

Personalised Pedagogy in Adult One-to-One Voice Education: Implementation and Learners' Perceptions

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Context

- Intuitive pedagogy
- Broad definitional scope (Bulger, 2016)
- Scarce literature

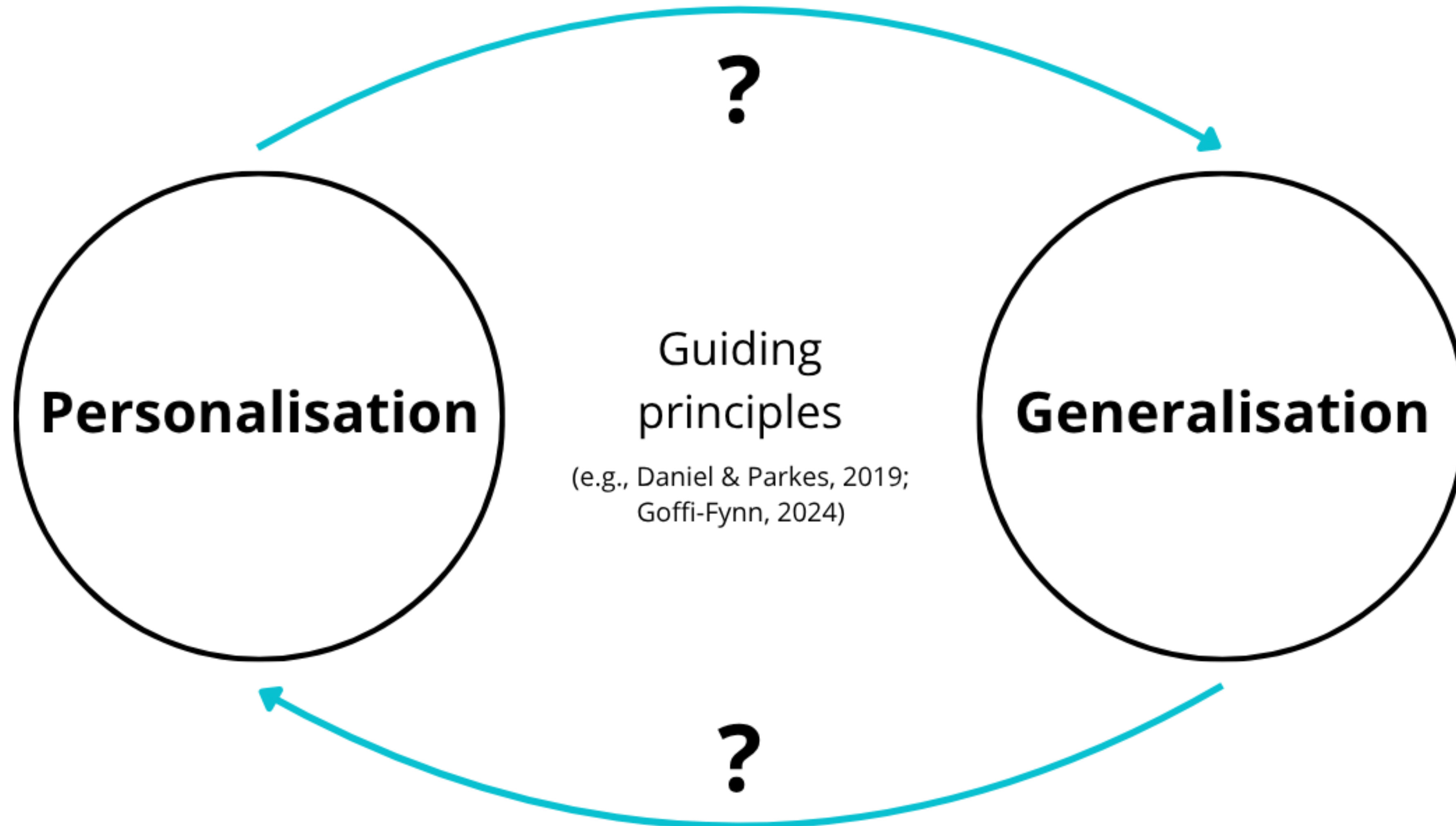


A word cloud of educational terms. The words are arranged in a roughly circular pattern. The words include: 'active instruction' (red), 'adaptive learning' (blue), 'individualised' (blue), 'learner-centred' (red), 'differentiation' (blue), 'humanistic' (blue), 'pedagogy' (blue), 'student-centred teaching' (red), 'student-centred learning' (blue), 'self-directed' (blue), 'teaching' (blue), 'personalised teaching' (blue), 'personalisation' (red), and 'student-centred education' (red). The words are in various sizes and orientations, with 'pedagogy' and 'teaching' being the largest.

active instruction
adaptive learning
individualised
learner-centred
differentiation
humanistic
pedagogy
student-centred teaching
student-centred learning
self-directed
teaching
personalised teaching
personalisation
student-centred education

Overlapping terminology: Mavrič (2020)

Context



Context

Defining personalisation



Personalisation is defined as the teacher's ongoing, context-sensitive design and adjustment of teaching, resources, and support in response to an individual learner during and between sessions.

Research question and aims

How is pedagogical personalisation enacted in adult one-to-one voice education, and how do students describe their learning experience during a short personalised teaching process?

Explore how pedagogical personalisation is enacted in adult one-to-one voice teaching.

Examine learners' self-reported experiences during a short personalised teaching process.

Explore areas of convergence and divergence between enacted personalisation and learners' experiences.

Study design

Exploratory multiple-case study (Yin, 2003) · Mixed methods · 5 participants

Research focus	Data	Analysis : qualitative : quantitative
Enacted personalisation	Session transcripts Documented in/between-session adjustments	Thematic analysis Descriptive quantification
Learners' reported experience	Open-ended questionnaire responses	Thematic analysis
Learners' reported experience	Likert questionnaire data	Descriptive analysis of scores and pre/post shifts
Convergence/ divergence	Findings from the three previous strands	Cross-strand comparison

Ethics in practice

- Insider position



Mercer (2007)

- Social-desirability bias

- Teacher-learner asymmetry

- Free sessions: incentive reinforcing potential power imbalances (Grant and Sugarman, 2004)

Mitigation

- Reflexive practice

- Reduce hierarchy

- Framed participants' contribution as help

- Right to withdraw

Findings

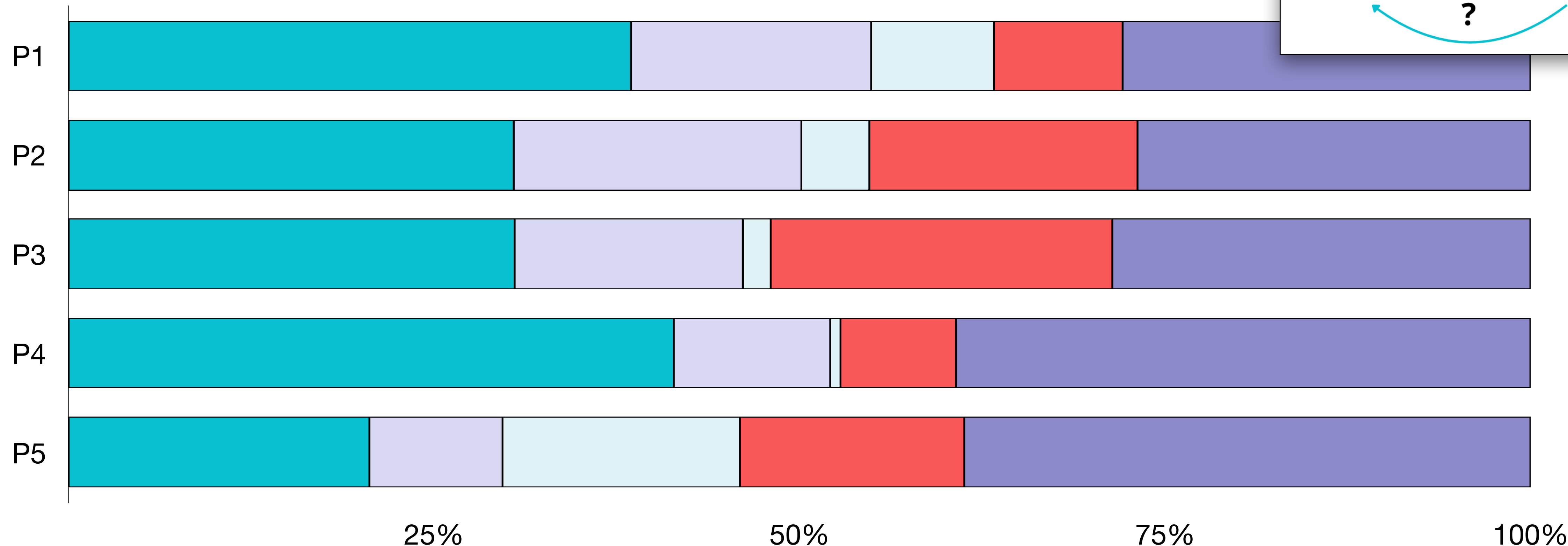
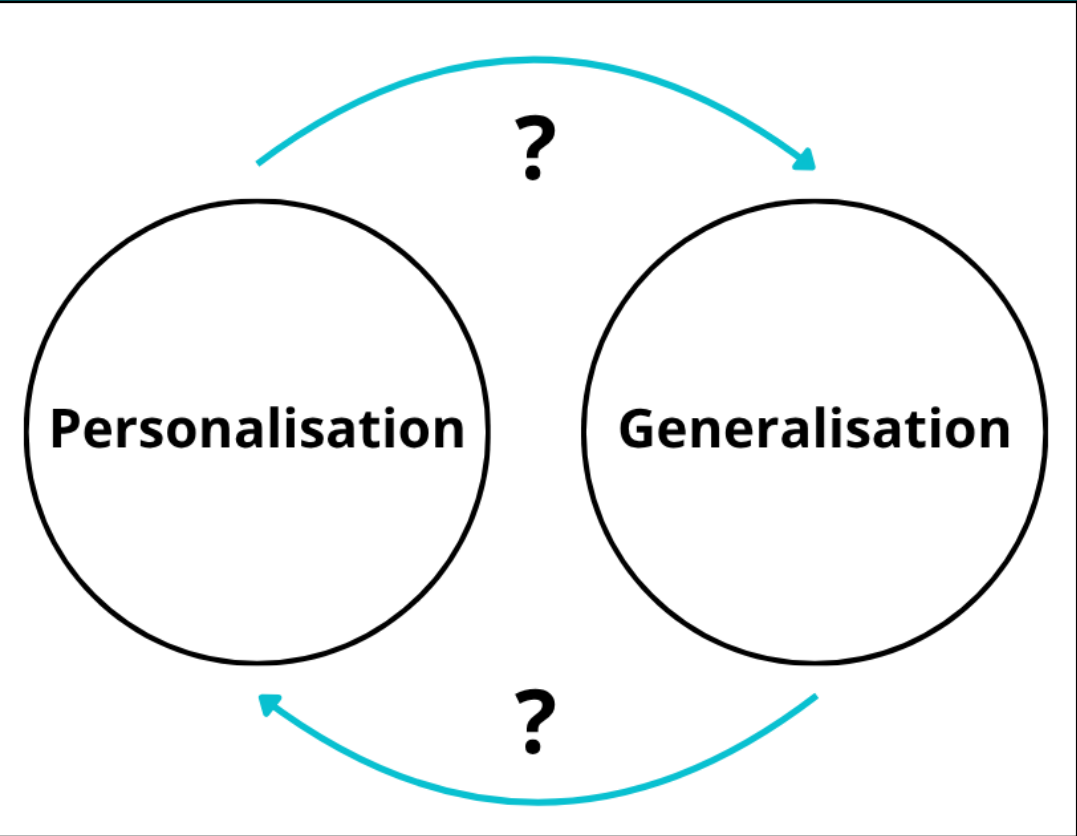
How was pedagogical personalisation enacted?

- 1 - Nurturing
- 2 - Understanding the student's internal experience
- 3 - Using interests, play, and relevance as routes into learning
- 4 - Goals as pedagogical direction
- 5 - Creative adaptive strategies in real time and between sessions

Mirroring principles in the literature (e.g., Clemmons, 2006, Goffi-Fynn, 2024).

Findings

How was pedagogical personalisation enacted?



Distribution of coded pedagogical adjustments by participant (percentages)

- Theme 1
- Theme 2
- Theme 3
- Theme 4
- Theme 5

Findings

How was pedagogical personalisation enacted?

Observe/understand the student



Make an adjustment



Observe the response



Readjust

“How to generalise individualisation?”

Tool ✗

Process ✓

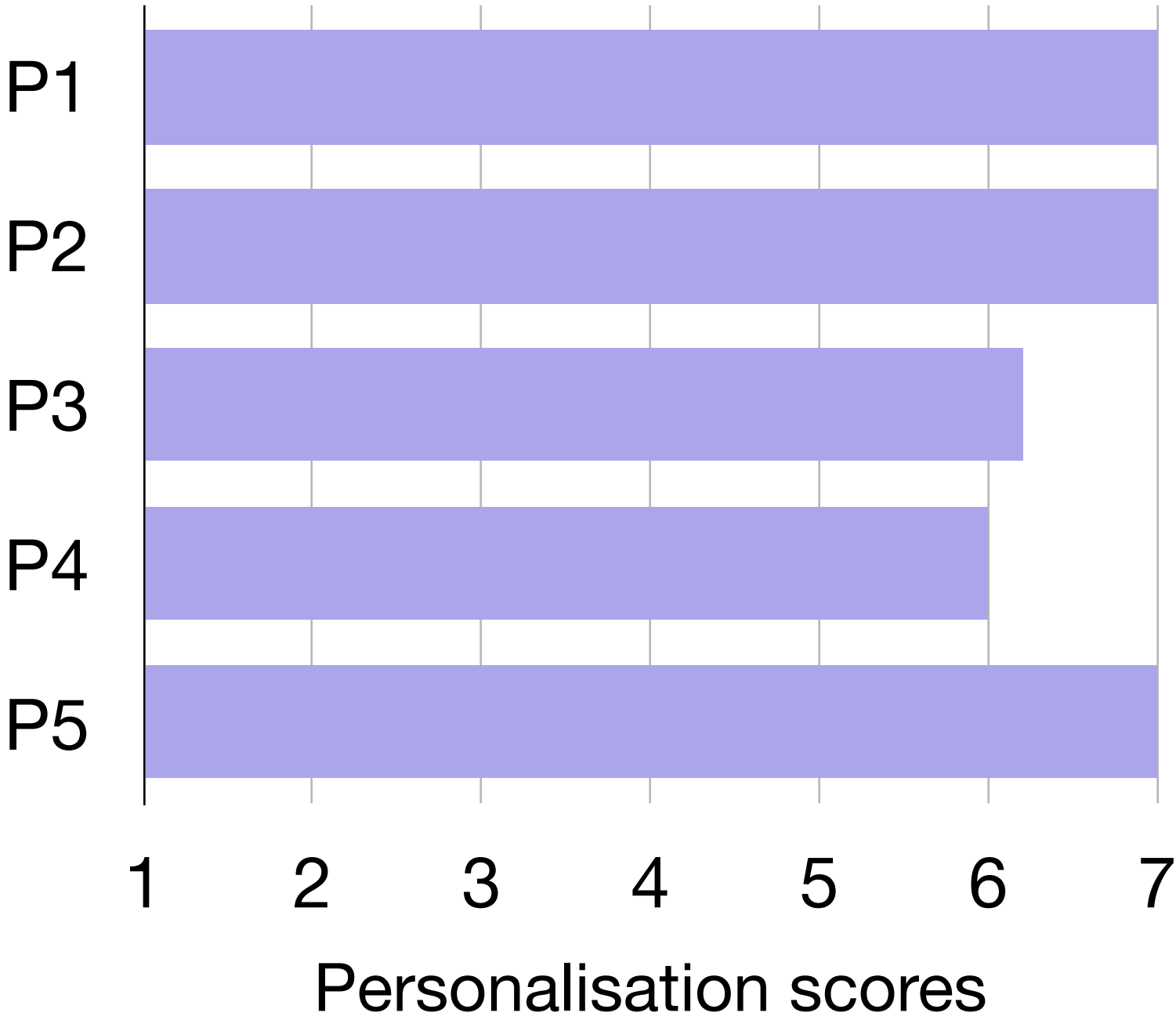
Findings

How did students describe their learning experience?

- 1 - Feeling safe, supported, and at ease
- 2 - Experiencing learning as responsive and adaptable
- 3 - Experiencing the process as concrete and relevant
- 4 - The learner as co-creator
- 5 - Experiencing voice as more accessible and developable

Findings

How did students describe their learning experience?

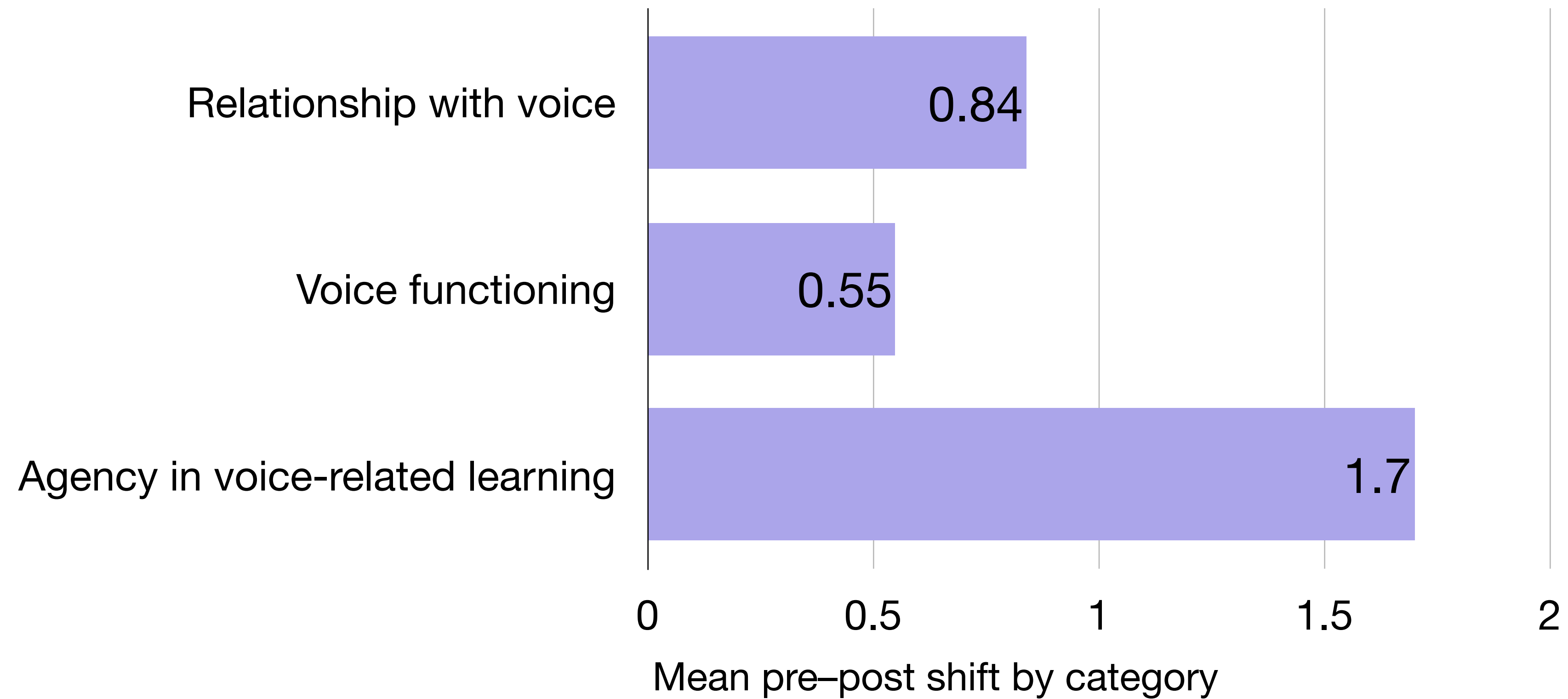


	Overall average shift score	Shift scores per category		
		Relationship with voice	Voice functioning	Agency in voice-related learning
P1	1.46	1.8	0.75	1.75
P2	1.62	0.8	1.25	3
P3	0.31	0.8	0	0
P4	0.62	-0.4	0.75	1.75
P5	1.08	1.2	0	2

Shift scores

Findings

How did students describe their learning experience?



Findings

Enacted personalisation and participants' experiences: convergences and divergences

Teacher-observed enactment:

Pedagogical actions
Adjustments

Example:
Reducing decision overwhelm (P4)

Broad convergence

Examples:

Responsive adaptation
Relevance to learner goals/context
Co-construction / agency

Learner-reported experience:

Experienced process
Perceived effects

Example:
Emotional safety (P4)

Implications and limitations

- Meaningful $\neq$ exceedingly bespoke

| Adaptable templates

- Develop adaptive capacity

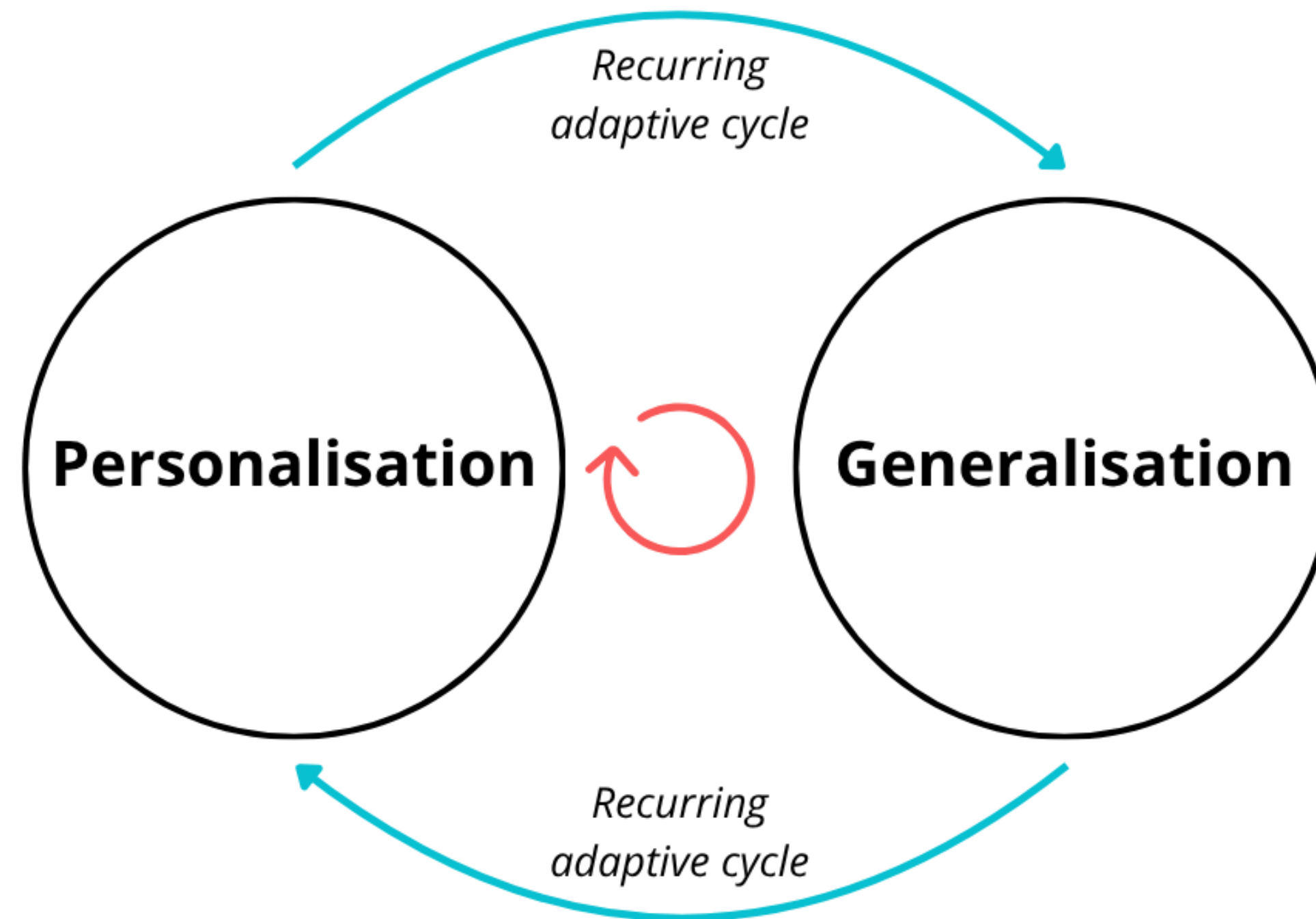
| Communities of practice

Limitations

- Single-teacher study
- Small sample
- Exploratory quantitative measures

Reflective learning and final synthesis

- Make intuitive practice more explicit ✓
- Reframing my understanding of qualitative credibility



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