

# Personalized Learning Plans using Technology

Fall 2016

## Description:

*“This is such an exciting step forward for our schools and students. We can't address challenges around engagement, relevance and student responsibility for learning without taking on this issue of personalization.”*

**Rebecca Holcombe, Vermont Secretary of Education**

This graduate level course will look at the process to implement Personal Learning Plans into your classroom or school district and the role technology can play for both showcasing work and supporting student learning. This course is appropriate for both principals and classroom teachers in any discipline as it is suggested that all teachers have a part in helping students develop their PLP's not just their classroom teachers. Using the resources that have been established by the Vermont Agency of Education, we will look at the components of a Personal Learning Plan (PLP) and how to take that back and use it with students. We will be focusing both on the PLPs and student portfolio creation for younger students.

In addition to examining theory and design of PLPs and exploration of technology tools, participants will design a template to use with their students and plan for the implementation of student PLPs or portfolios in their classroom or school building. Principles of Universal Design for Learning (UDL) will be a vehicle to help in creating PLPs for all students no matter what their level of learning.

The focus of this course will be using technology to collect student materials to include in their portfolios or personal learning plans. Exploration of tools will be an important part of this class as well as looking at different models of implementation.

## Instructors and Class Times:

<b><i>Instructor Name(s):</i></b>	Joanne Finnegan	Lisa Barry
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<b>Office Hours</b>	Instructors will be available by e-mail and phone.
<b>Classroom location</b>	<b>Thursdays: 9/28, 10/19, 10/26, 11/9, 11/16, (4-8pm)</b> <b>Saturdays: 10/1, 11/5 (8-3)</b> Online hours - 7 hours Total Hours 40

### Course Objectives:

Participants will be able to make connections among the requirements for Personal Learning Plans, how to work with students to develop their personal plans and how technology can be used to support this work. Through development of a template and an action plan, participants will plan for leading students in the creation of learning plans and portfolios beginning this fall.

To obtain this objective, participants will:

- A. examine and make connections between student developed Personal Learning Plans, Common Core Standards, NGSS and Vermont Technology GEs/ISTE NETS-S by examining documents to find common objectives among all sets of standards
  - a. Using information obtained from AOE PLP site and possible guest speaker from AOE that explains the process the committee used and resources posted on their site.
- B. participate in both online and face-to-face discussions
  - a. Use EDU2.0 LMS for online discussions related to readings in the books.
- C. recognize, evaluate and recommend apps and Web 2.0 tools that support the development of PLPs.
  - a. Using resource lists in the texts to further investigate and evaluate apps that will support participants and students in PLP development
  - b. Categories of exploration:
    - i. Bookmarking, notetaking, discussions

- ii. Collaboration Tools
- iii. Organizational, Mindmapping and Drawing Tools
- iv. Presentation Tools
- v. Presentation Tools
- vi. Researching Tools
- vii. Video Creation Tools
- viii. Tools for Struggling Readers

- D. find collaborative tools that work to implement PLPs
  - a. Activities related to using Google Hangouts for video conferencing, using social media, etc
  - b. Screencasting and how to use it with students
  
- E. evaluate technology tools and integration practices that will help in the development of PLPs in your district based on AOE required elements.
  - a. Examine the differences between Personalized, Differentiated and Individualized learning.
  - b. Transferable Skills and the part they play in development of PLPs
  - c. Using Diigo or other research tools to collect resources
  
- F. identify, critique, and recommend sample personal learning plans that support student developed plans with specific curriculum and incorporate the Common Core, Vermont Technology GEs, Web 2.0 tools, and Chrome apps
  - a. Explore Apps available through Chrome Web Store that support PLP development. Participants will explore and present one or more app or Web 2.0 tool to the class.
  - b. Using resources listed in the required text participants will select one or more of the suggested tools to present to the class.
    - i. Ex - Diigo, Lucid Chart, WeVideo, Google Read and Write, Zaption, Edpuzzle, etc
  
- G. investigate principles of learning designs and theories that support personalized learning
  
- H. design a prototype of a student PLP, explaining how technology would support the plan, and create a portfolio template for showcasing work

**Required Readings and Materials:**

1. Bray, Barbara, and Kathleen McClaskey. *Make Learning Personal: The What, Who, WOW, Where, and Why*. N.p.: n.p., n.d. Print.

- Grant, Peggy. *Personalized Learning: A Guide for Engaging Students with Technology*. N.p.: n.p., n.d. Print.

### Supplemental Resources:

- [Previous PLP Course Materials](#)
- [Making Learning Personal](#) Website
- [PLP Pathways](#)
- [Kathy Schrock's Guide](#)
- [Agency of Education Website](#)
- [What Works - Australian Resource](#)
- [UDL Examples and Resources](#)

### Information Technology Standards:

1. [ISTE 2016 Standards for Students](#)

### Assignments:

Assignment	Due Date
Discussion and analysis of online reading and resources	During and between classes
Presentations in class	During class meetings
Posting Online Resources & Reflections	Between classes
In-class discussion and participation	Each class meeting
Final Project	Final Day of Class - mandatory to be there!

### Course Requirements:

Discussion and analysis of online reading and resources during class (15%)

Presentations during class (15%)

Quality and appropriateness of posted online resources (15%)

In-class discussion and participation (15%)

Quality and appropriateness of final project (40%)

**Course Hours: 40 hours**

Online work between class meetings Reading, webinars, exploration of other materials and forum discussions with classmates and instructors	Minimum of 7 hours
Face to face sessions:	33 hours