Removing barriers and creating new opportunities for learning

Personalised Learning

Personalized learning has the potential to refocus learning on the individual rather than the institution; to take the roots of best practice in schools and then make this available for all, anytime and anywhere. In its simplest form, personalized learning is about tailoring education to the individual's needs, interest and aptitude, giving children a degree of ownership of the learning process and affording them the opportunity to have a voice and a choice with regard to learning in order to ensure that every child reaches their full potential. Giving pupils their own dedicated learning space, whether for an individual pupil or for a particular interest or ability group, adds a new dimension and level of ownership to the personal learning process. Here are some ideas and examples of how the UniServity cLc helps support this approach:

- The virtual classroom community belongs to the community itself.
- Manage the user interface to ensure the cLc meets the needs of individual users
- Carefully consider the management of ePortfolios in your school.
- Use ePortfolios for capturing learning conversations and target setting
- Offer multiple routes through learning materials.
- Take care to allocate resources and groups to targeted students to cater for individual needs and allow for flexible 'setting' within a class.
- Offer students choice in learning pathways
- Give students ownership of their own areas of the platform where they can pursue their own interests
- Give students the tools they need to be independent

Carefully consider the needs of your users when establishing the look and feel of your cLc. This example shows an image driven navbar supports accessibility for all users in the school.

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Personalised Learning

The Year 1 community has kept navigation to a minimum, using icon driven menus on the homepage.

To further personalise access, this student was allocated a look and feel more suited to her individual needs.
Her 'My Panel' has been replaced with an icon driven menu to simplify navigation.

Lucy's ePortfolio Home Page paints has been edited to include a media rich digital narrative containing text, graphics, flash, video and sound. She has embedded web applications to convey her digital identity.
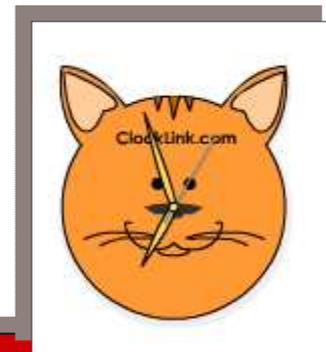
She has added useful elements such as this web clock.
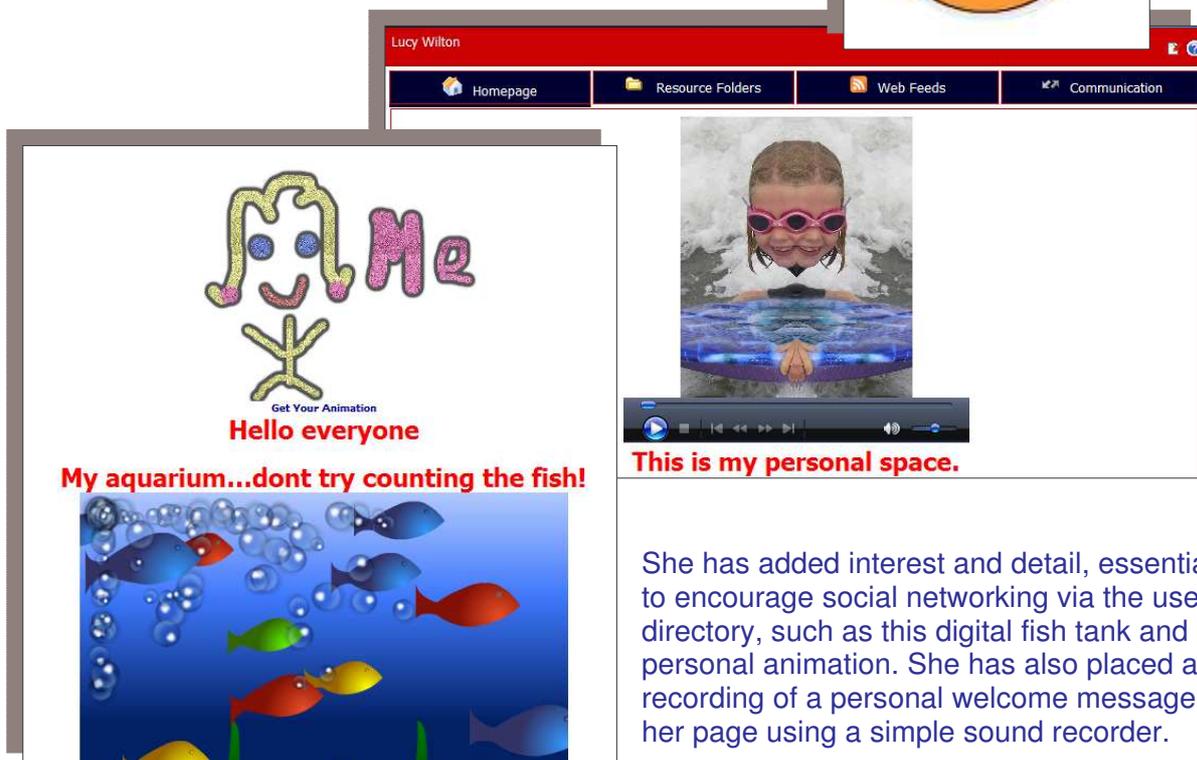
She has added interest and detail, essential to encourage social networking via the user directory, such as this digital fish tank and personal animation. She has also placed a recording of a personal welcome message on her page using a simple sound recorder.

Personalised Learning

These are some of my favourite web links:

DSD
Hider
Serious Andes
Smile
Sportsround
Springwatch
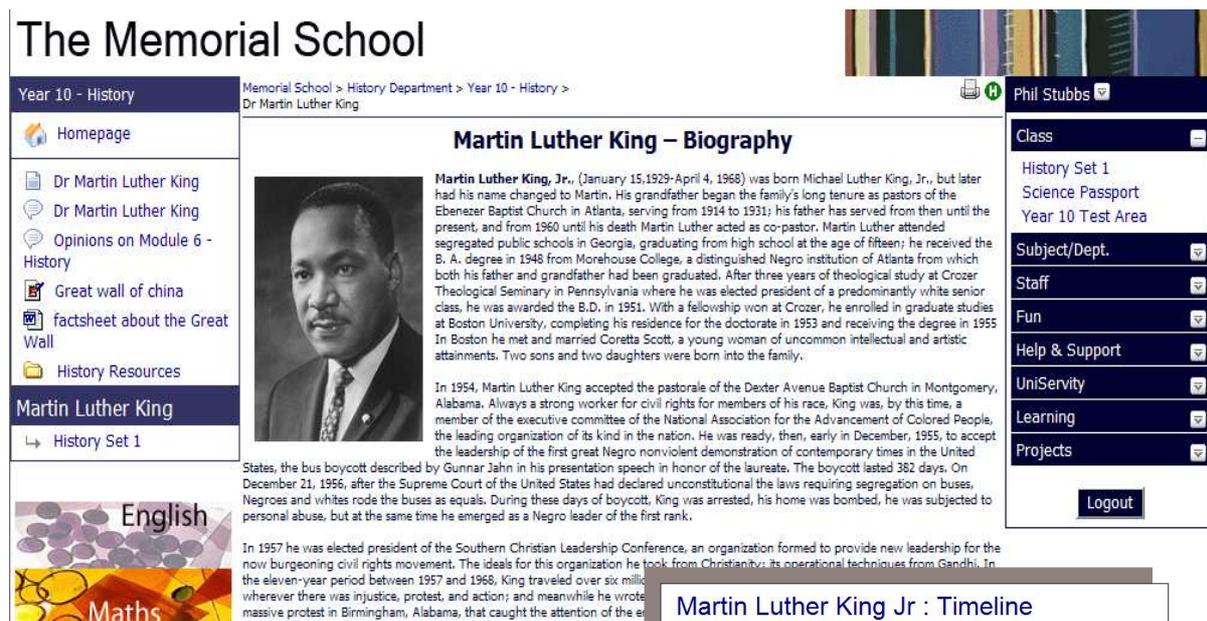**Doctor Who**
World of Weird

Finally, Lucy has recognised that her homepage is also a collaborative desktop and an environment with the potential to support her own learning. Consequently, she has added links to her favourite websites and sites that will support her learning.

She has published folders to students, teachers and her parents and her teacher has systems in place which require her to select and reflect on her own work before publishing for a variety of audiences and purposes.

In this example, year 10 students are studying the impact of Martin Luther King on life and attitudes in the USA today.

The Memorial School

Memorial School > History Department > Year 10 - History >
Dr Martin Luther King

Phil Stubbs

Year 10 - History

Homepage
Dr Martin Luther King
Dr Martin Luther King
Opinions on Module 6 - History
Great wall of china
factsheet about the Great Wall
History Resources

Martin Luther King
History Set 1

English
Maths

Class
History Set 1
Science Passport
Year 10 Test Area

Subject/Dept.
Staff
Fun
Help & Support
UniServity
Learning
Projects

Logout

Martin Luther King – Biography

Martin Luther King, Jr., (January 15,1929-April 4, 1968) was born Michael Luther King, Jr., but later had his name changed to Martin. His grandfather began the family's long tenure as pastors of the Ebenezer Baptist Church in Atlanta, serving from 1914 to 1931; his father has served from then until the present, and from 1960 until his death Martin Luther acted as co-pastor. Martin Luther attended segregated public schools in Georgia, graduating from high school at the age of fifteen; he received the B. A. degree in 1948 from Morehouse College, a distinguished Negro institution of Atlanta from which both his father and grandfather had been graduated. After three years of theological study at Crozer Theological Seminary in Pennsylvania where he was elected president of a predominantly white senior class, he was awarded the B.D. in 1951. With a fellowship won at Crozer, he enrolled in graduate studies at Boston University, completing his residence for the doctorate in 1953 and receiving the degree in 1955 In Boston he met and married Coretta Scott, a young woman of uncommon intellectual and artistic attainments. Two sons and two daughters were born into the family.

In 1954, Martin Luther King accepted the pastorate of the Dexter Avenue Baptist Church in Montgomery, Alabama. Always a strong worker for civil rights for members of his race, King was, by this time, a member of the executive committee of the National Association for the Advancement of Colored People, the leading organization of its kind in the nation. He was ready, then, early in December, 1955, to accept the leadership of the first great Negro nonviolent demonstration of contemporary times in the United States, the bus boycott described by Gunnar Jahn in his presentation speech in honor of the laureate. The boycott lasted 382 days. On December 21, 1956, after the Supreme Court of the United States had declared unconstitutional the laws requiring segregation on buses, Negroes and whites rode the buses as equals. During these days of boycott, King was arrested, his home was bombed, he was subjected to personal abuse, but at the same time he emerged as a Negro leader of the first rank.

In 1957 he was elected president of the Southern Christian Leadership Conference, an organization formed to provide new leadership for the now burgeoning civil rights movement. The ideals for this organization he took from Christianity; its operational techniques from Gandhi. In the eleven-year period between 1957 and 1968, King traveled over six milli... wherever there was injustice, protest, and action; and meanwhile he wrote ... massive protest in Birmingham, Alabama, that caught the attention of the en...

This school is focused on developing learners to be autonomous. They have given each year group a Learners Toolbox containing resources, planning guides, notes and rubrics accessible anywhere and ant anytime the children might need them. Students can download materials from an age appropriate resource bank within each year group community.

Martin Luther King Jr : Timeline

1929 Born on January 15, in Atlanta, Georgia
1948 Graduates from Morehouse College
1953 Marries Coretta Scott
1955 Earns a doctoral degree
1956 Dr. King's house is bombed
1958 Dr. King publishes his first book, *Stride Toward Freedom*
1963 Dr. King gives his "I Have a Dream" speech at the Lincoln Memorial in Washington, D.C.
1964 Dr. King is awarded the Nobel Peace Prize
1968 Dr. King is assassinated in Memphis, Tennessee
1986 Martin Luther King Jr. Day is declared a national holiday in the U.S.

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This school makes innovative use of forums to capture thinking. In this forum, children are encouraged to add examples where they have 'worn' one of the six De Bono thinking hats. Each year group has a copy of the same forum and the teachers throughout the school compare the children's additions, looking for continuity and progression in the development of thinking in the school.

For the students, they have a growing bank of statements, questions and phrases that can be used to make them more effective learners and their understanding of the 6 hats is deepened.

At the end of units of work, the students are asked to complete a survey reflecting on their thinking and setting personal targets for the Unit ahead.