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## Studying motivation in classrooms

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Stellingen behorende bij het proefschrift

## Studying motivation in classrooms

door

Kim Stroet

1. For understanding what is going on in classrooms with respect to student motivation, observational research is of added value to research relying on student perceptions (this dissertation).
2. Considering there is nothing so practical as a good theory (Lewin, 1951), the utmost importance should be attached to translation of educational theory to educational practice (this dissertation).
3. Early adolescents who have just started secondary education depend in their motivation on the type of school they attend (this dissertation).
4. Students benefit in their motivation from having teacher-student interactions that support their needs for autonomy, competence, and relatedness (Self-Determination Theory; this dissertation).
5. Self-Determination Theory is an encompassing framework for studying motivation in classrooms, provided that sufficient attention is paid to the context where it is applied (this dissertation).
6. Interventions aimed at fostering students' motivation in educational practice should incorporate both the level of the teacher and the level of the educational approach of the school (this dissertation).
7. Universities should give priority to fostering cooperation and limiting competition among researchers to support the fundamental human needs for autonomy, competence, and relatedness.
8. Following Popper, page 4 of this dissertation cannot falsify the proposition that professors are male (not necessarily Flemish male, though).