

## **JOLR Special Issue: Blended and Online Practices for Personalized Learning**

The abundant variation among K-12 learners has driven a decades-long effort to prepare teachers to differentiate instruction. Some claim differentiation is poorly practiced, or at least too overwhelming to effectively implement in a heterogeneous classroom (Westburg, et.al. 1993; Westburg & Daoust, 2003; Loveless, Parkas, & Duffett, 2008; Hertberg-Davis, 2009). Optimizing a unique education for each child through differentiation appears an unsustainable ideal in public education settings. However, hope among stakeholders grows with advances in educational technology, assessment systems, learning management systems, and student information systems. Personalized learning has become the latest in a long history of promising educational revolutions, but will this one make a lasting impact?

There is no shortage of interest in personalized learning as can be seen in plentiful references within educational innovation grants, books, educational conferences, and educational consultancies (Pane et. al., 2015). In 2013, the International Association of K-12 Online Learning (iNACOL) shifted their focus from K-12 online learning to focus on personalized learning, as evidenced by their body of work since that time (Patrick, Kennedy, & Powell, 2013; Patrick, 2015; Patrick, Worthen, Frost, & Gentz, 2016; Patrick, Worthen, Frost, & Truong, 2018). Such a dramatic all-in approach implies a tight connection between K-12 online learning and iNACOL's conceptualization of personalized learning (Patrick, Kennedy, & Powell, 2013). Additionally, the 2017 National Educational Technology Plan maintained personalized learning and blended learning as key strategies to technology's transformation of all schools across the country (US Dept. of Education, 2017). Furthermore, Christensen Institute's definition for blended learning includes elements of personalized learning, specifically that blended courses are required to provide "some element of student control over time, place, path, and/or pace" (Staker, 2011, p.5).

However, debate still boils around the fundamental definition of what personalized learning is. At the same time practitioners persist to invent and implement practices aligned to unique conceptualizations of personalization, which results in confusion and vastly varied practices. So what is the connection between personalized learning and K-12 blended and online learning? What practices are teachers doing that effectively demonstrate this approach, and how are teachers being prepared to enact them?

### ***Purpose Statement***

***The purpose of this special issue of JOLR is to generate empirical and theoretical literature that informs how blended and online instruction support personalized learning in K-12 environments and teacher education.***

***Possible Manuscript Personalized Learning (PL) Topics May Include\*:***

Assessment in Personalized Learning Environments  
Assessment of Personalized Learning Implementation  
Best Practices for Personalized Learning  
Case Studies of Personalized Learning  
Theoretical Conceptualizations of Personalized Learning  
Education Skills & Dispositions for Personalized Learning  
Educator Preparation for Personalized Learning  
Implementation Barriers in Personalized Learning  
Models of Teacher Preparation for Personalized Learning  
Personalized Learning featuring Blended Strategies  
Personalized Learning in Hybrid Environments  
Personalized Learning in Online Schools  
Quasi-Experimental Studies of Personalized Learning  
Readiness Factors for Personalized Learning  
Stakeholder Perceptions of Personalized Learning  
Teacher Practices in Personalized Learning Environments  
Validation Instruments/Studies

\*All submissions must align with the purpose stated above

***Submission Guidelines:***

Please submit manuscripts directly through the AACE submission link below.

<http://www.aace.org/publish/?fuseaction=Authors.BeginSubmission>

Do not send manuscripts to the Guest Editors. The manuscripts must go through a double blind review process.

*Note: Contributors may also be requested to serve as reviewers for this project.*

*Authors are encouraged to contact the Guest Editors to propose an idea for submission to ensure the appropriateness of the proposed manuscript for this special issue.*

**Guest Editors:**

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