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| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Note generali           | Description based upon print version of record.   |
| Nota di bibliografia    | Includes bibliographical references at the end of each chapters and index.  |
| Nota di contenuto       | Chapter 1 Introduction to the philosophical arguments underpinning personalised education -- Chapter 2 A brief history of e-mediated education -- Chapter 3 Personalised learning, pedagogy and e-mediated tools -- Chapter 4 Through the lens of generational theory -- Chapter 5 Personalised education, pedagogy and equity in the higher education sector -- Chapter 6 Personalised or programmed? Current practices of university systems -- Chapter 7 From policy to practice: Personalisation and the higher education sector -- Chapter 8 Experiencing e-mediated personalised learning in practice: A teacher's insight -- Chapter 9 E-mediated approaches to personalising inter-professional learning in the health sector -- Chapter 10 Evidence in relation to the effectiveness of e-mediated personalised education. |

This book examines the theoretical underpinning of the concept of personalised education and explores the question: What is personalised education in the contemporary higher education sector and how is it implemented? A broad, sophisticated definition of personalised learning has the potential to serve as a basis for more effective educational practices. The term 'personalised education' is, and continues to be, one with a variety of definitions. The authors' definition both incorporates earlier concepts of personalised education and critically reassesses them. The book then adds a further dimension: personalised instruction in electronically mediated environments, where the goal is to achieve learning towards mastery individually with the help of differentiated and individualised electronic learning platforms. This book assesses the various arguments concerning personalised education, examining each through the lens of educational theory and pedagogy and subsequently positing a number of qualitative characteristics of personalised education that have the potential to influence policy and practices in the higher education sector.

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