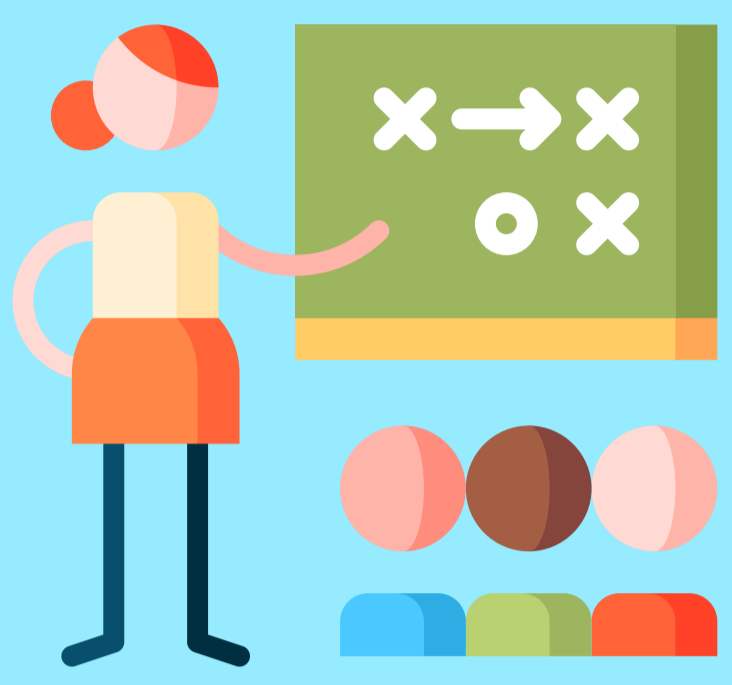


Gradual release and the independent learner

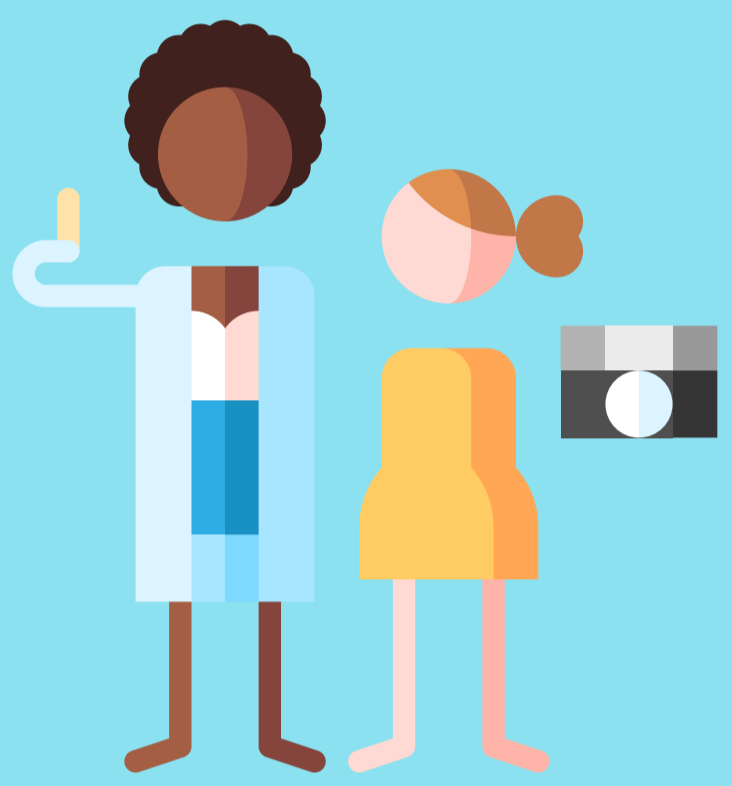
Gradual release of responsibility is the gradual transfer of responsibility for a learning task, objective or goal from the teacher to the learner until the learner can independently perform the task, objective or goal. It is the idea behind the classic “I do, we do, you do” teaching model.

IN THE ANALOG CLASSROOM



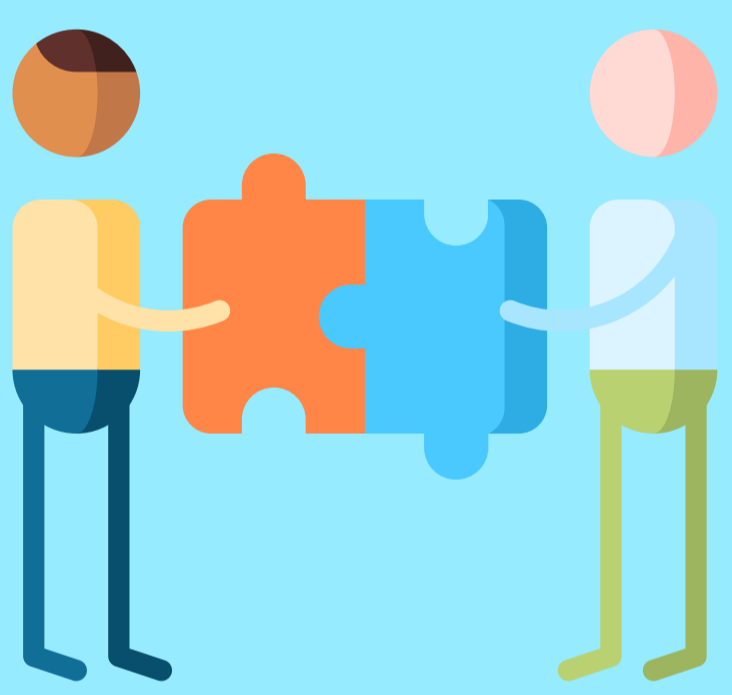
Strategies at this stage:

- Modeling
- Think alouds
- Fish bowl



Strategies at this stage:

- Guide on the side/teacher as coach
- Formative feedback



Strategies at this stage:

- Collaborative/cooperative grouping
- Peer-to-peer and formative feedback
- Reflection



Strategies at this stage:

- Provide opportunities for learner to synthesize, reflect on and apply knowledge.
- Extension activities
- Apply knowledge

IN THE DIGITAL CLASSROOM

Set up **Guide Browsing Focus Sessions** for learners to give them the highest level of support when it comes to online activity. Do this by giving learners **access only to an individual page on a website**.

→ For example, allow learners who are doing a research project to browse only a single article from PBS's Nova education website. **Email** learners right from **Browser Tabs** or **Current Screens** to give them notes of encouragement and other feedback.

Set up **Guide Browsing Focus Sessions** for learners, but reduce the level of support by giving learners **access to the entire website**, not just an individual page on the website. Monitor their activity to make sure they are focused and provide formative feedback on their progress using the ongoing tools listed below.

→ For example, allow learners who are doing a research project to access PBS's entire Nova education website. Use **Browser Tabs** to see what specific pages different kids are looking at. Check in with learners who appear stuck by using the **Send Message** feature, and **Share Links** with them if they need additional support.

Set up **Guide Browsing Filter Sessions** for learners and allow them to **access the entire internet except for a few websites** that you pre-select to keep them off of. Monitor their activity to make sure they are focused and provide formative feedback on their progress using the ongoing tools listed below.

→ For example, allow learners who are doing a research project to browse the entire internet except for websites that you know won't help them with their research such as Reddit and/or Wikipedia. Keep tabs on their progress using the **Activity Viewer** to make sure no one is getting off-track in the **Unique Activity** window and that the kids who are supposed to be working together are doing so in the **Collaboration** window.

Set up **open Guide Browsing Filter Sessions without restrictions** and **monitor learner activity** in the Activity Viewer, Current Screens and Browser Tabs windows. Send learners formative feedback and positively reinforce behavior when you "catch learners being good." Using Freeze Tabs enables to personalize a learner's Guide Browsing experience.

→ For example, allow learners who are doing a research project to browse the internet without restrictions. Monitor what learners are looking at using the **Current Screens** tab, and take **Snaps** to document progress. If any learner appears off-track, open the site they are on for yourself right from the Current Screens tab, check in with them using the **Send Message** button and **Close out** the tab if you feel it's necessary. You can also let students open the tabs needed to complete their assignment and then freeze those tabs. Freeze Tabs provides access to flexible content and tools and encourages student ownership of their learning.

Hāpara enables educators to assist their learners on a progressive evolution toward autonomy and learner agency.

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