Student Responsibility for Learning

Paradigm Shift

I fundamentally believe students can and should take responsibility for their own learning. A talented teacher must create a highly-structured environment through which learners can meet with success in taking responsibility for their own learning.

Goals

- Students set personal learning goals based on their need to learn required skills.
- Students use assessment rubrics to assess progress and set goals for continued improvement.
- The teacher designs an “activity sheet” listing the various assignments for which the students are responsible. Students use this to plan their time.
- Students break projects down into smaller parts and decide when they plan to work on each part.
- Students create a schedule for how they use their time, taking into account when the teacher plans to conduct whole-class lessons or mini-lessons and when they or team members will be out of the classroom.
- Students have folders in which they manage work completed and work in progress.
Students take responsibility for specific roles within their collaborative teams.

Students keep a reflective portfolio through which they collect and reflect upon their work based on goals they set.

**Structures**

- Problem-based (authentic, open-ended, complex) task and analytic rubric
- Emotional connection

**Strategies**

- Presenting a problem based task and rubric at the start of unit
- Having students read the Practitioner column of the rubric to determine what they need to learn
- Focus on global or relevant issues to address content
- Providing tasks that are higher-order in order to drive a need to master lower-order skills

**Resources**

Training Students to Schedule Their Own Time: A Step-by-Step Guide

Student Responsibility for Learning: Current Practices and
Possible Structures and Strategies

Rubrics, Scaffolds, Activity Sheets: What's the Difference

Planning a Party Benchmark

Creating a Scaffold for Learning, Survivor: Caribbean