

Personalising Learning: the learner perspective

This research project is tasked with identifying, describing and analysing the ways in which learners' preferences have influenced the approaches taken to using technology for personalising learning. The project is funded by the British Educational and Communication and Technology Agency (BECTA) and is being conducted by a team of researchers from the School of Education at the University of Sussex in collaboration with Professor Steve Higgins from Durham University.

Aims of the project:

- To find out how learners and their representatives have influenced schools' decisions to introduce, support and develop opportunities for personalising learning through the use of technology.
- To investigate the impact of, and the future potential for, the take-up of learner led ideas for the use of technology to personalise their learning.

In particular, we are looking to gain an understanding of how learners' demands about the way they want to learn have shaped their school experiences.

Our five research questions are:

1. How have the demands of learners and their experience of technology outside school affected planning, teaching and assessment in their schools?
2. For which initiatives in this area does the school have evidence of effective impact and what might be possible in the future?
3. a) How have different groups of pupils e.g. hard-to-reach, minority ethnic groups, etc. been affected and which learner demands have had greatest impact on which pupils?
3. b) What are the contextual factors that have facilitated impact? Which aspects of practice are most likely to be transferable across contexts
i) within the school sector? and ii) across educational phases?
4. What have been the implications of CPD a) for teachers? and b) for other staff?
5. How has impact and added value been measured and evaluated?

The project will involve conducting short case studies in 10 schools (four primary, four secondary and two special schools) in England.; The project runs from September 2007 to March 2008 and is being led by Dr Carol Robinson, University of Sussex.

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