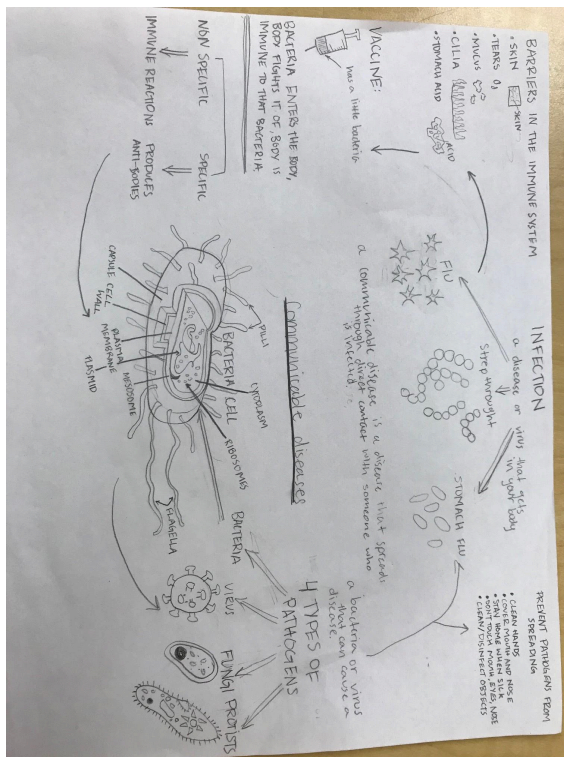
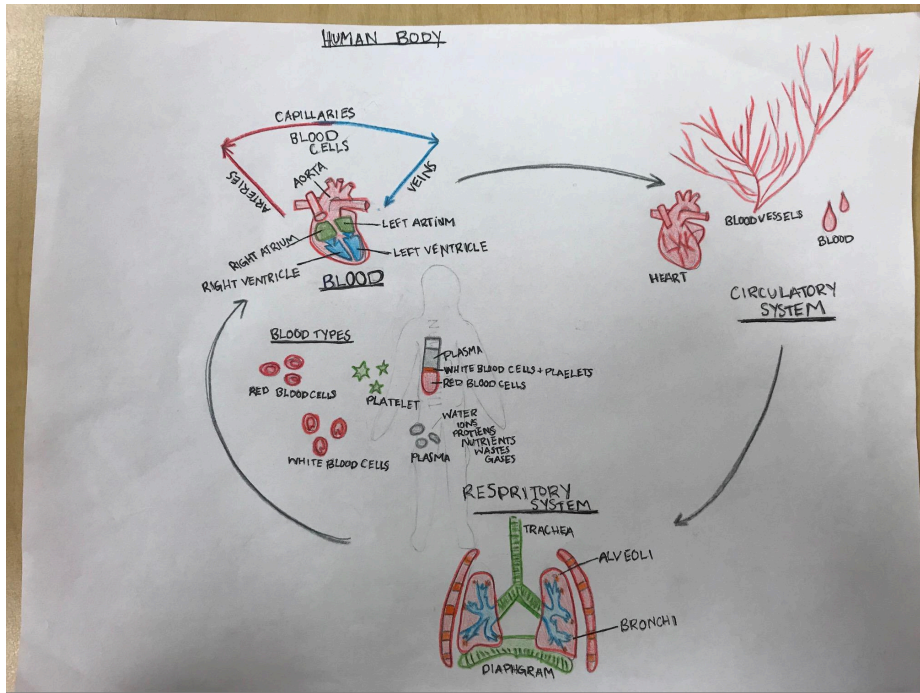


## Eric Dahlman: 7th Grade Health

Eric has been committed to personalizing and has made his course learner centered. Learners have a choice in how they access the information on a daily basis. In the beginning while learners were experiencing choosing between teacher seminar, collaborative groups, or independent work to access the content, they were given specific notes to complete. After learners were comfortable with making choices in how they **accessed** the information, they were then given the choice in how they wanted to **engage** with the notes. Eric provided different formats for note taking and connected them back to learning styles. [Main Idea/Supporting Details](#) (See below for example pictures) for more linear thinkers, and [Mindmapping](#) for visual and spatial learners. In addition, because learners are able to self pace, he added deeper level questions for the learners that were ready to go more indepth with the content. He encouraged learners to not work to “be done” but to build learning capacity and endurance by using the entire time allowed to gain more information and process on different levels. They had the opportunity to extend their learning because they were self pacing.

In addition Eric started to rethink how to personalize the current unit project. Traditionally, learners were assigned a disease to research and then assigned to create a google site to share the information. To make it more learner centered Eric gave learners a choice in which disease to research and how they wanted to share the information they gathered. Learners listed their top three diseases choices for the project with a rationale for each choice. The teacher still has discretion in which disease the learner was assigned, because Eric is still guiding the learning process. Given the choice, learners seem more invested in the research and project.

Eric reflected, “I have discovered over the past year that personalized learning is really getting at the “why” of a topic. I used to only accept one way for students to “show” what they know. This limited some students as they may have struggled with that particular way but they still knew and comprehended the material. Allowing students to show what they know in a their own way opens up so many doors as a learner and their capacity to learn. I just find it as very exciting way of teaching as I have seen a new energy around the same material. Students seem to be able to make more personal connects to the material. It really was amazing by just switching from our old, traditional way of notetaking to providing multiple pathways of note taking how much more engagement in the content the students are. I will be curious comparing the summative scores from the first two exams to this third one (where I switched the note taking style) and if there are any relationships or differences.”



Note Taking: Main Idea/Supporting Details

Main Idea:	Supporting Detail (evidence)	Source
<p>The functions of the circulatory system.</p> <p>The function is to transport Oxygen and nutrients throughout the body.</p>	<p>Blood picks up nutrients from digestive system, oxygen from lungs. Then blood delivers the nutrients to body cells throughout the body. The cells then use the nutrients to create waste like carbon dioxide. The blood then picks up the waste and then goes to deliver it to the lungs, kidney, and the liver. They then remove it from the body.</p>	<p>Unit 3 presentation:</p> <p>Slide 14</p>
<p>The 3 main parts of the circulatory system.</p> <p>1.) Heart 2.) Blood 3.) Blood Vessels</p>	<p>The heart pumps blood throughout the body, blood, which is made up of white cells, red cells, plasma and platelets, delivers nutrients and oxygen throughout the body. Blood vessels are made up of arteries, capillaries, and veins.</p>	<p>Google research</p>
<p>The 3 different types of blood vessels Arteries, Veins, and Capillaries</p>	<p>The blood vessels are arteries, which transport oxygen full bloods away from heart, veins, which carry low pressure bloods back to the heart, and capillaries, which allow food, oxygen, and waste to pass through them.</p>	<p><a href="http://www.zephyrus.co.uk/circulatorysystemanswer.html">http://www.zephyrus.co.uk/circulatorysystemanswer.html</a></p>
<p>The 4 main parts of blood.</p>		<p><a href="http://www.zephyrus.co.uk/circulatorysystemanswer.html">http://www.zephyrus.co.uk/circulatorysystemanswer.html</a></p>