



Using Self-Determination Theory to Fuel Up Self-Driving Learners

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valary with a why

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Thanks for your interest in the materials associated with the USDLA 2018 conference session entitled Using Self-Determination Theory to Fuel Up Self-Driving Learners. I welcome any feedback, questions or comments you have about the materials and would love to hear how you put any of the ideas into practice.

Handouts

[Session Slidedeck](#)

[Self-Determination Theory Questions](#)

[Learner Persona Worksheet](#)

Additional References

[Books](#)

[Drive: The surprising truth about what motivates us](#)

[Why we do what we do: Understanding Self-Motivation](#)

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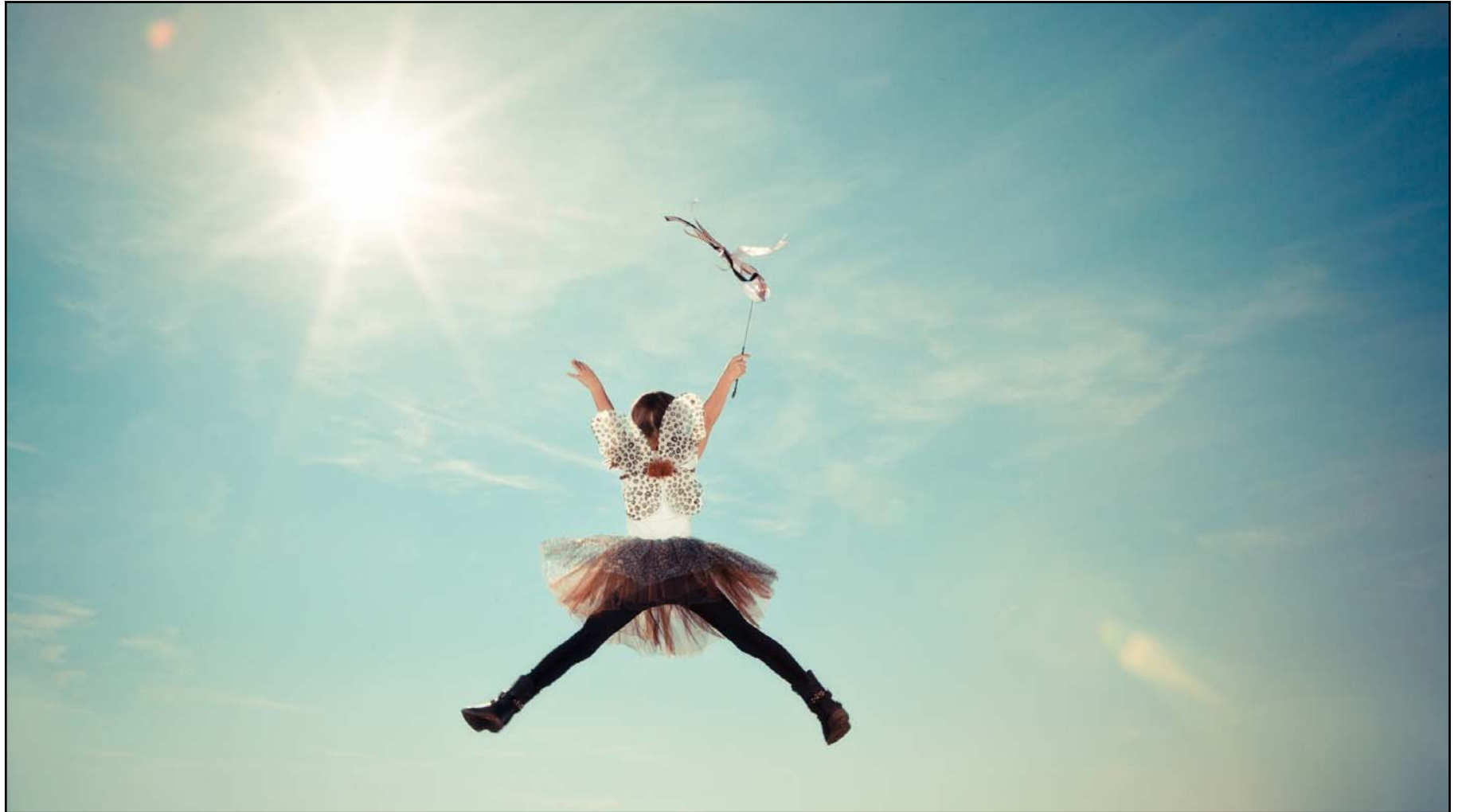
[And more](#)

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What are you hoping to get out of today's session; what is your goal?

What are you going to do to have the best learning experience today?





Undergraduate

3BI

(Before Internet)

Graduate

8AF

(After Facebook)



The image displays two video thumbnails from a series titled "Shift Happens 3.0 updated :)".

The top thumbnail features a newspaper headline: **The top 10 in-demand jobs in 2010...**. The video player interface shows a progress bar at 0:39 / 4:58.

The bottom thumbnail features a newspaper headline: **...did not exist in 2004**. Below the headline, it says **SENIOR INTERIOR DESIGNER**. The video player interface shows a progress bar at 0:43 / 4:58.



VALARY with a WHY





... identify their own next actions to explore deeper into the subject matter and/or have a greater understanding of how to be successful in their next learning endeavor







SELF-DETERMINATION THEORY



1970s Deci and Ryan study intrinsic
versus extrinsic motivation



INTRINSIC



EXTRINSIC



1980s

Self-Determination Theory gains acceptance; three components autonomy, competence, and relatedness



“ The proper question is not, ‘how can people motivate others?’ but rather, ‘how can people create the conditions within which others will motivate themselves?’ ”

Why We Do What We Do, Edward Deci



2000s Re-emerges as fields like
gamification and positive
psychology incorporate it



AUTONOMY



COMPETENCE



RELATEDNESS



AUTONOMY



Task
Time
Technique
Team

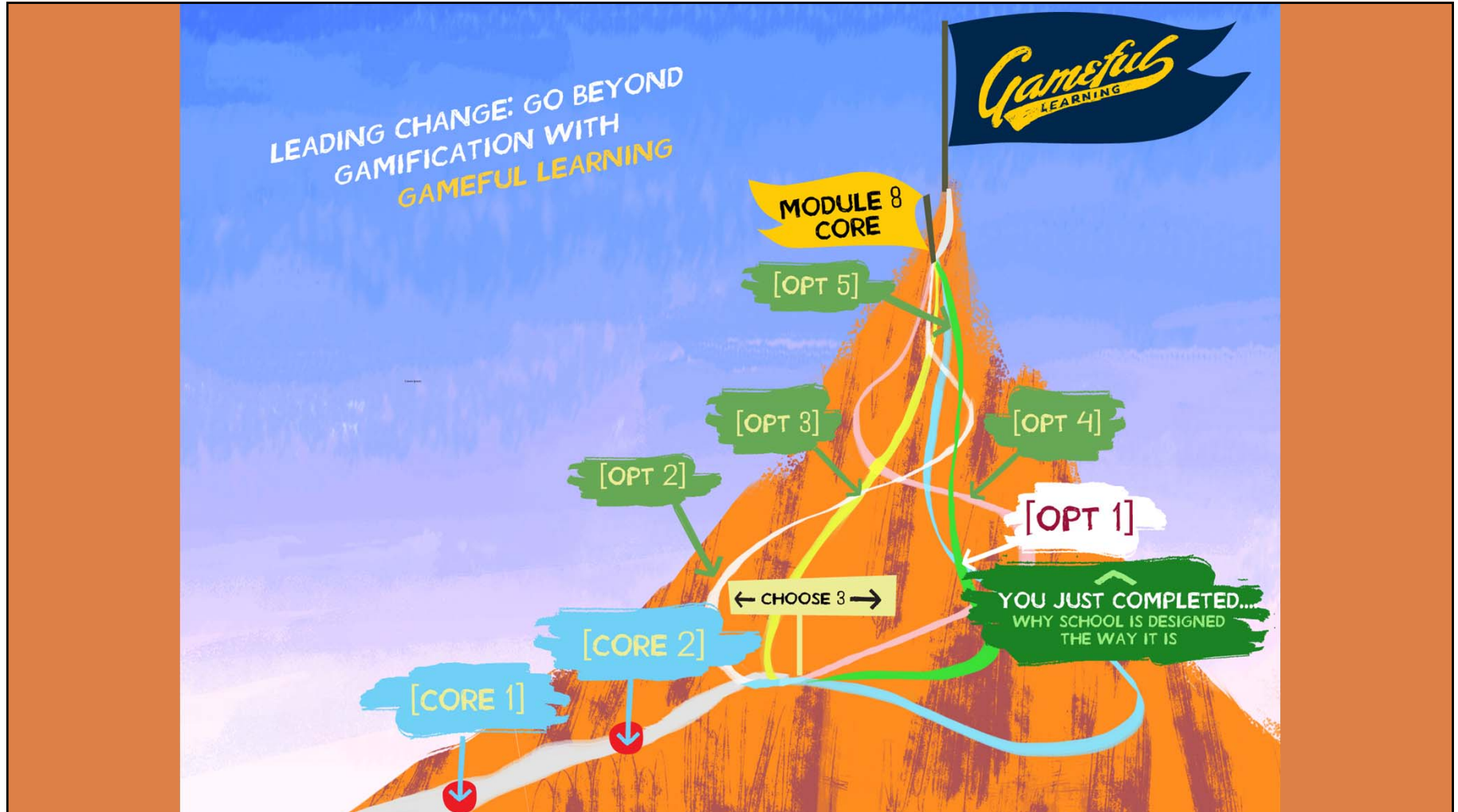


Set your own goals
and choose your
own adventure



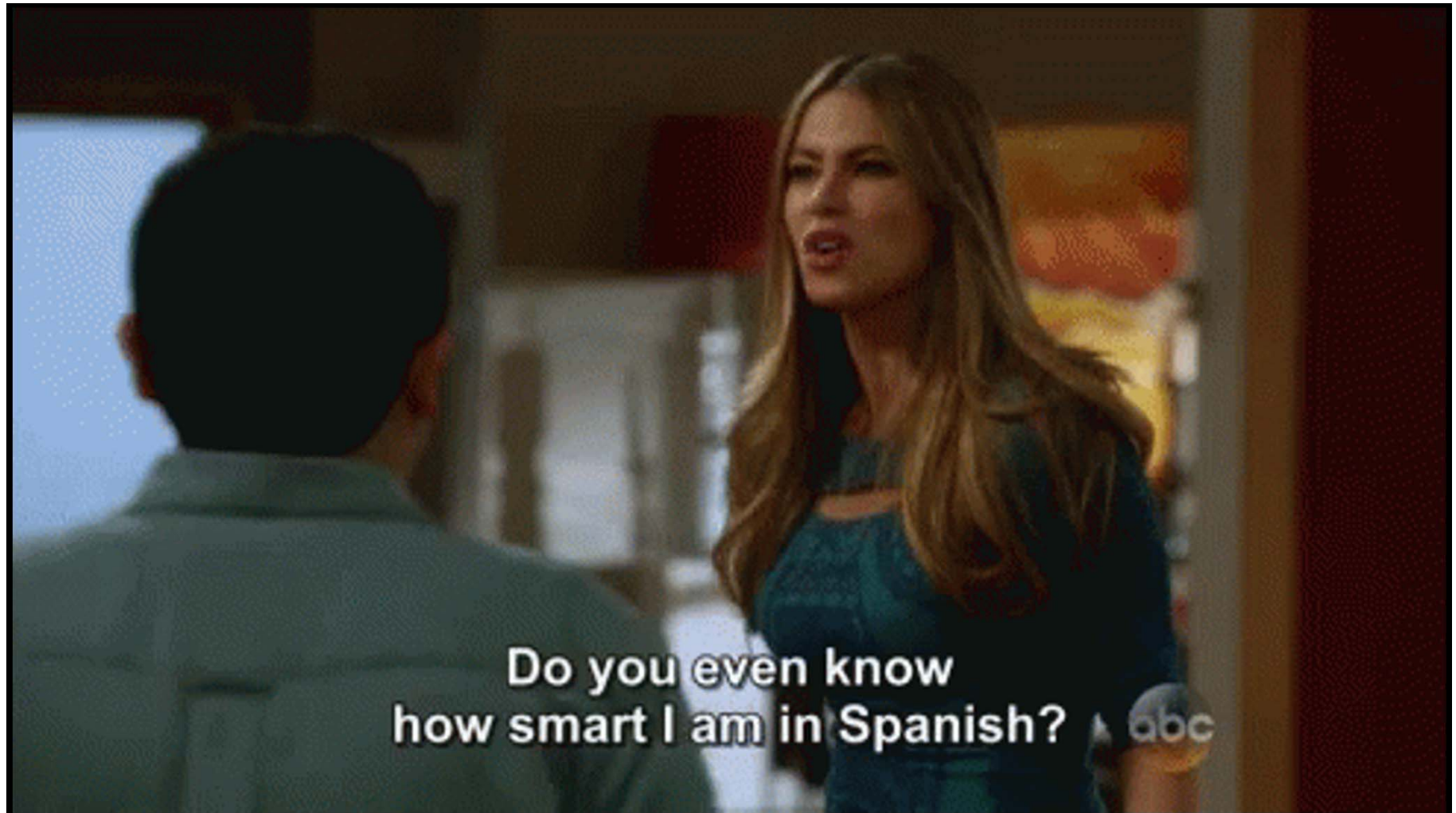
"If you don't know where you are going, you'll end up someplace else."

Yogi Berra





Choose how they
show evidence of
their learning





Low risk assessments
and safe failure





“ Purpose begets motivation.”

Paul Jun



COMPETENCE



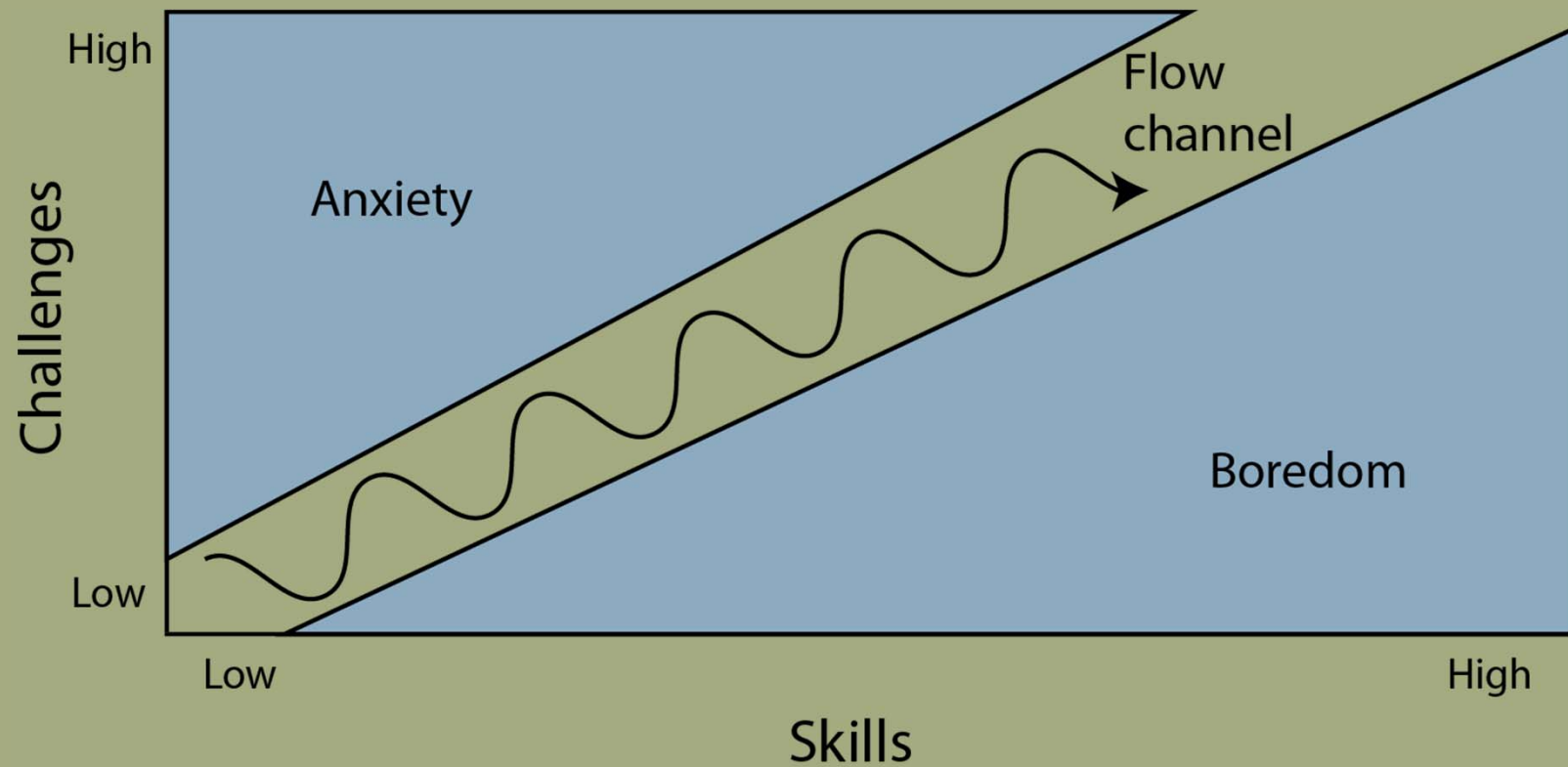
Challenge but
don't overwhelm



Mt. Washington Auto Road, Pinkham Notch, N.H.(photo by Joe Gill, Boston Sports Then and Now)



Mihaly Csikszentmihalyi: Flow Theory





Map out clear
pathways





“ ... the best way to motivate people
... is by facilitating progress – even
small wins.”

Teresa Amabile



Calls to action & self-monitoring



PHASE ONE: LIFTING OFF

Check Out the Spacecraft

Review the Mission

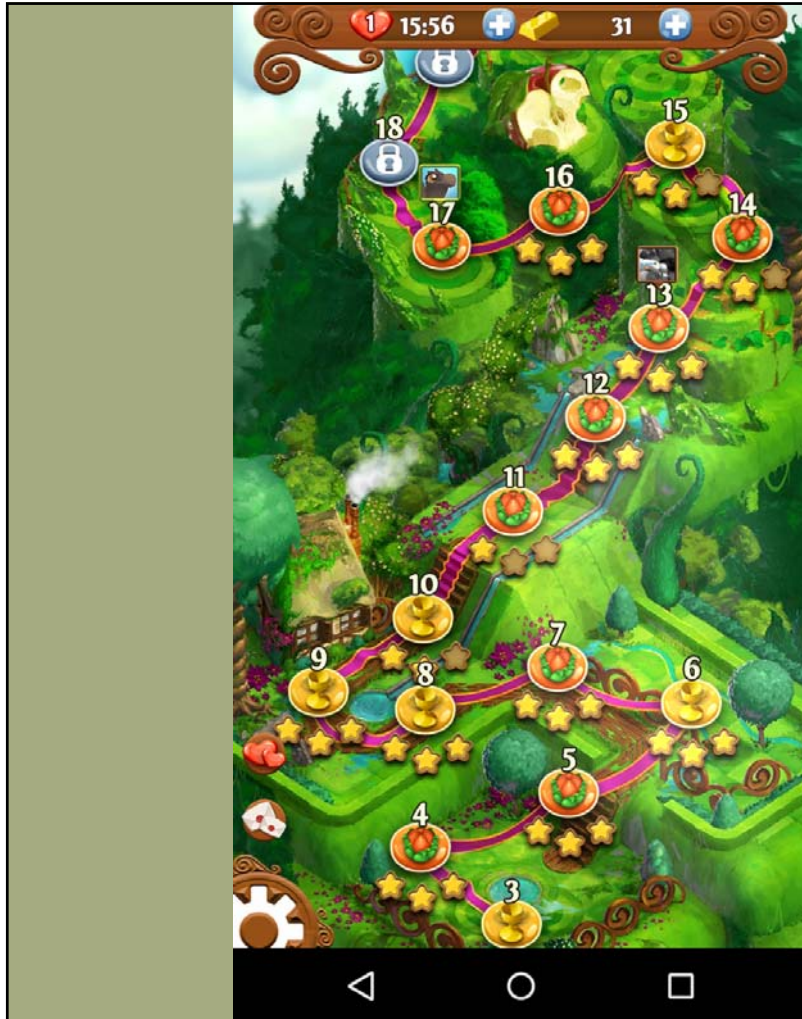
- ☐ **Reading** - Administrative Staff Principles
- ☐ **Reading** - Flight Feedback

Meet the Flight Crew

- ☐ **Reading** - Using the CS Forum
- ☐ **Discussion** - Meet Your Fellow Space Travelers
- ☐ **Reading** - Weil Leader Quotes
- ☐ **Discussion** - Weil Leader Quotes

Current Flight Conditions

- ☐ **Activity** - Phase One - Current Conditions Survey
- ☐ **Activity** - Phase One - Survey Results Form
- ☐ **Activity** - Phase One Flight Journal
- ☐ **Activity** - Phase One Mission Checkpoint



Module 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Module 2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Module 3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module 4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Module 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



RELATEDNESS



Community organizer





Character presence





Personal learning networks



Postcards from Space

Y.O.G.O.W.Y.P.I. which means,
You Only Get Out What You
Put In. This is terrific news for
anyone who invests time and
effort here. You'll get a lot out
of the course.

Stop into the café [Group
Discussion] often. You'll be
surprised to see how
opinions change during
the flight as information is
processed. It's amazing.

Be mindful of time, stay on
course and may the force
be with you!



AUTONOMY



COMPETENCE



RELATEDNESS





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A stylized illustration of a road with a dashed white line. A green car is driving on the right side of the road. In the background, there is a large billboard supported by several poles. The billboard displays the text 'valarywithawhy.com/USDLA2018'.

valarywithawhy.com/USDLA2018

SELF-DETERMINATION THEORY QUESTIONS

AUTONOMY

- ☐ Can you give the learner a choice about the content or the subject matter?
- ☐ Can you give the learner a choice about how they show evidence of their learning: paper, blog, presentation, infographic, audio, etc?
- ☐ Can you let the learner make some decisions about which assignments have more/less weight toward their final grade?
- ☐ Can you help the learner identify their own plan for learning and achieving goals they decide upon?
- ☐ Can you let them decide how much to consume and how deeply they want to go into different elements?
- ☐ Can you give them opportunities to try things, and fail, without anyone watching; can you provide safe places to take risks?
- ☐ Can you find ways to make the learning relevant to them?
- ☐ Can you show confidence, trust, and respect for the learners and loosen the reins a bit?

COMPETENCE

- ☐ Can you provide them with a clear roadmap of where they are going that also lets them see how far they have come?
- ☐ Can you let them unlock content as they want it or need it instead of pouring it all out at once?
- ☐ Can you create calls to action and self-monitoring systems with checklists that help them stay on track and/or schedule their work?
- ☐ Can you let the learner build confidence at the start by tackling some low stakes assignments that give them some early wins?



- ☐ Can you create a scaffold that moves them toward mastery but doesn't go straight uphill?
- ☐ Can you let them see the consequences of their choices rather than just telling them immediately that something was right or wrong?
- ☐ Can you provide them with appropriately difficult challenges?
- ☐ Can you create meaningful choices?
- ☐ Can you put them directly into the action and let them explore how to solve the problem?

RELATEDNESS

- ☐ Can you take actions to help build community in your courses?
- ☐ Can you take actions to create more instructor presence?
- ☐ Can you use characters to help learners feel an attachment and responsibility for solving problems in the lessons?
- ☐ Can you provide feedback through channels besides written comments on assignments?
- ☐ Can you help learners develop relationships with experts or others outside of the current learning group?
- ☐ Can you create activities through the course that aim to grow the personal bonds of learners?
- ☐ Can you explore various ways of ensuring your learners feel listened to?



CREATE A PERSONA WORKSHEET



Try out creating a persona. Some things to consider include:

- ☐ Name (you may also want to find an image)
- ☐ Age, where they live, languages spoken, hobbies, interests
- ☐ Education level; full- or part-time employee/student
- ☐ Major they are pursuing or what job role do they have
- ☐ Prior knowledge/experience with the subject matter
- ☐ Reason for taking the course
- ☐ Comfort level with the requisite technologies
- ☐ How they consume information outside of formal learning
- ☐ How self-directed they are as learners
- ☐ What they would identify as their needs as a student
- ☐ Responsibilities: job; family; community
- ☐ Motivations, desires, and goals
- ☐ Learning obstacles
- ☐ Special skills or abilities

