Empowering Learners

through education

to Change the World

Midwest Great Lakes Regional Conference

April 2014

Keynote: B. McGarvey

mcgarvey@maine.rr.com
OUTCOMES

Experience the presentations and site visits through the eyes of a learner

Create a vision of learning for your learner

AGENDA

THURSDAY

Creating Engaged Learners – Divergent Thinkers – Confident Problem Solvers

- **Keynote:** Mass Customized Learning is Inevitable
- **Panel Discussion:** Perspective of the Learning Facilitators
- **Panel Discussion:** Perspective of Business Partners
- **Team Work Time**
- **Kaufman Center Visit:** Perspective of Cultural Leaders

AGENDA

FRIDAY

Creating Engaged Learners – Divergent Thinkers – Confident Problem Solvers

- **CAPS Visit:** Perspective of Learners & School Leaders
- **JCCC Visit:** Perspective of the Learning Facilitators
- **Team Work Time**
- **Gallery Walk**

Through the Eyes of a Learner

**Note-taking Organizer**

A Week in the Life of Your Learner

**Vision Worksheet**

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<tr>
<th>Your Conference Experiences</th>
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A Week in the Life of Your Learner

Vision Worksheet

THE TASK: The “Function” Part

What would an ideal week of learning look like for your learner?
How is your learner finding PLAY, PASSION, and PURPOSE in his/her learning experiences?

THE TASK: The “Form” Part

What are the implications for facility design?
What should the Learning Community (school) look like?

inevitable:
Mass Customized Learning
Learning in the Age of Empowerment

MASS CUSTOMIZED LEARNING

Creating a

MASS CUSTOMIZED LEARNING

Community

It’s Inevitable!

Bea McGarvey

Keynote

As you listen to a description of a new and INEVITABLE Vision for Education . . .
Think of your learner . . .

Given this vision, what are LEARNING OPPORTUNITIES your learner might experience?

Given this vision, what BARRIERS to LEARNING might your learner face?

Note-Taking Organizer

Your Conference Experiences

<table>
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<th>BARRIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>KEYNOTE</td>
<td></td>
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</tbody>
</table>

What is it?
Why is it inevitable?
Where to begin? Kinda’
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

**FOUNDATIONAL PRINCIPLES FOR LEARNING**

- Form Follows Function

**MASS CUSTOMIZED LEARNING**

- What is it?

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

Mass Customized Learning......
- Simultaneously meeting the individual and personal needs of learners every hour of every day.
- Made possible by today's transformational technologies

Individual Learning Needs......
- Appropriate pace of learning
- Appropriate level of learning
- Appropriate learning style
- Content of high interest

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Mass Customized Learning

The Rationale

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

The Definition

1892
The Committee of Ten (NEA)

- Horace Mann

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

The Assembly-Line School 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 & Beo et al

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

The Mass Customized Learning Paradigm

PROBLEM OF THE DAY:

Adapted from Joel Barker concept

Adapted from Joel Barker concept
### LEADERSHIP

#### Curriculum Assessment Grading Instruction

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Assessment</th>
<th>Grading</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures</td>
<td>Measures</td>
<td>Measures</td>
<td>Measures</td>
</tr>
</tbody>
</table>

**The Industrial Age Time-Based Assembly Line Structure/Delivery System**

**SCHOOL CULTURE**

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#### WHEN students learn something is more important than \( \text{WHETHER} \) they learn it well.

<table>
<thead>
<tr>
<th>TIME is the constant &amp; ( \text{LEARNING} ) is the variable</th>
</tr>
</thead>
</table>

#### WHETHER students learn it well is more important than \( \text{WHEN} \) they learn it.

<table>
<thead>
<tr>
<th>( \text{LEARNING} ) is the constant &amp; ( \text{TIME} ) is the variable</th>
</tr>
</thead>
</table>

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### 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

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### 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 (21st Century Skills) 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.”

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### 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

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### 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 & rubrics vs “ABC Grading System.”
8. Provide learners, parents, and Learning Facilitators with real-time information regarding learner achievement vs “Report Cards.”
10. Create a culture of year round continuous learning vs “Nine-Month School Year.”
# MASS CUSTOMIZED LEARNING

## The Rationale

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

## 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.....

## 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

## HERE’S THE DIFFERENCE!

<table>
<thead>
<tr>
<th>INDUSTRIAL AGE Paradigm of “SCHOOL”</th>
<th>INFORMATION AGE Paradigm of “LEARNING SYSTEMS”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Students can learn</td>
<td>Anyone can learn</td>
</tr>
<tr>
<td>Specific Subjects in</td>
<td>Anything from</td>
</tr>
<tr>
<td>Specific Classrooms on a</td>
<td>Anywhere at</td>
</tr>
<tr>
<td>Specific Schedule in a</td>
<td>Anytime in</td>
</tr>
<tr>
<td>Specific Way from a</td>
<td>Anyway from</td>
</tr>
<tr>
<td>Specific Teacher</td>
<td>World Wide Experts</td>
</tr>
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</table>

(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.
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.

Today’s two Structural Options:

ONE, the graded, time driven, assembly line, common to most public schools

TWO, cyber schools where all instruction is online

Neither of these options is consistent with what we know about learners and learning

MCL IS consistent with our most basic and most powerful research

Levels of Info Age Application

All instruction is school-based or classroom-based.

Instruction is classroom-based with opportunities for online support.

A balance of online and teacher facilitated learning … based on the best approaches to learning.

Totally online. The district determines the learner outcomes, rate, and the content.

Totally online. The learner determines the rate, the content, and learning style.

STARTER STEPS for MCL:

Shifting/Changing the Mindset

• Conduct BOOK STUDIES
  • Inevitable: Mass Customized Learning by Schwahn & McGarvey
  • The One World School House by Salman Kahn
  • Mindset by Carol Dweck
  • Drive by Daniel Pink
  • Why We Do What We Do by Edward Deci
  • The Kids Left Behind

• Create a STRATEGIC DIRECTION toward MCL with Stakeholders – based on Future Trends
  • Mission
  • Vision
  • Core Values/Principles of Learning/Principles of Professionalism
  • Learner Outcomes

• Develop THE LEADERSHIP TEAM

• Create PROFESSIONAL LEARNING TEAMS (Research AND Evidence-Based)

• Model/Easy CONTINUOUS IMPROVEMENT

• Use PROBLEM SOLVING TOOLS

• Encourage, support, create a culture of INNOVATION/RISK TAKING

B. McGarvey

Students learn in different ways.

Students learning in different timeframes.

B. McGarvey

Starters/Changiing the Mindset

Work “in the Box”

Ready for Rollout

B. McGarvey
### Panel Discussion

**From the Perspective of Learning Facilitators**

- Monitoring how learners are doing on LEARNING GOALS vs Activities/Assignments
- Adopt a COMMON LANGUAGE OF INSTRUCTION/LEARNING
- Use ON-LINE INSTRUCTIONAL OPPORTUNITIES/RESOURCES for specific Learning Targets
- RECOGNIZE behaviors/practices aligned with the MCL vision

B. McGarvey

### Panel Discussion

**From the Perspective of Business Partners**

- How might BUSINESS PARTNERS help your learner to find his/her purpose – their passion?
- What BARRIERS inhibit your learner from experiencing a purposeful business partnership?

Business Partner
Kurt Knudsen

As you listen to how PROFESSIONAL PARTNERS help learners to find their purpose . . .
Think of your learner . . .

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<tr>
<td>5 Learning Facilitators</td>
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<tr>
<td>As you listen to how LEARNING FACILITATORS (teachers) empower all learners to become successful and self-directed . . .</td>
<td>WHAT CONDITIONS and LEARNING OPPORTUNITIES need to exist for your learner to become an empowered, self-directed learner?</td>
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### Site Visit

**The Kaufman Center**

As you learn how CULTURAL ACTIVITIES enhance life in our community . . .

Think of your learner . . .

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<td><strong>SITE VISIT</strong> The Kaufman Center</td>
<td>How might CULTURAL ACTIVITIES help your learner develop a sense of play and purpose - a commitment to give back to society?</td>
<td>What BARRIERS might inhibit your learner from engaging in cultural activities for play and for purpose – giving back to society?</td>
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### Site Visit

**CAPS – Blue Valley**

As you listen to the stories of learners and leaders in this state-of-the-art FACILITY . . .

Think of your learner . . .

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<td><strong>SITE VISIT</strong> CAPS – Blue Valley</td>
<td>Which CAPS CORE VALUES and/or GUIDING PRINCIPLES might help your learner to become empowered and self-directed?</td>
<td>What BARRIERS might your learner face in experiencing a learning environment similar to CAPS?</td>
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**Note-Taking Organizer**

### Site Visit

**Johnson County Community College**

As you listen how JCCC engages learners to be stewards of their life-long learning . . .

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Closing