

# Self-Determination Theory-Based Curriculum Development

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# PRIORITIES FOR DEMOCRATIC, LEARNER-CENTERED/ CONSTRUCTIVIST-BA SED CURRICULUM DEVELOPMENT

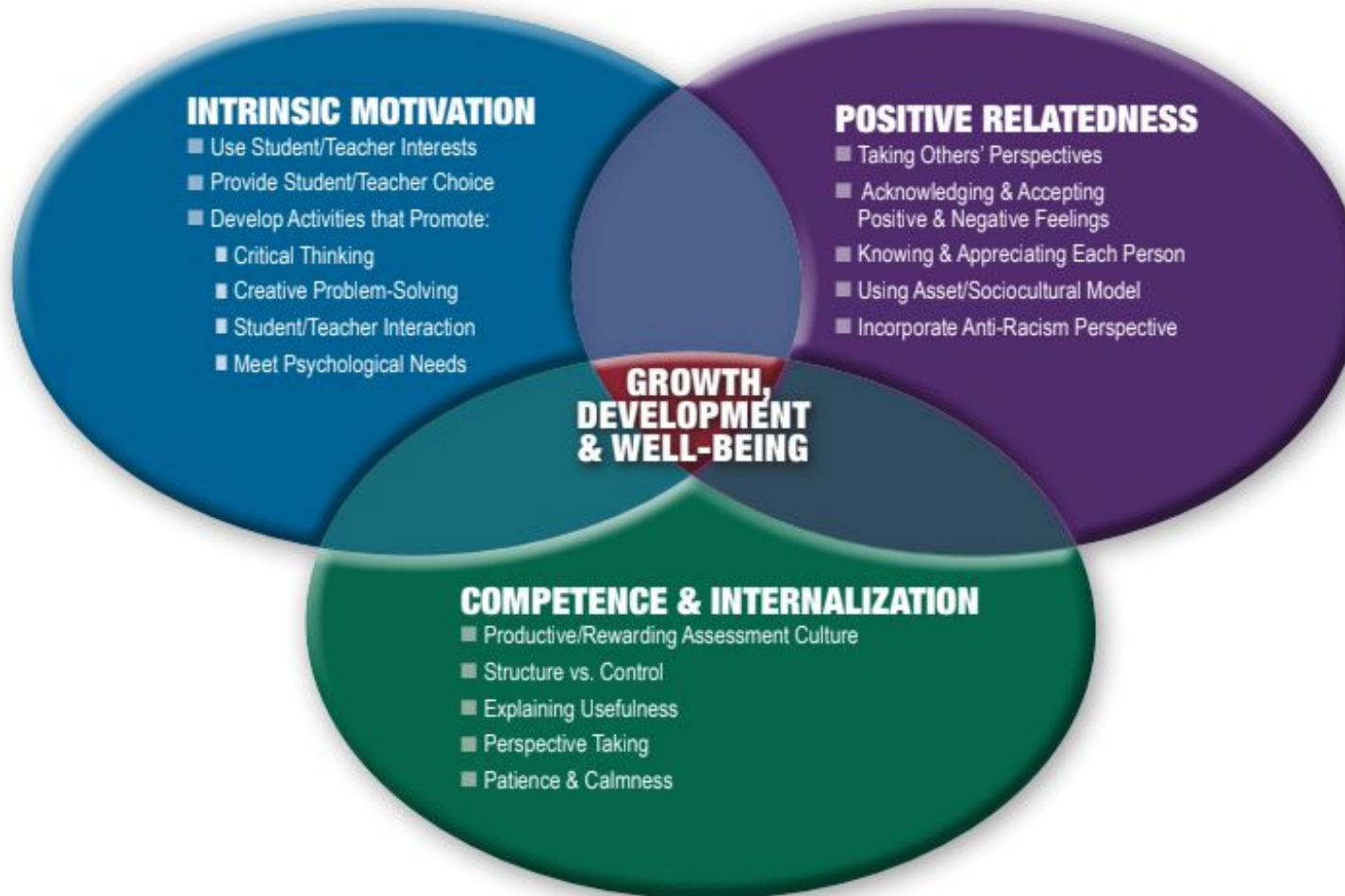
1. Significant Learning
2. Autonomy
3. Critical Thinking
4. Self Actualization
5. Self-Directed Learning/Student Agency
6. Responsible Decision-Making/Choice
7. Learning Enjoyment
8. Learning Styles
9. Value & Goal Clarification
10. Competence
11. Survival Skills
12. Authentic Assessment
13. Application to the Real World
14. Citizenship Development
15. Intrinsic Motivation
16. Student-Teacher Positive Relationships
17. Structure vs. Control
18. Student Interaction
19. Community Resource Utilization

**SOCIAL JUSTICE**  
**ISSUES FACING**  
**STUDENTS,**  
**Especially for Those**  
**WHO LIVE IN**  
**CONCENTRATED**  
**POVERTY**  
**CONDITIONS**

1. Crime
2. Violence
3. Inadequate Housing
4. Lead Poisoning
5. Health Care
6. Hunger & Nutrition
7. Obesity
8. Unemployment
9. Parenting
10. Racism
11. Racially Segregated Schools
12. Education
13. Teen Pregnancy Rates
14. Pre-Natal Care
15. Loneliness
16. Social Media

# Ryan/Deci Self-Determination Model

**IF WE DESIRE STUDENTS TO SIGNIFICANTLY GROW AND DEVELOP, TEACHERS, ADMINISTRATORS AND EDUCATION POLICY-MAKERS MUST USE THIS MIND-SET, BASED ON SELF-DETERMINATION THEORY AND RESEARCH**



# 21<sup>st</sup> CENTURY LEARNING SKILLS

(The Global Achievement Gap: Tony Wagner)

1. Critical Thinking and Creative Problem Solving
2. Collaboration Across Networks and Leading by Influence
3. Agility and Adaptability & Willingness to Compromise
4. Initiative and Entrepreneurialism
5. Effective Oral and Written Communication
6. Assessing and Analyzing Information
7. Curiosity and Imagination

# WHO CAN USE THIS CURRICULUM DEVELOPMENT PROCESS?

Teacher

Teacher & Individual Student

Teacher & Students

Subject

Advisory Teams & Individuals

Individual Teachers

Students & Individual Projects

Teacher & Small Group

Interdisciplinary Teams

# HOW DOES THE CURRICULUM DEVELOPMENT PROCESS FIT?

1. Mandated Curriculum (Local, State, Common Core)
2. Student Needs/Problem/Interests
3. Curricular Concepts
4. Themes
5. Enrichment
6. Electives
7. Interdisciplinary
8. Independent Study
9. Response to local/national psycho-social issues
10. Senior Projects and Performance-Based Assessment Projects
11. Parent/Community courses

## STEP # 1

# THINKING OF POSSIBLE LEARNER-CENTERED TOPICS

Brainstorm a list of issues, topics, themes, problems, concerns that you think students would like to learn about.

Don't limit your thinking by eliminating suggestions that you might normally not relate to your given subject area. ( For example: Football and gambling have direct connections to mathematics.)



# STEP # 2

## SELECTING THE TOPIC

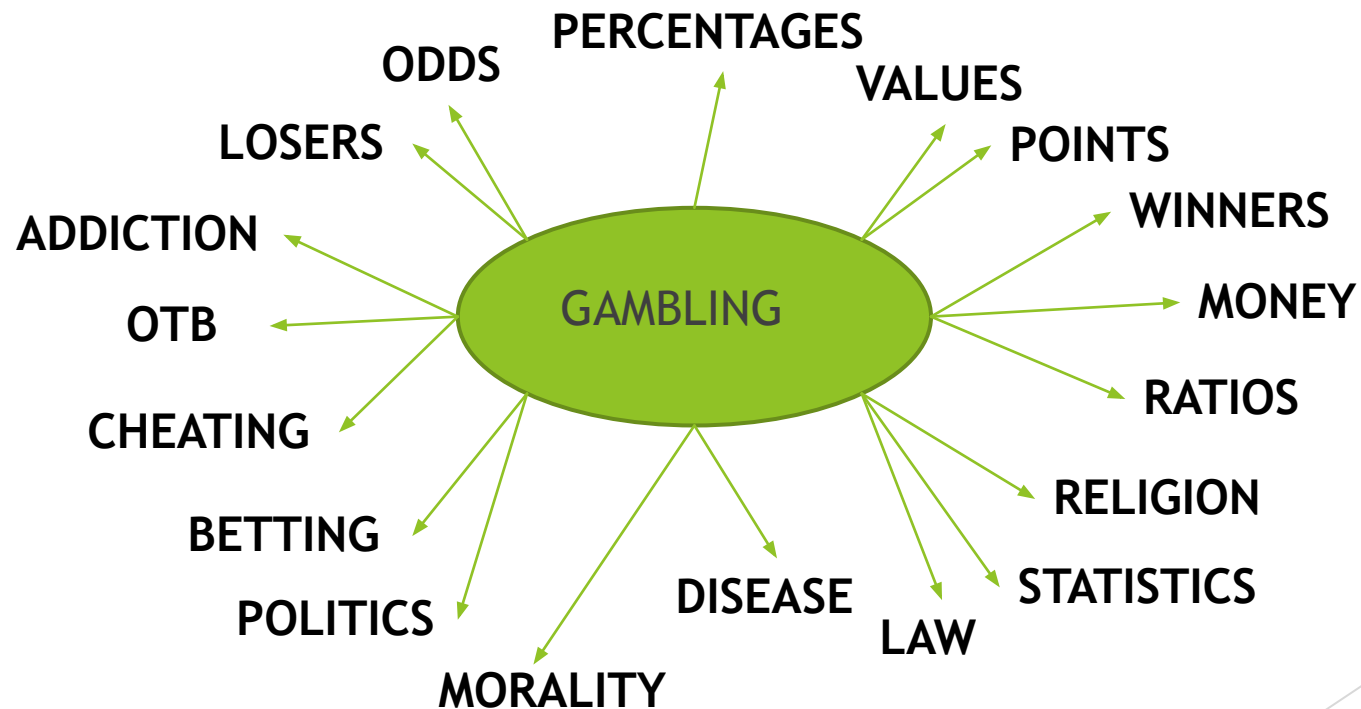
Use the following criteria or develop your own.

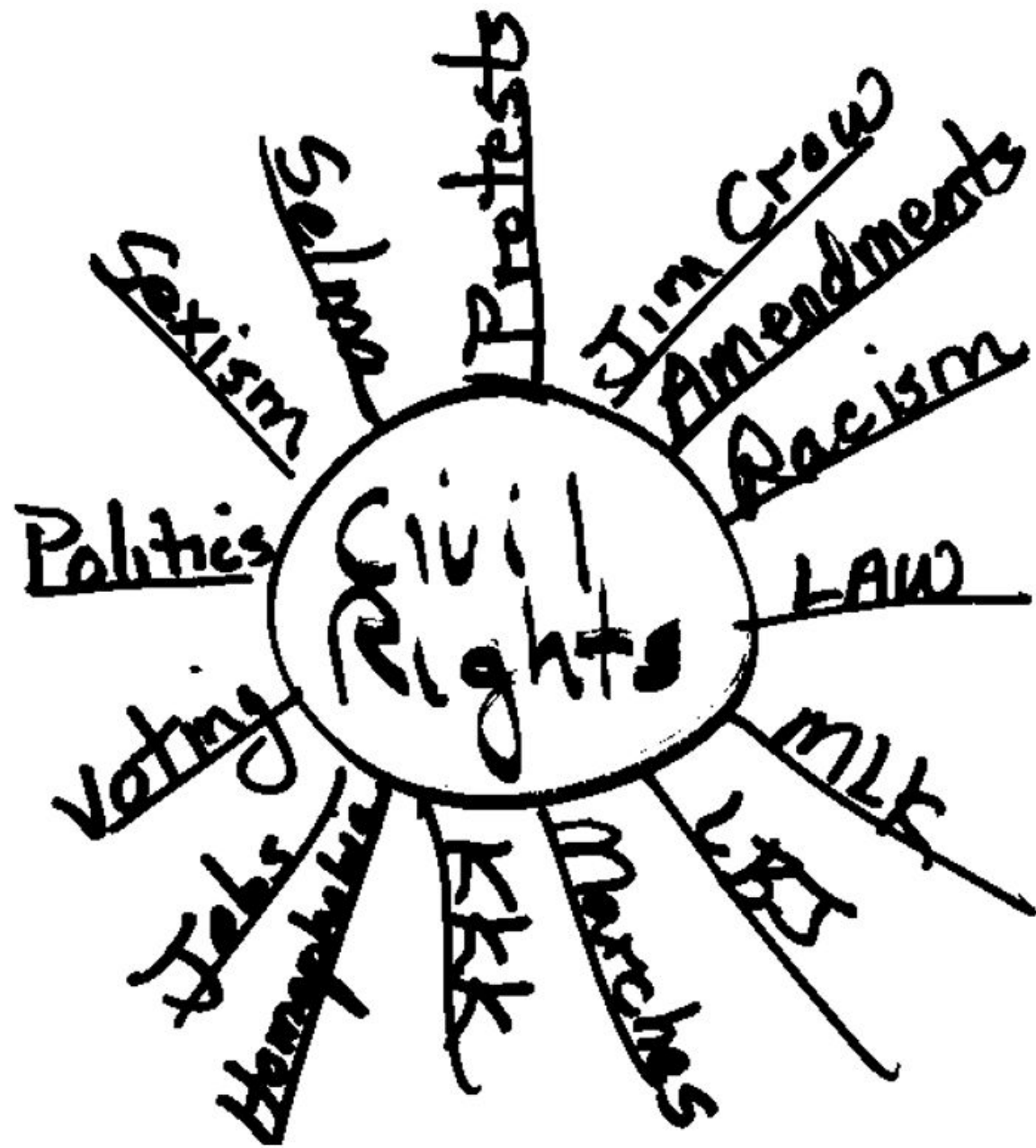
1. Is it a burning issue with students; something that really concerns or interests them? Do students see the topic as important?
2. Will learning about this topic help students to develop better insights about themselves, their values and their goals?
3. Will exploring this topic help to make students better citizens?
4. Will learning about this topic help students to develop a deeper understanding of the world they live in?
5. Will learning about this topic help to make students better decision-makers and problem-solvers?
6. Will exploring this topic help students develop skills in reading, writing, being creative and thinking critically?

## STEP # 3

### DEVELOPING A FLOW CHART

Brainstorm all the issues, problems, sub-topics, ideas, concerns & feelings related to the chosen topic. Discover the range of creative possibilities and interdisciplinary relationships.





## STEP # 4

# CONSTRUCTING A QUESTION CENSUS

Create a list of questions that would be important for gaining understanding of the topic and selected sub-topics, using the three levels of questions, described below. Include student and teacher perceived needs.

1. VALUE: Usually begins with “should,” “would,” or “choose.” Ex.  
“Should the U.S. invade other countries to meet our needs for oil?”

1. CONCEPT: Usually begins with “how,” “why,” “what if,” “compare.”  
Ex. “What would happen if our country did not have any oil?”

1. FACT: Usually begin with “who,” “what,” “where.”  
Ex. “Who invented the solar panel?”

### LEVELS OF QUESTIONING

# STEP # 5

## IDENTIFYING POSSIBLE RESOURCES

Use the following categories to assist with brainstorming all the possible resources that could be used to help students gain answers to the census questions.

- A. READINGS: novels & non-fiction, short stories, magazine articles, poetry, etc.
- B. AUDIO-VISUALS: movies, tv programs, documentaries, YouTube, music, etc.
- C. FIELD-TRIPS: museums, parks, agencies, organizations, businesses, displays, workshops, lectures, libraries, colleges, etc.
- D. PEOPLE: parents, students, teachers, community leaders, local heroes, business people, entertainers, “on-line” interviews, etc.
- E. MANIPULATIVE DEVICES: learning games, computer-assisted instruction, science apparatus, plants, animals, art supplies, junk, video recording technology, cell phones, etc.

## STEP # 6

# DEVELOPING EXPERIENTIAL/CONSTRUCTIVIST-BASED ACTIVITIES

Using the list of suggested teaching/learning strategies, below, develop activities that will help students explore answers to the census questions you have agreed upon, as critical.

### SUGGESTED TEACHING/LEARNING STRATEGIES:

Opening Motivating Activity

Personal Experiences

Value Clarification

Moral Dilemmas

Individual Projects (Book reports, Topic Research, Experiments, Interviews, Play writing, Pod cast, etc.)

Problem Solving

Doing/Building

Movement

Games

Manipulative equipment

Experiments

Creativity

Fantasy

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Creative proposals for Social Issues

Interviews

Public Surveys & analysis

Senior Citizens as resources

Pod-casts

Choice of book & application report

Dramatic reading

Skit creation & performance

Poetry/song creation

Student led field trip

Creative art presentation

Art critique

Debate

Hosting a guest speaker

## STEP # 7

# CREATING a MATRIX for CURRICULAR ALIGNMENT and SHARING

- List the three most important goals you have for students to learn this year as #s 1, 2 and 3 down the vertical side of the matrix, below,
- Add objectives that might be derived from the key questions you developed for the unit,
- Add “imposed” objectives you are required to teach,
- Add additional objectives that you believe are important for your students growth & development.
- On the horizontal axis of the matrix, below, insert a title for each activity you have developed for the unit.

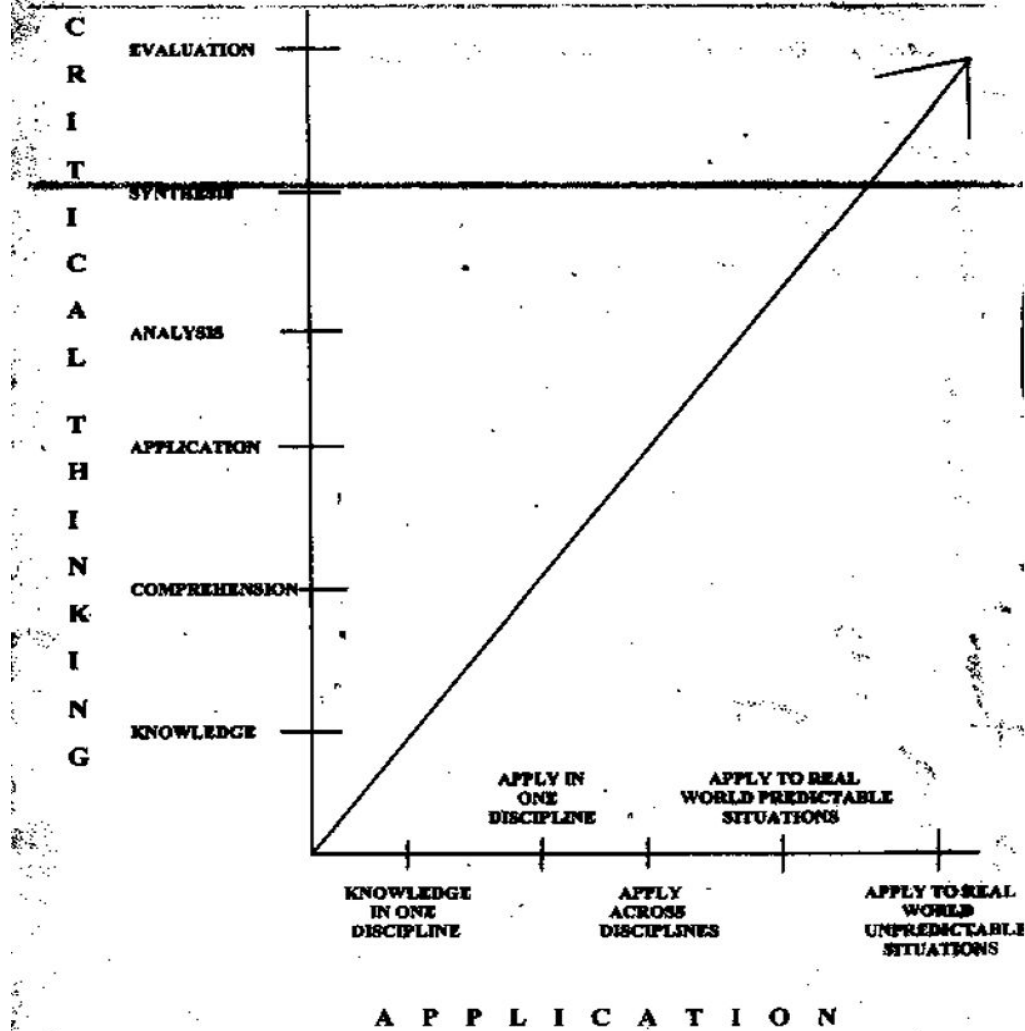


## STEP # 7

# MATCHING & ALIGNING ACTIVITIES TO OBJECTIVES

Activities/ Objectives	Artistic Model	Research Project	Mock Trial	Neighborhood Survey	Social Action Project	Etc.
Artistic Expression						
Distinguishing Fact vs. Opinion						
Persuasive Writing						
Creative Problem- Solving						
Empathy Development						

## RIGOR AND RELEVANCE FRAMEWORK



# STEP # 8

## MAKING CURRICULUM REVISIONS

1. **Examine the “Objectives/Activity” matrix for patterns.**
  - ▶ Are there limited activities that meet certain objectives?
  - ▶ Are there activities that do not adequately meet specific objectives?
2. **Add new activities or modify existing activities to meet unmet objectives.**
3. **Create new objectives for those activities that do not match specific activities, thus exceeding the local, Regents or Common Core objectives.**

# STEP # 9

## SEQUENCING THE UNIT

Make decisions regarding the length of the unit and for what order the activities should take place.

- Decisions by teacher team:
- Decisions by individual teachers:
- Decisions by teacher & students:
- Decisions by individual students:

### Decision Issue Examples:

- If more than one activity meets an objective, should students have a choice of activities?
- Is it ok for teachers to cross disciplines & teach subject areas other than their own?
- How should students be evaluated?

## STEP # 10

# STRUCTURING THE UNIT TO FACILITATE EFFECTIVE TEACHING AND LEARNING

Engaging in critical decision-making to further help students grow & develop through this unit of study.

**What classroom organization and structure will best facilitate learning and teaching through this unit of study?**

- Learning Centers
- Individual Study Centers
- Conventional theater-style seating
- Project tables
- Large circle
- Room dividers
- Storage needs

**What are the requirements, activities and objectives for all students? Are there choices?**

**What methods of evaluation will work best?**

- Conventional grades
- Narratives
- Learning contracts
- Peer evaluations
- Student-teacher conferences
- Rubrics/rating scales
- Consumer satisfaction surveys
- Pass/Fail
- Portfolios
- Performance-based Assessment Projects
- Committee Assessed Presentations
- Multiple measures?
- Public Demonstrations

# STUDENT or TEACHER SELF-EVALUATION EXAMPLE

1. Describe something that you did, as part of this unit of study, that you're proud of?
2. What was the most interesting part of this unit of study for you? Explain why.
3. Describe a new insight you've gained about yourself, as a result of your involvement in this unit of study.
4. If you had to study this same unit again, what would you do differently?
5. As a result of your involvement in this unit of study, what is a new or improved skill you've developed?
6. As a result of your involvement in this unit of study, what would you like to learn more about or get better at?
7. Is there a book you'd like to read or a movie that you'd like to see, as a result of your involvement in this unit of study?
8. When we started this unit, what were your goals? How did you do?
9. Who can you get help from concerning problems you studied about in this unit?
10. What would you like our country to do differently regarding the issues and problems you studied in this unit?