Beyond a qualification
- Individualised teaching and learning

Peter Tunnicliffe
University of Derby
“We have become so preoccupied with the more formal criteria of “performance” and with the bureaucratic demands of education as an institution that we have neglected this personal side of education”

(Bruner, 1991:39)
PERSONALISED

INDIVIDUALISED

STANDARDISED

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Learning to learn

- Self oriented learning
- Autonomous (‘inner directed’) learning
- Critical self review of learning and progression
- Emphasis on ‘ipsative’ (rather than ‘norm referenced’) evaluation

Constructing learning

- Employing ‘socratic’ techniques
- Incorporating problem and task based activities
- Adopting flipped approaches
- Utilising peer engagement and evaluation
- Encouraging critical self reflection on content

PERSONALISED

STANDARDISED

- Acquisition of knowledge
- Learning from authority
- ‘Sage on the stage’

INDIVIDUALISED

Traditional (mass) learning

- Self oriented learning
- Autonomous (‘inner directed’) learning
- Critical self review of learning and progression
- Emphasis on ‘ipsative’ (rather than ‘norm referenced’) evaluation

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CONFIDENT:

..... when measured against standards and criteria

CAPABLE:

..... of bringing the two together to be able to work and progress in an environment which demands responsive and reflexive individuals

COMFORTABLE:

..... know their own strengths and preferences

COMPETENT