

## **Blended and Online Practices for Personalized Learning**

ANISSA LOKEY-VEGA

Anissa.Vega@kennesaw.edu

STEPHANEE STEPHENS

Stephanee.Stephens@kennesaw.edu

*Kennesaw State University*

The 2017 National Educational Technology Plan asserted that personalized learning and blended learning are key strategies to technology's transformation of all schools across the country (US Dept. of Education, 2017). While blended learning has been well conceptualized and communicated, personalized learning has been leaving educators feeling confused in concept and action. To help facilitate a common language and understanding for K-12 practitioners and researchers, this special issue dives into the connections between personalized learning and K-12 blended and online learning from conceptualization, to teacher preparation, and into teacher actions. A theme that pops up through the issue is the value of planning time and confidence as influences on teacher reception of the personalized learning movement (Tan & Chong, 2018). Additionally, the authors in this special issue share practices that represent the many roles and environments being impacted by the personalized learning movement, and they call us all to engage in future study of this emergent field.

"A Batch of One: A Conceptual Framework for the Personalized Learning Movement" by Anissa Lokey-Vega and Stephanie Stephens of Kennesaw State University affords readers a basis for conceptualizing personalized learning as a movement mimicking the patterns seen in manufacturing over the past 40 years. The paper presents the Personalized Learning Continuum Framework (PLCF) as a means for sharing and communicating about various models of personalized learning, even if those models are philosophically opposed.

In "Experiences with Personalized Learning in a Blended Teaching Course for Preservice Teachers," Karen T. Arnesen, Charles R. Graham, Cecil R. Short, and Douglas Archibald of Brigham Young University

present a mixed methods case study of a one credit hour course for undergraduate educator candidates. The course modeled a blended approach to teach candidates about personalized learning. The case illuminates the need for interventions that build confidence in personalized learning in order to communicate the ‘what’ and ‘how’ of personalized teaching and learning.

In “Cultivating Blended Communities of Practice to Promote Personalized Learning,” M. Elizabeth Azukas of East Stroudsburg University brings us a case of a professional development model for personalized learning that built up practitioners’ confidence. This paper highlights the need for time built into professional learning programs for planning, and the role a community of practice plays in building teacher capacity for personalized learning.

In “Exploring Blended Teacher Roles and Obstacles to Success When Using Personalized Learning Software,” Falah Amro and Jered Borup of George Mason University provide a case study of 11 teachers of English Language Learners who leveraged adaptive learning software as a component of a personalized learning model. Specifically, the article examines teachers’ responsibilities when their students learn using the adaptive learning software. Data revealed that teachers supported students in five key ways, all helping articulate the “how” of personalized learning.

As a practitioner and a researcher in collaboration for editing this special issue, we aimed to show the community that in concert we strengthen our abilities to discover and share knowledge about personalized learning. Collaboration, whether between researcher and practitioner, or teacher and student, will serve to push the personalized learning movement forward through iteration, into adoption to have an impact on learners.

### **About the Guest Editors**

Anissa Lokey-Vega is an Associate Professor of Instructional Technology in the Bagwell College of Education at Kennesaw State University. She teaches graduate teacher education courses in K-12 online learning, personalized learning, and teacher professional development.

Stephane Stephens is the Director of iTeach, an outreach unit of the Bagwell College of Education. At iTeach, Stephane leads a staff of Educational Technology Specialists who focus on personalized educator coaching and professional development in the K-12 setting.

### **References**

- Tan, L. S., & Chong, S. K. (2018). *Local Evidence Synthesis on Teacher Learning*. Singapore: Office of Education Research, National Institute of Education. Retrieved from <https://www.nie.edu.sg/research/publication/local-evidence-syntheses>
- US Department of Education. (2017). *Reimagining the role of technology in education: 2017 national education technology plan update*. Retrieved from <https://tech.ed.gov/files/2017/01/NETP17.pdf>