

MEMORANDUM

DATE: November 30, 2015
TO: Katherine S Cennamo, Jacquelyn Claire Woodyard
FROM: Virginia Tech Institutional Review Board (FWA00000572, expires July 29, 2020)
PROTOCOL TITLE: Autonomy Support and Motivation on an ePortfolio Project: The Moderating Role of Culturally Based Learning Preferences
IRB NUMBER: 15-477

Effective November 30, 2015, the Virginia Tech Institutional Review Board (IRB) Chair, David M Moore, approved the Amendment request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report within 5 business days to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at:

<http://www.irb.vt.edu/pages/responsibilities.htm>

(Please review responsibilities before the commencement of your research.)

PROTOCOL INFORMATION:

Approved As: **Exempt, under 45 CFR 46.110 category(ies) 2**
Protocol Approval Date: **October 8, 2015**
Protocol Expiration Date: **N/A**
Continuing Review Due Date*: **N/A**

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals/work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

Date*	OSP Number	Sponsor	Grant Comparison Conducted?

* Date this proposal number was compared, assessed as not requiring comparison, or comparison information was revised.

If this IRB protocol is to cover any other grant proposals, please contact the IRB office (irbadmin@vt.edu) immediately.

Dear Dr. Parrish and Dr. VanBerschot,

Thank you both again for sharing your Cultural dimensions of learning framework questionnaire and analysis forms with me. As I mentioned, I am a doctoral student in the Instructional Design and Technology program at Virginia Tech. I am writing my dissertation tentatively titled *Autonomy Supportive Instruction as it relates to Students' Motivational Beliefs on an ePortfolio Project: The Moderating Role of Cultural Orientation* under the direction of my dissertation committee chaired by Dr. Katherine Cennamo.

I had been looking for an instrument such as this questionnaire to assess cultural orientations in an educational setting. I am very grateful to have learned of your survey, and look forward to the potential it may bring to my research.

I would greatly appreciate your permission to use and reproduce the Cultural Dimensions of Learning Framework (CDLF) Questionnaire in my research study, as well as to include the Cultural Dimensions of Learning Framework as a table in my dissertation. I would cite your questionnaire, analysis form, and framework in my research as follows:

Parrish, P. E., & Linder-VanBerschot, J. A. (2009a). The cultural dimensions of learning framework questionnaire: Survey on culturally based learning preferences [Measurement instrument]. Parrish, P. E., & Linder-VanBerschot, J. A.

Parrish, P. E., & Linder-VanBerschot, J. A. (2009b). The CDLF questionnaire analysis form: Analysis of survey on culturally based learning preferences. Parrish, P. E., & Linder-VanBerschot, J. A.

Parrish, P. E., & Linder-VanBerschot, J. A. (2010). Cultural dimensions of learning: Addressing the challenges of multicultural instruction. *The International Review of Research in Open and Distributed Learning*, 11(2), 1-19.

If granted permission to use and reproduce your survey for my research study, I will use and reproduce your survey only for my research study, and will not use it for any type of compensation. I will send you a copy of my research study, including reports, and any publications that result which make use of this research study.

If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to me at Jcmccart@vt.edu. Please let me know if you have any questions. Thank you for your consideration!

Sincerely,

Jacquelyn C. McCarthy Woodyard, Doctoral Candidate: Expected completion May, 2016



Signature of Permission

9/8/15
Date

Search

sdt

*Self-Determination
Theory*

An Approach to Human Motivation and Personality

Questionnaires

THEORY RESOURCES

Publications

Questionnaires

[Registration](#)

Faculty

User Profile

HI JWODYARD

[profile](#)
[log out](#)
[Like 1.4K](#) [Share](#)

Research on Self-Determination Theory has included laboratory experiments and field studies in several different settings. In order to do this research, we have developed many questionnaires to assess different constructs contained within the theory. Each questionnaire page will typically include not only the scale itself, but also a description of the scale, a key for the scale, and references for articles describing studies that used the scale.

In order to access these questionnaires you must first register and log into the website. On the registration page you will be asked to agree terms and conditions stating that you will only use the scales for academic research. Once this is complete you will have access to the scales while logged in to the website.

*** Please note that all questionnaires on this web site, developed for research on self-determination theory, are copyrighted. You are welcome to use the instruments for academic (non-commercial) research projects. However, you may not use any of them for any commercial purposes without written permission to do so from Edward L. Deci and Richard M. Ryan. (To inquire about a commercial request, please email info@selfdeterminationtheory.org)

Click on any questionnaire name below to access the scale or set of questionnaires and other information.

[General Causality Orientations Scale](#)

This is an individual difference measure of people relatively enduring motivational orientations. It was developed for use with individuals who are at least 17 years of age. It assesses autonomous, controlled, and impersonal causality (motivational) orientations.

[Perceived Autonomy Support](#)

This is a family of questionnaires that assesses individuals' perceptions of the degree to which a particular social context is autonomy supportive versus controlling. Included are the health care climate (HCCQ); [the learning climate \(LCQ\)](#); the work climate (WCQ); and the sports climate (SCQ).

[Self-Regulation Questionnaires \(SRQ\)](#)

This is a family of questionnaires that assesses the degree to which an individual's motivation for a particular behavior or behavioral domain tends to be relatively autonomous versus relatively controlled. It includes academic (for children), prosocial, health care, learning (for adults), gymnastics/exercise, religion, and friendship.

[Perceived Competence Scale \(PCS\)](#)

This is a family of very short questionnaires that assess how competent people perceive themselves to be with respect to a particular behavior or behavioral domain. SDT emphasizes that it is important for individuals to feel both autonomous and competent with respect to a behavior or behavioral domain in order to display optimal motivation, performance and well-being. PCS is often used in conjunction with the SRQ. Because the PCS pertains to particular behaviors or behavioral domains, it can be easily adapted to study additional behaviors or behavioral domains.

[Intrinsic Motivation Inventory \(IMI\)](#)

The IMI was developed to assess participants' subjective experience related to experimental tasks. Specifically, it is used in intrinsic motivation laboratory experiments in which participants have worked on an interesting activity within some experimental condition, and the IMI assesses their levels of interest/enjoyment; perceived competence; effort; value/usefulness; felt pressure and tension; and perceived choice while they were performing the activity.

[Health Care SDT Packet \(HC-SDT\)](#)

The HC-SDT is a set of questionnaires related to assessing three SDT constructs as they relate four health-relevant behaviors. The behaviors are smoking cessation, diet improvement, exercising regularly, and drinking responsibly. The SDT constructs for each behavior are self-regulation (SRQ), perceived competence (PCS), and the perceived autonomy supportiveness of the health care climate (HCCQ).

[Aspirations Index \(AI\)](#)

The AI assesses people's intrinsic and extrinsic life goals or aspirations. That is, it measures the degree to which people value seven broad goal contents—wealth, fame, image, personal growth, relationships, community contribution, and health. The instrument is used in research relating the content of people's goals to constructs such as mental health and risk behaviors.

[Basic Psychological Needs Scale \(BPNS\)](#)

Self-determination theory posits three universal psychological needs and suggests that these must be ongoingly satisfied for people to maintain optimal performance and well-being. The BPNS is a set of questionnaires that assess the degree to which people feel satisfaction of these three needs. There is a general form, as well as domain specific forms for work and relationships.

[Self-Determination Scale \(SDS\)](#)

This short scale addresses the degree to which adults tend to be self-determined in their lives. It includes two five-item subscales: one that assesses the degree to which they feel a sense of choice in their lives; and one that assesses the degree to which they feel like themselves, that their emotions feel like an integral part of them.

[Subjective Vitality Scale \(VS\)](#)

This measures the extent to which people feel vital, energized, and alive. There is both a state version and a trait version. The

original scale had 7 items, but a shorter version with just 4 items has recently been validated.

Motivators' Orientation

This set of questionnaires concerns the degree to which individuals in supervisory capacities tend to be autonomy supportive versus controlling. One questionnaire, called the Problems in Schools Questionnaire, assesses the degree to which teachers tend to be autonomy supportive versus controlling; the other, called the Problems at Work Questionnaire, assesses the degree to which managers in the workplace tend to be autonomy supportive versus controlling. Whereas, the Perceived Autonomy-Supportive Climate Questionnaires measure the perceptions of, say, students and subordinates about the autonomy supportiveness of their teachers and managers, the Motivators' Orientation questionnaires are completed by the teachers or managers themselves about their own style of motivating others (the students or subordinates).

Perceptions of Parents

These questionnaires assess children's perceptions of the degree to which their parents are autonomy supportive versus controlling in their approach to parenting. There are two versions of this questionnaire: one for late elementary and middle school children, and the other for college-aged children.

Christian Religious Internalization Scale (CRIS)

This scale is also referred to as the Religion Self-Regulation Questionnaire (SRQ-R). It appears within the Self-Regulation Questionnaires section of this web site. You can visit the CRIS link at the beginning of this paragraph and that will take you to the actual scale. Alternatively, you can go to the Self-Regulation Questionnaires (SRQ) section, which will take you to an overview of the Self-Regulation family of questionnaires, along with scoring information. From there, you can go to the Religion Self-Regulation Questionnaire subsection.

Treatment Motivation Questionnaire (TMQ)

This scale is a variant of the Treatment Self-Regulation Question (TSRQ) which preceded the TSRQ. The TMQ was developed for research in an alcohol treatment program (Ryan, Plant, & O'Malley, 1995) and has also been used in a study of methadone treatment. The scale appears within the Treatment Self-Regulation Questionnaire page of this web site, which is within the Self-Regulation Questionnaires (SRQ) section. You can visit the TMQ link at the beginning of this paragraph and it will put you in the TSRQ section; then you just scroll down until you come to the TMQ. Alternatively, you can go to the Self-Regulation Questionnaires (SRQ) section, which will take you to an overview of the Self-Regulation family of questionnaires. From there, you can go to the Treatment Self-Regulation Questionnaire subsection and scroll down to reach the TMQ.

Motives for Physical Activity Measure (MPAM-R)

The MPAM-R is concerned with the people's motives for participating in physical activities such as exercise, aerobics, etc. Five motives are assessed; fitness, appearance, competence, enjoyment, and social. The scale is a revision of an earlier measure by the same name.

Mindful Attention Awareness Scale (MAAS)

The MAAS is a measure of receptive awareness of and attention to present-moment events and experience. The scale has been used in research pertaining to emotional, cognitive, behavioral, physical health, and interpersonal processes.

Problems in Schools Questionnaire: Adults' Orientation toward Control (PIS)

This questionnaire assesses whether teachers and parents are oriented toward supporting the autonomy versus controlling behavior of children. You can get to this questionnaire by clicking the link at the beginning of this paragraph. Alternatively, you can go to the Motivators' Orientations questionnaires section, which will give you an overview of this family of questionnaires, along with scoring information. From there, you can go to the Problems in Schools Questionnaire subsection.

DID YOU KNOW? >>



Otago Daily Times: The loss of tribal connection

September 5, 2016 Sebastian Junger, award-winning journalist and bestselling author, highlights the disconnect and lack of belonging in modern society and its costs...

The Conversation: How Pokemon Go turned couch potatoes into fitness fanatics without them even realizing it



August 11, 2016 / By John A. Parkinson / This fun article talks about how Pokemon Go motivates users to be physically active from a SDT perspective. Self-determination...



KQED News: Orlando Shooting Raises Questions About Internalized Homophobia and Violence

June 17, 2016 / By April Dembosky / SDT article Parental autonomy support and discrepancies between implicit and explicit sexual identities... by SDT faculty...



The Atlantic: How Kids Learn Resilience

June 2016 / By Paul Tough / Self-Determination Theory acknowledged by The Atlantic as an important perspective in education. Interesting article on children's...



See Recently Released SDT Articles Here First

Advance Online SDT Articles: Donald, J. N., Atkins, P. W. B., Parker, P. D., Christie, A. M., & Ryan, R. M. (2016). Daily stress and the benefits of mindfulness:...

- [Home](#)
- [Theory](#)
- [Questionnaires](#)
- [Publications](#)
- [Faculty](#)
- [ListServ](#)
- [News](#)
- [Conferences](#)
- [Contact Us](#)

Copyright © 2016 selfdeterminationtheory.org. All rights reserved.