

Instructional Strategies for Independent Study Courses Using *Career Choices & Changes Online Student Edition*

At the request of our instructors, and predicated by the challenges of the pandemic, we expanded and developed the *Career Choices and Changes*/My10yearPlan.com® curriculum to meet the needs of students who were not able to attend traditional in-person classes. Listening to what our teachers reported they needed, the new version of the course built on My10yearPlan.com includes:

- The *Career Choices and Changes* textbook digitally embedded in My10yearPlan.com®
- Over 50 instructional videos integrated throughout My10yearPlan.com®
- Chapter quizzes digitally scored and stored
- Authentic assessment using the Student Portfolio Report or the 10-year Plan Summary page for midterm and final exams
- Reports to track student engagement

[Watch this overview video](#)

Depending upon the institutional requirements for independent study courses and the profile of the students, the following strategies are different delivery options:

For motivated students who are self-directed learners, they can complete the coursework on their own with little support from the instructor. Upon completion of the work, the student alerts the instructor of that fact, and the instructor grades the 10-year Plan Summary Page. If that document is complete and congruous, detailing the student's plans, the student has done the work necessary and demonstrated their understanding of the knowledge and skills taught. If using this strategy to provide a final grade, you might also have an interview (remote or in-person) in which the student articulates their plan.

For students who do not have the intrinsic motivation of the above student yet have the academic and technology skills to handle the online work on their own, instructors will want to incorporate the completion of midterm reports on a schedule. These are found in the 10-Year Plan Portfolio tab on the Student Dashboard.

Schedule deadlines for the completion of each of the three sections:

Section 1: Who Am I?

Section 2: What Do I Want?

Section 3: How Do I Get It?

Instructors can review each of these automated reports, grading Section 1 and 2 as midterms and Section 3 as the final. Students can download each section as a PDF by the deadline and email it to the instructor for grading, or the instructor can go online to review each student's account.

The work of completing the online program should not be crammed into the end of the semester. This work requires thought, contemplation, and revision. The periodic requirement of completion of work does not allow for procrastination on the part of the student. Plus, instructors find that once students get started on the work and begin to understand the benefit to their lives, most will continue the process in a timely fashion.

In addition, the online program allows instructors to track use in real time, thereby assessing each students' level of engagement. With that information, instructors can coach accordingly if they find a student behind on their work. The personalized interaction of encouragement is usually what most students need to stay on track and complete.

Watch these video tutorials:

- [The Final Exam: 10-Year Plan Summary Page](#)
- [Midterm and Final Exam Options Using My10yearPlan.com](#)
- [Tracking Student Progress in My10yearPlan.com](#)

For students who need regular help and support from an instructor, schedule periodic class sessions (remote or in-person). Attendance could be required, or the sessions could be open just to those who want the connection. For example, 15 weekly sessions can be scheduled to discuss and explore the 15 chapters in the curriculum.

When using *Career Choices and Changes ONLINE: Student Edition* in a more traditional format (i.e., three class sessions per week), the online program—designed in the Socratic method of learning—delivers the content. When the chapter is assigned and completed prior to class in the flipped classroom format, students come prepared to engage in more in-depth discussions. Class time is student-centered rather than instructor-centered. That precious time can be used for active learning, such as project-based learning, debates, and student presentations. The instructor can be a facilitator rather than a lecturer.

For resources, visit the **Instructor's Resource Center:**

<http://www.careerchoices.com/resourcecenter>

Contact the Academic Innovations Curriculum Support Team
at (800) 967-8016 for more information.