

# 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 <sup>1,2,3</sup>:**



**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**

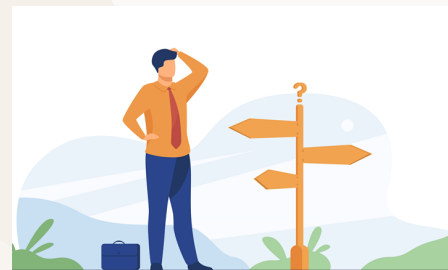


**Provide emotional support**

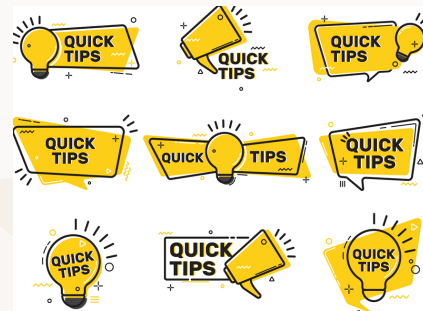


**Acknowledge students' negative feelings related to learning, if any**

**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.