Understanding a Learner-Centered Experience
Practitioner designs a learner-centered, personalized experience for all students.

**Key Method**
The practitioner demonstrates a foundation for designing a learner-centered experience for students by identifying the learner skills a student will develop in a learning experience and defining a vision for the learner’s role.

**Method Components**
A shift to a personalized learning environment is required to prepare all students to succeed in today’s increasingly global economy and complex world. In this unit, participants will examine the goals, characteristics, and impact of a personalized learning environment. Personalized learning is an approach to learning and instruction designed around individual learner readiness, strengths, needs, and interests which involves learners as active participants on their learning journey. Students become active members of their learning experience with the practitioner serving as a coach, guiding the learning experience based on individual student readiness.

**Defining Personalized Learning**
“Personalized learning is an approach to learning and instruction that is designed around individual learner readiness, strengths, needs, and interests.

“Learners are active participants in setting goals, planning learning paths, tracking progress, and determining how learning will be demonstrated.

“As such, learning objectives, content, method, and pacing are likely to vary from learner to learner.

“A fully personalized environment moves beyond both differentiation and individualization.”

*(Definition taken from the Institute for Personalized Learning.)*

**Learner vs. Learning**
It is important for students to be developing learner skills that will support their learning outcomes. Traditionally in a legacy model, learning outcomes heavily outweigh learner skills during planning and preparation. In a personalized learning experience, the intentional development of learner skills is as important as the learning outcomes, with the most desired outcome being to grow the learner’s capacity to learn in any experience.

Examples of learner skills vs. learning outcomes:

- **Learner Skills**
  - Self-advocacy
  - Communication
- Problem Solving
- Collaboration
- Independence

- Learner Outcomes
  - ACT Score
  - MAP (Measures of Academic Progress)
  - Reading Level
  - Star Data
  - Class Rank/GPA
  - Math Assessment

The Shifting Roles of Practitioner and Learner

Role Shifts in a Personalized Learning Environment
What implications does a personalized learning environment have on instructional practices? Traditionally, a teacher’s job has been to know the standards and curriculum, decide on the pace, prepare lessons, and teach these to the learners in his or her classroom. The student’s job is to learn the material in the way it was presented by the teacher.

In a personalized learning environment, several fundamental shifts occur in this relationship. The learner and educator are repositioned, and their relationships become interdependent. They now work together to ensure the standards are met and the curriculum is learned, which implies several changes for instruction. This micro-credential will help educators understand the foundations of using the honeycomb model to support a shift to personalized learning.

These are shifts some learners will encounter when implementing the honeycomb model:

- Skilled students ➔ Skilled lifelong learners
- Minimal input into their educational path ➔ Co-creating their educational path
- Compliant listeners ➔ Committed learners
- “Delivered” instruction ➔ Shared responsibility for instruction
- Summative assessments based on questions ➔ Summative assessments that are demonstrations of mastery

These are shifts some educators will encounter when implementing the honeycomb model:

- Planning lessons ➔ Designers of learning
- Sole content providers ➔ Curators of learning resources and experiences
- Judge and documenter ➔ Advocate, coach, and learning partner
- Adherence to best practice ➔ Engagement with effective practices
- Teaching as telling ➔ Instruction as diagnosis, flexibility, and nurturing of learning

These are shifts some administrators will encounter when implementing the honeycomb model:

- Demand compliance ➔ Build commitment
- Skepticism ➔ Lead with trust
- Focus on problems ➔ Be alert for opportunities
- Focus on performance and practices of adults ➔ Focus on the experiences of the learners

Administrators will also:

- Lead with “why,” be clear about “what,” and stay flexible about “how”
- Create urgency, build awareness, and support innovation
These are five key instructional shifts:

- Instruction focused on curriculum, pacing, and presentation → Instruction focused on content, competencies, and actual learning from the students’ perspective
- Learning driven by general assumptions and vague reasons → Learning driven by a clear purpose
- Learning on demand → Instruction on demand
- Focusing on content accumulation → Building learning capacity
- Ensuring access → Ensuring success

Educator Skillset for Personalized Learning

- Constructivism
  The teacher understands the constructivist learning theory.
- Personalized Learning Tools
  The teacher designs and utilizes personalized learning tools to guide students as architects of their own learning.
- Voice and Choice
  The teacher engages learners as educational decision makers through learner voice and choice.
- Learner Independence
  The teacher guides learners to independent mastery.
- Standards and Learning Progressions
  The teacher understands standards and learning progressions and uses them in support of learning.
- Assessment
  The teacher creates and uses assessments as, of, and for learning.
- Environment
  The teacher utilizes varied environments as a tool to maximize learning.
- Content Curation
  The teacher is a curator of content, connecting learners to multiple sources and tools.
- College and Career Readiness
  The teacher accelerates college and career readiness for all learners.
- Collaboration and Partnerships
  The teacher creates partnerships with parents, community members, content experts, and others outside of the school who can support learning.

Suggested Preparation:

Explore the Institute for Personalized Learning Website—“What is Personalized Learning”
http://institute4pl.org/index.php/our-model/

Supporting Research

- The Two Sigma Problem: The Search for Methods of Group Instruction as Effective as One-to-One Tutoring, Benjamin S. Bloom
  https://docs.google.com/open?id=0B6A80mT6nthPY19KajJUT0hwWDQ
- Dr. James Rickabaugh discusses Dr. Bloom’s research.
  https://docs.google.com/a/cesa1.k12.wi.us/file/d/0B4I5skZE4GiTR2lkaTFlWd41cWM/preview.
- NMC/CoSN Horizon Report > 2016 K-12 Edition
  http://cdn.nmc.org/media/2016-nmc-cosn-horizon-report-k12-EN.pdf
- Mind, Brain, and Education, Students at the Center
Resources

Videos
- Personalized Learning Education Rethink
  https://www.youtube.com/watch?v=SSthP9Sw-zg
- Why do we need to make changes in how we educate our children?
  https://www.youtube.com/watch?v=0kE6Z5t2srg
- Next State of Learning
  http://www.nextstateoflearning.com/states/wisconsin/
- How does personalized learning change the role of a teacher?
  https://www.youtube.com/watch?v=72o1DfcLme0
- Simon Breakspear gives an EDTalk entitled “Personalisation as the Way Forward”
  http://edtalks.org/video/simon-breakspear-personalisation-way-forward
- Personalized Learning Initiative—Getting learning right the first time—every time (the Institute @CESA #1!)
  https://www.youtube.com/watch?v=RmhtcC2Eeco

Submission Guidelines & Evaluation Criteria
The items in this following section detail what must be submitted for evaluation. To earn the micro-credential, you must receive a passing evaluation for Parts 1 and 3 and a “Yes” for each component in Part 2.

Part 1. Overview Questions
(200-word limit total):

Describe your learning environment (classroom, school, etc.) and the process you underwent with students to support them in understanding their role in your learning environment.

- **Passing**: Response provides background on the learning experience that he or she is utilizing and the learner-centered personalized practices within that experience, and it includes evidence that the practitioner is helping students understand their role in a personalized learning environment.

Part 2. Work Examples/Artifacts
To earn this micro-credential, please submit the following work examples/artifacts:

- Describe how the roles of the educator and learner are different compared with a “legacy” (traditional) system. Provide at least three examples of how the role looks different in a learner-centered environment vs. a teacher-centered environment (200-word limit).

<table>
<thead>
<tr>
<th>&quot;Yes&quot;</th>
<th>&quot;Not Yet&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>The description provides a distinct difference between the role of learner and educator in a personalized vs. legacy experience.</td>
<td>Examples and description do not clearly show a difference between the role of the educator and learner in a learner-centered vs. a teacher-centered classroom</td>
</tr>
<tr>
<td>Examples describe the student as an active decision</td>
<td></td>
</tr>
</tbody>
</table>
maker in the learning experience, such as reflecting on his or her strengths and weaknesses or having choice in what/how/when they learn. Examples provided do not have the students as decision makers in their learning experience, the teacher is telling the students what they will learn, how they will learn it, and how they will show what they’ve learn.

- Complete the following
  - “What do you believe a student needs to know and be able to do in order to graduate and be an active member in society?” Make a list or describe (fifty-word limit).
  - Use a similar table to the one shown below in the Requirements Document to identify four to five learner skills and four to five learning outcomes that students experience when learning with you:

<table>
<thead>
<tr>
<th>Learner Skills</th>
<th>Learner Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Share an artifact (video, goal setting sheet, etc.) from two students that displays evidence of intentional development of the learner skills listed above and a student reflection on how they reflect on and develop their “learner skills.”

<table>
<thead>
<tr>
<th>“Yes”</th>
<th>“Not Yet”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four to five “learner skills” and learning outcomes student experience in this learning experience are identified.</td>
<td>Learner skills may be identified, but they are not intentionally used with students.</td>
</tr>
<tr>
<td>Artifacts demonstrate intentional design, discussion, and use of the identified learner skills.</td>
<td>Students show no evidence of reflecting on their development of these skills or specific areas of growth.</td>
</tr>
<tr>
<td>Students are able to describe how they reflect on the their own learner skills and use their reflection to set goals and develop the skills.</td>
<td>Evidence suggests that the teacher guides most of the discussion without having students reflect on their individual strengths and weaknesses within the skills.</td>
</tr>
</tbody>
</table>

Part 3. Practitioner Reflection
Provide your definition of personalized learning, how your thinking has shifted over time to lead you to this definition now, and how this definition impacts the design of your learning experience.(400-word limit for each response):

- Provide your definition of personalized learning, how your thinking has shifted over time to lead you to this definition now, and how this definition impacts the design of your learning experience.
  - **Passing:** Response includes a definition that includes students as active decision makers in their learning experience, and evidence that the practitioner is developing an understanding/vision for personalized learning.

- Identify two or three skills from the educator skill set that you feel are strengths of yours and two or three that are areas of needed growth for you. Include evidence that suggests the strengths and ideas for how you could support the skills for development.
- **Passing**: Response includes description of skills that are strengths and weaknesses, evidence that suggests that skills are utilized in the classroom, and ideas of ways to learn about and apply skills for intentional development.