

PERSONAL LEARNING: TAKING OWNERSHIP OF LEARNING ONLINE – PART 3

Stephen Downes
September 28, 2020

Previously: <https://www.downes.ca/presentation/525>
This one: <https://www.downes.ca/presentation/530>

Takeaways for this Webinar

In this webinar, you learn:

- The difference between ‘personalized learning’ and ‘personal learning’.
- Why personal learning is the preferred concept for student success.
- Key starting points for personal learning, objectives, learning processes and forms of evaluation that best suit personal learning.
- Strategies to implement personal learning in the form of support for remote teaching, online learning, and lifelong learning.

Topics for Discussion - Practical

1. What are relevance, usability, interactivity?
2. Starting points
3. Supporting them when they're not supported (a.k.a. Geurilla Tactics)

These slides will be available at:

<https://www.downes.ca/presentation/530>

Silhouette Images via Gordon Johnson <https://pixabay.com/users/gdj-1086657/>

Topics for Discussion - Theory

1. What is personal learning?
2. Personal learning starting points
3. Supporting personal learning online

These slides will be available at:

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Silhouette Images via Gordon Johnson <https://pixabay.com/users/gdj-1086657/>

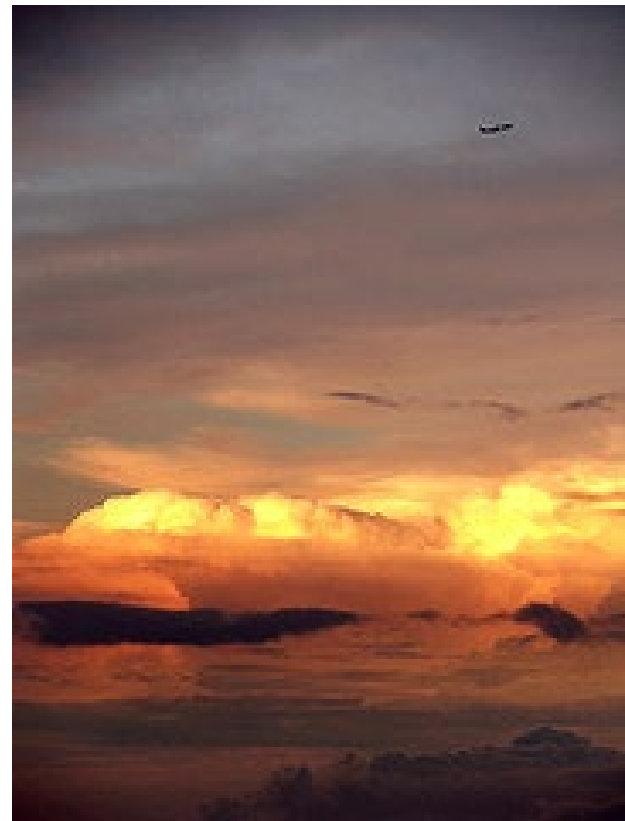
What I'm Really Saying Here...

1. You are at the centre of your own *personal learning network*



What I'm Really Saying Here...

2. To gain from self-directed learning
you must *be self-directed*

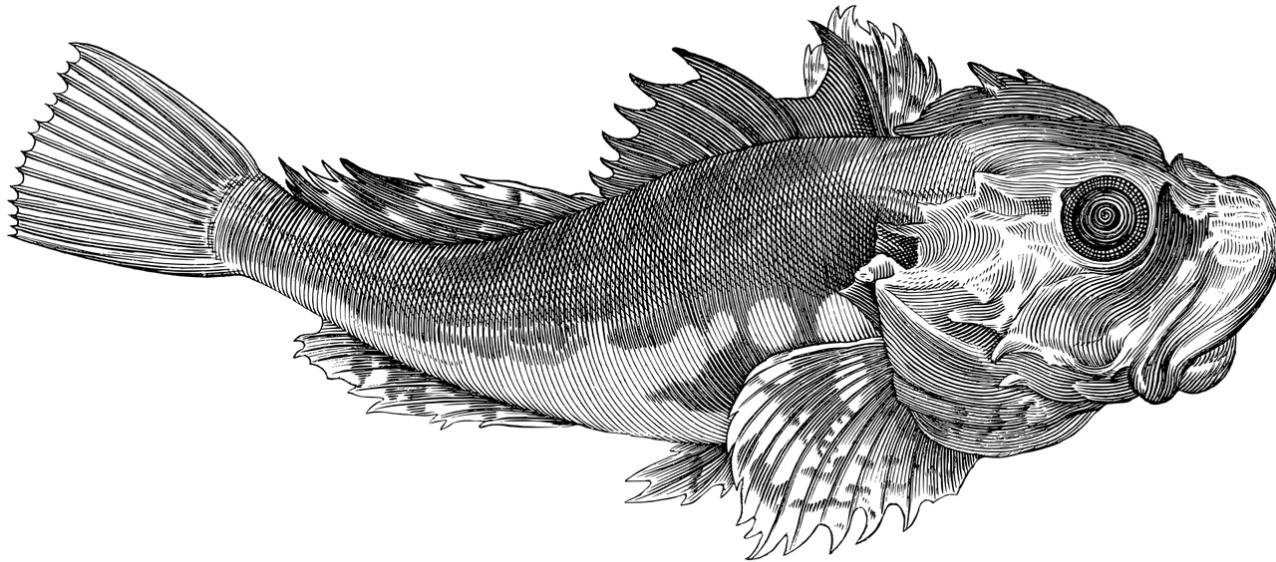


What I'm Really Saying Here...

3. These principles should guide *how we teach* as well as how we learn



What Is Personal Learning?



Personalized Learning

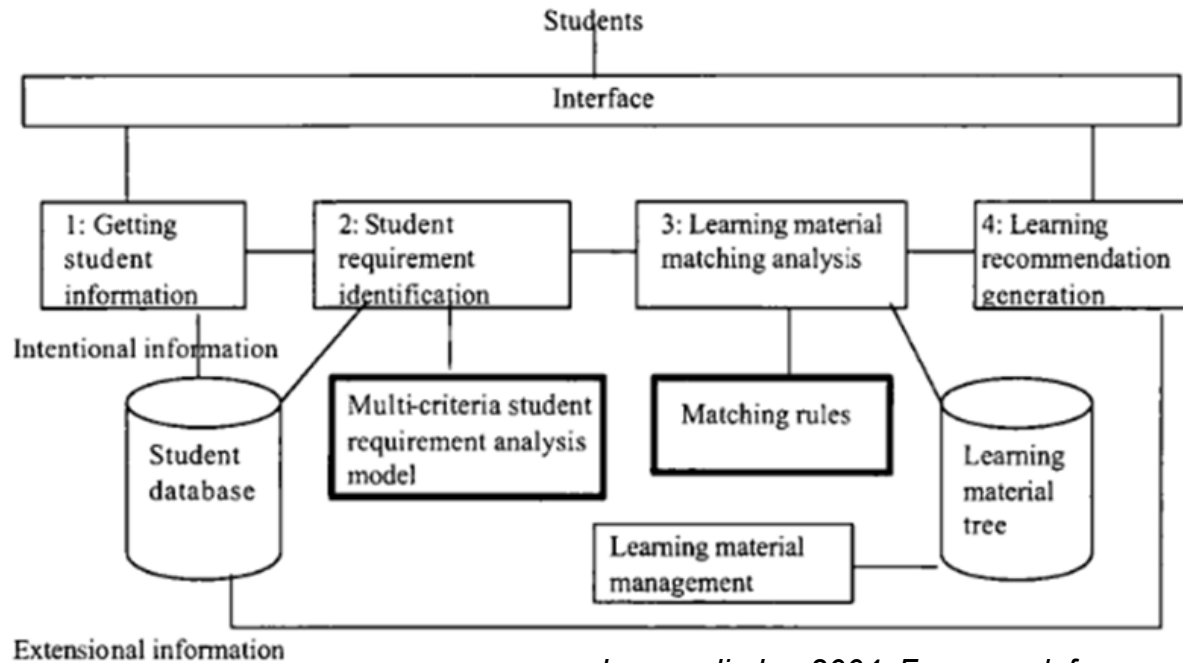
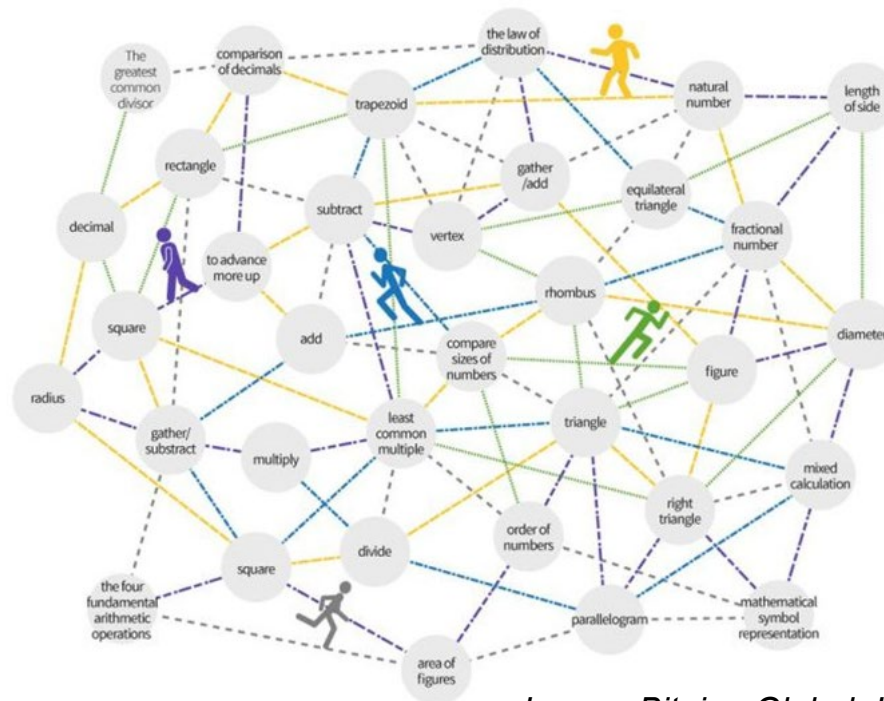


Image: Jie Lu, 2004. Framework for personalized learning recommender system. P. 376

Learning Path Recommendation

Personalized learning path recommendation

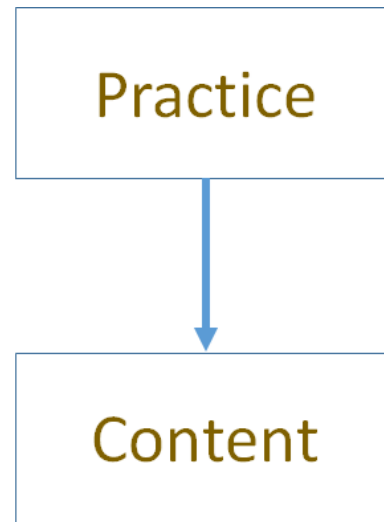
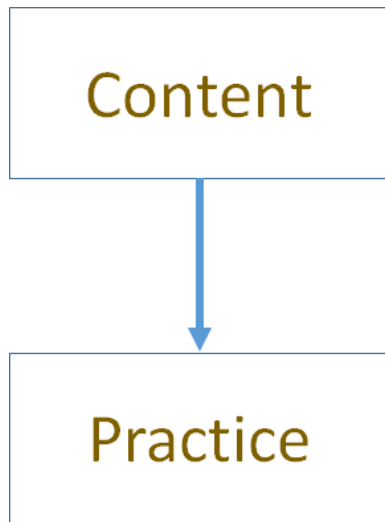


*Image: Bitnine Global, Inc. (2019).
Personalized learning path
recommendation.*

Criticisms of Personalized Learning

- Personalized learning is ineffective
- Recommendations just aren't very good
- It's isolating and depersonalizing
- Personalized learning systems depend on surveillance and violates personal privacy

Two Approaches



Two Approaches

Defines an ideal state

Content



Practice

TEST

Person tests you

Defines a desired state

Practice

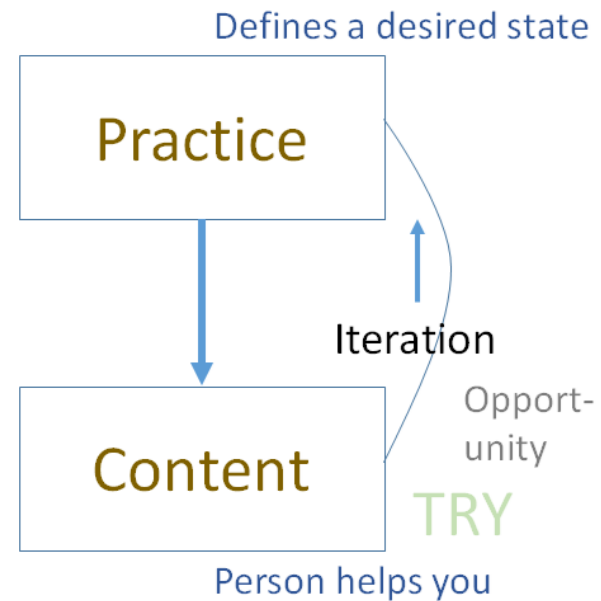
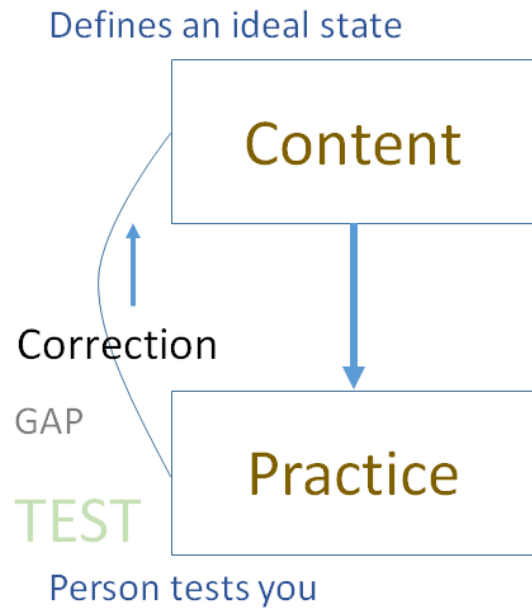


Content

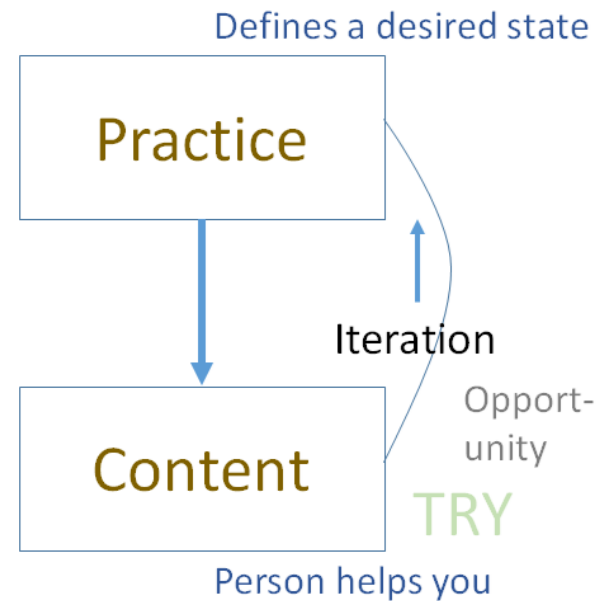
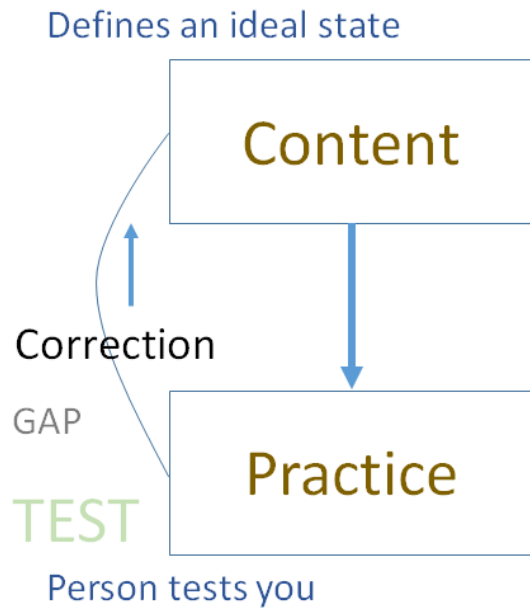
TRY

Person helps you

Two Approaches



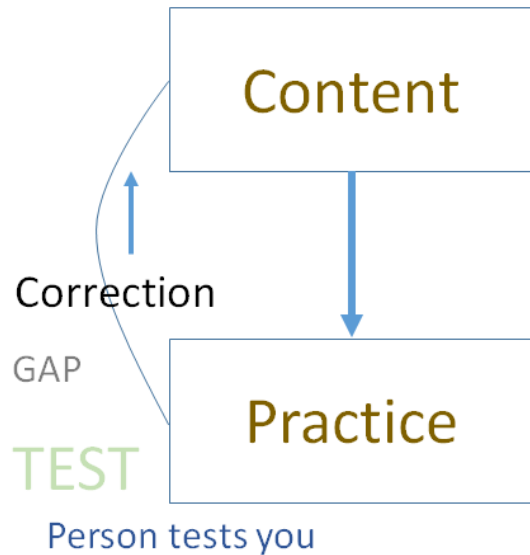
Library Environment



Personalized

We do for you (you consume help)

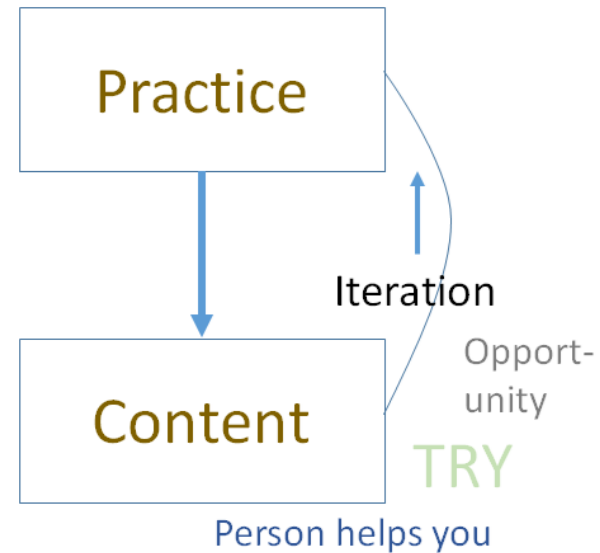
Defines an ideal state



Personal

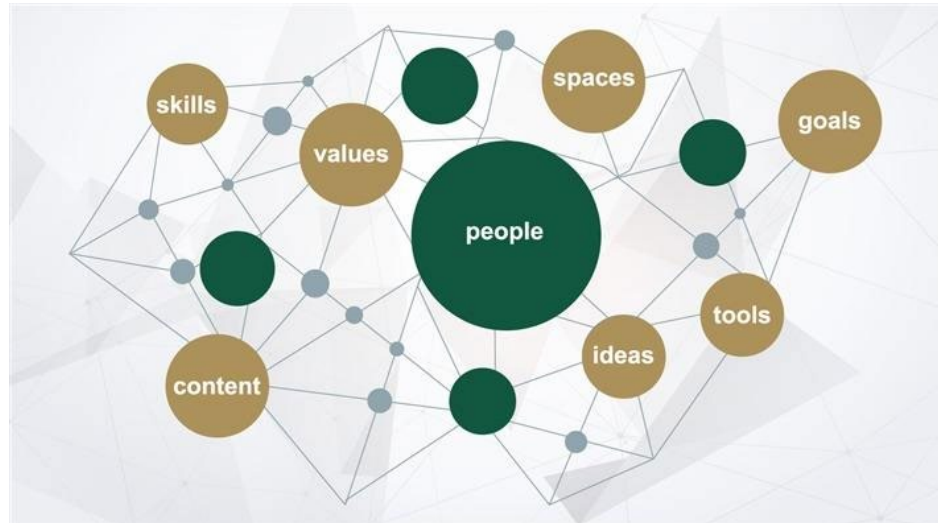
You do for yourself (we help)

Defines a desired state



Self-Directed Learning

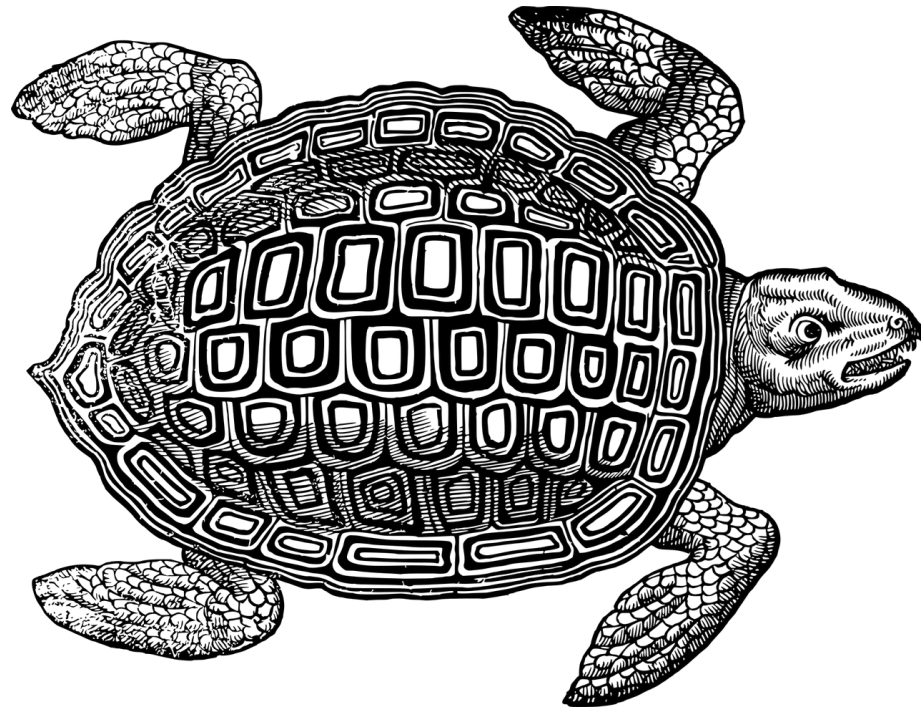
Students "will need to be self-directed in their learning. This includes making sound judgements about how much they know compared to how much they need to know, how they are progressing towards completing quality work and whether or not they need to shift strategies."



Digital learning environments, the science of learning and the relationship between the teacher and the learner. Jason M Lodge, Gregor Kennedy, L. Lockyer.

https://www.downes.ca/files/TandS_Relationship_SoL_Preprint.pdf

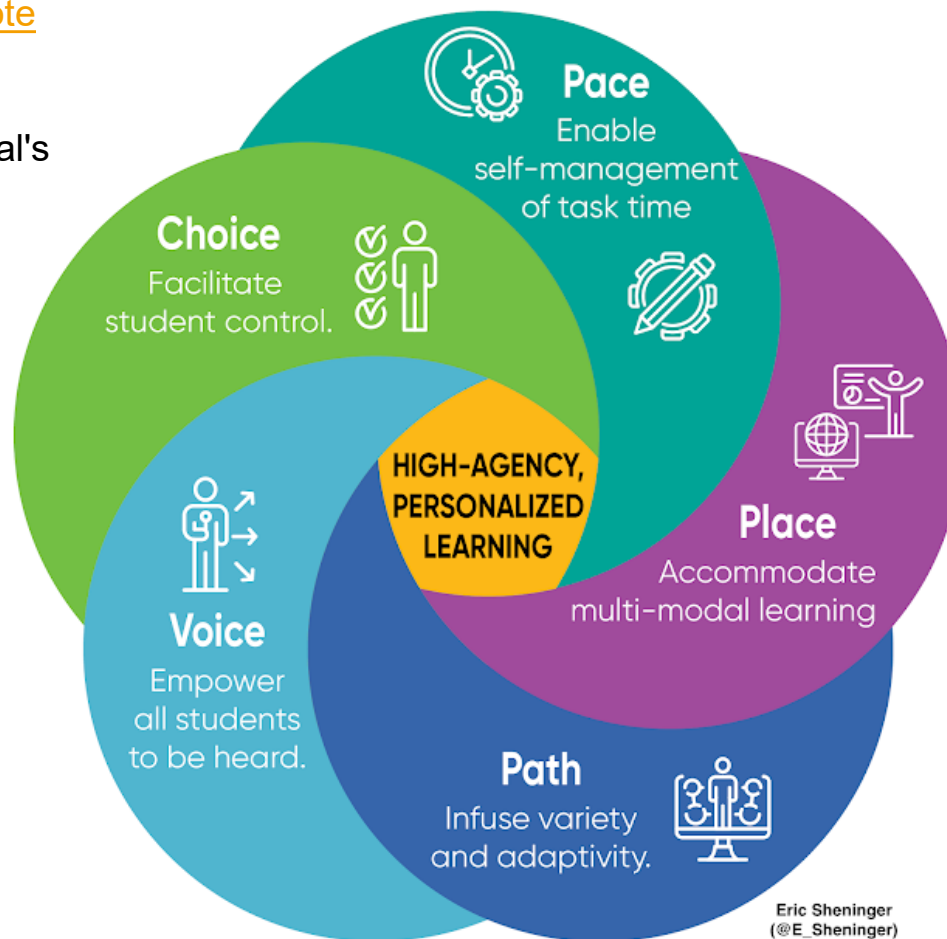
Personal Learning Starting Points



Elements of Personal Learning

[High-Agency in the Remote and Hybrid Classroom](https://esheninger.blogspot.com/2020/09/high-agency-in-remote-and-hybrid-classroom)

Eric Sheninger, A Principal's Reflections

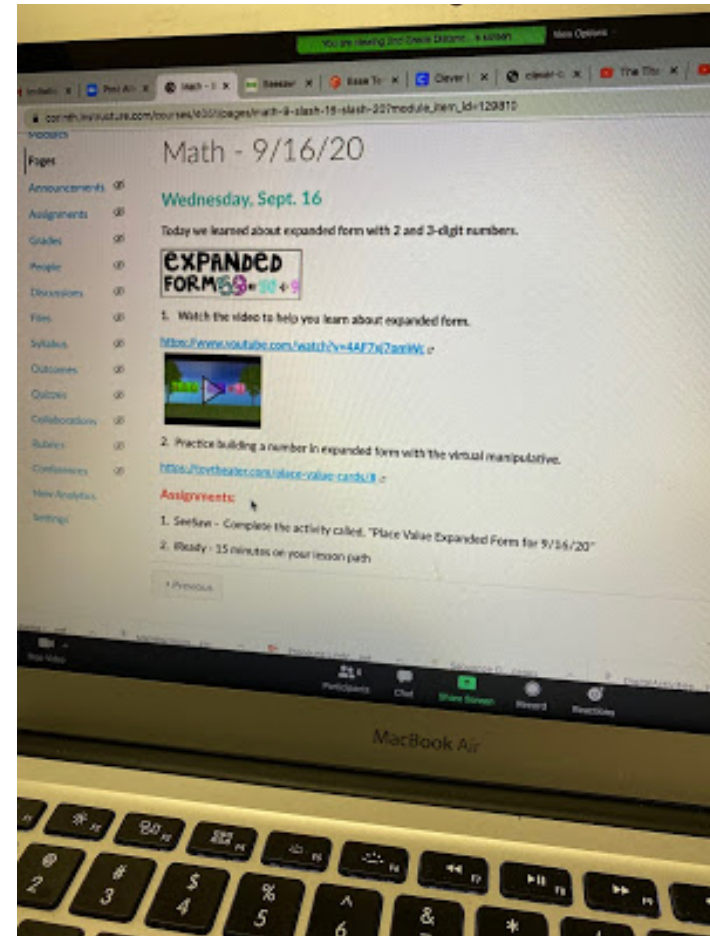


<https://esheninger.blogspot.com/2020/09/high-agency-in-remote-and-hybrid.html>

Eric Sheninger
(@E_Sheninger)
Image created by @RigorRelevance)

Voice

- Anonymity
- breakout rooms
- digital tools
- reviews of prior learning
- checks for understanding
- closure activities



Choice

<h2>Molecules of Life Choice Board</h2>		
<p>Superhero Macromolecule Create & draw 1 macromolecule superhero. Their functions should be incorporated into its powers. Macromolecule structures and components must be evident in drawing.</p>	<p>Review Game Create a review game/tool for the class about one macromolecule. Be CREATIVE. You must hand in a copy or link to the game as well as a written copy of the questions. There should be a minimum of 25 questions. Try kahoot.it or Quizlet.</p>	<p>Comic Strip Create a comic for a macromolecule. It should explain in detail each molecule and include pictures of examples and structures. The function of your molecule must be included. Try Home of Comic Life (plasq.com) to download the app.</p>
<p>Letter from a Nutritionist Write a letter (at least 1 page typed) as if you are a nutritionist writing to a patient about living a healthier lifestyle. Include the necessary biological molecule that your patient needs to keep his/her body in homeostasis.</p>	<p>Bozeman Biology Video + Notes Watch a Bozeman Biology Video (http://www.bozeman-science.com/biology-main-page) on Carbohydrates, Lipids, Proteins, Nucleic Acids or Molecules of Life- Take notes and create a macromolecules Sketchnote that includes all important information about the molecule.</p>	<p>Disease Research Research a disease/condition related to one of the four macromolecules. Describe the diseases/conditions with respect to the structures and functions of the macromolecules in a report (at least 1 page typed, double spaced).</p>
<p>Build a Molecule Create 3D structures of one of the 4 different macromolecules. Each must be labeled (with individual parts such as Phosphate - nitrogenous base - ribose, Carbon, Hydrogen, Oxygen, etc.). Examples & functions of each macromolecule must be included on a card. Upload photo of your work.</p>	<p>Macromolecule Jingle Create a song about a macromolecule of your choice. You must have at least 5 verses and a beat. The recording can be done of Flipgrid or submitted as an mp4.</p>	<p>Macromolecule Video Create a video describing the four different types of macromolecules regarding the structure and function. You MUST be in the video and it must be original material- no copying a video that was already done.</p>

Path

First Day Stations

Station

1

Station

2

Station

3

Station

4

PADLET



EXIT TICKET



Pace

Center Schedule

LIVE	2:00-2:20	Meet with Teacher: Red Group
LIVE	2:20-2:40	Meet with Teacher: Blue Group
LIVE	2:40-3:00	Meet with Teacher: Yellow Group
LIVE	Zoom with Mrs. Mills, Mrs. Bingham, & Mrs. Corry	Green Group: You are to Zoom with your teacher during your time they have given you
Independent Work: Complete the listed activities when not meeting with teacher.		
LIVE	3:00-3:15	Closing Zoom with Parents for Q/A

CENTER GROUPS

YELLOW GROUP

Refruigo, Major, Keliceia, Ryan, & Kamaree

RED GROUP

Charlie, Willow, Carson, Cole, Shelby, & D'Karrien

BLUE GROUP

Emma, Shiloh, Harrison, Noah, Christian, & Levi

GREEN GROUP

Zy, Makenna, Steven, Mari P, Vedanshi, Jenya - Mrs. Bingham

Madelyn, Malachi, Jayden, Maddalyn, Tariah, Jaxson - Mrs. Mills

Natalia, Janahla, Ray'ven, Trayshawn - Mrs. Corry

Place



Stephen Downes

<https://www.downes.ca>

