A DEFINITION

"The process whereby goal-directed activity is instigated and sustained" Schunk, Pintrich, Meece - 2008

Most contemporary studies on motivation focus on social-cognitive theories

These theories underline that motivation is determined by beliefs about oneself, thoughts and the context in which people learn (Alderman 2008)

Motivation is strictly connected with social interactions able to influence learning (Solomon, Alderman 2017)

THOUGHTS

"AUTO-EFFECTIVENESS "individual belief about
the ability to complete a
task".

THE CONTEXT

Interactions between students, the environment
and other people play a key role in the youth
motivation.

PEOPLE NEEDS

AUTONOMY NEEDS

control on their own life's goals

COMPETENCE NEEDS

Expertise, Control, Success
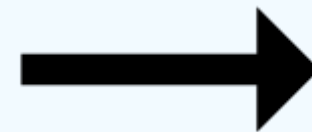
RELATEDNESS NEEDS

Sense of belonging

PEOPLE NEEDS

COMPETENCE NEEDS

It consists in the individual belief about the ability to complete a task

"SELF-EFFECTIVENESS"

•CONTEXT

When students avoid sport activities with the aim of avoiding their sense of incompetence, they place them in a situation where learning is difficult if not impossible, because they refuse to participate.

•CONDITION

Efforts are needed to encourage students to take a perspective of mastering goals can greatly influence both their willingness to make effort and their success in the task.
"Self-determination theory (SDT) - Deci, Connell & Ryan 1989"

PEOPLE NEEDS

AUTONOMY

The context in which the individual lives is essential for the sense of autonomy

•**CONTEXT**

The contexts that support autonomy include opportunities to make choices and receive positive individual feedback
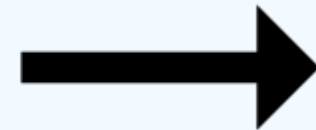
•**CONDITION**

The condition to support autonomy is realised when teachers have provided motivations to participate, individual feedback related to performance and created empathy with respect to the difficulties perceived by students in relation to sporting activity.
(Chatzisarantis e Hagger, 2009)

PEOPLE NEEDS

RELATEDNESS

Positive emotional attachments to peers, teachers and parents promote positive feelings of self-worth and self-esteem. Self-worth and self-esteem are both related to sustained achievement motivation

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•CONTEXT

Within class as well as in leisure time, self-determined motivation should be developed:
- Tasks of self-efficacy (fundamental movement skills)
- Affective and instrumental attitudes towards PE

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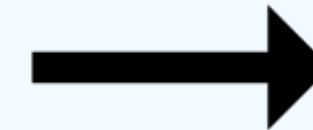
•CONDITION

To improve the ability to motivate others, an intrapersonal mediation mechanism is essential. Transformational teaching in PE is a possible pathway to support motivation.
(Thorburn, 2017)

•TRANSFORMATIONAL TEACHING IN PE

1 INSPIRATIONAL MOTIVATION

When teachers show the potential of their students, optimism and articulate a convincing vision of what is possible and inspire students to achieve their goals.

3 INTELLECTUAL STIMULATION

The way to involve students' rationality, encouraging them to see problems from multiple points of view and question commonly held assumptions.

2 IDEALISED INFLUENCE

Transmission of personal values

4 INDIVIDUALISED CONSIDERATION

When empathy and understanding of students' personal and psychological needs are evident.

•EFFECTS OF GOOD DESIGN

EFFECTS ON STUDENTS

When educators make use of transformative behaviors, students tend to respond with cognitions, emotions and adaptive behaviors. Beauchamp and Morton, 2011; Reeve et all., 2004; Deci and Ryan, 2000)

FOLLOW UP DATA

The results of transformational teaching were associated with
- a cognitive improvement (i.e. beliefs and attitudes towards physical education)
- motivation towards physical education and physical activity in general
- affective (i.e. the enjoyment of physical education, satisfaction shared with teacher)

# •EXPERIENTIAL LEARNING DESIGN

•Which connections?
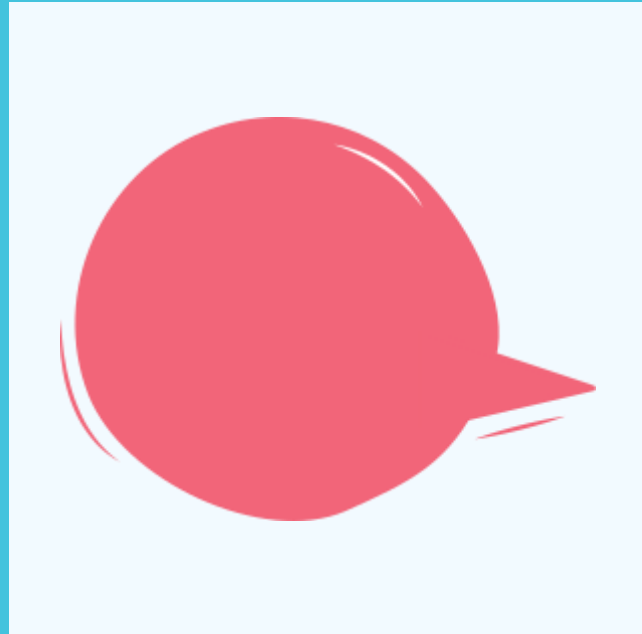
COMMUNICATION STYLE
When teachers provide motivation behind the activities, they recognize the students' perspectives and feelings in the activities and use a "language of choice" instead of a "language of control" (i.e. "You can choose from ..." vs. "you must ..."), students report higher levels of fun and motivation.
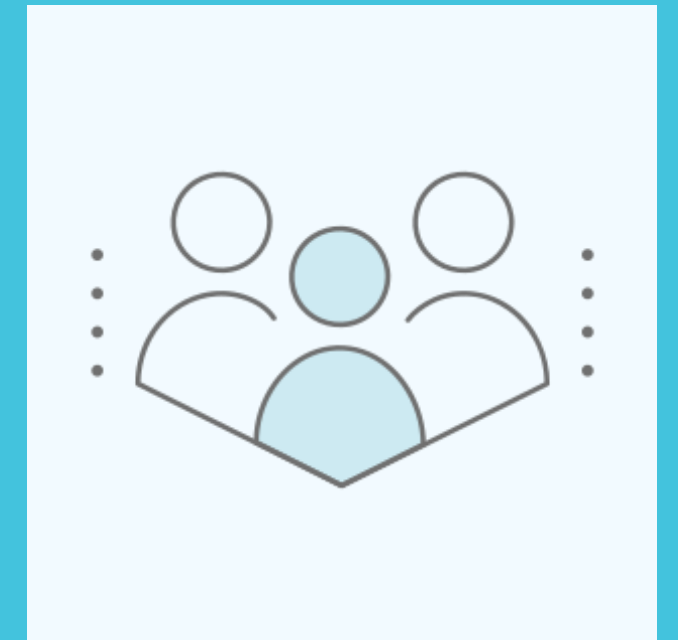Ntoumanis and Standage (2009)
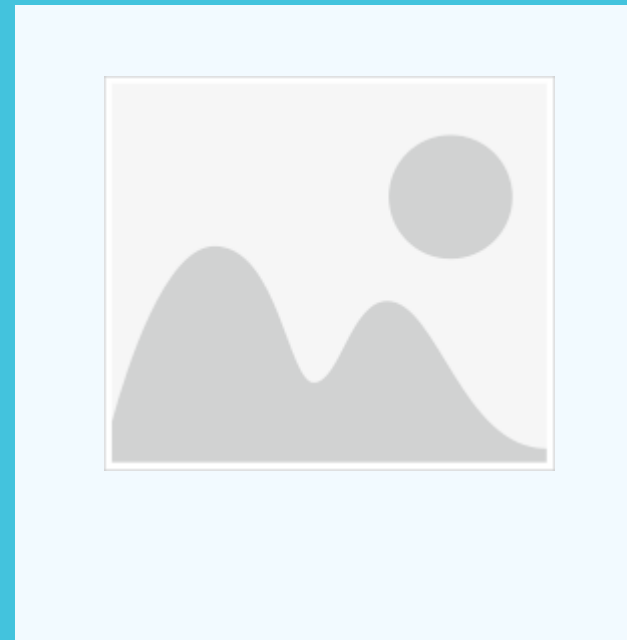
•ENVIRONMENT (OUTDOOR)
•Some experimental
•studies have shown that outdoor educational interventions can lead to an increase in students' self-regulated motivational behaviour.
•(Becker

•FEEDBACK (DEBRIEFING)

•A supportive environment where allowing students to consider the consequences of their decisions can contribute to student satisfaction of the need for autonomy.

• GAP TO FILL

NEW APPROACHES TO TEST

High-quality interpersonal relationships in students' lives contribute to their self-motivation, engagement, and achievement. New pedagogical approaches can therefore be diffused to carry out cases of stress or low motivation of students cases

THE ROLE OF PEER

It urges researchers to provide training details as well as data pertaining to the quality of the peers' delivery and implementation of the intervention, for making comparisons across studies and drawing conclusions regarding the effectiveness of peer mentors.

OUTDOOR LEARNING EXPERIENCE

The role of outdoor teaching programmes have only recently been analysed and described. Hence, more data is expected to support the benefit of the "green environment" for boosting motivation in learning contexts.