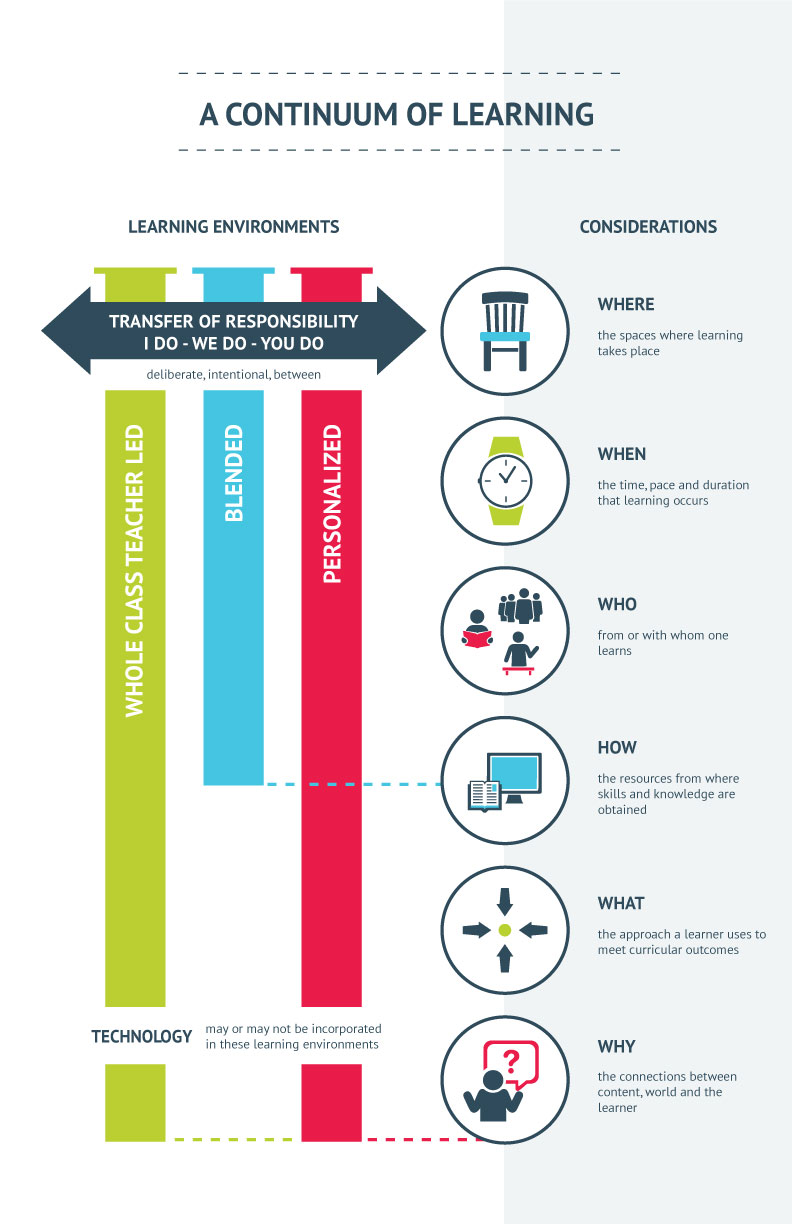
**The Learning Continuum - Discussion Guide**

|  |  |
| --- | --- |
| Why did we create this video? |  |
| What is the difference between blended and personalized learning? |  |
| What is the definition of Personalized Learning in Sun West? |  |
| What do we know about technology in relation to blended or personalized learning? |  |
| What does transfer of responsibility (TOR) really mean? |  |
| How can Administrators help/encourage their staff to be intentional about TOR? |  |
| List examples in your school where this is happening. |  |
| How/when might you explore the blended strategies chart with your staff? |  |
| How does the pyramid of growth relate to the learning continuum? |  |
| How could you examine the pyramid differently after watching this video? |  |
| What are the key messages in this video? |  |
| Which key messages are of greatest interest to parents and community? |  |
| Related questions for your PeBL Mentor? |  |
| What will your staff PD session regarding the  Continuum look like? |  |



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Blended Learning Strategies** | | | | | |
|  | **Problem Based Learning** | **Inquiry Based Learning** | **Design Thinking** | **Case Based Learning** | **Project Based Learning** |
| **Starting Point** | A problem | A question, a point of curiosity | A complex problem with human implications and unknown outcomes; no specific end in mind | An undesirable situation (case) in need of change | Multiple overlapping or related subjects or outcomes, usually the problem has multiple steps/factors |
| **Goal** | To solve problem:  find a possible or multiple possible solutions | To answer a question:  deeply explore a topic and arrive at a well-rounded answer | To design something unknown: design and test multiple solutions and identify the best outcome | To analyze and debate: provide reason for the best solution of many possible options | To create something;  Using various learning strategies and a multi-media approach to demonstrate connections between concepts |
| **Suggested Competencies**  **Developed** | Research skills  Collaboration  Critical thinking  Communication  Creativity  Cultural and Ethical Citizenship  Character | Research skills  Inquiry  Curiosity  Critical thinking  Communication  Creativity | Understanding of human needs  Creativity  Perseverance  Problem solving  Critical Thinking  Communication  Entrepreneurship | Analysis  Research  Reasoning  Critical thinking  Problem solving  Cultural and Ethical Citizenship | Research  Problem solving  Collaboration  Communication  Creativity  Critical Thinking |
| **Suggestions/**  **Conditions** | Often works well with small groups  Project Management skills are of benefit  Present the solution to an audience | Often used to explore science/math concepts, literacy and social studies | Often, but not always, used when physical/tangible solutions are anticipated.  Makerspaces are not necessary but allow for the creation and testing of physical solutions | Cases can be presented in written or video format, as simulations, games or field trips | Typically students work in groups, small or large  Students share their learning locally or globally |