

THEORISING PERSONALISED EDUCATION

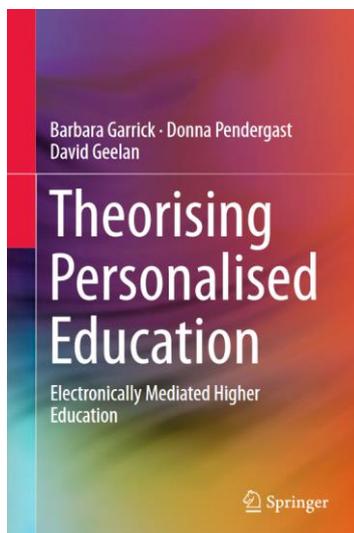
Electronically Mediated Higher Education

Edited by Barbara Garrick, Donna Pendergast, David Geelan

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INTRODUCTION



The core focus of this book is to highlight the impact of personalised learning. Throughout the book, the challenges and opportunities regarding personalised learning is explored by giving specific examples from multiple dimensions. As noted by the authors (Garrick, Pendergast and Geelan, 2017), to comprehend what is beneath personalised education, both similarities and differences in learner characteristics should be taken into great consideration and the concepts namely, de-personalisation, im-personalization, inter-personalisation and re-personalisation should be all revised. All in all, this book examines the theoretical underpinning of the concept of personalised education and observes e-mediated personalised education. The distance education practices are indicated in the book as well. In response to the above-mentioned queries and issues, the following 10 units are covered:

Chapter 1 (entitled *Introduction to the Philosophical Arguments Underpinning Personalised Education*) primarily focuses on the concept of personalised learning within the context of electronically mediated higher education learning and teaching. Throughout the chapter, behavioral observations of students and teachers are made. In addition, the interactions across the three modes of e-mediated learning are discussed. In sum, the theoretical construct of Jürgen Habermas' (1972) modes of knowing are explained in detail.

Chapter 2 (entitled *A Brief History of E-mediated Education*) raises the issues related to computer usage in learning personalisation. In this chapter, both traditional and e-learning methods are discussed within the scope of technology, electronic mediation and massification.

Chapter 3 (entitled *Personalised Learning, Pedagogy, and E-mediated Tools*) disputes the personalised learning by underlining the crucial matters such as e-mediated tools used for effective pedagogy, technology integration in higher education and self-regulated learning.

Chapter 4 (entitled *Through the Lens of Generational Theory*) guides readers to a discussion of the utilisation of electronically mediated environments. As discussed by the authors, the chapter tries to address behavioral similarities and differences of generations towards technological developments in higher education.

Chapter 5 (entitled *Personalised Education, Pedagogy, and Equity in the Higher Education Sector*) scrutinizes the discourse of e-mediated instruction and personalised learning. The authors here aim to rethink on the terms e-mediated and personalised instruction in higher education.

Chapter 6 (entitled *Personalised or Programmed? Current Practices of University Systems*) provides insights on experiences of educators who would like to enhance personalised learning in their pedagogical practices. In this chapter, Productive Pedagogies (Mills et al.2009) framework is specifically focalized in order to analyze the difference between personalised and programmed approaches to learning.

Chapter 7 (entitled *From Policy to Practice—Personalisation and the Higher Education Sector*) questions the deep meaning of personalised learning. As connoted by the authors of this chapter, the terrain of personalised learning, often collocated with e-mediated instruction, should be examined thoroughly and exhaustively.

Chapter 8 (entitled *Experiencing E-mediated Personalised Learning in Practice—A Teacher’s Insight*) deals with the term e-mediated learning and its practice in real world. In this regard, the chapter narrates the personal experiences of a writer in relation of the policies to be put into effect in the sense of e-mediated learning.

Chapter 9 (entitled *E-mediated Approaches to Personalising Inter-Professional Learning in the Health Sector*) seeks for the probabilities of personalised health education within the context of inter-professional learning (IPL). IPL is a learning experience design in which the concepts namely authenticity, distance challenge and individualised learning have all great importance.

Chapter 10 (entitled *Evidence in Relation to the Effectiveness of E-mediated Personalised Education*) ponders the effectiveness of personalised learning. As specified by the authors, the concept of personalisation in e-mediated education should be embraced within the frame of contemporary higher education.

CONCLUDING THOUGHTS

This book sheds light to personalised learning by elaborating essential concepts such as de-personalisation, im-personalization, inter-personalisation and re-personalisation. In addition, the notion of personalised learning is discussed fully in each chapter corresponding to modes of e-mediated learning, massification, effective pedagogy, technology integration, inter-professional learning (IPL) and contemporary higher education.

In sum, this book serves as an important reference for those who want to understand personalised learning in e-mediated context which is seen as a starting point of an effective pedagogical approach. As it is also addressed by the authors of this book, e-mediated learning can help to achieve approaches namely differentiation, individualisation, and personalisation.

It is obviously expressed in the book that personalised learning in relation with e-mediated learning is a dynamic concept that reacts to the profound changes. Therefore, it is suggested to have a close observation to improve the modes of e-mediated instruction both in formal and distance education.

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