



Pan-European policy experimentations with tablets
<http://creative.eun.org>

SUMMARY CCL SCENARIOS 1ST CYCLE

PERSONALISATION

AIM OF THE SCENARIO

The major objective of this scenario is to personalize learning, that is, to design activities that meet the needs, competences, capabilities and learning preferences of individual students. This is in contrast to 'lock step' teaching and learning, where the class is treated as a single unit, marching as it were towards a common learning objective.

WHAT IT IS ALL ABOUT

The topic suggested in the scenario is friction, part of the physics curriculum in most countries. There are seven learning activities of varying duration, in common with other scenarios: Dream, Explore, Map, Make, Ask, Re-make and Show.

Personalised learning is demanding; it calls into play all the skills and experience of the teacher, and great sensitivity to diversity in people. It is essential that teachers know each student's abilities, strengths and weaknesses, and can design learning activities that are appropriate, challenging and motivating.

ROLE OF THE STUDENTS

In this scenario students follow personal paths towards creating a final product: a video, a blog, a website or an ebook. Students are expected to develop information, developing skills using different sources of information. Both teachers and students will discuss the issue of plagiarism and how to go about collecting information on the Internet.

ROLE OF THE TEACHER

The teacher is a facilitator and should promote individual work but decide to what extent learning is to be personalized, e.g. negotiating individual learning plans and targets or a part-way differentiated approach offering several modes of learning, each suited to broad groups of students. Any pairs, groups and teams required in tasks should be formed according to personal interests and levels.

ROLE OF PARENTS

Parents have an important role in the scenario, working both as supervisors and supporters, and helping the teacher understand the interests, needs, prior experiences and circumstances of students.

USE OF ICT

As well as highly developed teacher skills, this scenario also can only be fully achieved through the use of technology and digital learning resources – after all, no teacher can be expected to create 30 different lessons every day, one for each student. This implies the use of tablets, personalised learning services (e.g. tutoring, mentoring, or also personalised apps and learning spaces) and personalized learning environments. An individual collection of resources in a personalised learning environment on the tablet, including personalised apps, content and/or learning activities, could constitute an effective setting for this kind of scenario.

Digital tools to be used include social media tools, and learning environments. Software includes mind mapping, graphics, spreadsheets, multimedia applications. A personal e-portfolio or journal is essential to store learning plans, progress and artifacts as evidence of achievement.

HOW MIGHT YOU KNOW IF LEARNING IS PERSONALIZED?

- The teacher knows students as individuals and is in contact with parents
- The student has targets and a learning plan customized for her/himself
- Tablets and an array of tools and services are harnessed to enable and support personalization, and save the teacher time and effort!
- Evidence of progress and achievement are stored digitally

The work presented on this document is supported by the European Commission's Lifelong Learning Programme - project Creative Classrooms Lab (Grant agreement 2012-5124/005-001). The content of this document is the sole responsibility of the consortium members and it does not represent the opinion of the European Commission and the Commission is not responsible for any use that might be made of information contained herein.

