Autonomy, Mastery, & Purpose Measures and Examples

Autonomy

* Providing a sense of importance
* Choosing the topics they feel may have bearing in their lives.
* Choosing how they the material.
* Working alone, and being self directed.
* Learning through a field of experience.
* Going as a group to the library to work independently and discuss topics with each other.
* Choose a hometown geology report.
* Give a block of material to go through at the students pace.
* Have a selection of topics, books, and type of assignment for independent research.
* Choose an assignment or part of an assignment.
* Choose how to answer something (creative representation).
* Have the option of working independently or in a group.

Mastery

* Scaffolding, topics build upon one another. Connections to previous work are evident.
* Synthesis of activities.
* Understand career applicability and skill development that makes one marketable in one’s career.
* Being able to think independently on the subject and to make informed decisions.
* Retesting to affirm learning.
* Practice material in graded or ungraded frameworks.
* Build confidence.
* Reaffirm topics that have been discussed earlier in the course, or earlier in the current class.
* Standing in front of the class and talking about your ideas.
* Designing your own syllabus.
* Teaching a classmate something.
* Understanding data, how to read a graph and write captions for real images.

Purpose

* Students want to do something that hasn’t been done before (make a contribution).
* Save the world! A real life application of science to issues that is important to society.
* Connect concepts to major life decisions (e.g. buying a house).
* Knowing that what you’re learning is important and part of something greater.
* Geographic and other relevance.
* Community projects.
* Have students teach other students.
* Preparing a presentation for a town board.
* Working to solve a local/campus infrastructure problem.
* Understanding the hazards of where they live.
* Understanding how is affects them/family/peers.
* Understanding the scales and magnitudes of multiple geoscience problems.