

Table 1.1 Personalization vs. Differentiation vs. Individualization Chart (v3)

Personalization	Differentiation	Individualization
<i>The Learner . . .</i>	<i>The Teacher . . .</i>	<i>The Teacher . . .</i>
drives their own learning.	provides instruction to groups of learners.	provides instruction to an individual learner.
connects learning with interests, talents, passions, and aspirations.	adjusts learning needs for groups of learners.	accommodates learning needs for the individual learner.
actively participates in the design of their learning.	designs instruction based on the learning needs of different groups of learners.	customizes instruction based on the learning needs of the individual learner.
owns and is responsible for their learning that includes their voice and choice on how and what they learn.	is responsible for a variety of instruction for different groups of learners.	is responsible for modifying instruction based on the needs of the individual learner.
identifies goals for their learning plan and benchmarks as they progress along their learning path with guidance from teacher.	identifies the same objectives for different groups of learners as they do for the whole class.	identifies the same objectives for all learners with specific objectives for individuals who receive one-on-one support.
acquires the skills to select and use the appropriate technology and resources to support and enhance their learning.	selects technology and resources to support the learning needs of different groups of learners.	selects technology and resources to support the learning needs of the individual learner.
builds a network of peers, experts, and teachers to guide and support their learning.	supports groups of learners who are reliant on them for their learning.	understands the individual learner is dependent on them to support their learning.
demonstrates mastery of content in a competency-based system.	monitors learning based on Carnegie unit (seat time) and grade level.	monitors learning based on Carnegie unit (seat time) and grade level.

(Continued)

Table 1.1 (Continued)

Personalization	Differentiation	Individualization
<i>The Learner . . .</i>	<i>The Teacher . . .</i>	<i>The Teacher . . .</i>
becomes a self-directed, expert learner who monitors progress and reflects on learning based on mastery of content and skills.	uses data and assessments to modify instruction for groups of learners and provides feedback to individual learners to advance learning.	uses data and assessments to measure progress of what the individual learner learned and did not learn to decide next steps in their learning.
Assessment AS and FOR Learning with minimal OF Learning	Assessment OF and FOR Learning	Assessment OF Learning

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PDI CHART EXPLAINED

The positive feedback along with requests for the chart led to a report about the details of the chart. The report included the following questions with answers that help clarify the elements of the PDI chart and provide teachers, administrators, schools, and organizations with background information and resources to support discussions around the PDI chart.

- What do teaching and learning look like as they relate to these terms?
- How do we determine the learner's needs?
- How do learners participate in their learning?

Pause/Think/Reflect

Personalized learning requires the active direction of the learner; individualization lets the school tailor the curriculum to scaled assessments of interest and abilities. The difference between individualization and personalization lies in control. When a teacher differentiates instruction, the teacher is in control and working harder than the learners. Most traditional instruction actually depersonalizes how learners learn rather than encouraging learners to take responsibility for their learning. Pacing guides, grade levels, tests, and learners becoming compliant so they can "do" school are not personalized learning.

- How are goals and objectives determined for the learner?
- How do learners support their learning and each other?
- How do you know if learning is meaningful?
- How do you assess learning?

What do teaching and learning look like as they relate to these terms?

Table 1.2 What Teaching and Learning Look Like

Personalization	Differentiation	Individualization
<i>The Learner . . .</i>	<i>The Teacher . . .</i>	<i>The Teacher . . .</i>
drives their own learning.	provides instruction to groups of learners.	provides instruction to an individual learner.

Source: Personalize Learning, LLC

In a **personalized learning environment**, learning starts with the learner. Learners understand how they learn best so they can become active participants in designing their learning goals along with the teacher. Learners take responsibility for their learning. When they own and drive their learning, they are motivated and challenged as they learn so they work harder than their teacher.

When teachers differentiate instruction, learners are identified based on their challenges in a specific content area and skill levels. The teacher uses existing differentiated curriculum or adapts instruction to meet the needs of different groups of learners and select at-risk individual learners.

When a teacher individualizes instruction, the teacher identifies learners' needs through evaluations based on their challenges or disabilities. The teacher reviews the findings and recommendations from the evaluations with other professionals to adapt materials and instruction for the individual learner who has cognitive or physical challenges.

Pause/Think/Reflect

"When the teacher is directing the learning, the teacher tends to be the hardest-working person in the classroom."