LEARNING OWNERSHIP: TRANSFERRING SKILLS FROM K-12 TO POSTSECONDARY

Amanda Danks

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NEED FOR CHANGE

PURPOSE OF EDUCATION

"Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family."
Kofi Annan

"Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education."
Franklin D. Roosevelt

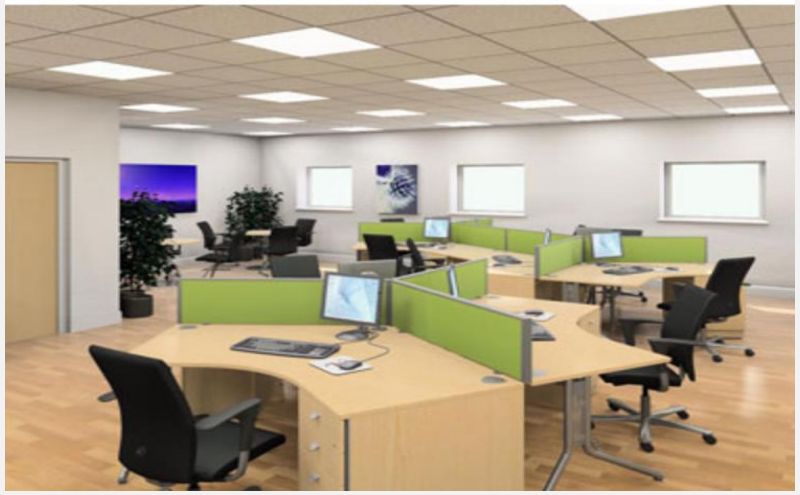
"The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education."
Martin Luther King, Jr.

EVOLUTION OF EDUCATION

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today."

Malcolm X

TRANSFERENCE OF SKILLS



HOW DO WE USE OUR INVESTMENTS TO ADVANCE PROGRESS?

- The nature of research is to isolate individual phenomena to understand the impact and conditions for success
- Academic research can inform decisionmaking and support learner success
- Siloed information is challenging to access across the field
- Preparing students for postsecondary requires a self-powered drive and control over the learning process at all stages of development

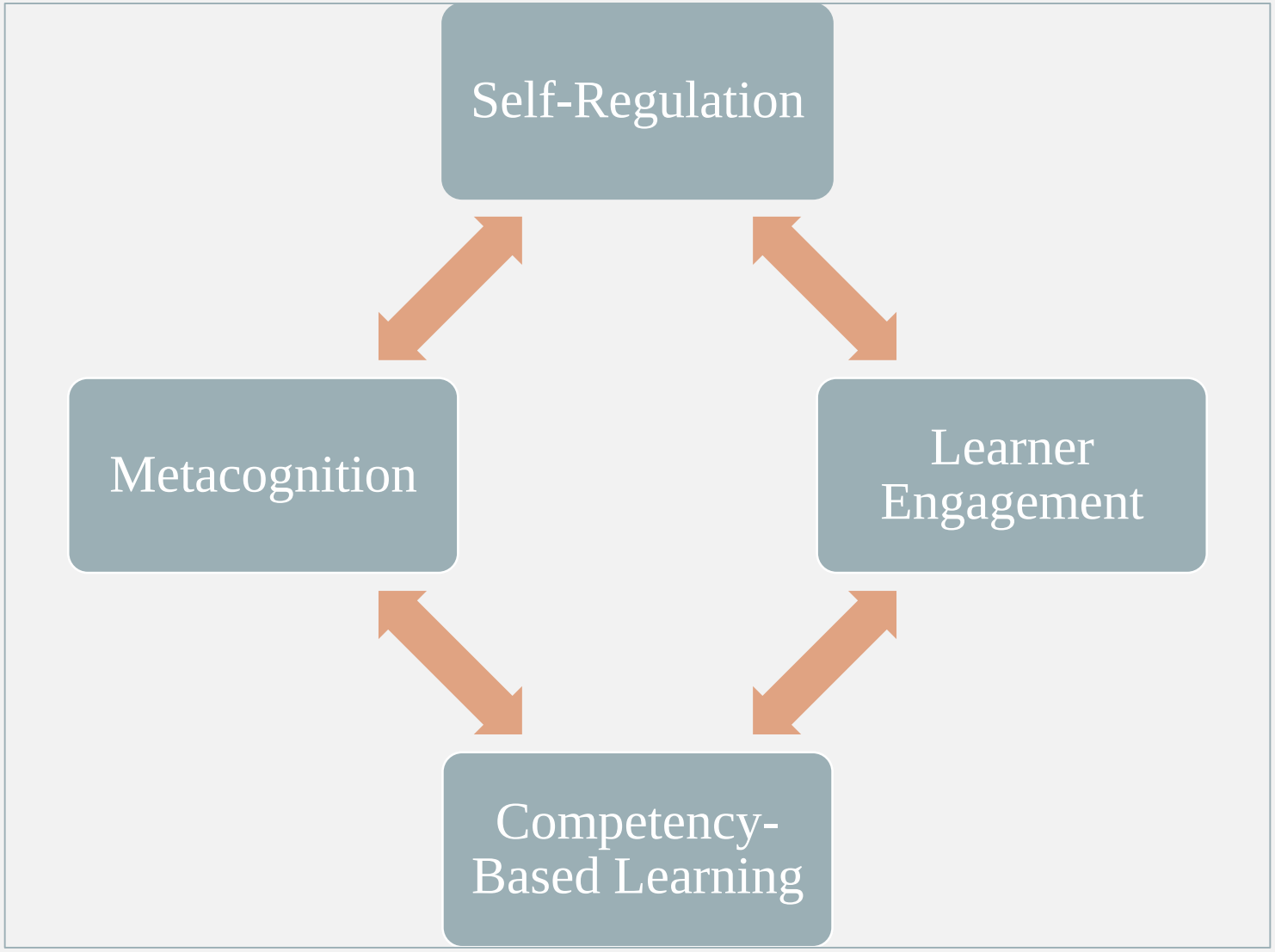
LEARNING OWNERSHIP

The process by which learners dynamically participate in the learning process in such a way that they understand the context, purpose, and application of content learned.

LEARNING OWNERSHIP

- Learner does not rely on the instructor, curriculum, or content to make learning meaningful
- Learners become empowered to customize learning experiences to serve immediate and future educational goals
- Learning ownership can be applied to academic endeavors, social situations, and district skill development in any educational setting

LEARNING OWNERSHIP FRAMEWORK



PURPOSE OF THE FRAMEWORK

- Synthesize siloed information across the literature
- Build a conceptual toolkit for teachers to prepare students for the transition from K-12 to postsecondary options
- Provide a lens through which stakeholders can evaluate and monitor existing programs and potential investments

OUTLINE

- Each educational mechanism is defined using theoretical literature
- The transference of each skill to postsecondary options is discussed
- Examples of evidence-based practices that support the development of each skill are provided
- Recommendations are made for how the Foundation can consider the Framework when evaluating future investments

SELF-REGULATION

- Plan how to attend to learning tasks
- Monitor understanding of content
- Regulate by analyzing the plan and evaluation of monitoring
- Actively analyze one's understanding throughout the learning process and change behavior to meet goals

SELF REGULATION: TRANSFERENCE TO POSTSECONDARY

- Enhances student outcomes and transference of skills across environments (de Bruijn-Smolders, Timmers, Gawke, Schoonman, & Born, 2016)
- Learning in informal settings requires more self-regulation than formal setting (Enos, Kehrhahn, & Bell, 2003)
- Virtual learning platforms require advanced self-regulation to learn about technology while using it as a learning tool (O'Brien, Forte, Mackey, Jacobson & 2017)

SELF-REGULATION

Evidence-based practices

- Transferring skills from informal settings (Enos, Kehrhahn & Bell, 2003)
  - Leadership skills are gleaned from informal settings
  - Self-regulation is needed to transfer information
- Teacher responses to student emotions (Arguedas, Daradoumis, & Xhafa, 2016)
  - Teachers with an increased awareness to students' emotional states can respond appropriately to support self-regulation
- The Strategy Project (Steiner, 2016)
  - Semester-long program that explicitly addresses the skills involved in self-regulation
  - "Learning-to-learn" seminar

LEARNER ENGAGEMENT

- The mediator between the antecedents and outcomes of an individual student
- Includes the effort put forth by the institution
- Tightly linked to motivation
- Disengagement is also something to consider

LEARNER ENGAGEMENT: TRANSFERENCE TO POSTSECONDARY

- The goal of learning is the ability to learn more and engagement provides autonomy and understanding of the learning pathway and specific content (Haywood, 2004; Niemiec & Ryan, 2009)

- Social media can be tangible indicator and product of meaningful engagement (Zinger & Sinclair, 2013)

LEARNER ENGAGEMENT

Evidence-based practices

- Classroom Climate Index (Kearney, Smith & Maika, 2016)
  - Difficult to distinguish behaviors that indicate engagement and behaviors that facilitate engagement
  - Index uses student input to evaluate learner engagement
- Universal Design for Learning (Cunningham, Huchting, Fogarty & Graf, 2017)
  - UDL framework increases student engagement for all learners
  - Instructors can be mindful of the impact of UDL on engagement
- Institutional investments to increase learner engagement (Yearwood & Jones, 2012)
  - Co-curricular and extra-currilcualar activities along with faculty interaction increase engagement for minority students
  - Institutional investment and planning creates these opportunities for engagement

COMPETENCY-BASED LEARNING

- Allowing students to progress through material once they have mastered specific competencies, as opposed to advancement after duration in a course
- Technology allows a new level of autonomy for learners and instructors to support competency-based learning programs
- Can be implemented as a sweeping shift or a series of adjustments

COMPETENCY-BASED LEARNING: TRANSFERENCE TO POSTSECONDARY

- Critical thinking skills are essential to student success as they transition to more complex content in the postsecondary world and is enhanced with competency-based learning programs (Mayeshiba, Jansen & Mihlbauer, 2018)

- Self-paced learning is becoming more common in the labor market, allowing employees to advance their skills without pausing labor market participation (Yasinski, 2014)

COMPETENCY-BASED LEARNING

Evidence-based practices

- Use strategies that focus on the whole learner (Lozano, Boni, Peris & Hueso, 2012)
  - Too heavy a focus on competency-based learning can leave out important application and generalization skills
- Blending of programs increases positive outcomes (Byrne, Downey & Souza, 2013)
  - Instructors can blend traditional programming with competency-based programming to support student success
- Consider student perspective when creating competency-based programs (Gaudet, Annulis & Kmiec, 2008; Downey, Byrne & Souza, 2013)
  - Required competencies should align with necessary job skills and predicts job satisfaction

METACOGNITION

- Thinking about thinking
- How an individual thinks about their understanding
- Includes connections made to previously learned content and interests for future learning
- Requires customization for certain students
- Especially important for struggling students

METACOGNITION: TRANSFERENCE TO POSTSECONDARY

- Well-developed metacognitive strategies can continue to develop in the postsecondary realm and are associated with improved outcomes (Burchard & Swerdzewski, 2009)

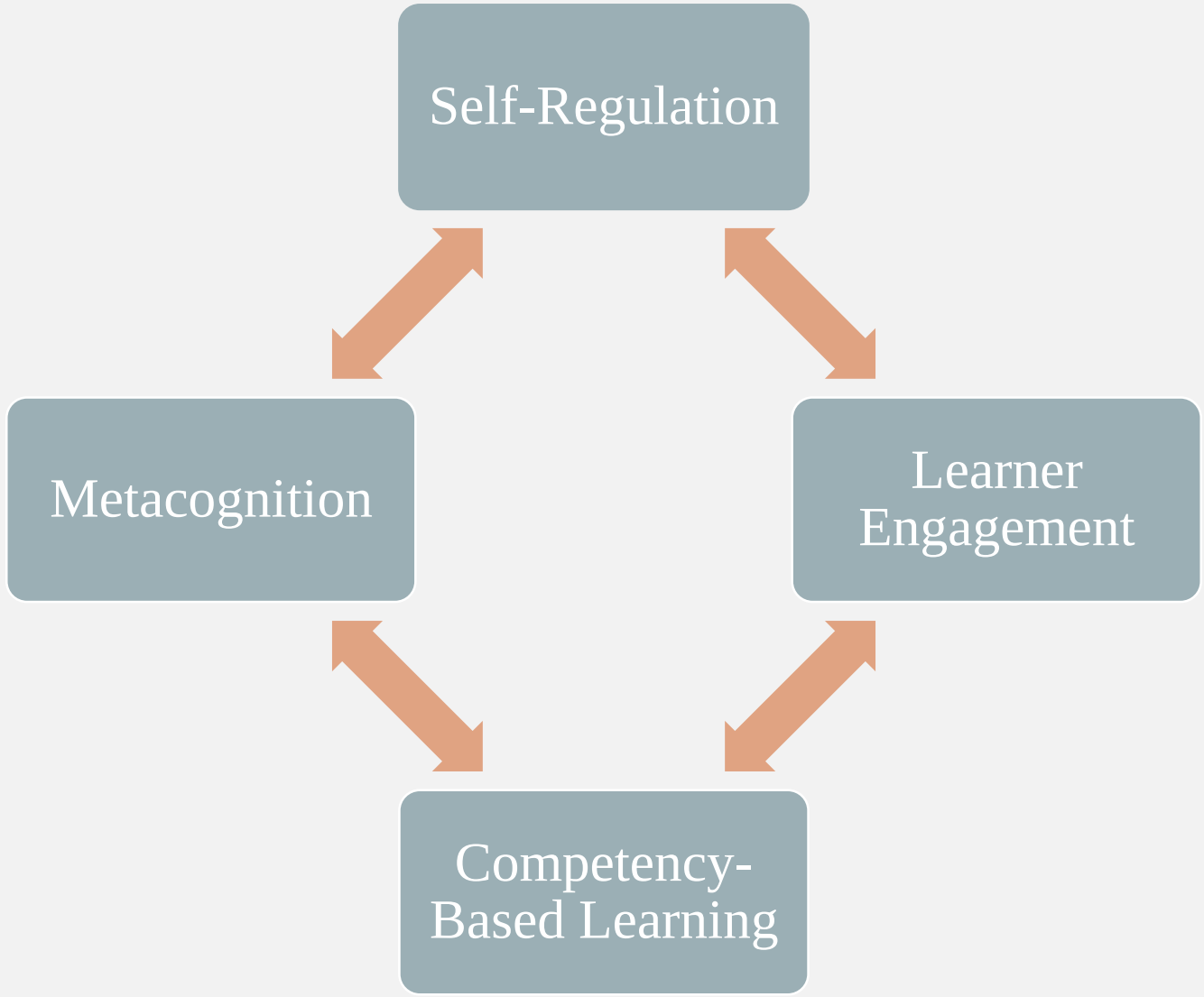
- As content becomes more complex from the K-12 setting to the workplace or college settings, metacognitive strategies become an increasingly more important predictor of success (Yildiz & Akdag, 2017; Kitsantas, 2002)

METACOGNITION

Evidence-based practices

- Metacognitive strategies support students in all subject areas (Vula, Avdyli, Berisha, Saqipi & Elezi, 2017; Fuchs et al., 2006)
  - Some students require explicit training in the use of metacognitive strategies and their application
- The Construction-Deconstruction Connectionist (CDC) Model (Pang & Ross, 2010)
  - Construction: Define a concept/theory using a body of information
  - Deconstruction: Identify key points and evidence that support the definition
  - Connection: Connect key points and evidence to body of information
  - Recreation: Present connections to fellow learners

LEARNING OWNERSHIP FRAMEWORK



FUTURE RESEARCH

- How can teachers and administrators apply the Learning Ownership Framework to existing programs?
- How can institutions monitor and evaluate their application of the Learning Ownership Framework?
- What practices are associated with an incorporation of the Learning Ownership Framework into existing practices and the adoption of new programs?

LEARNING OWNERSHIP

"Education is not preparation for life; education is life itself"
John Dewey

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