

# Personalized Learning

Lani Knowles

## Abstract

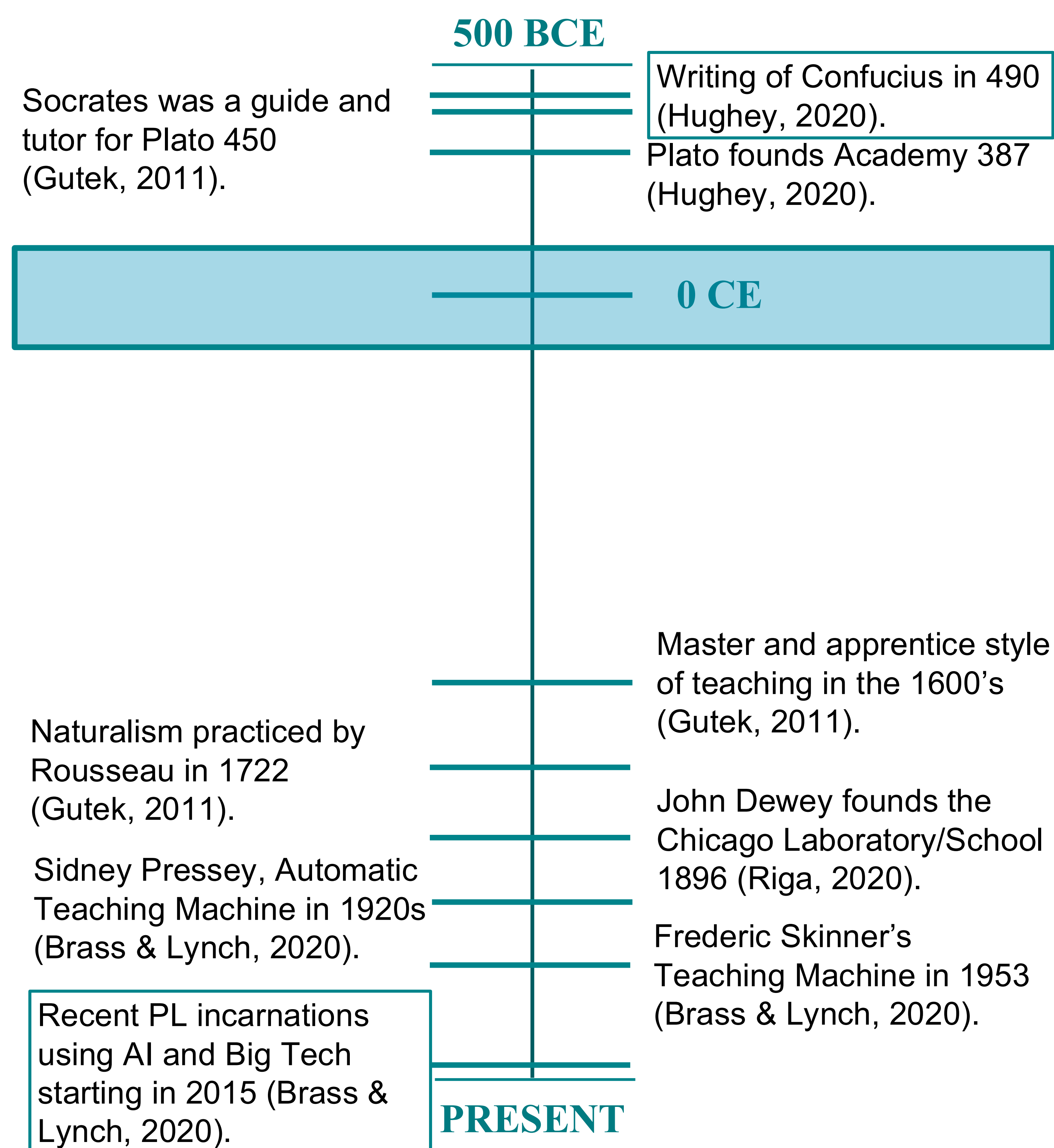
Personalized Learning (PL) has emerged as a prominent educational paradigm, yet its conceptual definitions and practical execution remain varied. This literature review examines the extensive historical evolution of PL and critically analyzes the diverse terminology used to define it. Additionally, the review investigates the evolving pedagogical role of teachers navigating Personalized Learning Environments (PLEs). By identifying critical gaps in the existing body of work, this paper highlights areas where empirical evidence remains limited. Finally, it formulates actionable recommendations to guide methodologies and objectives for future research initiatives in the field.

## Introduction

### History of Personalized Learning (PL)

**Figure 1**

*Timeline of Personalized Learning.*



### Thesis Statement

My academic poster argues that teacher involvement is vital to technology-based personalized learning but notes that defining personalization and technology integration must precede any analysis of teacher and student roles.

### Argument

Personalized learning is not new; it has existed for centuries in the form of apprenticeship and mentoring (Shemshack & Spector, 2020). However, a fragmented vocabulary causes researchers to duplicate studies by defining the term differently, which wastes resources (Bernacki et al., 2021). Ultimately, personalized learning itself is not new—only the technology used to scale it for large groups of learners has changed. The teacher's role remains as crucial as ever; it increases student interest, motivation, and academic rigor (Brass & Lynch, 2020).

## References

Find our complete reference list by scanning the QR code on the left or visiting the URL link below:

<https://qrto.org/gHqFc0>

## Literature Review

### Incarnations of Personalized Learning

- Multiple ventures to integrate PL have occurred throughout history (Brass & Lynch, 2020).
- Although the list of learner characteristics that inform PL are vast, the one underlying theme is that the process is learner centered (Bernacki et al., 2021).

### Role of Teacher: Facilitator, Guide, Coach

- “Many research studies have established (the) critical role of teacher(s)” (Shaikh & Khoja, 2012, p. 24).
- Although there have been many attempts to incorporate PL concepts, all previous attempts have failed without teacher involvement (Brass & Lynch, 2020).

### Student Choice and Academic Rigor

- When learning is learner centered and incorporates autonomy regarding how students demonstrate mastery and understanding, academic rigor is significantly enhanced (Hughey, 2020).
- When student are given choices and can exercise autonomy it promotes interest and motivation, leading to an overall increase in academic achievement (Makhambetova et al., 2021).

## Recommendations

### Unified Theory of Personalized Learning

- The lack of a shared definition for PL hinders academic collaboration and data synthesis (Shemshack & Spector, 2020).

### Privacy Concerns

- Recent AI-driven personalized learning technologies require massive data harvesting, which risks exposure to unintended or nefarious secondary uses (Olagunju & Asrar, 2024).

## Conclusion

The vast quantity of scholarly articles makes it clear that PL is not a new concept. The literature also notes that the terms used to describe PL are innumerable, overwhelming, and confusing. This variability hinders cooperative research among scholars studying PL. However, all studies agree that the teacher's role during the PL process is critical—it is an essential variable for promoting academic rigor and achieving overall success.