Exploring Students Competence Autonomy And Relatedness

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Exploring Students Competence Autonomy And
The flip-class environment had also a positive influence on students' intrinsic motivation. The qualitative findings from the students' interviews revealed that students were motivated by the video-recorded lectures, self-regulated learning environments, engagement in class activities and peer interaction. Conclusions from this study showed that the flip-class setting had successfully established the basic psychological needs of SDT, namely: competency, autonomy and relatedness in a ...

Exploring students' competence, autonomy and relatedness ...
Conclusions from this study showed that the flip-class setting had successfully

established the basic psychological needs of SDT, namely: competency, autonomy and relatedness in a flipped classroom...

(PDF) Exploring students' competence, autonomy and ...
a faculty of education and teacher training, universitas islam negeri ar-raniry, Banda aceh, indonesia; b institute of educational leadership, university of Malaya, Kuala lumpur, Malaysia ABSTRACT This study aimed at identifying the differences

(PDF) Exploring students' competence, autonomy and ...
Exploring High School Students' competence, and autonomy simultaneously, there is a common practice in SDT literature of isolating the constructs and examining them discretely, thus diluting the potential explanatory power of the theoretical 1 1)

[EPUB] Exploring Students Competence Autonomy And Relatedness
Exploring Students' Competence, Autonomy and Relatedness in the Flipped Classroom Pedagogical Model. Zainuddin, Zamzami; Perera, Corinne Jacqueline. Journal of Further and Higher Education, v43 n1 p115-126 2019. This study aimed at identifying the differences between a flipped classroom and a non-flipped classroom instructional model, based on the Self-Determination Theory (SDT).

Exploring Students' Competence, Autonomy and Relatedness ...
This framework is based on the three criteria of self-determination theory, devised to explore students' competence, autonomy and relatedness in the learning of English using flipped classroom...

Exploring students' competence, autonomy and relatedness ...
Exploring students' competence, autonomy and relatedness ... 2.6.2 Promoting students' engagement with learning through the reciprocal development of the teacher-student relationship and the enhancement of students'

Exploring Students Competence Autonomy And Relatedness
Zainuddin, Zamzami and Perera, Corinne Jacqueline (2017) Exploring students' competence, autonomy and relatedness in the flipped classroom pedagogical model. Journal of Further and Higher Education, 43 (1). pp. 115-126. ISSN 0309-877X Full text not available from this repository.

Exploring students' competence, autonomy and relatedness ...
Self-Determination Theory suggests that when the situation fosters competence, relatedness and autonomy, people are more motivated to act; when it hinders those feelings, people are less motivated and less happy (Ryan and Deci, 2000): we can use goals to increase students' feelings of competence, and, perhaps, their autonomy. Goals foster competence.

Motivating students: setting goals for autonomy and competence
Kindly say, the exploring students competence autonomy and relatedness is universally compatible with any devices to read You can search Google Books for any book or topic. In this case, let's go with "Alice in Wonderland" since it's a well-known book, and there's probably a free eBook or two for this title. The original

Exploring Students Competence Autonomy And Relatedness
There were six items referring to Student Need for Autonomy (e.g. 'I can decide which activities I want to practice in this class'), five items referring to Student Need for Competence (e.g. 'I think I am pretty good in this class'), and five items referring to Student Need for Relatedness (e.g. 'In this class I feel supported').

Competence, autonomy, and relatedness in the classroom ...
This study explored student competence and autonomy where flipped classroom pedagogy was used. Using self-determination theory as a base, the authors looked at student motivation and autonomous learning in developing a conceptual framework for the flipped learning environment. Results showed that students engaged with flipped classroom pedagogy: felt increased competence with their learning activities, motivating them to cultivate more self-directed learning.

Flipped classrooms, improved learner competence - Centre ...
In addition, evidence suggests that teachers' support of students' basic psychological needs for autonomy, competence, and relatedness facilitates students' autonomous self-regulation for learning, academic performance, and well-being. Accordingly, SDT has strong implications for both classroom practice and educational reform policies.

Autonomy, competence, and relatedness in the classroom ...
Findings suggest that innovative pedagogical change was linked to educators' need for feelings of competence in relation to subject area content, pedagogy and developing student competence. Enhancing autonomy for the educators themselves, or for their students, was also an important factor motivating innovative practice.

What motivates higher education educators to innovate ...
Enhancing students' intercultural competence and learner autonomy via facebook telecollaboration ... This chapter reports on a Spanish-Finnish telecollaborative task-based study that was conducted with a view to exploring students' intercultural learning experience via Facebook employed as the educational platform. Nineteen Spanish and 17 ...

Enhancing students' intercultural competence and learner ...
This study has demonstrated that perceptions of autonomy, competence, and relatedness by learners (which contribute toward feelings of self-determination) were influenced by online teaching practices, the design of learning activities, and the social aspects of the tasks in which they were engaged.

Exploring Motivation in an Online Context: A Case Study ...
Autonomy – Students need an element of choice otherwise the learning experience is passive. The PBL process can be an effective context for skills to be applied, and constant reflection and self-critique will encourage a sense of ownership over learning.

Autonomy – Relatedness – Competence: The Quick Teacher's ...
support for autonomy, competence, and relatedness. However, much remains to be explored regarding students' active role in need fulfillment and agentic efforts

to reshape their learning environments. Beliefs and strategies regarding self-determination have also been linked to orientations toward autonomy satisfaction as asserted (self-reliant) or