

TABLE 16.1

Autonomy-Supportive Teaching Practices and Beneficial Student Outcomes

WHAT AUTONOMY-SUPPORTIVE TEACHERS DO

- empathize with the students' perspectives, showing an understanding of their complaints and negative emotions
- encourage students to express opinions and preferences
- allow students to work at their own pace
- solicit students' opinions
- provide classroom structure, conveying their expectations for students in a noncontrolling way and providing sufficient information and support for meeting those expectations
- give feedback about students' competence and express confidence in students' abilities
- avoid the use of controlling educational practices such as controlling language, directives, threats, imposed deadlines, and close monitoring

BENEFICIAL OUTCOMES OF AUTONOMY-SUPPORTIVE TEACHING

- better time management and concentration
- deep, meaningful learning
- greater creativity
- better academic performance
- greater identified regulation for schoolwork
- higher intrinsic motivation
- enhanced well-being

SOURCES: Assor, Kaplan, Kanat-Maymon, & Roth, 2005; Deci, Eghrari, Patrick, & Leone, 1994; Jang, Reeve, & Deci, 2010; Koestner, Ryan, Bernieri, & Holt, 1984; Levesque, Zuehlke, Stanek, & Ryan, 2004; Patall et al., 2010; Reeve, 2009; Reeve, Jang, Carrell, Barch, & Jeon, 2004; Sierens, Vansteenkiste, Goossens, Soenens, & Dochy, 2009; Soenens & Vansteenkiste, 2005; Vansteenkiste, Lens, Dewitte, De Witte, & Deci, 2004; Vansteenkiste et al., 2010; Vansteenkiste, Simons, Lens, Sheldon, & Deci, 2004; Vansteenkiste et al., 2005.