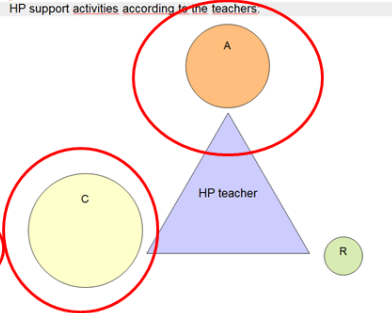


# Conclusions

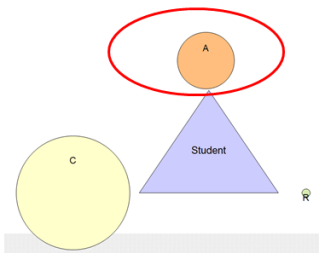
HP students' needs according to the teachers:



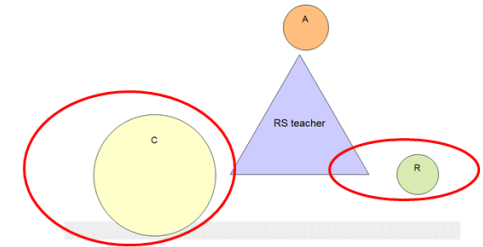
HP support activities according to the teachers:



RS students' needs according to the teachers:



RS support activities according to the teachers:





## Conclusions

### How do teachers approach both honours and regular students by their teaching style in order to let them flourish in their study?

- Most attention is paid to creating a learning environment in order to support the feeling of competence of all students by giving information about the framework, expectations and the assignments (hold on).
- After the given information, there is space for autonomy.
- **Open questions** in order to challenge HP students to come up with their own ideas and **check questions** in order to know if regular students are on track





# Discussion

How do you explain the gap between perceived needs of HP students by teachers and their supporting activities?

How do you explain the gap between perceived needs of HP students by teachers and their supporting activities?

What would you advise to close this gap?









# References

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