

Too often, personalization is defined in the absence of standardization; no class structures for learning processes are set up. As a result, we make personalization much more complex than it needs to be.

—Paul Emerich France, p. 40

A key question we teachers need to consider is, “Which kind of experience do we want to create for our students: a prepackaged, antiseptic tour, or an adventure-filled journey?”

—Larry Ferlazzo, p. 28



Although personalization gives students a greater sense of agency, by no means does it relieve teachers from our important roles as guides, advisors, facilitators, and expectation-setters.

—Meng Li Lusardi, p. 46

## Personal Insights

Personalization is ultimately about designing stepping stones that build students' confidence and competence, enabling them to assume responsibility for their own adjustments.

—Kim Carter, p. 75

Unlimited choices are usually not helpful to students and can mask low-quality or low-challenge work under the guise of personalization.

—Becky Wilusz and Ken Templeton, online

In personalized learning ecosystems, instruction and time are treated as flexible resources, designed to support learning. The result is an environment where every learner has a clear path to success.

—Jim Rickabaugh, Christina Sprader, and James Murray, p. 22



Before undertaking a substantial change like personalization, it's wise to spend time thinking about questions that reflect the complexity of such a change. “Measure twice, cut once” is worthy advice in schools as well as in carpentry.

—Carol Ann Tomlinson, p. 10