



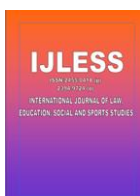
Personalized Learning: A Way in Achieving Outcome-Based Education

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ABSTRACT

The current education system predominantly follows a teacher-centered model, limiting students' autonomy in their learning journey. Personalized Learning (PL), aligned with the principles of Outcome-Based Education (OBE), offers a transformative approach by focusing on learner-centric methodologies. OBE emphasizes the outcomes of education rather than the process, promoting clarity of focus, high expectations, and expanded opportunities for all learners. Personalized learning complements this by tailoring content, pace, and instructional strategies to individual learner needs, interests, and abilities. It fosters student agency, ownership of learning, and deeper engagement, leading to improved retention, motivation, and academic success.

In the context of OBE, personalized learning becomes a key strategy for achieving intended educational outcomes. It allows flexible learning pathways and leverages data-driven insights to support each student effectively. Teachers shift from traditional roles to facilitators and mentors, guiding learners through adaptive technologies, project-based tasks, and reflective practices. While implementation demands vision, resources, and professional development, the impact of personalized learning on educational equity and student achievement is substantial. This paper highlights the synergy between OBE and PL, emphasizing their role in transforming school education into a responsive, inclusive, and goal-oriented system that respects each student's uniqueness and fosters lifelong learning.

Introduction:

The present education system is a closed system where the whole control of the learning process is with the teacher or with an equivalent authority which frame the curriculum. It is primarily teacher-centered and teacher-directed system where the curriculum in the hands of the teacher is system decided or authority determined. Students who study at various stages of education are hardly aware that why it is to be learnt, how is it to be learnt, when and where the prescribed curriculum to be learnt, at what age it must be learnt, are some of the questions prevails in the mind of the child. As the result, learner become a passive recipient of knowledge with little or no control over his/her learning. The recent

educational policies like NCF-2005, NEP-2020 lays a strong emphasis on child's individual potentials and consider him as a natural learner. They strongly advocate that the knowledge is the outcome of the child's individual efforts. It is the result of their everyday living outside the school where they exhibit curiosity, inquisitiveness, inventiveness, and inquiring nature. They constantly engage with the outside world in exploring, responding, and constructing meaning of it.

The field of education is experiencing dynamic changes, with innovative pedagogical strategies becoming more prominent. One such notable approach is Outcome-Based Education (OBE), which has gained increasing recognition. Unlike traditional education systems that concentrate on the learning process, OBE prioritizes the result or "outcomes" of the learning process. This approach places the learner at the center and provides numerous benefits that enhance a comprehensive and practical learning experience.

Rationale of Outcome-Based Education: The quality of an educational system can be judged from at least three perspectives: the inputs to the system, what happens within the system, and the outputs from the system. Those who are interested in inputs will focus their attention primarily on finances, resources, infrastructure, etc., and may use economic rationalism as the basis for their judgements about the quality or value of the system. Those interested in what happens within the system will focus their attention primarily on the processes used to organise, control, and deliver education and training. Those interested in outcomes will focus their attention primarily on the products or results of education.

The points overlay the philosophical base suggested by Mamary (1991) in his discussion of outcomes-based schools are:

- All students have talent and it is the job of schools to develop it.
- The role of schools is to find ways for students to succeed, rather than finding ways for students to fail.
- Mutual trust drives all good outcomes-based schools
- Excellence is for every child and not just a few.
- By preparing students every day for success the next day, the need for correctives will be reduced. Students should collaborate in learning rather than compete. As far as possible, no child should be excluded from any activity in a school. A positive attitude is essential.

Meaning of Outcome-Based Education: Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels. Outcome-Based Education (OBE) is a model that provides a strong scaffold to enhance the quality of the educational system. There are several styles of teaching and assessment in OBE. All educational activities carried out in OBE helps the students to achieve the set goals. The faculty may adapt the role of instructor, trainer, facilitator, and/or mentor, based on the outcomes targeted. OBE enhances the traditional methods and focusses on what the institution provides to students. It shows the success by making or demonstrating outcomes using statements "able to do" in favor of students. OBE provides clear standards for observable and measurable outcomes.

OBE... "Clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for all students to be able to do, then organizing curriculum, instruction, and assessment to make sure this learning ultimately happens" (Spady, 1994:1)

Four Principles of OBE: Clarity of Focus: This is the principle that everything teachers do must be clearly focused on what they want learners to ultimately be able to do successfully. When teachers plan and teach, they should focus on helping learners to develop the knowledge, skills and dispositions that

will enable them, ultimately, to achieve significant outcomes that have been clearly expressed. This principle obligates teachers to make both their short-term and long-term intentions for student learning clear to the learners at every stage of the teaching process. It also obligates teachers to focus all student assessment on clearly defined significant outcomes.

1. **Design Down:** It means that the starting point for all curriculum design must be a clear definition of the significant learning that students are to achieve by the end of their formal education. All instructional decisions are then made by tracing back from this “desired end result” and identifying the “building blocks” of learning that students must achieve to eventually reach the long-term outcomes. This does not mean that curriculum design is a simple linear process, but it does mean that all planning, teaching, and assessment decisions should be linked directly to the significant outcomes that students are ultimately to achieve.
2. **High Expectations:** The third basic principle of OBE is that teachers should have high expectations for all students. This indicate that teachers must establish high, challenging standards of performance to encourage students to engage deeply with the issues about which they are learning. Helping students to achieve high standards is linked very closely with the idea that successful learning promotes more successful learning (Spady, 1994). When students experience success, it reinforces their learning, builds their confidence, and encourages them to accept further learning challenges. One of the most important reasons for using OBE is that it can help all learners to do difficult things well.
3. **Expanded Opportunities:** Intellectual quality is not something reserved for a few learners: it is something that should be expected of all learners, and this is the link to the fourth principle – that teachers must strive to provide expanded opportunities for all learners. This principle is based on the idea that not all learners can learn the same thing in the same way and in the same time (Spady, 1994). However, most students can achieve high standards if they are given appropriate opportunities—what really matters is that students learn the things that are important: not that they learn them in a particular way or by some arbitrary point in time.

Keeping all these bases of Outcome-Based Education system, our present school education is getting transformed as child-centered, activity-centered and constructivist in its structure. Curriculum is designed according to the principles of learner-centered approach where the transaction of curriculum and process of evaluation are aligned with individual learner of the class.

In this background the individualistic learning strategies are becoming more viable in realizing the goals of OBE at school level, where the teachers are made to undergo various levels of training with various forms of learning approaches. Among them Personalized Learning is also one.

Meaning of Personalized Learning: Personalized learning is an educational approach aiming to customize learning for students. Design a classroom that approaches students according to their needs, skills and interest strengthening their learnings based on what they know and how they learn best. In other words, it is a flexible adaptive approach to empower students by providing them a customized educational experience.

To build a successful system of personalized learning it is important to acknowledge that every student has their own personalized set of skills that works best for their interest. It is an approach that tailored educational experiences for every student to meet their unique needs and preferences. In the present era of education personalized learning is a journey that respects students’ pace, strength, areas of growth and their abilities.

The United States National Education Technology Plan 2017 defines personalized learning as follows: Personalized learning refers to instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner. Learning objectives, instructional approaches, and

instructional content (and its sequencing) may all vary based on learner needs. In addition, learning activities are meaningful and relevant to learners, driven by their interests, and often self-initiated.

As stated above by the 2017 United States National Education Technology Plan, "Personalized learning refers to instruction in which the pace of learning and the instructional approach are optimized the needs for each learner." Conferring is a process in which this can be accomplished. Conferring, as defined by Julie Kallio, is a "regular, goal-oriented meeting between the teacher and student(s) where they talk about learning progress, process, and/or products." Conferring, more simply, is a way to provide more personalized feedback.

Personalization:

A successful teacher or mentor is also known as facilitator, who can make a huge difference in the classroom with personalized attention, particularly in recognizing and tapping into how individuals may need to learn differently. As good mentors, they intuitively manage key human factors (e.g., passion, happiness, dislike, fear, striving, will, frustration, satisfaction, and anger) to promote learning.

By considering the impact of emotions and intentions, teacher can better understand how and why individuals learn differently.

Personalization of learning is conceptualized in a range of ways:

1. Personalization of content – students engaging with content, topics and areas that are of particular interest to them.
2. Personalization of pace and progress – students progressing through the content and curriculum levels at their own pace.
3. Personalization of process – instructional approaches and learning environments vary based on the students' needs and interests.

Elements of Personalized Learning:

1. **Flexible Content and Tools** – Instructional materials allow for differentiated path, pace, and performance tasks. Teachers understand how to use foundational, adaptive, and highly customizable content and tools in order to differentiate the path, pace, and/or performance tasks of learning. Where digital content and tools are used, they do not replace the teacher; rather, they work alongside the teacher to better support students' needs by providing remediation, practice, extension, and/or a variety of ways to demonstrate knowledge authentically.
2. **Student Reflection and Ownership** – Ongoing student reflection promotes ownership of learning. Students have frequent opportunities to reflect on what they are learning and their success in learning. Students make goals to improve their learning outcomes and have opportunities to make authentic choices for their learning. Students have authentic choice and ownership over their learning.
3. **Targeted Instruction** – Instruction is aligned to specific student needs and learning goals. Using data, teachers identify specific student needs and provide instruction to meet those needs. Teachers employ small group, 1-1, strategy group, or other targeted instruction to create a learning environment where all individual needs can be met.
4. **Data Driven Decisions** – Frequent data collection informs instructional decisions and groupings. Teachers use data to inform instructional decisions in their classrooms. Students are provided with opportunities to review their own data and make learning decisions based on that data. Here the teacher-made test and results of individual student's performance give the valid proof to know their learning.

Strategies of Personalized Learning: At class level, there are various ways in which the concept of personalized learning can be addressed. Depending on the learning profile of the learners and their performance, the teachers might be in a position to develop personal learning processes for each learner. Among the tools to use to support personalization are: Adaptive Learning Technologies, Small Group Instruction, Project-based Learning, and Feedback.

Teachers must have a clear understanding and regular check on the steps made and possible modification to make the lessons interesting and not too overwhelming for the student. The personalized learning approach will ensure that all teachers provide differentiated learning and incorporate collaborative activities to ensure that low achievers have a reason to excel.

Benefits of Personalized Learning: One of the most compelling reasons for personalized learning is gaining attention from students and giving them the confidence required to question and explore the world around them. This will help them in interacting more and will contribute to their educational achievements.

1. Increases engagement: When content is personalized, learning is more engaging and learner is more attentive.
2. Saves time: Personalized learning cuts down on the time.
3. Improves knowledge retention: Personalized learners can retain their information, based on their past experiences.
4. Increased motivation: Relevant information motivates students to keep the learning process actionable.
5. Improves learning results: Personalized learning approach is meant to yield better learning results for students.

Apart from above listed benefits, there are so many more benefits of personalized learning. They are as follows:

- By making changes in the information and the pattern of teaching for students – from visual to auditory to kinesthetic, students are more likely to gain and absorb information.
- Identifying the major areas where a student can be helped and supported can boost confidence resulting in major advancement for one academically.
- Additionally, personalized learning fosters a deeper understanding of subjects and real-life values, as students can learn at their own pace and can take advantage of their individuality.
- The pressure to keep up with the entire batch comes to an end, creating an environment best suited for a profound learning experience that values mastery over speed.

Conclusion

OBE is firmly rooted in past educational approaches and does not represent a paradigm shift as advocated by OBE proponents. At best OBE can be described as an eclectic educational philosophy taking the best from previous approaches and framing it in a new visionary system that is appropriate to the needs and demands of a democratic system of education. Educational practitioners, learners, and parents all must play their roles to ensure that OBE works. Learners must assume greater responsibility and actively participate in the learning process. And, hopefully, this will contribute to restoring a culture of learning in many schools.

Shifting to personalized learning is not a simple task. Significant effort will be necessary to create a vision, develop instructional models, acquire digital tools, and train teachers and students. As personalized learning continues to gain prominence in schools and districts nationwide, teachers need to carefully consider what a successful implementation of high-quality personalized learning entails.

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