



**PedPilot – Self-regulated Learning Guide for Teachers**

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*PedPilots – Supporting Self-Regulated Learning*

**Unit 2.**

**MOTIV-ON – MOTIVATION ON!**

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Our Hungarian-language digital curriculum, designed for independent study, is available on the following website.

<https://pedpilots.jozsefattilaiskola.ro/>



## 2. MOTIVON – MOTIVATION ON!

### Compiled by:

Katalin Hégető – József Attila Primary School, Miercurea Ciuc, Romania

### Introduction

Motivation is the driving force behind every successful learning process. But how do we keep it going? Our teaching material helps you navigate the different types of motivation and shows you how to ignite that inner fire. It presents a practical toolkit that ensures enthusiasm can be sustained in the long term, that ups and downs can be overcome, and that set goals become achievable.

### Objectives

The aim of the module is for participants to:

- Recognise the role of motivation in the process of self-regulated learning.
- Gain an insight into the main theories of motivation.
- Understand the differences between intrinsic and extrinsic motivation and their effects on learning.
- Acquire practical techniques to help maintain motivation.
- Develop their reflective teaching skills.

### Time allocated to the module:

2–3 hours

### Learning outcomes

With the help of the course material, participants will be able to:

- Interpret the role of motivation in the phases of self-regulated learning.
- Identify the main theories of motivation.
- Diagnose their own and their students' motivation problems.
- Transform performance-oriented tasks into learning-oriented ones.





- Apply differentiation strategies for students with different motivational profiles.

### **Teaching competences to be developed**

- Planning pedagogical processes and self-reflection on their implementation
- Supporting learning (emotional and physical well-being)
- Commitment and professional accountability for professional development

### **Study materials**

A self-regulated learner actively manages their own learning, planning, monitoring and improving their learning strategies and outcomes (Pintrich, 2000; Zimmerman, 2000). Teachers are more inclined to self-regulate their teaching than their own learning activities (Van Eekelen et al., 2005). When teaching, they are active directors, setting the goals and methods and evaluating the results, whereas in professional development they are often passive. The aim of the curriculum is to encourage teachers to transfer the self-regulatory skills they have already successfully applied in managing, planning and reflecting on their teaching practice to their own personal learning processes. Rapos et al. (2020) highlight that a prerequisite for teachers' professional development and lifelong learning is the application of self-regulated learning at a higher level.

### **Motivational theories in the context of self-regulated learning**

From a learning perspective, the most important forms of motivation are intrinsic and extrinsic motivation. As a teacher, you often hear that intrinsic motivation is good, whilst extrinsic motivation is less valuable. In your own learning, you may also find that the reality is more nuanced; in most learning situations, these are intertwined.

### **Questions:**

- When do you enjoy learning the most?
- When you are genuinely interested in a subject, or when you need to obtain a certificate or accreditation points?
- Is there any further training that you initially felt was compulsory, but then realised how useful it was?



Not all further training or professional development stems from internal interest; often, external expectations place the teacher in a learning situation. How can external motivation gradually become internal in one's own learning? Deci and Ryan's (2000) Self-Determination Theory provides an answer to this.

## 1. Self-Determination Theory

Deci and Ryan's (2000) Self-Determination Theory does not seek to answer what motivates us or what goals we set, but focuses on why we engage in certain activities and what internal motivations underlie our behaviour. One of the theory's major advantages is that it takes into account three fundamental psychological needs:

- autonomy (self-determination),
- competence (a sense of effectiveness and expertise)
- connection (the need to belong, love, attachment).

Motivation is understood as a continuous scale ranging from external regulation to complete internal motivation. On this continuum, behaviour can gradually become increasingly internal: an action and a part of one's self. From the perspective of self-regulated learning, it is very important that learning, which is initially driven by external factors (such as expectations), becomes internal over time. If we succeed in 'making motivation our own', in internalising it, then we learn not out of external compulsion but by our own choice, and so we will be able to consciously direct and organise our own learning.

### Self-reflection: The path to internalisation

Think of a subject or administrative task that you used to dislike but now enjoy doing. What helped you to transform external compulsion into an internal need, to internalise it? (E.g. did you understand the point of it? Did it become routine? Did you receive positive feedback?)

Answer: .....

### Autonomy

This refers to internal control; we feel that our actions are our own choice. It is an essential component of actions arising from an individual's own will and internal motivation. We feel autonomous when we can choose between tasks, methods and/or time management.



**Examples of levels of autonomy:**

**Controlled (low autonomy)**

Mandatory further training, I have to do it.

If I don't do it, there will be trouble.

I'm not interested, I just want to get it over with.

Management expects it.

**Autonomous (high autonomy)**

I chose the training because I

.

I think it's important to learn this because it helps me in my work.

I'm curious to see what I can learn from this.

I'm taking part in the training because it aligns with my goals.

**Task:** Describe a learning situation from the past year where:

- You had a high degree of autonomy: .....
- Your autonomy was low: .....
- How did you feel in both situations?
- How did this affect your learning outcomes?

Answer: .....

**Competence**

A sense of competence promotes an individual's independence and, at the same time, the presence of personal agency. It means that we feel effective and can successfully handle challenges. The sense of competence is strengthened when the task is neither too easy nor too difficult; this is *the* so-called 'flow zone' (Csíkszentmihályi, 1990). The sense of competence is strengthened when we recognise and become aware of our progress (Schunk & DiBenedetto, 2016).

**Methods:**

- Before-and-after comparison: What was I capable of a month ago vs. now?
- Learning diary: Regular reflection on what I have learnt.
- Milestones: Specific points where we pause and assess our progress.



- Portfolio: We collect our work and see our progress.

Example:

- Task too difficult → Anxiety, failure → Sense of competence decreases
- Optimal challenge → Immersion, development → Sense of competence strengthens
- Task too easy → Boredom → Sense of competence stagnates

### Task: Analysing feedback

“Sorry, that’s the wrong answer. You haven’t studied enough. Try again!”

Analyse what problems this feedback presents in terms of motivation?

- a) It reduces self-efficacy.
- b) It conveys a fixed view of ability.
- c) It does not provide constructive guidance.
- d) It causes feelings of shame.

Select the true statements, then rewrite the feedback in a motivating way!

.....  
.....

**Answer key:** All answers are correct. Detailed explanation:

- a) It reduces self-efficacy. It conveys the message that the student is incapable of completing the task, rather than guiding them on what they could do to succeed.
- b) It conveys a fixed view of ability. It links knowledge solely to the amount of study, not to the right strategy.
- c) It does not provide constructive guidance. Simply saying ‘try again’ is useless in itself, as it does not tell the student what to do differently, so the mistake will be repeated.
- d) It causes feelings of shame. Due to the accusatory tone, the student experiences the mistake as a failure, which discourages them from trying again.



## Connection

Learning is more effective when we are part of a supportive community and can share our experiences with colleagues. A social environment and supportive relationships are important because they strengthen an individual's self-confidence and independence. When someone is in a safe, supportive environment, they have greater faith in their own abilities and are more confident in making independent decisions. Collaborative learning reduces stress and increases commitment.

When our need for connection is met in learning, then:

- We feel we are not alone on our learning journey.
- We are part of a supportive community.
- We can share our experiences, questions and successes.
- We feel safe and do not need to fear judgement.
- We feel that we are important to others (teachers, mentors, peers).

When the need for connection is not met, then:

- We feel isolated and alone.
- No one takes an interest in our learning.
- We cannot share our thoughts.
- We feel threatened by our surroundings (judgement, competition).
- We are surrounded by indifference.

## Task:

Identify which teaching behaviours promote engagement *and* which hinder it.

Teacher behaviour	Supports ✓	Hinders ✗
The teacher simply lectures; there is no interaction		
The teacher calls participants by name		
The teacher shames those who make mistakes		
The teacher creates opportunities for small-group discussions. Opportunities for small-group discussions		
The teacher shares their own experiences and mistakes		

The teacher creates a competitive atmosphere among the participants. Creating a competitive atmosphere among the participants		
The teacher takes an interest in the participants' experiences		
No one is allowed to speak during the lesson, only listen		

## 2. The relationship between flow and self-regulated learning

According to Csikszentmihályi (1993), flow motivates practice and the development of competence.

Characteristics of the flow experience:

- A sense of completeness (immersion in the activity)
- Cessation of self-monitoring (no anxiety)
- Focused attention (attention is concentrated on a narrow stimulus field)
- Suspension of the perception of time (time either speeds up or slows down considerably, losing its significance)
- Sense of control (a feeling of complete control over one's own actions and the environment)

### Task: Designating a flow zone

Aim of the task: to help the teacher consciously create a time and place where they can immerse themselves undisturbed in learning a creative online lesson.

#### Steps to follow:

Choose a regular time each week (e.g. 1 hour a week) when nothing else will disturb your learning!

Choose a place where you can work in peace (e.g. your own room, the library, a study corner)!

Make sure you have the necessary equipment and environment ready: (a computer or tablet, a stable internet connection, a notebook, and headphones to help you concentrate)!

Make a quick note:

When will you be studying?

Where will you study?

What distractions do you need to minimise (e.g. phone, communication with family, noise)?

Reflect briefly: Why did you choose this time and place? How does this help creative immersion and the effective acquisition of the online course material?



Flow is rarely sustained during learning processes. Numerous factors interrupt immersion: e.g. a sudden increase in the difficulty of the task (anxiety), distracting stimuli (e.g. notifications) or fatigue. The question may arise: what sustains the activity when the state of flow no longer exists? Kuhl's (2000) concept of volitional control may provide an answer to this.

### 3. The role of volitional elements (volition)

According to Kuhl (2000), motivation alone does not guarantee successful performance; willpower is also required. In his study, he points out that motivation is about decision-making (What do I want?). Willpower, on the other hand, is about execution and perseverance (How do I stick to my goal despite the difficulties?). Once action begins, volitional processes take over, directing the action towards completion. It determines whether the initial intention is fulfilled or thwarted by distractions (e.g. emails, administrative burdens). This is why will is considered a key component of the performance phase in theoretical models of self-regulated learning.

#### Task:

- a) Formulate 'If... then...' plans to counteract distractions (e.g. 'If I receive an email notification, I will ignore it until the end of the module.')
- b) Please rate on a scale of 1 to 5 how well the following needs were met whilst working through the learning unit!

Psychological need	1 - Not at all 2 - To a small extent 3 - Moderately 4 - To a large extent 5 - Completely	What can you do about it?
<b>Autonomy</b> To what extent did you feel that you		You choose the part of the material that interests you most



were learning based on your own decisions?		
<p><b>Competence</b></p> <p>To what extent did you feel that you were successfully mastering the new strategies?</p>		At the end of each module, summarise what you have learnt.
<p><b>Connection</b></p> <p>To what extent did you feel part of a supportive community?</p>		Discuss what you have learnt with a colleague.

#### 4. Goal-oriented theory: Why do we learn?

Goal-orientation theories highlight that the ‘why’ of learning fundamentally determines the depth and success of the learning process (Dweck, 1986). Research distinguishes between internal (intrinsic) and external (extrinsic) goals: whilst intrinsic goals aimed at personal development and contributing to the community lead to greater well-being and sustainable motivation, extrinsic goals focused on fame or material rewards result in more fragile performance (Kasser & Ryan, 1996).

Educational psychology distinguishes between two main goal orientations:

- **Mastery (or learning) goal orientation:** In this case, the learner’s primary goal is to acquire genuine competence, gain a deep understanding of new knowledge and develop skills. Failure is viewed not as a personal setback, but as part of the learning process, as feedback. This orientation is the ‘strongest driving force’, as it creates an internal need for development.
- **Performance (or comparative) goal orientation:** Here, the emphasis is on demonstrating one’s own abilities and comparing them with others. The learner’s aim is to achieve positive evaluation (outperforming others) or to avoid negative criticism. This can often lead to more superficial learning strategies and a fear of making mistakes.

The literature confirms that learners with intrinsic motivation demonstrate higher levels of self-regulatory skills: they plan more consciously, employ more effective metacognitive strategies, and maintain their focus of attention for longer, even when faced with difficulties (Pintrich, 2000).



## 5. Achievement motivation

Current research into learning motivation focuses on mastery motivation.

- It is a key factor in the structure of learning motivation, driving the acquisition and practice of a skill or ability.
- It plays a decisive role in cognitive, social and psychomotor development.
- In terms of intellectual development, its predictive power is stronger than that of intelligence.

The basis of the learning motivation system is the motivation to acquire skills, which, under optimal conditions, continues to operate until a skill or ability has been acquired to such an extent that the task in question no longer presents a challenge to the individual. The functioning of self-regulated learning is determined to the greatest extent by acquisition motives and metacognitive strategies (*see Module 5 for further details*).

- Learners with a higher level of motivation to learn are more likely to be able to self-regulate their learning.
- They are more likely to plan, monitor and review their learning.
- Conscious self-regulation can partially compensate for a lack of intrinsic drive or motivation.
- As students get older, self-regulation may play an increasingly important role.

Contemporary educational psychology research focuses on the motivation to learn, which is the primary determinant of the quality of the learning process.

- The core of the motivational structure: This driving force is a specific internal drive aimed at practising skills and abilities, as well as achieving competence over the environment.
- Holistic effect: It plays a fundamental role not only in cognitive (intellectual) development, but also in social and psychomotor development.
- Predictive power: The level of motivation to learn is often a more reliable predictor of academic success and intellectual development than the intelligence quotient (IQ) in the traditional sense.

### Mechanism of action and self-regulation

The motivation to learn, which forms the basis of the learning motivation system, is built on challenge-oriented functioning. Ideally, it keeps the individual engaged until the acquisition of the given skill reaches the level of automation, that is, until the novelty and challenge of the task cease to exist.

The effectiveness of self-regulated learning rests on two pillars: the strength of learning motivations and awareness of metacognitive strategies.

- Awareness and control: Autonomous self-regulation is more characteristic of learners with a strong motivation to learn. This is evident in the phases of the learning process: in the precise planning of goals, the systematic monitoring of the process, and the objective self-assessment of results.
- Compensatory role: Conscious self-regulation is able to bridge periods when internal drive and interest temporarily wane, thereby ensuring the continuity of the learning process.
- Age-related characteristics: As we grow older, the biologically encoded drive to learn is gradually replaced by consciously directed self-regulation, which is the key to professional development and lifelong learning.

## 6. Self-efficacy

Self-efficacy is the belief in one's own abilities to successfully perform a given task (Bandura, 1997).

Self-efficacy directly influences our motivation:

High self-efficacy → Greater perseverance, more effort, seeking out challenges.

Low self-efficacy → Giving up, avoidance behaviour, anxiety.

Sources of self-efficacy that fuel our motivation:

- Direct experience of success (Strongest). I've done it before, so I can do it!
- Vicarious experience (the success of others). If they could do it, so can I! Verbal encouragement (reassurance). You can do it!
- Physiological state (Calmness). Positive feelings increase confidence.

Source of self-efficacy	Brief explanation	Example of the teacher's own learning
Direct experience of success	Has previously managed to complete a similar task, so they are confident in their abilities.	Having successfully mastered a digital teaching module previously, they are now confidently starting the next, more complex online course.





Source of self-efficacy	Brief explanation	Example of the teacher's own learning
Proxy experience	The success of others inspires them to believe they can do it too.	A colleague has smoothly completed the creative online training, which motivates him to delve into the course material himself.
Verbal persuasion	Self-motivating affirmation or encouragement from others.	You consciously tell yourself: "I passed the previous module, so I'll pass this practical task too."
Physiological state	A positive emotional state and calmness boost self-confidence.	You learn the module's content in a comfortable, quiet place and in a good mood, so you feel less stressed and make more efficient progress.

## 7. Emotions and motivation

The emotions we experience whilst learning directly influence our motivation, attention and learning strategies.

Our emotions during learning are determined by two main factors:

a) Perceived control: To what extent do I feel in control of the situation?

High control → Positive emotions (pride)

Low control → Negative emotions (anxiety)

b) Perceived value: How important do I consider this learning to be?

High value + High control → Joy, enthusiasm

High value + Low control → Anxiety

Low value → Boredom

Maintaining positive emotions → Increasing motivation

Managing negative emotions → Breaking down barriers to learning

Learning factor	High / Low	Positive / Negative emotion	Example of the teacher's own learning	How can you increase positive emotions / reduce negative ones?
Perception of control	High	Pride, satisfaction	You have planned your own study time and location, and are making good progress with the module.	Breaking tasks down into smaller steps, working at your own pace, taking breaks



Learning factor	High / Low	Positive / Negative emotion	Example of the teacher's own learning	How can you increase positive emotions / reduce negative ones?
Sense of control	Low	Anxiety, frustration	You do not understand the module's complex tasks and feel uncertain about your progress.	Practising smaller sections, looking for analogous examples, asking for help
Perception of value	High	Joy, enthusiasm	Knows that the module improves their teaching methods and can manage their progress.	Be aware of the module's importance, set a learning goal, and track progress!
Value perception	High	Anxiety	The module is important, but they do not understand the steps involved in the tasks.	Break down the task, plan the steps, ask for feedback!
Value perception	Low	Boredom, lack of interest	The course material is not relevant to them; they do not see the point of it.	Find the personal or professional relevance of the curriculum, focus on your own goals!

## 8. Interest and motivation

The four-stage model of interest development (Hidi & Renninger, 2006) shows how interest that leads to lasting, intrinsic motivation develops.

The four stages of interest:

1. Interest creates self-sustaining motivation.
2. The more developed the interest, the less external motivation is required.
3. Interest strengthens the sense of competence and autonomy (SDT).
4. It promotes deep, meaningful learning.

### How can interest be developed?

Through personal relevance: How does it relate to my own life and goals?

Through an interesting context: Creative, varied approaches.

Through choice: Following one's own interests (autonomy).

Through community: Learning with peers who share similar interests.

### Task: Developing perseverance



Find an example from your own life when your initial enthusiasm (motivation) ran out and the process was taken over by willpower (volition)!

- What strategy did you use to overcome distractions or internal resistance?
- How did your commitment to the goal (goal orientation) help you in this situation?

## 10. The scaffolding strategy

The concept of scaffolding was introduced by Jerome Bruner and his colleagues, but it is based on Lev Vygotsky's concept of the zone of proximal development (ZPD).

### What is the zone of proximal development?

The 'gap' between the learner's current abilities and the level they could potentially reach. In other words: tasks that the learner cannot yet complete independently, but can solve with expert assistance.

### The essence of scaffolding:

The teacher provides temporary, flexible support so that the learner can carry out even complex tasks. As the learner's competence and self-regulation skills grow, support is gradually reduced, allowing the learner to take on independent responsibility.

### The level of support and motivational outcomes

#### Under-support (Too high a challenge)

What happens? If the task is too difficult and there is insufficient support, the learner becomes overwhelmed.

Process: High anxiety → Frustration → Repeated experiences of failure → Decreased self-efficacy and motivation

Example: If we expect a Year 7 biology class to analyse an entire forest ecosystem straight away, but do not provide any guidance or examples, the pupils may become uncertain and lose their motivation.

#### Optimal scaffolding (Appropriate challenge)



What happens? Help arrives precisely where the learner gets stuck, and the complex task is broken down into manageable parts.

Process: Successful effort → Positive feedback → Sense of competence → Motivation and flow state stabilise.

Example: Let's break down the forest ecosystem project into smaller parts: first, they identify the trees; then the soil organisms; and finally, they map out the relationships. Here, the teacher provides guidance and asks questions, but does not solve the task for them.

### Over-supporting (Too little challenge)

What happens? If the teacher provides too much help even when the pupil could solve the problem independently, the opportunity for development is lost.

Process: Learned helplessness or boredom → Stagnation of cognitive development → Decline in motivation

Example: If the teacher tells the students what to do at every single step of the project, they will not learn problem-solving skills or independence.

Level of scaffolding	Description	Process/effect on the student	Example for a biology lesson (local wildlife research)
Under-shoring (too great a challenge)	The task is too difficult; there isn't enough help	Anxiety → Frustration → Sense of failure → Decreased motivation	We immediately expect students to analyse the entire ecosystem without professional guidance.
Optimal scaffolding (appropriate challenge)	Help arrives precisely where the learner gets stuck; the complex task is broken down into parts	Sense of achievement → Positive feedback → Sense of competence → Motivation and flow stabilise	Breaking the project down into steps: 1. Selecting a location 2. Observation checklist 3. Data collection 4. Organising data 5. Presentation; the teacher provides guidance
Over-support (too low a challenge)	The pupil is already capable of completing the task independently, but	Learned helplessness → Boredom → Stagnation of cognitive development → Decreased motivation	The teacher tells the pupils what to do at every single step, so they do not practise independent problem-solving.

	the teacher directs every step		
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**Practical examples by subject**

Biology: observing living organisms, breaking a complex project down into small steps

History: preparing for a museum visit → gathering sources → list of questions → presentation

Maths: breaking down difficult problems step by step, providing guidance on how to solve them

**Tips:**

- Provide more guidance at the start, then gradually allow for more independence!
- Make sure the task is neither too difficult nor too easy!
- Break complex projects down into smaller, manageable steps!
- Monitor the students’ motivation and sense of competence, and adjust your support accordingly!

**Task:**

Think about your own subject and a complex project! Break it down into 5–6 small, manageable steps!

Determine where you will provide support and at what level (under-support, optimal, over-support)!

**Supporting materials**

[Self-regulated learning – Motivation \(YouTube\)](https://www.youtube.com/watch?v=xN6lAEGPrkI&pp=ygUmw5Zuc3phYsOhbHlvesOzIHRhbnVs w6FzIC0gbW90aXbDoWNpw7M%3D)  
<https://www.youtube.com/watch?v=xN6lAEGPrkI&pp=ygUmw5Zuc3phYsOhbHlvesOzIHRhbnVs w6FzIC0gbW90aXbDoWNpw7M%3D>

[Motivation Self-Regulated Learning \(YouTube\)](https://www.youtube.com/watch?v=A64J2eEZ4Os&pp=ygUiTW90aXZhdGlvbiBTZWxmIFJlZ3V sYXRlZCBMZWYybmluZWw%3D%3D)  
<https://www.youtube.com/watch?v=A64J2eEZ4Os&pp=ygUiTW90aXZhdGlvbiBTZWxmIFJlZ3V sYXRlZCBMZWYybmluZWw%3D%3D>

<https://www.youtube.com/watch?v=CaTSevGeBVk&pp=ygUiTW90aXZhdGlvbiBTZWxmIFJlZ3 VsYXRlZCBMZWYybmluZ9IHCQkDCgGHKiGM7w%3D%3D>

**More videos:**

<https://youtu.be/KgtV1sHKL UQ>



<https://youtu.be/dHsOwlimpz4>

[https://youtu.be/JkhS69W\\_kg8](https://youtu.be/JkhS69W_kg8)

## Check your understanding

### 1. Matching: Match the correct term with the correct definition!

Term	Definition
1. Autonomy	A) We belong somewhere; we give and receive care.
2. Competence	B) The gradual transformation of external motivation into internal motivation.
3. Connection	C) Our actions are in harmony with our values; we have a choice.
4. Internalisation	D) A sense of efficacy, managing challenges, experiencing growth.

*Answer: 1-C, 2-D, 3-A, 4-B*

### 2. Select the correct answer regarding the student's expected emotional state!

The level of challenge is high, but the student's competence is low:

a) boredom b) anxiety c) flow d) apathy

The level of challenge is low, but the learner's ability is high:

a) boredom b) anxiety c) flow d) excitement

*Solution: 1-b, 2-a*

### 3. Why is engagement crucial?

a) Students can compete with one another, which improves performance.

b) As social beings, a supportive community reduces stress and increases commitment.

c) During group work, fewer tasks fall to each individual.

*Answer: b*

### 4. Match the situations below with the correct source!

1. I can see your hands are shaking before the exam. Let's take a few deep breaths, have a sip of water to calm down! (\_\_\_)





2. Look at Zsolt! He found it difficult at first too, but he managed it with practice. If he could do it, you can do it too! (\_\_\_)
3. Think back to last week! You solved this type of problem perfectly then too. You'll manage it this time as well, because you've done it before. (\_\_\_)
4. I believe in you. I know you have what it takes to do this task. (\_\_\_)

### Sources:

- A) Direct experience of success
- B) Vicarious experience
- C) Verbal reassurance
- D) Physiological and emotional state

*Answers: 1-D, 2-B, 3-A, 4-C*

### 5. True T or False F?

1. The aim of the development of interest is to completely replace external motivation with internal motivation. [ \_\_\_ ]
2. Self-determination theory and interest theory contradict each other because interest does not support autonomy. [ \_\_\_ ]

*Answer: 1. T; 2. F*

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