

Literature Review

Theme - Keyword Search	Author	Title	Content Summary	Works Cited
Self-determination Theory, Autonomous Motivation, Personality Development, Wellness	Deci, E.L. & Ryan, R.M.	Self-determination theory: A macro theory of human motivation, development, and health.	Self-determination theory, which is introduced in this article is a theory of human development, wellness, and motivation. The authors describe different types of motivation, their individual predictors of success, as well as the social conditions they thrive in. They conclude the autonomous motivation can be used to increase rates of success in many different realms including education, work efficiency, parenting, and psychotherapy.	Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macro theory of human motivation, development, and health. <i>Canadian Psychology</i> , 49(3), 182-185.
Student Engagement, Student Autonomy, Student Motivation, Self-Determination Theory,	Evans & Boucher	Optimizing the Power of Choice: Supporting Student Autonomy to Foster Motivation and Engagement in Learning.	Evans and Boucher compiled a number of studies relating to student autonomy and engagement. They begin by explaining the relationship between providing students with opportunities to make relevant choice and heightened engagement through the lense of self-determination theory. They then describe several studies where choice has been found to increase students' intrinsic motivation.	Evans, M., & Boucher, A. R. (2015). Optimizing the Power of Choice: Supporting Student Autonomy to Foster Motivation and Engagement in Learning. <i>Mind, Brain, and Education</i> ,9(2), 87-91. doi:10.1111/mbe.12073

Affective engagement, Choice, Cognitive Task Performance	Flowerday, T. & Schraw, G.	Effect of Choice on Cognitive and Affective Engagement.	This article details the difference between affective and cognitive engagement. Affective engagement relates to student enjoyment while cognitive engagement relates to academic progress. The authors then describe two different studies in which students were given an opportunity to make a choice. Results showed that choice positively affected affective engagement, but had no impact on cognitive engagement.	Flowerday, T., & Schraw, G. (2003). Effect of Choice on Cognitive and Affective Engagement. <i>The Journal of Educational Research</i> , 96(4), 207-215. doi:10.1080/00220670309598810
Intrinsic Motivation, Extrinsic Motivation, Age Differences, Academic Achievement, Cultural Differences	Lepper, M. R., Corpus, J. H., & Iyengar, S. S.	Intrinsic and Extrinsic Motivational Orientations in the Classroom: Age Differences and Academic Correlates.	This large study of 797 3rd through 8th grade students investigated the relationships between intrinsic motivation, extrinsic motivation, and increased academic outcomes. The authors found that intrinsic and extrinsic motivation are only moderately correlated. The presence of these two forms of motivation were largely influenced by the students age, rather than their gender or race. The researchers found that intrinsic motivation decreases from 3rd to 8th grade, but positively correlated with student achievement. Extrinsic motivation did not change over time but was negatively correlated with student success.	Lepper, M. R., Corpus, J. H., & Iyengar, S. S. (2005). Intrinsic and Extrinsic Motivational Orientations in the Classroom: Age Differences and Academic Correlates. <i>Journal of Educational Psychology</i> , 97(2), 184-196. doi:10.1037/0022-0663.97.2.184
Choice, Student Engagement, Intrinsic Motivation, Autonomous Support	Patall, E.A., Cooper, H., & Wynn, S.R.	The effectiveness and relative importance of choice in the classroom.	The authors of this article studied the interaction between choice and intrinsic motivation by randomizing selecting half of their students to receive a homework option, and then reversing the conditions in a second round of research. They found that the students who received the homework option reported higher intrinsic motivation, felt more confident, and performed better on a unit test than their classmates who did not have a homework option that round. The	Patall, E. A., Cooper, H., & Wynn, S. R. (2010). The effectiveness and relative importance of choice in the classroom. <i>Journal of Educational Psychology</i> , 102(4), 896-915. doi:10.1037/a0019545

			authors also discuss the positive impact providing students with a choice had on their perception of autonomous support from their teacher.	
Decision Making, Creation of Values, Motivation, Social Psychology, Work Satisfaction, Behavioral Economics	Schwartz, Barry	Can There Ever Be Too Many Flowers Blooming?	In this article Schwartz explains how having an abundance of choice has become an important cultural value in society today. He then introduces a phenomenon called choice overload. This occurs when people are presented with too many decisions. The effects of choice overload are a loss of confidence in one's own decision making abilities, raised levels of stress, and a higher rate of disengagement from the decision altogether.	Schwartz, Barry. "Can There Ever Be Too Many Flowers Blooming?" <i>Culture Choice</i> , vol. 3, 10 July 2005, pp. 1–26., www.swarthmore.edu/SocSci/bschwar1/SchwartzCulture.pdf .
Informal Assessment, Learner Engagement, Workshops, Faculty Development	Waggett, R. J., Johnston, P., & Jones, L. B.	Beyond Simple Participation: Providing a Reliable Informal Assessment Tool of Student Engagement For Teachers.	An essential aspect of researching and improving student engagement is an effective and accurate assessment of student engagement. In their research, the authors of this study created a rubric which described five different levels of student engagement: true engagement, strategic compliance, ritual compliance, retreatism, and rebellion. By using these different levels of engagement to assess students, teachers are able to develop and more sophisticated understanding of students' motivations towards engagement.	Waggett, R. J., Johnston, P., & Jones, L. B. (2017). Beyond Simple Participation: Providing a Reliable Informal Assessment Tool of Student Engagement For Teachers. <i>Education</i> , 137(4), 393-397.