KENNESAW STATE UNIVERSITY
BAGWELL COLLEGE OF EDUCATION
Department of Instructional Technology
SYLLABUS
ITEC7600: PERSONALIZED LEARNING & TECHNOLOGY-RICH ENVIRONMENTS
ACADEMIC TERM

Course Information

Class Meeting Time: There are no face-to-face sessions.
Synchronous Orientation Session: TBD
Modality and Location: Online (D2L)
Credit Hours: 3 Hours

Instructor Information

Name:
Email:
Office Location:
Office Phone:
Office Hours:
Preferred Method of Communication:
Co-Planning: You will engage in one-on-one co-planning with me for the two major assignments: 1) Plan for Implementing Personalized Learning and 2) My Personalized Learning Classroom. Co-Planning requirements and information are available in D2L.

Course Description

This course introduces classroom teachers to personalized learning in technology-rich environments. Candidates will learn various theories and rationale for personalized learning as well as definition, state standards, and key components of personalized learning. Candidates will devise a plan for implementing personalized learning. The plan may include principles and standards to address, instructional strategies and components, and technologies that support personalized learning environments. This course provides the candidate with a broader initial understanding of how personalized learning came about and a tangible idea of how to create a personalized learning environment enabled by technologies.

Course Materials

Required Texts:
- Reigeluth, C. M., & Karnopp, J. R. (2020). Vision and action: Reinventing schools through personalized competency-based education. Bloomington: Marzano Research.
- Various articles and resources as assigned (D2L)

Recommended Texts:

- Various articles and resources as assigned (D2L)

Technology Requirements: Students should possess basic computer (literacy) skills and must have access to both a laptop/desktop and the Internet. University Information Technology Services (UITS) provides students, faculty, and staff with the technology support, training, and services necessary for academic collaboration, research, and innovation. Students can receive technical support from UITS by calling 470.578.3555 or emailing studenthelpdesk@kennesaw.edu. Additionally, students in need of technical support can submit an online Service Request Form. For more information, go to the UITS website.

This course will require students to use several educational technologies, including technologies that exist outside of the learning management system. Below is a list of common educational technologies, as well as links to the accessibility & privacy statements for these technologies:

- Adobe (Acrobat Reader) [Accessibility | Privacy]
- Chalk & Wire [Accessibility | Privacy]
- Desire2Learn (D2L) [Accessibility | Privacy]
- Google & YouTube [Accessibility | Privacy]
- Microsoft (Office Suite Products) [Accessibility | Privacy]

Prior to logging in to D2L, students should perform a browser check using USG's BrightSpace Browser Checker to determine if the browser being used is compatible with D2L.

Disclaimer:
This syllabus is subject to change as the need arises. These changes should be expected and will be clearly communicated.

Course Learning Outcomes

This course is part of the Educator Preparation Program (EPP) at Kennesaw State University that is guided by or accredited by the Georgia PSC. In order to be recommended for certification, ITEC candidates are required to demonstrate mastery of the following course-related Instructional Technology Standards:

Georgia Professional Standards for Instructional Technology:

1. Learner - Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. (PSC 1/ISTE-E 1)

> 1.1 Goals & Reflection - Candidates set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness. (PSC 1.1/ISTE-E 1a)

5. Designer - Candidates design authentic, learner-driven activities and environments that recognize and accommodate learner variability. (PSC 5/ISTE-E 5)

> 5.1 Personalized learning - Candidates use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. (PSC 5.1/ISTE-E 5a)

6. Facilitator
Candidates facilitate learning with technology to support student achievement of the ISTE standards for students. (PSC 6/ISTE-E 6)

6.1 Ownership of learning - Candidates foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. (PSC 6.1/ISTE-E 6a)

7. Analyst
Candidates understand and use data to drive their instruction and support students in achieving their learning goals (PSC 7/ISTE-E 7)

7.1 Alternative assessment- Candidates provide alternative ways for students to demonstrate competency and reflect on their learning using technology. (PSC 7.1/ISTE-E 7a)

7.2 Formative and summative assessment - Candidates use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction (PSC 7.2/ISTE-E 7b)

PSC Personalized Learning Standards of Practice:

1. Prioritize Executive Function
The candidate explicitly teaches students the skills of executive function (self-regulation, emotional responsibility, task completion, working memory, cognitive flexibility, time management, reflection, etc.), teaches practices of metacognition, and prepares the learning environment to promote learner agency. The candidate will:
  i.   Prepare learners to take responsibility for their learning through the acquisition and practice of executive function;
  ii. Design and transform curricula that supports learner acquisition and practice of executive function by considering the cognitive development of the learner; and
  iii. Measure and report growth in learner executive function to coach learners towards independence.

2. Learner Agency
The candidate teaches and encourages learners to advocate for their needs, preferences, and interests to plan and drive their learning. The candidate will:
  i.   Support learners in identifying and advocating for their preferred modalities, talents, and interests when co-planning experiences that support mastery;
  ii. Create a flexible or innovative learning environment that supports learner agency; and
  iii. Ensure learning experiences reflect preferred modalities, talents, and interests when co-planning experiences that support mastery.

3. Asset-Based Dispositions
The candidate uses asset-based language and classroom practices to serve all learners. The candidate will:
  i.   Encourage all learners to value his/her own individualities and the diversity of peers and other educators as assets;
  ii. Practice responsive pedagogy and curriculum design in a way that promotes diverse learner characteristics as assets; and
  iii. Value diverse learner characteristics and demonstrates a belief that all students can learn any competency given adequate resources and time through asset based language.

4. Growth and Mastery Mindset
The candidate defines learning as an ongoing progression by embracing a growth and mastery mindset, rejecting the binary of success and failure. The candidate will:

i. Prepare learners to monitor their own pace and progress and persevere towards mastery, embracing mistakes as learning opportunities;
ii. Identify causes of learner struggles, prescribe solutions, and co-plan with learners to set short and long-term goals for growth; and
iii. Design and implement adaptive tools, strategies and learning experiences to support growth towards mastery for all learners.

5. Authentic and Adaptive Assessment
The candidate co-plans with the learner to collect evidence of mastery using varied and data-rich performances that are on-going, authentic, flexible, and relevant. The candidate will:
i. Prepare learners to self-assess by identifying, documenting and defending formal and informal learning experiences to build an assessed portfolio as evidence of mastery;
ii. Consider multiple means of demonstration when co-designing assessments aligned to competencies; and
iii. Assess learner experiences (formal and informal) in diagnostic, formative and summative ways as they align to mastery using authentic adaptive assessments.

6. Flexible Educational Resources
The candidate provides the learner access to flexible resources when co-planning unique ways to master competencies. These include, but are not limited to the resources available in the digital content ecosystem. The candidate will:
i. Provide opportunity for learners to seek or select content form a curated menu of educational resources that address the competencies;
ii. Employ engaging pedagogies and research-based best practices of instructional design to curate, mine, create and organize high impact educational resources and make them accessible to learners; and
iii. Monitor and observe the effectiveness of educational resources in real-time and suggest or seek alternatives as needed.

7. Individualized Path
The candidate prepares learners to be aware of competency-based learning progressions and to make informed choices in co-planning a unique pathway and pace towards mastery of the curriculum. The candidate will:
i. Co-Plan and co-design with the learner a challenging learning pathway towards mastery while considering the interdependencies within and across content(s);
ii. Use data of previously assessed competencies to coach and co-plan current and future learning paths ; and
iii. Facilitate and coach the learner towards independence in mastering the content.

8. Dynamic Communication
The candidate facilitates communication that flows multi-directionally from all stakeholders to meet learn needs in a variety of flexible formats. The candidate will:
i. Coach learners to initiate communication with all stakeholders as s/he advocates for her/himself and others;
ii. Communicate curricula to ensure resources are leveraged for best outcomes; and
iii. Model and nurture effective communication strategies to build relationships with all stakeholders.

9. Expanded Collaboration
The candidate values learners as equal contributors in the planning process. The candidate will:
i. Coach learners to effectively collaborate in all interactions (group work, instructional conversations, sharing ideas, critical feedback, roles, peer feedback, etc.);

ii.   Collaborate using tools and strategies to acquire real-time feedback and data from all stakeholders to inform curriculum design and improvement;

iii.   Build relationships with all stakeholders that foster success, and

iv.   Commit to timely personal interaction (co-plan, monitor progress, provide feedback, reflect and celebrate, etc.) with all learners.

10. Life-Long Professional Learning

The candidate perceives his/her own learning as a life-long pursuit. The candidate will:

i.   Value and participate in professional learning communities and networks for ongoing growth in personalized learning;

ii.   Keep abreast of innovative strategies and technologies that hold potential to support personalized learning; and

iii.   Seek and create opportunities as a teacher leader, mentor, coach or content expert within the school, district or state to promote personalized learning.

Course Objectives:

As a result of the satisfactory fulfillment of the requirements of this course, the candidates will be able to:

1. Recognize theories and rationale for personalized learning
2. Identify the key components of personalized learning
3. Explain and apply principles and standards for personalized learning.
4. Create a plan for implementing personalized learning by creating instructional strategies and identifying technologies to support the strategies based on the key components.

Course Requirements and Assignments

NOTE: All requirements for assignments will be explicated within modules and assignment rubrics. Candidates must reach 90% of mastery of all assignments to pass the course.

1. **Learner Survey & Reflection (30 points)**

   Students will complete a learner profile survey with a goal statement. Review the learning outcomes, objectives, and activities in this course and set at least one professional learning goal to explore and apply a pedagogical approach made *possible* by technology. At the end of the course, you will reflect on your progress toward the goal and your learning experience.

2. **Quizzes (10 Points X 5)**

   Candidates will take quizzes to check and demonstrate understanding of the course materials. Each quiz is an independent open-book quiz. Candidates will have unlimited attempts for each quiz, and the highest grade from your attempts will be recorded.

3. **Discussions (20 points X 5)**

   Candidates will participate in discussions in which they apply course materials to their own context, share their personal beliefs, dispositions, concerns, and challenges as to implementing personalized learning in their classrooms, and share technology tools to support personalized learning environments.

4. **Plan for Implementing Personalized Learning (40 points X 3)**

   The finalized Competency-Based Learning part of this assignment must be uploaded into Chalk and Wire at the end of the course.

   Candidates will devise a plan for implementing personalized learning. In the plan, the candidates will plan how to implement the three key instructional components of personalized learning: personalized learning plan (PLP), competency-based learning (CBL), and student-driven projects (SDP). The plan may include principles and standards to address in each component, instructional strategies for each component, and technologies that those instructional strategies. Candidates will build the plan throughout the course.

   - **Principles**: Candidates will communicate what personalized learning principles/philosophies/professional standards they address.
   - **Strategies**: Candidates will 1) choose classroom strategies 2) that are aligned with personalized learning principles/philosophies/standards 3) based on evaluation of strengths and weaknesses of various classroom strategies.
   - **Technologies**: Candidates will 1) choose reputable technology tools 2) based on evaluation of the strengths and weaknesses of various options and 3) articulate a plan of how they will facilitate personalized learning using each of the technology tools to help P-12 learners in achieving unique and specific learning goals.
   - **References**: APA style in-text citations and a reference list

5. **My Personalized Learning Classroom (100 points)**

   Based on their Plan for Implementing Personalized Learning, candidates will create an artifact that visualizes what personalized learning will look like in their own classroom They can choose any medium to create their artifact including a document, poster, presentation, video, podcast, or anything that can effectively communicate their vision. Anything with audio should have transcripts. If you create a video or a podcast, you need to submit a transcript with it. Candidates can include timetables, weekly schedules, sample assignments, classroom environments, or anything that they can use to effectively visualize their personalized learning classroom.

6. **Field Experience Log**

   Candidates are expected to complete 5 hours of field experience in each course. These field experiences should be documented in a field experience log, which requires a signature from your mentor or other educators who can confirm your experience. Given this course is offered in the summer, and you don't have access to a classroom to implement your plan, you need to wait until the academic year begins and implement at least 5 hours of the following activities during the upcoming academic year and prepare evidence of implementation for your portfolio (your instructional materials, student examples, etc.). Please check Module 6 > End of Semester To-Do List > Field Experience Log for more details.

   - Providing multimodal content delivery
   - Conducting formative assessment
   - Providing multiple/alternative ways of assessment/demonstration of learning
   - Creating and revising PLPs for individual students
   - Documenting and checking student progress towards their goals.

Total Points: 400 Points

NOTE: *Your instructor grades using the provided rubrics in a strict manner. Should time permit, he or she may allow or even require revision and resubmissions to fulfill his or her teaching philosophy of mastery learning. Prepare your semester schedule such that you can plan time for revisions if requested. Students should not request opportunities for revision, as any revisions are at the instructor's discretion.*

Evaluation and Grading Policies

The assignments will be graded based on the provided rubrics associated with the assignments. Written feedback and points awarded will be provided with clear suggestions as to how to improve the current work. Feedback will be provided within 5 business days.

GRADING SCALE:
Satisfactory: 90% for all assignments
Unsatisfactory: Below 90% of any assignment

Course Schedule

Module (Week)	Topic(s)	Learning Outcomes (PSC Standards)	Course Objectives	Reading	Assignments
1	Theories and rationale	1.1 Goals & Reflection	1. Recognize theories and rationale for personalized learning	1. Text (Reigeluth et al., 2020): Introduction 2. Lee, 2014	1. Quiz 2. Introduction 3. Discussion: PL: What, Why, and How 4. Learner Survey with Goal Statement
2	PL standards and key components		2. Explain and apply principles and standards for personalized learning 3. Identify the key components of personalized learning	1. Lokey-Vega et al., 2018 2. Why Personalized Learning Works in Some Schools, But Not in Others. What Test Scores Say 3. Choose a case study of a PL school (Options provided including Text: Ch 7)	1. Quiz 2. Discussion: PL School and Standards
3	Competency-based learning (CBL)	6.1 Ownership of learning 7.2 Formative assessment	4. Devise a plan for implementing personalized learning by creating instructional strategies and identifying technologies to support the strategies based on the key components.	1. Text: Ch 1 2. Bloom, 1984 3. What is Competency-Based Education? 4. Optional: Choose a case study from Competency-Based Education Across America	1. Quiz 2. Discussion: Tech Collection for CBL 3. Co-planning for PIPL 4. PIPL: CBL

4	Student-driven projects (SDP)	5.1 Personalized learning 6.1 Ownership of learning 7.1 Alternative assessment		1. Text: Ch 2 2. [Orchestrating the Move to Student-Driven Learning](#) 3. [Student-Centered Learning Continuum](#)	1. Quiz 2. Discussion: Tech Collection for SDL 3. Co-planning for PIPL 4. PIPL: SDL
5	Personalized learning plan (PLP)	5.1 Personalized learning 6.1 Ownership of learning		1. Text: Ch 3 2. [Personalized Learning Plan Manuals](#) 3. [Create Personalized Learning Plans for Every Student](#)	1. Quiz 2. Discussion: Tech Collection for PLP 3. Co-planning for PIPL 4. PIPL: PLP
6	My PL Classroom	1.1 Goals & Reflection 5.1 Personalized learning 6.1 Ownership of learning 7.1 Alternative assessment		1. [Six Examples of What Personalized Learning Looks Like](#) 2. Other resources	1. Co-planning 2. My PL Classroom 3. Reflection 4. Checklist – Chalk and Wire and Field Experience Log