

# Personalizing Learning Through the Use of Expression Style Preferences and Awareness of Product Format Options

Joseph S. Renzulli  
University of Connecticut

In our work on personalized learning (Renzulli, 2021) the identification and development of interests always leads the list of information we should be gathering about students. Another type of important information that we should also be gathering is how students prefer to express themselves and what types of products they would like to create. The ways in which humans express themselves can be grouped into one or a combination of the following 13 categories:

Computer Products	Service Products
Dramatization Products	Artistic Products
Audio-Visual Products	Filming and Editing Products
Written Products	Commercial Products
Constructed Products	Graphic Products
Oral Products	Musical Products
Manipulative Products	

One of the things we have done to facilitate the role of product preference is to administer an instrument called *My Way: An Expression Style Inventory* (Named after the Frank Sinatra song, *I Did It My Way*). The items and research we have done on this instrument are below.

We believe that the best way to share information about expressions styles is to create displays of various types of expression using posters and videos. One teacher held a contest that asked students to see if they could find an example of an expression style that no one else had selected. Teachers asked students to use their Interest-A-Lyzers and *My Way* responses to come up with an idea for a project and way(s) they would like to express it to classmates and at a Parent Night event. Many students created posters using combinations of written material, photos, and cartoons accompanied by audio and video recordings.

Whenever asked about the goals of gifted education I have always said that it is to produce the next generation of investigative and creative young people who will bring about positive changes in the world. And the process for achieving this goal is to provide them with the opportunities, resources, and encouragement that will teach them how to think, feel, and produce like the practicing professional; what we call Type III Enrichment (see below). In the non-school world practicing professionals are mainly concerned with the development of some kind of product or activity and sharing these products and activities with one or more targeted audiences. To do this we must use the pedagogy of creative/productive giftedness rather than traditional lesson-learning giftedness (Renzulli, 2022).

*Expression Style Inventory Items, Factors/Components and Loadings*

**Principal Factor Analysis (PFA) with Varimax & Oblique Rotations  
Principal Component Analysis (PCA) with Varimax & Oblique Rotations**

<b>Name of Factor or Component</b>	<b>Item Number</b>	<b>Item Stem</b>	<b>PFA Varimax Loading</b>	<b>PCA Varimax Loading</b>	<b>PFA Oblique Loading</b>	<b>PCA Oblique Loading</b>
<b>1 Computer Products</b>	14	designing an interactive computer project	.86	.61	.89	.89
	34	designing a computer game	.84	.85	.88	.89
	4	designing a computer software program	.84	.84	.88	.89
	44	designing a multi-media computer show	.82	.82	.82	.83
	54	designing information for the computer internet	.80	.84	.83	.85
	24	designing computer animation	.79	.80	.81	.84
<b>2 Service Products</b>	57	working to help others	.81	.77	.85	.84
	47	collecting clothing or food to help others	.78	.79	.83	.84
	37	helping others by fund raising	.71	.74	.73	.78
	7	helping in the community	.70	.49	.73	.78
	27	helping others by supporting a social cause	.69	.73	.68	.72
	17	helping other students	.67	.70	.67	.72
<b>3 Dramatization Products</b>	28	acting out a story	.80	.78	.85	.82
	38	performing a skit	.79	.78	.85	.83
	8	acting in a play	.75	.72	.80	.82
	58	role-playing a character	.74	.76	.77	.80
	18	acting out an event	.68	.68	.68	.71
	48	performing a mime	.43	.59	.39	.45
<b>4 Artistic Products</b>	3	painting a picture	.75	.80	.80	.84
	13	drawing pictures for a book	.74	.80	.78	.84
	23	making a clay sculpture of a character	.73	.77	.74	.77
	33	painting a mural	.73	.76	.75	.78
	43	making a clay sculpture of a scene	.72	.75	.70	.73
	53	drawing a comic strip	.57	.59	.56	.64



Name of Factor or Component	Item Number	Item Stem	PFA Varimax Loading	PCA Varimax Loading	PFA Oblique Loading	PCA Oblique Loading
11 Vocal Music Products	20	singing a rap or chant	.69	.65	.52	.80
	10	performing a song	.48	.67	.76	.65
	60	singing in a choir	.48	.65	.53	.50

Renzulli, J. S. (2021). Assessment for learning: The missing element for identifying high potential in low income and minority groups. *Gifted Education International*, 37(2). 199–208. <https://doi.org/10.1177/0261429421998304>

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### The Objectives of Type III Enrichment

1. To experience enjoyment in and a commitment to the process of authentic inquiry and creative productivity, to guide future education, career, and non-school/work decision-making skills, executive functioning skills, and to explore ones self-efficacy and sense of power to change things,
2. To acquire advanced-level understanding of the knowledge and methodology used within disciplines, artistic areas of expression, and interdisciplinary studies,
3. To develop authentic products or services that are primarily directed toward bringing about a desired impact on one or more specified audiences,
4. To develop self-directed learning skills in the areas of planning, problem finding, and focusing, management, cooperativeness, decision making, and self-evaluation,
5. To develop task commitment, self-confidence, feelings of creative accomplishment, and the ability to interact effectively with other students and adults who share common goals and interests.