

BRIGHT



Instructional  
Design  
Education  
And



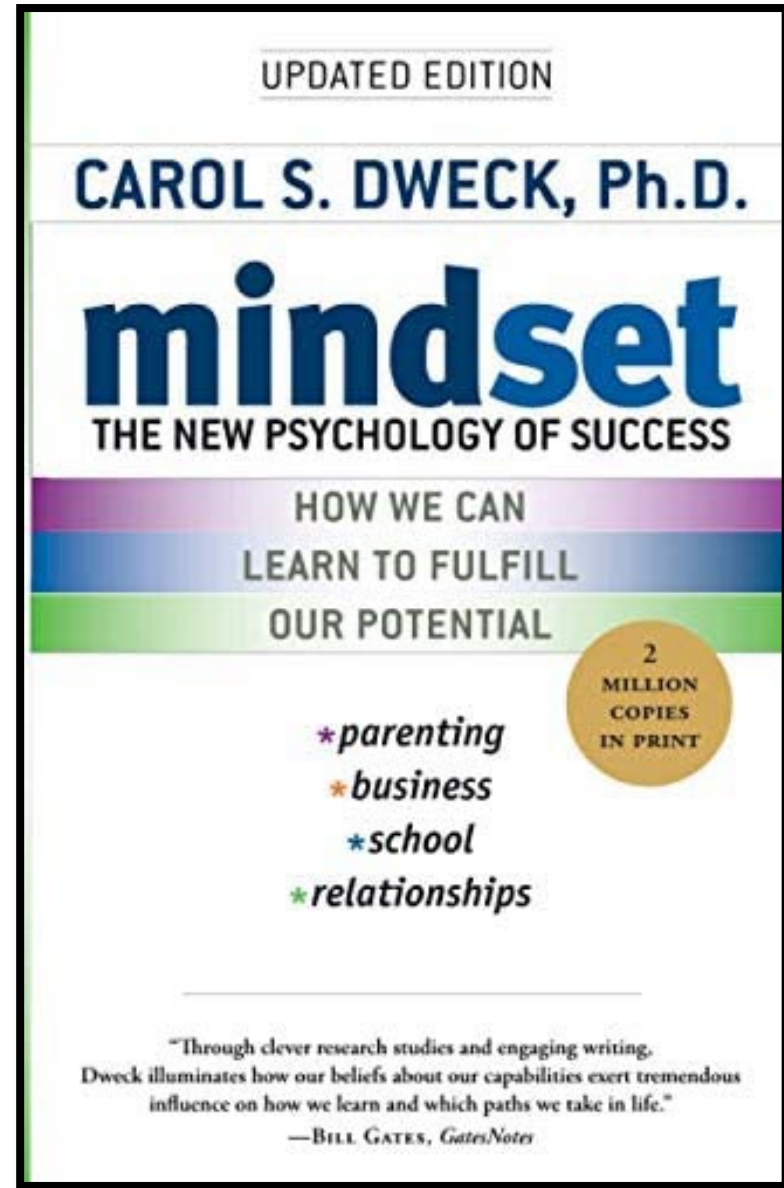
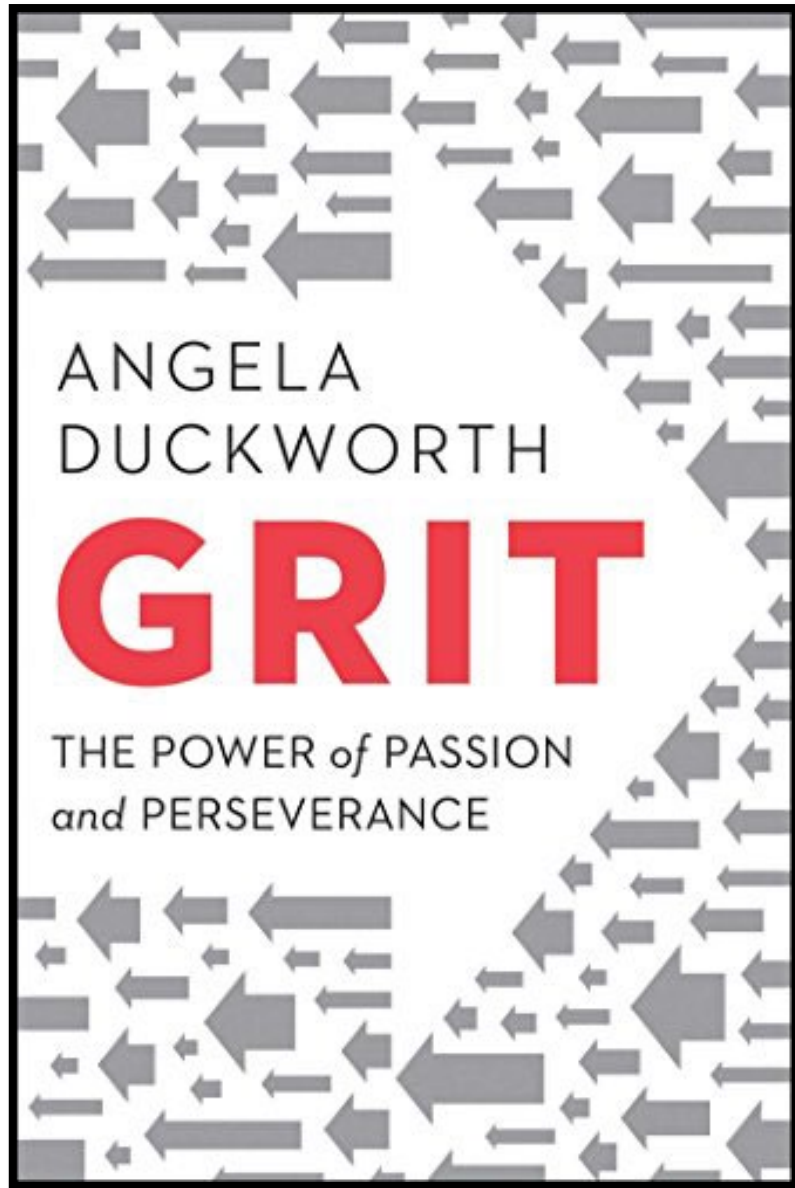
Support

IDEAS

# Bright IDEAS Webinar

## Faculty's Role in Developing Student Agency





UPDATED EDITION

CAROL S. DWECK, Ph.D.

# mindset

THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN  
LEARN TO FULFILL  
OUR POTENTIAL

2  
MILLION  
COPIES  
IN PRINT

- \*parenting
- \*business
- \*school
- \*relationships

"Through clever research studies and engaging writing, Dweck illuminates how our beliefs about our capabilities exert tremendous influence on how we learn and which paths we take in life."

—BILL GATES, *GatesNotes*

# Circular and Reinforcing Relationship



# Student Agency Freeform KWL



KNOW

What do I  
already  
know  
about  
student  
agency?



WANT



LEARNED

# Student Agency Freeform KWL

KNOW



WANT



What do I  
want to  
know  
about  
student  
agency?

LEARNED







# Human Agency

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- Knowing one CAN be an agent in one's life is the most important component of agency.



# General Objectives of Higher Education



Develop and maintain a broad and advanced knowledge base through teaching, learning, and research



Cultivate student's personal development



Prepare students for employment



Prepare students for life as citizens





# Beyond College

- With practice, students can become deliberate agents in their lives and the world around them.



# Today's Agenda

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- Voice
- Choice
- Ownership
- Discussion



# What Happens When Students Own Their Learning?





# What is Voice?

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## Definition

- Ability for students to have a say in their own learning.
- Having what they say be heard and valued.
- Acknowledgement of thoughts and ideas.
- Pathway to more engagement and motivation in a course.
- A way to develop critical thinking and communications skills.





# Voice and Motivation

## **Autonomy**

- Sharing their perspectives
- Amplifying feelings, actions, and thoughts
- They can use non-controlling and informational language
- Display patience and pursue self-paced learning

## **Relatedness**

- Sharing some personal information to make connections with peers
- Embrace opportunities to work with others

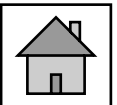
# What is faculty's role in offering students chances for "VOICE" and how can that be achieved?








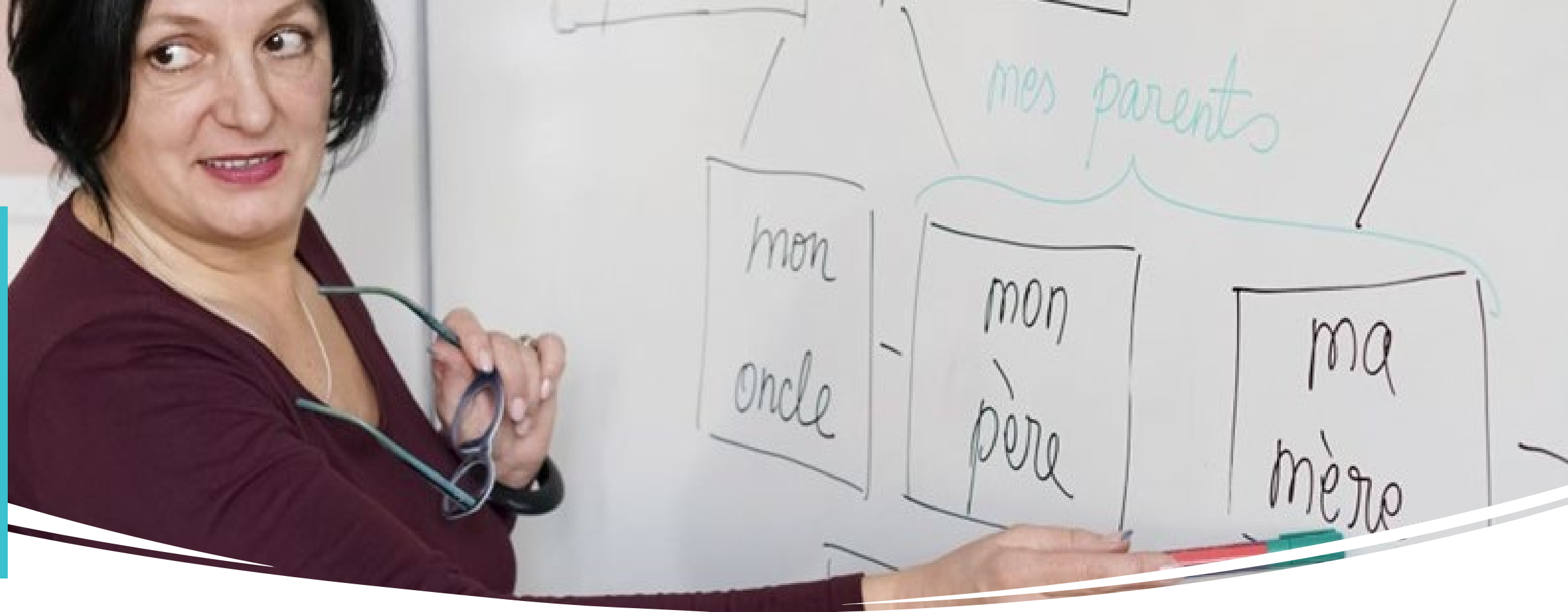
**Facilitate Student Input Regularly. Solicit student participation through discussion boards, polls and surveys, and email interactions.**



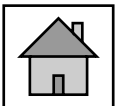


Allow students the chance to share their thoughts, discoveries, and work. Create a discussion forum “Brag Board” specifically for this purpose.





Teach skills of self-expression. Model being authentic and real for your students by sharing personal anecdotes and stories. This will show them that your course environment is a safe space for all.





Respect student personality and cultural differences and backgrounds. Encourage them to share their uniqueness often whether in work submissions or discussions.





# What is Choice?

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## Definition

- Ability for students to make decisions about their education.
- A way to engage and motivate students in a course.
- A method that allows students to tailor their learning needs.
- A kind of autonomy that can help develop self-direction and responsibility.



# Choice: Motivation & Volition

*“Motivation is an emotion, related to hopes, expectation and goals; whereas volition is a conscious act of willpower, a personality trait developed through the establishment of habit, that is related to personal action and control.”*

Michele Juratowitch, Queensland Academies Health Sciences

Three critical stages of volition are:

- forming the intention
- resolving the intention
- protecting the intention

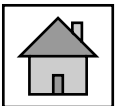


# What is faculty's role in offering students chances for "CHOICE" and how can that be achieved?





Allow students to assist in setting up the learning space. This can be as simple as allowing students to choose an avatar for their online profile.





Allow students to pick the topics and context for learning and provide a variety of options for submitting assignments.



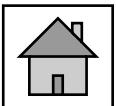


Allow flexibility in working spaces and times. Many students work while attending college.





Teach students how to make good choices related to their learning goals and projects. Teach them about SMART goals and how to write them.





# What is Ownership?

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## Definition

- A sense of responsibility and investment that students have in their own learning.
- A way to engage and motivate students in a course.
- A method that allows students to set goals in their learning process.
- Taking initiative and responsibility in their own learning, which can lead to a sense of pride and accomplishment.





# Ownership & Motivation

Students can demonstrate ownership by:

- Developing questions to guide their learning.
- Self-directing their learning by:
  - Analyzing, comparing, and contrasting, evaluating, and explaining.
  - Applying their learning in real-world scenarios.
  - Creating, designing, imagining, and supposing.
  - Exploring and reviewing a variety of ideas, models, and solutions to problems

# What is faculty's role in offering students chances for "OWNERSHIP" and how can that be achieved?







Personalize

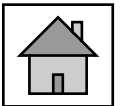
Allow students to decide how they will learn. Provide students with different options to interact with the content (e.g. video, chapter reading, interactive content)



Next

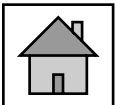


Encourage all members of the learning community to identify as Learners – that includes faculty. Seek out student feedback on the course and give students the opportunity to provide themselves feedback through Metacognitive Wrappers.





Show students you value them. Discretely recognize students for their good work and show appreciation to student efforts on assignments or tasks. Recognition is key to student motivation.







Help students develop self-management and executive functioning skills. Provide students with tools and strategies that aid with time and project management. This will assist them in meeting deadlines and successfully completing assignments.





# Practical Techniques

## Voice / Choice / Ownership

The student assumes the role of the instructor and lectures the class on a topic

The student enrolls in two online courses in the summer semester

The student submits an assignment in the form of a video presentation

Join student, student gov't groups, other On-Campus Groups



# Student Agency Freeform KWL



KNOW



WANT



LEARNED

What have I learned about student agency that I'd like to try?

## Strategies for Faculty to Encourage Student Agency

# Takeaway

### Voice - Engagement, Sharing, and Personality

- Facilitate student input regularly
- Teach students to exercise voice through activity-based learning
- Teach skills of self-expression
- Teach students how to discuss and debate ideas
- Respect student personality and cultural differences and backgrounds
- Teach students how to be effective listeners (Instructors need to be effective listeners, too)
- Encourage students to share why they make the choices they do. See [self expression](#)
- Allow students the chance to share their thoughts, discoveries, and work.
- Encourage group activities that help students learn to use their voices

### Choice – Decision Making and Leading

- Allow students to assist in setting up the learning space
- Offer a variety of options for submission tools
- Allow flexibility in working spaces and times
- Teach students how to make good choices related to their learning goals and projects
- Allow students to pick the topics and context for learning
- Respect student scheduling and logistical differences and backgrounds
- Position students and teachers as co-creators
- Create a challenging AND supportive environment for Students.

### Ownership – Managing Learning

- Allow students to decide how they will learn
- Encourage students to follow their passions and personalize their learning whenever possible
- Encourage all members of the learning community to identify as Learners – that includes teachers
- Show students you value them
- Involve students in individualized plan development and goal setting
- Teach students how to #cultivate and #curate their learning environment
- Help students develop self-management and executive functioning skills.





# Discussion

# Wrap Up

Topic	Webinar	Coffee or the Cup
Student Agency	1/24/23	1/31/23
Community-Building	2/21/23	2/28/23
Visual Appeal	3/21/23	3/28/23
Accessibility	4/18/23	4/25/23

- Coffee or the Cup
- Website (Blog): [FacultySupport.SPCollege.edu](https://FacultySupport.SPCollege.edu)
- Have an idea (or need one) for improving your course, but not sure where to start? Email us at [IDEAS@SPCollege.edu](mailto:IDEAS@SPCollege.edu)
- IDEAS Event Feedback Form:  
<https://web.spcollege.edu/survey/34293>