

# Encouraging Adolescents to be Self-Directed Learners: Influences of Classroom Motivation on Student Outcomes

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## Introduction

In this paper, methods of promoting the healthy development of students and effectively producing lifelong learners were explored by examining the basics of learning and motivation development in schools, effective teaching perspectives, ethical perspectives, and implications for future adolescents.

## Methods

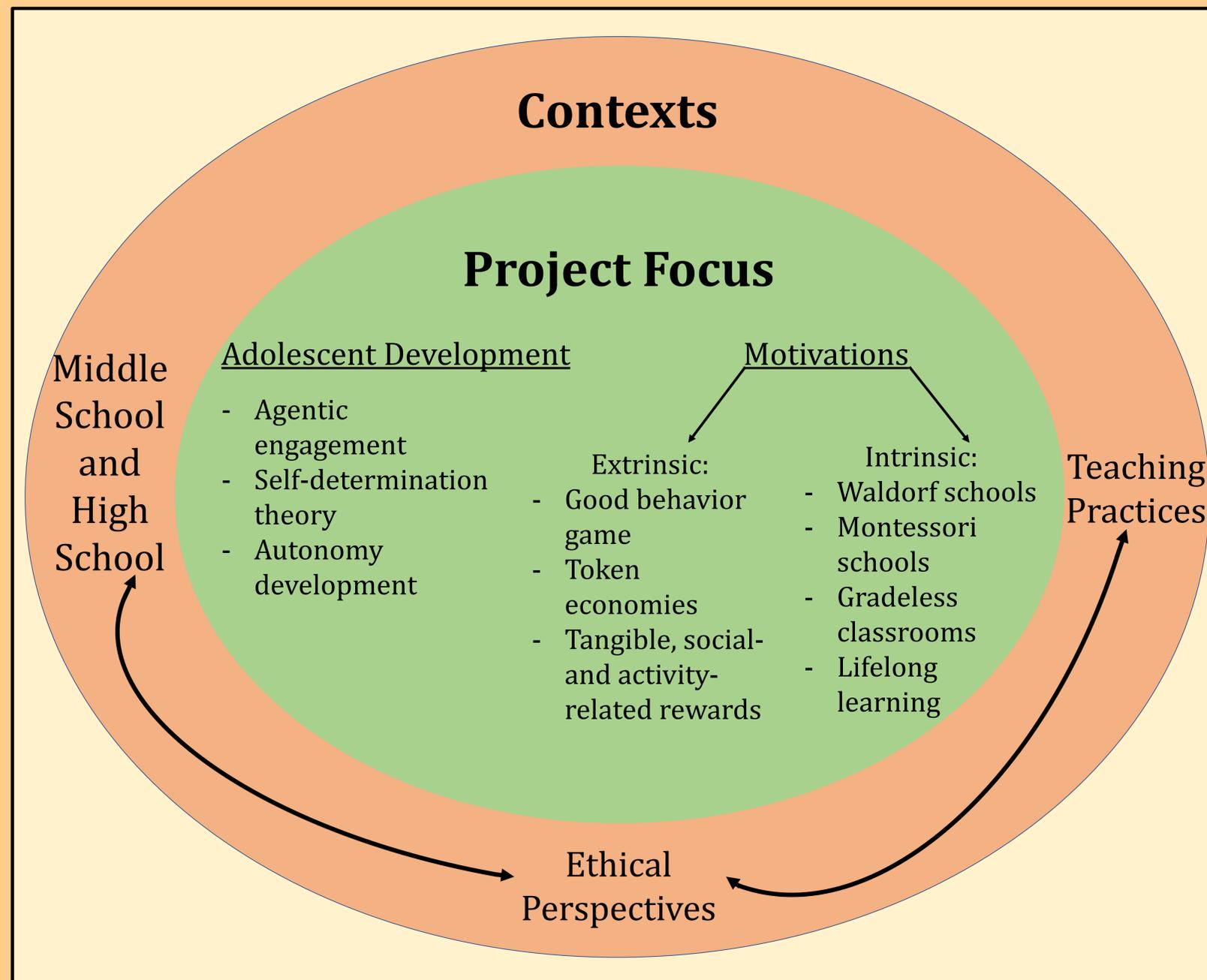
This project was conducted as a literature review focusing on journal articles written within the past 20 years (2002-2022) on the teaching practices and student development for typically-performing and high school students (ages 12-18) in American schools. All selections were peer-reviewed. Websites for teaching practices were also used, focusing on motivational strategies.

## Figure 1 Elements

For this project, contexts depicted in orange and project foci in green are examined as being interrelated and separate in their impact on adolescence.

## Implications and Further Directions

Given the nature of the studies used in this paper, further research is needed on the long-term effects these motivational strategies have on students and their pursuit of lifelong learning with longitudinal studies. Schools may benefit by using evaluation methods to consider current teaching practice effects on lifelong learning and student development as well as considering the ethical implications of their work. Perspective of students should be considered more frequently.



## Key Findings

Several key findings are present in the paper including:

1. Balance is needed when using intrinsic and extrinsic motivations in classrooms
2. Use of autonomy and self-determination theory practices complement the use of intrinsic motivations in classrooms to promote lifelong learning practices
  - a. The alternative education models examined were prime examples of this, though many public school teaching practices were included as well
3. Consider several ethical components from the APA and NASP including coercion, beneficence and nonmaleficence, equity and justice, and the quality of life of students

## Sample Works Cited

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