STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System
The Ultimate Advantage is an Educated Mind

Education
EDUC 629
Personalized and Individualized Online Learning
Credit Hours = 3
Length of Course = 8 weeks

Instructor Information

Instructor: APUS Faculty

Course Description (Catalog)

This course will examine the current best practices for personalization for each individual student in our K-12 classrooms. Personalization is closely related to two additionally important terms; individualization and differentiation. All three terms require a shift in focus from a teacher-centered approach to an authentic, student-centered approach. A true student-centered focus requires that we tailor our lessons to the abilities, interests, preferences, future life dreams, socio-emotional attributes, and other needs of the individual student.

Course Scope

In this course, personalized learning will be explored through aspects of theory, research, policy, tools, and practice. The Self Theory in Schooling, positive psychology, SMART goals, technological tools, and knowing self/students/curriculum/assessment/and colleagues will be the focus. This course prepares teachers and educational professionals to effectively and equitably meet the individualized needs of learners in the global classroom.

Course Objectives

After successfully completing this course, students will be able to:

1. Evaluate and synthesize K-12 personalization best practices and their potential for having an effect on learning;
2. Explain how to engage and motivate K-12 students;
3. Comprehend The Self Theory in Schooling as a framework for personalizing the teaching and learning processes; and
4. Analyze implications of a paradigm shift to a student-centered focus in teaching and learning.
Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Course Materials

Required Textbook:


Other Required Readings:


**Recommended Textbook for the degree program:**

In addition to the required texts in this course, you are **strongly encouraged** to purchase the latest addition of the *Publication manual of the American Psychological Association* (6th Ed.).

**Additional Resources:**

**Web Sites**

In addition to the required course texts, the following public domain websites are useful. Please abide by the university’s academic honesty policy when using internet sources.

Note: Web site addresses are subject to change.

APA Format
http://www.apa.org

Curriculum Center – Kathy Schrock’s Guide for Educators
http://school.discovery.com/schrockguide/

International Association for K-12 Online Learning (iNACOL) National Standards of Quality for Online Courses
Evaluation Procedures

Forum Participation and Constructed Response Items:

Homework Assignments

Throughout the semester you will have projects and/or write responses to weekly prompts. These responses will involve analyses of readings, comparing and contrasting the views of authors, and critique of arguments presented by the readings or the class. Projects/papers will be graded for accuracy of interpretation, rigor of argument, and clarity of expression.

Forum Participation

The Forum will be employed as a medium for discussing issues of interest to the class through the web. Each student is required to post his or her biography in the Forum (week 1) and participate each week in a Forum thread. Also, appropriate “NETIQUETTE” should be followed for all postings. Please be sure to have the initial post completed by Thursday evening and have a MINIMUM of two responses to your peers by Sunday at midnight. Your initial posts should be a minimum of 250 words and include outside sources to support your points. Your responses to peers should be a minimum of 100 words and include questions to elicit additional discussion. To earn the highest marks, please strive to go beyond the minimum expectations.

Grade Instruments

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly homework assignments</td>
<td>75%</td>
</tr>
<tr>
<td>Forum participation</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

The success of this course depends on our ability to have read the assigned readings closely, to have thought carefully about the points raised or ignored by authors, and to bring to the group your questions and concerns about their theses and positions into the forum groups. Prior to each class I will post an announcement and outline the focus of the subsequent session and direct your reading. Having prepared the readings prior to class ensures your productive participation.

Classes will typically begin with a question I have posed the previous week. We should work to achieve conversational exchanges with each other through Forum and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

In all participation and assignments I am looking for evidence of:

- demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- critical contemplation, i.e., “grapple” with issues and topics;
- appropriate use of knowledge learned;
- imaginative thinking and responses to challenges/problems/issues;
- exploring underlying assumptions about the lifelong value of education and schooling;
• clarity of expression and logical connection among ideas expressed;
• writing that reflects precise and concise thinking; and
• excellent grammar, syntax, and spelling.

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum 1: Introductions</td>
<td>25</td>
</tr>
<tr>
<td>Forum 2: Personalized Learning 101</td>
<td>25</td>
</tr>
<tr>
<td>Forum 3: Self Theory and Self in Teaching and Learning</td>
<td>25</td>
</tr>
<tr>
<td><strong>Forum 4: Positive Psychology and Personalized Learning</strong></td>
<td></td>
</tr>
<tr>
<td>Forum 5: Curriculum and Motivation</td>
<td>25</td>
</tr>
<tr>
<td>Forum 6: Assessment and Personalized Learning</td>
<td>25</td>
</tr>
<tr>
<td>Forum 7: Smart Planning with SMART Goals</td>
<td>25</td>
</tr>
<tr>
<td>Forum 8: Technological Tools of the Trade</td>
<td>25</td>
</tr>
<tr>
<td>Forum 9: Collaboration, Challenges, and Closure</td>
<td>50</td>
</tr>
<tr>
<td>Homework Assignment 1: Personalized Learning Speech</td>
<td>100</td>
</tr>
<tr>
<td>Homework Assignment 2: Students, Self Theory, and Self Glog</td>
<td>100</td>
</tr>
<tr>
<td>Homework Assignment 3: Positive Psychology Application Project</td>
<td>100</td>
</tr>
<tr>
<td>Homework Assignment 4: Pre-Plan for Personalized Learning</td>
<td>100</td>
</tr>
<tr>
<td>Homework Assignment 5: (Pre-Plan for Personalized Learning) Assessment of Student Learning</td>
<td>100</td>
</tr>
<tr>
<td>Homework Assignment 6: SMART Goal</td>
<td>100</td>
</tr>
<tr>
<td>Homework Assignment 7: Technological Tool Web</td>
<td>100</td>
</tr>
<tr>
<td><strong>Homework Assignment 8: Personalized Learning Plan</strong></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1075</strong></td>
</tr>
</tbody>
</table>

**Grading Scale**
<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA / Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0 / 100 - 94</td>
<td>Very high quality, clearly above average work</td>
</tr>
<tr>
<td>A-</td>
<td>3.67 / 93- 90</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.53 / 89- 87</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0 / 86- 84</td>
<td>Expected performance level</td>
</tr>
<tr>
<td>B-</td>
<td>2.67 / 83- 80</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33 / 79- 77</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0 / 76- 73</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.67 / 72- 70</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>D+</td>
<td>1.33 / 69- 67</td>
<td>Failing</td>
</tr>
<tr>
<td>D</td>
<td>1.0 / 66- 64</td>
<td>Failing</td>
</tr>
<tr>
<td>D-</td>
<td>.67 / 63- 60</td>
<td>Failing</td>
</tr>
<tr>
<td>F</td>
<td>0.0 / 59- 0</td>
<td>Failing</td>
</tr>
</tbody>
</table>

APUS Policy on Plagiarism:

Plagiarism is a serious violation of APUS’s code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy: [http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic_Dishonesty](http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic_Dishonesty)

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.
- Do not insert parts of previous students’ work or current students’ work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.
**Course Outline**

### 8 Week Course

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Essential elements and policy enablers for personalized learning</td>
<td>Define personalization as it pertains to learning</td>
<td><em>How to Teach Now: Five Keys to Personalized Learning in the Global Classroom</em>, Introduction; <em>Innovate to Educate: System [Re]Design for Personalized Learning: A Report from the 2010 Symposium</em></td>
<td><strong>Homework Assignment 1: Personalized Learning Speech</strong>&lt;br&gt;Instructions: Create a speech about personalized learning. The audience may be colleagues, administrators, attendees at a Parent Teacher Association (PTA) meeting, or professionals and researchers at an educational conference. There are options for completing the speech. You may do one of the following:&lt;br&gt;Ο PowerPoint slide presentation with text and graphics. The PowerPoint must include presenter’s notes at the bottom of each slide.&lt;br&gt;Ο Audio file speech podcast. Visit the Apple iTunes website Making a Podcast at <a href="http://www.apple.com/itunes/podcasts/specs.html">http://www.apple.com/itunes/podcasts/specs.html</a> and create a podcast. The audience must be explicitly clear.&lt;br&gt;Ο Written speech script. Use Word to create a motivating and engaging written speech script. The audience must be explicitly clear.&lt;br&gt;Regardless of the selected format, the speech should still adhere to APA 6th edition and scholarly writing conventions (e.g. include in-text references, include a reference page, etc.). The purpose is to demonstrate your knowledge of the topics and to inform colleagues, administrators, or other pertinent constituents of your educational context. Your speech should include at least the following:&lt;br&gt;Ο An overview of personalized learning, including a definition;&lt;br&gt;Ο Examples of personalized learning; and&lt;br&gt;Ο The reasons for shifting to personalized learning.</td>
</tr>
<tr>
<td></td>
<td>Basics of personalization</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Educational models of personalized learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tools, design, and support needed to establish personalized learning environments</td>
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<td></td>
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<tr>
<td></td>
<td>Declare the role of the teacher in the personalized, global classroom</td>
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</tbody>
</table>

**Forum 1: Introductions**<br>Instructions: Post an introduction in the forum discussion. Include a little about your professional and academic experiences and any personal information you would like your peers to know to help connect us as a learning community (e.g. travels, hobbies, family, pets, etc.). In addition, please take a look at the course objectives in the syllabus and discuss the relevance to your career goals. Your initial post should be at
### Forum 2: Personalized Learning 101

Instructions: Complete this week’s readings. Discuss an experience you have had that pertains to one of this week’s reading topics. In addition, identify at least four basic concepts about personalized learning and explain why you think they are important for educators to know, understand, and apply. Be sure to include outside references to support your points.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Self theory and its use in schooling to motivate and engage</td>
<td>Understand self theory Understand the self in teaching and learning Describe varied ways to know students as learners.</td>
<td>Brzycki article <em>Educational Psychology Reader: The Art and Science of How People Learn</em>, Chapter 49 <em>How to Teach Now: Five Keys to Personalized Learning in the Global Classroom</em>, Chapter 1</td>
<td>Homework Assignment 2: Students, Self Theory, and Self Glog Instructions: Visit the Glogster website at <a href="http://www.glogster.com/">http://www.glogster.com/</a>. Explore the website and sign up for a free educator account at <a href="http://edu.glogster.com/">http://edu.glogster.com/</a>. Explore and experiment creating a Glog, or interactive poster. Create a Glog that synthesizes information about self theory, self in teaching and learning, and knowing students as learners. In other words, gather key points from all topics covered this week in the readings, modules, and discussions and create your own interactive poster to demonstrate your understanding. Include definitions, key points and explanations, lists, etc. The Glog permits you to use clip art, text boxes, etc. to create a powerful visual. Include references, as appropriate. Consider the audience to be colleagues or administrators.</td>
</tr>
<tr>
<td>3</td>
<td>Positive Define the Positive</td>
<td>Seligman &amp; Csikszentmihalyi article</td>
<td>Homework Assignment 3: Positive Psychology Application</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>Basics of positive psychology and explain how positive psychology supports personalized learning</td>
<td>Project</td>
<td></td>
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<tr>
<td>---</td>
<td>------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowing self as teacher</td>
<td>Understand the need for professional self-knowledge and knowing self as teacher</td>
<td>Use the assignment template - you will find it in the Announcement area and in the lesson/module of our course.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>After completing the readings and forums, follow the above template to complete this week’s assignment. The idea is to apply theory and research to practical approaches in your online learning environment. Accordingly, identify and cite key aspects of positive psychology and knowing self as teacher. Then, identify at least three goals. You will merge these parts to complete approximately one page about your goals, making sure to explain and elaborate on each of them, while following APA 6th edition format.</td>
<td></td>
</tr>
</tbody>
</table>

**Forum 4: Positive Psychology and Personalized Learning**

Instructions: Describe your perceptions/impressions, experiences, and/or understandings of: (1) positive psychology; (2) positive education; and (3) knowing self as teacher. Explain how these concepts apply to online learning environments. Describe your professional goals related to these areas. Be sure to include outside references to support your post.

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<table>
<thead>
<tr>
<th>4</th>
<th>Research on student motivation</th>
<th>Explain how to engage and motivate students</th>
<th>Homework Assignment 4: Pre-Plan for Personalized Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Perspectives on motivation, including the Six C’s of motivation</td>
<td>Understand core considerations for curriculum and personalized learning</td>
<td>This week we spent time on motivation, technology, inquiry, and curriculum. Your assignment is to use the content covered and apply it to your educational setting. This pre-plan will be built upon throughout the rest of the course and culminate into a final project. You will need to use Figures 3.1 and 3.2 in the Powell and Kusuma-Powell (2011) textbook to complete this week’s task. Since we are exploring assessment next week, you will only be responsible for Planning Stage 1: Identify Desired Results according to Figure 3.2 and the Backward Design model. Use Figure 3.2 to help you complete the first few boxes of Figure 3.1. Simply use Figure 3.2 to reflect upon your process and Pre-Plan development.</td>
</tr>
<tr>
<td></td>
<td>Motivation, engagement, and technology</td>
<td>Describe inquiry activities to develop students’ conceptual understanding</td>
<td>For your Pre-Plan for Personalized Learning:</td>
</tr>
<tr>
<td></td>
<td>Knowing our curriculum in the global classroom</td>
<td></td>
<td>(1) create a template like Figure 3.1 and include</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Concept</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Essential Questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Content Objectives</td>
</tr>
</tbody>
</table>

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**Research on Student Motivation**

- [website]
- Motivation-Intrinsic, Extrinsic, or Both? (website)
- Six C’s of Motivation (website)
- Effects of Technology on Classrooms and Students (website)
- Reiners, Renner, & Schreiber article
- Using Technology to Motivate Middle School Students (website)
- Chen blog (website)
- Northwest Regional Educational Laboratory Student Motivation
How to Teach Now: Five Keys to Personalized Learning in the Global Classroom, Chapter 3

• Declarative Knowledge Learning Goals
• Procedural Knowledge Learning Goals
• (Skip Assessment of Student Learning)
• Diverse Learner Characteristics

(2) as you create this Pre-Plan, reflect on your work using Planning Stage 1 of Figure 3.2

(3) after you create this chart and Pre-Plan, write approximately one referenced paragraph explaining your initial thoughts and plans to use technology to motivate and deliver the curricular concepts to your diverse and individual learners in a personalized manner.

Forum 5: Curriculum and Motivation
Instructions: Based upon your research and readings from this week, respond to the following questions and explain your answers in an elaborative manner: (1) which theories and research findings related to motivation do you find most interesting or compelling?; (2) which two technologies are you ready to try within the next 30 days and why?; and (3) which curriculum considerations do you feel are most important when planning to tailor learning for individual students and why? Be sure to include outside references to support your post.

Homework Assignment 5: (Pre-Plan for Personalized Learning) Assessment of Student Learning
Last week, you developed a Pre-Plan for Personalized Learning. The assessment component was not addressed in it. This week, you will develop that piece. Building upon your assignment in Week 4, now add the Assessment of Student Learning to your plan and template. You will need to make sure it aligns with your Concept, Objectives, and Goals. Consider technological tools for effective assessment. Continue to refer to Figure 3.1 and Figure 3.2 as guides for this process.

1. You will submit the entire template this week (including both Weeks 4 and 5 work).
2. After you create the assessment(s), write approximately one referenced paragraph explaining your rationale for using your selected assessment(s) to address your Concept, Objectives, and Goals. Explain how your assessment choices attend to your diverse and individual learners in a personalized manner.
| 6 | The basics of SMART goals | Understand the components of the SMART system | On Your Mark, Get Set, Get Smart!: Set SMART Goals When Planning for Next Year  
Educator Evaluation Pilot PowerPoint | Homework Assignment 6: SMART Goal  
For this week’s assignment you will build upon the previous weeks’ work and create a SMART goal to integrate into your Pre-Plan for Personalized Learning. 
Instructions: You have a choice in using either CHOICE #1-the SMART Goal Worksheet from Slide #44 in the WVDE PowerPoint or CHOICE #2-the SMART goal planning sheet found at the Digital Principals (2010) website at http://wv.digitalprincipals.com/2010/10/20/smart-goals-action-planner/  Select one of the forms and create a SMART goal related to your Pre-Plan for Personalized Learning. Also, update your Pre-Plan for Personalized Learning if anything changes as a result of the creation of your SMART goal. |
Forum 7: Smart Planning with SMART Goals  
Instructions: Identify and describe two advantages of creating SMART goals in your educational context. Then, explain specifically how SMART goals can help you personalize and individualize learning for students. Make sure to include references from the course and beyond. |
Homework Assignment 7: Technological Tool Web  
http://kathyschrock.net/googleblooms/  
Instructions: This assignment will require you to experiment with using a Google tool. Please visit http://kathyschrock.net/googleblooms/ and sign-up for a free Google account, if you do not already have one. Once you have created an account, explore the Google tools (e.g. Google Docs/Google Drawing). Select one to use to create your own Technological Tool Web. This web should include one or two technological tools covered this week. You will use the Google |
| 7 | Theoretical underpinnings and rationale for using technology to enhance teaching and learning | Understand a rationale for using technology to personalize learning | Using Technology to Personalize Learning and Assess Students in Real-Time  
How People Need to Learn |
### Forum 8: Technological Tools of the Trade

Instructions: Respond to these questions or prompts about this week’s content: What points would you emphasize in expressing a rationale for using technology to personalize learning? Explain which two technological tools are most interesting to you and why. Make sure to include references from the course and beyond to support your points.

### Developing collegial relationships and learning communities

<table>
<thead>
<tr>
<th>8</th>
<th>Developing collegial relationships and learning communities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The necessity for and challenges of attending to personalized learning and global competence</td>
</tr>
</tbody>
</table>

#### Homework Assignment 8: Personalized Learning Plan

Instructions:
Revisit the Pre-Plan for Personalized Learning, SMART Goal, and Technological Tool Web assignments you have developed during the course. Make sure this previous work is transferred to your final Personalized Learning Plan. Revisit lesson modules, assigned readings, and forum discussions. Think about what you might change, add, or delete at this point so you can finalize the plan. The additional component this week will be to share your plan with one or more colleagues or administrators. Write approximately two to three pages describing the nature of the dialogue and any changes you made as a result of the collaboration. Include a reflection about the collaboration experience. Relate your discussion, changes, and reflection to the textbook and body of literature, by including in-text quotes and citations. This piece will be included in your plan. Make sure your Personalized Learning Plan includes the following:

I. Cover Page
II. Introduction (personalized Learning, theory, research, rationale, etc.)
III. Lesson or Unit
   a. Concept

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You will need to create a web or organizer showing the possible applications of your selected tool(s) within and across subject areas, as applicable to your educational setting.

Your Technological Tool Web should include at least one or two tools from this week’s lesson/module. It should include at least eight applications of the tool(s) in total. Along with applications, include the pertinent state or national standard(s). Consider using colors, shapes, or other visual elements to enhance your web. Most important, this web should relate to your Pre-Plan for Personalized Learning, which you have been developing over the last few weeks.

#### How to Teach Now: Five Keys to Personalized Learning in the Global Classroom, Chapters 5 and 6

- Describe the components of teaching collaboratively
- Identify challenges associated with developing global competence
Forum 9: Collaboration, Challenges, and Closure

Instructions: (1) Identify the aspects of collaboration, collegial relationships, and learning communities that you feel are most beneficial and most challenging. Explain why professional collaboration is important in the process of personalizing learning. (2) Describe what you feel will be most challenging about personalizing learning in your educational context. (3) Explain how this course has helped you as you strive toward your personal, academic, or professional goals. Identify and explain at least three specific course concepts that are most compelling to you and/or will make you a better educational professional. Be sure to include outside references to support your points in the forum.
References


