





others. No doubt many will be confused with what it means by making learning personal.

The *Who* chapter informs us about learners (not students as the authors emphasized) and “how they learn best” (p. xxv). The focus is on the learner, with more ideas being mooted as in creating a personal learner profile. Learners will create the profiles with the teachers’ guidance. Even though many of us might have already been exposed to some kind of learner profiles, this personal profile considers what learners include in accessing information (Access), Engaging the content taught (Engage), and in expressing what they know and understand (Express). Learners do this by considering both the strengths and challenges encountered. In this chapter, the authors insist on why students should be referred to as “learners”, and thus, provide the characteristics of learners (p. 70). These include, developing own learning goals, and finding ways to collaborate with others—not just for a grade, and never stop learning. It makes us wonder upon reading this, whether we are surrounded with students or learners in the classroom!

Chapter Three is about the WOW moment, which relates to how the teacher and learner roles are changing by going through the stages of personalized learning environments. The wow effect connotes the “a-ha” element, having understood the learners and their profiles. It creates a rather big moment when teacher and learner have to adjust to “new roles” which they construct together.

Chapter Four describes readers with where personalized learning is happening in the world. Bray and McClaskey provide details of the education system in Finland, Canada, Italy, Sweden, and more so of the United States. Readers get to read about people’s efforts to transform the traditional classroom into something that makes learning personal. I find the list of characteristics and several models presented helpful indeed. These include Big Picture Learning (learning through internships), Walker Learning Approach (multi-age classrooms/play-based learning), Montessori

(personal learning paths), and Inquiry Hub (technology solution).

Chapter Five provides the reasons for personalizing learning in the authors’ attempt to diffuse the idea about personalizing learning as they acknowledge possible “resistance from teachers, parents and even learners” (p. 163). Learners might be concerned about grades. The final chapter (Chapter Six) challenges readers to personalize learning with a neat list of how that can be done (p. 217) followed by the top trends for personalizing learning.

The book consists of not only recent references but also a rather comprehensive glossary of key terms. Words such as “autonomy” (p. 226) “self-governance” and “self-regulation” tend to equate more with the learners if we consider autonomous learning and self-led action. On this take, to echo Kadir Din (2010): “to empower students to play a more active role, we have to train them in the fundamentals of leadership” (p. 11). We have to begin training students to be leaders of their own learning.

This book would have been better if Bray and McClaskey had included learners’ verbatim responses or feedback on what the learners have gone through based on the world tour the authors presented. In so doing, learners can better inform us about how they engage in such learning and about self-empowerment.

## References

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- Kadir Din. (2010). In pursuit of self-led wisdom in general education: Challenges and implications, *Southeast Asian Journal of General Studies*, 11, 5-18.

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