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Personalized Learning in an Urban Classroom: Using Student Feedback to Design Lessons

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Poster Presentation ES

**PERSONALIZED LEARNING IN AN URBAN CLASSROOM:
USING STUDENT FEEDBACK TO DESIGN LESSONS**

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There is much discussion over how students learn best, yet the students are rarely invited to participate in this discussion. Over the course of my student teaching, I sought to create a student-centered classroom, drawing heavily from student feedback to guide me. My goal was to create a cooperative learning environment where the students had more power in the guiding the lessons than they have had in traditional classrooms. This study was completed using a qualitative self-study approach and involved varying data collection methods including student feedback slips, informal interviews, and field notes. Two freshman literature classes were examined—one honors-level and one regular-level. Through this study, I found that, when given the opportunity, students are more engaged and motivated when they are invited to participate in the planning process. Furthermore, varying class dynamics affect the success of different feedback collection methods. This study suggests that the student input is a valuable, albeit underutilized, source of information in the greater study of student-centered education.