How Can I Add Choice to My Course to Give Students Autonomy and Motivate Deep Learning?

Presented by:
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Goals

By the end of this program

• You will be able to discuss the four different types of choice that can be used in face-to-face and online courses
• You can apply grading and implementation strategies to the choice strategy you choose
• You can identify and engage with other resources about choice

What is choice?

Big definition:
“Giving your learners the autonomy to guide their learning and demonstration of mastery.”

Better definition:
“Creating an opt-in for your students.”
Why use choice?

- Offer students the ability to self-differentiate
- Access to authentic and genuine learning
- Cultivate positive emotions in the classroom
- Provide the opportunity for students to take control of their learning

Choices in your class

Four different types of choice:

Let’s pretend for a moment I am a student in a gaming course...

<table>
<thead>
<tr>
<th>Choice of Topics</th>
<th>I’m going to write about tabletop gaming!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice of Participation</td>
<td>I think I will go to a gaming night for credit this week.</td>
</tr>
<tr>
<td>Choice of Assessment</td>
<td>I’m going to design a video game for my final.</td>
</tr>
<tr>
<td>Choice of Engagement</td>
<td>I’m going do the artist path and explore art in gaming!</td>
</tr>
</tbody>
</table>
Choice of topics

• Blank syllabus
  o Students choose the readings
  o Students choose the topics
• Maybe next year....
  o Students choose the readings for next year
  o Students choose the topics for next year
• Student-selected topics
  o Students lead the discussions
  o Students design the module
• Real-world applications
  o Students go out into the real world and find the applications of the content
  o Student experiments and applications

Choice of participation

• Pick your grade!
  o Students choose the grade they want in the class and they participate accordingly.
• Choice of role or topics
  o Choice of a role in the class or choice of expanding on a topic
• Student-chosen “lenses”
  o Choose a “lens” to apply to the week’s topic. Be the expert.
• Choice of involvement in extras
  o Students are given opportunities to do “extras” for extra credit or extra perks
Choice of assessment type

- Make something, explore something, do something
- Choice of topics to compare
  - Students can choose to create a project that compares two topics covered in the course
- Final project choices:
  - Students can choose how they demonstrate their knowledge to you with a choice of projects

Choice of engagement

- Pathways
  - Students choose a pathway through the course exploring all covered topics through the “lens” of their pathway.
  - Students choose a pathway through the course based on their situation
  - The course chooses a pathway for the student based on their skill with the topic
Grading

- Rubrics
  - Make sure the rubric measures your intended outcomes of the assignment
  - Make sure they are general enough that you can use them for multiple assignments
  - For ideas: AAC&U Value Rubrics, UC-Denver’s “Creating a Rubric” page, and the Eberly Center’s website for Carnegie Mellon University

- Scaffolded Assignments
  - Assignments in the course are parts of one big final

- Cohesive whole
  - Multiple assignments are graded together

Thank you!
Tell us what you think:

https://www.surveymonkey.com/r/add-choice