Reflective questions for discussion

1. What is the common theoretical basis for all achievement motivation theories? Discuss why this common basis is so important when studying achievement motivation in education, in general, and in PE in particular.
2. SDT is a comprehensive theory that encompasses the functions of other achievement motivation theories. One of the most important SDT tenets is to provide individuals the opportunity to be autonomous (to own the decision, action, etc.) in their settings. Given that schools reflect tightly controlled environments, what strategies would be most effective in promoting autonomy while still providing an orderly learning environment?
3. Researchers have observed the link between motivation levels and learning achievement in classroom-based research, but rarely in PE. What limits PE researchers from establishing this critical link to fully understand the power of student motivation? What suggestions can you make for future research?
4. Students' PE motivation and their motivation in after-school settings may require different mental processes. For example, the PE motivation process can derive and be dominated by perceived competence, whereas the motivation in an after-school setting can be driven completely by individual interest. To what extent do motivation mechanisms/strategies learned in PE transfer to outside school settings making physically active behavior sustainable? Use research evidence to support your conclusion.

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