DIY Learning: A Deep Dive for Both Students and Faculty through Modulation and Design Thinking
Personalized learning comes with successes & failures; be sure to “Try Everything!”
Schools of the Sacred Heart commit themselves to educate to a deep respect for intellectual values.

• The school develops and implements a curriculum based on the *Goals and Criteria*, educational research and ongoing evaluation.

• The school provides a rigorous education that incorporates all forms of critical thinking and inspires a lifelong love of learning.

• The school program develops aesthetic values and the creative use of the imagination.

• The faculty utilizes a variety of teaching and learning strategies that recognizes the individual needs of the students.

• The school provides ongoing professional development for faculty and staff.
Schools of the Sacred Heart commit themselves to educate to personal growth in an atmosphere of wise freedom.

- School policies and practices promote self-discipline, responsible decision-making, and accountability.
- Students grow in self-knowledge and develop self-confidence as they learn to deal realistically with their gifts and limitations.
- School programs provide for recognizing, nurturing and exercising leadership in its many forms.
- The school provides opportunities for all members of the community to share their knowledge and gifts with others.
- All members of the school community take personal responsibility for balance in their lives and for their health and well-being.
A "finished education" is an illusion or else a lasting disappointment; the very word implies a condition of mind which is opposed to any further development, a condition of self-satisfaction.

Cultivate the wish to learn, rather than the wish to be taught. Be determined to "pick up" and do not wait for the professor and the pedagogical devices of his or her craft... Do not think that lessons will do it! If you wait for lessons you will wait a lifetime... If we want to be taught, we shall never learn.

There are two ways of educating: one, to give heart, mind, energy, everything to working for the children—doing things for them; the other, to try to teach the children to work for themselves. And this is the higher of the two. It requires more prudence, more foresight, and there is less immediate return. We ought not to do things for the children which they ought to learn to do for themselves. We want to make them independent of us.

—Janet Erskine Stuart
“As differentiation deepens, so does learning. Students come to expect tasks that are appropriately challenging, and find greater satisfaction in their learning. They engage fully in work that is meaningful and interesting to them. And they continue to broaden their knowledge about how and why they learn.” (Berger, Learning that Lasts, 302)
Differentiated, DIY Stations for Learning
The goal of personalization “is classrooms that honor the individual in a range of ways... learning has to happen in students, not to them, and it recognizes the reality that the diversity of students in today’s classrooms makes it impossible to claim that one-size-fits-all learning makes sense” (Tomlinson, “Let’s Celebrate Personalization...”)
STATION #1
Using *Beowulf*, find and cite at least two (2) examples of the following literary terms. Be sure to include a definition of the respective literary term.

1. Alliteration:
2. Metaphor:
3. Foreshadowing:
4. Elegy:
5. Mood:
6. Kenning:
7. Personification:

STATION #2
Imagine that a character from *Beowulf* had had the ability to search online for information. What would he or she search? What would that information tell others about him or her? Consider the things that you search and what they might reveal about your own interests and characteristics. Choose 2 characters from the following list, and, as a group, decide on 5 Google queries that these characters would have potentially considered that illustrate their true character and interests.

For example, thanks Ms. Whitmore, Jack from *Lord of the Flies*, would probably Google: “Awesome Fear Tactics.”

Elizabeth Bennet might Google: “Witty responses to keep arrogant men in their place.”

1. Beowulf
2. Grendel
3. Grendel’s Mother
4. Hrothgar
5. Unferth
6. Breca
7. Dragon
8. Woolhtiscow
9. Aescere
10. Wiglaf

STATION #3
Illustrate – both through specific text and images – *Beowulf*’s progression from warrior to king, as well as *Beowulf*’s progression as an epic. You should also be sure to consider how the battle scenes function in the poem, and work with one another to advance this epic progression. Displaying your findings is however you see fit: diagram, flow chart, bulleted list supplemented with pictures, etc. Feel free to use the space below to brainstorm your ideas.

STATION #4
You’ll find 22 events from *Beowulf* on individual strips of paper in this envelope. Place these occurrences in chronological order. FYI: One (1) of the strips of paper is an inaccurate statement.
“A transformative shift in classroom instruction happens when teachers switch from writing lesson plans that 'deliver content' to writing lesson plans that pose real questions.”
(Berger, *Learning that Lasts*, 153)
“Stitching the classroom conversation together with questions gives students permission to 'not know' the answer immediately, and to also seek answers that make sense in the context of a larger understanding.” (153)
“As differentiation deepens, so does learning. Students come to expect tasks that are appropriately challenging, and find greater satisfaction in their learning. They engage fully in work that is meaningful and interesting to them. And they continue to broaden their knowledge about how and why they learn.” (302)
“Understandings cannot be given; they have to be engineered so that learners see the power for themselves.” (Wiggins and McTighe, *Schooling By Design*, 224)
“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.” - iNACOL
## How We Clarify Personalized Learning Vs. Individualization:

<table>
<thead>
<tr>
<th>Delivery Model</th>
<th>How Student Owns the Learning Experience</th>
<th>Teacher’s Role in Learning Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personalized Learning</td>
<td>Student actively pursues authentic, complex problems that inspire co-creation in the inquiry, analysis, and final product.</td>
<td>Teacher coaches learning through questions, conferences, and feedback.</td>
</tr>
<tr>
<td>Individualization</td>
<td>Student controls the pace of the topic as well as when to demonstrate mastery.</td>
<td>Teacher monitors/manages instruction through teacher or software-generated topics (e.g., video tutorials and related assignments)</td>
</tr>
</tbody>
</table>

In our book, *Students at the Center: Personalized Learning with Habits of Mind*, we identify four attributes that serve as indicators for the movement to a personalized classroom and school. We recognize that students:

1. Need to have **voice** about what they are learning and the choices they make on behalf of their own learning.
2. The opportunity to **co-create** some of the choices for learning that include such important aspects as goal setting and performance options.
3. The realization that a **social construction** for learning that includes not only peers but experts beyond the school walls.
4. A process for **self discovery** that helps students cumulate data about themselves as learners and shapes their possibilities and aspirations.
Differentiated, DIY Student Activities
Art
Thou
READY?
4.28.16

Shakespeare
April 28th, 2016
Even though you're fed up, you gotta keep your head up.
Tupac Shakur

I'm tryna follow dreams, you want me to follow trends
Kendrick Lamar
Differentiated, DIY Professional Development
“Teachers are researchers. They collect enormous amounts of data each day, and they rapidly evaluate and make decisions based on this data. Some of this work is numerical, but much is qualitative. Teachers may be second only to doctors in doing this” (Whitman & Kelleher, *Neuroteach*, 149).
• Ironically, we don’t often use this research formally.

• Teachers do not often partner with researchers.

• And we do not often learn enough about the primary organ with which we engage each day.
“Teaching as a profession is also notoriously bad at embedding professional development in the core of how it operates” (149).
@gwhitmancttl shares brain-priming from @TheCTTL w/ our @GatorsSR faculty for our deep dive into formative assessment #SRPD
“Our students spend more than 1,000 hours a year learning to get better at their core knowledge and skills; it is rare that a teacher will get above 30 hours a year.” As educators, our job is to remain current with research, to embed our own learning into our teaching, to hone our craft personally, and to “schedule what [we] value” (149-151).
model pedagogy you hope to see manifest in classrooms

provide teachers opportunities to be students
If the goal of personalized learning for students is “a diverse variety of education programs, learning experiences, instructional approaches, and support strategies that... address distinct learning needs, interests, aspirations, or backgrounds,” why shouldn’t the same be true for faculty/staff when planning professional development? (Tomlinson).
Our #SRPD library of resources @TheThirdTeacher @RonRitchhart @gwhitmancttl @angeladuckw @RaiseAnAdult Kobi Yamada @DrTonyWagner James Lang

Translate from Haitian Creole
allow teachers to lead
change location & structure
add time for play
engage multiple modalities
Step 3 - **Ideate** using what you've heard from your partner. What surprised you? What struck you? #authenticassessment #SRPD @stanforddschool

An assessment is authentic if it...

... involves a real-world task that asks to “do” the subject.

... requires judgment and innovation.

... assesses student’s ability to efficiently apply essential knowledge.

... negotiates a complex and multidimensional problem.

... drives instruction.

... provides ongoing feedback.

... and/or assesses for understanding.

any of these questions in any form you’d like (i.e. drawing or sketch of your visible thinking on this assessment. Ideate!)

Did your report back not capture?

Surprised you in listening to your partner mirror your words/thoughts or order thinking skills were addressed?

What words did you hear about your own assessment?

What words did you hear repeated many times?

What do your own feelings/view of this assessment did

and your partner's feelings/view of this assessment do?
CREATING AN AUTHENTIC ASSESSMENT

What is Authentic Assessment?
- "Real" assessment
- "A real-world task"
- "Useful knowledge & experience"
- "Audiences, contexts" required
- "Learn to work independently"
- "Diagnoses understanding"
- "Provides feedback"

New perspectives
- "Be as clear as possible, as early as possible"
- "Does my understanding meld with schools' expectations?"
- "I was surprised that..."
- "I jump in too quickly without providing context..."
- "Make sure students understand the why..."
- "I assess means don't only depend on teachers..."

My assessment includes...
- Directed questions
- Student-developed aspects
- "Know" don't try to "catch" them
- Test on what kids know
- "Where's the real-world part?"

Nuance
- "We can't be mirror images of each other..."
Our US faculty discuss #failure & the value of #wipeouts inspired by @RaiseAnAdult & article from @tara_kinsey @TIME #parenting #teaching

share current research - allow for choice in reading and discussion
Articles for DIY Current Research

Backwards Design, UbD, Shadowing a Student, Visible Thinking, etc. Articles

Parenting, Girls’ Education, Failing Forward, etc. Articles
What does it mean to be a Research-Informed Educator?

- Glenn Whitman
  - The class after lunch... who was teaching it?
  - Supported vs. research
  - No research
  - Do
  - Don't know

- The complexity of research
  - Quality of research
  - How much? No more than 2 hrs
  - How much
  - More field trips

- The Third Teacher
  - Right brain new mind
  - Interpretive learning is key
  - Understanding vs. built up of many small performances
  - Understandings

- Teacher spends 2 days a year as a student
  - Make this mandatory faculty training
  - Enthusiastic teachers
  - Considerblasphemy

- Are we teaching balance?
  - Are we teaching balance?
  - Teachers often miss what happens at home

- Children think in different ways, achieve different
  - Teach to individual needs and passions

- School of the Future
  - Milk goal of create education, character, character
  - Cognitive revolution of 50s & 60s, heart and mind
provide opportunities for choice
Professional Learning Communities
Critical Friends
Un-Conferences
Well-Being/Mindfulness Activities
Empathetic Activities
Reading/Research and Discussion
Gearing up for our afternoon session on summer reading @RaiseAnAdult @DeanJulie - here's the beginning of our gallery walk @GatorsSR

Don't prepare the path for your child; prepare your child for the path.
“As differentiation deepens, so does learning. Students [and adults] come to expect tasks that are appropriately challenging, and find greater satisfaction in their learning. They engage fully in work that is meaningful and interesting to them. And they continue to broaden their knowledge about how and why they learn.”

(Berger, *Learning that Lasts*, 302)
We are all DESIGNERS!

- **Empathize**
  - Learn about the audience for whom you are designing, by observation and interview. Who is my user? What matters to this person?

- **Define**
  - Create a point of view that is based on user needs and insights. What are their needs?

- **Ideate**
  - Brainstorm and come up with as many creative solutions as possible. Wild ideas encouraged!

- **Prototype**
  - Build a representation of one or more of your ideas to show to others. How can I show my idea? Remember: A prototype is just a rough draft!

- **Test**
  - Share your prototyped idea with your original user for feedback. What worked? What didn’t?

http://dschool.stanford.edu/dgift/
Introduction to Design Thinking
Give it a try - What’s your challenge related to your classroom, student life activity, or leadership?

We will use Design Thinking to workshop this challenge and create a DIY opportunity.
Any Questions?
Resources for Consideration

Berger, R. *An Ethic of Excellence*
Berger, R. *Leaders of their Own Learning*
Berger, R. *Learning that Lasts*
France, P. “Is Standardization the Answer to Personalization,” *Educational Leadership*
Ripp, P. *Passionate Learners: How to Engage & Empower Your Students*
Spencer, J. “The Genius of Design,” *Educational Leadership*
Stanford d.school - [https://dschool.stanford.edu](https://dschool.stanford.edu)
Tomlinson, C. “Let’s Celebrate Personalization - But Not Too Fast,” *Educational Leadership*
Whitman, G. & Kelleher, I. *Neuroteach: Brain Science & the Future of Education*
Zmuda, A. “Students at the Center: Personalized Learning & Habits of Mind,” ASCD