

What are some ways to **empower learners** with **choice**?

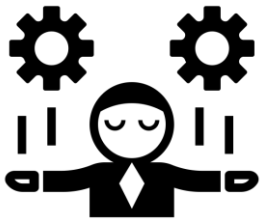
CHOICE BOARDS and HYPERDOCS



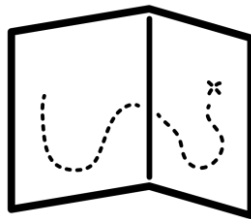
We can use digital technology to support learner agency as they make choices over how, when and where to learn.

As they expand their power over their own learning, learners will enhance their ability to make choices over the what and the why.

Some ways digital technology can start to support learner agency are by providing choices over these three elements:



Pace

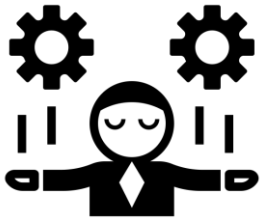


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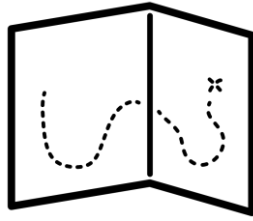


Time & Place





Pace



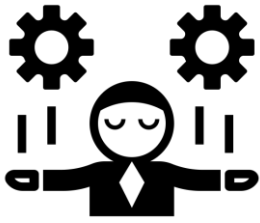
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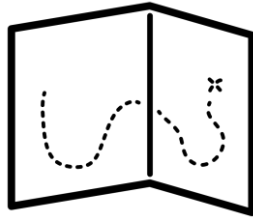
Time & Place

Facilitators leverage digital technology and online learning to give learners flexibility over the rate and pace at which they learn.





Pace



Path

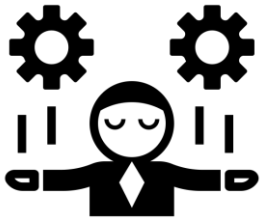


Time & Place

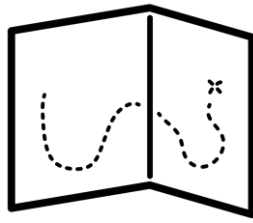
Digitally-enhanced and online learning spaces provide learners with opportunities to make decisions about how to learn or how to demonstrate learning.

Empowering learner voice and choice over what materials they access or how they complete assessments can increase learner autonomy in a way that is manageable for learners.





Pace



Path



Time & Place

Digitally enhanced and online learning means learning can happen anywhere and at any time.

Facilitators and learners can be in the same bricks-and-mortar spaces or at a distance from each other.

Having access to online learning materials, especially environments that provide feedback, provides learners with choice over when to learn.



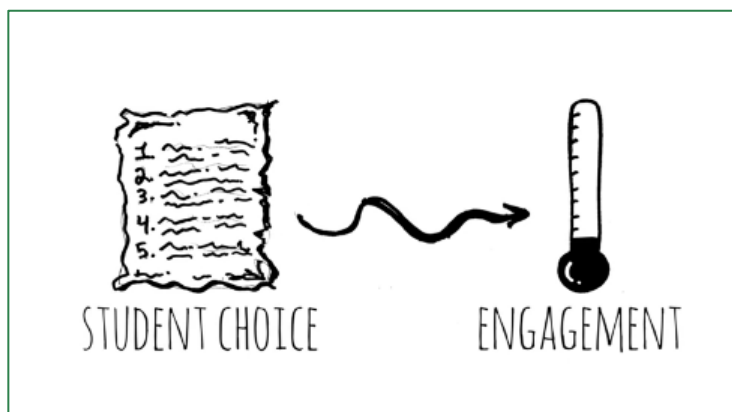
Here's a short video that outlines some other ways teachers provide opportunities for learners to make choices over what, where, when and how they learn.

Route Strategies Resources Materials
Topics Themes Questions
Format Scaffold Pace Self-assessment
Manage projects Choose audience

10 Ways to Empower Students With Choice

By John Spencer

<https://youtu.be/L08wNizulOY>



Read more here

spencerauthor.com/empowerment-shifts





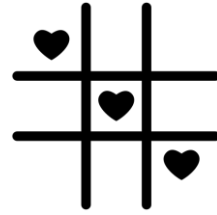
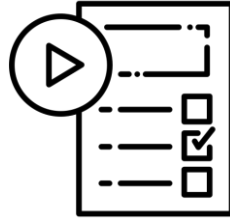
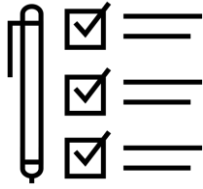
Did you watch the video, read the video transcript or read the article?

One way to provide choice is to find learning materials that use different input.

Would you like to learn more about how teachers provide learner choice by

- [watching a video?](#)
- [listening to a podcast?](#)
(10:00 – 14:05 – K-12)
- [reading an article?](#)



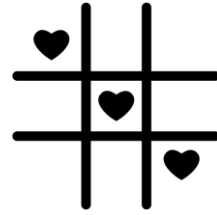
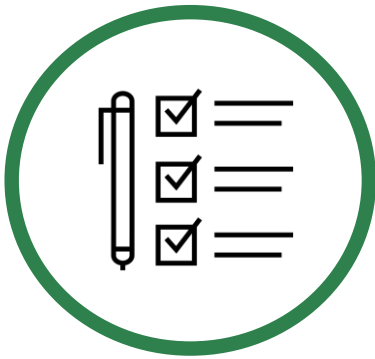


One way to provide this choice, as we did here, is to create a document with links.

Other ways to create choice documents are

- [Checklists](#)
- [Playlists](#)
- [Choice Boards](#)
- [HyperDocs](#)





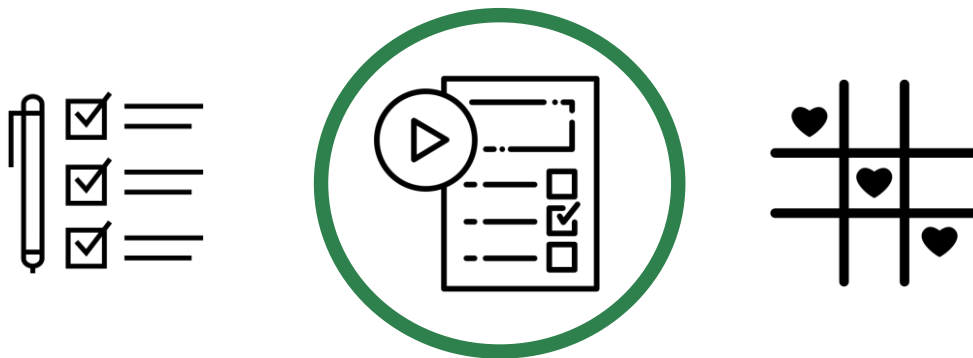
Checklists are lists of activities for a learner to complete where the teacher controls at least some of the activities. Learners are told which tasks to complete, but the order and amount of time they take on each one is up to them.

[Daily Checklist Template](#) (make a copy*)

[Weekly Checklist Template](#) (make a copy*)

*You will be asked to sign in to a Google account and given the option to make a copy of the document that you can edit. The copy will be saved in your Drive.





Playlists involve a combination of whole group learning, face-to-face opportunities, and online learning, as well as individual, collaborative, and even small group learning. Similar to a [checklist](#), playlists have activities to complete but generally involve more of the learning cycle.

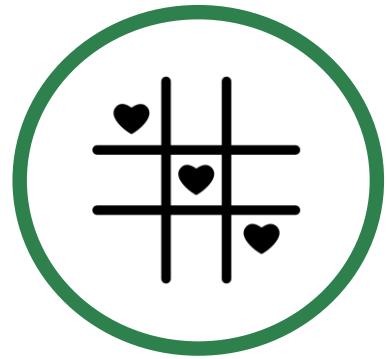
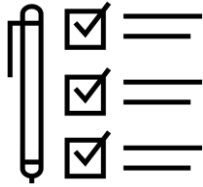
[Using Playlists to Differentiate Instruction](#)

from the Cult of Pedagogy – podcast and article

[Playlists: A Path to Personalizing Learning](#)

plus a sample playlist for writing an argumentative essay





In **Choice Boards**, activities are organized in a grid, often like a tic-tac-toe board or a bingo board. Learners make choices about which activities they do and mark them on the grid as they finish.

[A Choice Board about Learner Agency](#)

from the [Educator Network](#) Blended Learning course

Samples that [Educator Network](#) participants found interesting:

[Reading Choice Board: Story Elements](#) (PDF)

[7 Choice Board samples for remote learning](#)

[Digital Media Design Student Choice Board](#)





A **HyperDoc** is a digital document—such as a Google Doc—where all components of a learning cycle have been pulled together into one central hub. Within a single document, students are provided with hyperlinks to all of the resources they need to complete that learning cycle.

The [Basic HyperDoc Lesson Plan Template](#) from [HyperDocs Templates for Getting Started](#) nicely illustrates how a lesson cycle can be incorporated into a hyperdoc.

This podcast and article from the Cult of Pedagogy describes some interesting ways that [HyperDocs Can Transform Your Teaching](#).





Some educators differentiate between “a doc with links” that allows learners to choose web resources and a HyperDoc where facilitators create a lesson that includes reflection, practice, and creation activities as well as exposure to new information and ideas within the document.

The table on the next page explains the difference between a HyperDoc and a doc with links.



HyperDoc	Doc with links
<p>Participants collaborate through links embedded in the doc and/or through sharing before, during or after the activity.</p>	<p>Participants click on links to get to a specific sites.</p>
<p>Participants create something within the doc or through a link embedded in the doc that allows them to “show what they know”.</p>	<p>Participants are making meaning by being exposed to new information and ideas but do not create within the doc.</p>
<p>Participants reflect upon their learning and engage in a process that allows them to apply what they have learned.</p>	<p>Participants are consuming information but are not guided to reflect.</p>
<p>Participants connect what they have learned to other subject areas, topics and may have an opportunity to apply what they have learned in a real-world context.</p>	<p>Participants are not connecting new and previous knowledge in explicit ways and are not putting what they have learned into practice.</p>

See an example of an interactive HyperDoc
hyperdocs.alphaplus.ca/hyperdocs-for-learners





We can provide choice in simple ways by allowing learners agency over the pace, time and place of learning.

We can create a doc with links, a full HyperDoc or something in between—depending on the needs of the learners and our own capacity for prep time—that gives learners agency over a learning pathway.

Being creative and finding engaging options for learners to explore and develop their own “personal sense of wonder” while learning inspires teachers and learners alike.





Of course, creating even a simple “doc with links” adds to the time it takes to prepare lessons. For example, it can be time consuming to find similar resources with differing modes of input.

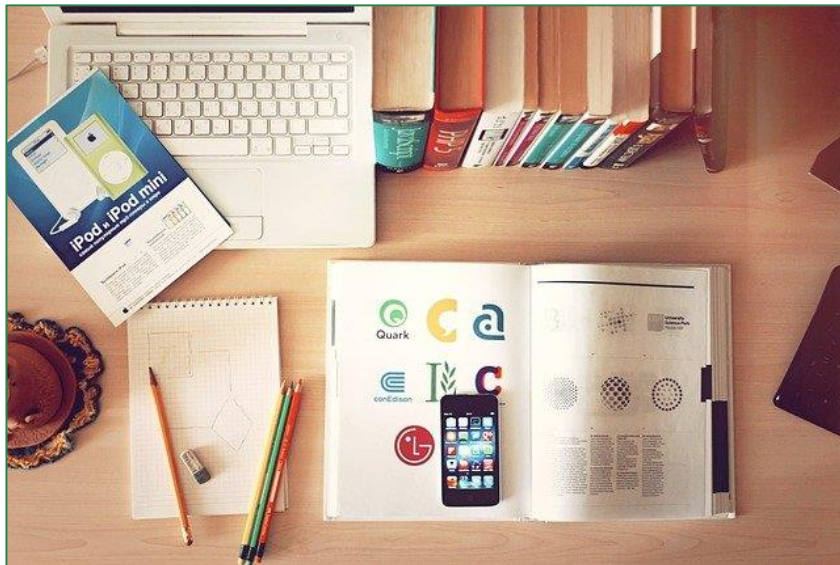
There are samples and templates on the internet but finding content and planning learning pathways to meet the needs of specific learners takes time, research and careful thought.





To help practitioners who are exploring the use of HyperDocs to enhance learner agency, AlphaPlus has created a website dedicated to the creation and use of HyperDocs in adult literacy where you will find tips and examples.

[From binders to HyperDocs](#)



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