



Great Public Schools for Every Student

Promote Ownership of Learning

Educator creates opportunities for student choice in educational activities to promote ownership of learning.

Key Method

The educator designs learning experiences, as it relates to the subject and grade level, in which students are given choice in how to reach curriculum objectives. The educator explains and encourages varied learning experiences to support students in their decision making as they choose their own paths for learning based on their needs.

Method Components

Educators understand that through self-directed learning, students can grow as learners. When given choice, students take ownership of their learning, which allows them to internalize both content and skills. Educators who give students choice create an environment in which each student is valued regardless of their need or ability level. The teacher works with learners to design experiences to develop areas of interest (InTASC, 2011).

Key Elements of Student Choice

- Students are given the ability to choose materials and resources that are grade-level appropriate.
- Learning experiences engage students in self-directed learning.
- Students generate and evaluate new ideas to develop original work.
- Presentation of knowledge based on choice allows for deeper engagement.
- Given choice, students gain ownership of their learning.

Supporting Research

Brown, D. (2002). *Self-Direct Learning in an 8th Grade Classroom*. Educational Leadership. Retrieved from

http://mainecla.org/wpcontent/uploads/2015/10/Brown2002_SDL_8thgrade.pdf

Denton, P. (2017, February 23). *Academic Choice*. Responsive Classroom. Retrieved from

<https://www.responsiveclassroom.org/academic-choice/>

Marzano, R. (2010). *The Highly Engaged Classroom: The Classroom Strategies Series*. Marzano Research Library. Retrieved from

https://www.marzanoresearch.com/resources/tips/hec_tips_archive

Patall, E., Cooper, H., & Robinson, J. C. (2008). The effects of choice on intrinsic motivation and related outcomes: A meta-analysis of research findings. *Psychological Bulletin*, 134(2), 270–300. Retrieved from

https://www.researchgate.net/publication/5554527_The_Effects_of_Choice_on_Intrinsic_Motivation_and_Related_Outcomes_Analysis_of_Research_Findings

Katz, I., & Assor, A. (2007). When choice motivates and when it does not. *Educational Psychological Review*, 19, 429-442.

http://selfdeterminationtheory.org/SDT/documents/Katz%20et%20al%202006%20_when%20choice.pdf

Resources

7 Ways to Hack Your Classroom to Include Student Choice

<http://www.edudemic.com/7-ways-to-hack-your-classroom/>

Student Choice Leads to Student Voice:

<https://www.edutopia.org/blog/student-choice-leads-to-voice-joshua-block>

Guidelines for Offering Choices

http://www.educationworld.com/a_curr/bluestein-handout-offering-choices-to-students.shtml

How to Give Students More Control of Their Learning

<http://www.edweek.org/tm/articles/2016/03/08/give-students-more-control-over-their-learning.html>

InTASC Teaching Standards

https://drive.google.com/openid=1OV410Mwlkg_JhcFMabJb2LztHLcLlz

Learning to Choose, Choosing to Learn

<http://www.ascd.org/publications/books/116015/chapters/The-Key-Benefits-of-Choice.aspx>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score for Parts 1 and 3 and “Proficient” for each component in Part 2.

Part 1. Overview Questions

500 word limit

Please respond to the following:

Describe the subject and grade levels you teach, as well as the demographic makeup of your student population.

How will you instruct your students on making choices and developing original work?

How will giving students choice in your classroom assist in developing student ownership of learning?

- **Passing:** Responses completely address each of the three questions, using personal examples and supporting evidence that illustrate the importance of student choice. Responses are organized and easy to understand.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following two artifacts:

Artifact 1: Lesson or Unit Plan-Revise a previously taught unit or create a new unit consisting of 2-3 lessons that focus on student choice, of either the content or presentation of knowledge. Include all necessary materials, references, supplies needed, etc. Lesson plans must include an explanation of necessary objectives/standards, activities, and assessment (as needed). Also, include an explanation of your decision-making process that addresses the following questions:

- How/why did you make these choices?

- How do you anticipate giving students choice in this matter will affect student ownership?
- How will this engage students as compared to traditional methods?
- How are students generating their own knowledge and making their own plan for learning?

Artifact 2: Student Work and Analysis-Following your unit, submit 3 student work samples with either your explanation or their explanation of how choice has given them ownership. Each explanation may be no more than 100 words, for a total of 300 words. Respond to the questions below:

- How has this work developed your/their skills as a learner?
- How/why has this created more ownership of learning?
- What about this work made you engaged? Why?
- Do you want to see ore opportunities for directing your own learning? Why?

Combine these student work samples and the analyses into one document for submission.

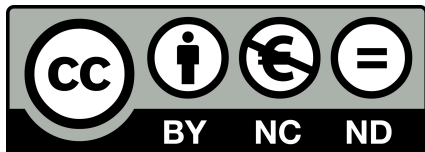
null	Proficient	Basic	Developing
Artifact 1: Lessons or Unit	<p>Artifact includes all points below:</p> <p>Clearly shows how you incorporate student choice as a way to increase student ownership of learning</p> <p>2-3 lessons include emphasis on choice, engagement, and ownership</p> <p>All materials, handouts, etc., are included: objective/standards, activities, and assessment</p> <p>Reflection explicitly demonstrates the value of student choice as it promotes ownership of learning</p>	<p>Artifact includes three or more of the points below:</p> <p>Shows how you incorporate student choice as a way to increase student ownership of learning</p> <p>1-2 lessons include emphasis on choice, engagement, and ownership</p> <p>Missing 1-2 necessary materials, handouts, etc.</p> <p>Reflection demonstrates the values of promoting ownership but does not fully answer all questions</p>	<p>Artifact includes one or two points below:</p> <p>Attempts to show how you incorporate student choice as a way to increase student ownership of learning</p> <p>1 lesson that lacks emphasis on choice, engagement, and ownership</p> <p>Missing more than two necessary materials, handouts, etc.</p> <p>Reflection lacks specifics to show the value of promoting ownership</p>
Artifact 2: Student Work and analyses	<p>Includes 3 student work samples</p> <p>Analyzes student work through reflecting on 4 questions to show the importance of student ownership of learning</p> <p>Grammar, spelling, and sentence structure enhance clear communication</p>	<p>Includes 2 student work samples</p> <p>Evaluates student work through reflecting on 3 questions but does not show the importance of student ownership of learning</p> <p>Grammar, spelling, and sentence structure allow for clear communication</p>	<p>Includes 1 student work sample</p> <p>Describes student work in little detail through reflecting on 1-2 questions and does not discuss the importance of student ownership of learning</p> <p>Grammar, spelling, and sentence structure may inhibit clear communication</p>

Reflection

500 word limit

Based on your own experiences, reflect on how giving students choice in your classroom has changed and how you will continue this work. Reflect on how this has developed your students' ownership of learning for future use.

- **Passing:** Reflection thoughtfully addresses the effect on the educator's current practice and student growth and development, using examples and supporting evidence. Reflection is relevant to the micro-credential process. Writing is organized and easy to understand.



Except where otherwise noted, this work is licensed under:

Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0)

<http://creativecommons.org/licenses/by-nc-nd/4.0/>