Weekly Bell Ringers

LIFELONG LEARNING

Week 3
Autonomous Learning

General Instructions

- There will be 5 activities assigned on the first day of each week to complete at the beginning of class (no more than 5 minutes unless otherwise noted)
- All 5 activities are to be completed by the last day of the week (even if there is no school on a certain day or days or you were absent)
- If you do not complete the daily activity before class begins, you are expected to finish it during any downtime or as homework.
- Further instructions may be available in the speaker notes section on individual slides
- Monday introduces the topic
- Tuesday provides advice, a how-to, or some other activity on the topic
- Wednesday deals with the past, present, or future of the topic
- Thursday gives you scenarios, questions, or aha moments to ponder and write about the topic
- Friday digs deeper into the truth of the topic and allows for reflection
- Activities will vary from week to week
- Remember, it's okay to collaborate, just remember to work together and not just copy each other's answers
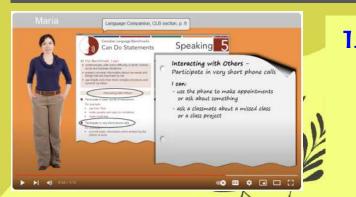
Monday **Mindset**

National Geographic Learning points out that in a paper by Simon Borg, Professor of TESOL at the School of Education, University of Leeds, to become autonomous, **the learner's ability to take charge of their own learning**, learners need to develop the ability to self-assess their own learning honestly. Using *Can Do* statements at the end of a lesson or unit of work is one simple way of doing this.

Below is a link to a video example of using *Can Do* statements for self-assessment. It's important to recall what you can do after learning to encourage a *Growth Mindset*.

Using the space below, create a *Can Do* statement for any lesson you learned in the last two weeks with 2 ways to show mastery of the concept and 1 aspect you still need to work on for mastery.

Use the video and the instructions in the speaker notes for examples.

1. Can Do statement
   a. 1st way to show mastery
   b. 2nd way to show mastery
   c. Something you can still work on for mastery

Understanding your mindset is so crucial to achieving learner autonomy. Take the linked mindset assessment to see where you fall on the continuum between a fixed and a growth mindset.

Once you have your results, study and screenshot them and paste your results over mine.

Lasty, answer the following questions regarding your results. See the instructions in the speaker notes for sample answers.

Assessment Feedback

Your Current Mindset:

Right now, you are unsure about whether you can develop your intelligence. You probably care about performing well and you do want to learn, but you may still think that achievement should come easily and feel a bit discouraged when you perform poorly at something.

You are moving toward a growth mindset, but there may be a few ideas holding you back from achieving all that you are capable of doing. It could be that you are reluctant to risk failure, or feel concerned about others' judgments of you, because you see performance as a measure of your ability. Or you may have a few areas where you are not certain that you can "cut it." If you are holding back from taking on challenges or trying new things, you probably have more potential than you are using!

People who believe that they can increase their intelligence through effort and challenge actually get smarter and do better in school, work, and life over time. They know that mental exercise makes their brains grow smarter—the same way that exercise makes an athlete stronger and faster. And they are always learning new ways to work smart and build their brains.

1. Where do you fall in the continuum of mindset?
2. To what extent do you believe the results are accurate and why?
3. What can you do to move closer to a growth mindset?

1.

MIND = BLOWN

In the past, educators believed that students had a dominant learning style and they could only learn well when using that style. According to a wealth of research and empirical evidence, learning styles are a myth. Learning preferences; however, are alive and well. When students receive information in their preferred learning style, based on brain research, they do tend to learn better, but to learn best, students should be exposed to multiple styles of learning to reinforce the knowledge. Students should **hear it, see it, and do it** for the best learning experience.

In the space below, provide a way you can study on your own using all three different learning preferences; visual, auditory, and kinesthetic.

Thursday Thoughts

1.

There are many avenues to autonomous learning. One is to deliberately search for additional resources to aid in learning.

In the upper textbox, list three resources outside of your regular classroom materials that you can use to deepen your understanding of a subject you're currently studying. It could be a book, online tutorial, blog, podcast, or educational video, for example. Be specific and list titles of all and then hyperlink to online resources.

Next, reflect on how actively seeking supplemental resources aligns with being an autonomous learner using the 3-step self-reflection model.

1. What?
2. So what?
3. Now What?

Friday **Flow It**

Setting goals is another important step to becoming an autonomous learner. Knowing what you need to accomplish and mapping the steps to achieve it will hold you accountable. Using the SMART goal template will give you a roadmap to succeeding by making goals specific, measurable, attainable, relevant, and timely.

The SMART image above is hyperlinked to a short video explaining SMART goals.

After watching the video, brainstorm for up to 5 minutes to create a goal for learning. Example: "To improve my learning autonomy, I will dedicate 20 minutes 5 days per week to independent study on instructional design for the next 30 days."

Use the cycle diagram I provided as a template (or create your own) to add your goal information and create your roadmap to success. Remember the steps do not have to be in order of the letters, you just need all 5 of them for the goal to be SMART.

You will have 20 minutes for this assignment to be sure you have enough time to brainstorm and create a good goal for your learning.

Specific
Outlines a clear & well-defined action: 20 mins-5 days a week day to independent study on ID

Relevant
Instructional design is relevant to me as I desire to increase my teaching effectiveness

Measurable
I can track my progress using a calendar or spreadsheet to ensure 20 mins for 30 days

Attainable
20 mins 5 days per week for 30 days is a reasonable, not too modest or too ambitious

Timely
I given myself a 30 day deadline which is not too far into the future or too short a time to achieve

S M A R T
Specific   Measurable   Attainable   Relevant   Timely