

Student Ownership of Learning

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Session Objectives & Logistics

Objectives:

- Consider the need for change in education
- Examine 9 ways for students to take ownership of their learning.
- Commit to a course of action that will take specific steps toward student ownership of learning.
- Logistics:
 - Introduce yourself to your neighbors - Find talk partners
 - Attention Signal: “High Five”
 - 3 Column Notetaking Guide: info + your ideas

What is the purpose of education?

1. Sort and select?
2. Disseminate information?
3. Prepare students for their future?

“The purpose of education is not to have our children do well in school, but to have them do well in the lives they lead outside of school.” --Stephanie Pace Marshall, *Creating The Schools We Need*, 2009.



What does the future look like?

T₃ Time
(Think, Turn & Talk)

Key Ideas: What does future look like?

- Global consciousness
- Flexibility
- Entrepreneurial
- Creativity
- Teamwork
- Technology
- Connectivity



How do we prepare students for their future?

- Mismatch
 - School and future
 - School and work
 - School and students
- What to do:
 - Address 21st Century Skills
 - Listen to our students
 - Embrace change



React to this statement:

“Over the next decade, our education system will experience **deep disruption** and **reconfiguration**.... The concept of “school” will take many forms where learning is no longer defined by time and place. **Radical personalization** will become the norm as learners and families create individualized learning “playlists” and educators embrace new roles.” --Lillian Pace, Sept. 2013, *Ed. Week*

21st Century Skills: 10 Themes

- **Creativity** and Innovation
- **Critical thinking** and Problem solving
- **Communicating** and **Collaborating**
- Technology and Media Literacy
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility
- Employment and Career Development

Are schools teaching “transcendent” skills?

- School is about churning out kids who are good at following directions but not so good at creating new directions.
- US Dept. of Labor predicts that kids in HS will have 10-14 different jobs and that 65% of grade-school kids will be in jobs that haven't been invented yet.
- By 2020, over half of the workforce will be consultants, freelancers, and independent contractors creating their own careers.
- Transcendent skills: self-direction, independence, perseverance, entrepreneurial thinking – the future of work.

--District Administration, March 2013

Listen to What Students Want:

(EL, Nov, 2008)

- Take me seriously.
- Challenge me to think.
- Show me I can make a difference.
- Let me do it my way.
- Point me to my goals.
- Nurture my self-respect.
- Let me move at my own pace.
- Build on my interests.
- Tap my creativity
- Bring out my best self.



Embrace Change



Out of Business!



2006...

1500 Observations:

- Clear learning objective – 4%
- Worksheets – 52%
- Lecture – 31%
- Monitoring w/ no feedback – 22%
- Evidence of assessment for learning – 0%
- Evidence of bell-to-bell – 0%
- Fewer than 1/2 students engaged – 82%

Source: Learning 24/7, *The Learning Leader*, 2006 -- now 10,000 observations.

2010...

106 Personal Walk-Throughs:

- Students "on task" – 86%
- Objective Stated – 18%
- Written – 6%
- Technology usage – Teacher – 13%
- Students – 5%
- Questioning – 1 student-at-a-time – 74%
- Group response strategies – 26%
- Cooperative learning/group work – 28%
- Teacher Talk – Questions 41%, Info 41%, Activ. 17%
- Student Talk – Response 46%, Activity 54%

Need for Change: Additional Evidence...

Actual student responses on Science Papers:

- Benjamin Franklin produced electricity by rubbing cats backwards.
- Three kinds of blood vessels are arteries, vanes and caterpillars.
- Algebraical symbols are used when you do not know what you are talking about.
- The pistol of a flower is its only protection against insects.
- A super-saturated solution is one that holds more than it can hold.
- For fractures: to see if the limb is broken, wiggle it gently back and forth.
- To remove dust from the eye, pull the eye down over the nose.
- When you smell an odorless gas, it is probably carbon monoxide

Mismatch...

Between:

School and future

School and work

School and students



T3 Time

(Think, Turn, Talk)



Student Ownership...

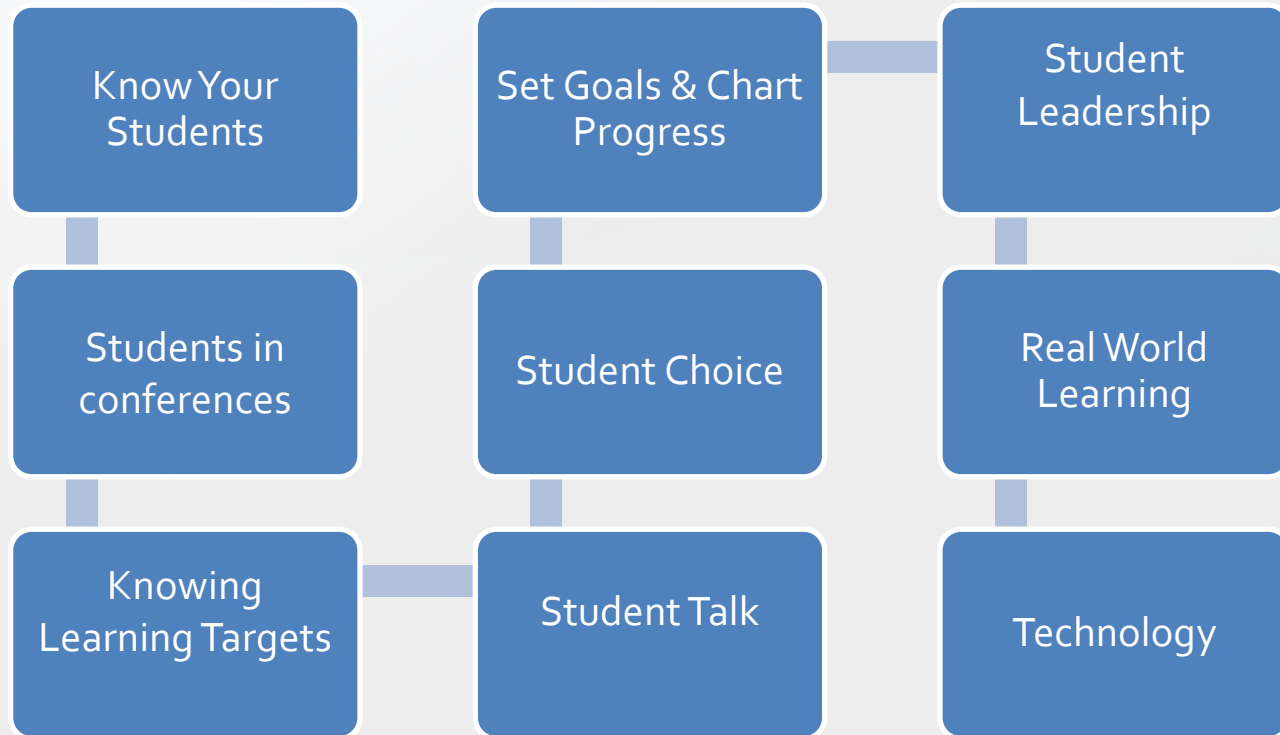
...Not “The”
Answer, but
“An” Answer.



“Engagement” v. “Ownership”



9 Strategies to Increase Student Ownership of Learning:



Strategy #1: Know Your Students

Behavior:

The quality of the relationships teachers have with students is the keystone to effective management and perhaps even the entirety of the teacher —Marzano

- Positive T-S relationships result in a 31 percentile point decrease in disruptions.

Academics:

No learning occurs without relationship – James Comer

- TESA
 - Expectations significantly impact learning
 - Students will rise or fall to the level of teacher expectations.



What Does it Look Like?

No invisible kids!

- Know something about each student
- Engage in behaviors that indicate affection for each student
- Bring student interests into the content and personalize learning opportunities
- Engage in physical behaviors that communicate interest
- Use humor
- Consistently enforce positive and negative consequences
- Project a sense of emotional objectivity



What Does it Look Like?

- Survey: family, interests, expertise
- Multiple Intelligence Survey
- Harry Wong -- Greeting students at the door
- Affiliation
- Positive Phone calls (Parents)
- Secondary Challenge – too many students?
- *“I don’t care what you know until I know that you care.”*

Strategy #2: Student-Parent-Teacher Conferences

- Does excluding students from their learning conferences make sense?
- What are potential benefits of including students:

Students

Parents

Teachers

Strategy #2: Student-Parent-Teacher Conferences

- What are potential benefits of including students:

Students	Parents	Teachers
Ownership	Comfort	Family Attendance
Motivation	Partnership	Partnership
Communication	Communication	Communication
Self-Assessment		Planning
Self-Confidence		
21 st Century skills		

What Does It Look Like?

- TYPES:
 - Student involved
 - Student led
- FORMAT:
 - 3-way conversation
 - Student portfolio
 - Student powerpoint
- CHALLENGES
 - Change: doing conferences differently
 - Secondary
 - Parents



Strategy #3: Knowing Learning Targets

- “If everyone knows what we’re supposed to be learning, it increases the odds that it will actually be learned.” (Paraphrased, Larry Lezotte).
- Learning targets are like a gps – it tells you where you’re going. (*EL*, March 2011)



What It Looks Like...

- Posted and stated
- “I can” statement = ownership
- Beginning and end
- Learning map (graphic organizer)



The Unit Organizer

NAME Dodson

DATE Honors Biology

④ BIGGER PICTURE

Study of Life

② LAST UNIT/Experience

Chemistry

①

CURRENT UNIT

Cells

③

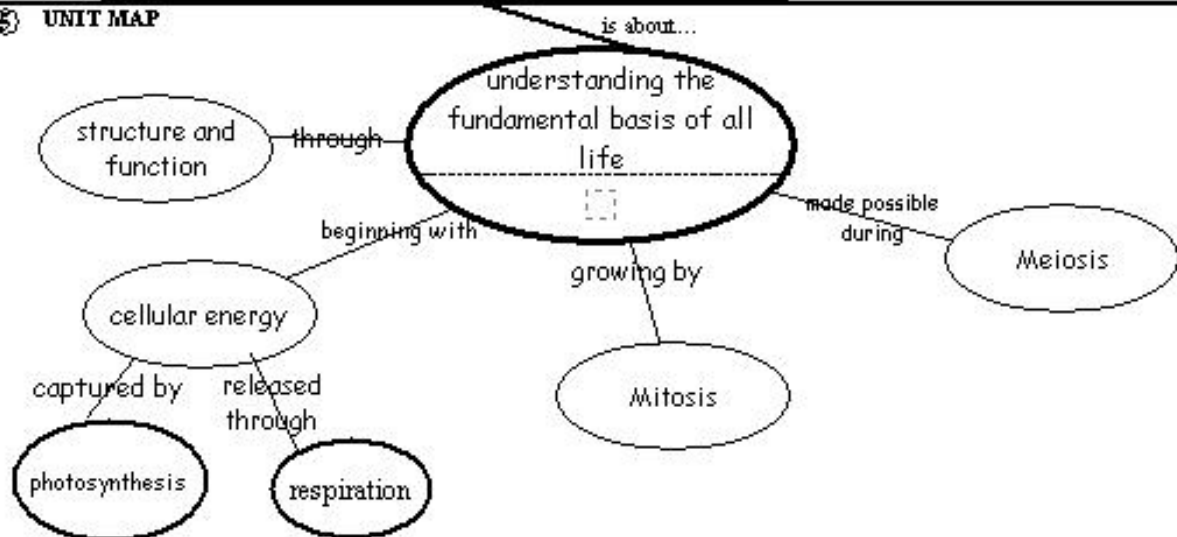
NEXT UNIT/Experience

Heredity/Genetics

⑧ UNIT SCHEDULE

<input type="checkbox"/>	jigsaw lab	<input type="checkbox"/>
<input type="checkbox"/>	plant/animal cell lab	<input type="checkbox"/>
<input type="checkbox"/>	microscope lab	<input type="checkbox"/>
<input type="checkbox"/>	onion lab	<input type="checkbox"/>
<input type="checkbox"/>	photosynthesis lab	<input type="checkbox"/>
<input type="checkbox"/>	Osmosis Lab	<input type="checkbox"/>
<input type="checkbox"/>	ppt notes	<input type="checkbox"/>
<input type="checkbox"/>	Quiz	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>	jeopardy review	<input type="checkbox"/>
<input type="checkbox"/>	Test	<input type="checkbox"/>

⑤ UNIT MAP



⑦ UNIT SELF-TEST QUESTIONS

1. Which organelles make up the structure of a cell?
2. How does understanding the process of the parts of a cell help to understand the function?
3. How do nutrients and other materials move through the cell?
4. How does energy flow through the cell?
5. How does the cell grow and reproduce?

⑥ UNIT RELATIONSHIPS

Identify
Analysis
Compare/ Contrast
Cause/ Effect

Strategies 1-2-3:

T₃ Time (Think, Turn, Talk)



Strategy #4: Set Goals & Chart Progress

- Marzano (A/S, 2007): Setting goals = 40%ile gain
 - Feedback = 43% gain



- 4 Factors influence involvement: Important?
Interesting? **Achieve goals?** Involvement Cost?
(*Never Work Harder*, Robyn Jackson, 2009)

What Does It Look Like....

- Learning Contract
- Charting Progress: behavior / academic
- Conference goal-setting
- Assessment goal-setting



Goal-Setting

ESSENTIAL LEARNINGS PROGRESS MONITORING 3rd Grade Reading

100													
90													
80													
70													
60													
50													
40													
30													
20													
10													
0													
	Retail Main Ideas	Identify Main Idea	Using a dictionary to define words	Text Features	Word Structure	Compare and Contrast	Setting and Story Elements	Character Traits	Identify Topic and Supporting Detail	Text Structure	Inferences	Context Clues	Cause and Effect

3rd Attempt

2nd Attempt

1st Attempt

Strategy #5: Student Choice

- “Classroom teachers choose where students sit, with whom, and how they spend their time.” (EL, Sept. 2010)
- “Students become responsible independent learners when they can make their own decisions about when, how, what to learn. Learners who lose the ability to make decisions are disempowered.”
(EL, Sept. 2011)
- “Students should not only be trained to live in a democracy some day; they should have the chance to live in one today.” (Alfie Kohn, 1993)
- ***T3: What can students legitimately choose?***

Strategy #6: Student Talk

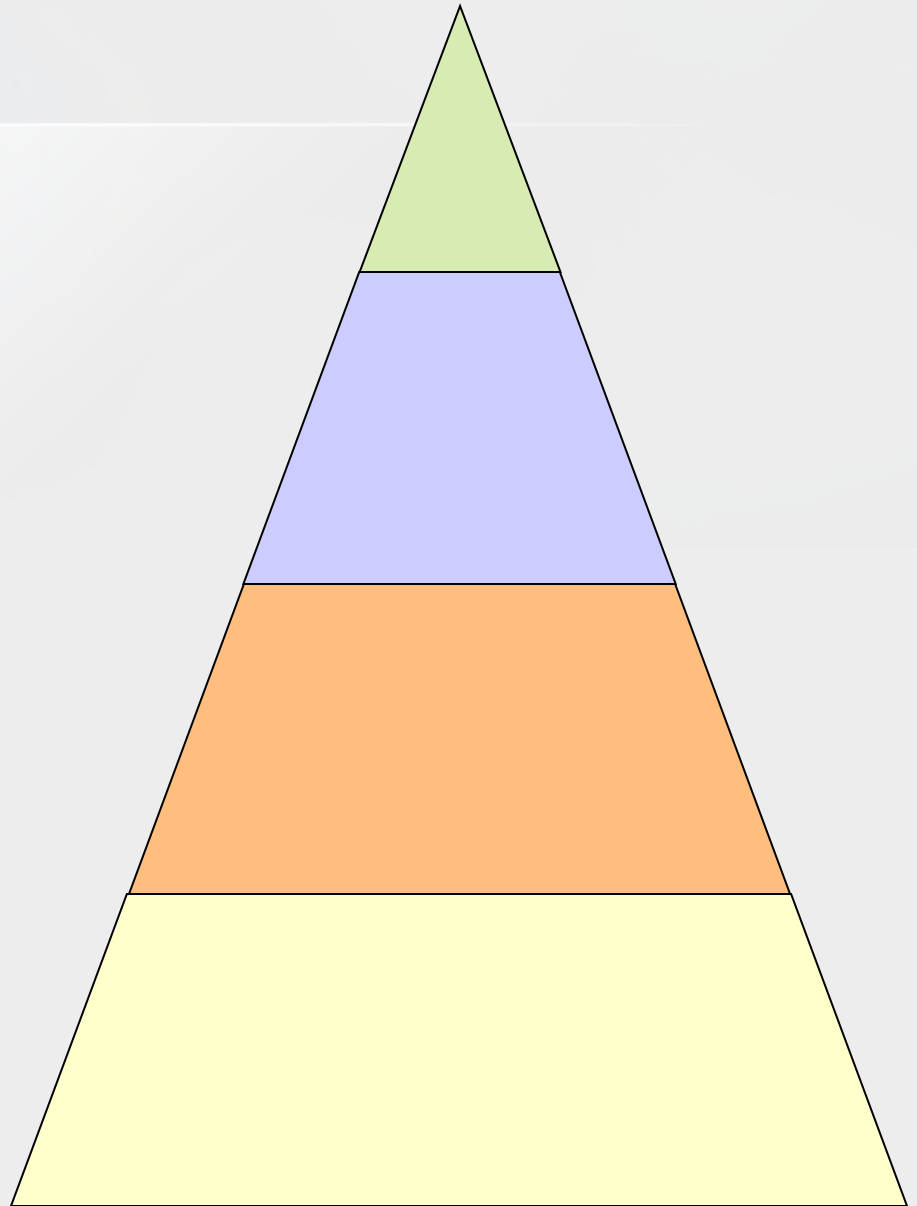


- **“Whoever talks the most, learns the most.”**
 - (Jeff Wilhelm, Workshop)
- Students Spend **85%** of their time listening (or pretending) to teachers talk.” (*Visible Learning*, 2009)
- Walk-throughs:
 - Teacher Talk: questions + info (82%)
 - Questions: 74% - 1@T
 - Student Talk: responding + activities
- Learning Pyramid: What helps Students learn the most?



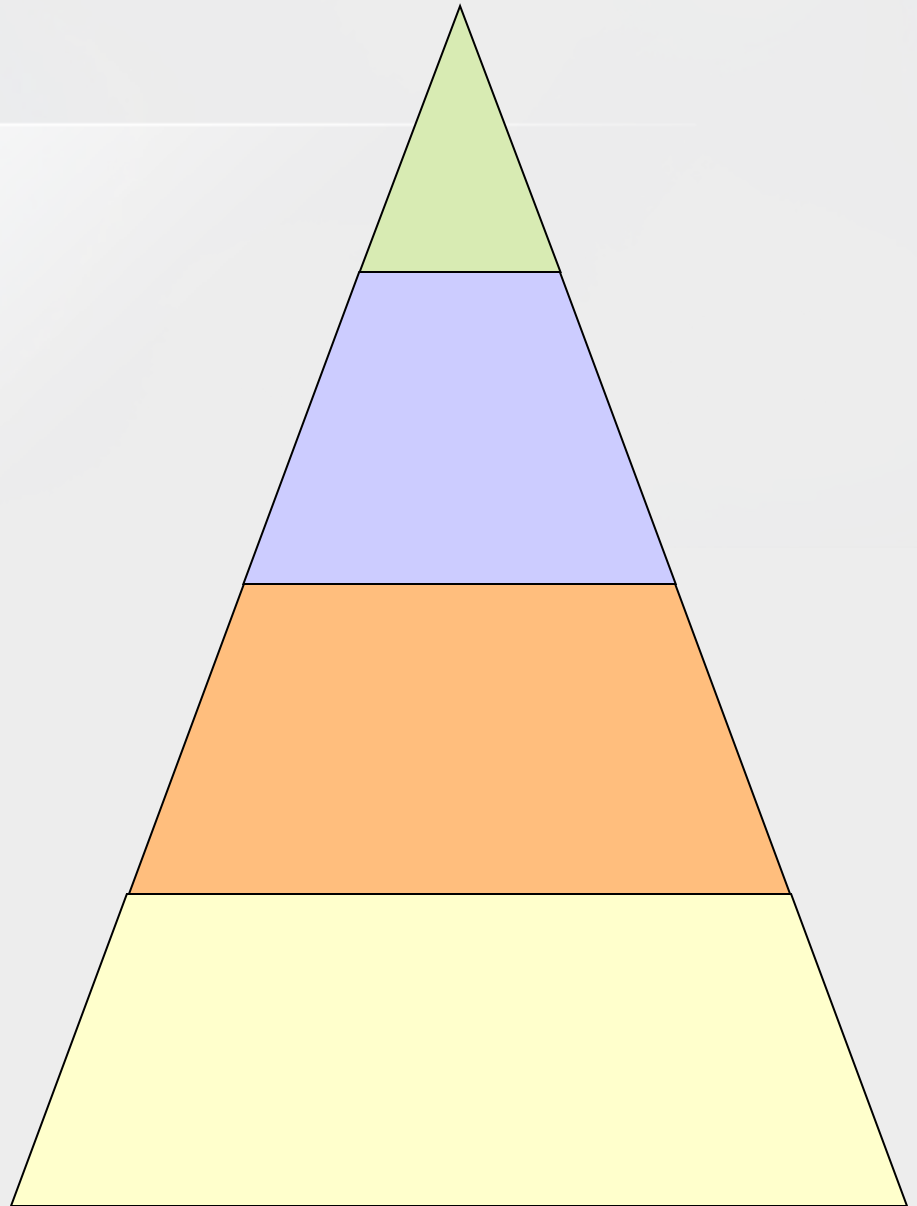
Learning Pyramid:

- Demonstration
- Audio-visual
- Teach others
- Practice/doing
- Lecture
- Discussion
- Reading



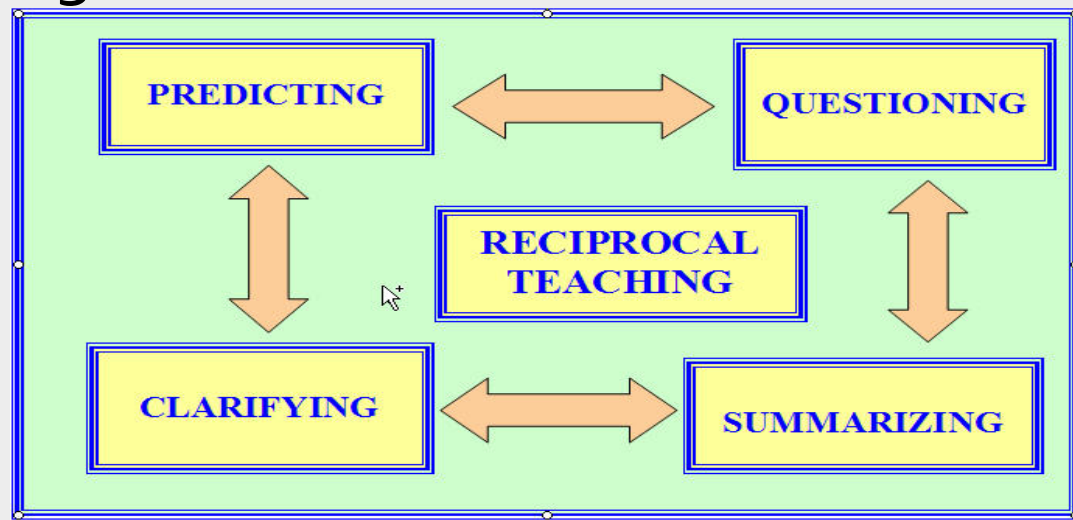
Learning Pyramid:

- Lecture – 5% retention
- Reading – 10%
- Audio-visual – 20%
- Demonstration – 30%
- Discussion – 50%
- Practice/doing – 75%
- Teach others – 90%



What Does It Look Like?

- **Questions: Think-Pair-Share**
- Cooperative Learning
 - Marzano (A/S, 2007): 27%ile gain
- Process learning every 20 minutes - Brain Research
(*Teaching With The Brain in Mind*, Eric Jensen, 2005)
- Discussions / Socratic Seminar
- Classwide Peer Tutoring
- Reciprocal Teaching



Strategies 4-5-6:

T₃ Time (Think, Turn, Talk)



Strategy #7: Student Leadership

You're never too young:

- **Wolfgang Mozart composed 1st symphony at age 8**
- **Bill Gates started Microsoft at age 19**
- **Louis Braille designed *Braille Method* at age 15**
- **Albert Einstein wrote his 1st scientific paper at age 16**
- **Stephen Spielberg directed his first film at age 16**
- **Warren Buffett determined to be millionaire at age 10**

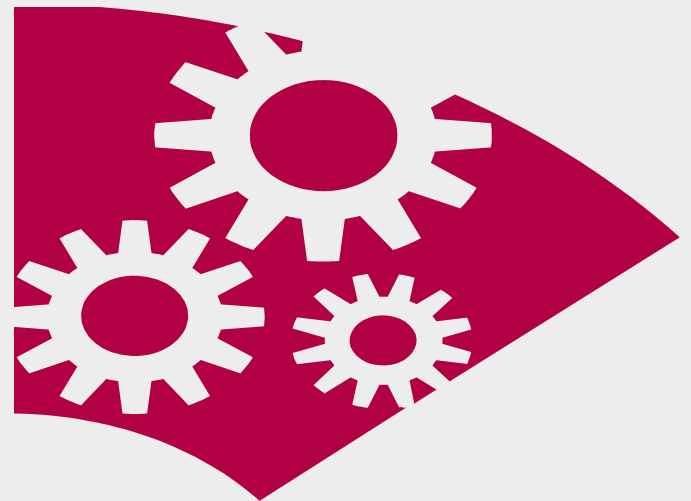
What Does It Look Like?

- Student leadership teams
 - PBIS , Boys Town, Champs
 - Student tech teams
 - Student mentoring
- Covey: “The Leader in Me”
- Student Speakers Bureau
- Youth Congress
- Youth Court
-



Strategy #8: Real World Learning

- What learning do you remember from elementary, High School?
- *Drive* (Daniel Pink): autonomy, mastery, purpose
- Real world: Where we learn value of mistakes
- Marzano: PBL = 29%ile gain



Real World: What it Looks Like

- CTE: Career apprenticeships & certifications
- PBL or real world experience
- Solving problems that count
- PBL starts with “Driving Question” or “Entry Event”
 - E.g. contaminated beach in Fla.
 - Women’s health project in Haiti
- Real world: Culinary Dinner for guests
- Spanish Class making books for kids in Guatemala
- *Freedom Writers* (Erin Gruwell/Hillary Swank)

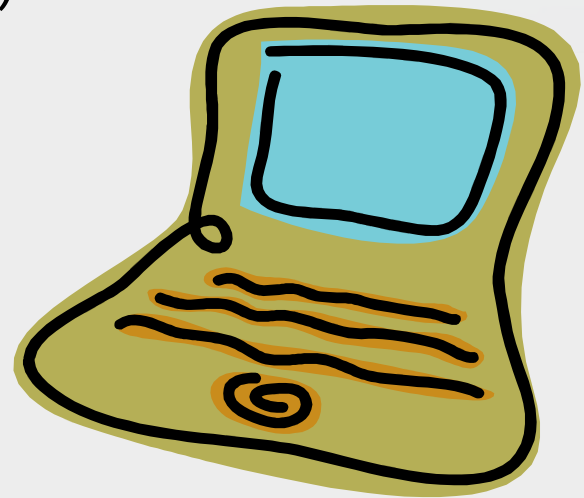


Strategy #9: Technology

- Question: Will the future involve more or less technology?
- Question: WHERE do students use technology the least?
- Walk-through data: teacher use – 13%
student use – 5%
- Premise: Dramatically increase student use of technology
- Problem: School district budgets
- How to get there: Priority and dedicated effort, BYOT?
- **Cautions about technology?**

What Does It Look Like?

- **EPIC Teaching**: Experience, Participation, Image-rich, Connectedness. (*Generation iY, 2010*)
- E-Learning and Blended Learning Options
- Flipped Classrooms (Khan Academy)
- Online homework, discussions
- Snow day learning
- Ask students....



“Education is RIFE for disruption” (with technology)

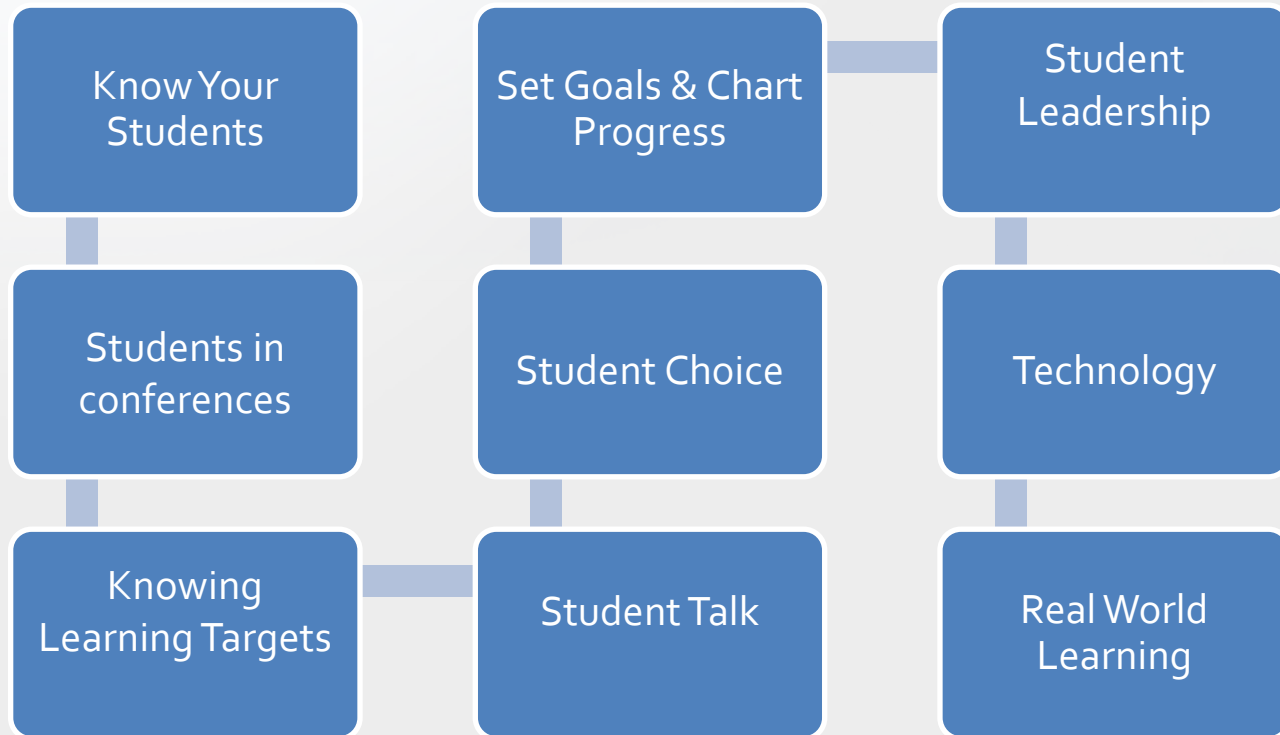
---Larry Page, Google CEO

Strategies 7-9:

T3 Time (Think, Turn, Talk)



9 Strategies to Increase Student Ownership of Learning:



Creating Our Preferred Future...

- “The future is not a result of choices among alternative paths offered by the present, but a place that is created – created first in the mind and will, created next in activity. The future is not some place we are going to, but one we are creating. The paths are not to be found, but made.” --John Schaar

