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ITEL Outstanding Paper Award Report

The paper addresses the challenges of maintaining autonomous learning and motivation that many educators and learners encountered in synchronous online education, a format widely adopted during the COVID-19 pandemic. It demonstrates that perceived teachers' autonomy support significantly enhances students' intrinsic motivation, leading to higher levels of self-evaluated achievement. The paper concludes that teachers' autonomy support is a highly effective instructional pattern in online education and can also facilitate students' motivation, thus deeming the research highly valuable. Additionally, the paper provides a balanced discussion on the research positioning, scholarly value, and limitations, thereby enhancing its credibility. Based on the above, we have determined that the paper remains beneficial in the current era of diverse learning modalities, including face-to-face, online, and hybrid formats. Therefore, we judged the paper to be worthy of the ITEL Outstanding Paper Award.

[Regular Paper]

R, Okada, "Teachers' autonomy support in synchronous online learning environments," *Information and Technology in Education and Learning*, vol 1, pp. 1–8, Jan. 2021, <https://doi.org/10.12937/itel.1.1.Reg.p004>

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