

Student Ownership of Learning

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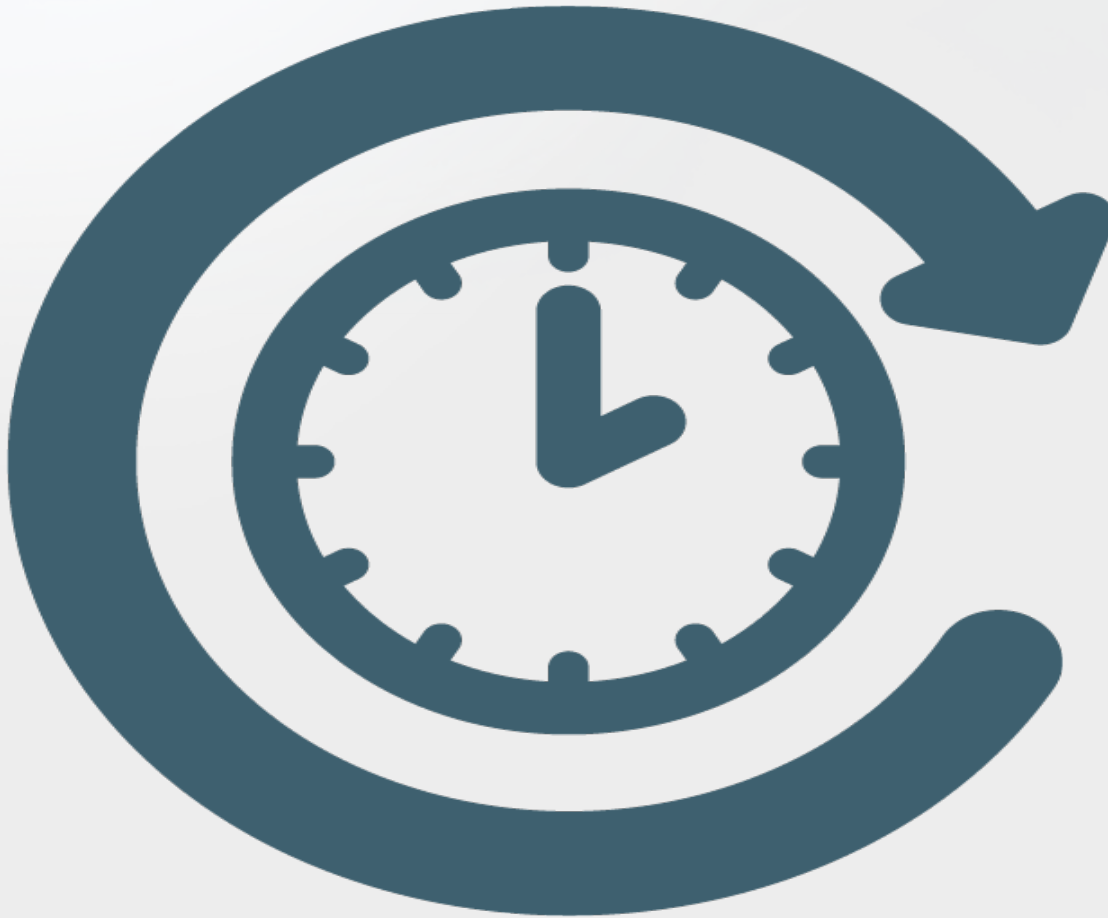
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Session Objectives & Logistics

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:
 - Find talk partners – Introduce yourself to your neighbors
 - Attention Signal: “High Five”
 - 3 Column Notetaking Guide: info + your ideas

What does the future look like?



Key Ideas: What does future look like?

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



How well does our educational system match?

George Couros – School v. learning

- *School promotes answers. Learning promotes questions.*
- *School is about consuming. Learning is about creating.*
- *School is about finding information. Learning is about exploring your passions and interests.*
- *Schools teaches compliance. Learning is about challenging norms.*
- *School often isolates. Learning is often social.*
- *School is standardized. Learning is personal.*
- *School promotes surface-level thinking. Learning is about deep exploration.*

How do we prepare students for their future?

- **Mismatch:**
 - School and learning
 - School and world we live in
 - School and needs of students
- **What to do:**
 - Address 21st Century Skills
 - Listen to our students
 - Embrace change



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

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!



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*

Mismatch...

Between:

School and learning

School and world we live in

School and students



Student Ownership...

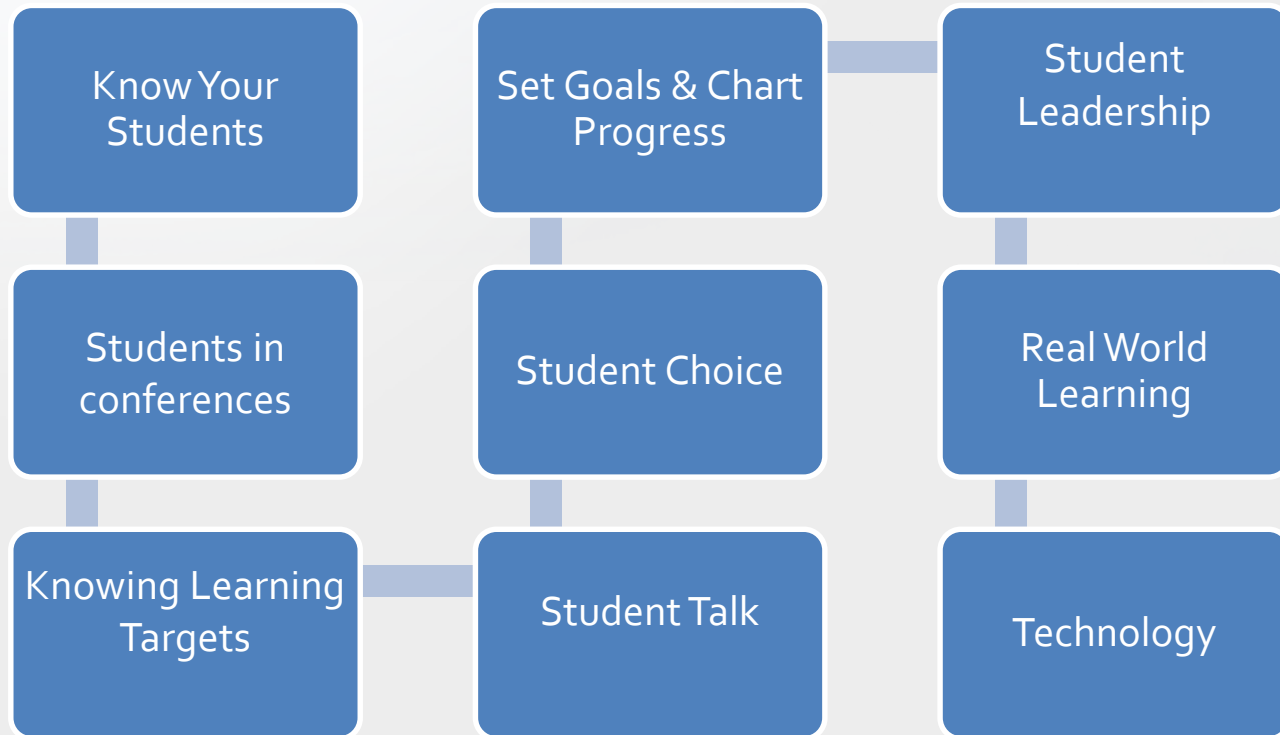
...Not “The”
Answer, but
“An” Answer.



“Engagement” v. “Ownership”



9 Strategies to Increase Student Ownership of Learning:



Strategy #1: Know Your Students

No learning occurs without relationship – James Comer

- *The quality of the relationships teachers have with students is the keystone to effective management and perhaps even the entirety of the teaching—Marzano*
- Positive T-S relationships result in a 31 percentile point decrease in disruptions.
- Is there a “game-changer” in education? Good relationships w/ students!



What Does it Look Like?

No invisible kids!

- Know something about interests/family of each student
- Engage in behaviors that indicate affection for each student
- Bring student interests into the content and personalize learning opportunities
- Use humor
- Show students you care
- **Secondary Challenge – too many students?**
- *Do a self-check: are there some students you don't pay as much attention to?*



Strategy #2: Student-Parent-Teacher Conferences

- Does excluding students from their learning conferences make sense in the 21st century?
- 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	Better Attendance
Motivation	Partnership	Partnership
Communication	Communication	Communication
Self-Assessment		Planning
Goal-setting		
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
 - Parent resistance



Strategy #3: Knowing Learning Target

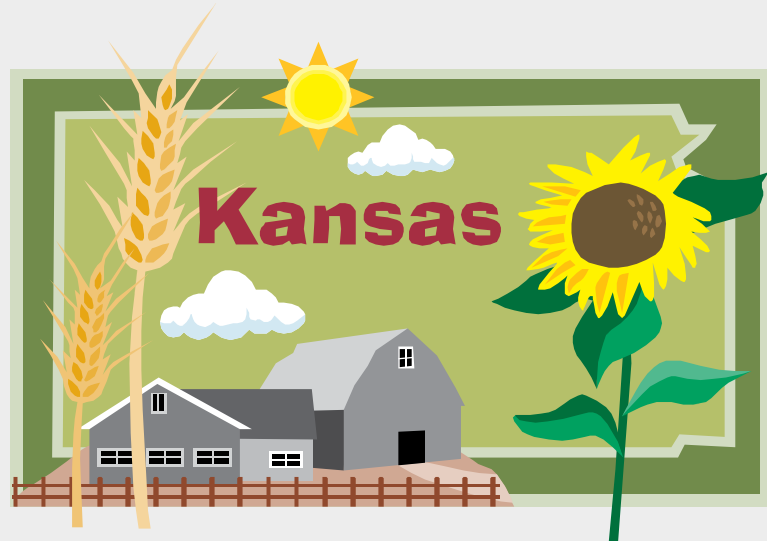
- “If everyone knows what we’re supposed to be learning, it increases the odds that it will actually be learned.” (Paraphrased, Larry Lezotte).
- Learning targets are like a gps – it tells you where you’re going. (*EL*, March 2011)



What It Looks Like...

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

(Jim Knight)



The Unit Organizer

NAME Dodson

DATE Honors Biology

④ BIGGER PICTURE

Study of Life

② LAST UNIT/Experience

Chemistry

①

CURRENT UNIT

Cells

③

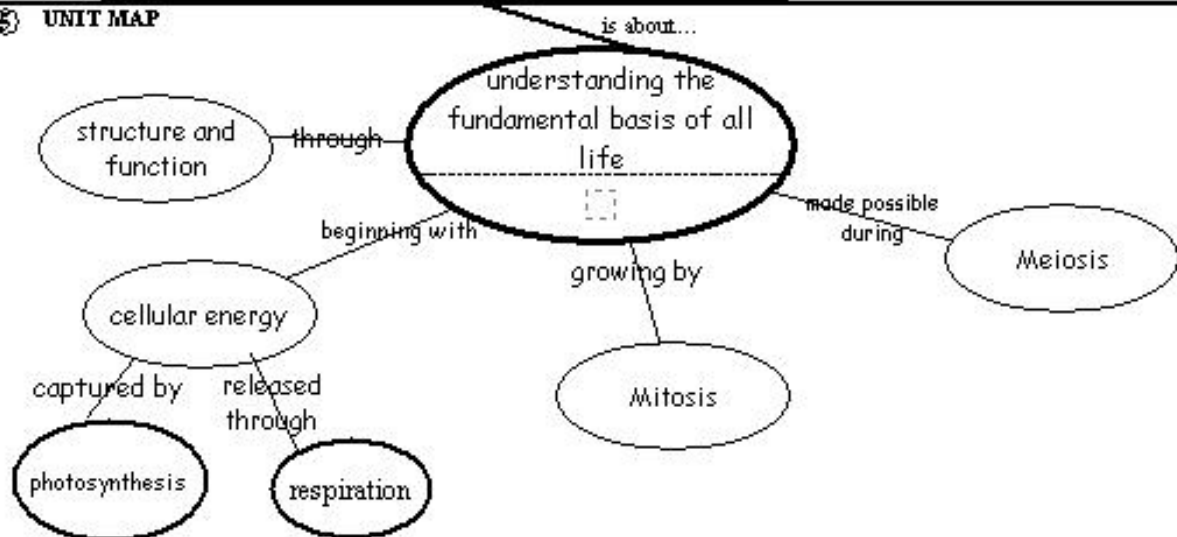
NEXT UNIT/Experience

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

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Turn & Talk: 3 strategies

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....

- Example: Fitbit : Goal + Feedback = Action
- 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

- “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

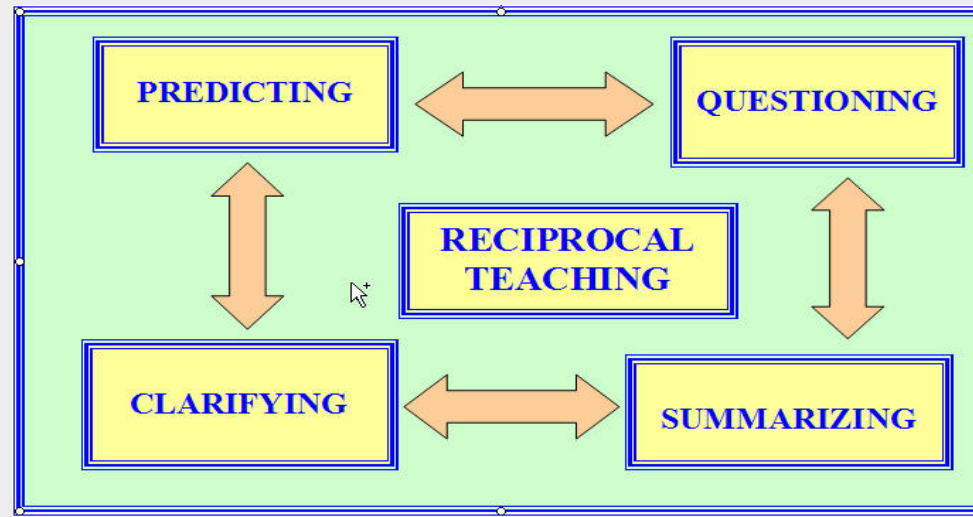


- **“Whoever talks the most, learns the most.”**
 - (Jeff Wilhelm, Workshop)
- Students Spend **85%** of their time listening (or pretending) to teachers talk.” (*Visible Learning*, 2009)
- Walk-throughs:
 - Teacher Talk: 82%)
 - Questions: 74% - 1@T
 - Student Talk: responding + activities



Student Talk: What Does It Look Like?

- **Questions: Think-Pair-Share**
- **Cooperative Learning**
 - Marzano (A/S, 2007): 27thile 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**
- **Student presentations**
- ***GOAL: 50/50 talk ratio***



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Turn & Talk: 3 strategies

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**

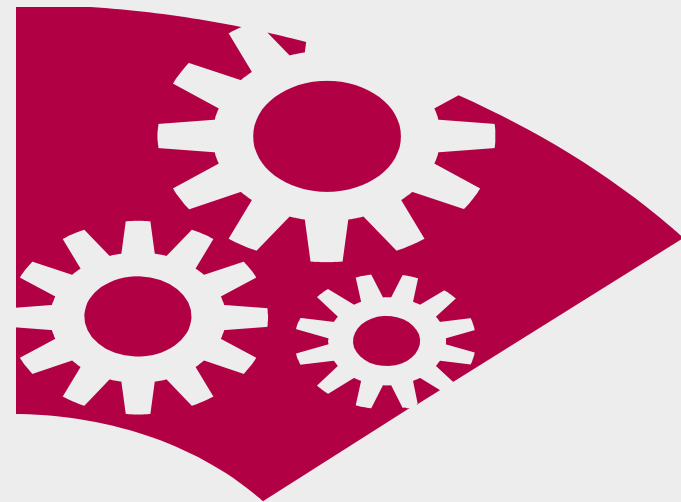
Student leadership: What Does It Look Like?

- Student leadership teams:
 - Student tech teams
 - Student mentoring
- Covey: “The Leader in Me”
- Student Speakers Bureau
- Youth Congress
- Youth Court
- Everyone has a job



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
- “We don’t need more problem solvers – more problem finders”



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 e.g.:
 - Culinary Dinner for guests
 - Spanish Class making books for kids in Guatemala
 - *Freedom Writers* (Erin Gruwell/Hillary Swank)



- National Culinary Award (Olathe North HS)

Strategy #9: Technology

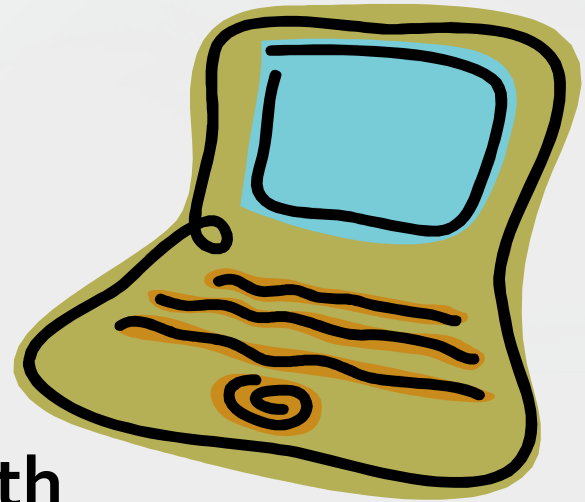
- *“Education is RIFE for disruption” - with technology*
---Larry Page, Google CEO
- Students consider technology a part of their personhood
(eg-lose sense of smell v. lose technology)
- Technology opens the world of possibilities
- Challenges about technology?
(1) generation gap, (2) distraction v. learning

What Does It Look Like?

- **USES OF TECHNOLOGY:**

- Consumer
- Researcher
- Producer
- Creator

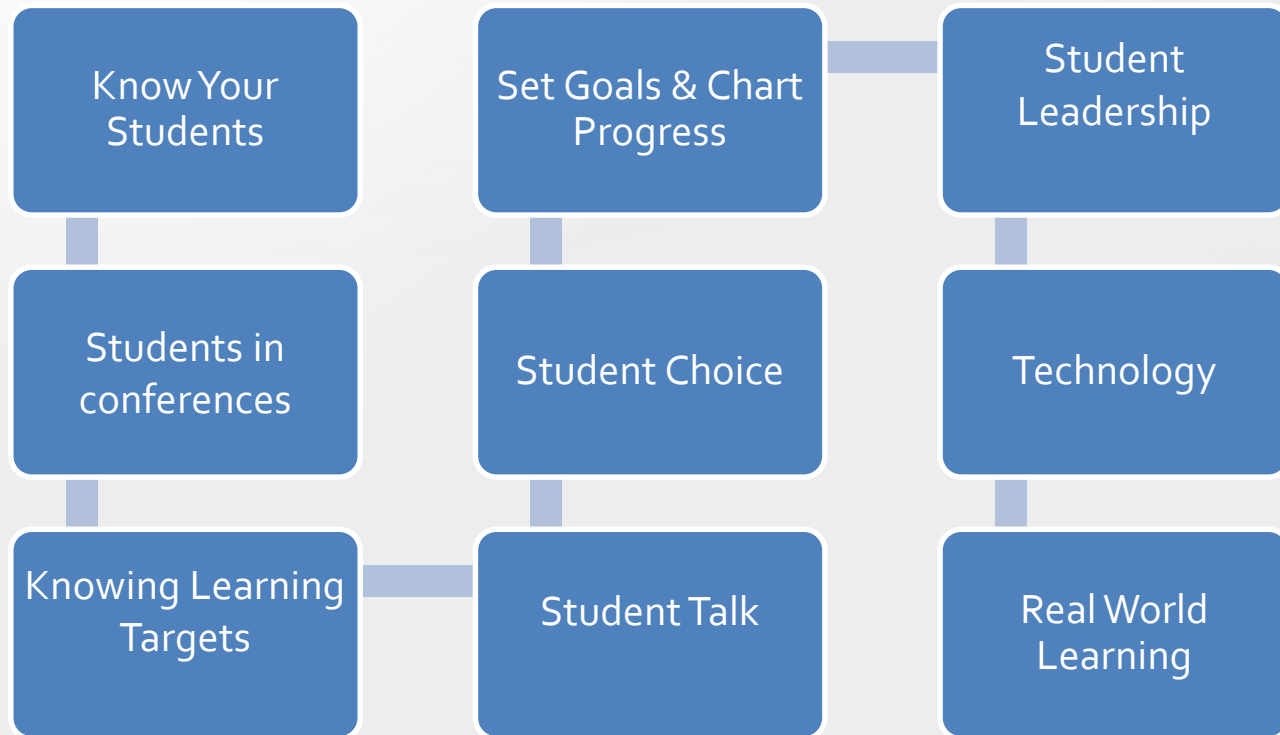
- Technology can connect us with the world, experts
- We can reach kids with technology that cannot be reached any other way.
- “Genius Hour” & “Innovation Week”



Technology examples:

- Photo essays
- Video game tutorial
- “Passion project” for social justice
- Social media dialogue
- Comic book design to retell story
- Virtual field trip
- Skype professional / other learners

9 Strategies to Increase Student Ownership of Learning:





Turn & Talk: 9 strategies

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

