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Background: The life goals that medical students pursue through their career (e.g., helping others) are amongst the most important and self-defining goals that they possess. Training activities could be designed to emphasize how they can prepare students to attain their life goals via skillful clinical practice. Such a design may enhance students' autonomous motivation to learn the presented concepts and skills. Methods: Medical students ($n = 128$) were sent an online module on 'The Physiology of Weight Loss'. Students were randomized to receive a version of the module with an introductory slide prompting them to link the presented concepts with their life goals, or a version without this slide. Autonomous motivation, controlled motivation, and perceived competence for learning were assessed after the introductory section of the module. The module was programmed to collect data on students' engagement with embedded experiments, questions, and hyperlinks. Students were also sent a notebook to take notes in, which were subsequently analyzed for the presence of different learning strategies. Students' knowledge retention was assessed one week following their completion of the module. Results: The prompt appeared to have an effect on autonomous motivation, moderated by perceived competence for learning. At high levels of perceived competence, the intervention had a positive effect (mean difference = -0.63 , 83% HDI = $-1.24 - -0.03$), whereas at low levels it had a negative effect (mean difference = 0.61 , 83% HDI = $0.06 - 1.21$). Intervention group students clicked on more hyperlinks (mean difference = 0.90 , 83% HDI = $0.02 - 1.60$). There were no group differences for other strategies or knowledge retention. Discussion: Our results demonstrate that a single slide can have a significant impact on medical students' autonomous motivation and engagement, although students' perceived competence for learning should be considered when trying to link activities to students' most self-defining goals.

How do profiles of teachers' autonomy-supportive, structuring, and controlling style relate to student motivation?

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Building on the Self-Determination Theory, this study investigated the degree to which PE teachers combine different need-supportive and need-thwarting styles. In a sample of high school students ($n = 673$), this study examined how teachers combine autonomy-supportive and structuring styles (i.e., need-supportive) with a controlling style. Based on k-means cluster analyses, six different profiles were identified: "Outspoken Need-Supportive", "High Need-Supportive and Controlling", "Relatively Moderate Need-Supportive", "Relatively High Structuring", "Low Need-Supportive and Controlling", and "Relatively Controlling". Students in the "Outspoken Need-Supportive" group displayed the highest levels of autonomous motivation and the lowest levels of controlled motivation. Instead, students in the "Relatively Controlling" group displayed an opposite pattern. The other profiles fell in between. Results further showed that students in the "High Need-Supportive and Controlling" group displayed higher external regulation and amotivation, in comparison to the "Outspoken Need-Supportive" group. So, even when the teacher is additionally perceived as autonomy-supportive and structuring, the detrimental effect of a perceived controlling style is evident. Interestingly, the profile "High Need-Supportive and Controlling" and the profile "Low Need-Supportive and Controlling" yielded respectively the highest and lowest introjected regulation. In conclusion, according to the students, PE teachers rely on different combinations of need-supportive and need-thwarting styles to different degrees. When students perceive their PE teachers as highly autonomy-supportive and structuring and lowly controlling, this generates the most optimal motivational outcomes.

Rapid Talk 3D

Work & Organizations | Leadership and SDT

Peninsula 5-7

Support or challenge? Autonomy support in the coaching relationship