



# Start a PhD

**Discover** how education can be ***transformed*** by Autonomy-Supportive Teaching and Self-Determination Theory

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# Autonomy-Supportive Teaching

Autonomy-Supportive Teaching helps teachers *enhance* their classroom to become more autonomy-supportive with a *motivating style* during instruction.

Our **Autonomy-Supportive Intervention Program (ASIP)** encourages teachers to adopt a student-focused attitude and interpersonal tone of understanding, which enables their capacity to take their students' perspective. We explore how teachers can learn instructional behaviours to support students' intrinsic motivation and internalisations of external regulations.



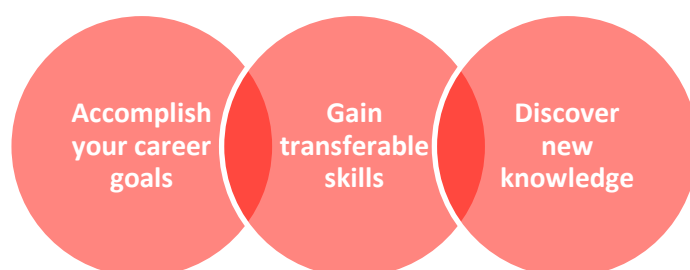
Within the larger **Self-Determination Theory** framework (SDT; Ryan & Deci, 2017), ASIP research allows teachers to develop three empowering personal-professional resources – specifically, greater psychological need satisfaction during teaching, greater teaching efficacy, and the adoption of intrinsic instructional goals.

## Explore your opportunities pursue a PhD

We are seeking interested PhD candidates in developing projects in our Autonomy-Supportive Intervention Program (ASIP). Your research degree is an opportunity to conduct research that will help understand classroom challenges that all teachers face.

A PhD with ACU will open **new possibilities for your career** and **help you develop skills** that will make you **successful**.

Check eligibility requirements of our PhD program! ACU is now accepting applications from prospective domestic and international candidates for RTP scholarships closing 11.59pm 24 April 2022.



### Get your application ready!

- ✓ academic qualifications (transcripts and completion certificates in English)
- ✓ completed research proposal
- ✓ evidence of English proficiency
- ✓ passport
- ✓ any other documents which can support your application - prior research, awards or work experience



### Any Questions? Need More Information?

Contact **Dr Hye-Ryen Jang** at

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# Our world leading research profile

**Institute of Positive Psychology and Education (IPPE)  
Australian Catholic University (ACU)**

Our research institute attracts global experts, students and collaborators undertaking interdisciplinary and collaborative research that is recognized as the best!

## THE ASIP RESEARCH TEAM



### **PROFESSOR JOHN MARSHALL REEVE**

Professor Reeve is a research professor at IPPE and is a motivation psychologist. He has conducted about 20 school-based scientific investigations over the last 15 years. Professor Reeve has published 80 journal articles on student motivation, student engagement, and teachers' instructional strategies.

He is ranked in the **TOP 10** of Education researchers worldwide.



### **DR HYE-RYEN JANG**

Hye-Ryen Jang's research focuses on teachers' classroom motivating styles and the role that a teacher's instructional goals have on instruction. Her PhD, *The Causal Effect of Different Instructional Goals on Teachers' Motivating Styles*, from Korea University, Department of Education (Educational Psychology) explored intrinsic instructional goal adoption to increase autonomy-supportive teaching. Instructional goals improve teaching styles and wellbeing while also increasing students' class activity and engagement.



### **DR HEERA KO**

Dr Ko is a research manager in the Positive Psychology Research Program at IPPE. She graduated with her PhD from the University of New South Wales, Australia. Dr Ko has a background in social science research and research coordination with a Master's in Public Administration and a Bachelor's in Communication Studies. She draws on over a decade of experience partnering with industry, academics, and research professionals to facilitate research projects and program impacts.

In 2021, Australian Catholic University is **the Australian field leader** in Educational Psychology & Counseling with IPPE researchers Professors Richard Ryan, Herbert Marsh, and Phil Parker listed as Lifetime Research Superstars.

## LEARN FROM IPPE'S WORLD-LEADING ACADEMICS

### **SELF-DETERMINATION THEORY**

**Professor Rich Ryan** is an international researcher, clinical psychologist and co-developer of Self-Determination Theory, one of the leading theories of human motivation. With over 450 scientific papers and books in the areas of human motivation, personality, and psychological well-being, Professor Ryan is among the most cited and influential researchers in psychology and social sciences today.

### **ACADEMIC SELF-CONCEPT & BIG-FISH-LITTLE-POND EFFECT**

**Professor Herb Marsh** has been recognized as the leading (1st of more than 70,000) educational researchers in the world for each of the last two years. Professor Marsh has

extensive expertise in Positive

Psychology, statistical modelling, and measurement expertise. He co-leads the [Principals Health & Wellbeing Research Program](#).

### **CONTROL-VALUE THEORY OF ACHIEVEMENT EMOTIONS**

**Professor Reinhard Pekrun** pioneered research on emotions in achievement settings and originated the Control-Value Theory of Achievement Emotion. His research areas include achievement emotion and motivation, personality development, and educational assessment and evaluation.

### **ADOLESCENT WELLBEING & ACCEPTANCE AND COMMITMENT THERAPY**

**Professor Joseph Ciarrochi** is a leading expert in youth research and Acceptance and Commitment Therapy. He has successfully completed research studies utilising large-scale research and his papers on emotional intelligence are amongst the most cited in the world.

### **INDIGENOUS EDUCATION**

**Professor Rhonda Craven, Institute Director of IPPE**, is a multi-award-winning researcher who has secured over \$7.9 million in funding for educational research. Her research interests include the structure of self-concept and key psychosocial drivers of well-being and performance, with specialised expertise in Indigenous education.

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IPPE is a flagship research institute with a well-established reputation as a world-class research centre internationally recognised for substantive and methodological advances in positive psychology, wellbeing, resilience, motivation, self-determination and self-concept research; advanced quantitative analysis; and for developing psychometrically sound measures of important psychosocial outcomes. Learn more about IPPE [here](#).

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## **UNCOVER YOUR *PASSION* IN EDUCATION RESEARCH - ASIP**

Motivating style is the interpersonal tone and face-to-face behaviour the teacher relies on when trying to motivate students to engage in classroom activities and procedures (Reeve & Cheon, 2021). When teachers participate in a workshop-based intervention to learn how to upgrade the quality of their motivating style (more autonomy supportive, less controlling), both teachers and their students show a wide-range of educationally-important benefits (Cheon et al., 2015, 2016).



**Reeve, J., & Cheon, S. H. (2021).** Autonomy-supportive teaching: Its malleability, benefits, and potential to improve educational practice. *Educational Psychologist*, 56(1), 54-77.  
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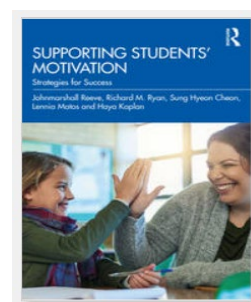
**Reeve, J., Ryan, R. M., Cheon, S. H., Matos, L., & Kaplan, H. (2022, April).** Supporting students' motivation: Strategies for success. London, UK: Routledge.

Cheon, S. H., **Reeve, J.**, & Song, Y.-G. (2016). A teacher-focused intervention to decrease PE students' amotivation by increasing need satisfaction and decreasing need frustration. *Journal of Sport and Exercise Psychology*, 38, 217-235.

Cheon, S. H., **Reeve, J.**, Yu, T. H., & **Jang, H.-R.** (2014). The teacher benefits from giving autonomy support during physical education instruction. *Journal of Sport and Exercise Psychology*, 36, 331-346.

**Reeve, J.** (2009). Why teachers adopt a controlling motivating style toward students and how they can become more autonomy supportive. *Educational Psychologist*, 44, 159-178.

**Jang, H.-R., & Reeve, J.** (2021). Intrinsic instructional goal adoption increases autonomy-supportive teaching: A randomized control trial and intervention. *Learning and Instruction*. 73, p. 101415.  
<https://doi.org/10.1016/j.learninstruc.2020.101415>



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