

# Helping Students Become Self-Directed Learners<sup>®</sup>

GRADES K–12

GRADUATE CREDIT: 3 SEMESTER HOURS

Developing self-discipline and critical-thinking skills helps students thrive, both in and out of the classroom. Educators in this course explore how to foster and encourage self-directedness in their students and create a learning environment that encourages collaboration and creativity. They also examine how to develop rubrics that enable students to monitor and modify self-direction.

*This course was designed for K–12 classroom teachers, lead teachers, curriculum coordinators, special education teachers, reading specialists, and subject teachers.*

## COURSE TOPICS

- Defining self-directed learning
- Habits of mind
  - Persistence
  - Precision of language and thought
  - Managing impulsivity
  - Questioning
  - Flexibility of thinking
  - Using all the senses
  - Checking for accuracy
  - Drawing on past knowledge and experience
  - Listening with understanding and empathy
  - Metacognition
  - Creativity
  - Wonderment
- A framework for designing instruction
- The mediation process
- Response behaviors
- Quality of work and feedback spirals
- Rubrics
- Grouping structures
- Classroom climate
- Organization and management

## COURSE OUTCOMES

By the end of the course, educators will:

- Define and analyze the characteristics of self-directed learning.
- Explain the need for today's students to be self-directed.
- Analyze descriptors for the habits of persistence, precision of language and thought, managing impulsivity, questioning, flexibility of thinking, using all the senses, checking for accuracy, drawing on past knowledge and experience, listening with understanding and empathy, metacognition, creativity, and wonderment; and identify how each of these habits can lead to self-directed learning in students.
- Incorporate the teaching of habits of mind into their instructional design to enhance the learning of content and to use content as a vehicle for developing habits of mind.
- Identify the skills of mediation and use them to foster self-directedness in themselves and others.
- Identify and analyze response behaviors that promote trust, warmth, and risk taking in the learning environment.
- Develop and implement strategies for creating a classroom climate conducive to self-directed learning.
- Explain the importance of organizational and management skills in self-directed learning, including organizing and managing time and resources.
- Explain the benefits of group work in fostering self-management, self-monitoring, and self-modification, and discuss strategies for implementing grouping structures that promote self-directedness.
- Develop rubrics that integrate habits of mind to help students monitor and modify their learning and facilitate self-directedness.
- Determine appropriate response behaviors for a given situation.
- Identify methods and strategies that self-directed learners can use to improve the quality of their work.

### METHODS OF ASSESSMENT

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This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Dialogue Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion, and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

### COURSE MATERIALS AND FORMAT

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Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

#### PRINT & DVD FORMAT

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Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

- The print study guide:
  - *Helping Students Become Self-Directed Learners*®
- The DVD:
  - Laureate Education, Inc. (Executive Producer). (2009). *Helping students become self-directed learners*. Baltimore: Executive Producer.
- The course textbook(s):
  - Costa, A. L. (2008). *The school as home for the mind: Creating mindful curriculum, instruction, and dialogue* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- The other required readings

#### ONLINE FORMAT

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Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. The online course includes:

- Access to the online classroom for:
  - *Helping Students Become Self-Directed Learners*®
- Access to the video programs in the online classroom as well as a backup DVD:
  - Laureate Education, Inc. (Executive Producer). (2009). *Helping students become self-directed learners*. Baltimore: Executive Producer.
- The course textbook(s):
  - Costa, A. L. (2008). *The school as home for the mind: Creating mindful curriculum, instruction, and dialogue* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Access to the other required readings

### SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

**Note:** If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at [www.mozilla.org](http://www.mozilla.org).

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- Adobe, Flash, and Acrobat Reader are registered trademarks of Adobe Systems Incorporated in the United States and/or other countries.

## EDUCATION EXPERTS

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### **Arthur L. Costa, Ed.D.**

Dr. Arthur L. Costa is professor emeritus at the School of Education, California State University, Sacramento. He is the former national president of the Association for Supervision and Curriculum Development (ASCD). Dr. Costa has worked with educational associations around the globe and has authored more than 100 journal articles, books, and papers.

### **Bena Kallick, Ph.D.**

Dr. Bena Kallick works as a private consultant in curriculum development, instruction, and assessment. Her teaching appointments have included the Yale University School of Organization and Management, the University of Massachusetts Center for Creative and Critical Thinking, and Union Graduate School. Dr. Kallick is the co-editor of *Activating and Engaging Habits of Mind*, *Assessment in the Learning Organization: Shifting the Paradigm*, and *Learning and Leading With Habits of Mind*.

### **Marian Leibowitz, M.A.**

Marian Leibowitz is a leading teacher-educator who brings 40 years of teaching, administrative, and consulting experience to educators around the world. Her work with the Center for Leadership in Education in Lorain, Ohio, has enabled school districts to implement systemic changes that redefine teaching and learning for the 21st century.



#### ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

#### FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit [www.Canter.net](http://www.Canter.net) or call 1-800-669-9011.

#### ABOUT OUR PARTNERSHIP

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Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.\* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.<sup>†</sup> Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

#### Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, [www.ncahlc.org](http://www.ncahlc.org). Canter and Walden University are both subsidiaries of Laureate Education, Inc.

\*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or [prof.educ@k12.wa.us](mailto:prof.educ@k12.wa.us) to determine whether Walden's programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

<sup>†</sup>It is each student's responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.