Choice Board & Activity Instruction & Rubric

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This document provides the choice board and specific assignments used for *A Personalized Learning Choice Board for K-12 Blended Learning Teacher Preparation*. Each assignment includes the instructions for the assignment's project and reflection. Also included in this document are the goals survey used to select personalized learning options, the generic assignment used for submitting each project and reflection, and the weekly self-report used to record learning progress. Please see the Table of Contents for the organization and order of these artifacts. The corresponding article explains the implementation, iteration, and further use of these artifacts.

Italic text identifies instructor notes. Regular text indicates content to be presented to learners.

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THE CHOICE BOARD AND ACTIVITIES

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IG2 Describe how you would teach a standard using three different blended models. IG2 - OL Integration 3 Models	**DP2** Gather and analyze data using Canvas. Convince at least 4 friends or family members to complete your Canvas module. DP2 - Data Canvas Data	**P2** Evaluate goal tracking sheets and then create your own goal tracking sheet. P2 - Goal Tracking Sheets	**IA2** Write a lesson plan that uses synchronous technology to bring an expert to the classroom. IA2 - Synchronous Technology Lesson
IG3 Evaluate a blended teaching lesson that you observe or observe and change an in-person lesson to a blended lesson. IG3 - Online Integration Practicum Assignment	**DP3** Analyze your own real-world data, such as sleep or eating, for patterns and make suggestions for improving personal practices. DP3 - Data Personal Data	**P3** Plan a variety of assessments for a learning standard. P3 - Personalizing Assessments This activity can be done as part of practicum.	**IA3** Speak to a teacher and create an online discussion to use in class or at home. IA3 - Online Interaction Practicum Assignment
If you can think of a learning activity in one of these four competency areas that will be more relevant to you than the choices provided, you can propose and get approval from the instructor to do that activity in place of one of the above choice board activities. This includes if you are in Secondary Education, and you already have substantial practice/experience with Canvas analytics. The point of this assignment is to help you learn; if you have already used Canvas analytics extensively then please speak with your instructor **before** the due date for this survey to receive permission to choose a different activity in place of the required DP2 activity.			

Note: In the course's LMS the hyperlinked text usually links to a separate content page with instructions for that activity. In this case, they are hyperlinked to bookmarked instructions within this document.

ONLINE INTEGRATION ACTIVITIES

ONLINE INTEGRATION ACTIVITY #1 – TEACH A SHORT LESSON TWICE

OVERVIEW

This assignment is intended to help you practice integrating technology into your future lesson plans and show you how using a technology changes your role and the student experience.

INSTRUCTIONS AND DELIVERABLES

Prepare or find a 10-minute lesson on something important or interesting to you (perhaps a lesson plan you prepared for a different class or maybe even lesson for family/friends), and teach it twice. Once without online technology, then with online technology strategically integrated. You can teach this lesson to a group or a single person. The people you teach can be friends, classmates, co-workers, roommates, family members, or even strangers! You can use the same person or group both times.

The first time you teach your lesson, teach it in-person without using any online technology. During the lesson, pay attention to the role you play (lecturer or facilitator? explainer or intervener?), and the engagement of the student(s).

The second time, teach the lesson by strategically integrating one or more online technologies that are either interactive or creative such as a Zoom room, an online quiz with feedback, a discussion board, a Quizlet stack, a Kahoot! game, etc. Pay attention to how your role shifts, and what it does for the engagement of the students.

REFLECTION (INCLUDE IN YOUR ASSIGNMENT SUBMISSION)

You will write a 1–2-page double-spaced reflection of your experience with this assignment. In that write-up, you will need to...
- Describe your lesson, your lesson plan, and the students you taught.
- Discuss how and why you integrated online technology.
- Reflect on how the first and second lessons differed from one another. Did technology make some things easier or harder? How did it affect the student(s)? Did you see your role shift?
- Evaluate your use of the technology. Where was it on the PICRAT matrix? What kind of blend did you create, or was it just technology integration? How would you improve your integration of the online technology in future lessons?

Be sure to submit your lesson outline(s) and answers to the questions for either 5.4 Choice Board Assignment #1, 5.6 Choice Board Assignment #2, or 5.9 Choice Board Assignment #3**.**

ONLINE INTEGRATION ACTIVITY #2 – 3 MODELS

OVERVIEW

This assignment is intended to get you thinking creatively and critically about using blended teaching models.

INSTRUCTIONS AND DELIVERABLES

Choose a standard in your subject matter. It can be the same one you used for your module. Think about how you would teach this standard using three different blended teaching models, such as station rotation, lab rotation, flipped classroom, flex, or enriched virtual. Provide a brief outline explaining how you would use the three different models. **You could either create one lesson that uses three different models or imagine three different ways to teach the standard with each using a different model.** After outlining your lesson(s), answer the following questions:

1. How does each model use the online space differently?
2. Which model do you think has the best combination of the online space and the in-person space? Why?
3. Do you think one of the models might be more difficult for students? Why or why not?

REFLECTION (INCLUDE IN YOUR ASSIGNMENT SUBMISSION)

Reflect upon your experience with this assignment. Some questions you might consider include: What more did you learn about the competency area? How did the assignment expand your knowledge? If you could do the assignment again, what would you do differently? How might the assignment be improved? How did giving you more control over the pace, time, place, goal, and path teach you more about using personalization in your future context? What kind of support do you think your students will need? How could you provide such support? Etc.

Be sure to submit your lesson outline(s) and answers to the questions for either 5.4 Choice Board Assignment #1, 5.6 Choice Board Assignment #2, or 5.9 Choice Board Assignment #3**.**

ONLINE INTEGRATION ACTIVITY #3 – PRACTICUM ASSIGNMENT

OVERVIEW

This assignment is intended for those students who are in practicum during UNIT 3. Alternatively, it could be completed by a student who is able to do some observations of a practicing teacher. The assignment has two options to choose from.

INSTRUCTIONS AND DELIVERABLES

Option A:

This assignment will be more easily completed if you have the opportunity to observe a teacher who is teaching a blended unit or lesson. If such an opportunity presents itself, create an outline of the lesson or unit that was taught, highlighting how the in-person and online spaces were used to compliment each other. Then answer the following questions:

1. Why did the lesson or unit use the online space?
2. Which of the 7Ps or 4Cs were implemented into the lesson? Do you think these were intentionally incorporated into the lesson/unit or were they a positive result of using the online space?
3. How would you evaluate the online activities using PIC-RAT? Provide an explanation.

Option B:

If you do not have the opportunity to observe a blended lesson or unit, then outline an in-person lesson or unit that you observed and explain how it would be changed, augmented, or improved by incorporating the online space. In your outline, be sure to highlight how the online space compliments the in-person space. Once you have created the outline of your lesson, answer the following questions:

1. Why is the online space important to your lesson?
2. Which of the 7Ps or 4Cs were implemented into the lesson? Did you intentionally incorporate these into the lesson/unit or were they a positive result of using the online space?
3. How would you evaluate the online activities using PIC-RAT? Provide an explanation.

REFLECTION (INCLUDE IN YOUR ASSIGNMENT SUBMISSION)

Reflect upon your experience with this assignment. Some questions you might consider include: What more did you learn about the competency area? How did the assignment expand your knowledge? If you could do the assignment again, what would you do differently? How might the assignment be improved? How did giving you more control over the pace, time, place, goal, and path teach you more about using personalization in your future context? What kind of support do you think your students will need? How could you provide such support? Etc.

Be sure to submit your lesson outline(s) and answers to the questions for either 5.4 Choice Board Assignment #1, 5.6 Choice Board Assignment #2, and 5.9 Choice Board Assignment #3**.**

DATA PRACTICES ACTIVITIES

DATA PRACTICES ACTIVITY #1 – PRACTICUM ASSIGNMENT

OVERVIEW

This assignment is intended for those students who are in practicum during UNIT 3. Alternatively, it could also be completed by a student who is able to interview a practicing teacher.

INSTRUCTIONS AND DELIVERABLES

The primary purpose of this assignment is to learn what kind of data practices a current teacher uses in his/her teaching. (If you are not in practicum, you will need to find a teacher that you can interview about this topic.)

The following are questions that should be addressed in your submission. Some of these you may be able to observe, while others you may need to ask your practicum teacher about.

1. Does the teacher/class use mastery-based progression or time-based progression? Why? (see Chapter 3.1 for a review of terms)
2. What are the primary strategies used to monitor student growth? For example, what kinds of performance data and activity data is tracked? How is that data used to improve student learning? (see Chapter 3.2 for a review)
3. What tools, if any, are used for documenting student performance on the standards? Provide an example or two for how the tools are used.
   a. (For example, all districts have a Student Information System, where at least some data like attendance (activity) and grades (performance) are tracked for teachers and parents. Additionally, some schools may use a tool like MasteryConnect, and some teachers may only track student performance in their own spreadsheets.)
4. In 2-3 paragraphs, reflect on what you think are strengths and limitations of the data practices that you have observed. What kinds of data practices would you like to incorporate into your future classroom and why?

REFLECTION (INCLUDE IN YOUR ASSIGNMENT SUBMISSION)

Reflect upon your experience with this assignment. Some questions you might consider include: What more did you learn about the competency area? How did the assignment expand your knowledge? If you could do the assignment again, what would you do differently? How might the assignment be improved? How did giving you more control over the pace, time, place, goal, and path teach you more about using personalization in your future context? What kind of support do you think your students will need? How could you provide such support? Etc.

Be sure to submit your lesson outline(s) and answers to the questions for either 5.4 Choice Board Assignment #1, 5.6 Choice Board Assignment #2, or 5.9 Choice Board Assignment #3**.**

DATA PRACTICES ACTIVITY #2 – DATA IN AN LMS

OVERVIEW

This assignment is intended to help you practice reading and analyzing performance and activity data in Canvas. You will need to have at least 4 friends, peers, students, or family members complete the Canvas activities that you created as part of your Canvas module. The more people who complete your module, the easier this assignment will be.

INSTRUCTIONS AND DELIVERABLES

You will need to add at least 4 people to your Canvas module as STUDENTS. Have them complete all of the assignments in your module but explain to them that they don't need to try to get good grades on anything. Once they have submitted all the activities and assignments, go into the Canvas gradebook to grade their submissions. **Submit a document that provides the following information**:

1. **Information from Course Analytics** (On the home screen, click on the "New Analytics" button. It takes 24 hours for Canvas to run these analytics, so make sure you have your friends complete your module more than 24 hours before the due date.)
   a. A screenshot of the Course Analytics Page
   b. A description of what this page tells you
   c. Insights about your students that you are able to gather from it.
2. **Activity Data from the People Tab (Click on the people tab to see who spent the most time in your Canvas module.)**
   a. A screenshot of the People Tab data.
   b. Reflection on if you think they looked at all of your content, based on the time that they spent in your module.
   c. A comparison of the time each person spent in the module
3. **Performance Data from Quiz Statistics (Go to Quizzes in the navigation bar on the left side of your module. Select the quiz that your students took. Then on the right side of the screen select "Quiz Statistics".)**
   a. A screenshot of the Quiz Statistics from the top of the page.
   b. A description of what the statistics tell you about your quiz.
   c. Explanation of what information can tell you whether the quiz questions are too hard or too easy.
   d. Identification of the average score on the quiz.
4. **Answer to the question**: How could you use this data to make necessary changes to your course?

REFLECTION (INCLUDE IN YOUR ASSIGNMENT SUBMISSION)

Reflect upon your experience with this assignment. Some questions you might consider include: What more did you learn about the competency area? How did the assignment expand your knowledge? If you could do the assignment again, what would you do differently? How might the assignment be improved? How did giving you more control over the pace, time, place, goal, and path teach you more about using personalization in your future context? What kind of support do you think your students will need? How could you provide such support? Etc.

Be sure to submit your lesson outline(s) and answers to the questions for either 5.4 Choice Board Assignment #1, 5.6 Choice Board Assignment #2, or 5.9 Choice Board Assignment #3**.**

DATA PRACTICES ACTIVITY #3 – PERSONAL DATA

OVERVIEW

This assignment is intended to help you practice reading and analyzing real world data. You will gather data on yourself for one week, so you can't put this assignment off until the night before it's due.

INSTRUCTIONS AND DELIVERABLES

Choose two areas you would like to evaluate about yourself for one week --sleep patterns, study habits, eating habits, exercise patterns, social interaction, phone use, etc. For at least one of these areas, you must record and track the data yourself. Your second area may come from an app that tracks data for you automatically on your device (i.e., exercise habits or sleep via apple watch). After you have collected the data, analyze it and set a goal for yourself. Submit your data trackers (include screenshots/photos of your data trackers), then answer the following questions:

1. Why did you choose to collect data on the aspects of your life that you focused on?
2. What did you notice about your behavior that was unexpected? What changes do you think you might need to make to this aspect of your life?
3. Did you behave any differently in those areas because you knew you were tracking data?
4. How might you use a similar tracking system in your classroom for student behavior (e.g., disrupting class, showing acts of kindness, completing assignments) or students needing accommodations (e.g., ELLs, gifted students, students with IEPs)?
5. How can digital data trackers help personalize learning for your students and help them reach their goals?

REFLECTION (INCLUDE IN YOUR ASSIGNMENT SUBMISSION)

Reflect upon your experience with this assignment. Some questions you might consider include: What more did you learn about the competency area? How did the assignment expand your knowledge? If you could do the assignment again, what would you do differently? How might the assignment be improved? How did giving you more control over the pace, time, place, goal, and path teach you more about using personalization in your future context? What kind of support do you think your students will need? How could you provide such support? Etc.

Be sure to submit your lesson outline(s) and answers to the questions for either 5.4 Choice Board Assignment #1, 5.6 Choice Board Assignment #2, or 5.9 Choice Board Assignment #3**.**

PERSONALIZED LEARNING ACTIVITIES

PERSONALIZED LEARNING #1 – PERSONALIZED LEARNING PROFILE

OVERVIEW

In Chapter 4 of the textbook for this class, you read about the importance of learner profiles. In this assignment you will create a learner profile to use with the students you plan to teach in the future.

INSTRUCTIONS AND DELIVERABLES

Using a Canvas Quiz, or Google Survey, create a learner profile survey for students to fill out about their own learning preferences, interests, and hobbies. Read Section 4.1.3 of the textbook (Links to an external site.) for a refresher on the kinds of questions you should ask your students, and for tutorials on how to create a learner profile survey.

Have 3-5 friends fill out your survey. **Submit a link to your survey**, then answer the following questions:

1. What are some of the similarities between your learners? In what ways are they different?
2. If you were doing a group assignment, what might be some benefits or complications of grouping your learners together in the same group? Based on these benefits and complications would you group them together, or would you try to place them in separate groups?
3. How might you use a similar learner profile survey with your future students?

REFLECTION (INCLUDE IN YOUR ASSIGNMENT SUBMISSION)

Reflect upon your experience with this assignment. Some questions you might consider include: What more did you learn about the competency area? How did the assignment expand your knowledge? If you could do the assignment again, what would you do differently? How might the assignment be improved? How did giving you more control over the pace, time, place, goal, and path teach you more about using personalization in your future context? What kind of support do you think your students will need? How could you provide such support? Etc.

Be sure to submit your lesson outline(s) and answers to the questions for either 5.4 Choice Board Assignment #1, 5.6 Choice Board Assignment #2, or 5.9 Choice Board Assignment #3**.**

PERSONALIZED LEARNING #2 – GOAL TRACKING SHEETS

OVERVIEW

This assignment is intended to help you create a goal tracking sheet that your students could use to guide their own learning or projects. You will research 3 different goal tracking sheets and then create your own.

INSTRUCTIONS AND DELIVERABLES

Find 3 different goal tracking sheets, forms, or applications. You may want to revisit Section 4.2.1 (Links to an external site.) of the K-12 Blended Teaching textbook for some examples. Take a screenshot of each goal sheet or save your own copy to Google Drive. Create your own goal tracking sheet - It could track things like behaviors, or progress, or participation. You could use the dimensions of personalization, the 7Ps, or the 4Cs for ideas. **Submit links to your goal tracker as well as the 3 you evaluated**, then answer the following questions:

1. What did you like or dislike about the goal tracking sheets, forms, or applications that you found?
2. How is your goal tracker meant to be used? Provide an example of a SMART goal that would be appropriate to track with your tracker and how the tracker might help in completing the goal.
3. What do you think might be some difficulties of using this tracker with your future students?

REFLECTION (INCLUDE IN YOUR ASSIGNMENT SUBMISSION)

Reflect upon your experience with this assignment. Some questions you might consider include: What more did you learn about the competency area? How did the assignment expand your knowledge? If you could do the assignment again, what would you do differently? How might the assignment be improved? How did giving you more control over the pace, time, place, goal, and path teach you more about using personalization in your future context? What kind of support do you think your students will need? How could you provide such support? Etc.

Be sure to submit your lesson outline(s) and answers to the questions for either 5.4 Choice Board Assignment #1, 5.6 Choice Board Assignment #2, or 5.9 Choice Board Assignment #3.

PERSONALIZED LEARNING #3 – PERSONALIZING ASSESSMENTS

OVERVIEW

This assignment is for all 373 students. Elementary education teachers can do this assignment as part of their practicum.

INSTRUCTIONS AND DELIVERABLES

Plan variable assessments for a standard your practicum teacher is teaching, or (if you are not in practicum) choose a standard you might teach someday. (You can use the same one you used for your module or choose a different one.)

Brainstorm on a google doc a list of possible ways to assess students in the following categories. (You may wish to consult with your practicum teacher.)

- Multiple choice test
- Essay test
- Creative Writing
- Presentation
- Project
- Observation
- Multimedia

Give the list to the students and ask them to choose their favorite type of assessment and why they like the one they chose. Invite them to add other kinds of assessment they might like to do. Include what you found out in the google doc. (If you are not in practicum, ask 10 peers what assessment they would choose and why. Ask them if there are other types of assessment they might enjoy and add them to your list.)

REFLECTION (INCLUDE IN YOUR ASSIGNMENT SUBMISSION)

Reflect on what you learned from this activity, considering the ideas below.

1. What did you learn about your students and teaching from the types of assessments the students (peers) chose?
2. What kinds of assessments did people add to your list? Why do you think you didn't include such choices in your original list?
3. What concerns do you have about allowing students to choose their assessments?

Submission: S**ubmit the URL for your Google doc to** 5.4 Choice Board Assignment #1, 5.6 Choice Board Assignment #2, or 5.9 Choice Board Assignment #3**. Make sure you have shared a link that allows your instructor to add comments.**

ONLINE INTERACTION ACTIVITIES

ONLINE INTERACTION #1 – ONLINE INTERACTION WITHOUT DISCUSSION BOARDS

OVERVIEW

This assignment is intended to help you think about ways to get your students to interact online without completing discussion boards. You will research some other methods of online interaction, and then create a lesson plan that uses one of these methods.

INSTRUCTIONS AND DELIVERABLES

Review Section 5.2.1 (Links to an external site.) of the Blended Teaching textbook. Research and/or brainstorm ways that you could use asynchronous communications tools such as blogs, wikis, VoiceThread, Flipgrid, Padlet, or social media in your classroom to allow students to communicate with each other. Create a lesson plan that uses one of these asynchronous tools. **Submit your lesson plan**, then answer the following questions:

1. Why did you choose to use this specific asynchronous tool? How does it help students meet your learning objective/standard?
2. What might be some challenges of using the tool? How would you plan to overcome such challenges?
3. What are the benefits of asynchronous communication in your lesson plan?

REFLECTION (INCLUDE IN YOUR ASSIGNMENT SUBMISSION)

Reflect upon your experience with this assignment. Some questions you might consider include: What more did you learn about the competency area? How did the assignment expand your knowledge? If you could do the assignment again, what would you do differently? How might the assignment be improved? How did giving you more control over the pace, time, place, goal, and path teach you more about using personalization in your future context? What kind of support do you think your students will need? How could you provide such support? Etc.

Be sure to submit your lesson outline(s) and answers to the questions for either 5.4 Choice Board Assignment #1, 5.6 Choice Board Assignment #2, or 5.9 Choice Board Assignment #3.

ONLINE INTERACTION #2 – SYNCHRONOUS TECHNOLOGY LESSON

OVERVIEW

This assignment is intended to help you research or brainstorm ways that you might want to use synchronous technology to bring guest lecturers, presenters, etc. into your class. You will create a lesson plan that allows students to interact with someone who is located outside of your school.

INSTRUCTIONS AND DELIVERABLES

There are many people that you could invite into your classroom to meet with students, such as experts, people with interesting stories, students from another school, community, state, or country officials, job experts, college administrators or professors, etc. For this assignment, we want you to get creative on who, how, and why you might invite someone to share their experiences or knowledge with your students. **Submit a lesson plan that includes this kind of online interaction**, then answer the following questions:

1. Why did you choose to invite this particular person to present to your class?
2. What might be some difficulties that arise from using this synchronous technology with your class? How would you plan for these difficulties? What would you do if they arise?
3. How might your lesson plan help foster 21st century skills such as the 4Cs, and/or prepare students for future successes in school, business, or family life?

REFLECTION (INCLUDE IN YOUR ASSIGNMENT SUBMISSION)

Reflect upon your experience with this assignment. Some questions you might consider include: What more did you learn about the competency area? How did the assignment expand your knowledge? If you could do the assignment again, what would you do differently? How might the assignment be improved? How did giving you more control over the pace, time, place, goal, and path teach you more about using personalization in your future context? What kind of support do you think your students will need? How could you provide such support? Etc.

Be sure to submit your lesson outline(s) and answers to the questions for either 5.4 Choice Board Assignment #1, 5.6 Choice Board Assignment #2, or 5.9 Choice Board Assignment #3**.**

ONLINE INTERACTION #3 – ONLINE INTERACTION PRACTICUM ASSIGNMENT

OVERVIEW

This assignment is intended for those students who are in practicum during UNIT 3. Alternatively, it could be completed by a student who is able to do some observations of a practicing teacher.

INSTRUCTIONS AND DELIVERABLES

Talk to your practicum teacher to find out what kind of lesson or standards they will be teaching in the next 2-3 weeks. Plan an online discussion for the upcoming lesson and share it with your teacher. Help your teacher use the online discussion to increase student participation. Submit answers to the following questions:

1. What was your discussion about? Provide an example of the content, structure, flow, and timing of the discussion.
2. How is the discussion meant to be used? Will it be used in class or at home? Is it a written discussion or a media discussion?
3. Briefly describe your practicum teacher's and students' experiences with the discussion. How did the teacher and the students feel about the discussion?

REFLECTION (INCLUDE IN YOUR ASSIGNMENT SUBMISSION)

Reflect upon your experience with this assignment. Some questions you might consider include: What more did you learn about the competency area? How did the assignment expand your knowledge? If you could do the assignment again, what would you do differently? How might the assignment be improved? How did giving you more control over the pace, time, place, goal, and path teach you more about using personalization in your future context? What kind of support do you think your students will need? How could you provide such support? Etc.

Be sure to submit your lesson outline(s) and answers to the questions for either 5.4 Choice Board Assignment #1, 5.6 Choice Board Assignment #2, or 5.9 Choice Board Assignment #3**.**

CHOICE BOARD SELECTION AND GOALS SURVEY

INSTRUCTIONS

This survey is meant to help you choose your goals for UNIT 5.

Throughout UNIT 5, we will be modeling some aspects of personalization for you by giving you some control over the path and pace of your learning. The following Choice Board has 12 activity options for you to choose from for UNIT 5. This will provide you with the opportunity to personalize time, place, pace, path, and goals.

- You will choose three activities to complete in four weeks.
- You will set a completion goal for each of the three activities that you select.
- Look at the board provided and decide which activities best align with your learning goals for this course and your future.
- Use the questions on this survey to select your Choice Board Assignments for 5.4 Choice Board Assignment #1, 5.6 Choice Board Assignment #2, and 5.9 Choice Board Assignment #3 as well as their due dates. Click on the link in each cell to learn more about the assignment.

QUESTION 1

First, select three different activities from the Choice Board above that you will complete during UNIT 5.

ElEd/ECE students are required to select DP1 and Secondary Education students are required to select DP2.

Second, set Goals for the due dates you want to aim for with your choices. **You should select one assignment to be due on each of the dates available. You may complete assignments early!**

Course late work policy will be applied to dates you select. Date goals can be adjusted by negotiation with the course instructor only before the date has passed.

Activity	Due Date
	Thursday of Week 11 at Midnight
	Thursday of Week 12 at Midnight
	Thursday of Week 13 at Midnight

***NOTE**: In the LMS this question is set up as a matching question. All of the activities are listed as options for the activity blanks, and each of the three dates is listed as options in the date column. Students can choose the same due date multiple times if they want.

QUESTION 2

In 1-2 paragraphs briefly explain your goals for UNIT 5.

What do you hope to learn? What do you want to be able to do by the end of the unit? When will you complete each of the options you have selected? Are you hoping to complete the assignments to get a good grade, or are you mainly interested in creating something you can use in your future career?

CHOICE BOARD SUBMISSION & RUBRIC

INSTRUCTIONS

For this assignment, you will submit the screenshots/Google Doc/question responses etc. that are required of the choice board assignment you chose for **Choice #1** on the 5.2 Choice Board & Goals survey.

Please make sure that you include the ID of the activity that you chose as well as your due date at the top of the required reflection for each choice.

RUBRIC AND GRADING

PERSONALIZED LEARNING CHOICE BOARD ASSIGNMENT

Criteria	Ratings		Points
Assignment Submission Assignment is submitted online and illustrates completion of all assignment activities.	20 points Full Marks	0 points No Marks	20
Reflection of Assignment Reflect upon your experience with this assignment. Some questions you might consider include: What more did you learn about the competency area? How did the assignment expand your knowledge? If you could do the assignment again, what would you do differently? How might the assignment be improved? How did giving you more control over the pace, time, place, goal, and path teach you more about using personalization in your future context? What kind of support do you think your students will need? How could you provide such support? Etc.	5 points Full Marks	0 points No Marks	5
Total Points			25

WEEKLY SELF-REPORT

INSTRUCTIONS

Complete the following survey and answer the question when you are done. Be sure to hit the submit button at the bottom of the survey before you complete the quiz question.

IDENTIFYING INFORMATION

Email:

First Name:

Last Name:

Course Section:

- Section 001 (Instructor A)
- Section 002 (Instructor B)
- Section 003 (Instructor C)
- Section 004 (Instructor D)
- Section 005 (Instructor E)
- Section 006 (Instructor F)

LEARNING EXPERIENCE

Rate This Week's Learning Experience on a scale from 1-10 (1=lousy and 10=excellent).

PERSONAL EFFORT

Rate your personal effort for this week on a scale form 1-10 (1=lousy and 10=excellent).

TIME SPENT

How much time (IN HOURS) did you spend in the coursework this week? (Include BOTH ONLINE AND IN-PERSON/ZOOM class time in your calculation.)

FEEDBACK

Describe the most useful thing you learned this week. Provide a specific suggestion for how the assignment might be improved.

SELF-REGULATION RATING

Rate how you did you on your self-regulation goal this week (on a scale 1=lousy to 10=excellent).

SELF-REGULATION GOALS

SELF-REGULATION consists of gaining skills in these areas: (1) goal setting, (2) environment structuring, (3) task strategies, (4) time management, (5) help-seeking, and (6) self-evaluation. Review the self-regulation goal you made at the beginning of this semester. Share one specific thing you have done this week to work on your self-regulation skills. How successful were you? What could you change to be more successful? Do you need to change your goal? If so, what is your new goal?