

Syllabus

Course Overview

Imagine a student you know and care about. Imagine that student bubbling over with excitement about what she is doing in school. How she can't wait to tell you the latest details of how she spent her day. Notice how she buries herself in her work, which spills over into every aspect of her life. Notice how it becomes the lens through which she sees the world, how it brings urgent questions, wonderings, and insight into her thinking.

Imagine a teacher who walks into the classroom filled with energy for the day ahead, a teacher who can't wait for students to walk through the door so that they can resume the learning journey, a teacher who moves from group to group, individual to individual, eager to hear the latest in her students' thinking and see their progress. This is a classroom where learning is personalized.

— Zmuda, Curtis, & Ullman,
2015, p. 1

Personalized learning is a transformational approach to teaching. It relies on students' ability to discover what is meaningful and relevant and to engage in learning about those things. Students have an increased voice and choice in creating the learning tasks in which they will engage; students and the teacher co-create tasks, thereby sharing the responsibility for the learning process.

Personalized learning is truly a departure from traditional education. The role of the teacher shifts from a "sage on the stage" approach to a manager and co-creator of learning experiences. In a personalized learning environment, teachers have conferences with students about what they are learning and provide feedback so that students can develop greater proficiency in targeted areas. The role of students also changes from passive recipients of content to partners with the teacher in developing learning tasks, seeking out others (in and out of the classroom) who can collaborate with them, and showing how their work demonstrates the mastery of desired learning outcomes.

In this course, you will begin your exploration of personalized learning. You will investigate technological resources and digital tools that will help you personalize learning with your students. You will consider a wide variety of personalization strategies—Plan-Do-Study-Act, Genius Hour, problem-based and project-based learning—and how they may best be utilized in your learning environment.

Reference

Zmuda, A., Curtis, G., & Ullman, D. (2015). *Learning personalized: The evolution of the contemporary classroom*. San Francisco, CA: Jossey-Bass.

Course Requirements

In this course, you will be required to teach a unit of instruction to students. You will also be required to collect and analyze data based on that instruction. If this is not a requirement you can meet, please contact your advisor so that you can be enrolled in a more appropriate class for the quarter.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Plan personalized instruction that leverages instructional techniques to increase engagement, motivation, and achievement.
- 2 Implement personalized learning options.
- 3 Evaluate the use of assessments to personalize learning for students.
- 4 Analyze assessment data to improve personalized instruction.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Abbas, P. G., Lai-Mei, L., & Ismail, H. N. (2013). [Teachers' use of technology and constructivism](#). *International Journal of Modern Education and Computer Science*, 5(4), 49–63.
- Andrade, H., Huff, K., & Brooke, G. (2012). [Assessing learning](#). *The Education Digest*, 78(3), 46–53.
- Anonymous. (2015). [Sparking students' passions in the genius hour](#). *NSTA Reports*, 26(9), 6–7.
- Cook, V. (2012). [Learning everywhere, all the time](#). *Delta Kappa Gamma Bulletin*, 78(3), 48–51.
- Datnow, A., & Hubbard, L. (2016). [Teacher capacity for and beliefs about data-driven decision making: A literature review of international research](#). *Journal of Educational Change*, 17(1), 7–28.
- Demski, J. (2012). [This time it's personal](#). *T H E Journal*, 39(1), 32–36.
- Editorial Projects in Education Inc. (2014, October 22). [Personalized learning: A working definition](#). *Education Week*, S3.
- Harris, C. J. (2016). [Effective integration of technology into schools' curriculum](#). *Distance Learning*, 13(2), 27–37.
- Herold, B. (2014). [Building better feedback loops](#). *Education Week*, 33(25), 8–12.
- Hickey, R. (2014). [Project-based learning: Where to start? Techniques](#), 89(2), 8–9.
- Hoogland, I., Schildkamp, K., van der Kleij, F., Heitink, M., Kippers, W., Veldkamp, B., & Dijkstra, A. M. (2016). [Prerequisites for data-based decision making in the classroom: Research evidence and practical illustrations](#). *Teaching and Teacher Education*, 60, 377–386.
- Hora, M. T., Bouwma-Gearhart, J., & Park, H. J. (2017). [Data driven decision-making in the era of accountability: Fostering faculty data cultures for learning](#). *Review of Higher Education*, 40(3), 391–426.
- Lai, M. K., & McNaughton, S. (2016). [The impact of data use professional development on student achievement](#). *Teaching and Teacher Education*, 60, 434–443.
- Levin, B. B., & Schrum, L. (2013). [Technology-rich schools up close](#). *Educational Leadership*, 70(6), 51–55.
- Mandinach, E. B. (2012). [A perfect time for data use: Using data-driven decision making to inform practice](#). *Educational Psychologist*, 47(2), 71–85.
- Pitler, H., Hubbell, E. R., & Kuhn, M. (2012). [Using technology with classroom instruction that works \(2nd ed.\)](#). Alexandria, VA: ASCD.
- Rico, R., & Ertmer, P. A. (2015). [Examining the role of the instructor in problem-centered instruction](#). *TechTrends*, 59(4), 96–103.
- Spencer, J. (2017). [The genius of design](#). *Educational Leadership*, 74(6), 16–21.

- Tamim, S. R., & Grant, M. M. (2013). Definitions and uses: Case study of teachers implementing project-based learning. *Interdisciplinary Journal of Problem-Based Learning*, 7(2), 71–101.
- Thompson, G. (2015). The power of small data. *T H E Journal*, 42(3), 12–16.
- Westover, J. (2012). Personalized pathways to success. *Leadership*, 41(5), 12-14, 35-36, 38.
- Wiggins, G., & McTighe, J. (2005). Understanding by design (Expanded 2nd ed.). Alexandria, VA: ASCD.
- Williams, P. (2014). Teaching to one: A new approach to data-driven instruction. *Principal Leadership*, 15(3), 32–35.
- Yukhymenko, M., Brown, S. W., Lawless, K., Brodowinska, K., & Mullin, G. (2014). Thematic analysis of teacher instructional practices and student responses in middle school classrooms with problem-based learning environments. *Global Education Review*, 1(3), 93–110.
- Zmuda, A., Curtis, G., & Ullman, D. (2015). Learning personalized: The evolution of the contemporary classroom. San Francisco, CA: Jossey-Bass.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- International Association for K-12 Online Learning (iNACOL). Resource search: Personalized learning. Retrieved from http://www.inacol.org/resources/resource-search/?resource_topics=18
- McTighe, J. (n.d.). UbD in a nutshell [PDF]. Retrieved from <https://carpentries.github.io/instructor-training/files/papers/wiggins-mctighe-ubd-nutshell.pdf>
- National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences. (2009). Using student achievement data to support instructional decision making [PDF] (NCEE 2009-4067). Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf
- Renfro, A. (2014, February 28). Making personalized learning plans personal. Retrieved from <http://gettingsmart.com/2014/02/making-personalized-learning-plans-personal/>
- Tormala, A. (2014, July 7). Five epiphanies on learning in a 1:1 iPad classroom [Blog post]. Retrieved from <http://www.edutopia.org/blog/epiphanies-learning-ipad-classroom-alyssa-tormala>. Originally published 2014 Edutopia.org; George Lucas Educational Foundation.

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool. If the full text is not available, you may be able to request a copy through the Interlibrary Loan service.

- DuFour, R., DuFour, R., & Eaker, R. (2008). *Revisiting professional learning communities at work: New insights for improving schools*. Bloomington, IN: Solution Tree Press.
- Rita, N. K. (2016). Connectivism in learning activity design: Implications for pedagogically-based technology adoption in African higher education contexts. *International Review of Research in Open and Distance Learning*, 17(2), 1–22.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Anderson, T. (2016). Theories for learning with emerging technologies [PDF]. In G. Veletsianos (Ed.), *Emergence and innovation in digital learning: Foundations and applications* (pp. 35–50). Edmonton, AB: AU Press. Retrieved from http://www.aupress.ca/books/120258/ebook/03_Veletsianos_2016-Emergence_and_Innovation_in_Digital_Learning.pdf
- Common Core State Standards Initiative. (n.d.). Retrieved from <http://www.corestandards.org/>

- Duke, B., Harper, G., & Johnston, M. (2013). [Connectivism as a digital age learning theory \[PDF\]](https://www.hetl.org/wp-content/uploads/2013/09/HETLReview2013SpecialIssueArticle1.pdf). Retrieved from <https://www.hetl.org/wp-content/uploads/2013/09/HETLReview2013SpecialIssueArticle1.pdf>
- Education 2020. (n.d.). [Connectivism](http://education-2020.wikispaces.com/Connectivism). Retrieved from <http://education-2020.wikispaces.com/Connectivism>
- [Genius Hour](http://www.geniushour.com/). (n.d.). Retrieved from <http://www.geniushour.com/>
- ISTE. (2008). [ISTE standards: Teachers](http://www.iste.org/standards/standards-for-teachers). Retrieved from <http://www.iste.org/standards/standards-for-teachers>
- ISTE. (n.d.). [ISTE standards for students](https://www.iste.org/standards/standards-for-students). Retrieved from <https://www.iste.org/standards/standards-for-students>
- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html) <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Unit 1 >> Introduction to Personalized Learning

Introduction

For more than a century, schools in the United States have been designed as a sort of factory model—a one-size-fits-all approach in which every child is expected to master the same standards during the same time frame. Instruction has been tailored in each learning environment so that teachers can "teach to the test," using a pacing guide to cover all the content students need to know to take standardized tests. However, in the 21st century, the proliferation of technology has allowed teachers to move away from the factory model and toward a more student-centered, engaging approach. One way to do this is through personalized learning.

Personalized learning is an approach in which students become entrusted with the responsibility of learning. Rather than sitting in their seats and listening to the teacher present content, students plan their own learning tasks in pursuit of their own interests. In this unit, you will be introduced to personalized learning, along with the learning theories that support it.

Learning Activities

u01s1 - Studies

Complete the following readings and media activities.

Constructivism

- Abbas, P. G., Lai-Mei, L., & Ismail, H. N. (2013). [Teachers' use of technology and constructivism](#). *International Journal of Modern Education and Computer Science*, 5(4), 49–63.
 - This article discusses how technology use in the classroom is improved through the integration of constructivist theory.

Connectivism

- Cook, V. (2012). [Learning everywhere, all the time](#). *Delta Kappa Gamma Bulletin*, 78(3), 48–51.
 - In this article, the author discusses connectivism and how learning through online resources allows for anywhere, anytime learning.

Personalized Learning

- Zmuda, A., Curtis, G., & Ullman, D. (2015). [Learning personalized: The evolution of the contemporary classroom](#). San Francisco, CA: Jossey-Bass.
 - Read Chapter 1, "Making the Case for Personalized Learning," on pages 5–21. In this chapter, the authors describe twelve elements of personalized learning.
- Editorial Projects in Education Inc. (2014, October 22). [Personalized learning: A working definition](#). *Education Week*, S3.
 - This reading provides a more detailed working definition of personalized learning that can help you incorporate personalization more easily into your instruction.
- Click **Teacher as Facilitator** to view the multimedia presentation.
 - This video explains how your role as a teacher may shift as you learn to personalize your instruction.

Optional Resources for Further Exploration

Connectivism

- Education 2020. (n.d.). [Connectivism](http://education-2020.wikispaces.com/Connectivism). Retrieved from <http://education-2020.wikispaces.com/Connectivism>
- Duke, B., Harper, G., & Johnston, M. (2013). [Connectivism as a digital age learning theory \[PDF\]](https://www.hetl.org/wp-content/uploads/2013/09/HETLReview2013SpecialIssueArticle1.pdf). Retrieved from <https://www.hetl.org/wp-content/uploads/2013/09/HETLReview2013SpecialIssueArticle1.pdf>

- Rita, N. K. (2016). Connectivism in learning activity design: Implications for pedagogically-based technology adoption in African higher education contexts. *International Review of Research in Open and Distance Learning*, 17(2), 1–22.
 - This article is available in the Capella library.

Educational Systems in the Digital Age

- Anderson, T. (2016). [Theories for learning with emerging technologies \[PDF\]](#). In G. Veletsianos (Ed.), *Emergence and innovation in digital learning: Foundations and applications* (pp. 35–50). Edmonton, AB: AU Press. Retrieved from http://www.aupress.ca/books/120258/ebook/03_Veletsianos_2016-Emergence_and_Innovation_in_Digital_Learning.pdf

Course Resources

Teacher as Facilitator

u01s1 - Learning Components

- Explore how the art of questioning enhances learning and comprehension.
- Explain how principles of multiple theories might support personalized learning in the current learning environment.

u01s2 - Assignment Preparation

In this course, you will be required to create and teach a personalized learning unit within your learning environment. The personalized learning unit should be four days to two weeks long. In the assignments in Units 3, 5, and 8, you will work on different components on your learning unit, and in Unit 10, you will analyze the data you collect. Ideally, you will implement this learning unit between weeks 7 and 8, as you will report on the implementation experience in the Unit 8 assignment. You will also be required to collect data from your students as they move through the unit so that you can analyze their growth and support students who may be falling behind. Because of these requirements for implementation and data collection, it is especially important for you to plan ahead to ensure you complete all of your assignments on time.

Tasks for This Week

In order for you to successfully complete this activity, this week you should:

- Read through the instructions and scoring guide for each assignment, and make a timeline for completing the assignments on time.
- Look through your curriculum and determine what the theme or topic for your personalized learning unit will be.
- Arrange your curriculum so that you can implement the personalized learning unit in weeks 7 and 8. If you need to start early, feel free to do so; however, you will be held accountable to the strategies discussed in Units 1–7.
- Begin thinking about how you will want to collect and organize student data. There will be examples in the course, but it is wise to begin thinking from the data collection perspective as you consider the sorts of assessments you will choose for the personalized learning unit.
- Refer to the example UbD templates located in the Resources. Because you will be completing your unit in stages throughout the course, be sure to return to the examples as you complete each stage.

Course Resources

UbD Example – Literature

UbD Example – Money

u01s3 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - Personalized Learning: Where Are You?

It has been stated that "Personalized learning is a progressively student-driven model in which students deeply engage in meaningful, authentic, and rigorous challenges to demonstrate desired outcomes" (Zmuda, Curtis, & Ullman, 2015, p. 7).

Think about your own learning environment and self-assess where you are with transforming teaching and learning in a personalized way. In your discussion, ensure that you—at a minimum—address these questions:

- What do you know about personalized learning?
- What challenges do you face to personalize learning?
- What do you think you might need to know to get started with personalizing learning in your learning environment?
- What strategies have you used that reflect personalized learning?

Response Guidelines

Respond to at least two colleagues. Find one colleague who has discussed being at a similar place as you in regard to personalized learning and one who discussed being at a different place than you. Offer suggestions to your similar colleague for how he or she might go about taking steps toward personalizing learning—maybe by discussing what your plans are. Then, ask questions of your different colleague that will help move you forward in your understanding of personalized learning.

Reference

Zmuda, A., Curtis, G., & Ullman, D. (2015). *Learning personalized: The evolution of the contemporary classroom*. San Francisco, CA: Jossey-Bass.

u01d1 - Learning Components

- Explore the role of the teacher in the personalized learning model.

u01d2 - Theories That Support Personalized Learning

In this unit, we have investigated two theories that underlie personalized learning: constructivism and connectivism. Comment on these theories using the questions below:

- Which theory aligns most closely with your current teaching approach? Give examples to support this.
 - What aspects of this theory could you better implement in your learning environment? How would that improve personalization?
- What did you learn that you did not know before? Point out one or two elements of the theories that you had not known before and that change your perspective on your instruction or would impact the way you teach.
 - How might this new learning help you as you begin to personalize learning?

Response Guidelines

Respond to at least two colleagues. Compare the insights described in their posts with your own. Then, consider the theory your colleagues described as aligning most closely with their practice. Offer two suggestions for incorporating some of the other theory's principles into teaching as a strategy for making the learning more personalized.

u01d2 - Learning Components

- Analyze how theories that underlie personalized learning are present in current classroom instruction.
- Explain how principles of multiple theories might support personalized learning in the current learning environment.
- Analyze personalized learning instructional approaches versus traditional teaching methods.

Unit 2 >> Creating Structures to Support Personalized Learning

Introduction

It is lunchtime and two ninth-grade teachers are in the teacher's lounge, chatting as they eat.

"I really enjoyed the workshop we had last week on personalized learning," Jim says. "I've started doing a little bit of reading about it, but I really don't know where to start. It is such a different approach. How do I begin using such a different style of planning?"

"I've been doing personalized learning for a while," says Kate. "I still use the same planning structure that I always have—Understanding by Design (UbD). In personalized learning, we still want to do the same thing as always—select standards to teach, help our students develop performance tasks (competencies) that show they have met the standards, and assist them in creating a learning plan to get there."

As this conversation illustrates, the process of integrating personalized learning into a learning environment can initially seem overwhelming, but it starts with the same planning approach used in other effective teaching: backward design. In this unit, you will focus on how UbD can be used to support personalized learning. You are encouraged to personalize this unit for your own needs. Included are several resources related to UbD so that we may all form a firm foundation of knowledge on this topic. However, if you already have expertise in UbD, you may elect to browse the resources rather than read them fully, or even skip one altogether. This is a part of personalization—taking into account the level of knowledge your students have and guiding them toward an appropriate approach to learning. You will also learn about iNACOL, the International Association for K–12 Online Learning, and investigate the personalized learning resources offered by that organization.

Learning Activities

u02s1 - Studies

Complete the following readings and media activities.

Backward Design

- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Alexandria, VA: ASCD.

- Read Chapter 1, "Backward Design," on pages 13–34. This chapter describes the three stages of the backward design process and explains why this is a useful method for designing curriculum. Be sure to understand the components of the three-stage template.
- Click **Backward Design** to view the multimedia presentation.
 - This media piece presents an example of a completed backward design template.

Elements of Understanding by Design and Personalized Instruction

- Click **Personalized Instruction and the Elements of UbD** to view the multimedia presentation.
 - This presentation describes the six features of UbD, focusing on the WHERETO elements.
- Zmuda, A., Curtis, G., & Ullman, D. (2015). *Learning personalized: The evolution of the contemporary classroom*. San Francisco, CA: Jossey-Bass.
 - Read Chapter 2, "The Aim of Contemporary Schooling," on pages 23–56. In this chapter, the authors investigate the elements of disciplinary outcomes, cross-disciplinary outcomes, and mindsets.

iNACOL Resources: Personalized Learning and Competency-Based Learning

Investigate three or four of iNACOL's resources on personalized learning and competency-based learning. The purpose of your investigation should be to deepen your understanding of these concepts. For some, this may mean researching some general information on personalized learning and competency-based learning. For others, this research may be focused on exploring particular aspects of these topics or finding resources on how to implement them in your learning environment.

Start your search here:

- International Association for K-12 Online Learning (iNACOL). [Resource search: Personalized learning](http://www.inacol.org/resources/resource-search/?resource_topics=18). Retrieved from http://www.inacol.org/resources/resource-search/?resource_topics=18

Course Resources

Backward Design

Personalized Instruction and the Elements of UbD

u02s1 - Learning Components

- Identify initial components of UbD.
- Explain how backward design and Understanding by Design align with personalized learning.

u02s2 - Assignment Preparation: Unit Overview

In Unit 3, the unit overview for your personalized learning unit is due. In that assignment, you will be asked to complete Stage 1 of the Interactive UbD Template and to analyze various components of your unit plan.

Tasks for This Week

In preparation for the Unit 3 assignment, you should complete the following tasks this week:

- Read through the Unit 3 assignment instructions and grading criteria. Ask any relevant questions, and make a plan for completing the assignment.
- Click **Interactive UbD Template** to view an important resource for your assignment. Begin filling out this template by selecting the standards the personalized learning unit will address. Consider both state content standards and technology standards.
- Develop enduring understandings and essential questions for your personalized learning unit. Remember that you are teaching a relatively short unit, so be sure not to take on too much.
- Identify a theoretical framework you would like to use to develop your unit. Choose a theory that has been addressed in this course, such as constructivism, connectivism, or multiple intelligence theory. Use your identified theory to guide how you build your unit.
- If you did not do so in Unit 1, refer to the example UbD templates located in the Resources if you need a reference. Because you will be completing your unit in stages throughout the course, be sure to return to the examples as you complete each stage.

Course Resources

UbD Example – Literature

UbD Example – Money

Interactive UbD Template

u02s2 - Learning Components

- Align planning components to multiple measures and standards.
- Review and familiarize relevant content standards.

u02d1 - Planning for Personalized Learning

Based on what you know about backward design and Understanding by Design (UbD), comment on how this structure for unit planning supports personalized learning. Specifically address these questions:

- How does UbD fit with these three elements of personalized learning: disciplinary outcomes, cross-disciplinary outcomes, and mindsets?
- What parts of personalized learning do not fit so neatly within the UbD framework?
- What modifications or additions would you need to make to UbD so it would be a helpful tool for planning personalized instruction?

Response Guidelines

Respond to two of your colleagues. Comment on whether you believe the modification proposed in the post is sufficient for making UbD a proper tool for personalized instruction. What else might you add, remove, or modify? Based on your thinking and your colleague's thinking, what assumptions do teachers seem to make when planning lessons that stop them from fully integrating personalized learning into their unit planning?

u02d1 - Learning Components

- Analyze how Understanding by Design supports planning for personalized learning.
- Analyze unit planning and personalized learning components through the application of UbD.

u02d2 - Personalized Learning Resources

In the unit studies, you investigated iNACOL's resources on personalized learning and competency-based education. Discuss what you learned from your investigation into iNACOL's resources, specifically:

- What did you learn from this organization about personalized learning? What did you learn about competency-based learning? How do these two teaching concepts work together to improve student learning?
- Which one of the resources did you find particularly compelling? Why is it useful to you? Provide a link to the resource.
 - Describe a scenario in your school in which you would use the information you learned to increase knowledge or awareness with a particular group (such as administrators, professional learning communities, parents, or students).
 - Explain how this resource would benefit the group and how it could be used to make actual change.

Response Guidelines

Respond to at least two colleagues. You must first review the resource your colleague selected. In your response:

- Provide an additional resource from your research in this unit that supplements the resource provided by your colleague.
- Describe how the additional resource would be beneficial in the described scenario.
- Address any nuances to the resources that would be important to address—the way in which the resources should be used together, any points of discrepancy, et cetera.

u02d2 - Learning Components

- Analyze how resources on personalization and competency-based education support and align with personalized instruction.

Unit 3 >> Assessment Basics

Introduction

Assessment, particularly formative assessment, plays an important part in personalized learning. According to Nitko and Brookhart (2011), good formative assessment practices have several benefits:

- Formative assessment helps teachers and students identify the students' independence level and instructional level in the given content or skill area.
- Formative assessment is a part of active, personalized learning, as it helps keep students focused on their learning goals.
- Using peer- and self-assessment helps students with the construction of knowledge.
- Students receive specific feedback on what they need to improve.

Summative assessment also plays a part in personalized learning. When students show their learning through projects and performances, teachers can obtain an overall, summary view of what the students have learned. This is considered assessment of learning—the assessments that teachers often use to assign grades for students.

When teachers use UbD for developing their instructional plans, they first identify the desired outcomes (Stage 1) and then develop the formative and summative assessments that will be used in the instructional unit (Stage 2). In personalized learning environments, students would have the opportunity to co-develop personalized tasks (competencies) to show their learning.

In this unit, you will learn about the importance of a balanced, student-centered approach to assessment. You will also learn about ways to use data to help make instructional decisions.

Reference

Nitko, A. J., & Brookhart, S. M. (2011). *Educational assessment of students* (6th ed.). Boston, MA: Pearson.

Learning Activities

u03s1 - Studies

Complete the following readings and media activities.

Assessment and Data

- Andrade, H., Huff, K., & Brooke, G. (2012). [Assessing learning](#). *The Education Digest*, 78(3), 46–53.
 - In this article, the authors discuss the importance of using a blend of student-centered assessments, including the use of assessment technologies.
- Westover, J. (2012). [Personalized pathways to success](#). *Leadership*, 41(5), 12–14, 35–36, 38.
 - In this article, the author describes the significance of formative assessments in determining student understanding and the effect of students being engaged in high-quality learning tasks.
- Click **Student Success Begins With Data** to complete the interactive presentation.
 - This presentation allows you practice analyzing a classroom set of data. You will discuss your results in a discussion for this unit. Use this presentation as a starting point for organizing the data you collect as your students move through the personalized learning unit.

Understanding by Design (UbD)

- McTighe, J. (n.d.). [UbD in a nutshell \[PDF\]](#). Retrieved from <http://jaymctighe.com/wordpress/wp-content/uploads/2011/04/UbD-in-a-Nutshell.pdf>
 - This article provides questions for each stage of the UbD template and contains information about GRASPS, an acronym to aid teachers in creating authentic performance tasks.
- Listen to part 1 of [Curriculum Mapping: Reflection and Practice](#).
 - This presentation is an audio recording of Jay McTighe explaining Stage 1 of the UbD process. He focuses on problems teachers have with unpacking content standards.
- Click **Backward Design Stage 1** to view the multimedia presentation.
 - This presentation provides four different examples of how Stage 1 of the UbD template should be filled out. Use this as a guide when completing your Unit 3 assignment.

Optional Resources for Further Exploration

ISTE and Common Core State Standards

Become familiar with the following:

- [Common Core State Standards Initiative](http://www.corestandards.org/). (n.d.). Retrieved from <http://www.corestandards.org/>
 - Familiarize yourself with the standards associated with your teaching area. If your state does not use these standards, investigate your state standards.
- ISTE. (n.d.). [ISTE standards for students](https://www.iste.org/standards/standards-for-students). Retrieved from <https://www.iste.org/standards/standards-for-students>
 - These standards describe the technology skills students should have by the time they graduate.
- ISTE. (2008). [ISTE standards: Teachers](http://www.iste.org/standards/standards-for-teachers). Retrieved from <http://www.iste.org/standards/standards-for-teachers>
 - These standards describe ways teachers should operate in their classrooms to bring technology proficiency to their students.

Professional Learning Communities

- DuFour, R., DuFour, R., & Eaker, R. (2008). *Revisiting professional learning communities at work: New insights for improving schools*. Bloomington, IN: Solution Tree Press.
 - Focus on pages 182–187 of Chapter 7, "Teaching in a Professional Learning Community." Although this chapter addresses how to create an effective professional learning community (PLC), DuFour, DuFour, and Eaker also present four critical questions of learning that should guide your thinking as an individual teacher—and that could guide your own practice as you seek to personalize learning in your educational setting.
 - This resource is available in the Capella library.

Course Resources

Backward Design Stage 1

Student Success Begins With Data

u03a1 - Unit Overview

In this assignment, use the Understanding by Design (UbD) instructional planning framework to begin to develop an instructional unit that incorporates personalized learning. This unit does not have to be extensive; a week of instruction is appropriate to this assignment. The goal of the unit should be to practice the following: implementing a variety of personalized learning strategies, tracking student progress toward those goals, and modifying instruction based on the data you collect.

Develop Stage 1 of the unit using the Interactive UbD Template in the Resources, along with an analysis of the theories and foundations that support the development of personalized learning for your unit. To analyze the theories and foundations, write a narrative in a separate Word document.

You will submit Stage 1 of the template and your narrative analysis as your artifact for assessment.

Part 1: Understanding by Design: Stage 1

Use the Interactive UbD Template to develop Stage 1:

- Identify the standards that you will be addressing in your instructional unit.
 - Include both the ISTE standards for students and the common core state standards, or your own state standards, if your state has not adopted the CCSS.
- Develop enduring understandings. What lasting "big ideas" do you want students to take away from this unit of instruction? Focus on large-scale understandings.
 - You can develop these easily by filling in this sentence: I want my students to understand that.... (For examples, see the Backward Design Stage 1 media piece in the Resources.)
 - The enduring understandings that you identify must be aligned with the standards that you selected.
- Create essential questions that support the enduring understandings.
 - Essential questions are open ended and thought provoking; they promote discourse among students, challenge students' thinking, and require students to justify their ideas.
- Create a list of knowledge and skills that students will develop as a result of their work in this instructional unit.
 - The knowledge pieces are concept statements (facts, foundational concepts, and vocabulary—things that students will know).
 - The skills are actions—things that students will be able to do; skill statements should start with a verb.

Part 2: Narrative Analysis

After you develop Stage 1 of your instructional unit, write a 3–5 page narrative in which you:

- Explain the theoretical framework on which you plan to design your instructional unit.
 - Select theories that have been discussed in the course, such as constructivism, connectivism, and multiple intelligence theory. You may choose to align the unit with one or a few theories.
 - Be sure to provide a brief definition of each theory you are basing your unit on and explain how the activities you plan for your unit represent the framework.
- Summarize your rationale for selecting the desired learning outcomes.
 - For example, how do these fit with your students' schema, students' ability level, and your content standards?
- Describe how you expect your instructional approach to shift when moving from a more traditional approach to a personalized approach.
 - What will you need to do differently? How will your planning differ? How will your in-class and out-of-class activities look different?
- Explain how you used DuFour and Eaker's four critical questions of learning to craft Stage 1 of the UbD template.
 - How will you use these questions to guide your plan for incorporating personalized learning as you move forward?
- Analyze how the backward design model of instructional planning that is characterized by the Understanding by Design framework will be helpful in developing personalized learning.

Submission Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to APA style and formatting.
- **Length:** 1–2 pages for the UbD template; 3–5 double-spaced, typed pages for the narrative analysis paper.
- **Font and font size:** Times New Roman, 12 point.

Course Resources

[Backward Design Stage 1 | Transcript](#)

[Interactive UbD Template | Transcript](#)

u03d1 - A Balanced Assessment Approach

The first part of developing instruction is to identify the desired outcomes (standards, enduring understandings, essential questions, knowledge, and skills). This information answers the first critical question advocated by Rick DuFour: What do we expect our students to learn?

As you identify those desired outcomes, you should be thinking about the second critical question: How will we know students are learning? To determine this, Andrade, Huff, and Brooke (2012) recommend a balanced assessment approach.

List the standards you will address in your personalized learning unit. Then, discuss ways that you might assess those desired outcomes in a balanced way:

- What types of formative assessments might be appropriate? Explain.
- What types of summative assessments might be appropriate? Explain.
- How might you use student self-assessment and peer assessment to help track student learning?
- How might you use technology to assist you with assessing your students in a balanced way?

Response Guidelines

Respond to at least two colleagues. In your responses, offer suggestions for further or different assessments that might be used to assess the desired learning outcomes. Also, comment on the balance achieved by the proposed formative and summative assessments. If something seems unbalanced, propose a solution for achieving better balance.

Reference

Andrade, H., Huff, K., & Brooke, G. (2012). Assessing learning. *The Education Digest*, 78(3), 46–53.

u03d1 - Learning Components

- Apply the development of essential questions to unit planning.

u03d2 - Collecting Data

In this unit, you engaged with the Student Success Begins With Data media piece on data collection. In that media piece, you grouped students for instruction based on overall pre-test scores and then on your analysis of specific items missed.

- How do those two processes compare? What are the strengths and weaknesses of each?
- How do you typically collect data? How does that inform your instruction?
- What strategy for data collection and analysis would you like to try? How would you manage that kind of change?

Response Guidelines

Respond to at least two colleagues. In your responses, compare your typical data collection with that of your colleagues. How are they similar or different? Then provide feedback on the data strategies your colleagues would like to try.

Course Resources

[Student Success Begins With Data](#) | [Transcript](#)

Unit 4 >> Using Digital Tools for Assessment

Introduction

In this unit, you will begin to learn about formative and summative assessments that assist in evaluating student learning. You will also read about the importance of data and feedback. The readings for this unit look at generating hypotheses, providing feedback, and setting objectives. All are critical components to personalized learning because educators must be able to design assessments that assist in evaluating learners in authentic ways (Zmuda, Curtis, & Ullman, 2015).

You will also participate in discussions designed to expand your ability to assess learning in a personalized way. You will find, research, and discuss a digital tool that could assist in assessment. The second discussion allows you to examine and think about how the assessments in your personalized learning unit align to your objectives.

Reference

Zmuda, A., Curtis, G., & Ullman, D. (2015). *Learning personalized: The evolution of the contemporary classroom*. San Francisco, CA: Jossey-Bass.

Learning Activities

u04s1 - Studies

Complete the following readings and media activities.

Backward Design

- Listen to part 2 of [Curriculum Mapping: Reflection and Practice](#).
 - In this presentation, Jay McTighe discusses the importance of designing assessments before developing learning activities.
- Click **Backward Design Stage 2** to view the multimedia presentation.
 - This presentation presents a variety of examples of Stage 2 of the UbD model. Use these examples as references for the Unit 5 assignment.

Data Collection

- Thompson, G. (2015). [The power of small data](#). *T H E Journal*, 42(3), 12–16.
 - This article discusses how data can be collected to personalize student learning in a variety of ways.
- Pitler, H., Hubbell, E. R., & Kuhn, M. (2012). *Using technology with classroom instruction that works (2nd ed.)*. Alexandria, VA: ASCD.
 - Read Chapter 9, "Generating and Setting Hypotheses," on pages 204–219. This chapter discusses how student learning can be personalized and improved by allowing students to generate and test their own hypotheses. The chapter also explains various data collection tools that could be used by students or could be used by you as you collect data on your students' learning.

Technology Integration

- Herold, B. (2014). [Building better feedback loops](#). *Education Week*, 33(25), 8–12.
 - This article discusses how technology can be used to better design formative assessments.
- Tormala, A. (2014, July 7). [Five epiphanies on learning in a 1:1 iPad classroom \[Blog post\]](#). Retrieved from <http://www.edutopia.org/blog/epiphanies-learning-ipad-classroom-alyssa-tormala>. Originally published 2014 Edutopia.org; George Lucas Educational Foundation.
 - Use these epiphanies as suggestions to improve the technology integration that happens in your learning environment.

Optional Resources for Further Exploration

- Pitler, H., Hubbell, E. R., & Kuhn, M. (2012). *Using technology with classroom instruction that works (2nd ed.)*. Alexandria, VA: ASCD.
 - Chapter 1, "Setting Objectives and Providing Feedback," on pages 17–56, identifies a variety of strategies and technology resources that can be used to promote student collaboration, increase the ease of teacher feedback, and design easy pre-tests and formative assessments.
 - The resource is available in the Capella library.

Course Resources

Backward Design Stage 2

u04s2 - Discussion Preparation

In preparation for one of this week's discussions, find a digital assessment tool that could be used to personalize the learning in your educational setting. You can choose any digital assessment tool. If you do not know where to start, consult the readings in this study for ideas.

Be prepared to create a small example that demonstrates how the tool could be used as a personalized form of assessment.

u04s2 - Learning Components

- Identify digital assessment tools that can be used to personalize learning.

u04s3 - Assignment Preparation: Assessment Development

In Unit 5, your Assessment Development assignment is due. In that assignment, you will be asked to outline at least three assessments you will use in your personalized learning unit and to describe your data collection plan.

Tasks for This Week

In preparation for the Unit 5 assignment, you should complete the following tasks this week:

- Read through the Unit 5 assignment instructions and grading criteria. Ask any necessary questions and make a plan for completing the assignment.
- Click **Interactive UbD Template** to launch the media piece, and complete Stage 2.
 - The template will be used in a discussion this week as a way for you to receive peer feedback on your assessment plans, so be sure to download a PDF of your template upon completion of Stage 2.
 - Look back to Stage 1 to ensure your assessments align with your unit's standards and learning outcomes.

- Reference the two UbD templates located in Resources if you need an example.
- Develop a rough idea of what you would like your pre-assessment, formative assessment, and summative assessment to be. These assessments should closely align and should allow you to identify how students are progressing toward the unit standards. Be sure that these assessments reflect the features of personalized learning and are engaging to students.
- Begin to think about how each assessment will be graded. Will you use an online assessment tool? Will you use a rubric or checklist?
- Consider how technology will be incorporated authentically into these assessments. Will technology be used to assess students? Will students use technology to complete the assessment? Will technology be used in some other way?

Course Resources

UbD Example – Literature

UbD Example – Money

Interactive UbD Template

u04s3 - Learning Components

- Develop assessments that align with unit standards.
- Draft formative and summative assessments.

u04d1 - Digital Assessment Tools

Digital assessments can be useful in increasing the creativity of student assessment and streamlining the grading process for teachers.

Research a digital assessment tool that could be used to personalize learning in your educational setting. In this discussion post, share the following information about the resource:

- Provide the name of the digital assessment tool.
- Describe the tool and how it could be used in an educational setting to personalize learning.
- Use the tool to create a small example that demonstrates how the digital assessment tool could be used as a personalized form of assessment. Include a link to your example in the discussion post.

If you are struggling to find a tool, review the readings in this unit's studies for ideas.

Response Guidelines

Respond to at least two other colleagues. Choose between the following two response options:

- **Option 1:** View your colleague's example. Offer feedback on the use of the digital assessment tool and the extent to which the tool can be used to personalize learning. Consider how or if this tool could be used in your own learning environment.
- **Option 2:** Using the description of the digital assessment tool provided in the post, find a tool or app that could be used to complement the use of this tool as a form of personalized assessment. The tool or app you find could be used prior to the assessment, in conjunction with it, or as a follow up. Share the link to the tool or app, and briefly describe it.

u04d1 - Learning Components

- Evaluate digital assessment tools for their relevance and usefulness in your classroom.
- Identify digital assessment tools that can be used to personalize learning.

u04d2 - Stage 2 UbD: Assessment Design

In the Unit 5 assignment, you will be developing the formative and summative assessments for the unit plan you will implement later in the course. Rather than submitting Stage 2 of the UbD template with the assignment, as was done in the Unit 3 assignment, you will be using it in this discussion to plan your assessments.

Complete Stage 2 of the Interactive UbD Template, download a PDF upon completion, and attach it to your initial post. In addition to posting the template, respond to these questions:

- How will you summatively assess your students in the personalized learning unit?
- How will the formative assessments in the unit prepare students for the summative assessment?
- How do these assessments incorporate and reflect personalized learning?

Response Guidelines

Read through at least one colleague's Stage 2 UbD plan and discussion post. Then respond to the following questions. Remember that it is important to be specific, clear, and professional when providing peer feedback. Thus, it is important to address what is going well and what can be improved.

- Do the assessments align well to the unit standards? If not, how could the alignment be improved?
- Do the formative assessments build off one another and lead to the summative assessment?
- Do the assessments reflect personalized learning principles? Point out one way the personalized learning could be improved in the assessment plan.
- Is there sufficient technology incorporation in the assessments? Does the technology seem to be authentically incorporated?

Before you submit your response, be sure you have identified at least two strengths and two areas for improvement in your colleague's assessment plan.

Course Resources

[Interactive UbD Template](#) | [Transcript](#)

u04d2 - Learning Components

- Describe formative and summative assessment practices.
- Describe ways that self-assessment and peer assessment might be used effectively.

Unit 5 >> Using Data to Improve Personalized Learning

Introduction

Thus far in the course, you have learned what personalized learning is, how to support personalized learning, and the importance of utilizing a variety of ways to assess your learners. Often, educators will ask themselves: Now what? What do I do with all of this assessment information? Central to personalized learning is the student's growth. Assessment data must be used to allow an educator to design instruction that is student-centered with real tasks.

This week, you will look at the use of data to support instructional decisions and how to personalize instruction based on that data, and then begin to apply assessment information judiciously when making instructional decisions. Assessment can serve different purposes, especially in personalized learning settings. The purpose in gathering this data and information is for the educator to be able to respond authentically to learners depending on where they are in the learning journey (Zmuda, Curtis, & Ullman, 2015).

Reference

Zmuda, A., Curtis, G., & Ullman, D. (2015). *Learning personalized: The evolution of the contemporary classroom*. San Francisco, CA: Jossey-Bass.

Learning Activities

u05s1 - Studies

Complete the following readings and media activities.

Data-Driven Instruction

- National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences. (2009). [Using student achievement data to support instructional decision making \[PDF\]](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf) (NCEE 2009-4067). Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf
 - Read pages 1–26 of this article, which details a variety of recommendations for using student data to improve instruction. Recommendations 1 and 2 support instruction by providing strategies for collecting data and using it to modify instructional practices and for teaching students how to use data to set goals. Pay attention to the roadblocks and suggested approaches to overcome difficulties you identify in your own learning environment.

- Williams, P. (2014). Teaching to one: A new approach to data-driven instruction. *Principal Leadership*, 15(3), 32–35.
 - This article describes one school's approach to data, which involves gathering formative data through exit slips and then using that information to transform learning in the learning environment.

Mid-Point Review

- Click **Mid-Point Quiz** to review concepts from the first half of this course.

Course Resources

Mid-Point Quiz

u05s1 - Learning Components

- Develop a general plan for collecting and organizing data gathered from assessments.

u05a1 - Assessment Development

In this assignment, draft your assessments for the personalized learning unit you are developing. You should base this work on Stage 2 of the UbD template you completed and discussed in Unit 4. You will need to design a plan for pre-testing students, a formative assessment, and a summative assessment. By the time you submit your Unit 10 assignment, you will have implemented these assessments in your learning environment.

As you are developing these assessments, you will also be developing a plan to track data. You will need to collect data on these assessments so you can reflect on the results of the personalized learning strategies you implemented.

You will submit the assessment plan and the data collection plan as your artifact for assessment.

Part 1: Assessment Design

Provide the structure of at least three assessments you will implement in your learning environment for the personalized learning unit: a pre-test, a formative check, and a summative assessment. Include the following components for each assessment:

- **Background:** Describe the purpose and goal of the assessment. Include the unit objectives or learning outcomes to which the assessment aligns.
- **Assessment Plan:** Provide a brief description of the assessment. What will the assessment look like? What will students do? How will you meet all learners' needs?
 - Create a rubric or scoring guide for the assessment. The rubric should assess students' progress toward mastery of unit objectives or learning outcomes.
 - Include a copy of each assessment.
- **Strategies:**
 - Explain how the assessment incorporates features of personalized learning.
 - Describe how you will incorporate technology into at least one of the assessments.
 - Explain how you will use personalized learning strategies to improve student learning and engagement.

Part 2: Data Collection Plan

Make a plan for how you will collect data for each assessment. In the Unit 10 assignment, you will be analyzing the data to draw conclusions about the teaching strategies you used.

- Describe how you will keep track of the data you collect.
- Provide details regarding the type of data you are going to collect, how you are going to collect it, and the time frame for data collection.
- Describe your plan for interpreting data and developing hypotheses about how to improve student learning.
 - What will you be looking for in the data?
 - What type of errors do you expect to see?
 - What will you consider proficient work?

Submission Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to APA style and formatting.
- **Length:** 4–6 double-spaced, typed pages.
- **Font and font size:** Times New Roman, 12 point.

Unit 6 >> Strategies for Personalized Learning

Introduction

You have developed a strong foundation for what personalized learning is, what learning theories support it, and how assessment and data are used in personalized learning environments. In the second half of the course, you will focus exclusively on strategies you can use to personalize learning for your students.

What if, at the beginning of the school year, your principal asked you what kind of professional learning you would like to do this year—you, individually, not as an entire faculty required to attend training. What kind of professional development do *you* want to do, covering the topics in which *you* are interested? Would you be more interested in professional learning? Would you look for conferences or workshops to attend?

More than likely, you would be highly motivated to pursue this opportunity. When individuals are given choices in learning, motivation is significantly affected in a positive way. Student choice and active engagement in topics of interest are two main characteristics of personalized learning. In this unit, you will learn how to develop personalized learning plans alongside your students, using strategies like Plan-Do-Study-Act and Genius Hour. You will also use what you learn about personalized learning strategies to draft Stage 3 of your instructional unit and post it for peer review in a discussion.

Learning Activities

u06s1 - Studies

Complete the following readings and media activities.

Genius Hour

- Anonymous. (2015). [Sparkling students' passions in the genius hour](#). *NSTA Reports*, 26(9), 6–7.
 - This article introduces the idea of Genius Hour as a strategy for personalized learning.
- Spencer, J. (2017). [The genius of design](#). *Educational Leadership*, 74(6), 16–21.
 - This article offers a structure to follow for implementing Genius Hour in the learning environment.
- Click **Personalization and Genius Hour** to view the multimedia presentation.
 - This video describes how Genius Hour originated and the benefits of incorporating it into your learning environment.

Personalized Learning Plans

- Renfro, A. (2014, February 28). [Making personalized learning plans personal](#). Retrieved from <http://gettingsmart.com/2014/02/making-personalized-learning-plans-personal/>
 - This article introduces the idea of personalized learning plans and presents students who have capitalized upon these plans to advance their learning beyond what they could have accomplished in a traditional learning environment.
- Click **PDSA in Personalized Learning Environments** to view the multimedia presentation.
 - This video describes the Plan-Do-Study-Act strategy as a method to bring personalized learning into your learning environment.

Optional Resources for Further Exploration

- [Genius Hour](#). (n.d.). Retrieved from <http://www.geniushour.com/>
 - Explore resources that are offered or learn more about Genius Hour.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Alexandria, VA: ASCD.
 - Chapter 9, pages 191–226, describes how to develop meaningful learning activities using the WHERETO framework. Pay attention to the suggestions and the Misconception Alerts, as they can prevent you from making common mistakes.
 - This resource is available in the Capella library.
- Zmuda, A., Curtis, G., & Ullman, D. (2015). *Learning personalized: The evolution of the contemporary classroom*. San Francisco, CA: Jossey-Bass.
 - Chapter 3, "The Design of a Student-Driven Learning Experience," on pages 59–74, describes how to plan engaging student learning experiences by considering the task, audience, feedback, and method of evaluation used when designing activities.
 - Chapter 4, "Tasks That Demonstrate Personalized Learning Evolution in Practice," on pages 75–108, describes how to engage students in the learning process using three strategies: go personal, go local, and go global.

- This resource is available in the Capella library.

Course Resources

PDSA in Personalized Learning Environments

Personalization and Genius Hour

u06s1 - Learning Components

- Plan for curating outside-the-classroom personalized learning resources.

u06s2 - Assignment Preparation: Learning Plan

In Unit 8, your Personalized Learning Planning and Implementation assignment is due. For that assignment, you will create four lesson plans utilizing personalized instruction, implement those lessons, and reflect on the implementation.

Tasks for This Week

In preparation for the Unit 8 assignment, you should complete the following tasks this week:

- Read through the assignment instructions and grading criteria. Ask any questions and make a plan for completing the assignment.
- Complete the readings and view the multimedia presentation assigned below.
- Click **Interactive UbD Template**, and read through and complete Stage 3. This template will be used in a discussion this week as a means for you to receive peer feedback. Be sure to align the work you do in Stage 3 with the work you have completed in Stages 1 and 2.
 - Reference the two UbD templates located in the Resources if you need an example.
- Begin to think about how your four lessons will progress. How will you assess where students are in their learning? What strategies will you use to engage students and personalize their learning? What role will technology serve?

Multimedia

Complete the following:

- Click **Backward Design Stage 3** to view the multimedia presentation.
 - This presentation gives a variety of examples of how to complete Stage 3 of the UbD template.

Course Resources

UbD Example – Literature

UbD Example – Money

Interactive UbD Template

Backward Design Stage 3

u06s2 - Learning Components

- Analyze personalized learning strategies and digital tools that are appropriate for use in the classroom.
- Develop authentic personalized learning tasks.
- Propose a structure for implementing personalized learning strategies in the classroom.

u06d1 - Genius Hour

There are many ways to begin incorporating personalized learning into your instruction. One strategy is beginning a Genius Hour. In this discussion, discuss how Genius Hour could be incorporated to personalize your instruction.

After reviewing the resources regarding Genius Hour that were provided in this unit, answer these questions:

- How might you fit Genius Hour into your learning environment at least once a week?
- What would your Genius Hour look like?
- What would your role be as the teacher during Genius Hour?
- What management challenges would you expect?
- What ideas do you have about facilitating and managing this personalized approach to ensure that students are addressing grade-level standards?

Response Guidelines

Respond to at least two colleagues. Review his or her plan for Genius Hour. Offer two suggestions for your colleagues to consider if they were to implement this plan. Consider topics such as garnering support, addressing challenges, providing student support and guidance, setting up the learning environment and routines, and communicating with parents.

u06d1 - Learning Components

- Anticipate management challenges in facilitating personalized learning.
- Propose a structure for implementing personalized learning strategies in the classroom.
- Describe how the teacher and student roles change in personalized learning environments.

u06d2 - Stage 3 UbD: Learning Activities

In the Unit 7 assignment, you will be developing at least four lesson plans for your personalized learning unit. You will submit Stage 3 of the UbD template in this discussion to receive feedback on your ideas for the learning activities you would like to implement in your unit.

Complete Stage 3 of the **Interactive UbD Template** and download a PDF upon completion. Attach the PDF to your initial post. In addition to posting the template, respond to these questions:

- How do these learning activities work together to help students master the unit competencies and objectives?
- How have you incorporated technology in a way that promotes personalization?
- What concerns or questions do you have about your learning activities that you would like your colleagues to provide feedback on?

Response Guidelines

Read through at least one colleague's Stage 3 UbD plan and discussion post. Then, respond to the following questions. Remember that it is important to be specific, clear, and professional when providing peer feedback. Thus, it is important to address what is going well and what can be improved.

- Do the learning activities seem complete and cohesive? Will they work together to help students achieve success?
- Are all of the WHERETO elements of UbD included? Refer to McTighe's "UbD in a Nutshell" for a quick reference on the WHERETO elements.
- Are a variety of personalized learning strategies incorporated? Does this variety seem purposeful and useful?
- Does technology seem to be sufficiently and authentically incorporated?

Before you submit your response, be sure you have identified at least two strengths and two areas for improvement in your colleague's plan.

Course Resources

[Interactive UbD Template](#) | [Transcript](#)

[UbD in a Nutshell \[PDF\]](#).

u06d2 - Learning Components

- Analyze personalized learning strategies and digital tools that are appropriate for use in the classroom.
- Develop authentic personalized learning tasks.

Unit 7 >> Problem-Based and Project-Based Learning

Introduction

Even if you have only been teaching for a short time, you may be familiar with project-based learning and problem-based learning. These are two important strategies being used to increase student engagement and choice. While there are many similarities between project-based and problem-based learning, there are also identifiable differences. Knowing these similarities and differences will allow you to use each appropriately in your learning environment.

Both problem-based learning and project-based learning include open-ended questions or tasks and authentic application of skills. In addition, both strategies build on student independence and inquiry and student-centered, rather than teacher-centered, learning. However, there are differences. You could think of problem-based learning as a type of project-based learning. Project-based learning tends to be lengthy and multidisciplinary; the outcomes include a product or performance, often applied in real-world settings with fully authentic tasks. Problem-based learning is more focused and likely to be a single-subject inquiry. Problem-based learning utilizes ill-structured (or open-ended) problems that students attempt to solve. These may or may not be used with authentic tasks; they could be used within simulated settings.

In this unit, you will be learning how to identify the features of problem-based learning and project-based learning so that you can effectively use them as strategies for personalizing learning in your environment.

Learning Activities

u07s1 - Studies

Complete the following readings and media activities.

Problem-Based Learning

- Rico, R., & Ertmer, P. A. (2015). [Examining the role of the instructor in problem-centered instruction](#). *TechTrends*, 59(4), 96–103.
 - This article provides strategies for engaging in effective discussion with students while implementing problem-based learning.
- Yukhymenko, M., Brown, S. W., Lawless, K., Brodowinska, K., & Mullin, G. (2014). [Thematic analysis of teacher instructional practices and student responses in middle school classrooms with problem-based learning environments](#). *Global Education Review*, 1(3), 93–110.
 - This article describes how teachers and students engage in problem-based learning. Pay attention to the instructional practices described in the article.
- Click **Problem-Based Learning** to view the multimedia presentation.
 - This presentation provides an overview of the steps involved in creating a problem-based learning (PBL) scenario, the benefits, and how PBL aligns to personalized learning.

Project-Based Learning

- Hickey, R. (2014). [Project-based learning: Where to start?](#) *Techniques*, 89(2), 8–9.
 - This article describes the elements of project-based learning and its potential benefits.
- Levin, B. B., & Schrum, L. (2013). [Technology-rich schools up close](#). *Educational Leadership*, 70(6), 51–55.
 - This article describes the benefits of using project-based learning to incorporate technology effectively in the classroom. It also addresses the importance of creating learning goals as a means of bringing in new technology rather than focusing on innovation alone.
- Tamim, S. R., & Grant, M. M. (2013). [Definitions and uses: Case study of teachers implementing project-based learning](#). *Interdisciplinary Journal of Problem-Based Learning*, 7(2), 71–101.
 - This article describes six teachers' experiences with project-based learning. Pay attention to the strategies they used that gave them success as well as how they overcame difficulties.

Course Resources

Problem-Based Learning

u07s1 - Learning Components

- Compare project-based and problem-based learning as strategies for personalizing learning.
- Identify strategies and resources for implementing problem-based and project-based learning in the classroom.

u07s2 - Assignment Preparation: Personalized Learning Planning and Implementation

In Unit 8, your Personalized Learning Planning and Implementation assignment is due. In that assignment, you will create four lesson plans utilizing personalized instruction, implement those lessons, and reflect on the implementation.

Tasks for This Week

In preparation for the Unit 8 assignment, you should complete the following tasks this week:

- If you have not yet done so, read through the Unit 8 assignment instructions and grading criteria. Ask any questions and make a plan for completing the assignment.
- Incorporate any feedback you received on Stage 3 of your UbD template in the Unit 6 discussion into the lessons you will plan.
- Begin teaching your unit that includes the lesson plans you are creating for the Unit 8 assignment. You will reflect on the implementation in that assignment as well.
- As you are implementing the unit, it is important that you have time to implement the entire unit and grade the student assessments you developed. As you implement the unit, collect the data from your three assessments. You will use this data in the Unit 10 assignment.

Data Privacy

As you are working with students, data privacy is a very important concern. Use pseudonyms or numbers to identify your students when discussing them in this course. If you are using numbers, do not use student numbers. Also, be sure not to mention any other descriptors that would reveal the identity of the students you are discussing.

u07s2 - Learning Components

- Implement and collect student assessment data to determine impact on student achievement.

u07d1 - How to Create Problem-Based Learning Scenarios

Implementing problem-based learning begins with your ability to design open-ended problems for students to explore. These problems should be complex and allow students to personalize their approach to meeting the assessment outcomes.

Use the resources in this unit to complete the following for your initial post:

1. Identify the steps you would use to create a problem-based learning scenario. While these steps should be focused on your students and your learning environment, the process should also work as a guide for other teachers. Be sure to address personalized learning in your process.
2. Use the steps you have identified to create a scenario for a problem-based learning activity that would work in your learning environment. Describe the scenario in your post.
3. List concerns or questions you have when thinking about implementing problem-based learning in your learning environment.

Response Guidelines

Respond to at least two colleagues by addressing the following:

1. Use the steps provided in your colleague's post to create your own problem-based learning scenario. This should be a different scenario than the one you described in your initial post.
2. Reflect on the process of using your colleague's steps. Would you add, modify, or remove any steps to the process? How did this work for your subject area or grade level?
3. Respond to the questions your colleague raised concerning problem-based learning.

u07d1 - Learning Components

- Construct a problem-based learning idea for an activity that incorporates personalized learning.

u07d2 - Problem-Based Learning Resources

In this unit's studies, you read about implementing problem-based learning. Though these resources provide a start to implementation, there are many questions that need to be answered as teachers think about implementing this type of teaching approach.

1. List one or two questions you have about implementing problem-based learning in your own learning environment. Consider concerns, procedures, resources, or strategies.
2. Find one credible resource from the library or Internet that helps answer your questions. Provide a brief description of how this resource answers your questions and where you still have unanswered concerns.

Response Guidelines

Respond to at least two colleagues. In your responses, do one of the following:

- Provide an additional resource that would answer one of the questions your colleague presented. This resource should supplement the resource provided by your colleague.
- Raise follow-up questions based on the resources and questions provided by your colleague. Explain why these questions need to be answered when implementing problem-based learning.

u07d2 - Learning Components

- Identify strategies and resources for implementing problem-based and project-based learning in the classroom.

Unit 8 >> A Personalized Learning Plan

Introduction

One critical part of implementing personalized learning is having a toolbox of strategies and digital tools for developing a learning plan to use with your students. According to Rubenstein (2010), it is helpful for teachers to do the following:

- Deliver instruction through many different forms of media. In this unit, you will be considering which digital tools, strategies, and apps you would use in designing a personalized learning task, based on a media simulation that you view and that you might use in the learning plan of your unit.
- Give students options. Rather than using traditional means of showing what students know (such as essays, tests, or reports), encourage students to demonstrate what they have learned through non-traditional means (such as narrated PowerPoint, Prezi, comic strips, filmed skits, and videographies).
- Manage personalized learning by using must-do lists (things that the students are required to complete) and may-do lists (things that students may do when they have finished their requirements). You will likely use some of these options in your learning plan. In this unit, as you consider studies you have done on a variety of personalized learning strategies, begin to think about ways to manage personalized learning in your own learning environment and to include those ways in your learning plan.

Reference

Rubenstein, G. (2010, April 26). Ten tips for personalized learning via technology. Retrieved from <http://www.edutopia.org/stw-differentiated-instruction-ten-key-lessons>

Learning Activities

u08s1 - Studies

Complete the following readings and media activities.

Personalized Learning

- Demski, J. (2012). This time it's personal. *T H E Journal*, 39(1), 32–36.
 - This article explores how technology can help increase personalization. It also points out the differences between personalization, individualization, and differentiation.
- Zmuda, A., Curtis, G., & Ullman, D. (2015). Learning personalized: The evolution of the contemporary classroom. San Francisco, CA: Jossey-Bass.
 - Read Chapter 5, "What Personalized Learning Looks Like at the Instructional Level," pages 109–129. This chapter focuses on the processes and environment that should be created to teach in a personalized way. It also provides adaptive technologies that can be useful when designing personalized instruction.
 - Read Chapter 6, "What Personalized Learning Looks Like at the System Level," pages 131–147. This chapter focuses on designing authentic learning tasks, creating opportunities for learning at any time, and providing opportunities for advanced learning when students are ready for that advancement.

- Click **Creating Personalized Learning Projects** to complete the interactive media piece.
 - This simulation presents a PLC that is working to create personalized learning projects for students. After completing the simulation, you will complete a Task Design Template that you will share with fellow learners in this unit's discussion.

Course Resources

Creating Personalized Learning Projects

u08s1 - Learning Components

- Plan for curating outside-the-classroom personalized learning resources.
- Develop authentic personalized learning tasks.

u08a1 - Personalized Learning Planning and Implementation

Thus far, you have created a personalized learning unit overview and the assessments that will be used in the unit. For this assignment, you will be completing the unit by designing the learning plan. The learning plan must include at least four lesson plans. Once this learning plan is complete, implement the unit.

Be sure to incorporate the feedback on Stage 3 of the UbD template that you received in the Unit 6 discussion. This will ensure that your learning activities are aligned with your assessments and unit objectives.

Assignment Instructions

Part 1: Lesson Plans

In this assignment, create four lesson plans. You should feel free to use any lesson planning template you are familiar with, but you must include these features:

- Standards to which the lesson aligns.
- Lesson objectives.
- Any necessary introduction to give context to the lesson.
- Introductory activity for each lesson (for example, Do Now, Warm-Up).
- The procedure: What will happen during the lesson?
- The lesson wrap-up.
- Diversity integration.
- Accommodation for those with specialized needs.
- Resources that would be needed.

In these lessons, you must use at least three of the personalized learning strategies that you have studied:

- Integration of technology (using playlists, learning management systems, online programs, digital tools for collaboration, et cetera).
- Genius Hour.
- Authentic, inquiry-based tasks.
- Problem-based learning.
- A variety of instructional groupings (small-group, peer work, one-on-one instruction).
- Other personalized learning strategies you have investigated on your own.

Provide enough detail for your instructor to understand the intent of your lessons and the lesson activities.

Part 2: Implementation and Reflection

After you create your lessons, implement the lessons with at least six students in your learning environment. Remember to gather data, feedback, and information about student academic success with this method and preference of implementation styles.

Following implementation, write a reflection in which you address the following:

1. Provide an overview that provides context for your lesson plans.
 - What is the unit about?
 - What standards does the unit address?
 - What assessments are the lessons preparing students for?
 - What are the WHERETO elements of the unit?

2. Include the four lessons (instructions in Part 1) that address your chosen topic and standards.
3. Reflect on the following:
 - What did you encounter in planning and teaching with personalized learning activities?
 - Describe how the student academic success data compares with comparable data from a previous lesson with the same population.
 - Provide insight into student teaching preference with supporting claims.
 - How does this experience and information impact the implementation of personalized learning options in your learning environment for the future?

Your artifact for submission will be the four lesson plans and the reflection.

Submission Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to APA style and formatting.
- **Length:** 10–15 pages for the entire learning plan (1 page for the overview; 8–12 pages for the lesson plans; 1–2 pages for the reflection).
- **Font and font size:** Times New Roman, 12 point.

u08d1 - Creating Personalized Learning Tasks

In this unit, you completed a simulation about personalized learning. At the end of the simulation, you were asked to select one student profile and create a potential personalized learning task that the student could propose and undertake.

For your initial post, attach the Task Design Template you filled out as part of the Creating Personalized Learning Projects simulation; then, briefly describe why your task fit that particular student. In addition, reflect on these questions:

- What challenged you about developing a personalized learning task as if you were collaborating with this student?
- If you were to implement this, what would your role as a teacher be? What would the student's role be?
- What supports or resources for personalized learning might be needed beyond the learning environment? How could you go about curating those resources?

Response Guidelines

Respond to at least two colleagues. Respond to one colleague who selected the same student profile as you and one colleague who selected a different student profile. Offer 2+2 feedback to your colleague on his or her personalized learning task design—two things that were particularly strong or interesting and two suggestions for additions or improvement.

Remember that when providing peer feedback, it is important to provide specific, professional comments that are tied to the purpose of the course.

Course Resources

[Creating Personalized Learning Projects | Transcript](#)

u08d1 - Learning Components

- Develop authentic personalized learning tasks.

Unit 9 >> Data Collection and Analysis

Introduction

Now that you have reviewed learning strategies and options, theories, organizational techniques, and methods of implementing personalized learning into your learning environment, the time has come to gather your data. Instructional data can be anything from anecdotal evidence, to post and pre-test results, or even an exit slip with aligned learning questions. These data points from both formative and summative assessment methods will paint a picture of student learning and growth, showing areas where students are growing in academic knowledge, comprehension, and understanding and areas where more work is needed for full understanding. This data is also valuable for you as an instructor. It helps to guide your teaching methods, ways in which you are doing well, and areas where you need to adjust to better serve the needs of your students.

In this unit, you will be reviewing your comfort areas with both personalized learning and data analysis. You will be encouraged to stretch yourself and move beyond your comfort areas in order to increase student learning and the effectiveness of your teaching.

Learning Activities

u09s1 - Studies

Complete the following readings and media activities.

Data Analysis and Use

- Datnow, A., & Hubbard, L. (2016). Teacher capacity for and beliefs about data-driven decision making: A literature review of international research. *Journal of Educational Change*, 17(1), 7–28.
 - This article examines research and teachers' beliefs about the use of data, which vary.
- Hoogland, I., Schildkamp, K., van der Kleij, F., Heitink, M., Kippers, W., Veldkamp, B., & Dijkstra, A. M. (2016). Prerequisites for data-based decision making in the classroom: Research evidence and practical illustrations. *Teaching and Teacher Education*, 60, 377–386.
 - This article focuses on the prerequisites that teachers need to use data properly in the classroom and the skills that teachers need to enrich to increase data use.
- Hora, M. T., Bouwma-Gearhart, J., & Park, H. J. (2017). Data driven decision-making in the era of accountability: Fostering faculty data cultures for learning. *Review of Higher Education*, 40(3), 391–426.
- Lai, M. K., & McNaughton, S. (2016). The impact of data use professional development on student achievement. *Teaching and Teacher Education*, 60, 434–443.
 - This article "describes the data use professional development (PD) component of a whole-school intervention that has been replicated in 53 schools over eight years."
- Mandinach, E. B. (2012). A perfect time for data use: Using data-driven decision making to inform practice. *Educational Psychologist*, 47(2), 71–85.
 - This article "describes the emergence of data-driven decision making as a topic of interest, some of the challenges to and opportunities for data use, and how the principles of educational psychology can and must be used to inform how educators are using data and the examination of its impact on educational practice."

u09s1 - Learning Components

- Identify best practices for incorporating data analysis into classroom instruction.

u09s2 - Assignment Preparation: Data Analysis and Reflection

In Unit 10, your Data Analysis and Reflection assignment is due. In that assignment, you will analyze the data you have collected from implementing your unit and reflect on the experience of designing a personalized learning unit.

Tasks for This Week

In preparation for the Unit 10 assignment, you should complete the following tasks this week:

- Complete your data collection from the unit you implemented in Unit 8. Be sure that as you are collecting data, you are recording it in the same location. You may also want to write down how you used that data to modify your instruction, as you will use this information in your reflection.
- Begin to analyze your data. How have your students grown from when they took the pre-test? In what areas are your students doing well? Where do students still seem to be missing concepts?
- Begin to think about how your use of various assessments and personalized learning strategies have impacted student learning. What data or evidence would support your conclusions?

Data Privacy

As you are working with students, data privacy is a very important concern. Use pseudonyms or numbers to identify your students when discussing them in this course. If you are using numbers, do not use student numbers. Also, be sure not to mention any other descriptors that would reveal the identity of the students you are discussing.

u09s2 - Learning Components

- Compile data from formative and summative assessments so that it is easy to read and analyze.
- Analyze formative student data to improve instructional methods and learning outcomes.
- Review progress in the unit and start to formulate a plan for improvement in the future.

u09d1 - Using Data to Personalize Learning

For this discussion, reflect on your level of comfort using data to impact your instruction.

- Do you normally use data to guide the way you teach? If so, how do you incorporate data into your instruction?
- What questions do you have regarding using data to personalize your instruction? List one or two. These could be questions about the use of data, the classroom management associated with grouping students, the use of technology to personalize instruction, et cetera.
- What ideas or strategies presented in this week's readings would you like to incorporate into your practice?

Response Guidelines

Respond to at least two colleagues: one who has a similar level of comfort with data use and one who has a different level of comfort.

- Compare the way your colleague uses data to the way you use data in your learning environment. What interests you about the way your colleague uses data? What advice can you offer regarding data use to personalize learning?
- Then, answer the questions posed in the post. While you can use your opinion to answer these questions, you should also support your response by referring to either course materials or resources you have researched.

u09d1 - Learning Components

- Identify best practices for incorporating data analysis into classroom instruction.

u09d2 - Evaluating Data From Your Personalized Learning Unit

By now, you should have implemented your personalized learning unit in your learning environment. The first step was to collect pre-assessment data. You may have already collected some formative, or even summative, assessment data. In this discussion, you will present your data and draw some initial conclusions about the data.

- Attach an Excel spreadsheet or Word document that contains the data you have collected so far.
- Describe the instructional decisions you have made based on the data. Explain what in the data caused you to make those decisions.
- Identify your next steps based on your most current data collection. How will this most current data collection inform your instruction?

If you are struggling with the data collection or analysis process, you may also ask those questions here.

Data Privacy

As you are working with students, data privacy is a very important concern. Use pseudonyms or numbers to identify your students when discussing them in this course. If you are using numbers, do not use student numbers. Also, be sure not to mention any other descriptors that would reveal the identity of the students you are discussing.

Response Guidelines

Respond to at least two colleagues. Read through the data and your colleagues' posts and address the following questions:

- How does this approach compare to your data approach?
- Do the instructional decisions proposed fit with the data?
- What else do you see in the data that your colleague should consider?

Also, attempt to respond to your colleagues' questions regarding data collection or analysis.

u09d2 - Learning Components

- Implement and collect student assessment data to determine impact on student achievement.

- Review progress in the unit and start to formulate a plan for improvement in the future.

Unit 10 >> Leading the Change for Personalized Learning

Introduction

In this course, you have focused on a variety of ways to personalize learning for students. These included gamification, problem-based learning, the use of data to make informed instructional decisions, and the integration of technology. In the studies this week, you will learn about the paradigm-shifting disruption that personalized learning will make in the learning environment. As Zmuda, Curtis, and Ullman (2015) note, "This often creates conflict and uncertainty, but also can be the source of new and transformative solutions" (p. 150). In implementing personalized learning, there will be challenges. More importantly, growth and joy in learning will return.

Reference

Zmuda, A., Curtis, G., & Ullman, D. (2015). *Learning personalized: The evolution of the contemporary classroom*. San Francisco, CA: Jossey-Bass.

Learning Activities

u10s1 - Studies

21st Century Competencies

Leading the Change for Personalized Learning

Self-Reflection

- - Harris, C. J. (2016). [Effective integration of technology into schools' curriculum](#). *Distance Learning*, 13(2), 27–37.
 - Zmuda, A., Curtis, G., & Ullman, D. (2015). [Learning personalized: The evolution of the contemporary classroom](#). San Francisco, CA: Jossey-Bass.
 - Read Chapter 7, "Leading the Change for Personalized Learning," on pages 149–161. This chapter focuses on how to lead other teachers in your school to personalize learning. It addresses why personalization is a better way to do school, how to help teachers become comfortable with personalization, and what the change will look like.
 - Click **Self-Reflective Questionnaire** to assess the incorporation of each stage of UbD by all levels: instructor, learning environment, and educational setting. You can also use this questionnaire as a launchpad for conversations with your colleagues and stakeholders about how UbD can be incorporated in your educational setting.

Course Resources

Self-Reflective Questionnaire

u10s1 - Learning Components

- Reflect on how personalized learning supports personalization in your learning environment.

u10a1 - Data Analysis and Reflection

In this assignment, compile all of the data you have collected from the implementation of your personalized learning unit. Analyze the data, reflect on the overall success of the personalized learning unit (using both your experiences and the data), and create an action plan.

Assignment Preparation

Before you complete the assignment, you will need to organize the data you collected. This data analysis should continue the work you began in the Unit 9 discussion. You should have at least three data points (pre-test, formative check, and summative assessment), but you may have collected additional formative data. In order to best understand data, it is important to know how each individual student scored on each assessment. Thus, you must report individual scores for every assignment.

Also, submit combined data analysis information, since you have three points of data; this is referred to as triangulating the data.

Be sure to include your data along with the narrative reflection you will be writing.

Tips

- If you teach in middle or high school, it may be wise to focus on one section of students rather than all students for this activity.
- You should make a table with rows representing individual student scores and columns representing individual assignments. Do not use students' real names or student numbers.
- To further understand student achievement, it may be wise to break individual assignments into specific items such as questions and rubric criteria. This allows you to see exactly the concepts students struggled with. Note that breaking down the work at this level is not required for this assignment.

Data Privacy

As you are working with students, data privacy is a very important concern. Use pseudonyms or numbers to identify your students when discussing them in this course. If you are using numbers, do not use student numbers. Also, be sure not to mention any other descriptors that would reveal the identity of the students you are discussing.

Assignment Instructions

Using your experiences teaching the personalized learning unit and the data you collected and organized, write a narrative that addresses the following three components:

1. **Data Analysis:** Begin your narrative by analyzing your data. The goal of this analysis is twofold: first to identify which students have met the standards and which need more support, and second, to determine the impact of your instruction. How did personalizing learning improve outcomes? Consider these questions as you complete your analysis:
 - Are there components of each assessment that students frequently miss or score low? Is there a problem with the structure of that component of the assignment? Did you properly support that aspect of learning?
 - Which students are excelling? Which students seem to be falling behind? What type of errors are those students making?
 - How was student learning impacted by formative assessments?
 - How have students grown since the pre-test? What topics show the most growth? Where do students still seem to struggle?
2. **Reflection:** Based on this data analysis, reflect on the following aspects of your personalized learning unit:
 - Evaluate the instructional shifts you made that seemed to have the most impact on student learning.
 - How did you change your instructional delivery to personalize learning and meet more of the students' needs?
 - What personalized learning strategies seemed most effective?
 - Does the data support your general observations?
 - Evaluate the role of formative and summative assessments in your personalized learning unit.
 - How does the role of these assessments differ from typical assessments?
 - How is the implementation of these assessments different from or similar to your typical classroom practice?
 - Analyze how the personalized learning strategies you implemented impacted student performance and achievement.
 - Analyze the role of technology in personalized learning.
3. **Action Plan:** Finally, make an action plan to better meet the needs of your students in your next unit.
 - What supports will you need to develop for students who are still behind?
 - How will you provide advanced learning opportunities for students who are ahead?
 - How will you continue to implement personalized learning strategies in your learning environment?
 - What modifications will you need to make to design more successful activities?

Submission Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to APA style and formatting.
- **Length:** 6–8 double-spaced, typed pages for your narrative, including your analysis of the data, unit reflection, and action plan. Your data should be in a separate file.
- **Font and font size:** Times New Roman, 12 point.

Provide the link to your ePortfolio in this discussion. In your ePortfolio, please ensure that all of your course work is titled appropriately and present in that location. Then, reflect on the following questions:

- What assignment or assignment component most impacted your teaching? How?
- What technology tools did you discover during this course that you are most excited to bring back to your learning environment? How might you use them?
- What assignment from this course would you choose to showcase in your capstone project? Provide a rationale for selecting that assignment.

Response Guidelines

Respond to at least one colleague by viewing and commenting on his or her online portfolio. Click the link to view the ePortfolio. Comment on its organization and the file names based on the Online ePortfolio Guidelines. Compare your takeaways from this course to those in your colleague's post. Provide recommendations or suggestions as appropriate.

Course Resources

[Online ePortfolio Guidelines \[PDF\]](#)

u10d1 - Learning Components

- Reflect on how personalized learning supports personalization in your learning environment.