Who Owns the Learning Anyway?

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Voice and choice. You’ve heard those two words before, many times, maybe even too often, but what do they really sound like, look like, and feel like? How, as teachers, can we facilitate meaningful opportunities to develop mindsets, autonomy and agency in an effort to transfer ownership to learners? Join us as we share strategies to authentically engage learners and create the foundations necessary for true personalization.
Introductions

- Who we are...
- Who you are and why you chose this breakout. What do you hope to learn?
Pecha Kucha
Learning as Action Research

Our Foundation
Continuum of Choice

Teacher-centered  Learner-driven

by Barbara Bray @bbray27
& Kathleen McCluskey @khmmc

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<table>
<thead>
<tr>
<th>Participant</th>
<th>Co-Designer</th>
<th>Designer</th>
<th>Advocate</th>
<th>Entrepreneur</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher...</td>
<td>Teacher...</td>
<td>Learner...</td>
<td>Learner...</td>
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</tbody>
</table>
| - provides menu of options  
- provides choices to access, engage and express | - points to options and then gets out of the way  
- invites input from learners | - chooses topic based on interests or questions  
- identifies ideas for designing | - identifies challenges or problems  
- chooses strategies and people to develop action plan for advocacy | - self-regulates learning based on passion and purpose  
- expands purpose by creating business |

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bit.ly/continuumchoice
Continuum of Voice

By Barbara Bray @bbray27
&
Kathleen McClaskey @khmmc

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**Expression**
- offers opinions & answers questions
- creates Personal Learner Profile (PLP) on how they learn best

**Consultation**
- takes surveys
- provides input & feedback
- shares PLP and works on PLP plan w/ teacher

**Participation**
- attends activities w/ role in decision making
- articulates action steps to meet learning goals

**Partnership**
- collaborates w/ teachers & learners
- contributes to design of lessons, projects & assignments

**Leadership**
- defines role of leader
- co-plans and makes decisions
- accepts responsibility for outcomes

**Activism**
- identifies problems & generates solutions
- advocates for change inside & outside of school

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Teacher-Centered to Learner-Centered to Learner-Driven

Adapted from @StudentCntr-Hub

bit.ly/continuumvoice @sylvia.duckworth
Advocacy & Empowerment

Autonomy and Agency
Daniel Pink’s idea is the flip side of grit. Grit is about being/doing something in spite of personal needs/wants.

What if grit is an excuse for teachers to place blame on kids?
Social Emotional

Self Awareness
SELF-ACTUALISATION
(achieving individual potential)

ESTEEM
(from self and from others)

BELONGING
(love, affection, being part of a group)

SAFETY
(shelter, removal from danger)

PHYSIOLOGICAL
(health, food, sleep)
Know yourself.
Know your tendencies.
When you are at your best. When you are at your worst. Be in it. Use it as a tool.

Common Experiences

Go slow to go fast. An activity is only an activity unless it is processed.
Process vs Product

Questioning Disposition
Chimney Swifts

Fox Conversation

Speaking & Listening

Student Driven, Standards Guided
"Come! Let's ponder the wonders of art and music, science and history, philosophy and..."

"Sorry, Socrates, we don't have any time..."

"We've got to keep studying for the state exams!"
Failing Forward - Growth Mindset

Process of Learning
<table>
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<tr>
<th></th>
<th>Fixed</th>
<th>Mixed</th>
<th>Growth</th>
</tr>
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<tbody>
<tr>
<td>Taking on Challenges</td>
<td>You don’t really take on challenges on your own. You feel that challenges are to be avoided.</td>
<td>You might take on challenges when you have some previous experience with success in a related challenge.</td>
<td>You look forward to the next challenge and have long range plans for new challenges.</td>
</tr>
<tr>
<td>Learning from Mistakes</td>
<td>You see mistakes as failures, as proof that the task is beyond your reach. You may hide mistakes or lie about them.</td>
<td>You may accept mistakes as temporary setbacks, but lack strategies to apply what you learned from the mistakes in order to succeed.</td>
<td>You see mistakes as temporary setbacks, something to be overcome. You reflect about what you learned and apply that learning when revisiting the task.</td>
</tr>
<tr>
<td>Accepting Feedback and criticism</td>
<td>You feel threatened by feedback and may avoid it all together. Criticism and constructive feedback are seen as a reason to quit.</td>
<td>You may be motivated by feedback if it is not overly critical or threatening. The giver of the feedback, the level of difficulty of the task, or their personal feelings might all be factors in your motivation.</td>
<td>You invite and are motivated by feedback and criticism. You apply new strategies as a result of feedback. You think of feedback as being a supportive element in the learning process.</td>
</tr>
<tr>
<td>Practice and Applying Strategies</td>
<td>You do not practice and avoid practicing when you can. You do not have any strategies for accomplishing the learning goals or tasks, or you apply ineffective strategies.</td>
<td>You practice, but a big setback can make you want to quit. You are more willing to practice things you are already considered “good at.” You are open to being given a strategy to meet a challenge, but you rarely apply your own strategies unless it is something you are already “good at.” You enjoy the process of practicing and see it as part of the process of getting good at something. You may create your own practice or study plans. You fluidly use many strategies, think of some of your own strategies, and ask others about their strategies.</td>
<td></td>
</tr>
<tr>
<td>Perseverance (focus on task)</td>
<td>You have little persistence on learning goals and tasks. You give up at the first sign of struggle.</td>
<td>You may persevere with prompting and support. Unless you are provided strategies for overcoming obstacles, you will stop or give up.</td>
<td>You “stick to it” and have stamina for the task(s). You keep working confidently until the task is complete.</td>
</tr>
<tr>
<td>Asking Questions</td>
<td>You do not ask questions or do not know what question to ask. You say you can usually say you don’t “get it” if asked.</td>
<td>You might ask questions about a particular task that you feel you can do. If you perceive it to be out of your ability, you probably won’t ask questions.</td>
<td>You ask specific questions, ask questions about your own thinking, and challenge the text, the task, and the teacher.</td>
</tr>
<tr>
<td>Taking Risks</td>
<td>You do not take risks, and if something is too hard you turn in blank work or copied work, if anything at all. You are not.</td>
<td>You will take risks if the task is already fairly familiar to you. If not, you will resort to copying or turning in partially completed work.</td>
<td>You begin tasks confidently, risk making errors, and openly share the work you produce.</td>
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Reflective Prompts

(Adapted from)
Motivation

Punishments and Rewards
What's left over if we eliminate both rewards and punishments?

If you reward something, do you get more of the behaviour you want?

If you punish something, do you get less of the behaviour you want?
http://goo.gl/6M38hs
When a flower doesn’t bloom you fix the environment in which it grows, not the flower.

-Alexander den Heijer-
Myth of Average
Habits of Mind
In outcomes-based learning environments, we generally see three elements in play: 1) learning objectives or targets are created from given standards; 2) instruction of some kind is given; and then 3) learning results are assessed. These assessments offer data to inform the revision of further planned instruction. Rinse and repeat.

But lost in this clinical sequence are the Habits of Mind that (often predictably) lead to success or failure in the mastery of given standards. In fact, it is not in the standards or assessments, but rather these personal habits where success or failure -- in academic terms -- actually begin.
If you build the ideal environment for ownership, your brain is going to engage in constructivist work. It is about building an environment where constructivism can live.

- Keleen Kaye, 2016
To empower individuals to be architects and advocates in their journey of learning.
What our kids are saying...
Strength  Weakness

Opportunity  Threat
Efficient, Productive
Focused, Certain
Inspired, Motivated
Relaxed, Calm
Energetic, Powerful
Making Progress

Unproductive, Inefficient
Confused, Doubtful
Discouraged, Apathetic
Stressed, Angry
Exhausted, Powerless
Stuck

How do the complex questions help us?
S-T Chart

**Ts**
- off task
- not paying attention
- tune out
- lack of respect
- needs constant guidance
- lack of integrity
- Teacher is Mr. George
- Focus on Numbers
- Clear Cut

**S+**
- In charge of self
- Get work on track
- Ignore distractions
- Take others by surprise
- Understand mission statement
- Perseverance
- Cooperation
- Courage
- Independence
- Confidence
- Positive thinking
- Reliability
- Determination

**ST**
- Time to get S (shows integrity)
- T needs extreme motivation
- T decides off task playing
- waiting for teacher

**ST**
- T exists but needs regular or guidance
- 4/4 work together

**S+**
- Intrinsic motivation
- T takes S to work
- integrity
- Working Questioning On task Helping/teaching

**CHOICES**
Two different people
- diff voices (diff ideas)
- diff personalities
- diff levels of differ
- diff skills
- strengths
- styles
- way they learn
- directing their own learning
- heights/physical

copy -> try to be the same
Boot Dance
Wonderopolis
Read Aloud
Quotes - pic book read aloud
Tarp

likes/dislikes
- needs/wants
- imaginations
- lifestyles
- persevering talents
- genders

TS scale
- self
- effect on others
- points of view
- learning
- understanding
- positive thinking
- reflective
- documentation

increase self
- get back on track
- ignore self-doubts
- be positive
- do not give up
- keep trying
I am not afraid of storms, for I am learning how to sail my ship.
SUCCESS
What are your tools for creative problem solving?

- Teachers
- Friends
- My peers
- My voice
- My peers and sometimes someone
- My peers and my voice

A whiteboard marker and the floor—this friend

My friends' knowledge

Support and help and both

My friends are very supportive

I would be sad without them

My peers

My teachers

Other people

Talking to a person, teacher, friends, or other people
To master a goal:

- As a learner, what do you need to master?
- As in mathematics?
- How could you improve?
- What was a challenge?

Pulp
PROBLEMS

1. Ppl were too loud in 68th Street
2. Lumaday: money problems (dividing it)
3. Ppl were not thinking about their surrounding
4. Ppl not liking our food (rudeness)
   Stealing $ from bank
   Ppl were having bad Toy (workers)
   Beachcomber frustrated w/two stores in one spot
   Some weren’t listening to 68th Street Rules

68th Street: we are taking other people’s customers
Stores were empty
Cleaning takes a while
Community Begins with Morning Meetings:
- Every one feels the same amount of significance!
- Making sure everyone’s voice is heard!
- Learning how to trust and respect others by using our voices!
- Being able to collaborate with others!
- Pushing yourself outside of your comfort zone
  communicate with new people!
- Learn new things about others.
- Make new friends
- Sharing experiences
- Socialize with others.
- Sharing common things
  being inspired and gaining confidence

Ideas:

Class
C: From the problem I know that for all of the problems you can use multiplication and you can always switch the problem around. (All of the problems Switched problems)

C: From the problem I know that there is an unknown (divisions) number. Also that the problem is division, but that does not mean that you can't use multiplication or other ways to solve it. I know as well that the total is 3.

E: So for this problem I did a bit of swicherous. I started off first by changing the problem to \( 8 \div 3 = 3 \). But I still was stuck. Then I remembered that I could use multiplication so I did \( 8 \times 3 = 24 \) and looked at the problem I did before this one which was \( 3 \times 3 \). I did that, the answer was 8. So I saw that the problem just got switched around.

S: So my answer was 8 the same as the problem before.

By: Katherine Elise Thompson
Thinking Prompts and Stems

- What new ideas has this made you think about?
- What might you do differently next time?
- What has distracted you from your learning?
- What kind of thinking have you been doing to learn about this?
- What has this made you wonder?
- I got an answer by...
- I feel...
- I was challenged by this work because...
- I am proud of my work because...
- This is not my best work, but I could have improved it by...
- This cannot be fixed...
- This is my plan...
- I am working on...
- I still need to work on...
- I got "stuck" working towards...
- I am working toward...
- I am confident in...
- I am working on...
- I lack confidence in...
- I was not confident in...
- I have improved by...
- How do you feel about what you have learned?
- What is one thing you are really sure about? How do you know?
- I know this because...
- I was helped by...
- I was challenged by this work because...
- I feel...
- I was proud of this work because...
- This is not my best work, but I could have improved it by...
- This was difficult, but I improved by...
- I got an answer by...
- This is not my best work, but I could have improved it by...
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- What is one thing you are really sure about? How do you know?
Listening/Showing Empathy
OUR COMMUNITY NORMS

- Empathy
- Confidence
- Priority
- Honesty
- Respect
- Collaboration
- Openness
- Understanding
- Responsibility
- Integrity
- Independence