

# **CUSTOMIZE LEARNING EXPERIENCES WITH LMS TOOLS & SETTINGS**

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# SESSION OBJECTIVES

- ❑ Define custom learning in terms of adaptive and personalized learning
- ❑ Explore and plan a model customized learning pathway
- ❑ Review “built-in” LMS tools that can be used to implement a customized learning pathway (Moodle focus)

# CUSTOMIZED LEARNING



## PERSONALIZED

Use students' choices, interests, strengths & weaknesses to adjust their course experience.

## ADAPTIVE

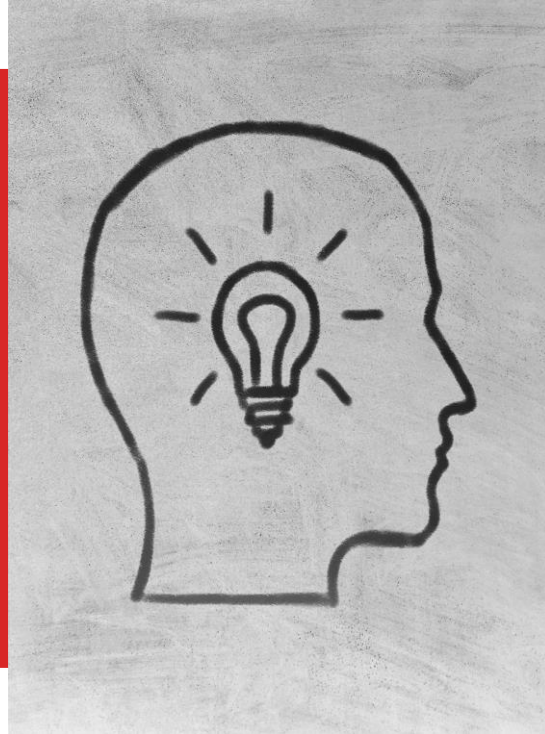
Allow technology to adjust course content based on student performance.



# RESEARCH

**Improved student  
engagement and  
motivation**

**Increased  
retention and  
success rates**



**Improved learning  
outcomes - better  
test scores/  
knowledge retention**

**Improved equity  
and access**

# LEARNING OBJECTIVES FOR PRACTICE

- Students will explain the dynamic ecological nature of populations and communities and the factors which affect them
- Students will evaluate popular media content using sociological concepts.
- Students will recognize the graphs of linear, power, root, reciprocal, and absolute value functions
- Students will prepare, interpret, and analyze a basic set of financial statements



**1 min:  
Discuss  
at your  
Table!**

# DISCUSS ASSESSMENT IDEAS

Select an assessment idea on a blue sticky note and place it on the bottom right corner of your chart paper

This is the “end goal” of whatever learning path a student takes.

**2 min:**

**How would you measure students' achievement of this objective?**

# DISCUSS STUDENT ACTIVITIES

7 min:

What **activities** will students do to be successful on that final assessment?  
What will they read, practice, write, etc.?

Read & annotate a chapter

Watch an interactive video

Practice with flashcards

Participate in a discussion board

Create a demo map

Choose learning activities from the provided yellow sticky notes or write your own!

# Mark the required activities and the optional activities

Read & annotate a chapter

Watch an interactive video

Practice with flashcards

Participate in a discussion board

Create a demo map



# 5 min: Create a Learning Pathway

Practice  
with  
flashcards

1

Read a  
Chapter

Meet with  
a small  
group

1

Write 3  
summaries

Peer  
evaluate 2  
work  
samples

Ⓜ

Annotate  
an  
Article

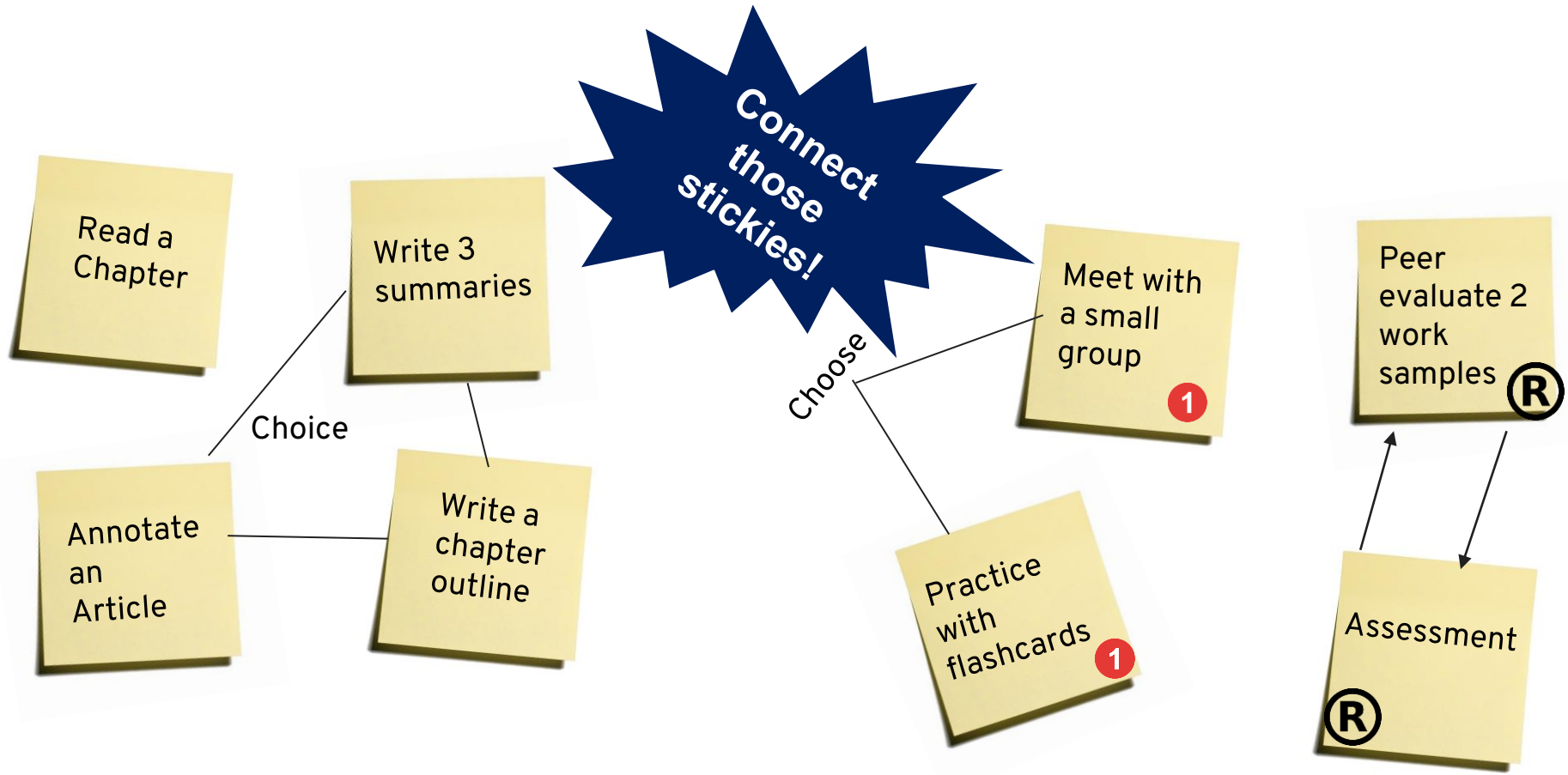
Write a  
chapter  
outline

Assessment

Ⓜ

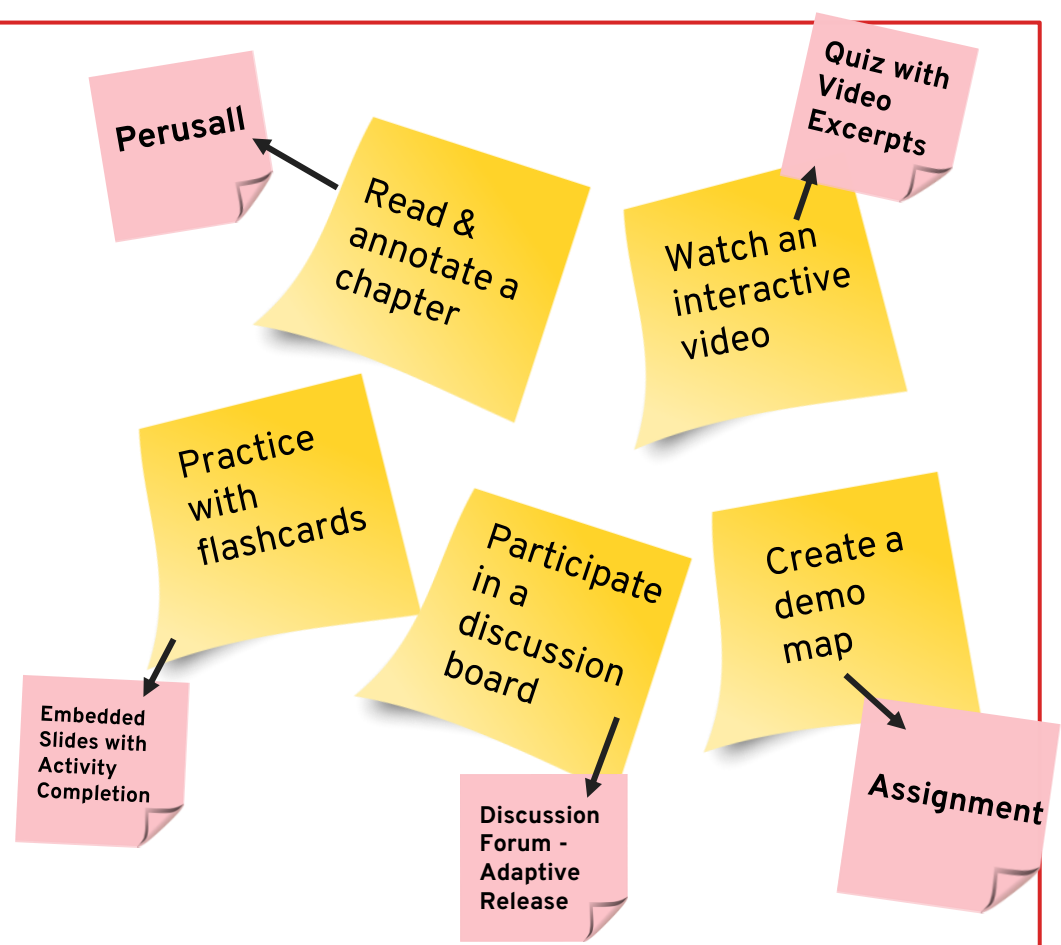
Move  
those  
stickies!

# 5 min: Create a Learning Pathway



# MODEL WORKFLOW WITH LMS TOOLS

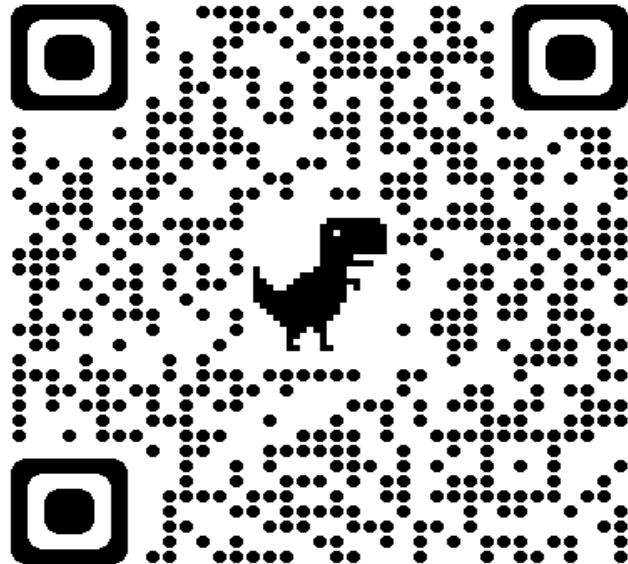
**10 min:  
Choose LMS  
tools/settings  
from the provided  
pink sticky notes  
or write your own!**



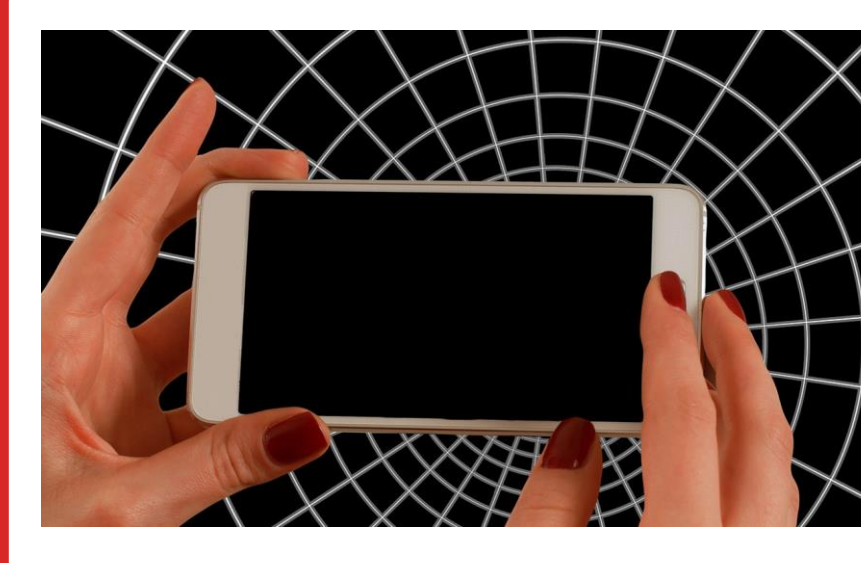
# **GALLERY WALK**

# SESSION WEBSITE

[teaching-resources.delta.ncsu.edu/customize-learning-experiences/](https://teaching-resources.delta.ncsu.edu/customize-learning-experiences/)



# Q&A



# Reference List

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- Cavanagh, T., Chen, B., Lahcen, R. A. M., & Paradiso, J. R. (2020). [Constructing a design framework and pedagogical approach for adaptive learning in higher education: A practitioner's perspective.](#) *International Review of Research in Open and Distributed Learning*, 21(1), 173-197.
- Pretorius, L., van Mourik, G. P., & Barratt, C. (2017). [Student choice and higher-order thinking: Using a novel flexible assessment regime combined with critical thinking activities to encourage the development of higher order thinking.](#) *International Journal of Teaching and Learning in Higher Education*, 29(2), 389-401.
- Shemshack, A., Spector, J.M. A systematic literature review of personalized learning terms. *Smart Learning Environments*. 7, 33 (2020). <https://doi.org/10.1186/s40561-020-00140-9>
- Walkington, C. A. (2013). Using adaptive learning technologies to personalize instruction to student interests: The impact of relevant contexts on performance and learning outcomes. *Journal of Educational Psychology*, 105(4), 932–945.



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