

# 4 WAYS TO CRAFT CHOICE MENUS IN DISTANCE LEARNING ENVIRONMENTS

A WEBINAR BY DR. JOHN SPENCER

You can find these on  
my Instagram  
@spencereducation



## YOUR QUARANTINE BAND NAME

Your quarantine band name is:

The + How you feel + the color of your  
sweatpants + the snack item you ate in a  
day that you thought would last for a week.





# WHERE YOU CAN FOLLOW ME

TWITTER: @SPENCERIDEAS

YOUTUBE: SPENCERVIDEOS.COM

BLOG: [SPENCERAUTHOR.COM](http://SPENCERAUTHOR.COM)

EMAIL: JOHN@SPENCERAUTHOR.COM



WHERE YOU CAN'T FOLLOW ME

IN A GROCERY STORE

IN A DARK ALLEY

INTO THE DARK





WE ARE ALL  
"UNDER CONSTRUCTION"



IT IS AN EXPERIMENT

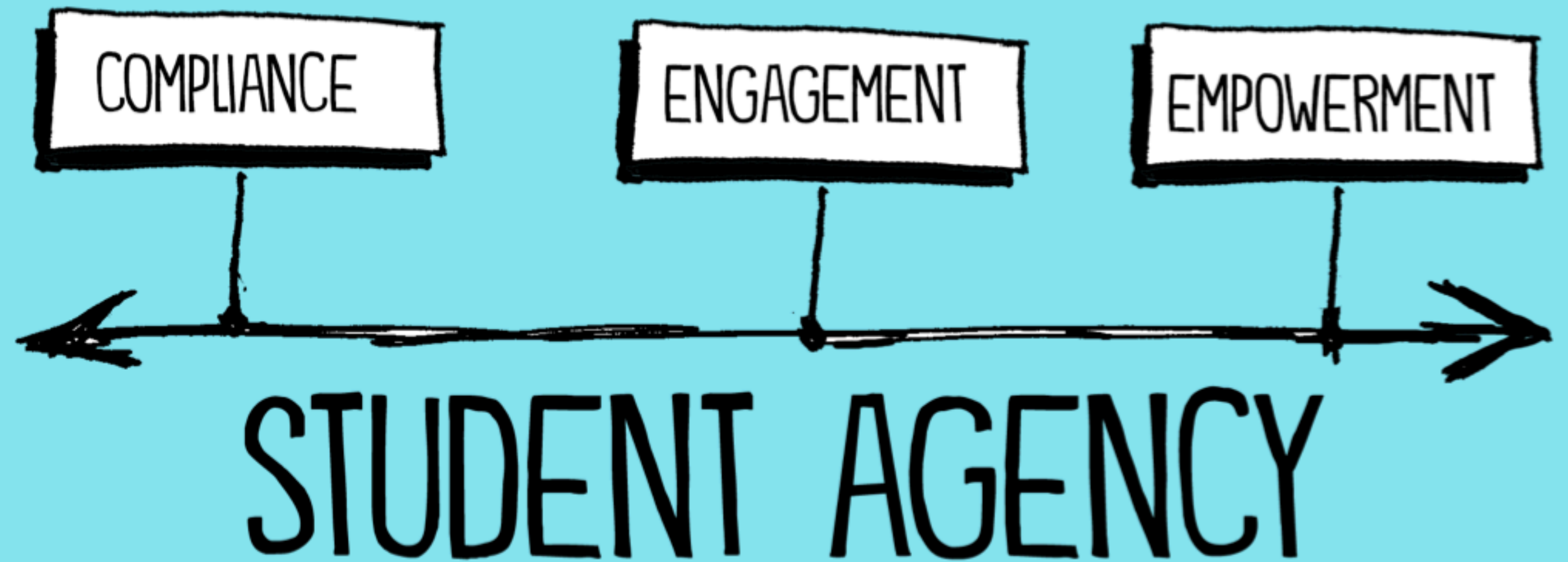


TEACHERS HAVE  
BEEN AMAZING



# STUDENT EMPOWERMENT

This continuum represents student agency. As they move toward more voice and choice, they become more empowered. Compliance involves little to no student ownership and focuses on following external expectations. Engagement is teacher-initiated but the focus is on getting students focused and committed internally. Empowerment is student-initiated. All three are necessary.







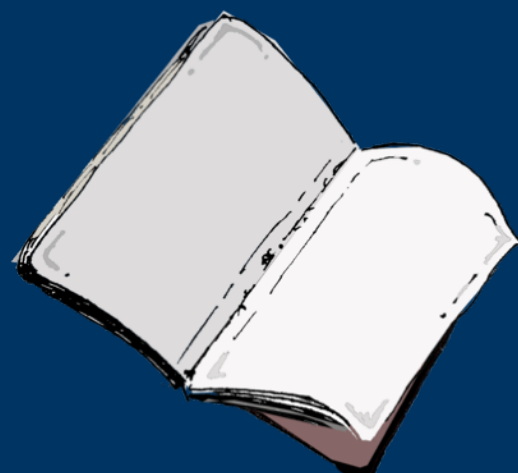
## MAKER HOUR: DO SOMETHING CREATIVE (60 MIN)

Ideas include maker crates, divergent thinking challenges, Scratch video game creation, circuitry, blogging, video creation, podcasting, drawing, painting, creating a comic book, making puppets



## GENIUS HOUR: TAP INTO YOUR CURIOSITY (60 MIN)

Ideas include learning a new skill, learning a new language, learning an instrument, doing a Wonder Day project. Feel free to capture this on a blog, podcast, or video.



## INDIE READING TIME (30 MIN)

We have four bookshelves packed with books plus a giant stash of magazines. Read something off-device. Never ever feel bad about ditching a book and trying a new one. Life is too short for lousy reading.



## FITNESS HOUR: GETTING MOVING (60 MIN)

Choose from the options of weight-lifting, running, core work (squats, burpees, lunges), and practicing baseball or ballet (like bar work, which I just learned has nothing to do with alcohol). Take the dogs for a walk.

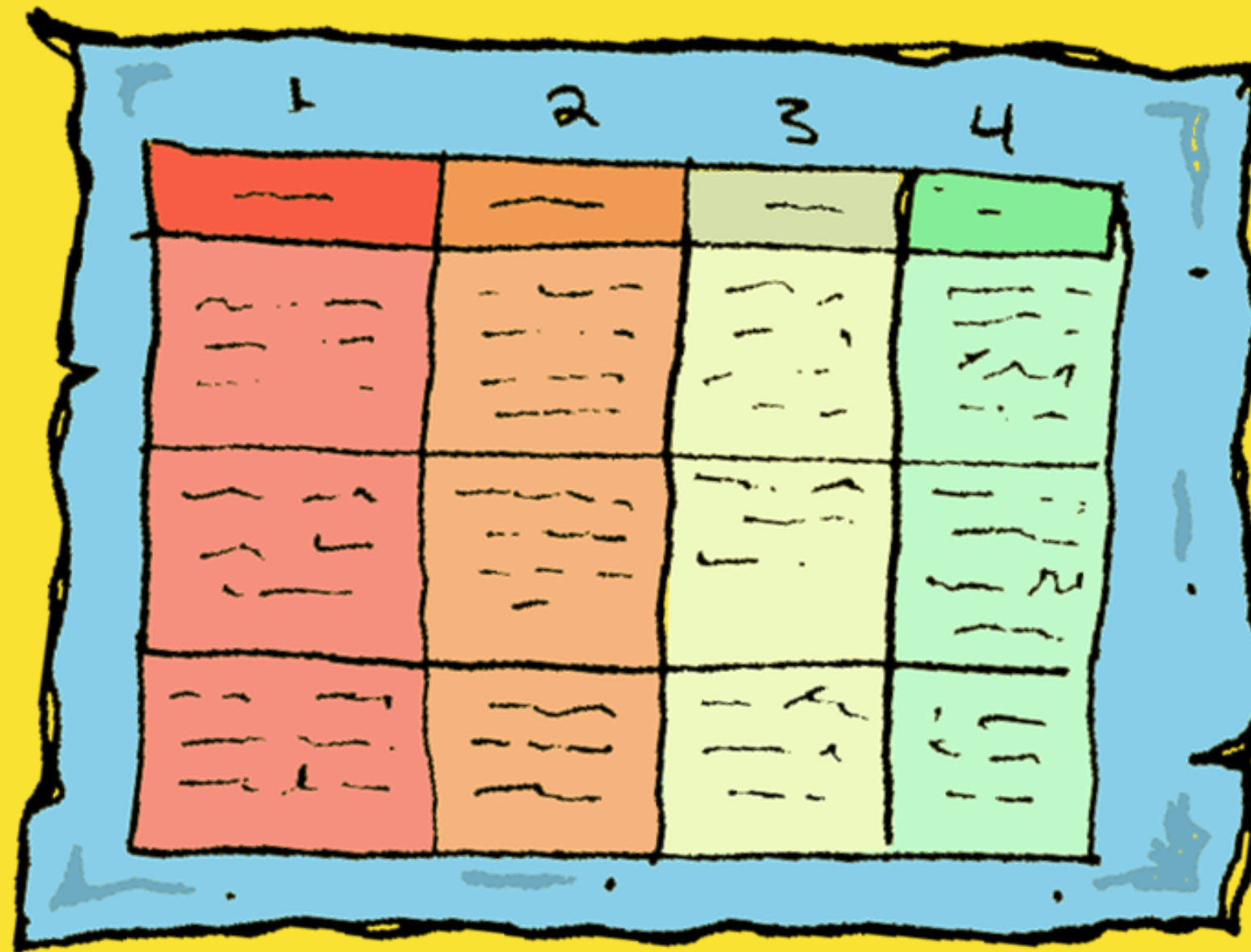


## SERVICE HOUR

Do something for others. We have one chore per day but then see if you can find something to do. Find a way to serve others around you.



JOHN SPENCER



# FOUR APPROACHES TO CHOICE MENUS

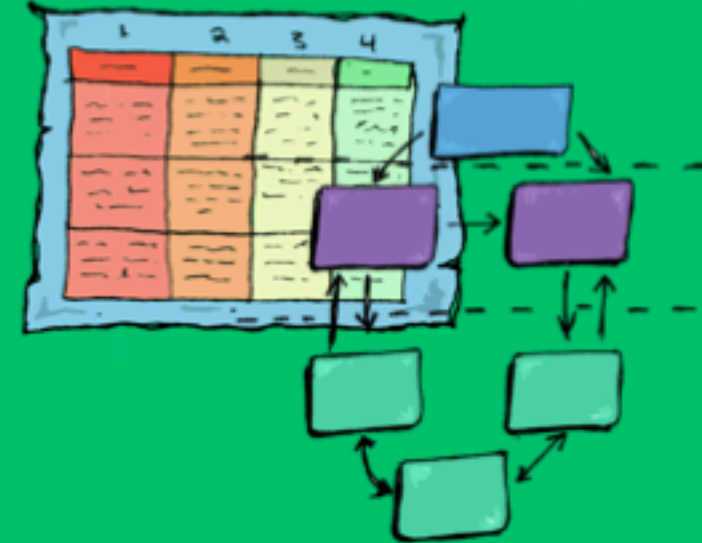




LEVEL 1  
EMBEDDED  
CHOICE



LEVEL 2  
SIMPLE CHOICE  
MENU



LEVEL 3  
ADVANCED  
CHOICE MENU



LEVEL 4  
INDEPENDENT  
PROJECT

TEACHER-  
CENTERED

STUDENT-  
CENTERED

STUDENT AGENCY

WHAT ARE YOUR EXPERIENCES  
WITH CHOICE MENUS?



1

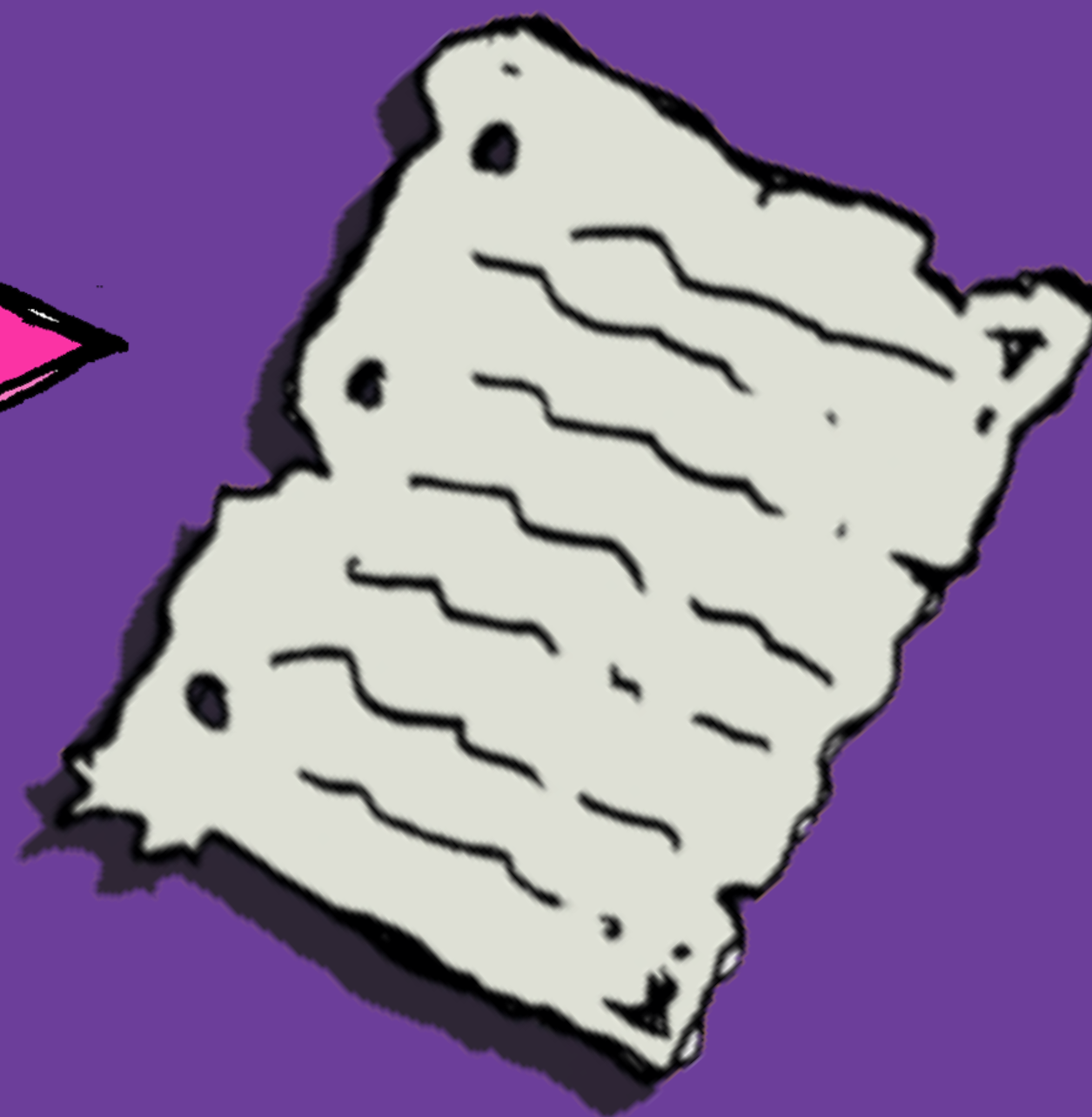
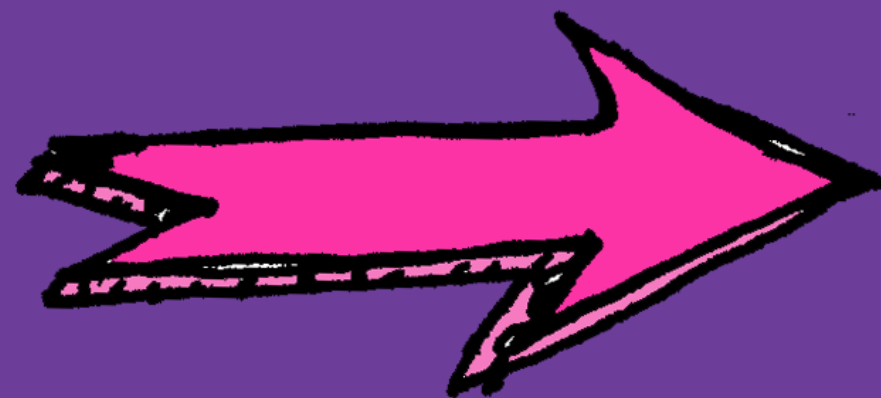
2

3

4



EMBEDDED CHOICE



WHY WOULD YOU WANT TO  
START OUT MORE  
TEACHER-DIRECTED?

1

2

3

4

1	2	3	4
—	—	—	—
— — —	— — —	— — —	— — —
— — —	— — —	— — —	— — —
— — —	— — —	— — —	— — —

SIMPLE CHOICE MENU



# BOOK REVIEW CHOICE MENU



BOOK REVIEW  
PODCAST



BOOK TRAILER  
VIDEO



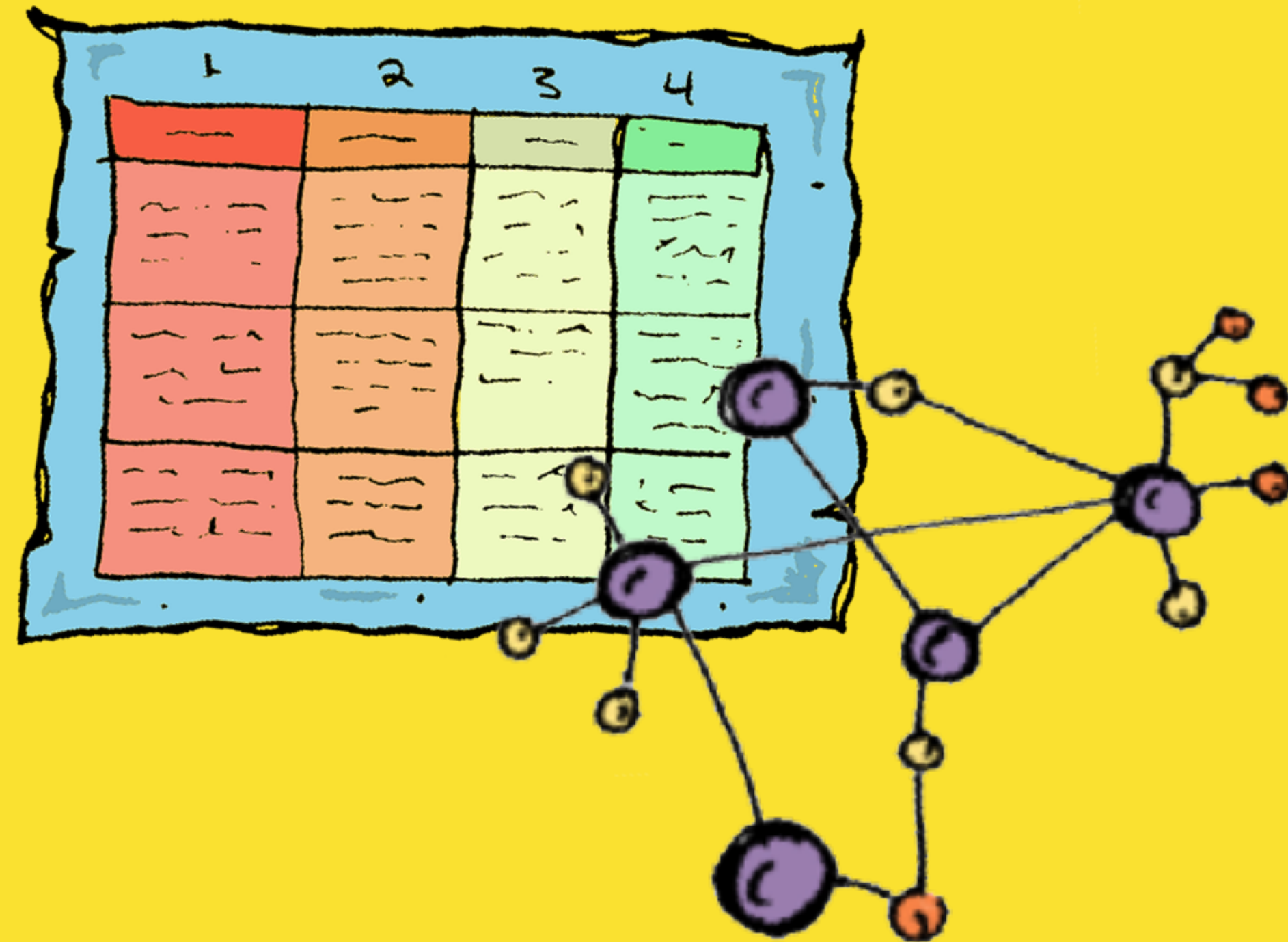
BOOK REVIEW  
BLOG POST



BOOK CLUB  
WITH STUDY GUIDE

TIG-TAG-TOE

1 2 3 4



ADVANCED CHOICE MENU

<h1>Learning Targets</h1> <p>(Choose 1-2 that you currently haven't mastered)</p>	<h1>Resources</h1> <p>Choose at least 3 resources that you will use to learn about the content.</p>	<h1>Product</h1> <p>Choose how you will demonstrate your mastery of the content.</p>
<p>Here's where you list optional learning targets.</p> <p>Example in math: I can identify a linear function by examining a graph.</p> <p>Example in social studies: I can determine the impact of World War II on the women's rights movement</p>	<p>Here's where you link curated resources, such as videos, podcasts, articles, infographics, and models.</p> <p>Example in math: Crash Course Videos Tutorial Article Flip Video from a classmate</p> <p>Examples: History podcast Article from Atlas Obscura Primary source documents</p>	<p>Here's where you list options for what students will create to demonstrate their learning. This might be a blog post, essay, slideshow, podcast, model, etc.</p> <p>Example in math: Video explaining how you solved it</p> <p>Example in social studies Podcast explaining women's involvement in World War II war effort</p>

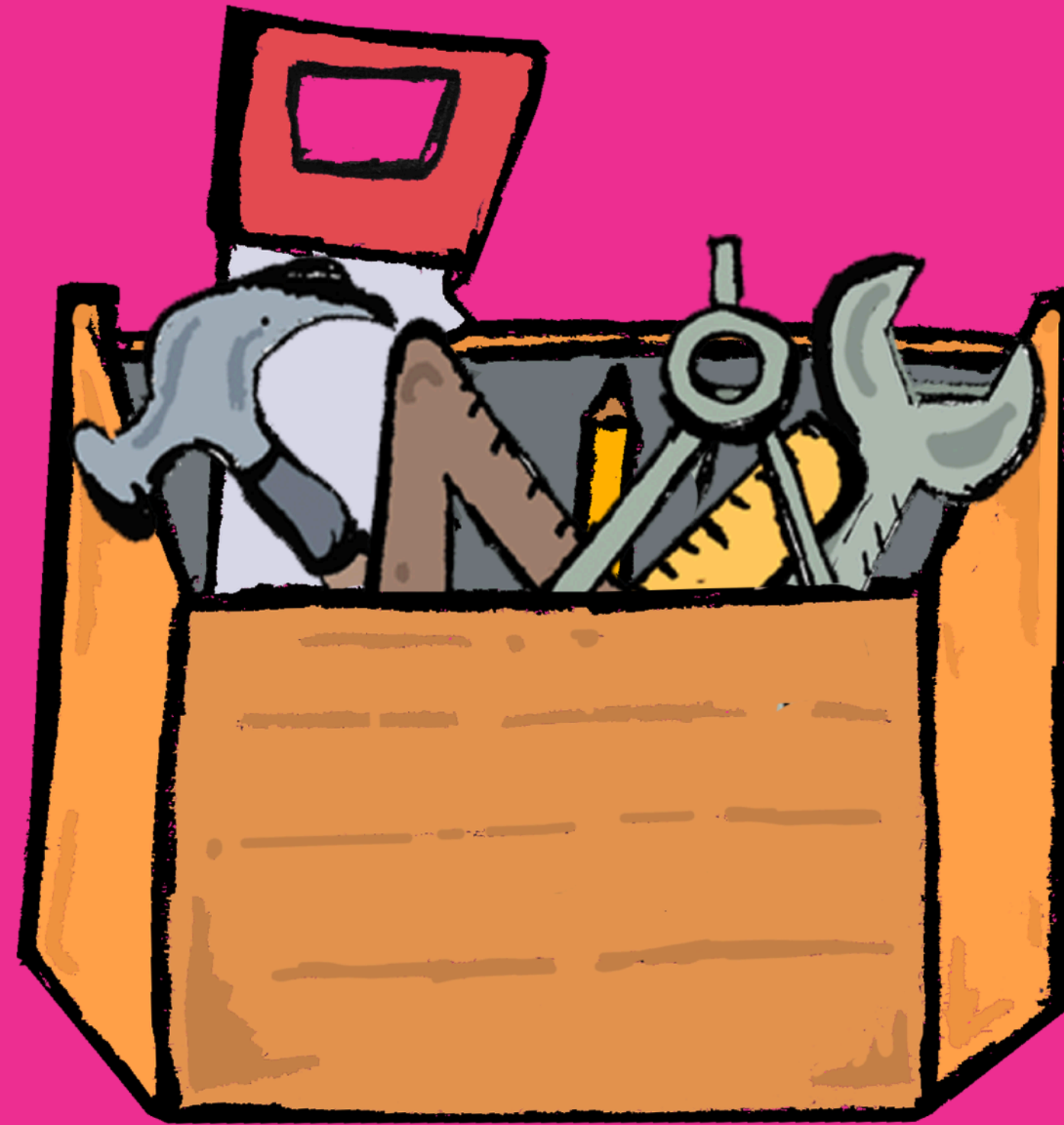


1

2

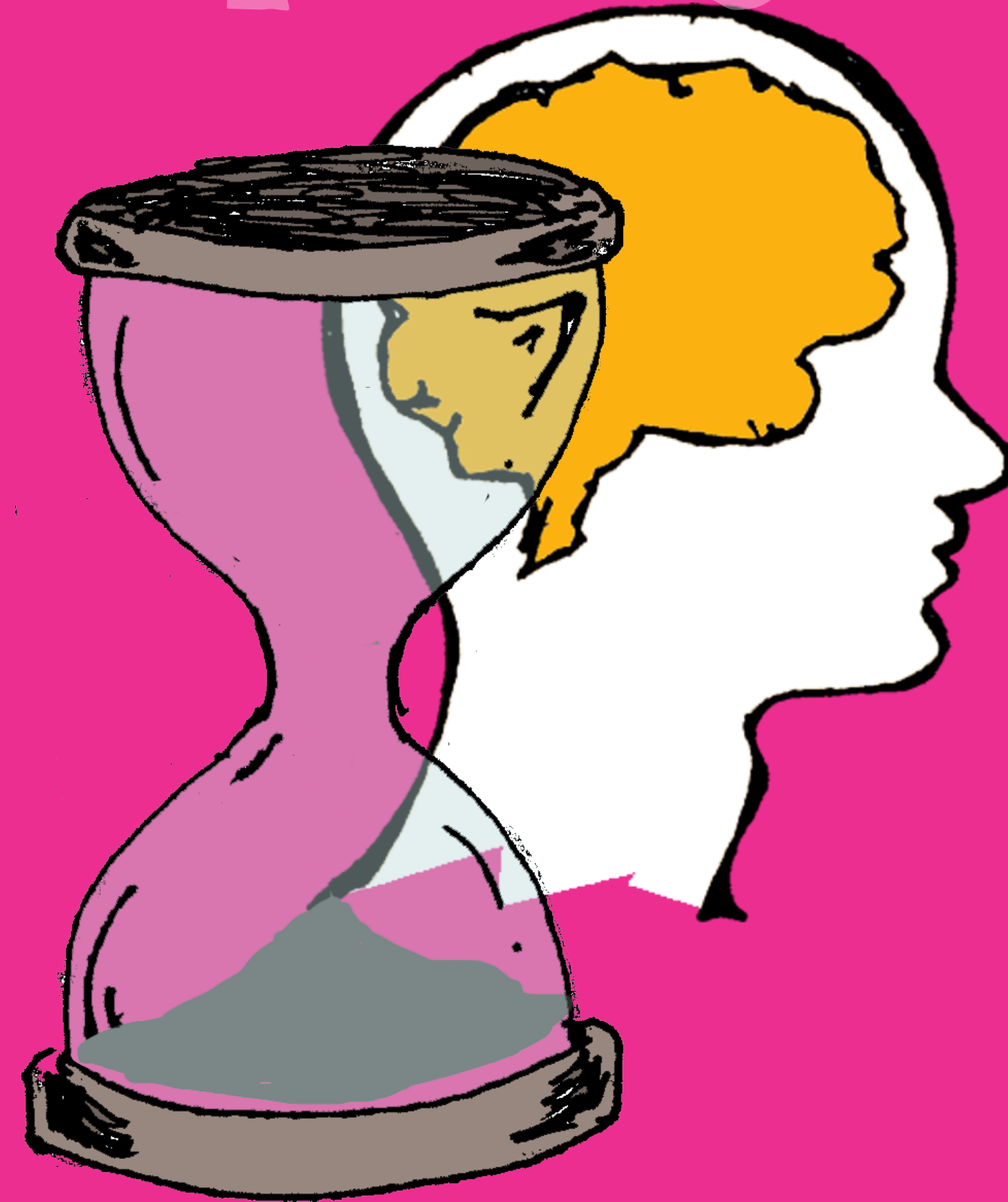
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4



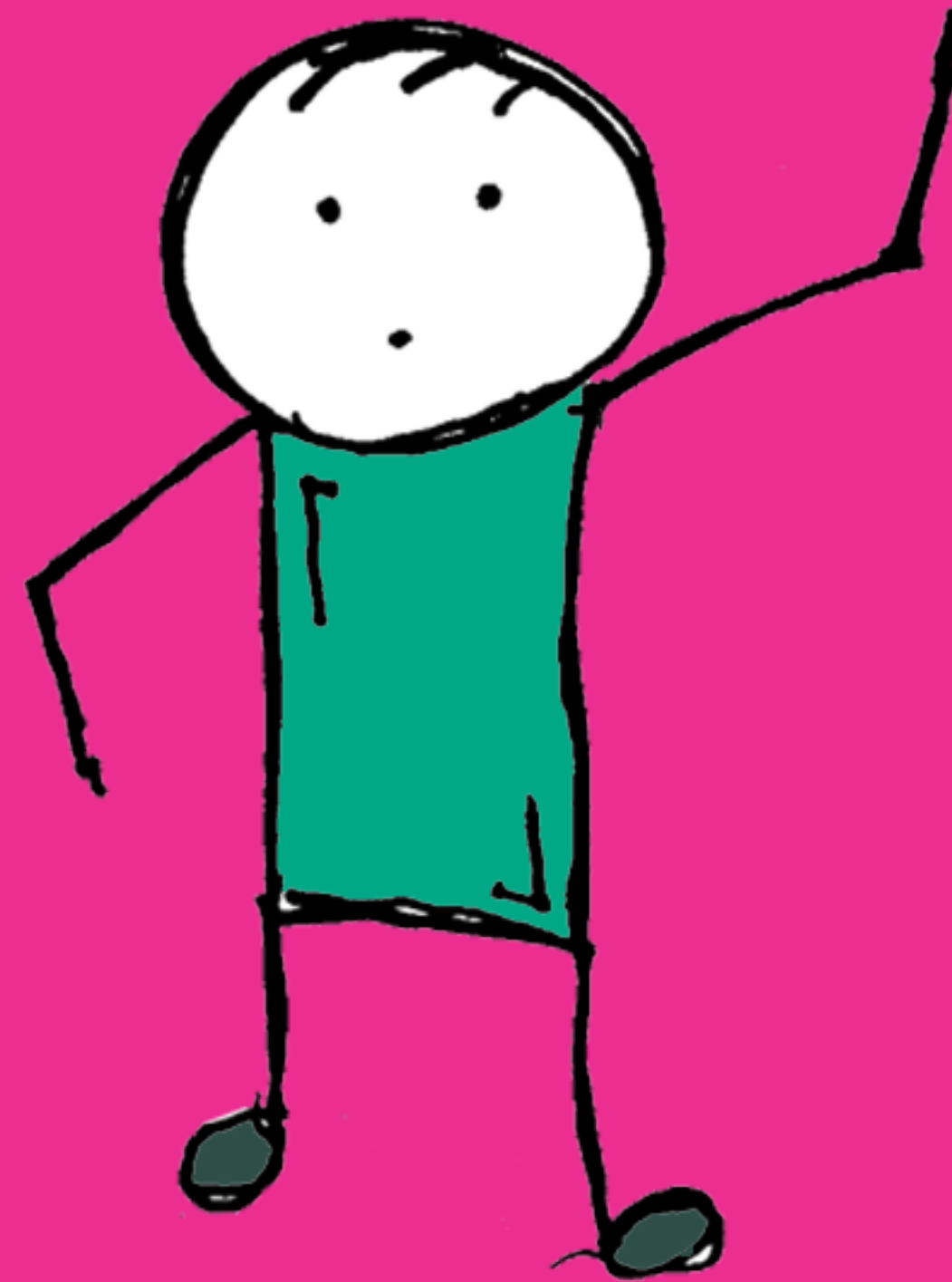
# INDEPENDENT PROJECTS

1 2 3 4

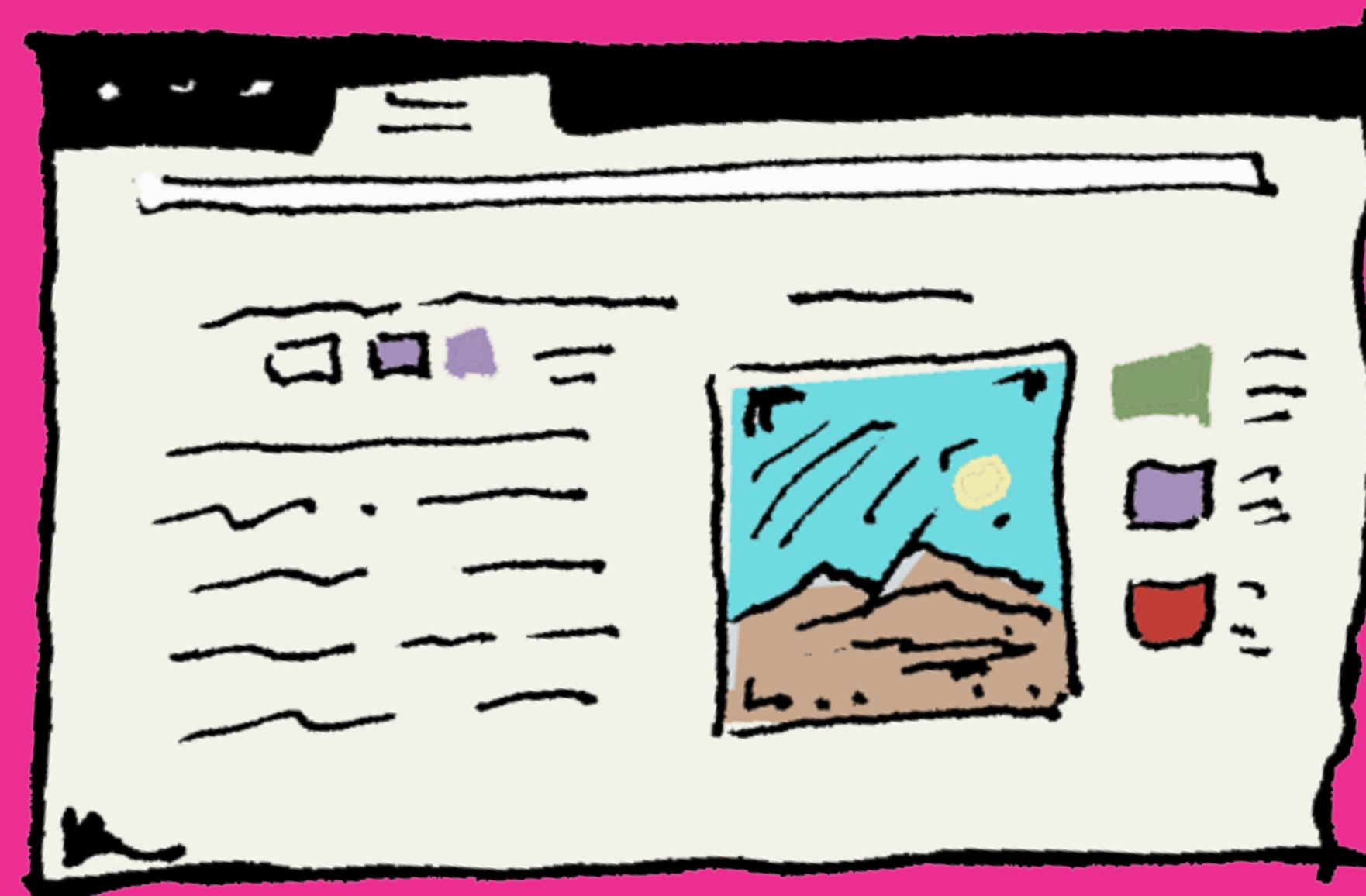


GENIUS HOUR

1 2 3 4



WONDER DAY



# BLOG



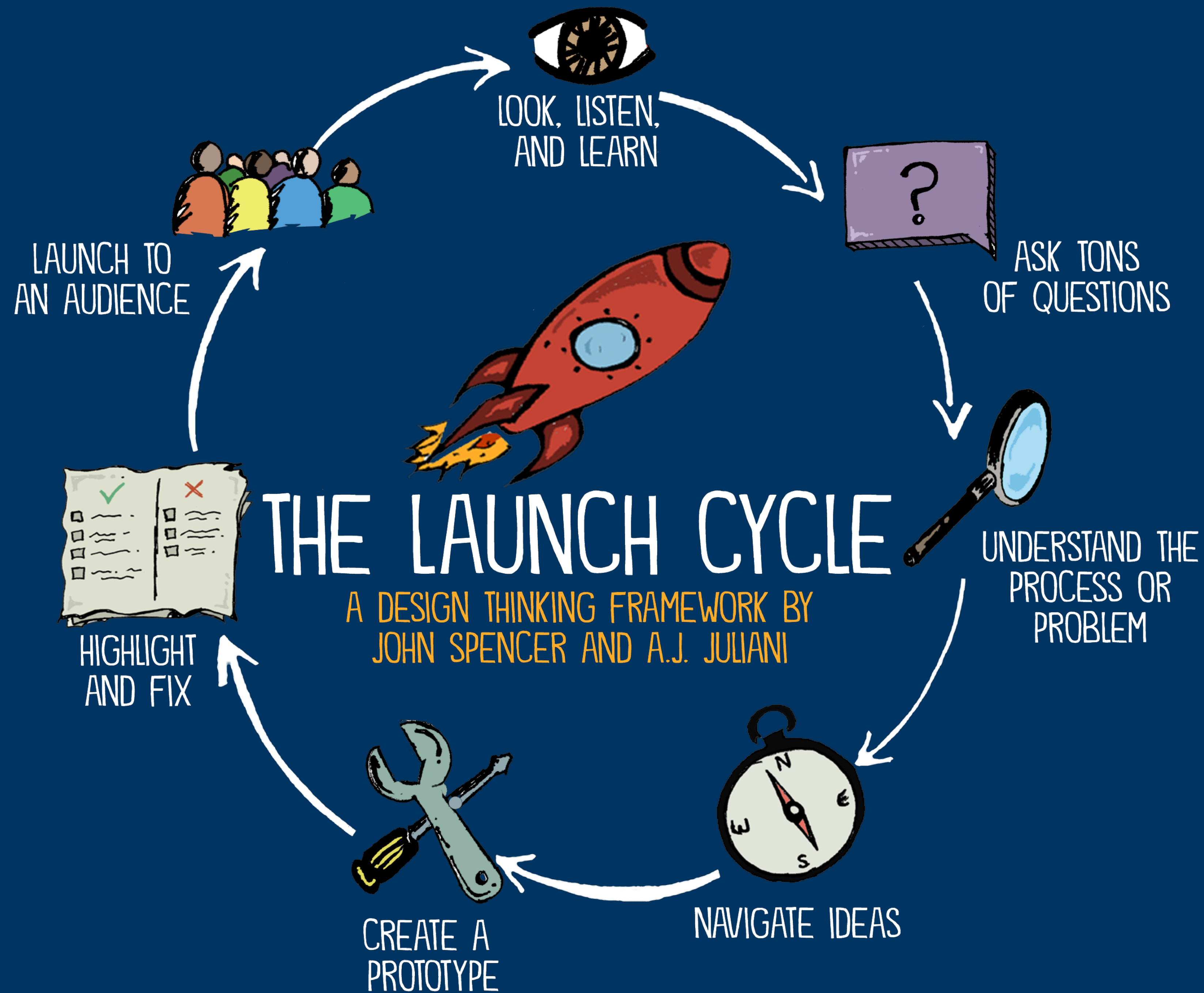


PODCAST

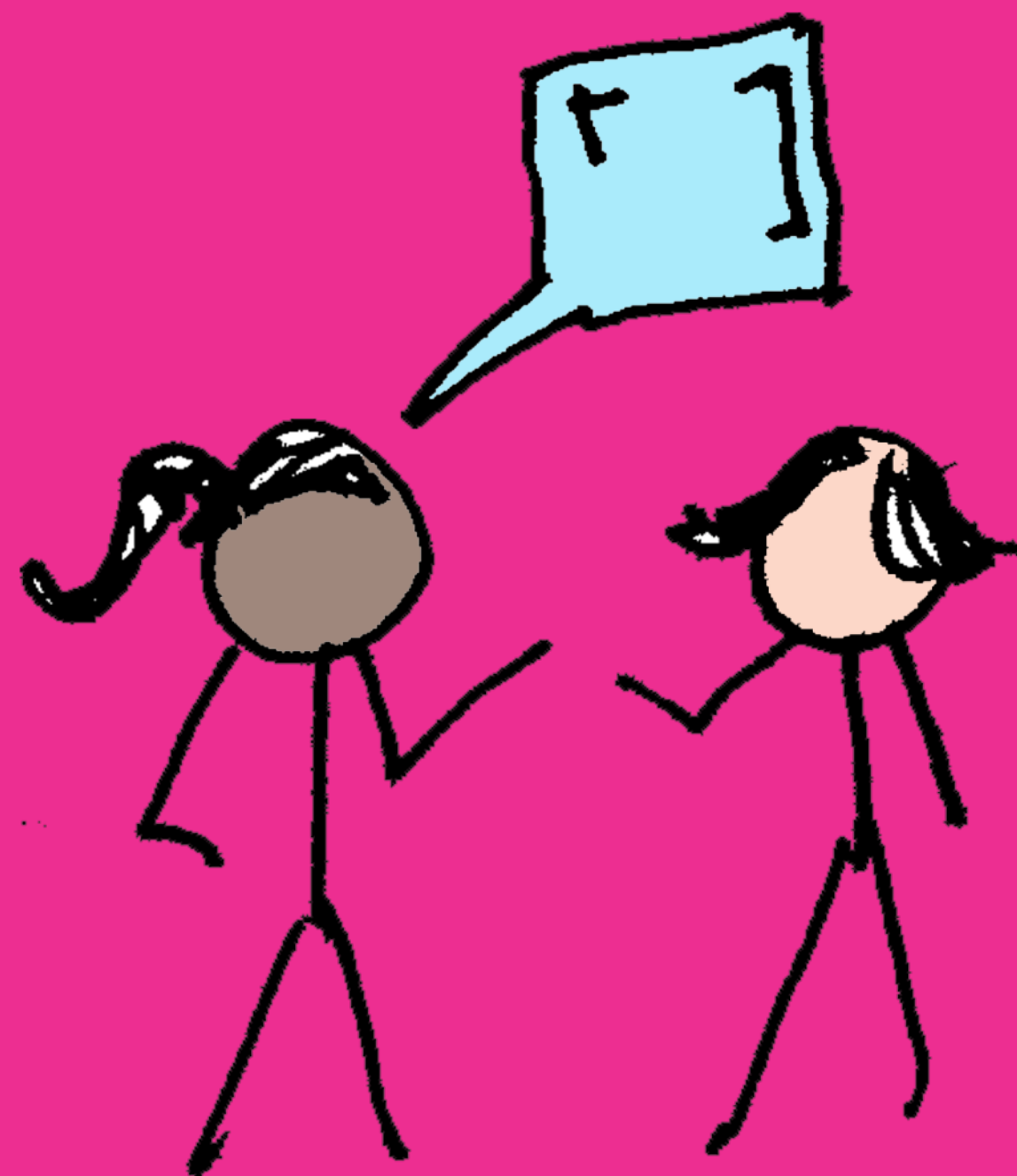


VIDEO

HOW DO YOU ADD STRUCTURE  
AND ACCOUNTABILITY?







# PEER ASSESSMENT

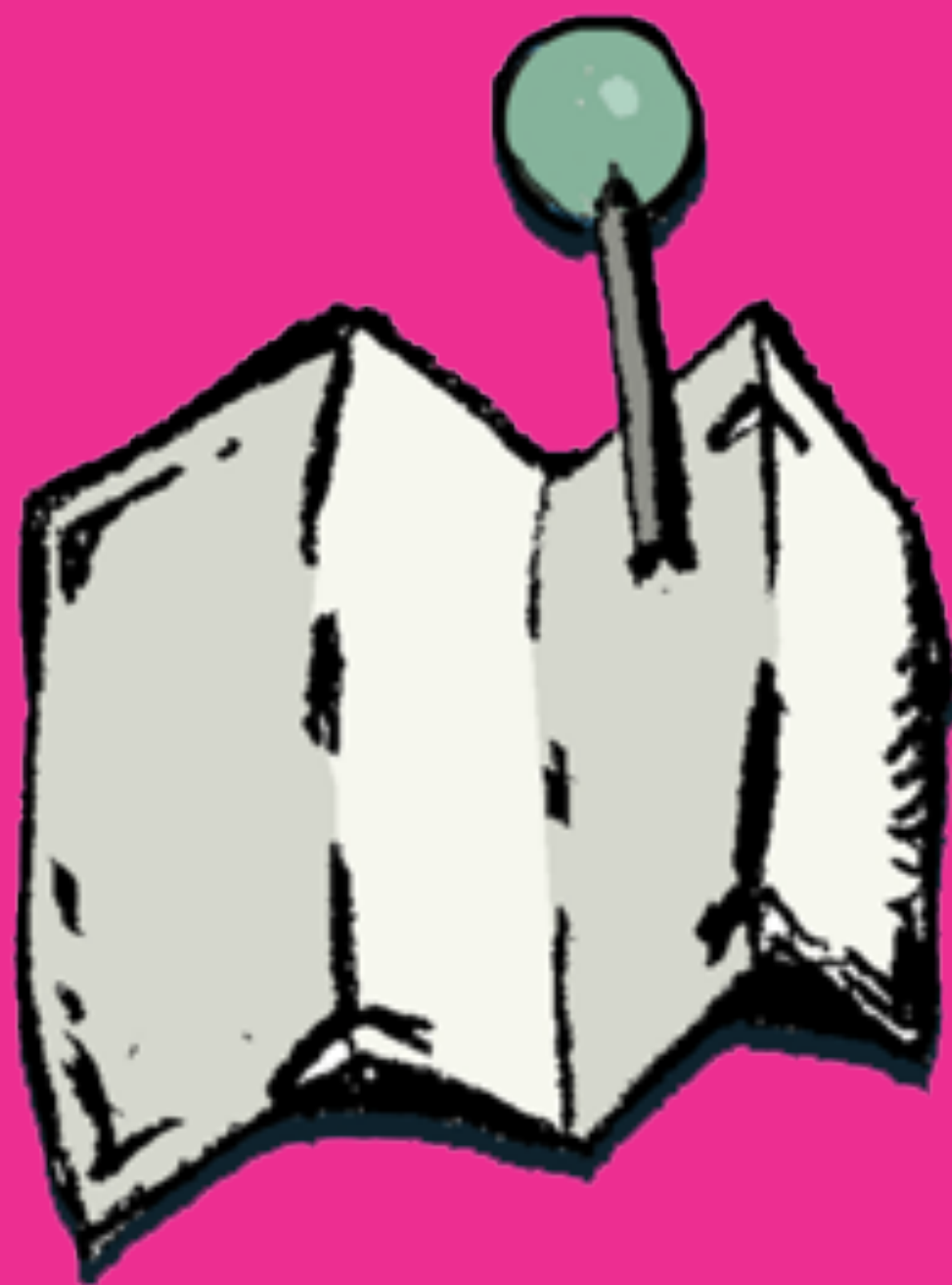
# PEER FEEDBACK

Time	Phase	Description	Directions for Partner A	Directions for Partner B
0-2	Elevator Pitch	Partner A explains the process, product or idea in two minutes	Explain your process, product or idea	Take notes on what you are hearing or listen actively
2-4	Clarifying Questions	Partner B asks clarifying questions without giving any feedback	Answer clarifying questions	Ask clarifying questions
4-6	Feedback	Partner B gives feedback to Partner A	Take notes on specific feedback you have gotten	Offer feedback in the form of two things that worked well and one idea for an improvement
6-8	Paraphrase	Partner A paraphrases what he or she has heard from Partner B	Paraphrase what you have heard	Listen to see if the paraphrased information is correct
8-10	Next Steps	Partner A makes a list of future revisions	Make a list of future revisions	Check the list of revisions

SMALL CHECK-INS

GOOGLE FORM





SHARE YOUR JOURNEY



# SHOWCASE

LOOKING FOR MORE?

# GENIUS HOUR MASTER COURSE

LOOKING FOR  
MORE?





# Empowering Students in Distance Learning

 [Join This Course](#)

**Currently 50% Off! (Was \$75 and Now \$37)**

**Educator Expertise:** Any level

**Description:** What does it mean to empower our students in distance learning environments? How do we help them become self-directed when they are away from their classroom? We tackle these hard questions as we focus on what it means to have students self-select scaffolds, use choice menus, engage in creative projects and self-assess. Each day, you will watch a practical video with specific strategies and then create something meaningful that you will actually use in your distance learning classroom.

# 10 LESSONS

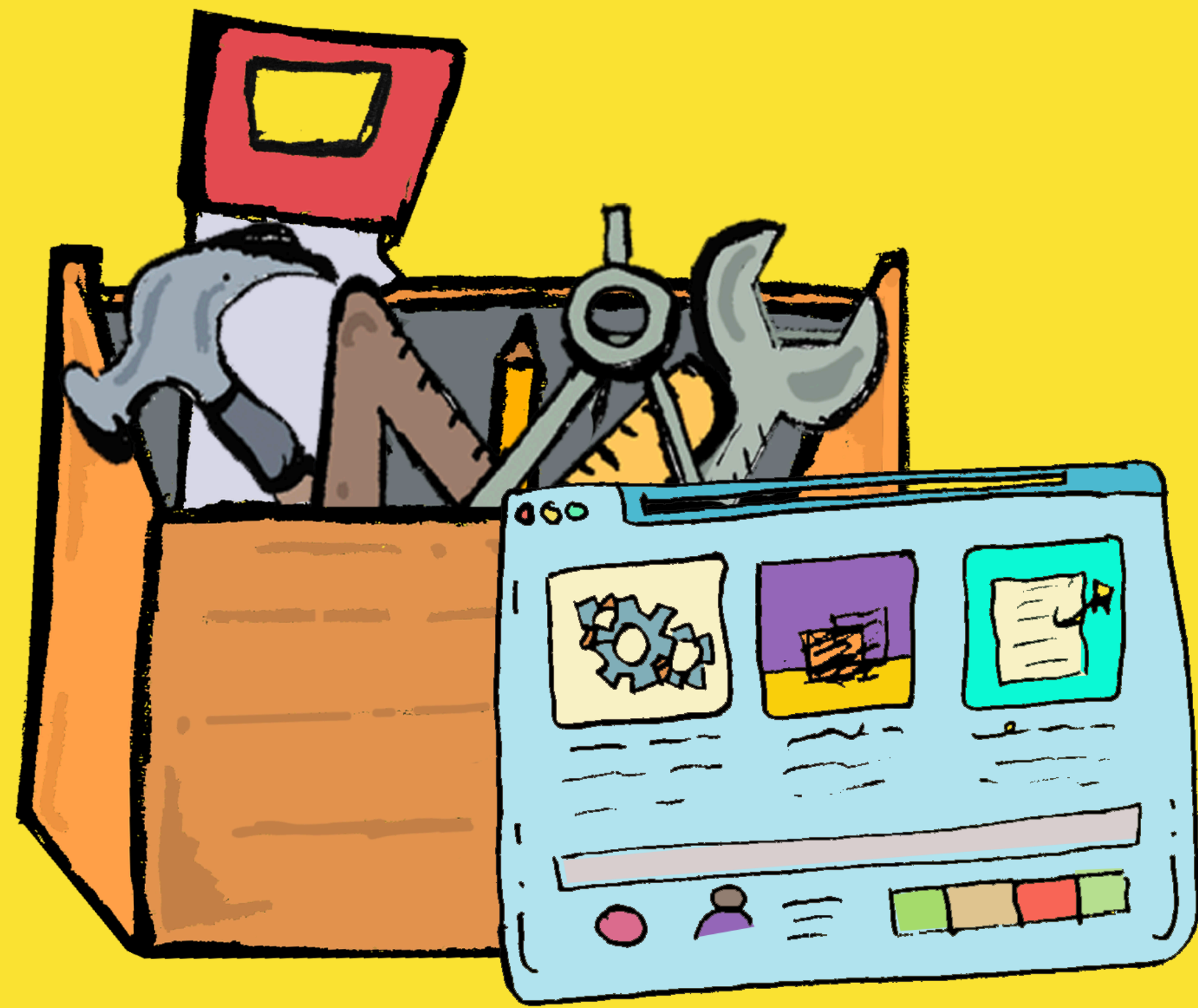
<https://bit.ly/GHcourse>

- Day 1 - Overview of Distance Learning
- Day 2 - Reducing Barriers
- Day 3 - Boosting Engagement
- Day 4 - Choice and Flexibility in Online Assignments
- Day 5 - Empowering Student Creativity
- Day 6 - Empowering Student Collaboration
- Day 7 - Empowering Students to Own the Assessment Process
- Day 8 - Tapping into Student Interests
- Day 9 - Tapping into Student Curiosity
- Day 10 - Designing Systems



VIDEOS





# CURATED RESOURCES



COMMUNITY



SELF-PACED

**<http://www.blendededucation.org/p/distance-empower>**

For professional development  
inquiries, please email me at:  
[john@spencerauthor.com](mailto:john@spencerauthor.com)



Q+A