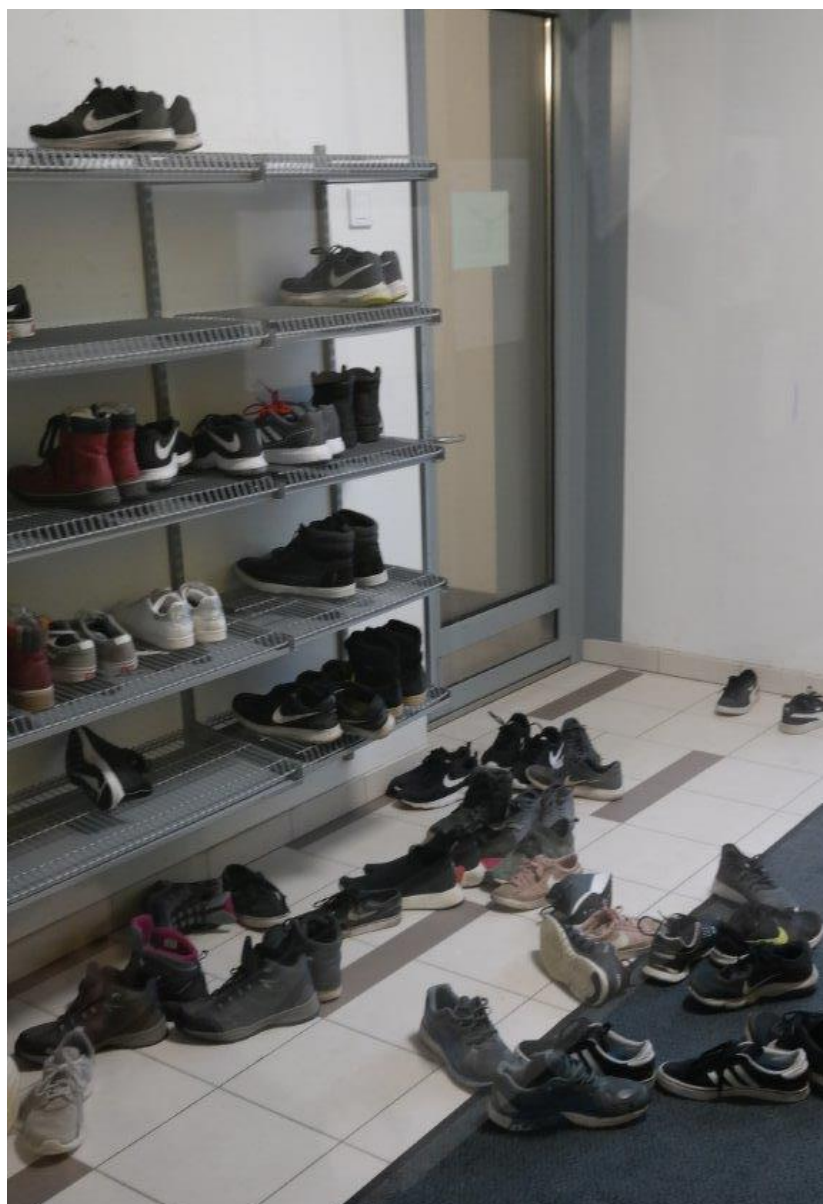


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GUIDELINES FOR PERSONALISED LEARNING



Final Report Erasmus+ project **Personalised Learning**

October, 2019

Erasmus+
Call 2017, Key action 2: “Cooperation for innovation and the exchange of good practices”

Project Title: **Personalised Learning**
Project number: 2017-1-NL01-KA201-035227
Project period: October, 2017 up to September, 2019
Photo cover: Personalised footwear, school in Jyvaskyla, Finland

Project partners:

Sweden

Staffangymnasiet, Söderhamn / upper secondary and vocational training and education

United Kingdom

Initially: Sir Robert Pattinson Academy, Lincoln; replaced by Bishop Grosseteste University

Poland

I Społeczne Liceum Ogólnokształcące, Zamosc / Private school for Kindergarten, primary and secondary education

Finland

Jyvaskylan Ammattikorkeakoulu, Jyvaskyla / Higher education institution (tertiary level)

The Netherlands

Gemeente 's-Hertogenbosch / 's-Hertogenbosch Local Council – Project Co-ordinator
Stichting Helicon Opleidingen, 's-Hertogenbosch / Helicon junior VET school
ATO Scholenkring, 's-Hertogenbosch / ATO primary school board

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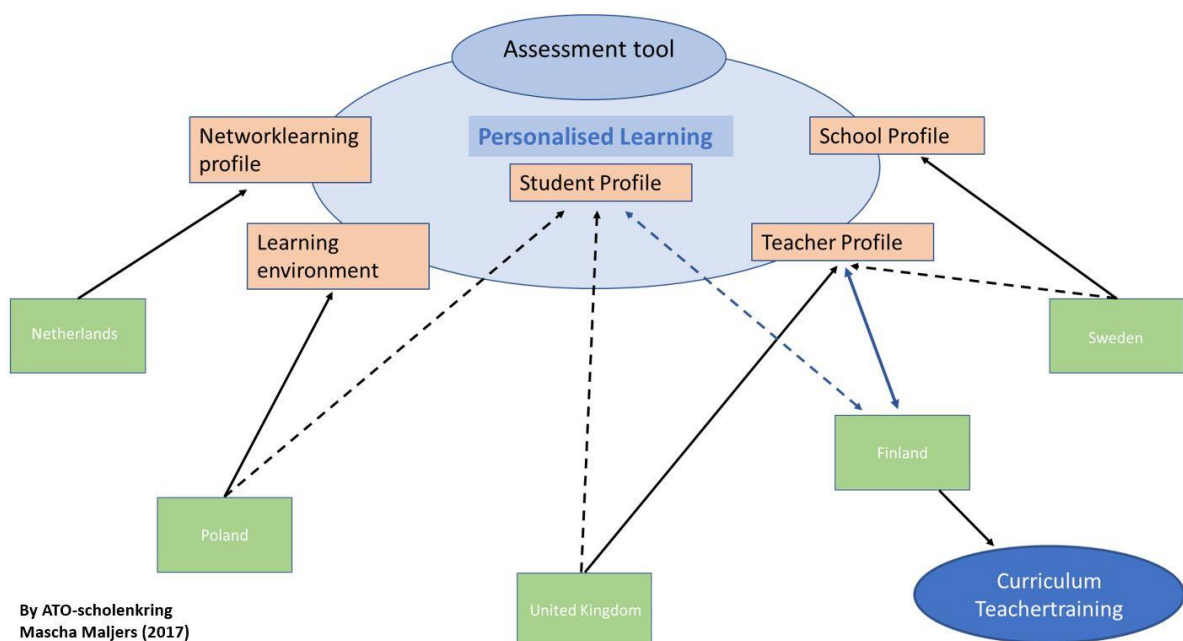
Co-funded by the
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Introduction

This report is summarising the results of the Erasmus+ project on Personalised Learning, carried out in the past two years by five European project partners. It is not one comprehensive study of personalised learning, it is a multi-dimensional observation of personal learning theories and practices. An exchange, a reconsideration, a curious exploration of what has been developed in several European countries and what could be helpful for our students, for our schools.

Each of the participating country teams was responsible for one output; these outputs, instruments and articles, are separately included in the annexes of this report. That is the reason why some annexes (at least one for every output) have their own introduction and may be read on its own. That is why these annexes make references to insights gained from other outputs. The outputs are interrelated, there is not one starting point. E.g. for a school profile you need to have ideas about teacher profiles and the learning environment; for a 'personalised learning curriculum' you need a teacher profile and vice versa. One of the participants constructed an image reflecting the interrelation of outputs, as mentioned in the beige blocks:



The main objective of this project was to give every child in school the learning experiences they need to better themselves. Developing personalised learning in schools is critical in working towards a society where a child is able to progress, achieve and participate. The link between learning and teaching by engaging pupils and their parents as partners in learning need to be strengthened. This project was to take a highly structured and responsive approach to every child's and young person's learning.

The definition of personalized learning we agreed upon is as follows:

The student is the owner of the process choosing time, place, level and available tools for learning.

The teacher provides the framework, guidance and support throughout the learning process.

Together they set goals, the student gradually taking more responsibility.

This includes the identification of potential topics, self-assessment, publishing, connecting with peer sets and experts, and other important components of any authentic learning process. The end result is, ideally, a learner who is literate in both the content and process of his or her learning path instead of a 'one size fits all' model.

Though in some countries the word “student” refers only to a specific group or education level, in this report and in the outputs we use the word “student” to cover all age groups, including primary school pupils.

This report provides a summary of and a reading guide for the intellectual outputs. The project has been *work in progress* and it has proved to spin off in the participating countries, through practical use of instruments and insights in the schools and through lectures given by participants at conferences in (thusfar) UK and the Netherlands. Dissemination is still continuing and a website containing the outputs is being prepared and ready for use before the end of 2019. Check the LinkedIn page “Erasmus+ Personalised Learning”.

We like to thank the European Union to give us the opportunity and financial support which enabled us to cooperate with European colleagues we would have otherwise never met, and who provided each of us with new insights, a wider view on educational issues and a feeling of European connection.

Also we like to thank our staffs and colleagues who supported our participation in the project, who gave us feedback, who replaced us in classrooms, meetings and offices while we enjoying this fruitful partnership.

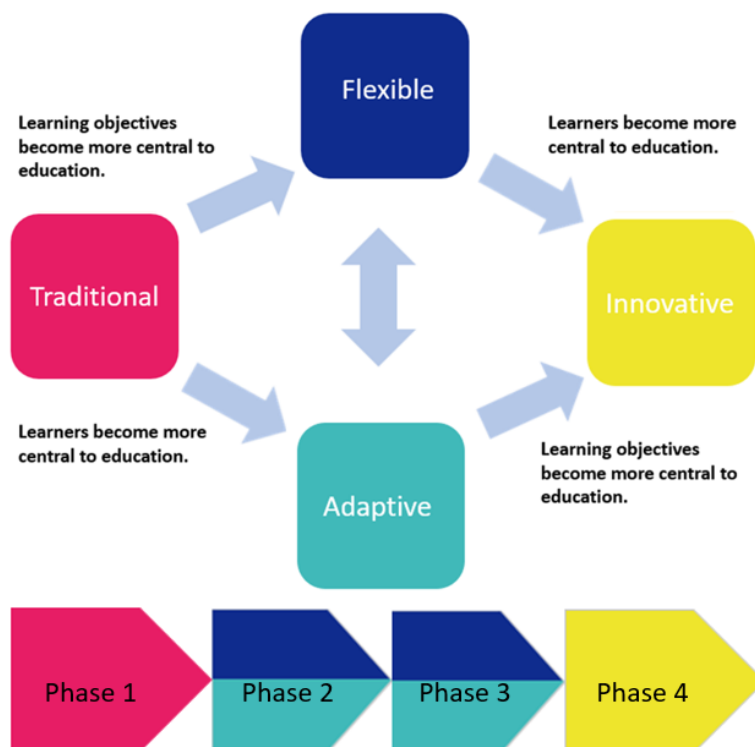
We hope to give a useful guideline for implementing personalised learning in return! Enjoy reading and using the outputs.

Summary and reading guide

Output 1 Framework School Profile Personalised Learning

The Swedish partner of the Personalised Learning project carried out desk research to find out how the school profile changes when personalised learning is considered. Together with the Dutch partners they created a framework to clarify the school profile. Schools can be divided into four categories according to what degree the school profile is student or teacher centric and according to the methods they use. Schools that opt for more teacher-driven education can respond to student needs in two ways, namely through convergent or divergent differentiation, which is reflected in traditional or flexible education respectively.

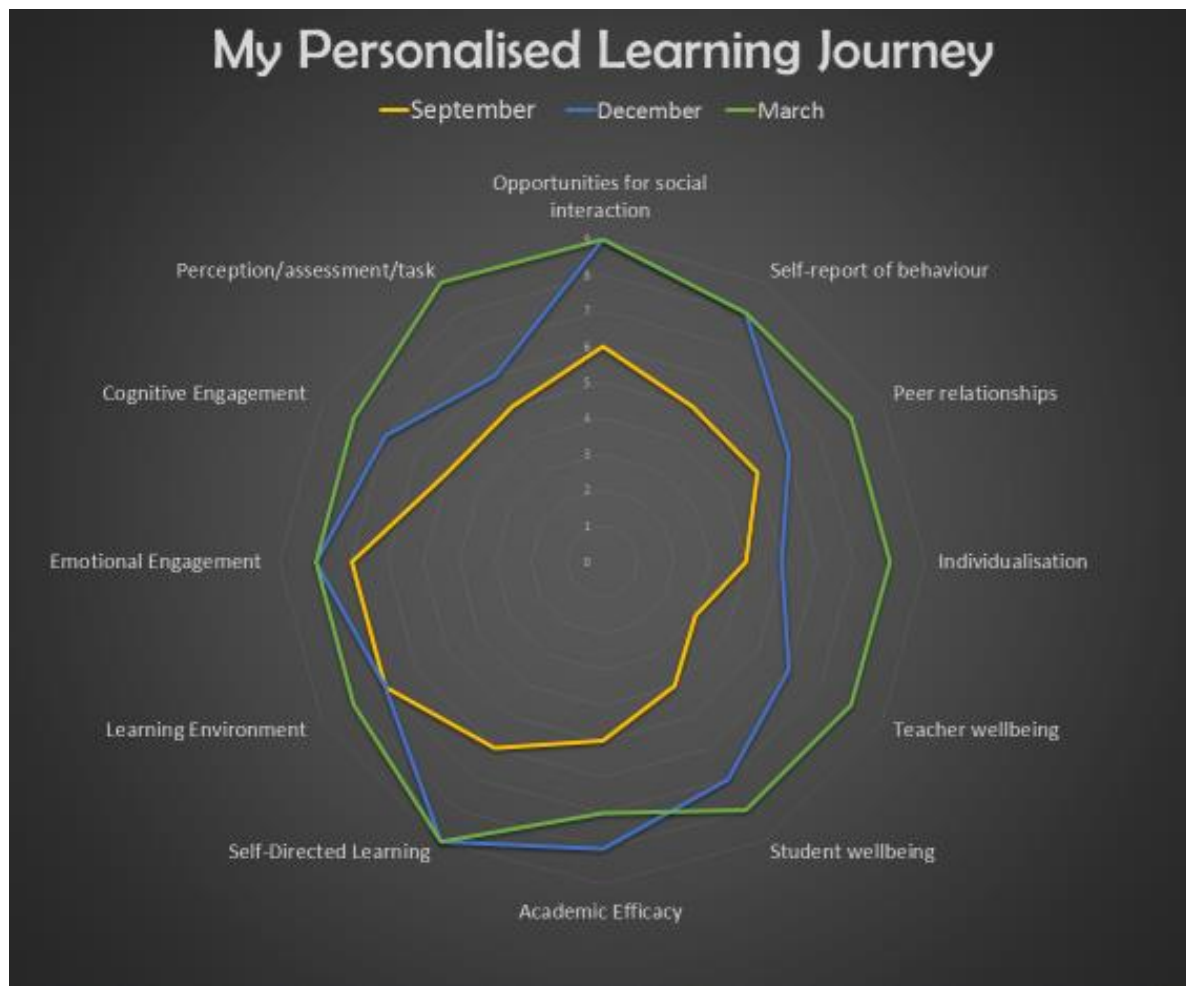
Schools that opt for more student-driven education can also respond to student needs in two ways, namely self-regulatory learning and personalised learning, which is reflected in adaptive or innovative education respectively. Annex 5.1 provides an explanation which pathways may lead to innovation. There is not only one way!



A questionnaire has been developed for school staff, in which they give indications how they operate in relation to the four categories traditional, flexible, adaptive and innovative. The results from the teachers' data provide an overall indication of the school profile. Data collection has been carried out in each of the participating countries to test and refine the questionnaire, that can easily be applied in Google forms or in Office 365 forms. A brief explanation is provided in appendix 1.1 and the survey in appendix 1.2.

Output 2 Description of “Teacher Profiles” with the focus on Personalised Learning

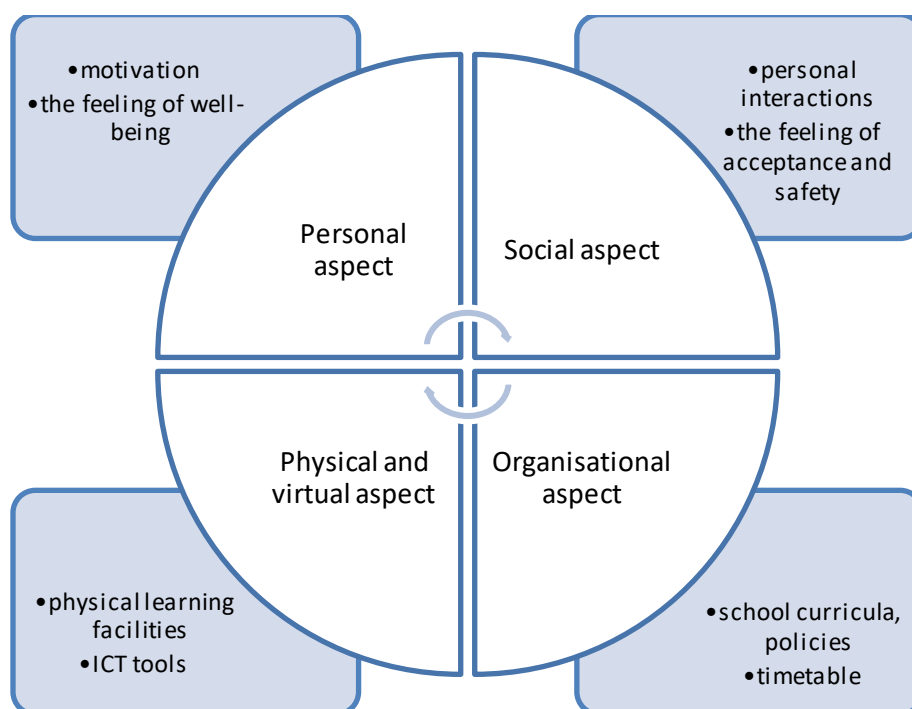
The English partner has created a simplified assessment tool and used Waldrup's model as a basis for this tool for teachers. Four overarching themes (readiness, environment, learning and engagement) have been broken down into key descriptors. Each descriptor has a corresponding four scale to help teachers self-assess their current practice: they can easily see their own profile when it comes to personalised learning: whether (s)he is in the beginning phase, embedding, securing or already an expert. Appendix 2.1 provides a brief explanation. Appendix 2.2 gives a detailed overview within the mentioned themes, for every phase. Appendix 2.3 provides tools how to reach “next targets” within the given framework. In appendix 2.4 teachers, once familiar with the framework contents, can complete an Excel survey which results in a spiderweb, indicating one's phase according to the strands given. This survey can be completed again after a certain period to visualise progress.



Example of teachers' spiderweb (output 2.4) showing personalised teaching progress

Output 3 Description of the Learning Environment for a Successful Execution of Personalised Learning

The Polish partner presented the personalised learning environment as a whole, with physical, psychological, social, pedagogical and digital dimensions. They are all present in a learning situation and it is primarily the teachers' role to reflect how (s)he can promote the construction and development of all of these dimensions.



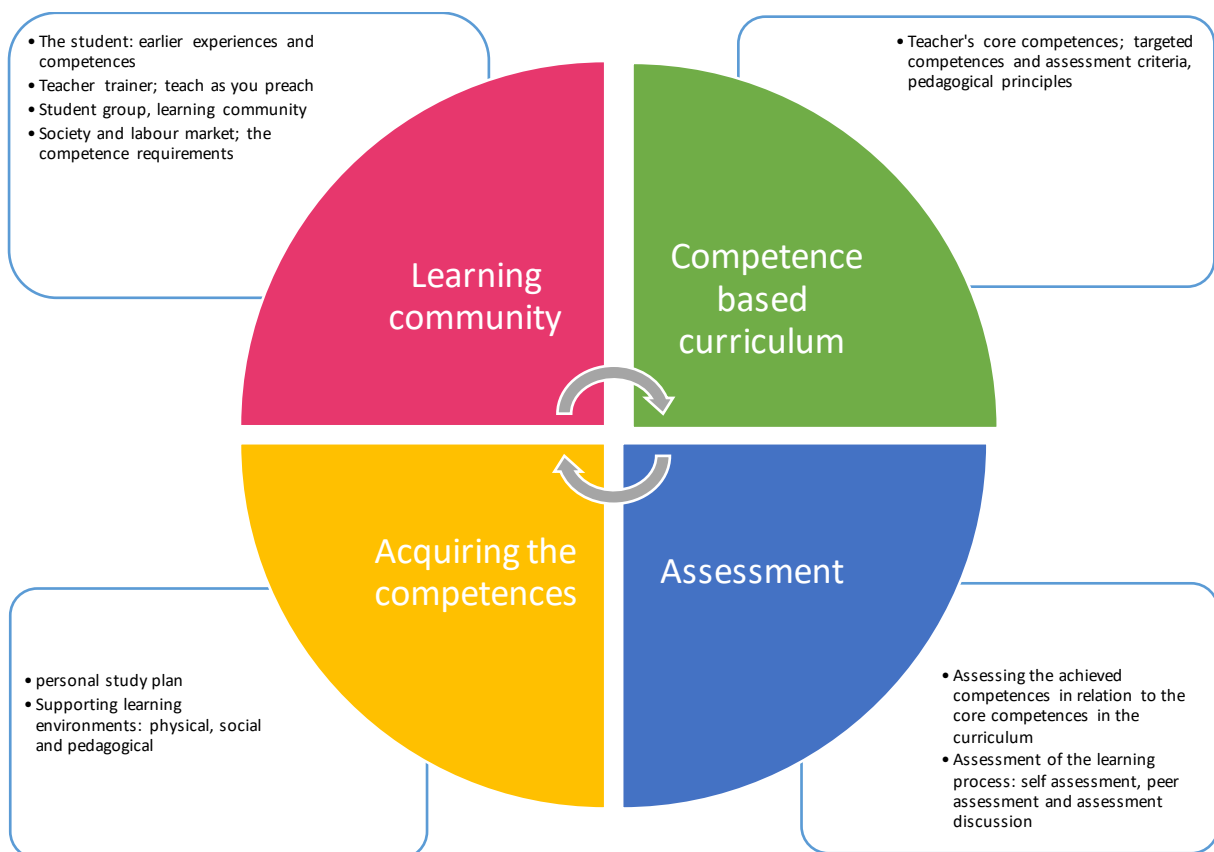
Learning environment aspects

Output 3.1 elaborates on these issues and provides best practices collected from all project partners, including a number of ICT-tools, each of these provided with experienced advantages and disadvantages. The Polish team carried out surveys among students and parents to find out awareness, commitment and suggestions in relation to personalized learning. The results have been presented to the international project team and are reflected in the Polish report on Learning Environment.

Output 4 Curriculum Teacher Training Academy with the Focus on Personalised Learning

In order for a teacher to be able to personalise his/her teaching and thus the learning of the students, he/she needs to receive personalised learning experiences himself/herself. We see that modern teacher training curricula need to respond to these challenges.

The Finnish partner addresses a competence based curriculum in appendix 4.1, which recognizes and acknowledges all prior learning and competences no matter how they are acquired, through formal education or informal or non-formal channels. Teacher trainers', peer, and self-assessments are connected to these competences in order to set and monitor goals.



Components of the personalized teacher education

However, unlike the “instruments” produced through the other outputs, 4.1 is more descriptive and less instrumental. The output is most suitable as an introduction to the Personalised Learning project as a whole, being a theoretical framework, a summary but also a critical observation of the limitations of the subject – e.g. a possible polarisation between “good” students and the ones who need more support, or a neglect of values like the learning community or social interaction.

Output 5 Guideline for Implementation of Personalised Learning

The Dutch partner was responsible for the guideline for implementation, trying to integrate the knowledge gained from all partners. In appendix 5.1 the discussion on how to innovate is reflected as mentioned under output 1. A connection is made to the four phases reflected in output 1 (for schools), output 2 (for teachers) and output 5 containing an overall model for personalized learning. After an investigation of learning networks in the partner countries, a guideline is presented under 5.1.

The Personalised Learning Model (output 5.2) is an extended matrix of shifts towards more personalized learning into four possible (and not conditional) phases, according to vision on education, to educational resources, and to skills, which will help to set specific goals in specific fields, thus being a most personalised instrument: there is not one uniform way to improve the education you offer or you receive: you set your own priorities.

Managing Complex Change The Design matrix for personalised learning	Phase 1	Phase 2	Phase 3	Phase 4
Design questions	Differentiated group education (Traditional)	Suitable group education focused on learning goals (Flexible)	Personalised education, transformation to personalised learning. Focused on learning goals. (Flexible)	Personalised learning (Innovative)
		Suitable group education focused on the pupils. (Adaptive)	Personalised education, transformation to personalised learning. Focused on pupils. (Adaptive)	

Example derived from the Personalised Learning Model

All mentioned instruments in the outputs have been tested and are ready for further (digital) implementation.

List of available intellectual outputs

Output 1 Framework School Profile Personalised Learning

How to get your school profile

1.1 Survey School Profile and Spiderweb

Output 2 Description of “Teacher Profiles”with the focus on Personalised Learning

2.1 Teacher Self-Assessment Tool of Personalised Learning – Descriptions

2.2 Overview Teacher Profiles

2.3 Teacher Profile Targets

2.4 Survey Teacher Profiles with Chart Instructions

Output 3 Description of the Learning Environment for a Successful Execution of Personalised Learning

3.1 Learning Environment

Output 4 Curriculum Teacher Training Academy with the Focus on Personalised Learning

4.1 Teacher training and personalised learning

Output 5 Guideline for Implementation of Personalised Learning

5.1 Connection Phases and Quadrants – Pathways and Network Learning

5.2 Personalised Learning Model

List of additional materials

2.5 Teacher Profile Case Studies (examples)

5.3 Network Learning Inventory Participating Countries (Pptx)

5.4 Personalised Learning Project Summary (in Dutch)