



STRATEGIES TO PROMOTE STUDENT OWNERSHIP

There are many ways to promote student ownership within a blended learning model. Student ownership of learning keeps kids engaged and sets them up to be successful both in small group instruction and on their online content provider. Some ways to promote student ownership in a blended learning classroom include:

1. **Provide elements of student choice** - People, students included, like being able to have choices and have some sense of control. One way to promote student ownership in a blended learning classroom is giving students some choice over what they work on, when they work on it, or where they work on it. See below for an example of a [choice menu](#).
2. **Solicit feedback** - One of blended learning's greatest strengths is the ability to serve the needs of each child. Each child has unique needs, and one of the best ways to better understand those needs is by soliciting both quantitative and qualitative feedback from students. See below for [example](#) questions that could be used to solicit feedback.
3. **Promote student ownership of routines** - Routines and procedures provide a strong foundation for blended learning transitions. Teachers often determine what the procedures and routines should look and sound like in a classroom. One way to invest students in routines and ensure they have a strong grasp of what those routines look like is to collaboratively build routines together. An example of how this conversation could go can be found [here](#).
4. **Foster inquiry** - Content providers are great at helping students work on skills that are just right for them. However, if students come to view knowledge acquired on content providers as relevant only to the content provider itself, they may not retain the knowledge over an extended period of time or lose motivation. To help prevent this, teachers can use a mix of inquiry driven strategies to bring the learning to life. See below for [examples](#) of this.



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Provide elements of student choice

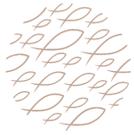
A simple way to promote student ownership in a blended learning classroom is giving students some choice over what they work on, when they work on it, or where they work on it.

What – for students that work on multiple content providers, consider allowing them to choose which one they do first. To prevent students from focusing on one program at the expense of others, make it clear that they should still meet their goals or expectations on all programs. This may initially require teachers to more closely monitor how students are spending their time. When content provider goals are met, students may also appreciate an element of choice on what they do next. Providing a menu of items, such as the one below, can make sure students are always learning while preventing feelings of content provider burnout.

Did you meet your weekly content provider goal? Please double check with your teacher, then choose one of the following:			
Continue working on your content provider! Every lesson you pass makes you smarter, and don't forget about the classroom competition!	Select a different content provider!	Select an early finisher worksheet of your choice!	Free read!

When – an important part of blended learning is creating a schedule that dictates when blended learning occurs. There is a delicate balancing act between consistency (students are expected to learn at the same time every day) and choice (understanding that different students may be more effective learners at different times). It is never a bad idea to start with consistency, and then making small changes throughout the year to make reasonable accommodations for individual students. For example, if a student is consistently tired after eating lunch, consider making a change that allows them the ability to complete important blended learning work in the morning.

Where – students may have a wide variety of preferences when it comes to where they complete blended learning work. Some students may prefer a quiet and solitary workspace that faces a wall, while others may prefer a reasonable level of background noise while sitting next to their peers. If in doubt, it never hurts to ask students how they work best. Consider allowing students to choose, and then following up by closely monitoring their data. Keep in mind that any change in the working environment will need new rules and expectations to be explicitly modeled by the teacher.



Solicit feedback

One of blended learning’s greatest strengths is the ability to serve the needs of each child. Each child has unique needs, and one of the best ways to better understand those needs is by soliciting both quantitative and qualitative feedback from students. Quantitative questions can help teachers quickly pinpoint issues and analyze trends over time, while qualitative questions can help teachers get to the root of what is and is not working well. The table below illustrates examples of both:

Qualitative question examples	Quantitative question examples
<p>What about [insert content provider here] is working best for you? Why do you think that is?</p> <p>What about [insert content provider here] is the most challenging? Why do you think that is?</p> <p>Is [insert content provider here] too easy, too hard, or just right? Can you think of an example to support your claim?</p>	<p>On a scale of 1-10, where 1 is strongly disagree and 10 is strongly agree, respond to the following questions:</p> <p>Blended learning is currently preparing me [for the next grade, to read, for HS, etc]</p> <p>I am making the most of my time on [insert content provider here.]</p> <p>I am consistently learning new things on [insert content provider here.]</p>



Promote student ownership of routines

Routines and procedures provide a strong foundation for blended learning transitions. Teachers often approach routines and procedures by asking: what should the classroom look and sound like as kids move from one area to the next? While answering this question, rules and behavioral expectations are created and then messaged to students. A simple change to this process can be made to give students more ownership – instead of the teacher answering what routines should look and sound like, ask the students to define what routines and procedures should sound like. Students may surprise teachers with their ability to name expectations. Here is an example:

Teacher	Student
“Routines are a very important part of this class. Given that we want to respect the learning environment and make the most of our time, what should our classroom look like as we transition between blended learning groups?”	Possible student responses: “The room should be clean” “Chairs should be pushed in” “We should have all our materials gathered” “We should keep our hands to ourselves”
“Those are some great ideas. Now what should the classroom sound like, so that everyone can maintain focus on their work?” <i>Facilitator Note: When kids answer with things they shouldn't do, push them to find the corresponding things they should do.</i>	“We should be quiet” “We should try not to bang the chair legs on the desk legs” “We shouldn't talk to each other”

When students have more ownership of what they want the room to look and sound like, and rules or expectations that follow will feel more natural. Once they master the behavioral basics, teachers can also start to add flair to the routines. Does a song play while students rotate between blended learning groups? Consider allowing students to pick an appropriate song.



Foster inquiry

Content providers are great at helping students work on skills that are just right for them. However, if students come to view knowledge acquired on content providers as relevant only to the content provider itself, they may not retain the knowledge over an extended period of time or lose motivation. To help prevent this, teachers can use a mix of inquiry driven strategies to bring the learning to life:

Inquiry strategy	Simple incorporation	More complex incorporation
Students share what they learned on content providers	When students are done learning on content providers, briefly cold call students and ask them what they learned.	Ask students to identify something interesting they learned on a content provider over the last week. Students could then create a report or poster highlighting what they learned.
Make connections between what is learned on content providers and what is taught during instruction	Use the following questions and statements in your classroom - “Who has seen this on the content provider before?” - “I noticed [insert student name] has passed a lesson on [lesson subject], so feel free to ask him/her questions if you get stuck on that concept”	Intentional plan a small group lesson that reinforces something recently learned on content providers.