In this chapter, the authors discuss the concept of self-regulation and its importance in understanding how people regulate their own learning, behavior, and decision-making. They emphasize the idea that self-regulation is a key component of personal growth and development. The introduction sets the stage for the subsequent chapters, which explore various aspects of self-regulation, such as motivation, goal-setting, and decision-making. The authors highlight the role of self-regulation in achieving academic success and personal fulfillment.
SELF-DETERMINATION THEORY

To introduce the focus on the role of self-regulation, SDT early in the chapter considers with a clear head the concepts of intrinsic motivation, self-determination, and the consequences for learning and development. The chapter begins with an introduction to the history and evolution of SDT and emphasizes the importance of understanding the self-regulatory processes, particularly in educational contexts. The authors also discuss the implications of SDT for educational practices and policies, highlighting the need for a shift from an extrinsic to an intrinsic approach to motivation. The chapter concludes with a review of the research on self-regulation and its impact on learning and development, emphasizing the importance of fostering a sense of autonomy and competence in students. The authors argue that by promoting self-regulation, educators can empower students to take control of their learning and achieve higher levels of engagement and success.
Basic Psychological Needs Theory

Self-determination theory (Deci & Ryan, 1985) proposes that people are motivated to satisfy their basic psychological needs for competence, autonomy, and relatedness. These needs are universal and inherent, and they are the seeds of motivation. The need for competence refers to the need to feel capable and effective in situations that are challenging but not overwhelming. The need for autonomy refers to the need to have freedom of action, to be self-governed, and to make choices. The need for relatedness refers to the need for social connection and belonging.

Developing intrinsic motivation involves understanding and supporting these basic needs. For example, providing opportunities for students to choose their own projects can support the need for autonomy. Providing feedback that emphasizes effort and improvement rather than just performance can support the need for competence. Creating a supportive and inclusive classroom environment can support the need for relatedness.

Intrinsic motivation is enhanced when these needs are satisfied. When students feel competent, autonomous, and related, they are more likely to engage in activities that are meaningful and enjoyable. In contrast, extrinsic motivation (motivation driven by external rewards or pressures) can undermine intrinsic motivation. For example, giving students grades for completing assignments can create pressure to perform well, which can reduce enjoyment of the activity. However, providing feedback that is focused on improvement rather than performance can help maintain intrinsic motivation.

Understanding and supporting these basic psychological needs is crucial for developing intrinsic motivation. By creating an environment that supports autonomy, competence, and relatedness, teachers can help students develop a love for learning and a sense of personal growth.


According to the SDT framework, students' needs, regardless of their background, with positive achievement and peer relationships and thriving in academic settings. The classroom environment is integral to the student's development. The classroom learning environment has a significant impact on student achievement, motivation, and engagement. The diagram illustrates the connection between the classroom environment and student learning. The classroom environment includes factors such as seating arrangements, lighting, and noise levels, which can influence student behavior and cognitive performance. The diagram highlights how the classroom environment can either support or hinder student learning, depending on its design and implementation. The classroom learning environment is a critical component of student success and should be carefully considered in educational settings.
### TABLE 9.1 Empirically Validated Autonomy-Supportive and Controlling Instructional Behaviors

<table>
<thead>
<tr>
<th></th>
<th>Autonomy-Supportive Instructional Behaviors</th>
<th>Controlling Instructional Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Providing rationale for doing the work</td>
<td>Controlling the pace of work</td>
</tr>
<tr>
<td>2.</td>
<td>Encouraging students to engage in discussions</td>
<td>Making students follow rules</td>
</tr>
<tr>
<td>3.</td>
<td>Allowing students to choose their own projects</td>
<td>Monitoring students' progress</td>
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<tr>
<td>4.</td>
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</tbody>
</table>

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Although teachers can directly give students experience of autonomy support, providing informational feedback and autonomously initiating action are essential. The table above outlines some of the strategies and actions teachers can take to support students' autonomy.

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When teachers set limits, provide rewards, or offer other feedback, they must be clear about the standard for acceptable behavior. Students need to know what is expected of them and what consequences will follow if they do not meet the standards. When students are clear about the expectations, they are more likely to behave according to those expectations. When students are not clear about the expectations, they are more likely to behave in ways that are not aligned with the expectations. Teachers can use positive feedback to reinforce desirable behavior and negative feedback to correct undesirable behavior. This is important because it helps students understand the relationship between their behavior and the consequences that follow. When students understand this relationship, they are more likely to behave in ways that are aligned with the expectations. When students do not understand this relationship, they are more likely to behave in ways that are not aligned with the expectations.
Understanding and Promoting Academic Self-Regulation

ONE LAST CLASSROOM ILLUSTRATION

MRS. MEXICO TEACHER'S ENGLISH

...
Understanding and Promoting Autonomy and Regulation

There are two key requirements to note here. These are the full range of effective communication and support, and the quality of the interactions between the child and the caregiver. This is particularly true for young children who are developing their interpersonal and social skills. Effective communication and support involve not only verbal expressions of emotions and feelings, but also body language, facial expressions, and other non-verbal cues. By definition, an emotionally supportive interaction is one in which the child feels safe and secure. This is achieved through the use of positive, non-judgmental, and encouraging feedback. Teachers and caregivers who provide such support help children develop a sense of autonomy and regulation.
when veteran classroom teachers say and do when they successfully implement support from the classroom model.

The research presence practically guarantees an increase in the frequency and subtlety of the view that teachers are best trained through successful experiments in school-based professional development. The higher frequency and subtlety of the view that teachers are best trained through successful experiments in school-based professional development lead to a model called the "socially contextually meaningful professional development". This model of professional development encourages teachers to actively participate in the design and implementation of professional development programs that are aligned with the specific needs and contexts of their students. It emphasizes the importance of creating meaningful and relevant professional development opportunities that can directly impact the quality of student learning. The model also highlights the role of teachers as active participants in the process, rather than passive recipients of knowledge. This approach is designed to improve both teacher effectiveness and student learning outcomes by fostering a culture of continuous improvement and collaboration among educators.
REFERENCES

The importance of the SHL and SIT perspectives on critical thinking and decision-making is gaining increasing recognition. These approaches are used in various fields, including business and education. The SHL perspective emphasizes the importance of intuition and creativity, whereas the SIT perspective focuses on the role of information and analysis. This chapter highlights the importance of these perspectives in enhancing decision-making processes. It also discusses the potential of integrating both approaches to achieve more effective outcomes. The chapter concludes with a summary of the key points and recommendations for further research. The references section includes a list of works that provide a deeper understanding of the topics discussed in this chapter.
INTRODUCTION

Dale H. Schunk

Attributions as Motivators of Self-Regulated Learning