Teacher and Institutional Characteristics Affecting Teaching Practices in OBL: A Self-Determination Approach

Sebastiano Cincinnato¹,², Chang Zhu¹, Bram De Wever²
¹Department of Educational Sciences, Vrije Universiteit Brussel
²Department of Educational Studies, Universiteit Gent

1. Introduction

Increase in Online and Blended Learning (OBL) in Adult Education (AE)

Teaching practices

Motivation

Need satisfaction

Need support

Self-Determination Theory

INSTITUTIONAL CHARACTERISTICS

Autonomy support

Structure

Involvement

Institutional need support

4. Methodology

1. Cross-sectional survey
2. OBL and non-OBL teachers (n = 300-400)
3. Instruments:
   • Teacher characteristics:
     i. Motivation = Multidimensional Work Motivation Scale (MWMS)
     ii. Need satisfaction = Work-related Basic Need Satisfaction Scale (W-BNS)
   • Institutional characteristics:
     i. Institutional need-support = own instrument
   • Teaching practices:  
     i. Need-support in teaching = Teacher as a Social Context (TASC; adapted)

2. Research model

TEACHER CHARACTERISTICS

Motivation

Autonomous motivation

Controlled motivation

INSTITUTIONAL CHARACTERISTICS

Autonomy support

Structure

Involvement

Institutional need support

TEACHING PRACTICES

Need support in teaching

Autonomy support

Structure

Involvement

3. Research questions

1. How is the satisfaction of psychological needs and motivation of teachers related to teaching practices?
2. How is the institutional support related to the satisfaction of needs and motivation of teachers?
3. Are there differences in the teaching practices of teachers in OBL and non-OBL environments?
4. How can these differences be explained?

4. Methodology

1. Cross-sectional survey
2. OBL and non-OBL teachers (n = 300-400)
3. Instruments:
   • Teacher characteristics:
     i. Motivation = Multidimensional Work Motivation Scale (MWMS)
     ii. Need satisfaction = Work-related Basic Need Satisfaction Scale (W-BNS)
   • Institutional characteristics:
     i. Institutional need-support = own instrument
   • Teaching practices:  
     i. Need-support in teaching = Teacher as a Social Context (TASC; adapted)

5. Expected results

1. Positive correlation autonomous motivation/need satisfaction and need-supportive teaching practices
2. Positive correlation institutional support and autonomous motivation/need satisfaction
3. Differences between OBL and non-OBL teachers in terms of:
   • Motivation
   • Need satisfaction
   • Need-supportive teaching practices

References

Contact

Sebastiano Cincinnato
Sebastiano.Cincinnato@ulb.ac.be
Chang Zhu
Chang.Zhu@ulb.ac.be
Bram De Wever
Bram.DeWever@ugent.be

Adult Learners Online! (ALO)
http://www.alo.aalto.fi/