

Phases of Personalised Learning

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SHALLOW	DEEP	PROFOUND
<ul style="list-style-type: none"> •Predominantly Teacher control of lesson content and teaching; •Limited reference to learning styles; •Homeogeneous cohort progression; •Some use of study skills; •Largely summative Assessment; •Random / ad hoc personal support & advice; •ICT to reinforce teaching. 	<ul style="list-style-type: none"> •Some degree of negotiation over lesson content and teaching and learning strategies; •Recognition of Learning Styles; •Some opportunities for individual pathways; •Structure use of thinking strategies; •Some negotiated formative assessment; •Limited personal mentoring / coaching; •ICT to support personal learning programmes 	<ul style="list-style-type: none"> •Student direction (with advice) over curriculum content and learning strategies; •Strong focus on learning styles in the design of learning activities; •Largely personalised individual pathways; •Cognitive intervention strategies; •Negotiated assessment; •Mentoring and Coaching as an entitlement; •ICT to manage personalisation