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# The Four Attributes of Personalized Learning



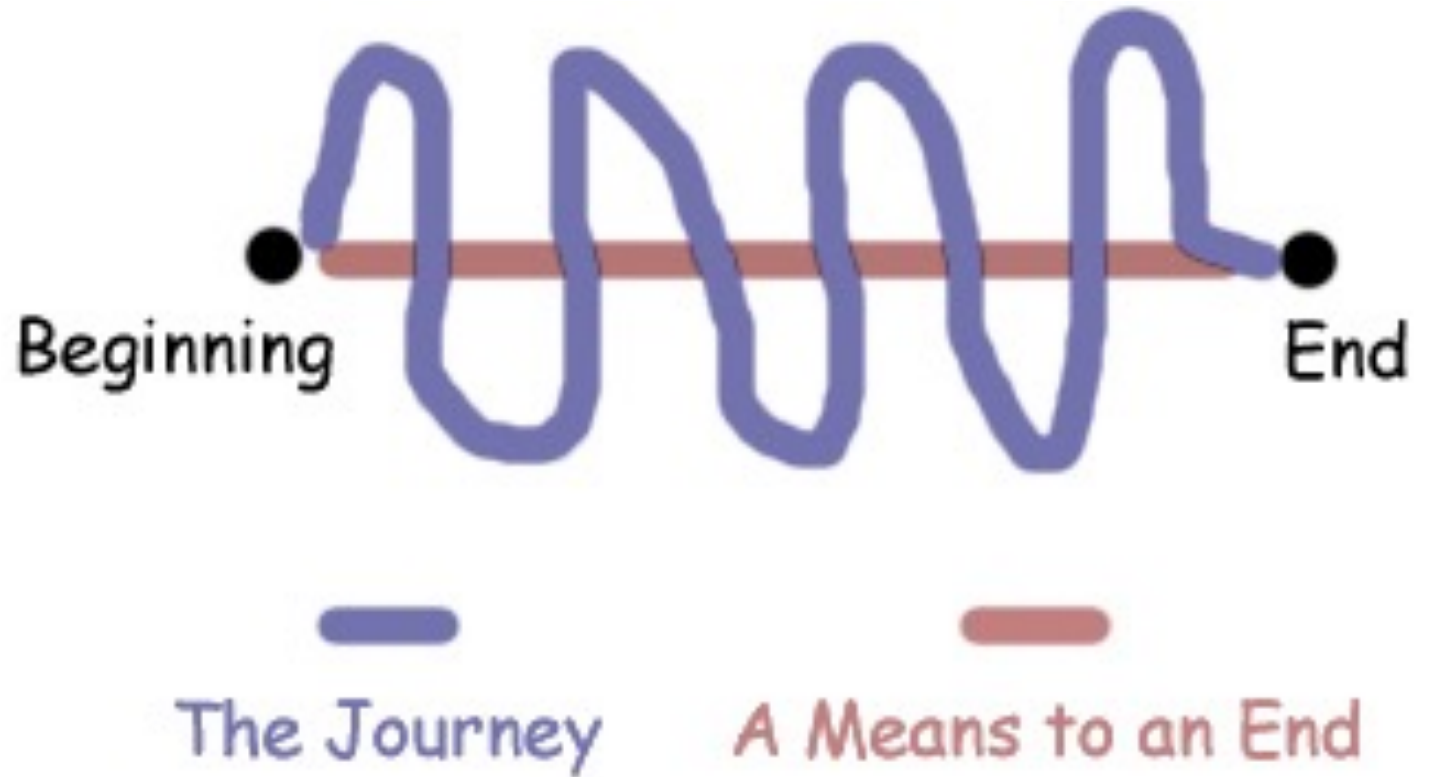
**STUDENTS**  
**AT THE**  
**CENTER**

## Definition of Personalized Learning

“Personalized learning is a progressively student-driven model where students deeply engage in meaningful, authentic, and rigorous challenges to demonstrate desired outcomes.”

*Zmuda, Curtis and Ullman (2015)*

Personalized Learning



Growing  
Learners and  
Learning  
Experience



**VOICE**



**CO-CREATION**



**SOCIAL CONSTRUCTION**



**SELF-DISCOVERY**

View knowledge as  
something to be constructed

View knowledge as given.  
Sees the subject content  
represented as facts, a body  
of truth to be acquired

Do they view  
knowledge as  
problematic?

Talking to learn and to understand in the classroom

Talking to “finish” the task or locate the answer

Do they engage in substantive conversations?

Work to develop relatively complex understandings demonstrated by success in producing new knowledge

Surface acquaintance with meaning as demonstrated when students do not or can not use knowledge to make clear distinctions, arguments, solve problems

Do they work for deep understanding?

View knowledge as  
something to be constructed

View knowledge as given.  
Sees the subject content  
represented as facts, a body  
of truth to be acquired

Do they view  
knowledge as  
problematic?





## VOICE

### Related Dispositions

- Listening with understanding and empathy
- Questioning and problem posing
- Thinking and communicating with clarity and precision

## Reflective Prompts

- In what ways do you invite students to express their thoughts and opinions?
- In what ways do you create an environment of safety for students to respectfully disagree with one another (and you)?
- In what ways do you give students the opportunity to advocate for a position?
- In what ways do you encourage students to raise questions that are skeptical or out of the box?



### **Related Dispositions**

- Creating, imagining, and innovating
- Thinking flexibly
- Persisting

## **Reflective Prompts**

- To what extent do you provide choice for students in **WHAT** they can pursue?
- To what extent do you provide choice for students in **HOW** they can pursue it?
- To what extent do you provide choice to students for **HOW** they demonstrate learning?
- To what extent do you provide the opportunity for students to develop checkpoints and monitor progress in relation to their goal?
- To what extent do you create exhibitions for student performances or products that focus on what they learned – about the topic and about themselves?



## **SOCIAL CONSTRUCTION**

### **Related Dispositions**

- Taking responsible risks
- Gathering data
- Thinking interdependently

## **Reflective Prompts**

- In what ways do you encourage students to seek others to help give their work more meaning?
- In what ways do you offer opportunities for students to seek outside of the expertise that is within the classroom?
- In what ways do you provide students with the opportunities to test their ideas and see whether they hold up to the scrutiny of other's perspectives?



## SELF-DISCOVERY

### Related Dispositions

- Applying past knowledge to new situations
- Thinking about your thinking
- Responding with wonderment and awe

## Reflective Prompts

- In what ways do you provide students with the opportunity to reflect on their learning and how it affects who they are becoming as a learner?
- In what ways do you provide the opportunity for students to know more about the ways that they learn best?
- In what ways do you provide the opportunity for students to see the growth of their work over time?
- To what extent do you create exhibitions for student performances or products that focus on what they learned – about the topic and about themselves?

1

**What do I see in  
this example?**  
(descriptive,  
nonjudgemental)

2

**What do I think?**  
(inference, further  
examination)

3

**What questions do I  
wonder about?**  
(connection)

Example #1: Student Blog Post

## Example #2: Your Own

- Take an idea that you are working on over the next few weeks/months.
- Write a brief description of the idea.
- Use Four Attributes to imagine ways to invite learners into the process.



**VOICE**



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