



# KEY TERMS—WORKING DEFINITIONS

## FROM THE STUDENT-CENTERED FRAMEWORK

*Unless otherwise noted, key terms are defined based on Students at the Center's research syntheses and scans of current reports.*

**Anytime, anywhere learning:** Time is fully utilized to optimize and extend student learning and to allow for educators to engage in reflection and planning. Students have equitable opportunities to learn outside of the typical school day and year in a variety of settings, take advantage of the variety of digital technologies that can enhance learning, and can receive credit for this learning based on demonstration of skills and knowledge. The school's walls are permeable—benefitting from multiple community assets and digital resources, as well as being informed by meaningful community input. *(Closely related: blended learning, project-based learning)*

**Competency-based education:** Students move ahead based primarily on demonstrating key learning milestones along the path to mastery of core competencies and bodies of knowledge, rather than based on a student's age or hours logged in the classroom (often represented by the phrase "learning is the constant, time is the variable"). Tasks and learning units might be either individual or collective, and students have multiple means and opportunities to demonstrate mastery through performance-based and other assessments. Each student is assured of the scaffolding and differentiated support needed to keep progressing at a pace appropriate to reaching college, career, and civic outcomes. *(Closely related: proficiency-based learning/education, mastery-based learning/education)*

**Deeper learning<sup>1</sup>:** An umbrella term for the skills and knowledge that students must possess to succeed in 21st century jobs and civic life. At the heart of deeper learning is a set of competencies students must master in order to develop a keen understanding of academic content and apply their knowledge to problems in the classroom and on the job. The deeper learning framework includes six competencies that are essential to prepare students to achieve at high levels:

1. Master core academic content
2. Think critically and solve complex problems
3. Work collaboratively
4. Communicate effectively
5. Learn how to learn
6. Develop academic mindsets

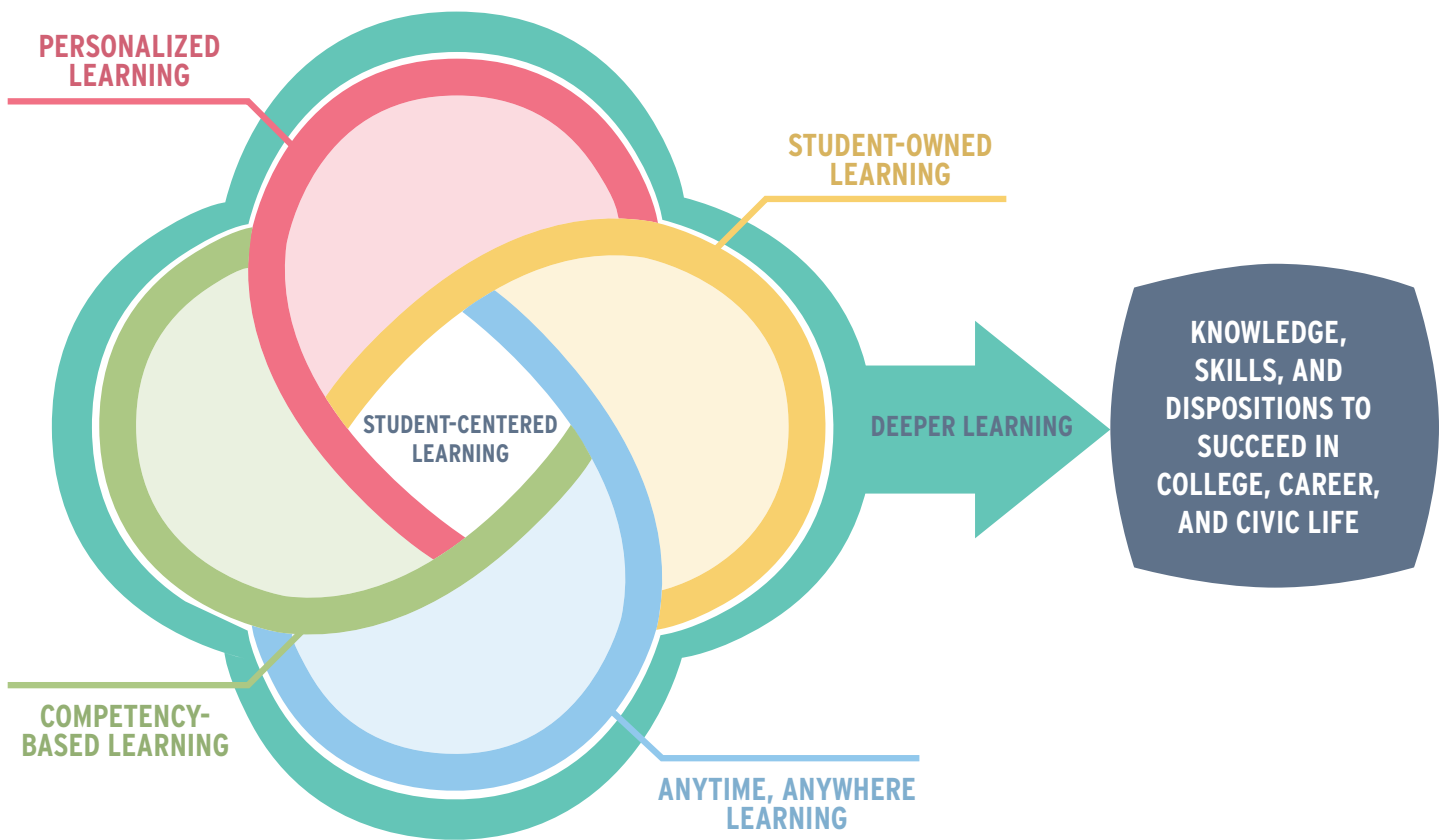
**Personalized learning<sup>2</sup>:** Together educators, parents, and students customize learning experiences—what they learn, and how, when, and where they learn it—to students' individual developmental needs, skills, and interests. Although where, how, and when they learn might vary according to their needs, students also develop deep connections to each other and their teachers and other adults. Many applications of personalized learning emphasize the use of technology to enable the level of differentiation at scale. *(Closely related: next generation learning, customized learning)*

<sup>1</sup> Hewlett Foundation: [http://www.hewlett.org/uploads/documents/Deeper\\_Learning\\_Defined\\_April\\_2013.pdf](http://www.hewlett.org/uploads/documents/Deeper_Learning_Defined_April_2013.pdf)

<sup>2</sup> Adapted from Gates Foundation: <http://nextgenstacey.com/2013/12/19/shared-attributes-of-schools-implementing-personalized-learning/> and <http://ipersonalize.org/2013/08/06/what-is-personalized-learning/>

**Student-centered approaches to learning:** Drawn from the mind/brain sciences, learning theory, and research on youth development, when implemented together, the four tenets of student-centered approaches to learning—personalization, competency-based approaches, taking full advantage of learning time, and student-ownership of learning—comprise the components of education experiences essential to students’ full engagement in achieving deeper learning outcomes on the path to college, career, and civic readiness.

**Student-owned learning:** Students understand how to get “smarter” by applying effort strategically to learning tasks in the different domains. They have frequent opportunities to direct and to reflect and improve on their own learning progression toward college and career ready standards through formative assessments that help them understand their own strengths and learning challenges. Students take increasing responsibility for their own learning, using strategies for self-regulation when necessary. Students also support and celebrate each other’s progress and experience a sense of commitment and belonging to the learning group. *(Closely related: student voice and choice, student agency)*



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**Jobs for the Future** works with our partners to design and drive the adoption of education and career pathways leading from college readiness to career advancement for those struggling to succeed in today’s economy.



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