

How Self-Determination Theory and Situated Learning are concomitant theories

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1 Introduction

The problem I will address in this article is the lack of a specific motivation theory for project based learning and the minor number of academic works linking self-determination theory(SDT) to educational settings.

I will approach the problem by demonstrating the foundations used by SDT and I will show how the situated learning(SL) approach relates satisfactory to these foundations.

Summarizing, I intend to contribute the following in this article:

- I will describe both SDT and SL in a concise and straightforward manner, drawing parallels between the two models.
- I will describe how SL is a model that fosters the principles of SDT.

2 Theory review

2.1 Self-Determination Theory(SDT)

SDT is one of the most well grounded [Ryan and Deci \[2002\]](#) and broad theory amongst the current theories of motivation. For SDT, the degree in which people are able to fulfill their base psychological needs affects the pursue and attainment of their goals critically. These needs play a vital part in SDT.

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Specifically, in SDT, three psychological needs—for competence, relatedness, and autonomy—are considered essential for understanding the what (i.e., content) and why (i.e., process) of goal pursuits. [Ryan and Deci \[2000\]](#)

STD takes the perspective that people will go after purposes and goals that permit the satisfaction of: [Ryan and Deci \[2000\]](#)

- Competence – The need to have an effect and an expertise dealing with your environment.
- Autonomy – The need to feel in control of your own behavior.
- Relatedness – The need to feel connected to your peers, to care and love and be cared and loved.

2.2 Situated Learning(SL)

SL is a framework [Greeno \[2006\]](#)

References

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