

# Noticing Learner Agency – Observable Shifts in Student Roles

## FROM

## TO

Students avoid mistakes	_____	Students reflect on and learn from mistakes
Teacher is seen as the sole expert on what students know	_____	Student expertise is known and valued by peers
Students avoid cognitive struggle	_____	Students value generative struggle and confusion
Teacher uses goals and criteria	_____	Teacher and students use goals and criteria
Students emphasize the correctness of responses	_____	Students highlight their emerging understanding
Students complete assignments	_____	Students set academic and personal goals
Students rely on grades for motivation	_____	Students internalize criteria to support learning
Students regard learning as a private activity	_____	Students engage in feedback with peers to contribute to and benefit from the learning of others
Students offer non-specific or overly prescriptive feedback to peers	_____	Students offer feedback that scaffolds learning for peers
Feedback is seen as a final step in a learning process	_____	Students engage with feedback to further learning

## FROM

Students are dependent on teacher to carry cognitive load of task

Students unsure how to tackle new problems

Students keep what they don't know private

Students are hesitant to share their ideas

Students don't feel like they have a say

Students play it safe

Students give up quickly

Students see learning as an independent activity

Students do not let others know when they are confused about an idea or concept

Teachers respond to evidence

## TO

Students carry most of the cognitive load of task

Students adapt learning strategies when needed

Students ask questions of themselves, the teacher, and others

Students give thoughtful and extended responses

Students feel comfortable making suggestions and choosing ways to enhance their own learning

Students take risks in learning

Students persevere in their learning

Students value learning with and from peers

Students seek out support from peers or others when they are confused about an idea or concept

Teachers and students respond to evidence