Kansans Can Discover,
October, 2018

Keeping the *Personal* in Personalized Learning
What is Personalized Learning?
What is Personalized Learning?

Personalized learning refers to instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner.

Learning objectives, instructional approaches, and instructional content (and its sequencing) may all vary based on learner needs. In addition, learning activities are made available that are meaningful and relevant to learners, driven by their interests and often self-initiated.

*Future Ready Learning: Reimagining the Role of Technology in Education (NETP)*
To personalize learning is to build the learning capacity of the individual student to become an:

- independent,
- self-regulating,
- skilled, and
- motivated learner.

The Shift to Building Capacity to Learn
Personalization refers to a teacher’s relationships with students and their families and the use of multiple instructional modes to scaffold each student’s learning and enhance the student’s personal competencies [cognitive, metacognitive, motivational, social/emotional].

Personalized learning varies the time, place, path, pace, practice, and trace of learning for each student, enlists the student in the creation of learning pathways, and uses technology to enhance the learning process.

Twyman & Redding, 2015
How do “personalization” and “personalized learning” fit with your own philosophy of teaching and learning?

Personalized Learning
• varies the time, place, path, pace, practice, and trace of learning for each student,
• enlists the student in the creation of learning pathways, and
• uses technology to enhance the learning process and access rich sources of information.

Personalization refers to
• a teacher’s relationships with students and their families and
• the use of multiple instructional modes to scaffold each student’s learning and enhance the student’s personal competencies.
The Importance of Teachers to Personalize Instruction...
Personalized learning incorporates the teacher's deep understanding of each student's interests, aspirations, backgrounds, and behavioral idiosyncrasies.
Personalized Learning creates individual learning experiences that meet the needs and interests of every child.
Other Things

“Currently the U.S. education system draws from a rigorous and well-developed set of academic standards for learning which focus on what children should know and be able to do. However, success in the classroom and beyond relies on much more than mastery of these academic standards. If academic standards are what students need to learn, there are also skills and mindsets that prepare and support how students learn. Successful engagement in the classroom and in life relies on a set of cognitive and social-emotional skills that are not represented in academic standards.”

What are those “other” things that help students succeed?
Personal Competencies

The four "propellants" of learning:

- Cognitive Competency: "What I Know"
- Metacognitive Competency: "How I Learn"
- Motivational Competency: "Why I Learn"
- Social/Emotional Competency: "How I Relate"
The Personalized Learning “House”

- Instructional design forms the foundation
- How a teacher relates to students and uses technology to support personalization frames the house
- Four key components of personalization are represented as floors
- The roof covers everything, representing the teacher’s personalization of learning.
The Personalized Learning “House”

The teacher personalizes learning to ensure mastery of knowledge and skills by...

- Developing students’ personal competencies
- Facilitating student-directed personalization of learning
- Creating portraits and possibilities
- Varying time, place, path, pace, practice, trace
THE DESIGN OF INSTRUCTION

The teacher personalizes learning to ensure mastery of knowledge and skills by:

- Developing students’ personal competencies
- Facilitating student-directed personalization of learning
- Creating portraits and possibilities
- Varying time, place, path, pace, practice, trace

Instructional Design
“Good lessons start with a clear, curriculum-based objective and assessment, followed by multiple cycles of instruction, guided practice, checks for understanding (the soul of a good lesson), and ongoing adjustments to instruction.”

Schmoker, 2010
How do teachers typically teach?

What “mode” of instruction is most common?
The most common types of Instructional Groupings

- Teacher-directed whole class
- Teacher-directed group
- Student-directed group
- Guided practice
- Independent practice
- Homework

- Not every lesson will include all these groupings.
- Digital technologies may be part of any grouping.
The design and delivery of instruction is critical teacher behavior; we want all teachers to do this well.

There are key things that all teachers can do to improve their instruction ~ such as quality lesson plans.
BIG 4 STRATEGIES

Active Student Responding

Close Reading

Learning Pictures

Norming

- Be respectful
  - Always listen to your partner
  - Maintain eye contact
  - Be clear and concise
- Be open
  - Share your own thoughts
  - Ask questions
- Be accountable
  - Take responsibility for your own learning
  - Participate actively
- Be a partner
  - Give feedback

When working with a partner, we need to...

Pictures
RELATIONAL SUASION

The teacher personalizes learning to ensure mastery of knowledge and skills by:

- Developing students’ personal competencies
- Facilitating student-directed personalization of learning
- Creating portraits and possibilities
- Varying time, place, path, pace, practice, trace
Relational Suasion

the teacher's (or other respected adult's) ability to influence a student's learning and personal competencies by virtue of their personal knowledge of, and interaction with, the student and the student's family.

The Student’s Eyes
It’s not about the teacher’s personality, it’s about how the students think the teacher treats them.

Seen through their eyes.

(Hattie & Yates, 2014)
DIGITAL TECHNOLOGY TO IMPROVE TEACHING & LEARNING

The teacher personalizes learning to ensure mastery of knowledge and skills by...

- Developing students’ personal competencies
- Facilitating student-directed personalization of learning
- Creating portraits and possibilities
- Varying time, place, path, pace, practice, trace
WHY USE DIGITAL TECHNOLOGY?

Personalized Learning is made **POSSIBLE and PRACTICAL** by digital technologies that:

- open vast and diverse avenues of learning, including any time, any place;
- facilitate individualization or differentiation of learning path, pace, and practice;
- intelligently adapt to learner progress, check for mastery, and trace the progress of learning;
- provide access to previously ‘unattainable’ content; and
- support communication and shared understanding.
Educators can use digital technologies to better know, engage, and teach students. These tools can help teachers address the diversity found across all students, providing previously unimaginable ways to tailor instruction to not only each individual learner’s strengths and weaknesses but also each individual’s interests, preferences, motivations—a marker of true personalized learning.
VARIATION IN TEACHING & LEARNING: Time, Place, Path, Pace, Practice, Trace
Variation in Teaching and Learning

**Vary Time**
No longer do students have to learn only during the 8-3, M-F school day. Digital technologies support a wealth of learning opportunities about before, during, and after school.

**Vary Place**
Learning no longer occurs solely in school but is freed up to happen anywhere & everywhere, with credits earned for learning at home, in the community, at a business or within an industry---anywhere new knowledge can be gained.

**Vary Path**
We have differing histories, repertoires, interests, and goals. Providing multiple pathways for how each learner gets to his or his goals supports personalization and motivation for learning.
Variation in Teaching and Learning

Varying Pace
Learning does not occur in a lockstep predictable pattern, so why do we often teach that way? Instruction that occurs at a flexible pace, quicker when content is known or easy, adjusting when it is not, supports real-time learning for all students.

Varying Practice
Just as we vary the path and pace for learners, we should also vary the teaching practices to match content, learner history, need, interests, and instructional goals.

Varying Trace
What can be seen as learning occurs? What is left after teaching occurs? How do we know when something is learned? When we personalize the "trace" of learning we use evidence to see learning in real time, make decisions, and inform future learning.
Personalized learning encourages and confirms learning that takes place any time, any where, in many ways, and is a fitting companion to competency based education.
PORTRAITS AND POSSIBILITIES

The teacher personalizes learning to ensure mastery of knowledge and skills by...

- Developing students' personal competencies
- Facilitating student-directed personalization of learning
- Creating portraits and possibilities
- Varying time, place, path, pace, practice, trace

Digital Technologies
Instructional Design
Relational Stasis
WHAT IS A LEARNER PROFILE?

- Process to acquire and reflect on information about self to make better decisions about the path to the future
  - Highlights student strengths, needs, interests, preferences
  - Student portfolios of work over time
  - Sharing assessments, interest inventories, and career and college information with students and families
  - Charting progress on coursework towards postsecondary goals
  - Informing teachers about students' interests, preferences, aspirations
What is a learning path (or pathway)?

• An evolving plan, direction for future education and possible careers

• applies the information accumulated in the **learner profile**

• convenes planning sessions involving parents, teachers with student

• provides students with opportunities to connect their learning in school with their interests and aspirations

• engages parents in their child’s learning, progress, interests, and long-term goals

• taps community resources and expertise to expand students’ understanding of potential careers and education options

• provides planning templates for students to plan coursework and college and career pathways
Portraits & Possibilities

- Helps students to create snapshots and save moments from their educational career.
- Helps students reflect (back) on their educational experience.
- Help teachers and students to know who they (the students) are.
- Engage the student in exploration and investigation of their interests and aspirations.
STUDENT-DIRECTED PERSONALIZATION
Student Directed Personalization

Gives students “ownership” of their learning, the what and how.

Supports student “ownership” at the level each learner needs (utilizing relational suasion).
The teacher personalizes learning to ensure mastery of knowledge and skills by...

- Developing students’ personal competencies
- Facilitating student-directed personalization of learning
- Creating portraits and possibilities
- Varying time, place, path, pace, practice, trace

Instructional Design

Relational Usage

Digital Technologies
The four "propellants" of learning:

1. Metacognitive Competency - "How I Learn"
2. Motivational Competency - "Why I Learn"
3. Social Emotional Competency - "How I Relate"
4. Something Other = Personal Competencies
Cognitive competency is the interaction and assimilation of new information in prior learning and knowledge and promotes critical thinking, creativity and deeper understanding of concepts.
Metacognitive Competency is the student’s understanding that he has control over and responsibility for learning and by employing procedures and strategies that lead to mastery as well as methods for testing his own progress.
Motivational Competency is the student’s willingness, or wanting, to engage, pursue and persist in task mastery because of the belief that she can and that the goal is relevant.
Social/Emotional Competency: How I relate

- Sense of self-worth,
- Regard for others,
- Emotional understanding and management,
- Ability to set positive goals and make responsible decisions.
Personal Competencies converge to form a student’s learning habits, or the patterns of behavior the student exhibits in pursuit of a learning goal.
Instructional Techniques to build personal competencies

See Handout: *Personal Competencies Review*
Enhanced Lesson Design

Personalizing well-designed lesson through enhanced lesson design
Enhanced Lesson Design

The purpose of Enhanced Lesson Design is to intentionally personalize a high-quality lesson plan and infuse one or more strategies to personalize and enhance students’ personal competencies.
Enhance Focused Personal Competency Indicator

Select an indicator from the drop down list to enhance this lesson's focus on personal competencies.
- COG 5: Includes rich (complex) reading and application in writing and discussion

Check the instructional mode(s) which will include the enhancement (may select more than one mode)
- Whole Class
- Teacher - Directed Group
- Student - Directed Group
- Independent Work
- Homework

Write a description on how the enhancement will be taught/included.

Teacher - Directed Group: After whole class, the teacher has students work in small groups discussing the meaning of the poem and what other literature they've read that support the same types of interferences, how to derive evidence from the text.

Personalization Strategies

Student Learning Pictures (e.g., graphs, visual displays of learning)

Describe the personalization strategy (including Instructional Modes):

Cards for a, b, c, d distributed to students. Students respond.
Personal Competencies - Big 4 Strategies

Cognitive Competency
"What I Know"

Metacognitive Competency
"How I Learn"

Motivational Competency
"Why I Learn"

Social/Emotional Competency
"How I Relate"

Close Reading

Learning Pictures

Active Student Responding

Norming
PERSONALIZED LEARNING Resources

http://www.centeril.org/personalizedlearning/

INNOpods: A Journey through Personalized Learning

Center on Innovations in Learning
Contact Us

- Center on Innovations in Learning (centeril.org)
- Mark Williams (mwilliams@adi.org)