Key Areas of Learner-Centered Environments

We used indicators to identify each pioneering learning environment's key areas. These indicators are practices and attributes evident in learner-centered environments. They are categorized according to the five elements that characterize great learner-centered learning experiences. An indicator may appear under more than one element. This list of indicators is neither exhaustive nor limiting. Rather, it encompasses the expressions of each element that we've encountered to date.

This process is not an exact science. While a mark for a particular element signifies the existence of at least one indicator for the element, it neither reflects the number of indicators present in that environment nor the total extent to which that element is exemplified by the environment. The elements "learner agency" and "socially embedded" are particularly challenging to identify from the resources available to us.

✓

Pioneer Lab Community Member

Please note the check mark indicates environments that are members of the Pioneer Lab Community, a stream of work supported by Education Reimagined.

- **Knowledge, Skills, & Dispositions (KSD)**
  Learning experiences that value and incorporate the development of knowledge, skills, and dispositions that prepare learners for lifelong success

- **Competency-Based (CB)**
  Learning experience organized around building a learner's capacity to do things proficiently

- **Personalized, Relevant, & Contextualized (PRC)**
  Learning that is responsive and adaptable to each learner's individual needs, strengths, and circumstances; is applicable to the learner's real-world challenges, interests, experiences, and/or aspirations; and is effectively embedded within a context

- **Learner Agency (LA)**
  Methodological development of the capacity and freedom of learners to organize and drive their own learning experience

- **Socially Embedded (SE)**
  Learning rooted in learning communities in which learning with others is a central part of the learner's journey

- **Open-Walled (OW)**
  Learning unconstrained by time or space that leverages and integrates opportunities beyond the limits of the primary learning environment

Element Indicators Used to Identify **Key Areas of Learner-Centered Education**

Knowledge, Skills, & Dispositions (KSD)	Competency-Based (CB)	Personalized, Relevant, & Contextualized (PRC)	Learner Agency (LA)	Socially Embedded (SE)	Open-Walled (OW)
Learning standards explicitly include development of skills and/or dispositions Learning experiences that intentionally provide opportunities to develop skills and dispositions (e.g. project-based or real-world learning) Social-emotional learning emphasis Performance-based assessments that include and value KSD development (e.g. performance assessments)	Competency is the constant and time is the variable Utilized as alternative to age- or grade-based learning Competency-based credentialing and graduation requirements uncoupled from seat-time Competency-based assessment and reporting Learners' trajectories toward competency are monitored and guided Flexible and/or mixed groupings of learners Different learners progress at different paces Supports badging and/or other competency-based credentialing programs Learners guided to self-assess, incorporate feedback, and develop their metacognitive capacities	Flexible and varied learning pathways, methods, and assessment options Personalized/Individualized Learning Plans (PLP/ILPs) Processes in place to identify and address challenges in health, safety, economic situation, emotional well-being, social interactions, and/or competency development Learners guided to self-assess, incorporate feedback, and develop their metacognitive capacities Project-based learning Passion-/ interest-based learning Community-based learning Learning engages with real-world challenges Workplace opportunities (e.g. intern- or externships) Creative and play-based learning opportunities	Learners supported to ultimately take full ownership of their learning Learner ideas, thoughts, and opinions are paramount in organizing learning experiences Passion-/ interest-based learning Learners co-create learning pathways and experiences Educators assume a supportive, coaching role Learners guided to self-assess, incorporate feedback, and develop their metacognitive capacities	Learning rooted in meaningful, sustained relationships Learners feel they are known and belong to a learning community Learners engaged with adults/peers who have something to share with them Shared discovery among a group of learners Learners share what they've previously learned with peers Advisories, mentorships, or other systems for adult and peer support Learning community is expansive and includes learners, families, professional educators, community members, and others	Entire community and its assets are the playground for learning Experiences that leverage community resources Credentialing outside experiences (e.g. digital badging) Learners connect learning with real-world challenges Community-based health and social services leveraged for learners Online, virtual, multimedia, and computer-based opportunities Workplace opportunities (e.g. intern- or externships) Learning expeditions Classes at colleges, technical schools, etc. Opportunities for unstructured play and recreation Life experiences valued as learning experiences (e.g. travel, personal reading, hobbies) Community-based learning opportunities (e.g. theater, scouting, athletics)