

MASS CUSTOMIZED LEARNING:

Learning in the Age of Empowerment




It's Inevitable

NW Proficiency/Competency Conference

March 2014
Portland, Oregon

B. McGarvey

mgarvey@maine.rr.com
www.masscustomizedlearning



Creating a

MASS CUSTOMIZED LEARNING


Community

It's Inevitable!

Bea McGarvey

MASS CUSTOMIZED LEARNING

- What is it?
- Why is it inevitable?
- What have we learned?
- Where to begin? *Kinda'...*



VOCABULARY

STANDARDS-BASED EDUCATION (SBE)

PROFICIENCY-BASED LEARNING (PBL)

PERSONALIZED LEARNING (PL)

MASS CUSTOMIZED LEARNING (MCL) ★

Curriculum	Assessment	Grading	Instruction
<i>.....unpacking the standards; curriculum in scoring scale format</i>	<i>.....designing assessment items for levels 4, 3, and 2 in the scoring scale</i>	<i>.....giving feedback to students using a formative approach</i>	<i>.....having a common language of instruction & monitoring effective instruction</i>
Marzano	Marzano	Marzano	Marzano

The Structure or Delivery System
The Industrial Age Time-Based Assembly-line
Schwahn and McGarvey

SCHOOL CULTURE


Curriculum	Assessment	Grading	Instruction
Marzano	Marzano	Marzano	Marzano

The Structure or Delivery System
The Industrial Age Time-Based Assembly-line
Schwahn and McGarvey

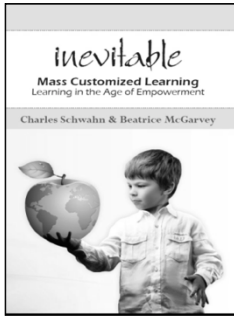
SCHOOL CULTURE

MASS CUSTOMIZED LEARNING

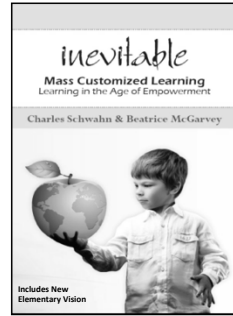
➤ What is it?



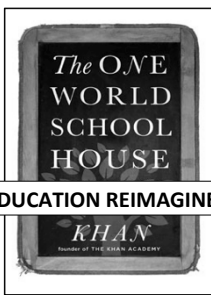
OUR TWO PURPOSES



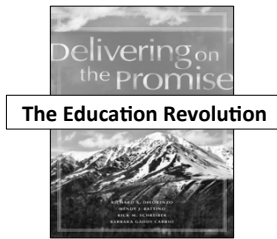
1. To present a compelling, now doable **VISION** for education
2. To create a **DIALOGUE** among stakeholders of how to get to the vision.



Mass Customized Learning is not a
~~“PROGRAM”~~ ~~“MODEL”~~
 This book is about a
VISION
 for education



More Readings About the Vision



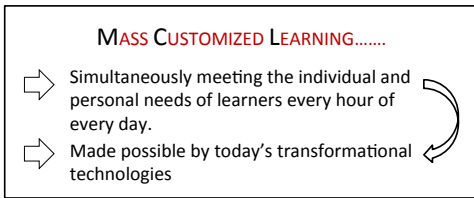
The MCL Vision

Mass Customized Learning is about the implementation of a school structure that makes it possible to meet the individual and personal needs of learners simultaneously every hour of every day.

Every learner, every day, comes to school and is met at his/her specific learning level, is challenged, is successful, and looks forward to returning to school tomorrow.

Schwahn & McGarvey

MCL DEFINED



INDIVIDUAL LEARNING NEEDS.....

- Appropriate pace of learning
- Appropriate level of learning
- Appropriate learning style
- Content of high interest

Schwahn & McGarvey

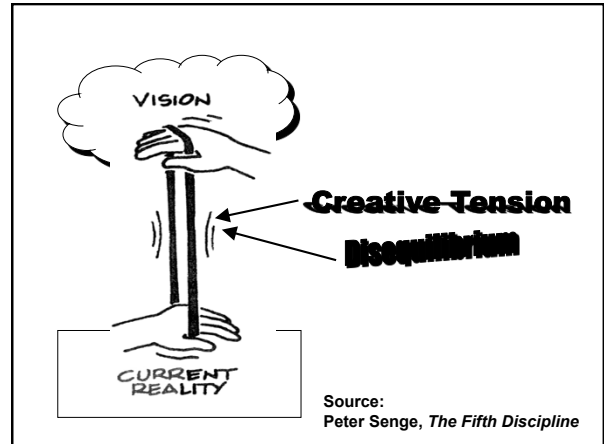
The “Vision” Question:

“What is impossible to do in your organization today, but if you could do so, it would fundamentally change your results?”

Joel Barker

**Students
learn in different ways.**

**Students
learning in different timeframes.**



Form Follows Function

**FOUNDATIONAL PRINCIPLES
FOR LEARNING**

**Students
learn in different ways.**

**Students
learning in different timeframes.**

MASS CUSTOMIZED LEARNING

➤ Why is it inevitable?

MASS CUSTOMIZED LEARNING

The Rationale

1. The Assembly-line Delivery of Instruction is severely out-dated.

The Definition

1892
The Committee of Ten (NEA)

- ✓
- ✓
- ✓

The Assembly-Line School Paradigm

PROBLEM OF THE DAY:
*Educate the masses for the Industrial Age which required:
75% unskilled
25% skilled*

This paradigm made the USA # 1!

New "Problems of the Day" emerge...and a new Paradigm is required

Adapted from Joel Barker concept

The Mass Customized Learning Paradigm

PROBLEM OF THE DAY:
Need for Everyone to be Highly Skilled to Compete in The Information Age Global Economy

1422, MDOE, *Your vision*, MCCL 21st Century, ☺ Charlie & Bea et al!

- New problems of the day emerge calling for Information Age solutions.
- MCL Paradigm is needed to again move USA to # 1.

Adapted from Joel Barker concept

LEADERSHIP

Curriculum <small>Marzano</small>	Assessment <small>Marzano</small>	Grading <small>Marzano</small>	Instruction <small>Marzano</small>
--------------------------------------	--------------------------------------	-----------------------------------	---------------------------------------

The Industrial Age Time-Based Assembly Line Structure/Delivery System
Schwahn and McGarvey

SCHOOL CULTURE

McGarvey

Shifting the Paradigm	
From This	To This
WHEN students learn something is more important than WHETHER they learn it well.	WHETHER students learn it well is more important than WHEN they learn it.
TIME is the constant & LEARNING is the variable	LEARNING is the constant & TIME is the variable

Industrial Age Structures and Practices
....that used to make sense

BELL CURVE EXPECTATIONS
grading on the curve, failing students, accepting dropouts

ASSEMBLY-LINE INSTRUCTION
everyone (or batched grouping) moves at the same pace; some moved to "rework;" grade levels (one size fits all); bell schedule; class periods

TIME THE CONSTANT; LEARNING THE VARIABLE
seat time, compliance, and fitting the "round peg hole" are the measurement

LIMITED LEARNING OPPORTUNITIES
learning and demonstrating in one way – in school
paper and pencil orientation

Schwahn & McGarvey

Industrial Age Structures and Practices *....that used to make sense*

AGRARIAN SCHOOL CALENDAR

A,B, C or 100 POINT GRADING SYSTEM

rewards/punishments to motivate (manipulate) students to be compliant; averaging grades; zeroes as a motivator

COLLEGE PREP CURRICULUM/TEXTBOOKS

preparing students for "more school;" courses handed down from 1892

UNIONIZED INDUSTRY

driven by the contract and adult needs

MANAGEMENT OF THE STATUS QUO

efficiency and control are the goals

Schwahn & McGarvey

Education's Industrial Age Structures & Practices (**WBW's**)
have been...

- * *Institutionalized by educators*
- * *Legalized by policy makers*
- * *Endorsed in teacher contracts*
- * *Internalized by parents & the public*
- * *Legitimized through "reforms"*
- * *Reinforced by the media*

...Oh...for so long...that people think
GOD invented them...and so revere them!

Schwahn & McGarvey

Replacing **Industrial Age** Structures and Practices with **Information Age** Structures and Practices *that . . .*

1. Allow learners to progress through the curriculum at their own pace vs "Grade Levels."
2. Group and regroup learners around specific learning goals with a master Learning Facilitator (teacher) vs "Assigned to Classrooms."
3. Put learners and Learning Facilitators (teachers) in control of getting to where they need to be vs "Periods/Bell Schedule."
4. Allow Life-Role Learner Outcomes to determine the direction and progress of learning vs "Courses/Curriculum."
5. Provide access to unlimited content from anywhere that directly fits learners needs and interests vs "Textbooks."

Schwahn & McGarvey

Replacing **Industrial Age** Structures and Practices with **Information Age** Structures and Practices *that . . .*

6. Allow multiple ways for learners to demonstrate knowledge vs "Paper and Pencil Format."
7. Allow learners to document their learning in electronic portfolios vs "ABC Grading System."
8. Provide learners, parents, and Learning Facilitators with real-time information regarding learner achievement vs "Report Cards."
9. Allow learning in real-life contexts vs "Learning Happens Only in School."
10. Create a culture of year round continuous learning vs "Nine-Month School Year."

Schwahn & McGarvey

If your idea for educational change
retains the industrial age assembly line
delivery of instruction:

- It is not innovative!
- **It is not transformative!**
- **It IS most likely tinkering with AND perpetuating an outdated organizational structure.**

Schwahn & McGarvey



MASS CUSTOMIZED LEARNING

The Rationale

1. The Assembly-line Delivery of Instruction is severely out-dated.
2. The World is Customized.

The **INDUSTRIAL AGE** gave us

The **INFORMATION AGE** gave us

Schwahn & McGarvey

Impact of the Information Age.....

↓

The **INFORMATION AGE** didn't change **WHAT** products and services were provided to customers very much.

The **INFORMATION AGE** changed **HOW** products and services were delivered for everyone.

Except for education.....

Schwahn & McGarvey

About INNOVATION....

(Schools could/should learn from this....should do this.)

⇒ *The history of innovation is chock-full of "geniuses" who begged, borrowed, and stole ideas from one category and simply applied them to another.*

⇒ *Imitation across industries is more efficient and effective than blue-sky creativity and innovation.*

⇒ *The secret is bringing a great idea from another market or industry to your market or your industry.*

⇒ *Something common to the world at large may be very new to you and your organization.*

Schwahn & McGarvey

Cross-Industry Borrowing for
Empowerment Age Industrial Age Delivery System

- **GOOGLE / BING / WIKIPEDIA**for the Content
- **BLACKBOARD**for Curriculum, Instruction, Coordination
- **iTUNES**for Accessing On-line Learning
- **NETBOOKS or iPADS**for Accessing the World's Information
- **ATT / VERIZON**for Recordkeeping and Reporting
- **MICROSOFT CALENDAR**.....for Scheduling and Coordination
- **YOUTUBE**.....for Electronic Portfolios
- **WALMART BAR CODE**.....for Tracking Students
- **AMAZON.COM**.....for Profiling Learning Styles and Interests
- **FACEBOOK**.....for Student and Teacher Networking
- **APPLE / DROID APPS**.....for ALMOST ANYTHING

Schwahn & McGarvey

HERE'S THE DIFFERENCE!

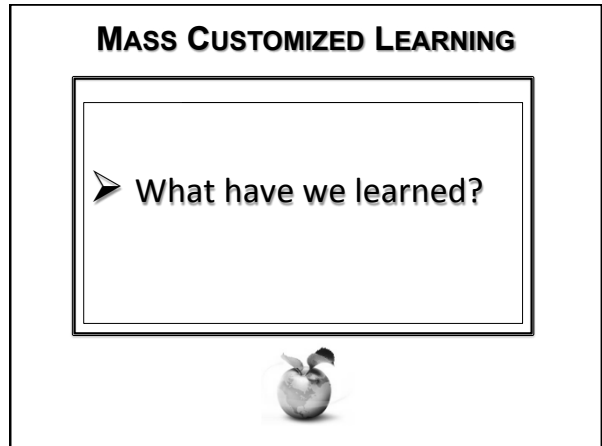
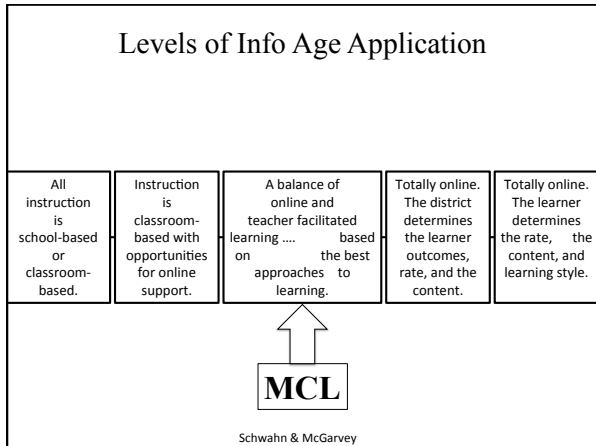
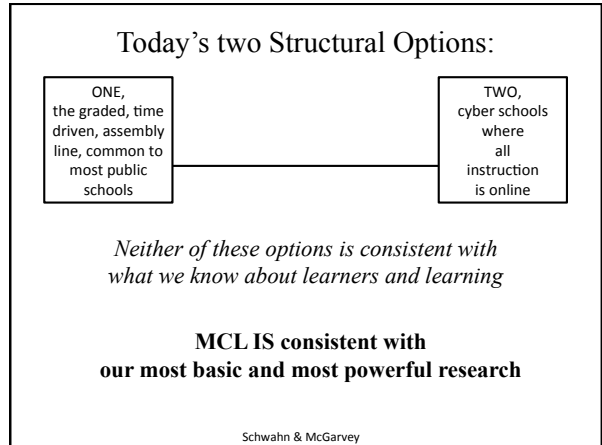
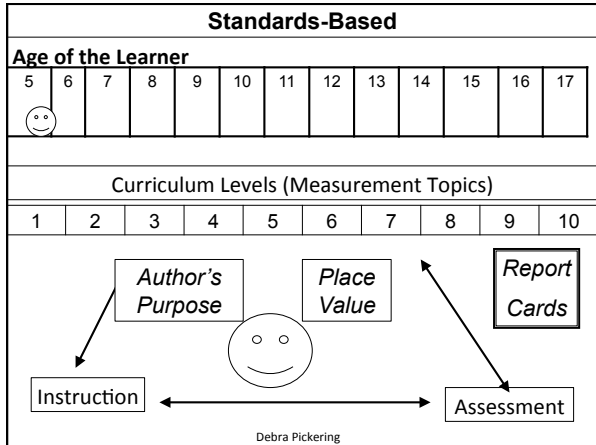
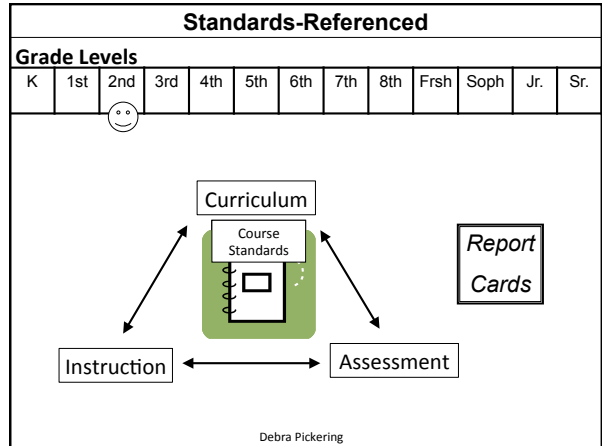
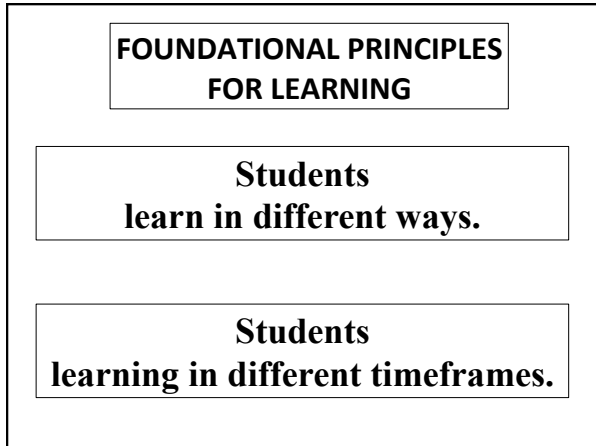
INDUSTRIAL AGE Paradigm of "SCHOOL"	INFORMATION AGE Paradigm of "LEARNING SYSTEMS"
<p>Specific Students <i>can learn</i></p> <p>Specific Subjects <i>in</i></p> <p>Specific Classrooms <i>on a</i></p> <p>Specific Schedule <i>in a</i></p> <p>Specific Way <i>from a</i></p> <p>Specific Teacher</p>	<p>Anyone <i>can learn</i></p> <p>Anything <i>from</i></p> <p>Anywhere <i>at</i></p> <p>Anytime <i>in</i></p> <p>Anyway <i>from</i></p> <p>World Wide Experts</p>


Spady & Schwahn

MASS CUSTOMIZED LEARNING

The Rationale

1. The Assembly-line Delivery of Instruction is severely out-dated.
2. The World is Customized.
3. Finally! We Can Now Act on the Research.






MASS CUSTOMIZED LEARNING

Things that I see . . .

43

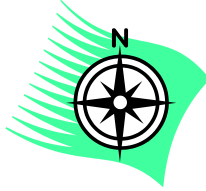
MCL Learning Communities: What's Working?



They operate from a clear and compelling STRATEGIC DIRECTION.

44

They operate from a clear and compelling STRATEGIC DIRECTION



- Mission
Why we exist
- Guiding Principles
What we believe
- Core Values
How we will work together
- Vision
What we will look like
- Learning Outcomes
What learners need to....

45

GUIDING PRINCIPLES for Learners & Learning

- Learners learn in different ways.
- Learners learn in different timeframes.
- Success breeds success and influences esteem, attitude, and motivation.
- Mistakes are inherent in learning.

46

Since

Mistakes are inherent in the learning process.

 (write in one of your Guiding Principle)

.....then....


What grading practices should we **STOP** doing?

And, what grading practices should we **START** doing?


47

B. McGarvey

MCL Learning Communities: What's Working?




They operate from a clear and compelling STRATEGIC DIRECTION.



They create a GROWTH MINDSET CULTURE for everyone.

48

They create a
GROWTH MINDSET CULTURE



For Learners

For Staff

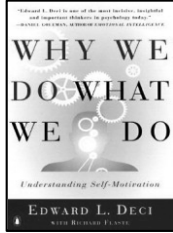
Words!

Learning Goals (*Deal Breaker!*)

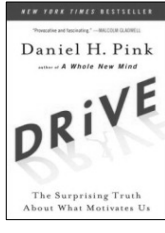
Curriculum Design

49

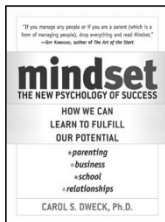
They create a
GROWTH MINDSET CULTURE



Edward Deci




Daniel Pink




Carol Dweck

50


MCL Learning Communities: What's Working?



They operate from a clear and compelling STRATEGIC DIRECTION.




They create a GROWTH MINDSET CULTURE for everyone.



They are uncompromisingly LEARNER CENTERED.

51

They are uncompromisingly
LEARNER CENTERED




Learning opportunities based on:

- the learning level of the learner;
- the learning style of the learner;
- the interests of the learner; and
- the relevance of the learning to the learner's world

52

They are uncompromisingly
LEARNER CENTERED




THEIR FILTER QUESTION


Is this decision about LEARNING or is it about CONTROL or CONVENIENCE?

53


MCL Learning Communities: What's Working?



They operate from a clear and compelling STRATEGIC DIRECTION.



They create a GROWTH MINDSET CULTURE for everyone.



They are uncompromisingly LEARNER CENTERED.

54

MCL Learning Communities: What's Working?



They have their INSTRUCTION ACT TOGETHER.

55

- Instruction is specific to a learning goal(s) and learners track their progress specific to their learning goal(s).
- Instruction is appropriate to the type of knowledge (declarative knowledge or procedural knowledge)
- Instruction is appropriate to the designated taxonomy level/complex reasoning processes (retrieval, comprehension, analysis, using)
- Instruction is delivered in large and small groups appropriate to the goal, style and interest of the learners
- Instruction involves multiple strategies appropriate to the learner's style and interest
- Instruction involves multiple resources appropriate to the learner's style and interest (digital and print)

MCL Learning Communities: What's Working?



They have their INSTRUCTION ACT TOGETHER.



They EMPOWER (UNLEASH) TEACHERS.

57

They
EMPOWER (UNLEASH) TEACHERS



- I trust you.
- It's an "inside job!"
- Problem solving together.
- Sharing the load.
- Authentic development and mentoring.

58

MCL Learning Communities: What's Working?



They have their INSTRUCTION ACT TOGETHER.



They EMPOWER (UNLEASH) TEACHERS.



They have COURAGEOUS, COMMITTED, SKILLED LEADERS

59

They have
COURAGEOUS, COMMITTED, SKILLED LEADERS

Operating from an explicit model of leadership . . .

inevitable ^{Go!}

The Total Leader Embraces Mass Customized Learning

Charles Schwab & Boetrice McGarvey

www.PatGibson.com, EdM, Ph.D., and my blog

5 DOMAINS of the TOTAL LEADER

- Authentic Leadership
- Visionary Leadership
- Relational Leadership
- Quality Leadership
- Service Leadership

60

INTEGRITY


The uncompromising adherence to moral and ethical principles; soundness of moral character

1. **Discerning what is right and what is wrong;**
2. **Acting on what you have discerned, even at personal cost;**
3. **Saying openly that you are acting on your understanding of right from wrong.**

61

They have
COURAGEOUS, COMMITTED, SKILLED LEADERS

Tom Rooney (Lindsay CA Unified School District)



modifies Marzano's Research . . .

62

Leadership for Change

<p>Incremental change</p> <ul style="list-style-type: none"> • Emphasize relationships • Establish strong lines of communication • Be an advocate for the school • Provide resources • Maintain visibility • Protect teachers from distractions • Create culture of collaboration • Look for and celebrate successes 	<p>Second order change</p> <ul style="list-style-type: none"> • Shake up the status quo • Expect some things to seem worse • Propose new ideas • Operate from strong beliefs • Tolerate ambiguity and dissent • Talk research and theory • Create explicit goals for change • Define success in terms of goals
---	---

63

Marzano-2006

*“In Lindsay there is Something Else...
We are going beyond 2nd order change!”*

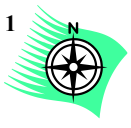
Tom Rooney, Superintendent, Lindsay CA Unified School District

- ~~Shake up~~ **Remove and replace** the status quo
- Expect some things to seem ~~worse~~ **impossible**
- ~~Propose new ideas~~ **Be future-focused**
- Operate **Never waiver** from strong beliefs
- ~~Tolerate~~ **Transform** ambiguity and dissent **into Empowerment and Commitment**
- ~~Talk~~ **Live and implement what** research and theory **talk about**
- Create ~~explicit goals for change~~ **a Strategic Design**
- Define success in terms of ~~goals~~ **Strategic Alignment and results**

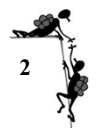
Marzano 2006-Lindsay Leadership 2013

MCL Learning Communities: What's Working?


1




2




3




4



5




6

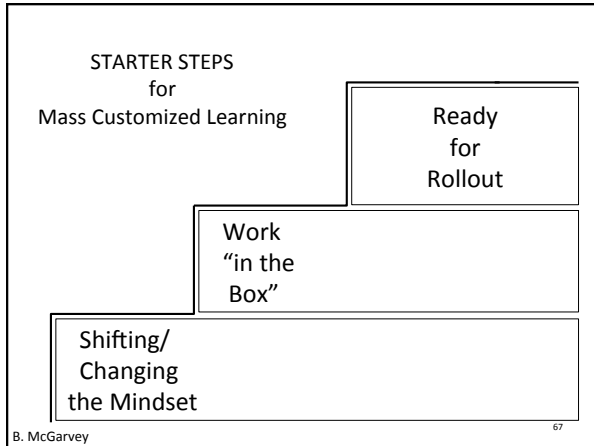


65

MASS CUSTOMIZED LEARNING

➤ **Where to begin?**





Maine Cohort for Customized Learning

Leading the development, implementation, and promotion of customized learning

Brought together by a COMMON VISION *This is an "inside job!"*

MCCL

31 School Districts

5 Post-Sec. Schools

56,603 Students

Representing 31% of Maine's K-12 Students

Maine Cohort Member Organizations & Individuals

- **Maine Department of Education**
- **Maine Learning Technology Initiative**
- **Maine International Center for Digital Learning (MICDL)** Bette Manchester and John Newlin
- **Mary Jane McCalmon**
- **Bea McGarvey**
- **Doug Snow, Apple Inc.**
- **Bret King, Tech. Project Manager** (Contracted Service)