Is this learning experience structured to prioritize learner agency?

As you design your lesson, space, activity, or project, think about the below factors. Are you making any sacrifices or trade offs? Which aspects are the most central to your hopes for this experience?

- [ ] Is there a way for individual learners to define their own goals for their work?
- [ ] Is there a process for individual learners to express their goals for their work to themselves and/or others?
- [ ] Is there an intentional balance between instruction and construction time in the overall scope of the learning challenge?
- [ ] Are learners free to personalize their work in some way, perhaps based on an individual interest or passion?
- [ ] Are there multiple pathways available to learners in the pursuit of their individual goals?
- [ ] Is there a plan to introduce or suggest a few of the possible pathways learners might want to consider?
- [ ] Is there room to deviate from the suggested possible pathways? What sorts of tools, perspectives, or prompts could you offer to inspire appropriate divergent t?
- [ ] Do the possibilities and prompts offered fit within a vision for an overall learning challenge that is appropriate to the experience and abilities of your learners?
- [ ] Can the product of the learning experience look many different ways?
- [ ] Can the product of the learning experience be "in progress" at the end of the experience?
- [ ] Are learners supported in deviating from their original goals in the event they find a better goal? Are they encouraged to instead persist in their original goal if that is more appropriate?
- [ ] Is tinkering, debugging, revising, and abandoning pieces and parts of work allowed and celebrated in the context of learning?
- [ ] Does the experience provide resources that support the learners in pursuit of their individualized goals?
- [ ] Is the choice of resources intentional in its range, timing, formats, and complexity?
- [ ] Are the learners in consistent communication with other learners?
- [ ] Are learners encouraged to look at other learners' work with a critical and celebratory eye?
- [ ] Are connections between learners made, cultivated, and maintained through an intentional fostering of positive human interactions in the learning space and/or online networks?
- [ ] Are learners presented with frequent and thoughtful opportunities to reflect on their progress?
- [ ] Are the structures for reflection respectful of various modes of cognitive and emotional growth?
- [ ] Are reflections able to be shared with the larger learner community?
- [ ] Do learners have freedom of movement?
- [ ] Do you feel happy when learners show their true selves in the learning community?
- [ ] Do you encourage free expression tempered by careful thought? What structures are in place to support this?
- [ ] How much room is there for nonconformity in this experience? What would that look like? How would you respond?
- [ ] Does the idea of this experience excite you?

- [ ] Do you think this experience will be exciting for learners?
- [ ] Does the environment of this experience intentionally acknowledge the equal importance of each learner?
- [ ] Is the experience grounded in an understanding of anti-colonial, critical, and/or feminist pedagogy?
- [ ] Is the experience compatible with and driven by a deep caring for the well-being and growth of learners?
- [ ] Do I think this experience is meaningful?

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