Tablets & personalised learning in Lithuania

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In Lithuania Personalised learning approach was implemented by division of learners into distinct groups according to their learning styles. We used learning styles grouping method namely, Activist, Theorist, Pragmatist, and Reflector.
There are different methods to determine students’ learning styles, for example questionnaires. In CCL, we have developed online questionnaire and software to automatically establishing students’ learning styles. Its application in Lithuanian CCL schools has shown that there are almost no ‘pure’ Activists, Reflectors, Pragmatists or Theorists in real life – students are mostly “mixtures” of different learning styles.
Activists learn by doing; their preferred activities are: brainstorming, problem solving, group discussion, puzzles, competitions, and role-play.
Theorists like to understand the theory behind the actions; their preferred activities are: models, statistics, stories, quotes, background information, and applying theories.
Pragmatists need to be able to see how to put the learning into practice in the real world; their preferred activities are: time to think about how to apply learning in reality, case studies, problem solving, and discussion.
Reflectors learn by observing and thinking about what happened; their preferred activities are: paired discussions, self-analysis questionnaires, personality questionnaires, time out, observing activities, feedback from others, coaching, and interviews.
After that, students’ learning styles were interconnected with suitable learning activities, types of LOs, tools and tablet apps. Learners were divided into distinct groups according to their learning styles before or just after Discussion stage of the problem solving activity. This could guarantee that, in their groups, learners could learn using similar suitable LAs, LOs types, and apps.
Learners were divided into groups applying TeamUp grouping tool created in iTEC. Collaboration in groups was based on face-to-face collaboration and Web 2.0 tools. Groups’ internal collaboration activities were applied in Brainstorming, Identifying the research issues, and Research steps, and combined with the other groups in Discussion and Reporting steps of the problem solving LA.
In CCL, we have proposed mobile personalised LA on problem solving in STEM (Science, Technology, Engineering and Mathematics) subjects. Mobile LA created by the Lithuanian CCL lead teacher is named “Why ships don’t sink” and conforms to 10-lessons Lithuanian Physics curriculum topic on the Archimedes’ law.
Other teachers’ mobile LA were carried out at Biology, Computer Science, Mathematics and Physics subjects lessons are named respectively “Why Materials Change in Nature?”, “How to Help a Friend Choose a New PC?”, “Research on Phenomena with One Variable Properties”, “Why the Clothes Become Dirty?”. 
There were several outdoor activities implemented in these LA such as visiting sea museum, homework etc.
On Lithuanian teachers’ opinion, one of the main success factors in CCL was personalisation by interconnecting students’ learning styles with suitable activities, tools, LOs, apps and proper sets of learning methods and thus creating personalised learning scenarios for their students.