Personalised learning:
Demystifying the myths for practicality, possibility, and improved success

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Workshop overview

1. Background USA vs Australia

2. Understanding personalised learning as a system of learning

3. Myths and critiques

4. Pre-questionnaire

5. Confusions, critical questions and challenges

6. Delivering on the hope and promise

7. Taking steps forward to

- **Get to know your learners; every student has a story**

- **Work together/ Co-design learning**

- **Create a system that supports learning**

- **Create growth mindsets through proficiency-based assessment and empowering learner assets**

State of personalised learning in the US

Promising State Policies for Personalized Learning

A Snapshot of K-12 Competency Education State Policy Across the United States

Advanced States
Those states with comprehensive policy alignment and/or an active state role to build capacity in local school systems for competency education.

Developing States
Those states with open state policy flexibility for local school systems to transition to competency education.

Emerging States
Those states with limited flexibility in state policy—usually requiring authorization from the state—for local school systems to shift to competency education, for exploratory initiatives and task forces, and/or with minimal state activity to build local capacity.

No Policies in Competency Education
States with no state-level activity and enabling policies for competency education. Significant policy barriers may exist, such as inflexible seat-time restrictions.

ILN States
The Innovation Lab Network (ILN) is a group of states facilitated by the Council of Chief State School Officers (CCSSO) taking action to identify, test, and implement policies to support student-centered approaches to learning.

In the iNACOL report *When Success Is the Only Option: Designing Competency-Based Pathways for Next Generation Learning*, state policy developments to advance competency-based pathways through credit flexibility are grouped into three categories based on stages of maturity: waivers, providing credit flexibility to all school districts to award credit on demonstrated mastery, and redesign.[15]

(Patrick et al., 2016, p. 12)

Imperatives of No Child Left Behind

"The No Child Left Behind (NCLB) Act of 2001, signed into law by President George W. Bush on January 8, 2002, is the most noteworthy of recent congressional attempts to improve student achievement and otherwise reform elementary and secondary educational programs in the United States"

The What Works Clearinghouse (WWC; see www.w-w-c.org) to promote the use of evidence-based practices.

K–12 fully online education is still growing

31 US states' legislations for personalised learning

"State policymakers can help to catalyse personalised, competency-based learning by creating innovation zones. This policy strategy creates room for districts and schools to develop new learning models by offering waivers and exemptions from certain administrative regulations and statutory provisions. State policy leaders create innovation zones to provide district and school leaders with the flexibility they need to innovate and develop new personalized learning models. Innovation zones offer state education policy waivers in order to support practitioners in the process of developing and implementing new learning models. Innovation zones serve the state in providing a safe place to identify potential policy barriers to innovation and also serve the district well in having a method to quickly address and remove policy barriers to better serve students."

Gonski 2.0 (2011) - Review to Achieve Educational Excellence in Australian Schools

Gonski et al. (2018) deemed personalised learning as foundational to achieving the goal of a minimum of "one year's growth in learning for every student every year" (p.12). They asserted, "Personalised learning and teaching—based on each child's learning needs and informed by iterative evaluation of the impact of those strategies— are effective at improving education outcomes for all students" (p. x).

ACT Education Strategic Plan 2022 – 2025

https://www.education.act.gov.au/our-priorities/strategic-plan/strategic-plan-2022-25

What is Personalised learning?

A messy concept…

Overlapping terms ….

Seemingly impractical…or ideological…

Working Definition of Personalised Learning: Personalised learning is tailoring learning for each student's strengths, needs and interests — including enabling student voice and choice in what, how, when and where they learn — to provide flexibility and supports to ensure mastery of the highest standards possible. (Patrick et al., 2013, p.1)

Pre Workshop Questionnaire

https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&token=9e793db3aa674353b5507501da03156e&id=R1GvHUOIB0ei-yrPCyo5Np_4KuLHo3pPjmhg_pLCtidUM0c2TUMyTINJS0s2UVgxTkc0WFQwS1RHRy4u

Provocations: myths

Personalised learning is a new term for individualized learning

Personalised learning can't happen without technology

Personalised learning renders teachers unnecessary

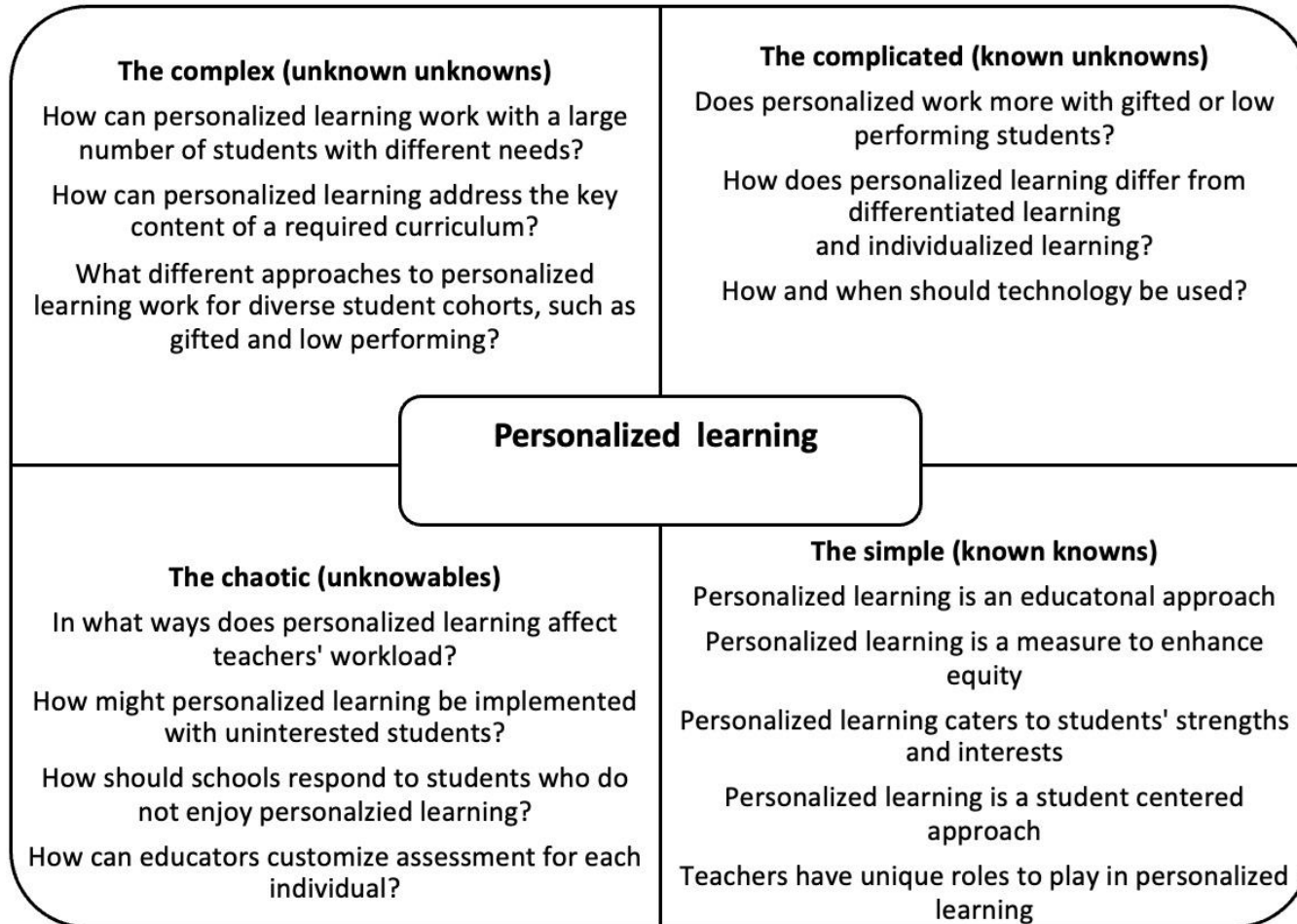Personalised learning means students work independently

Messiness & complexity: stakeholder perspectives

1. How does it work in a classroom setting?

2. How do students drive their own learning, compared with the traditional teacher led approach?

3. NSW is trialling open ended or untimed syllabuses where students move at their own pace, rather than their age – how does that work?

4. Can you respond to suggestions that it leaves kids isolated and relying even more on technology?

5. What about kids who have trouble focusing or paying attention in a classroom setting? Do classrooms also have to change?

6. What experience have you seen of this model in other countries?

7. What about teachers? How do they personalise learning if they have upwards of 20 kids in a class? Extra work for them?

8. What do teachers need to be able to adopt this kind of learning?

9. Do they need to be trained differently?

10. Is our education system ready for this sort of change? Appears pretty radical at face value?

Confusions, critical questions and challenges: teacher perspectives (our research findings)

The complex (unknown unknowns)

How can personalized learning work with a large number of students with different needs?

How can personalized learning address the key content of a required curriculum?

What different approaches to personalized learning work for diverse student cohorts, such as gifted and low performing?

The complicated (known unknowns)

Does personalized work more with gifted or low performing students?

How does personalized learning differ from differentiated learning and individualized learning?

How and when should technology be used?

Personalized learning

The chaotic (unknowables)

In what ways does personalized learning affect teachers' workload?

How might personalized learning be implemented with uninterested students?

How should schools respond to students who do not enjoy personalzied learning?

How can educators customize assessment for each individual?

The simple (known knowns)

Personalized learning is an educatonal approach

Personalized learning is a measure to enhance equity

Personalized learning caters to students' strengths and interests

Personalized learning is a student centered approach

Teachers have unique roles to play in personalized learning

Gunawardena, Bishop, & Aviruppola (under review)

Complexity theory helped classify the challenges and make sense of teachers' concerns, which fell most commonly in the following areas:

- **Negotiating the expected curriculum when teaching to students' strengths and interests**

- **Managing a timetable restricting teachers to a few hours each week with each class**

- **Personalizing learning opportunities for large numbers of students in the classroom**

- **Customizing assessments to suit each student**

Group work

Get into four groups, each group takes a topic.

What strategies might be used to?

Group 1) - Get to know your learners: every student has a story

https://facultyofeducation.padlet.org/mayagunawardena2/every-learner-has-a-story-mpdyjspoul1swxat

Group2) - Involve the learner - Work together and co-design learning - learner agency

https://facultyofeducation.padlet.org/mayagunawardena2/involve-the-learner-work-together-9uxi3exupxhmhtgy

Group 3) - Support learning through the use of digital and non-digital technology

https://facultyofeducation.padlet.org/mayagunawardena2/support-learning-cc2y4kuilpy0jvh6

Group 4)- Assess learning through proficiency-based assessment and empowering learner assets

https://facultyofeducation.padlet.org/mayagunawardena2/assess-learning-through-proficiency-based-assessment-and-emp-9drdb68ivbzuq6jx

Every learner has a story
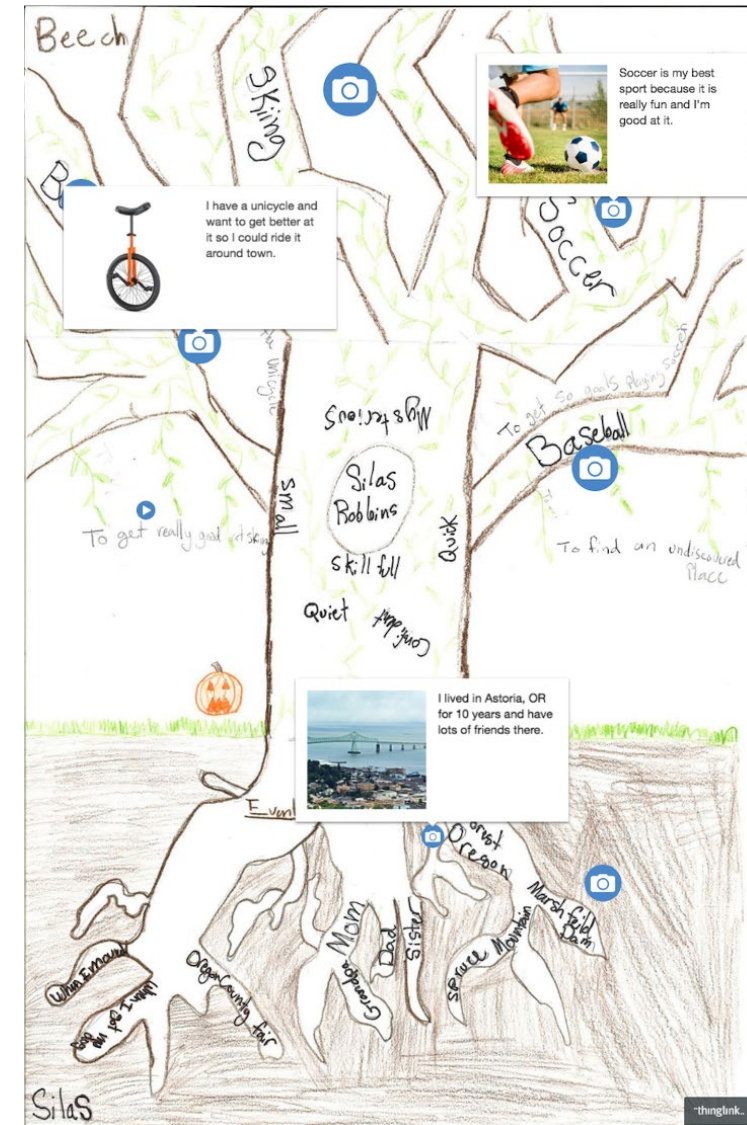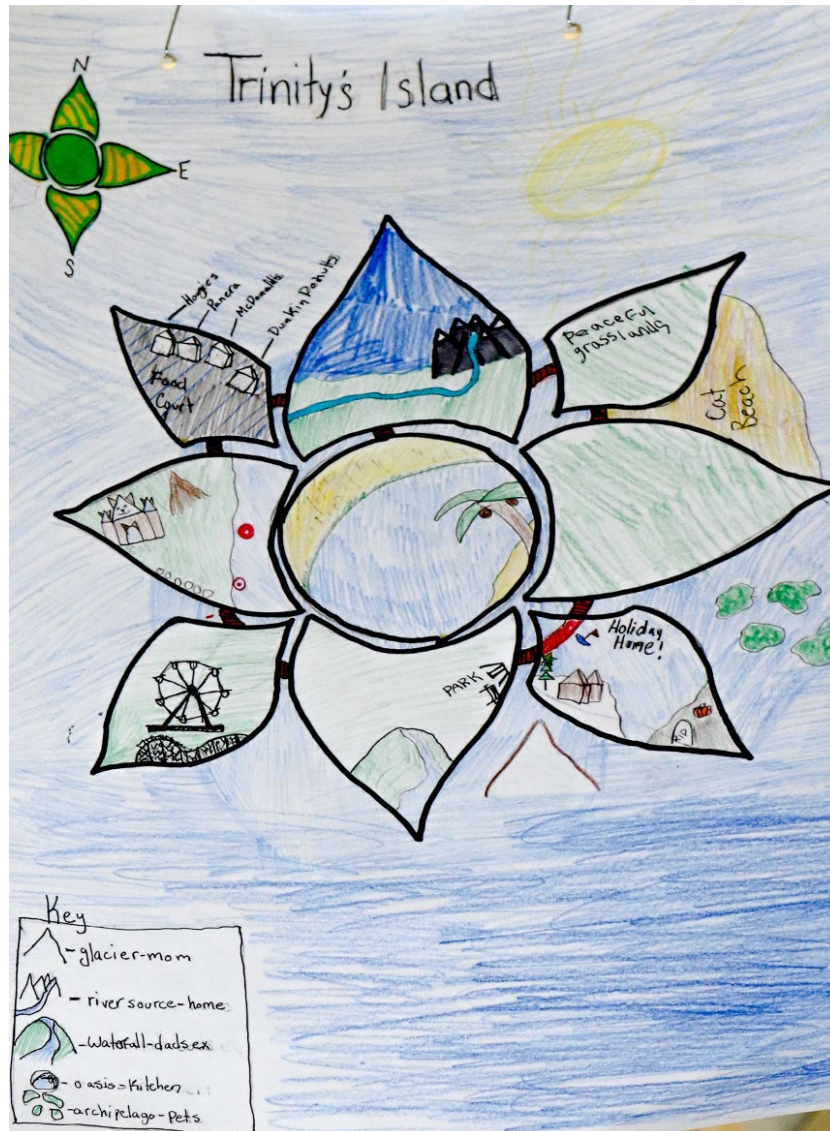
Every learner brings assets to learning

Student Name	Link	What I learned	Type of Learner	What I wonder	What this means for my teaching OR Other notes
#######	https://s	#### plays both Sax and Piano, with piano mainly at home and for jazz band.	He likes a distraction free zone in order to work and also likes hands on activities	What type of subject matter is #### curious about?	#### is in the blue group which can get loud and crazy at times. He prefers less distractions. Keep up the hands on learning.
#######	https://a	#### chose to create a web site using WIX. This tells me that she is creative.	#### is an Eeyore - insightdful, reflective, imaginative.	I would like to know more about what #### loves to do. I know she is into dance, but there was nothing about it on her About Me page. She only listed her learning styles.	#### has the ability to be reflective about her learning. She also likes to be creative. I think she could really be encouraged to do a killer Brainado project.
#######	http://jes	#### loves to read	There was nothing mentioned about what type of learning works best for ####.	#### has many images of space on his about me page. Is this something he is also interested in?	#### also stated that he likes to tinker and be creative. This wold bode well for more engineering design challenges.
#######	https://s	#### likes to Irish Dance!	Kinesthetic and creative learner.		Intrapersonal, likes to please everyone, and is sensitive. Important for me to work with her on putting her self out there musically!
#######	https://s	Creative, bright eyed and loves activity	Active		#### would be a great group leader
#######	https://s	Really liks student centered activities.	Kinesthetic.	What do you want to learn more about at CBMS?	More student choice!
#######	https://d	#### has a youtube channel and loves Google draw	#### needs to be calm to learn and has a fidget spinner that can help him during class.	I wonder what kind of an impact a mentor would have with ####. Someone who would listen to him, as he loves to share about his drawings and video games.	Working with #### one on one in study hall usually works well in order to review what he may have missed in class due to distractions or not being "calm" at that time. I will also keep providing opportunities for him to use Google draw any chance I get. He loves that!

A student led conference

Students:
Content-Area Reflections
Something you did well or learned
Evidence of this
Something you struggled with
Evaluate Habits of Work
Something you want to celebrate
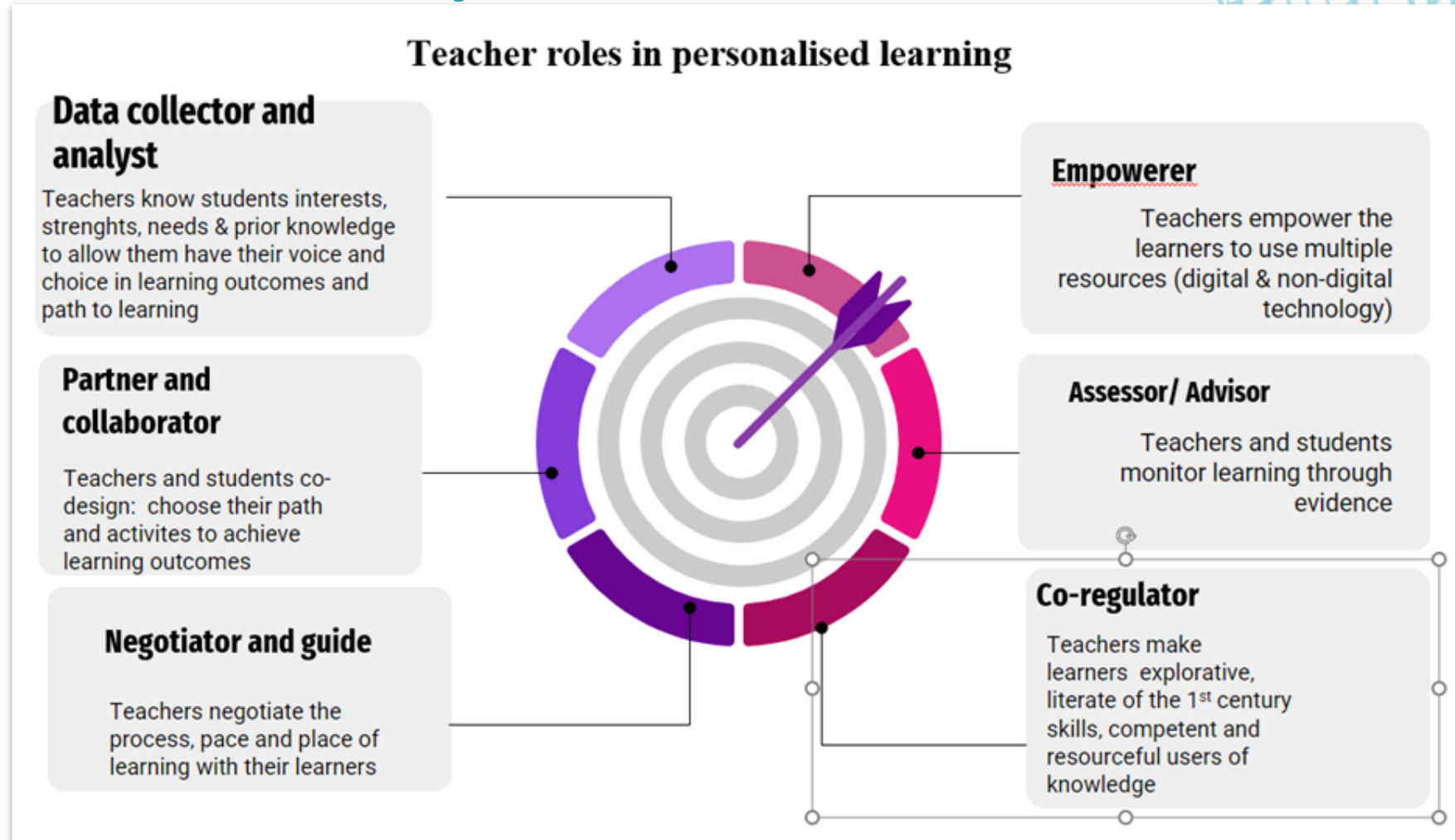Examples: Science, Math, Humanities

Teachers:
Scheduling
Email Conferences letter
SignUp Genius
This year: Celebrating learning on Facebook page

https://www.youtube.com/watch?v=M43YTK2GKKk&embeds_referring
_euri=https%3A%2F%2Fhubblecontent.osi.office.net%2F&source_ve_
path=Mjg2NjY&feature=emb_logo

Our Research and Implications (Systematic literature review)

Teacher roles in personalised learning

Data collector and analyst

Teachers know students interests, strenghts, needs & prior knowledge to allow them have their voice and choice in learning outcomes and path to learning

Partner and collaborator

Teachers and students co-design: choose their path and activites to achieve learning outcomes

Negotiator and guide

Teachers negotiate the process, pace and place of learning with their learners

Empowerer

Teachers empower the learners to use multiple resources (digital & non-digital technology)

Assessor/ Advisor

Teachers and students monitor learning through evidence

Co-regulator

Teachers make learners explorative, literate of the 1st century skills, competent and resourceful users of knowledge

Gunawardena, Patahuddin & Aviruppola (under review)

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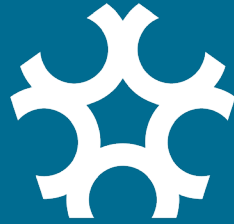
The University of Canberra acknowledges the Ngunnawal people, traditional custodians of the lands where Bruce Campus is situated. We wish to acknowledge and respect their continuing culture and the contribution they make to the life of Canberra and the region. We also acknowledge all other First Nations Peoples on whose lands we gather.