

## Individualizace – Diferenciace – Personalizace

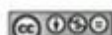
**Individualizace** - stejné cíle a stejná výuka nastavená učitelem, po níž může procházet každý svým tempem.

**Diferenciace** - stejné cíle a výuka nastavená učitelem, kde každý podle svých preferencí může volit svou vlastní cestu (např. práce na projektu).

**Personalizace** - na stanovení cílů i postupů se podílí žák a učitel podněcuje a pomáhá. (B. Brdička, 2012, Učitelství Spomocník)

| Personalization  | Differentiation  | Individualization  |
|--|--|--|
| The Learner...   | The Teacher...   | The Teacher...   |
| drives their 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.  |
| 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 <b>AS</b> and <b>FOR</b> Learning with minimal <b>OF</b> Learning   | Assessment <b>OF</b> and <b>FOR</b> Learning   | Assessment <b>OF</b> Learning  |

Personalization v Differentiation v Individualization Chart (v3), (2013)



by Barbara Bray & Kathleen McClaskey is licensed under a [Creative Commons](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.