EDUC629

Course Summary

Course : EDUC629 **Title :** Personalized and Individualized Online Learning
Length of Course : 16
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This advanced graduate course will examine the current best practices for personalization for each individual student in our K-16 classrooms. Personalization is closely related to two additionally important terms: individualization and differentiation. All three terms require a shift from a teacher-centered approach to an authentic student-centered approach. A true student-centered focus requires tailoring of lessons to the abilities, interests, preferences, future life dreams, socio-emotional attributes, and other needs of individual students. The course examines motivation, assessment, and technological tools and how they pertain to personalization in online, face-to-face and hybrid contexts. (Candidates in the M. Ed. Teaching-Concentration in Secondary Social Studies program must take the 16-week course version per the West Virginia Board of Education-no exceptions.)

Course Scope:

In this course, candidates will explore aspects that pertain to personalized learning including theory, research, policy, tools, and practice. The Self Theory in Schooling, positive psychology, SMART goals, technological tools, and knowing self/students/curriculum/assessment/and colleagues will be the foci. This course prepares teachers and educational professionals to effectively and equitably meet the individualized needs of learners in the global classroom.

Objectives

Upon successful completion of this course, candidates will be able to:

1. Apply K-12 personalization best practices
2. Analyze ways to motivate students.
3. Apply The Self Theory in Schooling as a framework for personalizing the teaching and learning processes.
4. Examine implications of a paradigm shift to a student-centered focus in teaching and learning.

Outline

Week 1:

Learning Objectives

Define personalization as it pertains to learning

Compare and contrast traditional learning and personalized learning.

Analyze personalized learning models.

Discuss tools needed to support student-centered learning and related data, curriculum, assessment, and technology.

Describe the teacher's role in the personalized, global classroom.

Required Readings

Powel & Kusuma-Powell - Introduction

Software & Information Industry Association. (2010). *Innovate to educate: System [re]design for personalized learning; A report from the 2010 symposium. In collaboration with ASCD and the Council of Chief State School Officers.* Washington, DC. Author: Mary Ann Wolf. Retrieved from http://www.siia.net/pli/presentations/PerLearnPaper.pdf

Assignments

Learning Activity 1: Personalized Learning Speech

Forums

Introductions

Forum 1: Personalized Learning 101

Week 2:

Learning Objectives

Understand self theory.

Understand the self in teaching and learning.

Describe varied ways to know students as learners.

Required Readings

Powel & Kusuma-Powell - Chapter 1

Brzycki, H. (2010). The self in teaching and learning. In G. S. Goodman (Ed.), *Educational psychology reader: The art and science of how people learn* (pp. 681-700). New York, NY: Peter Lang. - Chapter 49

Assignments

Learning Activity 2: Students, Self Theory, and Self Glog

Forums

Forum 2: Self Theory and Self in Teaching and Learning

Week 3:

Learning Objectives

Define the basics of positive psychology and explain how positive psychology supports personalized learning.

Understand the need for professional self-knowledge and knowing self as teacher

Required Readings

Powel & Kusuma-Powell - Chapter 2

Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist, 55*(1), 5-14. Retrieved from http://www.ppc.sas.upenn.edu/ppintroarticle.pdf

Seligman, M. E. P., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, R. (2009). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education, 35*(3), 293-311. Retrieved from http://www.ppc.sas.upenn.edu/positiveeducationarticle2009.pdf

Assignments

Learning Activity 3: Positive Psychology Application Project

Forums

Forum 3: Positive Psychology and Personalized Learning

Week 4:

Learning Objectives

Explain how to engage and motivate students.

Understand core considerations for curriculum and personalized learning.

Describe inquiry activities to develop students' conceptual understanding

Required Readings

Powel & Kusuma-Powell - Chapter 3

Hubbell, E. R. (2008). *Research on student motivation.* Retrieved from http://erhubbell.wordpress.com/2008/01/04/research-on-student-motivation/

Hoffman, W. (2010). *Motivation-intrinsic, extrinsic, or both?* Retrieved from http://www.edutopia.org/groups/personalized-learning/35517

Wang, S., & Han, S. (2001). Six c's of motivation. In M. Orey (Ed.), *Emerging perspectives on learning, teaching, and technology*. Retrieved from http://projects.coe.uga.edu/epltt/index.php?title=Six_C%27s_of_motivation

SRI International. (n.d.). *Effects of technology on classrooms and students.* Retrieved from http://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html

Reiners, P., Renner, K., & Schreiber, J. (2005). *The effect of technology on student motivation, engagement, and interest.* Retrieved from http://kr012.k12.sd.us/Portfolio/Group%20Research%20Paper.pdf

McGraw-Hill Companies. (n.d.). *Using technology to motivate middle school students.* Retrieved from http://teachingtoday.glencoe.com/howtoarticles/using-technology-to-motivate-middle-school-students

Chen, M. (2010). *If technology motivates students, let's use it!* Retrieved from http://www.edutopia.org/blog/motivating-students-technology

Northwest Regional Educational Laboratory. (n.d.). *Student motivation.* Retrieved from http://www.netc.org/focus/challenges/student.php

Assignments

Learning Activity 4: Pre-Plan for Personalized Learning

Forums

Forum 4: Curriculum and Motivation

Week 5:

Learning Objectives

Understand the purpose of assessment.

Describe student-centered assessment.

Describe assessments for online learning.

Understand how technology supports better assessment.

Required Readings

Powel & Kusuma-Powell - Chapter 4

Brookings (2011). *Education technology: Revolutionizing personalized learning and student assessment.* Retrieved from http://www.brookings.edu/events/2011/1006_education_technology.aspx

Assignments

Learning Activity 5: (Pre-Plan for Personalized Learning) Assessment of Student Learning

Forums

Forum 5: Assessment and Personalized Learning

Week 6:

Learning Objectives

Understand the components of the SMART system.

Required Readings

West Virginia GEAR UP. (n.d.). *On your mark, get set, get smart!: Set SMART goals when planning for next year.* Retrieved from http://www.wvgearup.org/smart_goals.html

West Virginia Department of Education. (2011). *Educator evaluation pilot.* (PowerPoint). West Virginia: Linda Bragg.

Digital Principal. (2010). *SMART goals-action planner: Creating a collaborative school culture.* Retrieved from http://wv.digitalprincipals.com/2010/10/20/smart-goals-action-planner/

Assignments

Learning Activity 6: SMART Goal

Forums

Forum 6: Smart Planning with SMART Goals

Week 7:

Learning Objectives

Understand a rationale for using technology to personalize learning.

Identify technological tools to personalize learning.

Required Readings

West, D. M. (2011). *Using technology to personalize learning and assess students in real-time.* Retrieved from http://www.brookings.edu/~/media/Files/rc/papers/2011/1006_personalize_learning_west/1006_personalize

U.S. Department of Education. (2010). *Howpeople need to learn.* Retrieved from http://www.ed.gov/technology/draft-netp-2010/how-people-need-to-learn

Assignments

Learning Activity 7: Technological Tool Web

Forums

Forum 7: Technological Tools of the Trade

Week 8:

Learning Objectives

Describe the components of teaching collaboratively

Identify challenges associated with developing global competence

Required Readings

Powel & Kusuma-Powell - Chapters 5-6

Assignments

Learning Activity 8: Personalized Learning Plan

Forums

Forum 8: Collaboration, Challenges, and Closure

Evaluation

Grading:

Name	Grade %

Materials

Book Title: How to Teach Now (Ebook format only available at the APUS Bookstore, please try other sources if a hard copy is preferred.)

Author: Powell, William / Kusuma-Powell, Ochan

Publication Info: Assoc. for Supervision & Curriculum Development

ISBN: 9781416612049

Course Materials:

Powell, W., & Kusuma-Powell, O. (2011). *How to teach now. Five keys to personalized learning in the global classroom.* Alexandria, VA: Association for Supervision & Curriculum Development.

Other Required Readings:

Brookings (2011). *Education technology: Revolutionizing personalized learning and student assessment.* Retrieved from http://www.brookings.edu/events/2011/1006_education_technology.aspx

Brzycki, H. (2010). The self in teaching and learning. In G. S. Goodman (Ed.), *Educational psychology reader: The art and science of how people learn* (pp. 681-700). New York, NY: Peter Lang.

Brzycki, H. (2011, April). *Using the self theory in schooling and positive psychology to engage and motivate: Middle school cases.* Paper presented at the meeting of the American Educational Research Association (AERA). New Orleans, LA.

Chen, M. (2010). *If technology motivates students, let's use it!* Retrieved from http://www.edutopia.org/blog/motivating-students-technology

Digital Principal. (2010). *SMART goals-action planner: Creating a collaborative school culture.* Retrieved from http://wv.digitalprincipals.com/2010/10/20/smart-goals-action-planner/

Hoffman, W. (2010). *Motivation-intrinsic, extrinsic, or both?* Retrieved from http://www.edutopia.org/groups/personalized-learning/35517

Hubbell, E.R. (2008). *Research on student motivation.* Retrieved from http://erhubbell.wordpress.com/2008/01/04/research-on-student-motivation/

McGraw-Hill Companies. (n.d.). *Using technology to motivate middle school students.* Retrieved from http://teachingtoday.glencoe.com/howtoarticles/using-technology-to-motivate-middle-school-students

Northwest Regional Educational Laboratory. (n.d.). *Student motivation.* Retrieved from http://www.netc.org/focus/challenges/student.php

Reiners, P., Renner, K., & Schreiber, J. (2005). *The effect of technology on student motivation, engagement, and interest.* Retrieved from http://kr012.k12.sd.us/Portfolio/Group%20Research%20Paper.pdf

Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist, 55*(1), 5-14. Retrieved from http://www.ppc.sas.upenn.edu/ppintroarticle.pdf

Seligman, M. E. P., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, R. (2009). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education, 35*(3), 293-311. Retrieved from http://www.ppc.sas.upenn.edu/positiveeducationarticle2009.pdf

Software & Information Industry Association. (2010). *Innovate to educate: System [re]design for personalized learning; A report from the 2010 symposium.* In collaboration with ASCD and the Council of Chief State School Officers. Washington, DC. Author: Mary Ann Wolf. Retrieved from http://www.siia.net/pli/presentations/PerLearnPaper.pdf

SRI International (n.d.). *Effects of technology on classrooms and students.* Retrieved from http://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html

U.S. Department of Education. (2010). *How people need to learn.* Retrieved from http://www.ed.gov/technology/draft-netp-2010/how-people-need-to-learn

Wang, S., & Han, S. (2001). Six c's of motivation. In M. Orey (Ed.), *Emerging perspectives on learning, teaching, and technology.* Retrieved from http://projects.coe.uga.edu/epltt/index.php?title=Six_C%27s_of_motivation

West, D. M. (2011). *Using technology to personalize learning and assess students in real-time.* Retrieved from http://www.brookings.edu/~/media/Files/rc/papers/2011/1006_personalize_learning_west/1006_personalize

West Virginia Department of Education. (2011). *Educator evaluation pilot.* (PowerPoint). West Virginia: Linda Bragg.

West Virginia GEAR UP. (n.d.). *On your mark, get set, get smart!: Set SMART goals when planning for next year.* Retrieved from http://www.wvgearup.org/smart_goals.html

Suggested Text for this degree program:

Candidates are expected to adhere to APA style throughout the program. The Publication Manual of the American Psychological Association (6th ed.) should be purchased and used in all courses.

Course Guidelines

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University Policies

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