

Faculti Summary

<https://faculti.net/teacher-expectations-and-self-determination-theory/>

This video discusses the exploration of two educational theories: the Self-Determination Theory (SDT) by Dais Ryan, which emphasizes student motivation through supporting needs for autonomy, competence, and relatedness, and the High Expectation Teacher (HET) theory by Christine Ruby Davis, which focuses on the impact of teacher expectations on student performance. The authors, including researchers familiar with both theories, conducted a literature study to see how these theories overlap and can be integrated to improve educational practices.

The Self-Determination Theory has been well-studied since the 1980s, proposing that fostering student autonomy, competence, and a sense of relatedness enhances motivation and wellbeing. In contrast, the HET theory posits that teachers who maintain high expectations for all students can significantly influence student outcomes, promoting collaboration and clear learning goals without comparison or competition among students.

The authors noted that while these theories come from different backgrounds, they show considerable overlap in effective teaching practices. For example, both theories highlight the importance of providing students with challenging learning opportunities and fostering cooperation among peers.

The conclusion urges further research that combines insights from both theories, particularly examining how teacher beliefs affect their support for students' needs. Integrating the mechanisms of SDT, which link fundamental needs to motivation and learning, into HET could deepen understanding and improve educational outcomes. Overall, the takeaway emphasizes the potential benefits of utilizing both theories collaboratively in educational research and practice.