

Tips from Self-determination Theory for stimulating intrinsic motivation of students: Autonomy-supportive teaching

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**Would you like to stimulate intrinsic motivation of your students for learning?
Use the following tips derived from Self-determination Theory ^{1,2,3}:**



Understand and support the needs and wishes of the students as much as possible



Have students' motivation guide their behavior, avoid using rewards or incentives



Encourage students to actively participate in teaching-learning sessions



Transfer the responsibility for learning to the students



Provide guidance in a structured manner



Provide optimal challenges, neither too easy, nor too difficult



Give positive and constructive feedback

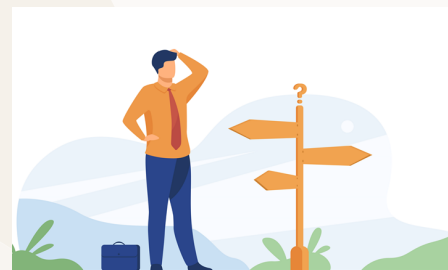


Provide emotional support

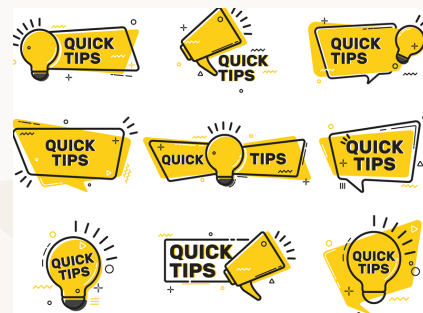


Acknowledge students' negative feelings related to learning, if any

Provide a rationale for and explain the value in activities that students find uninteresting



Give choices in learning



Instruct with suggestive (e.g. 'can, may, could') instead of controlling (e.g. 'must, need, should') words

For a description of these tips, we refer you to the article cited as reference number 1.

References:

1. Kusrkar RA, Croiset G, Ten Cate TJ. Twelve tips to stimulate intrinsic motivation in students through autonomy-supportive classroom teaching derived from self-determination theory. *Medical Teacher* 2011; 33: 978-982. <https://doi.org/10.3109/0142159X.2011.599896>
2. Reeve J, Deci EL, Ryan RM. 2004. Self-Determination Theory: A dialectical framework for understanding sociocultural influences on student motivation. In: McInerney DM, van Etten S, editors. *Big theories revisited*. USA: Information Age Publishing Inc. pp 31-60.
3. Ryan RM, Deci EL. 2000b. Self-determination theory and facilitation of intrinsic motivation, social development and well-being. *Am Psychol*; 55(1):68-78.