

# ERC Seminar Series

## How to Provide Choices for Students: The Application of Self-determination Theory in Asian Classrooms

Date & Time: Wednesday 1 June 2016, 13:00 — 14:00 (Light lunch begins at 12:30)

Venue: Room 2036, Faculty of Education (E33)

Language: English

Audience: UM Staff / Postgraduate Students

Registration: Online Registration (<https://goo.gl/0UREbm> or )

Enquiries: Mr Harvey LO (Email: [FED\\_Event@umac.mo](mailto:FED_Event@umac.mo) / Tel: 8822-4593)

*\* A Complementary light lunch will be provided.*

### Abstract

According to self-determination theory, students can be actively motivated if their need of autonomy can be satisfied. Therefore, providing choices are recommended as an effective strategy to meet students' needs for autonomy and thus promote autonomous motivation in learning. In Asian countries such as Singapore and China, students are used to follow teachers' clear instruction. Do they prefer to have choices in their learning? Our research found providing choice (either free choice or limited choice) was better than no choice. However, the results also showed that more students preferred limited choice rather than free choice. The qualitative data analysis uncovered the reasons behind. Performance and efficiency concerns are the main reasons why they prefer limited choices. How to promote interest-driven learning, autonomous motivation and mastery orientation? This is still the huge challenge faced by Asian Educators.

### Speaker

Youyan NIE is an Associate Professor with the Psychological Studies Academic Group, National Institute of Education, Nanyang Technological University, Singapore. She obtained her PhD in Educational Psychology from Nanyang Technological University (Singapore) and MEd in Educational Psychology from Northeast Normal University (China). Youyan's research focuses on motivation in education, especially on how to create motivational environment to promote students' learning and teachers' development. These studies have been published in top-tier journals in the field of education or educational psychology, such as *Learning and Instruction*, *Journal of Educational Psychology*, *Contemporary Educational Psychology*, *Learning and Individual Differences*, *American Educational Research Journal*. She has extensive teaching experiences at various levels (i.e. Graduate, Undergraduate, and Secondary) in Singapore and China. Topics include developmental psychology, educational psychology, achievement motivation, innovation in instruction and assessment, multivariate statistics, and research methodology.

