

The Power of Personalized Learning



Allison Zmuda, Facilitator
allison@allisonzmuda.com

Essential Question for Session

*How do we design
“space” in our
classrooms, our
schools, and our
homes to help all
children develop
and achieve their
dreams?*



Session Goals

- To provide an overview of Personalized Learning
- To understand use of Cross-Disciplinary Capacities as a design tool
- To reflect on current performance tasks using Cross-Disciplinary Capacities
- To identify spaces in our current program and curricula where elements of personalized learning can be moved from minimal student input to “some student input” “or student-driven”

Big, Hairy Audacious Goal

To find at least one space in the current curriculum in each course this year to create a truly magical student-centered learning experience



What is Personalized Learning?

PART 1

Co-create a Manchester definition of personalized learning that is:

✧ **WORTHY OF ACCOMPLISHMENT**

✧ **HONORS THE CONTEMPORARY
LEARNER**

✧ **ACHIEVABLE**



From Action Research

Teams of 3-4 – Each person describes:

- One of the most meaningful learning experiences I have had was...
- Because...
- Goal is to create a list of common traits



From Authors

Read 1 pager of quotations and reflect on statements that resonate with you



From Students: *What we want*

- We want to do work that makes a difference to us and to our world.
- We want to learn with the media of our times.
- We want to do work that is relevant, meaningful and authentic.
- We want to be engaged intellectually.
- We want stronger relationships with our teachers [staff], with each other and with our communities.



Defining Attributes of Personalized Learning



What are the key elements of Personalized Learning?

How do we grow independent learners?

PART 2

Minimal Student Input	Some Student Input	Student-Driven
Designed for the student	Teacher-guided with room for student pursuit	Student-designed with teacher input



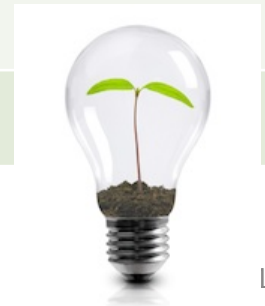
Power of Personalization

- We share information, ideas, genres to push student thinking.
- We follow student curiosity, imagination, and wonder.
- We create tasks with the students.
- We conference to provide feedback, talk through next steps.
- We celebrate accomplishments.



Personalized Learning Evolution

Element	Minimal Student Input	Some Student Input	Student-Driven
Disciplinary Outcomes	What are the subject-specific goals of learning?		
Cross Disciplinary Capacities	What learning goals cut across all subject areas?		
Task	What is the challenge?		
Audience	Who is the audience? How does that shape communication?		
Feedback	How do students use feedback?		



Personalized Learning Evolution

Element	Minimal Student Input	Some Student Input	Student-Driven
Disciplinary Outcomes	Established standards dictate the content and skills to be learned	Student has some choice within prescribed content and skills in established standards	Student determines content and skills they wish to learn within established standards



Personalized Learning Evolution

Element	Minimal Student Input	Some Student Input	Student-Driven
Cross-Disciplinary Capacities	Cross-disciplinary capacities have been established	Student has opportunities to develop based on explicit teaching and assessment	Student identifies cross-disciplinary capacities from a common set



Capacities

- ✧ Critical Thinking
- ✧ Problem Solving
- ✧ Creative and Innovative Thinking
- ✧ Collaboration
- ✧ Communication
- ✧ Self-Direction and Task Management



Personalized Learning Evolution

Element	Minimal Student Input	Some Student Input	Student-Driven
Task	Teacher, curriculum, or computer generated	Teacher guides definition and articulation of the problem, idea, design, or investigation	Student independently defines and articulates the problem, idea, design, or investigation



The True Cost

Students will work in small groups to quantify specific programs, policies or life-changing events. The goal is to determine the true costs and reasonable estimates in order to make informed decisions about current and future behavior.

- Natural disaster
- Owning a motor vehicle
- Raising a baby
- College degree



Student as Interviewer

Conduct an interview in order to elicit information from the subject to achieve a desired result (i.e. deepen knowledge, determine guilt, make decisions).

Develop appropriate questions and questioning techniques that will serve as the foundation of the interview. Students are expected to demonstrate effective listening/observational skills and agility through the spontaneous creation of questions based on the responses they are receiving during the experience.

After the interview, analyze the information provided to effect the desired result.



Personalized Research

I want to play football, but my mom refuses to sign the release form because she is worried about me getting concussions. I want to convince her that the football rules have changed, which should keep players safer.

- How do rule changes at the professional level affect how youth football games are played?
- To what extent have those rule changes prevented the number and seriousness of concussions?

My mom wants more reliable information so that's my challenge.



Health Sciences Example

- Research the background of an impact of a specific communicable disease on human society and prepare a presentation.
- Prepare a plan for their school or community to respond to an epidemic, including researching, evaluating, and revisiting existing plans, if any.



Personalized Learning Evolution

Element	Minimal Student Input	Some Student Input	Student-Driven
Audience	Teacher is primary audience for student product or performance	Student has input into or choice in audience	Student engages with authentic audience to demonstrate learning and to add value through contribution



Personalized Learning Evolution

Element	Minimal Student Input	Some Student Input	Student-Driven
Feedback	Teacher provides formal and informal feedback to help students revise and refine the task	Teacher and others (e.g., peers, experts in the field) provide feedback to help students revise and refine the task	Student seeks and uses feedback from teacher and others to guide performance



Next Steps

PART 3: Task Design

- Analyze your task to determine where it lives on continuum
 - Focus on Cross Disciplinary Capacities, Task and Audience
- Determine how this task might be revised and/or other ideas of a meaningful problem or challenge that students can be co-creators with you



Honoring Obstacles, Restraints

What are the **BIG** challenges to personalizing learning for your students?

