Leveraging Technology to Unpack Personalized Learning for Students and Teachers

Milissa McClaire Gary, Associate Program Consultant
Alyson Mike, Ed.D., VP, Educational Technology
New Teacher Center’s mission is to improve student learning by accelerating the effectiveness of new teachers, experienced teachers and school leaders.
Who Is in the Room?

Introduce yourself to your table group:
   Name
   Role
   Where you are from

Discuss:
   Ways you leverage technology to unpack personalized learning for students/teachers

Share:
   Be prepared to share out with the whole group
Myth of Average
Diversity is our greatest asset.

There is no average student, no average brain.
Diversity Is Our Greatest Asset

Find someone in the room to connect with who is somehow different from you (region, role, height).

Please spend a few moments discussing the following —

*How do we ensure that teachers are not only designing learning environments for size 8.5 in a personalized classroom?*

*What are some of the trends in personalized learning that you’re seeing that tell us that teachers are ready to push against the Myth of Average?*
The Myth of Average

“We’ve become so used to the concept as a measuring and sorting tool, that it and its correlates — below-average, above-average — are everyday speech. We don’t even question the language, although the challenges we face require a different mindset.”

—Todd Rose
Outcomes, Agenda, Beliefs, Norms
Outcomes

• Understand the differences between personalization, differentiation, and individualization

• Explore technology solutions to support identifying learner needs

• Examine strategies to scaffold personalized learning in support of students.
Agenda

Connecting
  Connector: Myth of Average
  Outcomes, Agenda, Beliefs, Norms

Learning
  The Brain and Learning
  Personalized Learning
  Knowing Students
  Learner Dimensions

Closing
  Addressing Personalized Learning
  Feedback
Collaborative Norms

Equity of Voice
Active Listening
Respect for All Perspectives
Safety and Confidentiality
Respectful Use of Electronics
Beliefs

- Know everyone can
- Differences are good
- Know strengths and interests
- Take charge of your learning
The Brain and Learning
A New Brain

“Pushing ourselves past our boundaries… sometimes to something that knocks us off our comfort zone, creates new neuro-pathways with our brain. We become smarter, wiser… our life becomes more fulfilling. Only because we have had a totally new experience can we get a new brain. This is neuroplasticity.”

—Excerpt adapted from Angie Karan
Jigsaw Activity

At Table:
Count off by 5 and read excerpt with the same number:

1. How the Brain Learns
2. Emotion and the Learning Brain
3. Motivation and the Learning Brain
4. Stress and the Learning Brain
5. Relationships and the Learning Brain

Expert Groups
Focus on the critical understandings and the possible implications for teaching and learning
Expert Groups

Protocol
A. Individual reading
B. Group discussion

- What are your biggest takeaways?
- What are the two or three key points that you think your colleagues should know/understand?
- What is at least one implication for personalizing learning?
Home Table Discussion

Each expert shares with the home table group

Discuss other implications for practice

Use note taking guide to capture other ideas
Whole Group Debrief

Did you notice any common theme or generalization in all five excerpts?

What would you most want your teachers to understand about this subject?

How do these readings support the idea of leveraging technology to support personalized learning?
Personalized Learning — What It Is. What It Isn’t.
Differentiate — PBJ Sandwich
Individualize
Personalize
Knowing Students
Multiple Dimensions of Learner Identity

- Biological Traits
- Cultural and Societal Factors
- Emotional and Social Influences
- Academic Performance
- Learning Preferences
Student Agency

Learning to speak up on your behalf and ask for what you need

Learning to take charge and be more independent
Benefits of Student Agency

Confident Students…

- Have an improved self image
- Take more risks
- Ask for help and clarification
- Succeed in school and life
Three Steps to Student Agency

1. Know oneself as a learner
2. Know what supports are needed to be successful
3. Communicate needs appropriately
Learner Dimensions

What technology do you use to uncover the multi-dimensions of learners in order to build student agency in a personalized classroom?
What Information About Students Is Most Helpful?

Shane Safir, “…educators need to know their students as learners and to plan with their needs in mind.”

And kids need to know about themselves to be agents of their own learning.
Satellite Level
Map Level
Street Level

Image: Edward Musiak, 12/24/2012 via Flickr, Creative Commons License.
Dimensions….aka Street Level Data
Neurodevelopmental Card Sort

OBJECTIVE:
Create a “hand” of five cards that represent your learning strengths

STEPS:
- Start with seven cards
- Identify cards that match your learning strengths
- Swap cards with people at your table
- Gather a “hand” of five cards that represent you

Image: no attribution required
All Kinds of Minds

Neurodevelopmental Framework

Image: Permission granted to NTC by All Kinds of Minds
Closing
Addressing Personalized Learning

What actions might indicate that a teacher is addressing learner needs rather than teaching to the average?

<table>
<thead>
<tr>
<th>Instead of...</th>
<th>The teacher might...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivering instruction about content, concepts, and procedures to the class without prior investigation of their individual experiences, ideas, and beliefs</td>
<td>Explore various prior classroom experiences and existing ideas and beliefs that different students have. Open, “What’s the first thing you thought of when we began this topic?”</td>
</tr>
<tr>
<td>Filling the part of the know-it-all expert</td>
<td>Participate with students in active learning such as field trips, workshops, research projects, hands-on experiences, role-playing, and collaboration.</td>
</tr>
<tr>
<td>Setting only content mastery targets</td>
<td>Emphasize not only what the students should learn, but also how the learning can happen.</td>
</tr>
<tr>
<td>Requiring all students to follow the same sequence in mastering knowledge and skills</td>
<td>Connect the learner and the task with the best strategy for both the learner’s characteristics and the task and/or content.</td>
</tr>
<tr>
<td>Assigning the same homework for all students</td>
<td>Differentiate homework to stretch students in areas of need.</td>
</tr>
<tr>
<td>Having all students demonstrate understanding of a topic at the same time</td>
<td>Give students options of how they can show understanding of a topic.</td>
</tr>
</tbody>
</table>
Feedback

• Please complete the session evaluation via the *Symposium 2017 Mobile* site.

• Session evaluations are located under the *Session and Conference Evaluation* link and sorted by Track and then Session Number.

• Session evaluations can also be found under the *Workshop and Session Information* link.

• Click on the session number you attended and the evaluation link is below the session description.
THANK YOU!

Milissa McClaire Gary
mmgary@newteachercenter.org

Alyson Mike
amike@newteachercenter.org