

CARD 01 | CORE IDEA

What does Self-Determination Theory explain?

Answer on reverse

CARD 02 | AUTONOMY

What does autonomy mean in SDT?

Answer on reverse

CARD 03 | COMPETENCE

What does competence mean in SDT?

Answer on reverse

CARD 04 | RELATEDNESS

What does relatedness mean in SDT?

Answer on reverse

CARD 05 | MOTIVATION QUALITY

How do intrinsic, integrated and identified reasons differ?

Answer on reverse

CARD 06 | CONTROLLED REASONS

How do introjected and external regulation differ?

Answer on reverse

ANSWER 02 | AUTONOMY

Volition or self-endorsement. It does not mean independence, unlimited choice, control of every decision or absence of rules.

Evidence-bounded to article SHA 5e96eaa1731d

ANSWER 01 | CORE IDEA

It explains how social conditions shape the quality of motivation. It asks why a person acts, not only how much effort is visible.

Evidence-bounded to article SHA 5e96eaa1731d

ANSWER 04 | RELATEDNESS

Feeling connected, respected and significant to others. It does not require compulsory group work or popularity.

Evidence-bounded to article SHA 5e96eaa1731d

ANSWER 03 | COMPETENCE

Feeling effective in an activity and able to make progress. It is not a fixed ability label or a promise that work will feel easy.

Evidence-bounded to article SHA 5e96eaa1731d

ANSWER 06 | CONTROLLED REASONS

Introjected regulation involves inner pressure such as guilt, shame or proving worth. External regulation centres on reward or avoiding sanction.

Evidence-bounded to article SHA 5e96eaa1731d

ANSWER 05 | MOTIVATION QUALITY

Intrinsic motivation means the activity is interesting or enjoyable. Integrated regulation means its value fits the wider self. Identified regulation means the value or outcome feels personally important.

Evidence-bounded to article SHA 5e96eaa1731d

CARD 07 | TEACHING

Can autonomy support and structure work together?

Answer on reverse

CARD 08 | ASSOCIATIONS

What did Howard et al. (2021) add?

Answer on reverse

CARD 09 | INTERVENTIONS

What did Wang et al. (2024) find?

Answer on reverse

CARD 10 | REWARDS

Does SDT show that all rewards are harmful?

Answer on reverse

CARD 11 | LIMITATIONS

What should a scholar check before accepting an SDT claim?

Answer on reverse

CARD 12 | TEACHER INQUIRY

How can a teacher use SDT without diagnosing a learner?

Answer on reverse

ANSWER 08 | ASSOCIATIONS

Across 344 samples and 223,209 people, motivation types showed different links with performance, persistence and well-being. These were associations, not causal effects.

Evidence-bounded to article SHA 5e96eaa1731d

ANSWER 07 | TEACHING

Yes. Autonomy support concerns perspective, rationale and meaningful participation. Structure supplies clear goals, guidance and feedback. Structure is not automatically control.

Evidence-bounded to article SHA 5e96eaa1731d

ANSWER 10 | REWARDS

No. Effects depend on prior interest, expectancy, contingency, outcome and whether an event communicates pressure or useful information.

Evidence-bounded to article SHA 5e96eaa1731d

ANSWER 09 | INTERVENTIONS

The review included 36 SDT-based education interventions. Meta-analytic estimates were significant for autonomy, competence and intrinsic motivation, but not for relatedness overall.

Evidence-bounded to article SHA 5e96eaa1731d

ANSWER 12 | TEACHER INQUIRY

Name the behaviour, check task and climate, change one credible condition, then review the work, the learner's account and change over time. One sign never proves a need.

Evidence-bounded to article SHA 5e96eaa1731d

ANSWER 11 | LIMITATIONS

Study design, population, self-report, construct overlap, reciprocal direction, measurement validity, intervention heterogeneity and cultural or institutional context.

Evidence-bounded to article SHA 5e96eaa1731d