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ENG 616 Research Seminar

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Annotated Works Consulted

Blaschke, Lisa Marie. "Heutagogy and Lifelong Learning: A Review of Heutagogical Practice and Self-Determined Learning." *The International Review of Research in Open and Distance Learning* 13.1 (January 2013): n.p. Web. 27 Feb. 2014.

Heutagogy is not a new term, but it seems to be gaining a bit more traction in educational circles in the last few months. The idea of heutagogy stems originally from work with adult learners, theorizing that autonomy and choice have a powerful connection to learning motivation. Heutagogy is the approach that self-determined learning becomes a model for how teachers structure learning experiences for students.

Blumengarten, Jerry. "Self Determined Learning, Genius Hour, 20% Time." *Cybrary Man's Educational Websites*. 2014. Web. 27 February 2014.

Jerry Blumengarten's site is an online clearinghouse of digital resources for teaching using 2.0 technologies. In particular, his page on SDL, Genius Hour, and 20% Time projects is a collection of all the current research, blogs, Twitter chats, and web pages that share educator work on this area. This is where I first learned about a movement away from defining such research writing as either 20% Time or Genius Hour and instead labeling it under the larger umbrella of Self Determined Learning (SDL).

Borsheim, Carlin and Robert Petrone. "Teaching the Research Paper for Local Action." *English Journal* 96.4 (March 2006): 78-83. Web. 25 Feb. 2014

This was where my research began. In 2005 I attended a presentation by Borsheim and Petrone at the annual National Council for Teachers of English conference. Less than a year later, this article based on their presentation was published. In short, the two discuss how giving choice to students, grounding research in real problems, and asking students to work with a purpose in mind for their research changes how student writers engage with both research and with writing.

Fisher, Douglas and Nancy Frey. *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*. Kindle Edition: Association for Supervision &

Curriculum Development, 2008. E-book.

Recommended by Kate Perry, one of the emerging leaders in the 20 Percent Time/Genius Hour movement in education, this text demonstrates through research how students can achieve more when given more choice and autonomy over their classroom work. It also supports a more collaborative use of class time, giving students time in class to problem-solve and write.

Gallagher, Kelly. *Teaching Adolescent Writers*. Portland, ME: Stenhouse Publishers, 2006. Print.

Like his other book *Readicide*, *Teaching Adolescent Writers* is one of those touchstone books I have returned to at multiple points to reinvigorate how I teach emerging writers. Specifically, chapters 4-6 of this text elaborate on a need for real-world writing models, the power of student choice over their writing situations, and the significance of purpose and audience for practicing writers. These three chapters are peppered with examples from his own practice as well as with reflections on how and why these elements are crucial for student writers.

Graves, Donald H. *A Fresh Look at Writing*. Portsmouth, NH: Heinemann, 1994. Print.

Donald Graves as decades of experience researching teachers and students of writing. This particular text will not only be helpful in that Part I is an step-by-step process for teachers to conduct their own action-research with their students writers, but also useful because Part II focuses on establishing the “Essentials for Child Responsibility” with a good amount of time devoted to exploring the importance of student choice in the writing classroom.

Heutagogy Community of Practice. 2014. Web. 27 Feb. 2014

This newly established online community of researchers and educators seeks to expand on the work being done on self-determined learning. The working bibliography found on this site is a fantastic resource for finding more research and practitioners of heutagogy.

Kittle, Penny. *Write Beside Them: Risk, Voice, and Clarity in High School Writing*. Portsmouth, NH: Heinemann, 2008. Print.

In asking what student writers need, Penny Kittle discovered, “Choice was at the center of what writers need” (151-2). Kittle, who writes of her experiences in the high school English classroom teaching writers, shares research and reflections on how writing for a purpose, choice, and writing in a variety of genres shaped how her teenage writers came to think about writing and reflection. Referencing the work of Thomas Newkirk and Donald Graves, Kittle roots her reflections on the work of expert teacher-writers who came before her.

National Writing Project with Danielle Nicole DeVoss, Elyse Eidman-Aadahl, and Troy Hicks.

Because Digital Writing Matters. San Francisco: Jossey-Bass, 2010. Print.

Chapter four of this book is titled “Standards and Assessment for Digital Writing” and contains an analysis of the Common Core (NETS) standards for technology education as compared with the Common Core (NCTE) writing specific standards. This chapter will prove useful in thinking through what it is that students are expected to know in connection with the standards as well as where and how they learn these concepts.

Pink, Daniel H. *Drive: The Surprising Truth About What Motivates Us*. New York: Riverhead Books, 2009. Print.

Pink’s book is often cited as the impetus behind the 20% Time Research / Genius Hour projects. His work on what motivates people, focusing specifically on the ideas of autonomy, mastery, and purpose. Much like some the of the work that has been done by Alfie Kohn, Pink researches and asserts that when people have the ability to learn and master new knowledge of their own choice, there is a greater level of motivation to not just succeed but also to continue working after meeting with some initial failures.

Ryan, Richard M. and Edward L. Deci. “Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being.” *American Psychologist* 55.1 (Jan. 2000): 68-78. Web. 27 Feb. 2014.

Referenced in Pink’s book *Drive*, the research team of Ryan and Deci have been working together for decades on theory of self determination and motivation. In this work, they investigate: “...people's inherent growth tendencies and innate psychological needs that are the basis for their self-motivation and personality integration, as well as for the conditions that foster those positive processes. Inductively, using the empirical process, we have identified three such needs--the needs for competence (Harter, 1978; White, 1963), relatedness (Baumeister & Leary, 1995; Reis, 1994), and autonomy (deCharms, 1968; Deci, 1975)--that appear to be essential for facilitating optimal functioning of the natural propensities for growth and integration, as well as for constructive social development and personal well-being” (68).

Wiggins, Grant. *Educative Assessment: Designing Assessments to Inform and Improve Student Performance*. San Francisco: Jossey-Bass, 1998. Print.

Grant Wiggins has been writing for decades about the need to design better assessments of student learning. In particular, Grant insists that the best assessment practices ensure that our students are writing for actual audiences and with real purpose. In chapter 6 of this book, in a chapter titled “Individual Performance Tasks,” Wiggins clarifies strategies and identifies examples of assessments that are authentic, credible, and user-friendly. This chapter references research as well as real-world examples of assignments, rubrics, and the strategies to design both that allow for student choice and creativity.

