



Personalizing the Online Classroom Through Creative Teaching and Learning



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Learning Outcomes



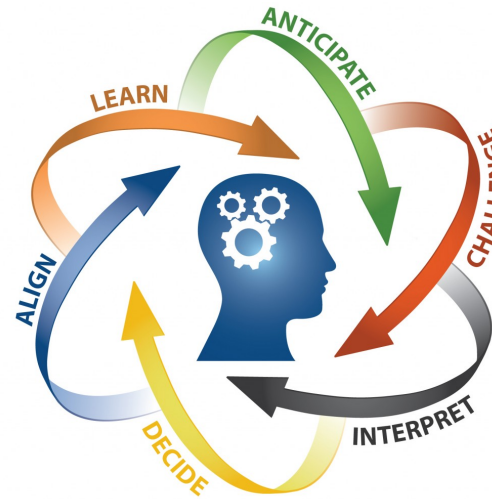
Defining the changing landscape of our students



Promote active learning



Match student and faculty expectations



How to make learning personalized?????

Understand the Learner

Provide Variety and Flexibility in the classroom

Use Technology

... instruction that is set part and regulated to the needs of the learner and shaped by the learning preferences and interests of the learner.

Taylor and Gebre



Generation

Years Born

Age Today

GI Generation

1900-1924

85-109

Silent generation

1925-1945

64-84

Baby Boomers

1946-1964

45-63

Generation X

1965-1979

30-44

Millennials or Generation Y

1980-2000

9-29

Generation X



- ❖ “Latchkey” kids
- ❖ Technologically savvy
- ❖ Independent
- ❖ Problem Solvers
- ❖ Don’t want to be told what to do
- ❖ Instant Gratification
- ❖ Immediate Feedback



Generation Y



- ❖ Largest generation since baby boomers
- ❖ Self-absorbed
- ❖ Technologically savvy
- ❖ Self-Confident, entitled
- ❖ Ambitious with high expectations
- ❖ Expect to start at the top
- ❖ Immediate Feedback



Mixed Classrooms

Older Students

Younger Students

Benefits

Experienced

Technologically Savvy

Challenges

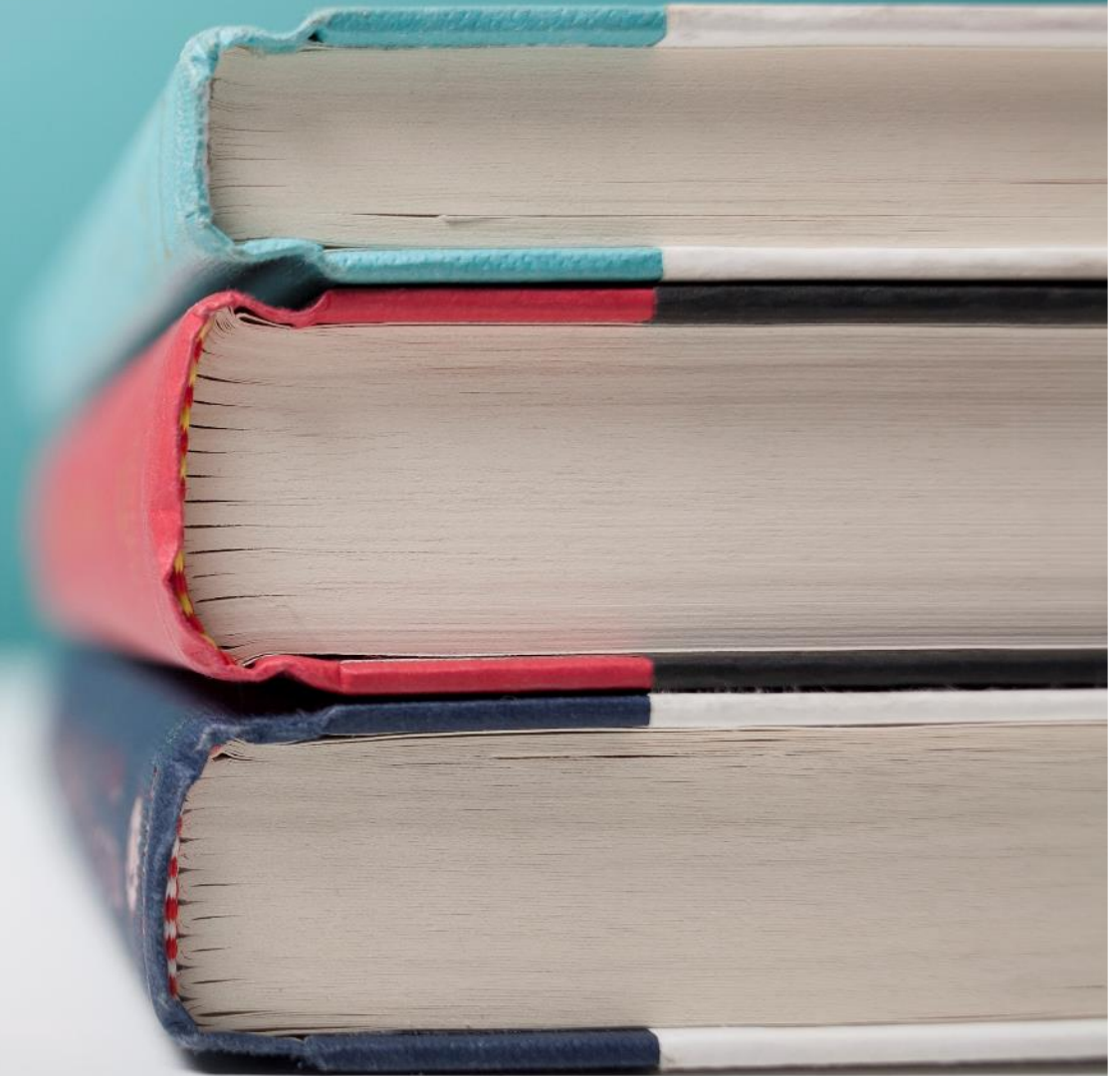
Anxious

Lack Identity



Creative Teaching and Learning making it practical with technology:

- ✓ facilitates diversity
- ✓ opens huge avenues of learning
- ✓ ultimately confirms mastery





Different Strokes for Different Folks

Instruction that is . . .

Multi-tiered

Set Apart

Individualized

Tailored

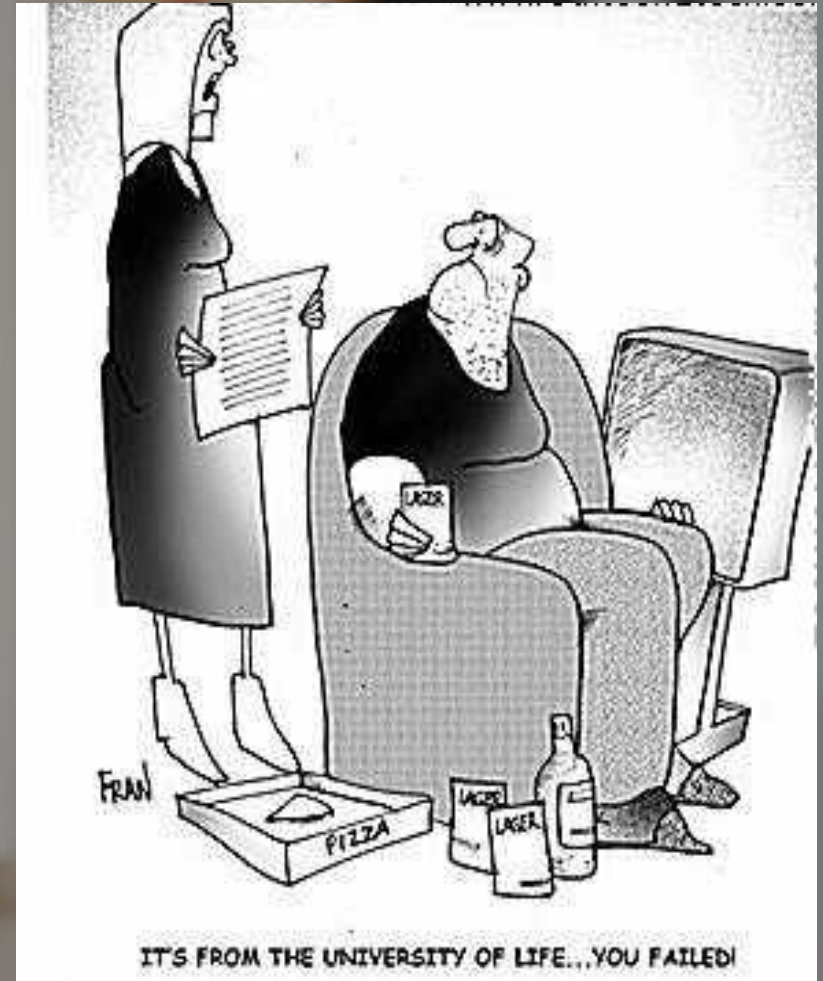
Directed

Personalized



What Faculty need to do:

- ❖ Sharing real-world experiences effect the way students learn
- ❖ Teach effectively and to make learning relevant



Build Competencies

- ❖ Teach specific learning strategies and techniques.
- ❖ Promote a growth mindset.
- ❖ Connect learning tasks to the student's career.
- ❖ Help students “find the fun” in learning rather than simply making tasks fun.
- ❖ Celebrate mastery.
- ❖ Help students set useful goals for learning and social relationships.
- ❖ Use cooperative learning methods.
- ❖ Encourage questioning, seeking help from others, and offering help to others.



Student's Expectations

- ❖ Solid understanding of material and real-world applications
- ❖ Want to be stimulated
- ❖ Want to know why
- ❖ Want faculty to be enthusiastic, helpful, and engaged

Faculty's Challenges

- ❖ Time
- ❖ Keeping up with their field
- ❖ Dealing with students with varied backgrounds and skill levels



Strategies

- Understand the learners
- Accept differences among students and between students and faculty
- Engage students in setting goals and expectations
- Be flexible and creative
- Adult learning/Adult education
- Competency-based instruction
- Check-in
- Use effective technology (audience response, real examples)
- Encourage critical thinking
- Create opportunities for reflection





Set The Tone

- **Create an environment that supports learning**
- **Encourage different points of view**
- **Excite students about content**



Establish Competencies

What do we want students to walk away with when the course ends?

What do we actually want them to be able to do as the result of this course?



If you build it, will they come?

Secure student buy-in

Incorporate your understanding of each student's learning interest, aspirations, and backgrounds



BE THE CHANGE

you want to see

IN THE WORLD.

Mahatma Gandhi

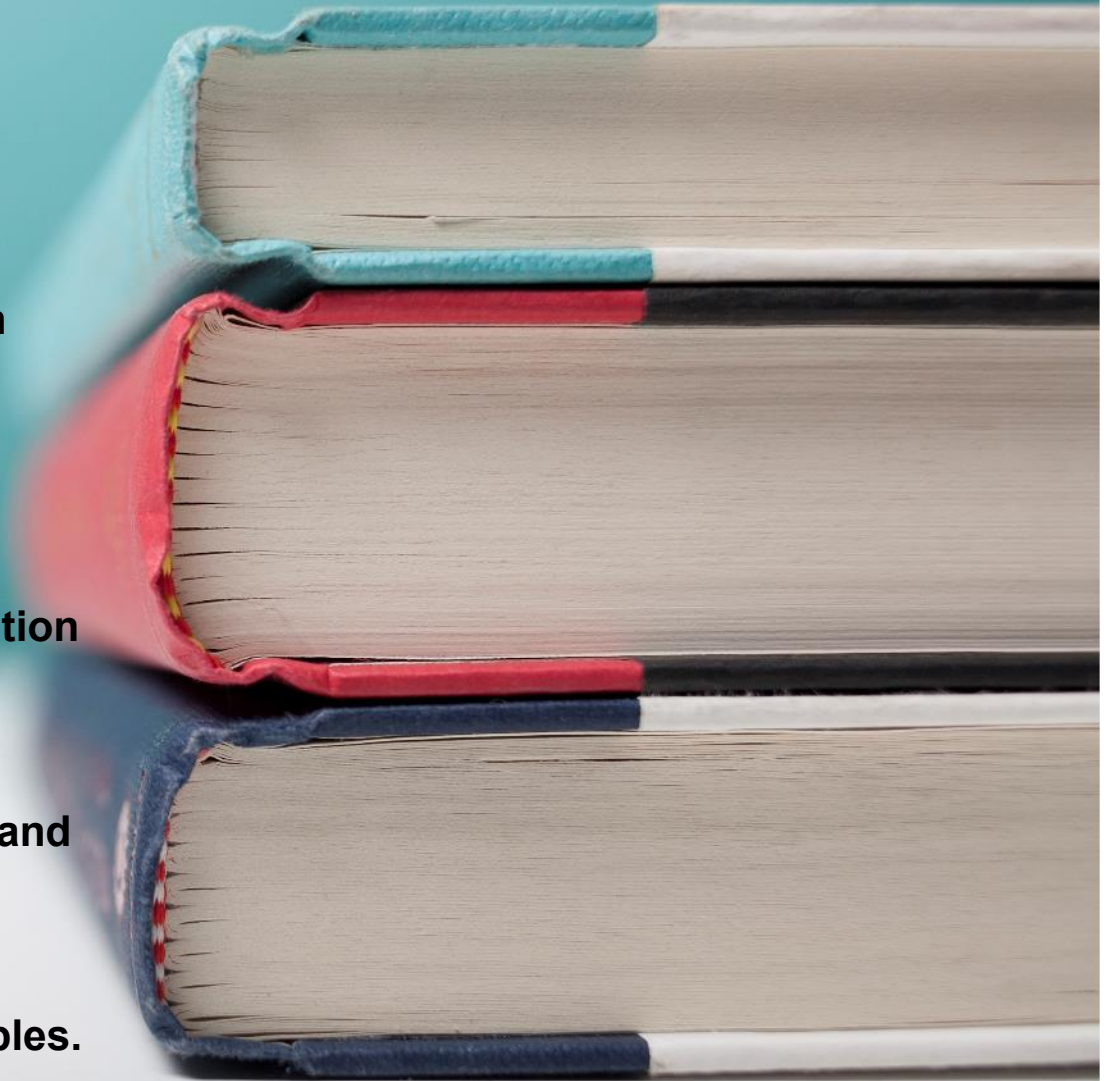


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Questions??????????

THANK YOU

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