Authentic Learning: Authentic learning typically focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice. Students immersed in authentic learning activities develop the kinds of skills that serve them well in any situation, that people often have the most difficulty acquiring on their own:

The *judgment* to distinguish reliable from unreliable information
The *patience* to follow longer arguments
The *synthetic ability* to recognize relevant patterns in unfamiliar contexts
The *flexibility* to work across disciplinary and cultural boundaries to generate innovative solutions

For additional information, visit http://net.educause.edu/ir/library/pdf/ELI3009.pdf   Going beyond content, authentic learning intentionally brings into play multiple disciplines, multiple perspectives, ways of working, habits of mind, and community. A very successful local school using this model is Innocademy in Zeeland. http://innocademy.com/

Blended Learning: refers to using multiple approaches to teaching. Examples include combining technology-based materials and traditional print materials, group and individual study, structured pace study and self-paced study.

Carnegie Units: Carnegie units or Carnegie hours are the number of hours per unit in which a course is taught. They are always calculated on an 18-week semester format, regardless of the length of course term.

Differentiated Learning: A flexible approach to teaching in which the teacher plans and carries out varied approaches to content, process, and product in anticipation of and in response to student differences in readiness, interests, and learning needs

Individualized/Personalized Learning: Individual Learning Plan or ILP is a user (student) specific program or strategy of education or learning that takes into consideration the student's strengths and weaknesses. While normal classroom is based on the premise that all should get equal attention (a democratic principle), be exposed to same curriculum and evaluated on the same pattern ('One size fits all'), ILP presumes that the needs of individual students are different, and thus, must be differently addressed.

The Individual Learning Plan can also be used by an individual on their own or as part of a community of interest, a team or an organization to manage learning over the course of their life. Adopted by many institutes as a teaching methodology, ILP for a student is generated after interaction between the student and the teacher, and is based upon assessment made therein. Further, ILP:

- incorporates long-term goals of the student
- synthesizes with the larger educational framework
- gives credence to the student's aspirations - cultural, artistic, social, or personal

Non Graded /Non Banded: Briefly, nongradedness is defined in terms of respect for, and optimism about, individual differences. It calls for the provision of a pleasurable, challenging, and rewarding learning atmosphere where there are maximum opportunities for productive interaction between the learners. Within a nongraded setting the curriculum is both integrated and flexible. Similarly the timetable for the academic progress of each unique child is flexible. The learning of facts, although important, is recognized as subordinate to the mastery of concepts and methods of inquiry. The assessment of students is holistic and individualized, and evaluation is continuous, comprehensive, and diagnostic. The entire program within the nongraded setting, especially if there is a team of teachers involved, is more under the control of the teacher(s) than is the case in grade-structured situations. Research and experience generally support the conclusion that pupils in nongraded settings work harder, albeit more comfortably, and achieve more and better results than graded students do. There is also rather strong research evidence that children in nongraded settings enjoy better physical and emotional health.