

5TH INTERNATIONAL CONFERENCE ON  
**Self-Determination Theory**

2013  
**CONFERENCE GUIDE**

Rochester  
New York

Thursday June 27 -  
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**Poster 53. Intrinsic and extrinsic sport motivation as a function of age**

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In the school context, Gillet, Vallerand and Lafrenière (2012) found that the intrinsic and extrinsic motivation vary with age and the amotivation was relatively low and stable from age 9 to 17 years. The objective of the present research was to investigate intrinsic and extrinsic motivation, and amotivation in sport context as a function of age. Participants were 1,111 Mexican national athletes, aged 10–26 years (56% male and 42% female). Athletes completed Motivation Scale for Sport (Pelletier et al., 1995). The results indicated a significant decrease from intrinsic motivation to increasing age ( $F(16, 1094) = 3.38, p < .001$ ), finding greater variability in the period of 18–22 years. Extrinsic motivation varied significantly by age ( $F(16, 1092) = 3.64, p < .001$ ), but was more stable. Finally, amotivation increased significantly with age ( $F(16, 1094) = 21.66, p < .001$ ), having greater variability from 12 to 17 years.

**Poster 54. Promoting students' motivation towards science learning:  
The role of personal needs and motivation orientations**

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This study aimed at designing a teaching module for science education that enables lower secondary school students to promote their motivation towards science learning, and examining the way this intervention was experienced by students with different SDT-based motivation orientations. Industry site visits that were enriched with activities that were considered able to promote students' motivation by supporting the fulfillment of the basic psychological needs were prepared and implemented in Finland and in Greece. Twenty-seven students participated in each country. Students' motivation orientations were examined by the Academic Motivation Questionnaire, and representatives of different motivation orientations were interviewed. Interviews showed that representatives of different motivational orientations experienced different aspects within the module that met their psychological needs as they are declared in the Self-determination Theory. The results offer a perspective to adolescents' psychological needs and how they mediate the way they value an activity within context of science education.

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