

Checklist to validate Lesson Plans for the Personalisation model

This checklist is to be used for a set of lesson plans for a Learning Story based on the educational scenario Personalisation, and covers all types of activities to be developed (Dream, Explore, Map, Make, Ask, Remake and Show). In **bold** are items that can be considered essential for the personalisation model. Tick all items that are evident in your lesson plans. A high number of ticked items indicates that the plans take into account the principles of the scenario “Personalization” as in the document “What is the Personalization model, and how to use it?”

Goals and Objectives of Personalisation Learning Stories

Learning objectives are defined in order to:

- Develop self-organized learning**
- Develop collaborative skills
- Develop research and critical thinking skills
- Develop learn to learn skills**
- Develop skills of self-discovery**
- Develop skills of curiosity
- Develop online publishing skills
- Learn about making videos
- Personalise teaching**
- Personalise learning**
- Develop skills of problem solving

Activities are planned in order to:

- Engage disengaged learners
- Move from a teacher centric to a pupil centric approach**
- Improve individual students’ self-esteem**
- Meet students’ needs**
- Improve student motivation and increase academic achievements
- Help every child to make the most of their talents and potential**
- Give every child a fair chance of succeeding**

Resources

There are resources to be used:

- At home
- At other places, e.g. grandparents’
- Online (alone and with friends)
- Inside the classroom
- At different school spaces (library, labs,...)
- Outside the school (indoors)
- Outdoors

The resources list also includes:

- Tablets or other individual mobile devices
- Software and apps
- Virtual Learning Environment
- Other software for special needs
- Assessment tools
- Cloud computing storage or school server
- Interactive whiteboards
- Voting systems

| Assessment | The assessment described in lesson plans is | | |
|---|--|---|---|
| | Diagnostic, (i.e. to identify gaps and needs) | Formative (i.e. feedback to students and teachers during activities) | Summative (i.e. a test or check on learning outcomes at the end of activities) |
| <input type="radio"/> Teacher assesses the work of individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> Teacher assesses the work of student teams | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> Students self-assess their own work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> Students assess the work of peers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> Parents assess the work of individual students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> Parents assess the work of team students | | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> Experts assess the work of team students | | <input type="radio"/> | <input type="radio"/> |

| Starting Activities | |
|--|---|
| <p>Teacher should:</p> <ul style="list-style-type: none"> <input type="radio"/> Present the design brief and suggest success criteria <input type="radio"/> Ensure that individualised learning experience corresponds to individual learning needs, learning biographies, and cognitive skills <input type="radio"/> Form groups according to their learning styles <input type="radio"/> Group students by similar starting points <input type="radio"/> Ensure that all team members have a personally defined role <input type="radio"/> Frame a 'big question' for each group (or class if appropriate) <input type="radio"/> Monitor brainstorming <input type="radio"/> Negotiate an individual learning plan or individual learning activities <input type="radio"/> Negotiate outcomes and success criteria <input type="radio"/> Help students evaluate the information | <p>Students should:</p> <ul style="list-style-type: none"> <input type="radio"/> Discuss the problem scenario in groups <input type="radio"/> Brainstorm ideas to cross learning boundaries <input type="radio"/> Have personal roles <input type="radio"/> Negotiate the success criteria <input type="radio"/> Collect data <input type="radio"/> Do research (e.g. search) <input type="radio"/> Students/groups may enter the project at different points <input type="radio"/> Negotiate with teacher learning targets for each student/group |

| Main Activities |
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| <ul style="list-style-type: none"> <input type="radio"/> Teacher and students are aware of copy-paste from internet and plagiarism <input type="radio"/> Online tools are provided to establish dialogue and ideas exchange between students outside the classroom |

Main Activities

Teacher should:

- Approve final ideas
- Monitor and guide activities
- Record reflections from students
- Take account of students' prior experiences and learning biographies
- Make use of individual learning preferences**
- Take account of students' individual needs, pace and style of learning**
- Take account of students' home circumstances**
- Use a taxonomy to help visualise the learning gained throughout the project
- Provide additional support for individual students**
- Provide students with tools for learning outside the classroom
- Define and provide examples of instruments to make the formative assessment
- Specify appropriate learning outcomes against which the student must collect evidence of achievement over a period of time
- Facilitate differentiated learning experience through personalized learning environments**
- Use expert peer tutors or mentors to scaffold students completion and personalisation of tasks
- Specify how students will work with experts
- Provide different resources for different students**
- Differentiate work for gifted students and those with special needs**
- Consider roles for gifted students and those with special needs.**
- Do final assessment of end product and process

Experts or Parents:

- Are engaged as supporters and supervisors
- Can access to online tools and resources
- Work together with the student to facilitate a differentiated learning experience
- Are involved in tutoring or mentoring

Students should:

- Research within teams
- Share findings with other groups
- Questions the findings
- Explain their (teams) chosen method to peers
- Review and comment on each other's work
- Build feedback loop into information published
- Review progress against start points and targets
- Extend their learning by sharing with peers, teachers and parents
- Record their own progress**
- Work individually at home**
- Demonstrate their knowledge and skills by reflecting on their learning and adding artefacts to a digital portfolio
- Develop a learning journal or an ePortfolio as well**
- Use personalized online services or apps to plan individual learning targets, learning activities and set their individual learning goals**
- Reflect on feedback