

Let's add meaningful choice

Use this table to investigate where you can add in motivational choice to your lesson(s), unit(s) or learning environment.

1. Review the 10 prompts for choice in the left column and identify the one(s) you want to explore.
2. Read the related goal/objective examples and learning environment examples to the right of those prompts.
3. Consider/discuss who you might use that type of choice in your lesson/learning environment.

Prompts for choice ¹	Sample lesson goal/objective OR Environment focus	Examples of autonomy-enhancing choices for the learning environment
These choices will help students find relevance in the task through an emotional and/or personal connection (e.g., hobby, interest).	Students will be able to correctly align specific terms in physics to everyday activities.	Example: Connecting students who skateboard to concepts in physics (e.g., this video).
These choices will help students see how their values (e.g., personal priorities) and goals connect to the task or skill.	Students will be able to correctly align specific terms in physics to everyday activities.	Example: Connecting students who want to learn how to Ollie connect that to physics (e.g., this video).
Special note: Relevance as it relates to the lives of students always outweighs amount of choice		

¹ Katz, I., & Assor, A. (2006). When choice motivates and when it does not. *Educational Psychology Review*, 19, 429-442. <https://doi.org/10-1007/s10648-006-9027-y>



Prompts for choice ²	Sample lesson goal/objective OR Environment focus	Examples of autonomy-enhancing choices for the learning environment
These choices will allow students to use preferences that align with the goal or objective (e.g., how to allocate their time, what resources to use, whether to partner or not).	Environment: consistent expectations around individual, partner, and group work.	Example: Students can choose to work alone, with a partner or in a small group to accomplish a defined task.
These non-instructional choice ideas will build autonomy (e.g., choosing an icon or figure to represent them during a game, naming an object their group or class creates).	Environment: classroom jobs are meaningful, accessible to all learners, and are part of the day-to-day classroom culture.	Example: Choosing from a list of classroom jobs or individualizing digital settings (e.g., background color).
These choices will offer an opportunity for students to discover their own desires or preferences.	Students will be able to identify three outcomes of the industrial age that still impact us today.	Example: Providing a list of books that align with student interests in some ways, but will introduce them to new concepts.
Special note: Relevance as it relates to the lives of students always outweighs amount of choice		

² Katz, I., & Assor, A. (2006). When choice motivates and when it does not. *Educational Psychology Review*, 19, 429-442. <https://doi.org/10-1007/s10648-006-9027-y>



Prompts for choice ³	Sample lesson goal/objective OR Environment focus	Examples of competence-enhancing choices for the learning environment
Choices are clear and straightforward so students can make meaningful and satisfying decisions.	Environment: Choices are listed on the board or on the lesson posted in the LMS.	Example: Listing the choices
These choices will help students focus on the process rather than on their abilities.	Students will utilize three processes to discover the process they will use for the remainder of the project.	Example: Students are in the midst of a long-term project. For this class period, their choices help them focus on next steps within the project.
These choices will promote social and collaborative learning. ⁴	Environment: group roles and expectations are clearly defined and posted.	Example: Students are required to work with others. They can choose their roles or choose their group according to topic preference.
Special note: When the choices provided lead to cognitive overload (the choices are confusing or too complex), students are more likely to put off decision-making, choose the default option, or they might not opt to choose.		

³ Katz, I., & Assor, A. (2006). When choice motivates and when it does not. *Educational Psychology Review*, 19, 429-442. <https://doi.org/10-1007/s10648-006-9027-y>

⁴ See: <https://lifestyle.howstuffworks.com/family/parenting/parenting-tips/zone-proximal2.htm>



Prompts for choice ⁵	Sample lesson goal/objective OR Environment focus	Examples of relatedness-enhancing choices for the learning environment
These choices will allow learners from all cultures to meaningfully participate. ⁶	Environment: you have a process students can follow to find quality information about their culture(s).	Example: You recognize that the world history text has no mention of cultures represented in your classroom. Across your units, you progressively help students learn how to find information about their culture and weave what they discover into the lessons.
These choices will help students focus and reflect on what will help them learn.	Environment: You and your students maintain a word wall of coping mechanisms.	Example: Maintaining a list of preferred coping skills that students are taught how to use.
Special note: The cultures represented in your classroom will span across individualism and collectivism. Choices offered need to reflect that range versus attempting to determine where students are on that wide and vast spectrum. ⁷		

⁵ Katz, I., & Assor, A. (2006). When choice motivates and when it does not. *Educational Psychology Review*, 19, 429-442. <https://doi.org/10-1007/s10648-006-9027-y>

⁶ Nalipay, M. J. N., King, R. B., & Cai, Y. (2020). Autonomy is equally important across East and West: Testing the cross-cultural universality of self-determination theory. *Journal of Adolescence*, 78, 67-72. <https://DOI.org/10.1016/j.adolescence.2019.12.009>

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