Personalized Learning

Data Driven Decisions
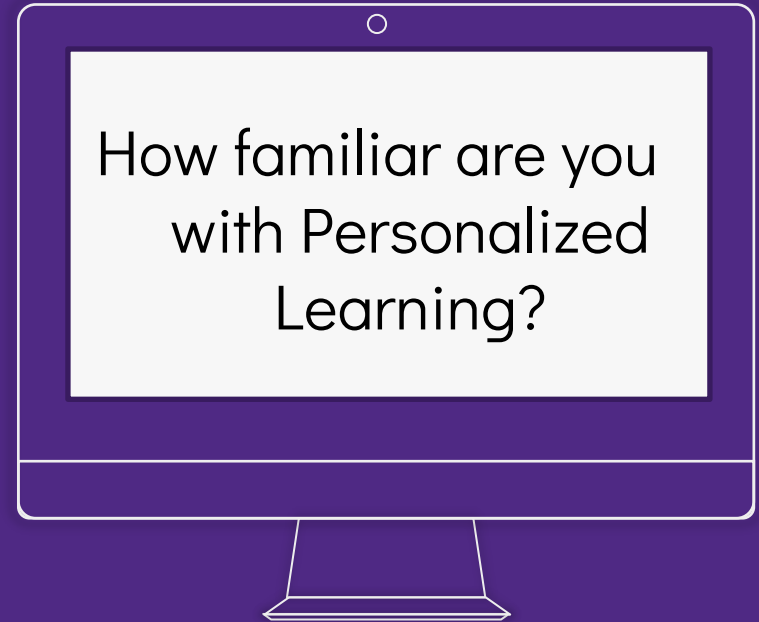
Session Resources:

- Session will be recorded.
- Slide deck will be shared.
- Links to resources throughout presentation.
- Book a consultation with your instructional designer!

Poll Questions

How familiar are you with Personalized Learning?

[Line Up]

- Personalized Learning Overview

- Data Driven Instruction

  - Formative & Summative Assessments

  - Reflection Opportunities

  - Small Group Instructional Diagnostic

Defining **Personalized Learning (PL)**

"Personalized Learning refers to instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner. Learning objectives, instructional approaches, and instructional content (and its sequencing) all may vary based on learning needs. In addition, learning activities are meaningful and relevant to learners, driven by their interests, and often self-initiated."

Personalized Learning

Flexible Pacing

Individualized Instruction

Data-Driven Instruction

Student-Centered Approaches

How do we make course decisions?

- Based on a feeling, educational best practice, or new idea? Not a bad place to start.

- How do we know if the changes, additions, or organizational methods are effective for student learning?

- Data is important to verify, understand, and quantify the decisions we make in our classrooms.

Why use data in course design?

- Informed decision making

- Tailored instruction

- Early intervention

- Continuous improvement

- Motivation

Let's Review: **Backward Design**

3 Stages of Backward Design

1.Identify Desired Results

- What should students be a...
- W... st... u...
- W... a... si...

2. Determine acceptable evidence

- How will we know if ...
- ... students need to perform effectively and achieve desired results?

3. Plan learning experiences and instruction.

- What **activities** will equip ... ...ded
- ... ...ught
- ...t in ...als?
- ... ...uited to accomplish these goals?

Data-driven decisions happen in all three stages of Backward Design.
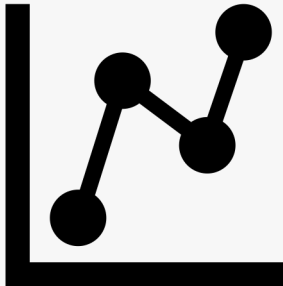
Learning Objectives

Assessments

Instruction

Data-Infused Course Design

Learning Objectives

- Define clear objectives
- Set measurable goals
- Review and revise based on data and feedback

Assessments

- Align assessments with Learning objectives
- Use formative assessments to drive instruction
- Analyze assessment data: Are goals met? What changes can we make to improve student outcomes?
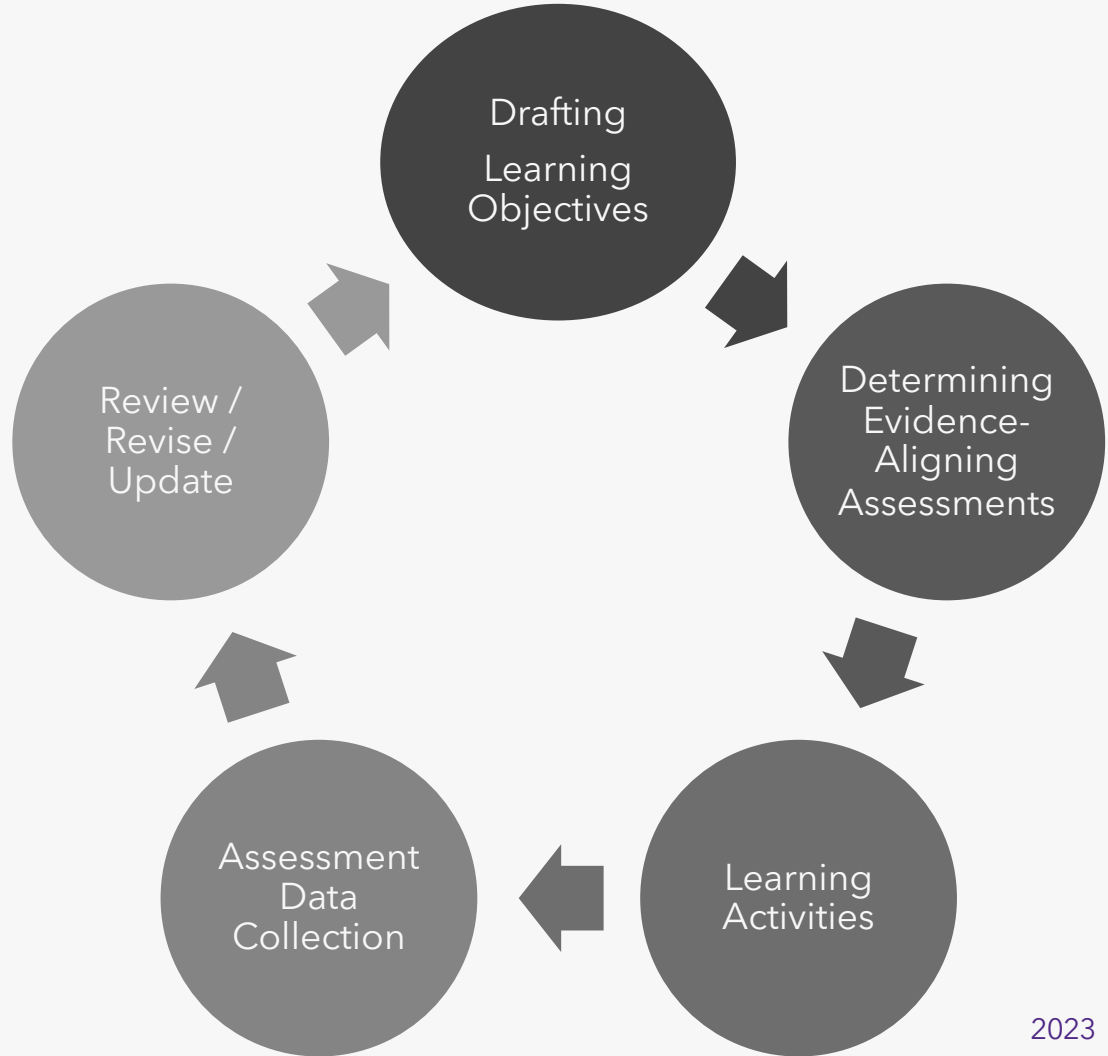- Use summative data to revise and adjust future course offerings

Instruction

- Leverage formative assessments to make "just in time" lesson adjustments
- Use learner data to tailor content, resources, and activities to meet individual or group needs.
- Provide timely feedback
- Involve students in decision making.

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Learning Objectives

- **The foundation of course design**

- **Smart / ABCD Goals**

- **Course Mapping and Alignment**

Continuous Revision

Diagram of a circular process cycle:
- Drafting Learning Objectives
- Determining Evidence-Aligning Assessments
- Learning Activities
- Assessment Data Collection
- Review / Revise / Update

Course Assessments

Formative and Summative

Types of Assessments

Formative

- Occurs *during* the learning process
- Allows for actionable feedback and lesson adjustments
- Diagnostic

Summative

- Occurs at the *conclusion* of learning process
- Determine students' achievement of learning goals
- Evaluative

Types of Assessments

Formative Examples

- Polls / Quizzes
- 1 Minute Papers
- Exit or Entrance Tickets
- Think-Pair-Share
- Concept Mapping
- Peer Review
- Peer Teaching
- Journals/Reflections
- Muddiest Point
- Observations
- Self-Assessments
- Visual Summaries
- Kahoot! Or Quizlet

Summative Examples

- Midterm
- Final Exam
- End of Unit Exam
- Final draft of paper
- Portfolio
- Performance Assessments
- Lab Reports
- Essay Exams
- Case Studies
- Speeches or Presentations
- Research Projects
- Capstone Projects

Data to Enhance Instruction

What are ways you already use data in your courses?

Data Driven Decisions

Online

- [iLearn analytics](#)
- review grades
- personalize feedback
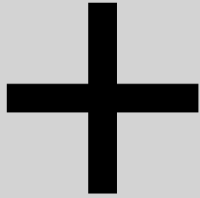- review/post weekly announcements

Both

- Set clear objectives
- Incorporate technology
- student surveys ([Qualtrics](#)/[iLearn](#))
- adjust instructional strategies
- Seek student feedback

In-Person

- simply ask students
- collaborate with colleagues
- formative assessments
- encourage self-assessments

Student Self-Assessment Opportunities

Creator+
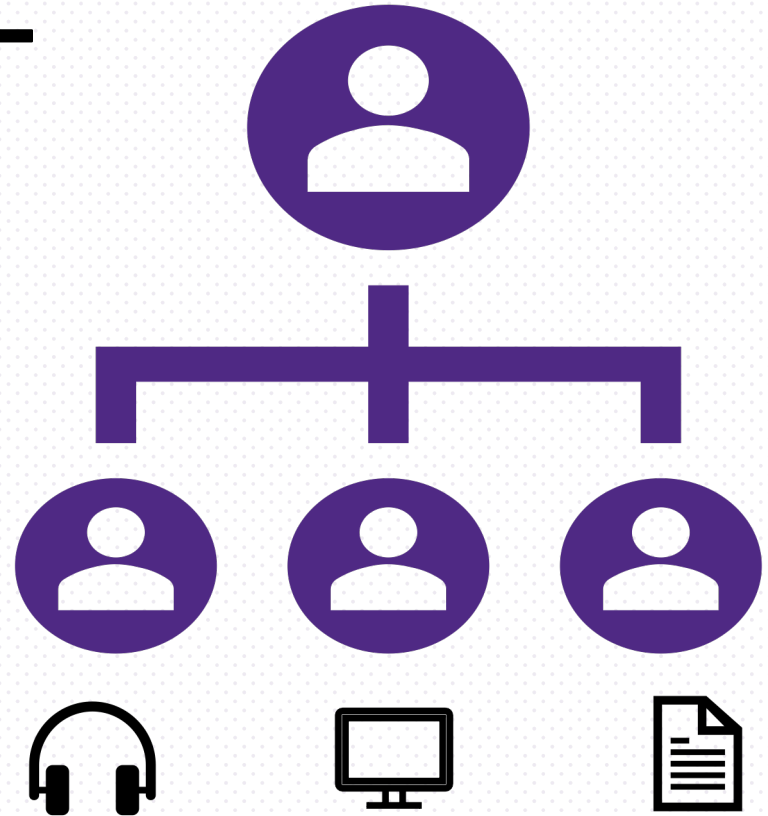
Quizzes, Surveys or Self Assessments

Poll Everywhere

Feedback Process– Data Availability

Design a feedback process that promotes student learning

- Assessments give instructors data about student learning.

- Feedback gives students data about how they are progressing and how to improve.

Small Group Instructional Diagnostics (SGID)

SGID at a Glance

- Fall 2023 SGIDs will take place

- September 25-29
- October 2-6
- October 11-13

- Please fill out the form to begin booking your Fall 2023 SGID.

What is a SGID?

- Simple and straightforward evaluation process

- Uses structured small group discussions

- Provides confidential feedback

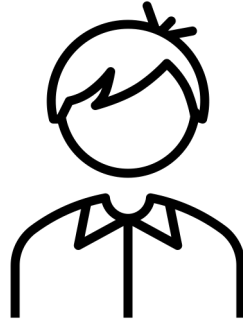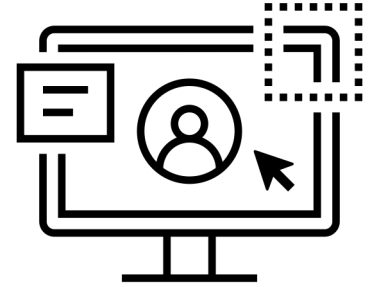- Takes place around the midpoint of a term.
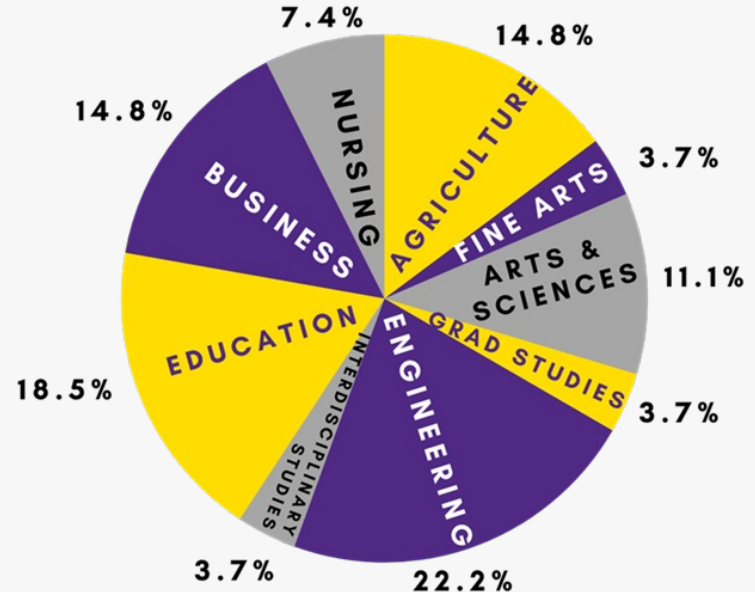
Faculty	Student	CITL Facilitator
• Leaves classroom • Receives feedback • Discusses results with students	• Answers questions individually • Breaks into small groups to reach a consensus	• Conducts discussion with students • Provides feedback to faculty member

Things to Note:

20-25 minutes

NOT tied to assessments or evaluations

Confidential

SURVEY QUESTIONS

👍 Briefly describe at least three things you **like** about the course–the characteristics that you believe **support** your learning.

👎 Briefly describe at least three things you **dislike** about the course–the characteristics that you believe **hinder** your learning.

💡 What **suggestions** can you offer that would **enhance** your learning?

📚 What can you as a student do to **improve** your learning?

After SGID:

Briefly describe things you like about the course—the characteristics that you believe support your learning.

Select whether or not you agree with the following statements based on the above question:

The instructor is engaging and seems to care about the subject. ∧

○ Disagree

○ Neutral

○ Agree

Getting to work in groups on big projects has been helpful. ∨

CITL Facilitator will gather data and generate a report within 48 hours.

Facilitator and Instructor can meet again to discuss feedback.

Instructor takes results back to class and discusses with students.

Reflection

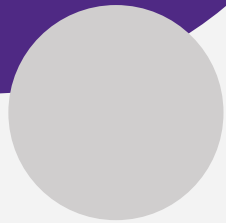- Moving forward, what are some takeaways for using data in your course?

- Curious about SGIDs? We would love to answer any questions you may have!

THANK **YOU!**

Questions, Comments, Concerns?

[Feedback Survey](#)

Next Week's Session:
Replay of ChatGPT (September 26th)
Originally presented on August 22, 2023

[Register](#)

References/Resources

Ferlazzo, L. (2017). Student Engagement: Key to Personalized Learning. *Educational Leadership*, *74*(6), 28-33.

Marzano, R. J., Norford, J. S., Morgan, M., Finn III, D., Mestaz, R., & Selleck, R. (2017). *A handbook for personalized competency-based education*. Marzano Research Laboratory.

Short, C. R. (2022). Personalized Learning Design Framework: A Theoretical Framework for Defining, Implementing, and Evaluating Personalized Learning. In H. Leary, S. P. Greenhalgh, K. B. Staudt Willet, & M. H. Cho (Eds.), *Theories to Influence the Future of Learning Design and Technology*. EdTech Books.

Westman, L., & Tomlinson, C. A. (2018). *Student-driven differentiation : 8 steps to harmonize learning in the classroom*. Corwin.

[25 Tips & Uses for Data-Driven Decision Making in Higher Education (precisioncampus.com)](#)

[Five steps for structuring data-informed conversations and action in education](#)