Faculty Calibrate Session

Loosening the Reigns: Creating an Autonomy-Supportive Classroom Environment for Student Success

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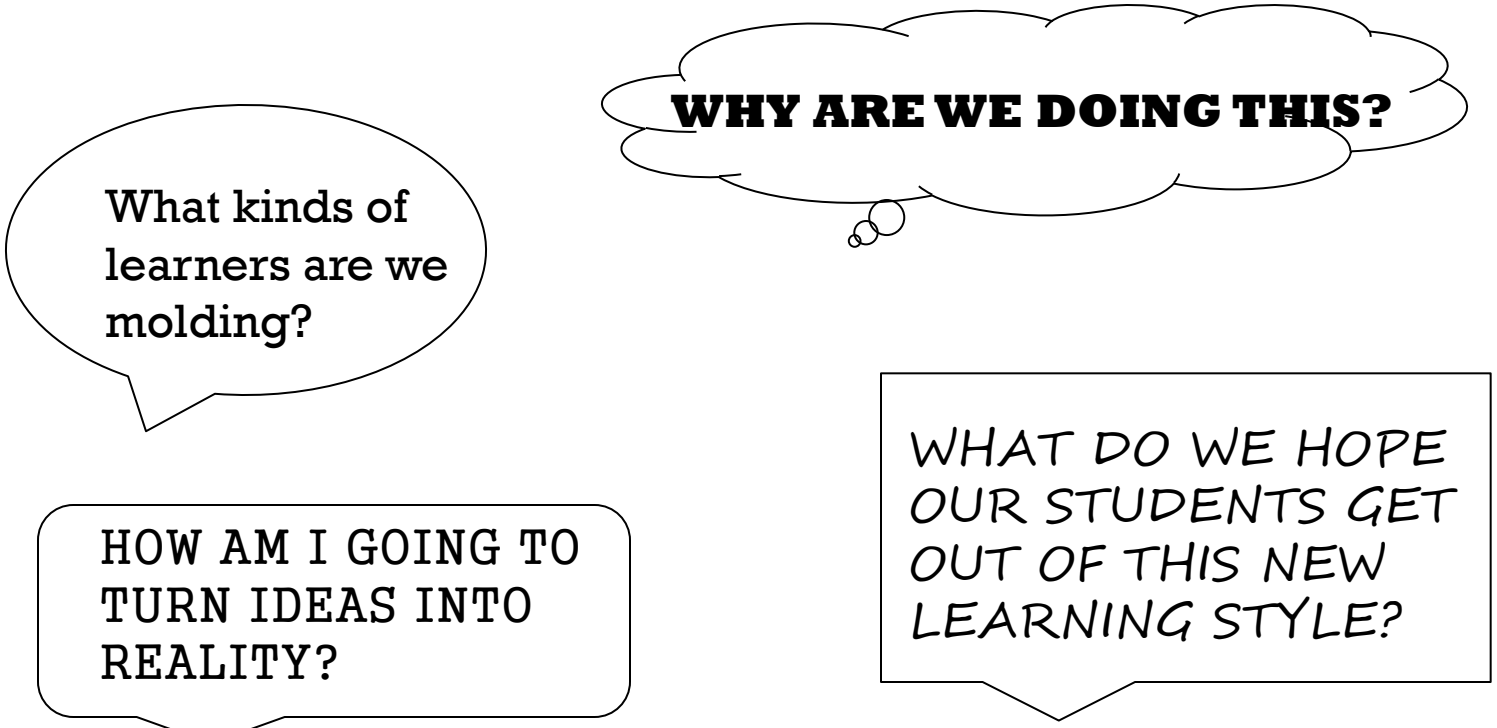
Objectives

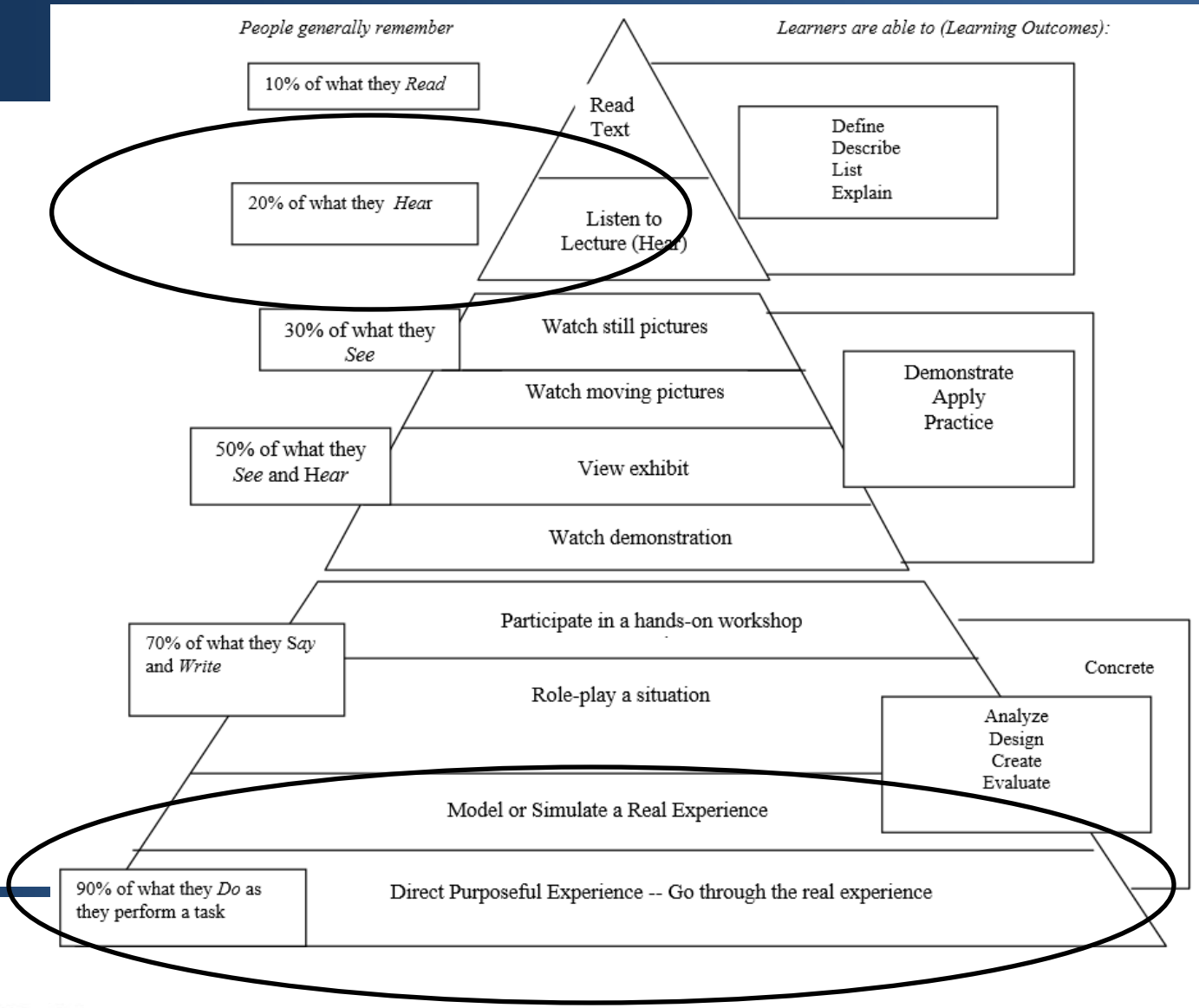
- Differentiate between an autonomy-supportive vs a controlling learning environment
- Evaluate current literature that supports the concept of autonomy/autonomy-supportive environment
- Provide tools to implement strategies from the literature to create your own autonomy-supportive environment

New Curriculum

- What thoughts come to mind?



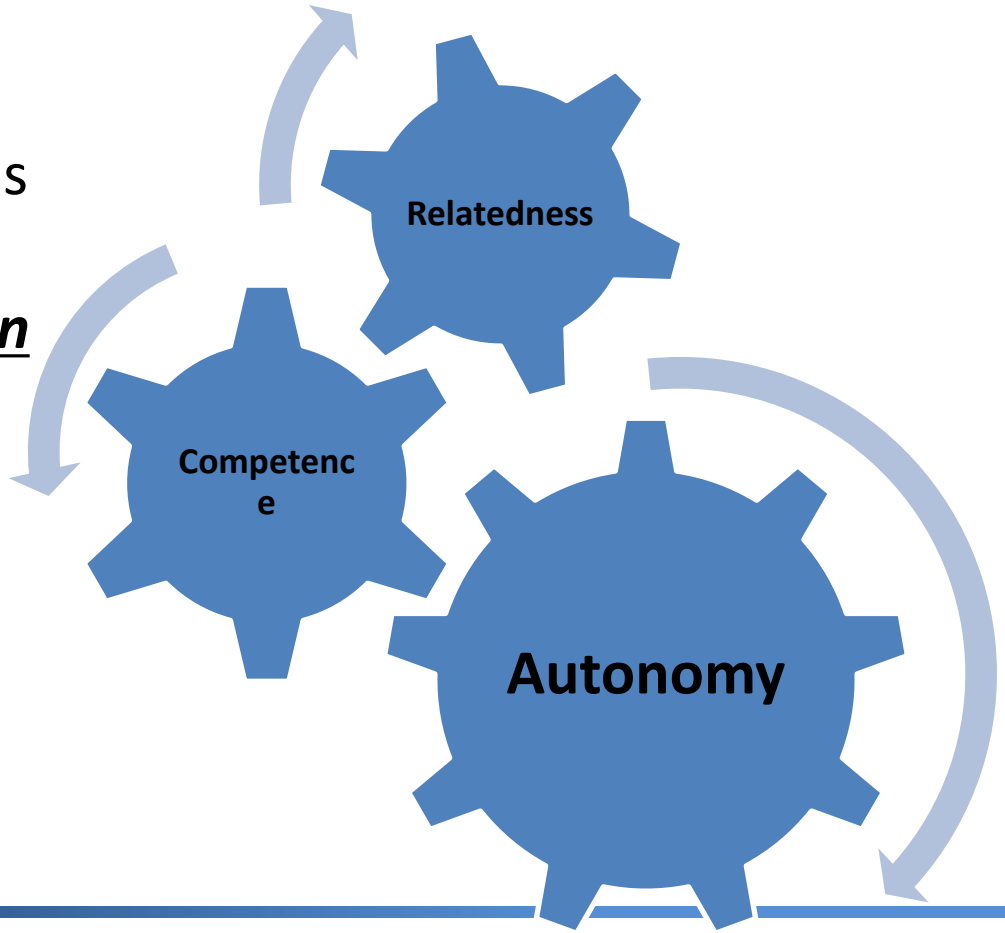
Out With the Old…



Adapted from E. Dale, Audiovisual Methods in Teaching, 1969, NY: Dryden Press

Self-Determination Theory

- Three innate psychological needs that contribute to ***intrinsic motivation***



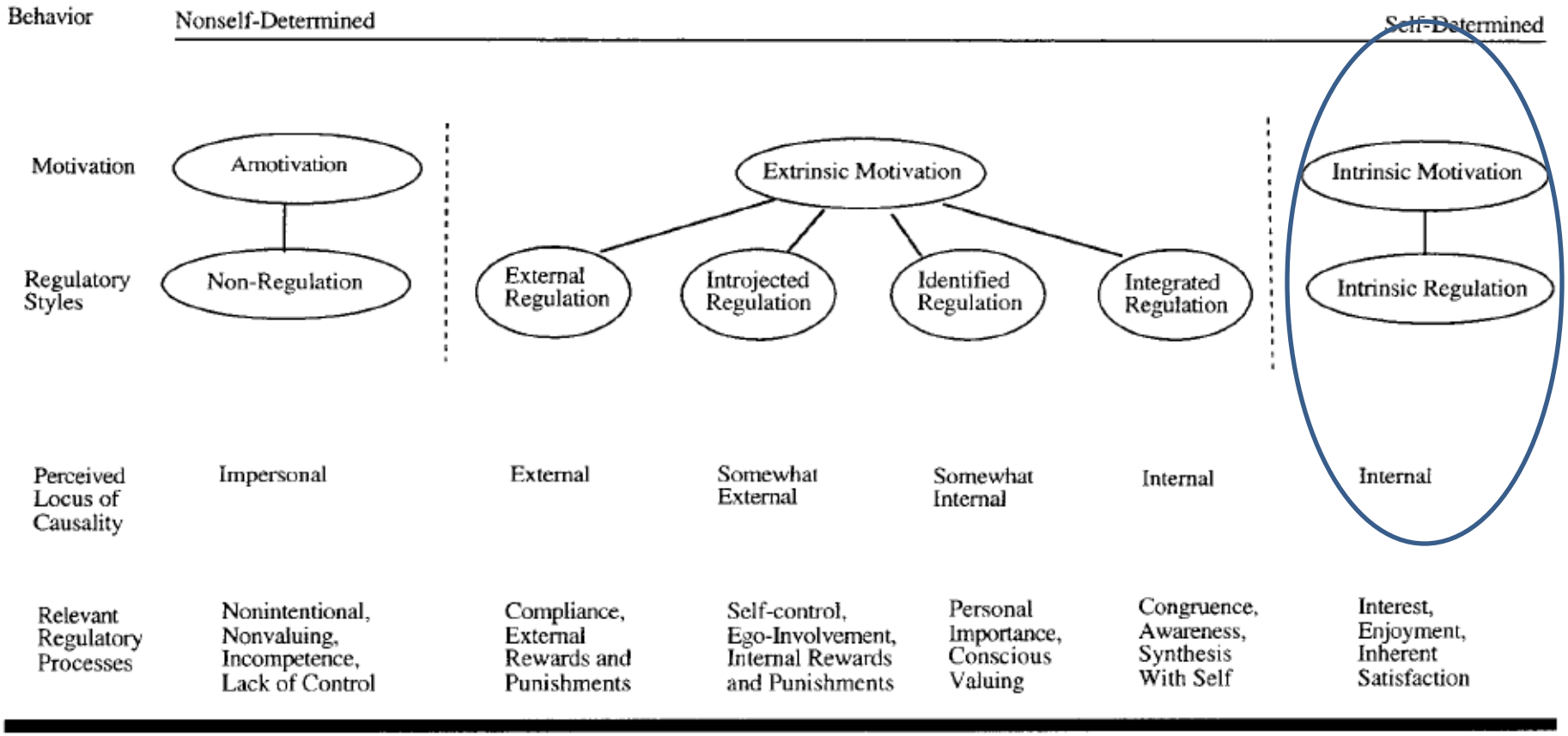
Ryan, R.M. & Deci, E.L. Self-Determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist,* 2000: 55, 68-78.

Types of Motivation

Characteristics of *INTRINSICALLY* motivated individuals	Characteristics of *EXTRINSICALLY* motivated individuals
Interested	Exhibit less interest
Confident	See less value
Creative	Express lack of effort
Excited	
Happy	
Competent	

Ryan, R.M. & Deci, E.L. Self-Determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist,* 2000: 55, 68-78.

Figure 1
The Self-Determination Continuum Showing Types of Motivation With Their Regulatory Styles, Loci of Causality, and Corresponding Processes



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Does an Autonomy-Supportive Teaching Environment Work?

Study Authors, Year	Main ideas
Patrick, H., & Williams, G. C, 2009	Autonomy-supportive environment supports learners' interest and competence
Williams, G. C., & Deci, E. L, 1998	Evaluation of many studies of learning in an autonomy-supported environment show: •Chemistry student test scores were higher •College students exhibited better comprehension and mastery •Patient outcomes were better
Baldwin, C et al, 2011	The development of a new curriculum applying SDT seeks to enhance autonomy of medical residents
Seiver and Troja, 2014	Students achieved higher cognitive absorption, grades, and expressed greater course satisfaction through an autonomous classroom environment

Back to the New Curriculum

- Students who exhibit more autonomy develop
  - Deeper learning
  - Student satisfaction
  - Retention
- What do accreditation standards measure?
  - Deeper learning (**Standards 4, 9, 10, 12)**
  - Student satisfaction (**10.10. Feedback)**
  - Retention (**25.7. Clinical reasoning skills)**

What Faculty Say and Do…

- Students in an Autonomy Supportive environment are:
  - Creative
  - Intrinsically motivated
  - Exhibiting greater conceptual understanding
  - Academic Achievers
  - Engaged in the classroom

Reeve, J., & Jang, H. (2006). What teachers say and do to support students' autonomy during a learning activity. Journal of educational psychology, 98(1), 209

What teachers SHOULD NOT say and do…

10 hypothesized controlling instructional behaviors	
Time teacher talking	Cumulative number of seconds the teacher talked.
Time holding/monopolizing learning materials	Cumulative number of seconds the teacher physically held or possessed the puzzle.
Exhibiting solutions/answers	Number of puzzle solutions the teacher physically displayed or exhibited before the student had the opportunity to discover the solution for himself or herself.
Uttering solutions/answers	Frequency of statements revealing a puzzle solution before the student had the opportunity to discover it for himself or herself, such as "The cube's done this way—like this."
Uttering directives/commands	Frequency of commands such as do, move, put, turn, or place, such as "Do it like this," "Flip it over," or "Put it on its side."
Making should/ought to statements	Frequency of statements that the student should, must, has to, got to, or ought to do something, such as "You should keep doing that" and "You ought to . . ."
Asking controlling questions	Frequency of directives posed as a question and voiced with the intonation of a question, such as "Can you move it like I showed you?" and "Why don't you go ahead and show me?"
Deadline statements	Frequency of statements communicating a shortage of time, such as "A couple of minutes left" and "We only have a few minutes left."
Praise as contingent reward	Frequency of verbal approvals of the student or the student's compliance with the teacher's directions, such as "You're smart" or "You are really good at playing with blocks."
Criticizing the student	Frequency of verbal disapprovals of the student or the student's lack of compliance with the teacher's directions, such as "No, no, no, you shouldn't do that."

Reeve, J., & Jang, H. (2006). What teachers say and do to support students' autonomy during a learning activity. Journal of educational psychology, 98(1), 209

What teachers COULD say and do…

Instructional behavior	Operational definition
11 hypothesized autonomy-supportive instructional behaviors	
Time listening	Cumulative number of seconds the teacher carefully and fully attended to the student's speech, as evidenced by verbal or nonverbal signals of active, contingent, and responsive information processing.
Asking what student wants	Frequency of questions asking specifically about what the student wanted or desired, such as "Which pattern do you want to start with?"
Time allowing student to work in own way	Cumulative number of seconds the teacher invited or allowed the student to work independently and to solve the puzzle in his or her own way.
Time student talking	Cumulative number of seconds the student talked.
Seating arrangements	Whether or not the teacher invited the student to sit in the chair nearest to the learning materials.
Providing rationales	Frequency of explanatory statements as to why a particular course of action might be useful, such as "How about we try the cube, because it is the easiest one."
Praise as informational feedback	Frequency of statements to communicate positive effectance feedback about the student's improvement or mastery, such as "Good job" and "That's great."
Offering encouragements	Frequency of statements to boost or sustain the student's engagement, such as "Almost," "You're close," and "You can do it."
Offering hints	Frequency of suggestions about how to make progress when the student seemed to be stuck, such as "Holding the puzzle in your hands seems to work better than laying it on the table" and "It might be easier to work on the base first."
Being responsive to student-generated questions	Frequency of contingent replies to a student-generated comment or question, such as "Yes, you have a good point" and "Yes, right, that was the second one."
Communicating perspective-taking statements	Frequency of empathic statements to acknowledge the student's perspective or experience, such as "Yes, this one is difficult" and "I know it is a sort of difficult one."

Reeve, J., & Jang, H. (2006). What teachers say and do to support students' autonomy during a learning activity. Journal of educational psychology, 98(1), 209

I'm on board… now what can I do!?

12 strategies to stimulate intrinsic motivation in students through autonomy-supportive classroom teaching:

1. Identify and nurture what students need and want
2. Have students' internal states guide their behavior
3. Encourage active participation
4. Encourage students to accept more responsibility
5. Provide structured guidance
6. Provide optimal challenges

Kusurkar RA, Croiset G, Ten Cate TJ. Twelve tips to stimulate intrinsic motivation in students through autonomy-supportive classroom teaching derived from self-determination theory. *Med Teach.* 2011;33(12): 978-82.

12 Strategies, continued

7. Give positive and constructive feedback*
8. Give emotional support
9. Acknowledge students' expressions of negative effect
10. Communicate value in uninteresting activities
11. Give choices
12. Direct with 'can, may, could' instead of 'must, need, should"

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What do you think?

- Are you on board?
- What can we do to help others get on board?
- What have you tried to create an autonomy supportive environment?
- What do you want to try?
- Team Based Learning experience?
- What can I do for you?

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