

Personalised learning for teachers

Materials development as a professional development tool

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unique
learning
experiences

customised
curricula

care and
concern
for the
needs of
each child

one-to-one
attention

individual
approach

flexible
pathways



Further reading:

Four reasons to worry about 'Personalized Learning' (Psychology Today)

Personalized learning means kids with computers, not teachers (Huffington Post)



What about the teacher?



“Personalised learning for teachers”

Materials development as a

- purposive
- multifaceted
- potentially valuable tool for professional development

Materials development

The “practical undertaking involving the production, evaluation, adaptation and exploitation of materials intended to facilitate language acquisition and development” (Tomlinson, 2016, p. 2)

The “ultimate applied linguistics challenge” (Timmis, 2014, p. 260)

A form of teacher action that involves making decisions and executing judgements; a means for EFL teachers to “articulate and develop their own theories of language learning”

(Tomlinson, 2003, p. 499)

Every teacher is a materials developer

Materials development



1. What would you have answered?
2. What kinds of materials do you develop? Why?

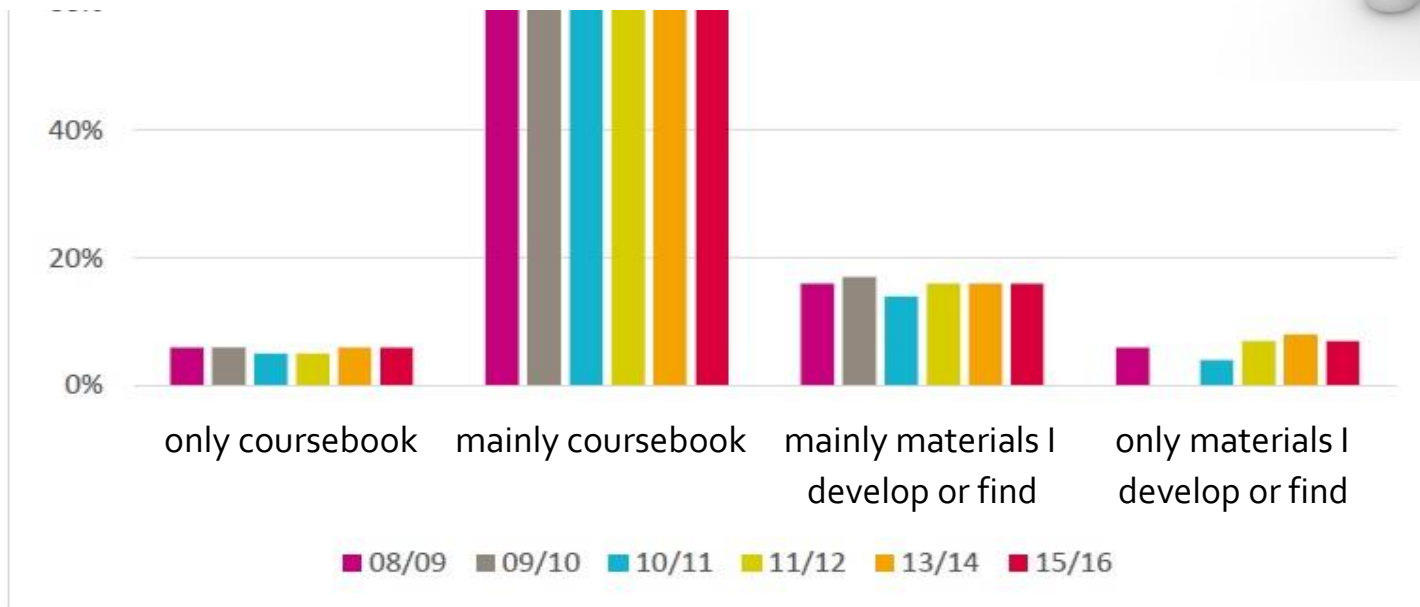


figure 1. Types of materials used by Dutch secondary school teachers (SLO, 2016)

Materials development

- To cater for different ability groups
- To appeal to individual teachers' and learners' needs
- To use current events and themes
- To compensate for outdated published materials
- To personalise and contextualise materials
- To enhance learner motivation
- To promote learner involvement and decision-making

And also: personal motivation and professional development

Bimmel et al., 2008; Shower et al., 2008, 2009; Bahous et al., 2008, 2011, Motteram, 2011; De Vos et al., 2013; Ur, 2013; SLO, 2012, 2016

Continuing professional development

1. What do you **think** you know about this topic?
2. What questions or **puzzles** do you have?
3. What does the topic make you want to **explore**?



Think • Puzzle • Explore

Continuing professional development

Effective professional development activities are:

- ✓ Concrete
- ✓ Directly related to teachers' professional practice
- ✓ In line with teachers' own professional development goals and the goals for their learners
- ✓ Focused on deeper understanding of subject matter and on guiding students' thinking about subject matter
- ✓ Collaborative; providing opportunities for collaboration with peers and experts
- ✓ Inquiry-based
- ✓ Stretched over time, involving follow-up support

Drawing the findings together

Materials development for
the language classroom



Continuing professional
teacher development

1. Offers opportunities to: experiment, update your subject knowledge, adopt a pupil-centred approach, work together, and critically apply and develop learning theories and teaching methods

Drawing the findings together

Materials development for
the language classroom



Continuing professional
teacher development

2. Positive impact on: subject knowledge, practical pedagogical knowledge, and curricular content knowledge, as well as greater awareness of learners, oneself, and learning contexts

Drawing the findings together



3. Possible additional outcomes: enhanced commitment to the curriculum, job satisfaction, sense of ownership, agency, autonomy, confidence, collegiality, and creativity

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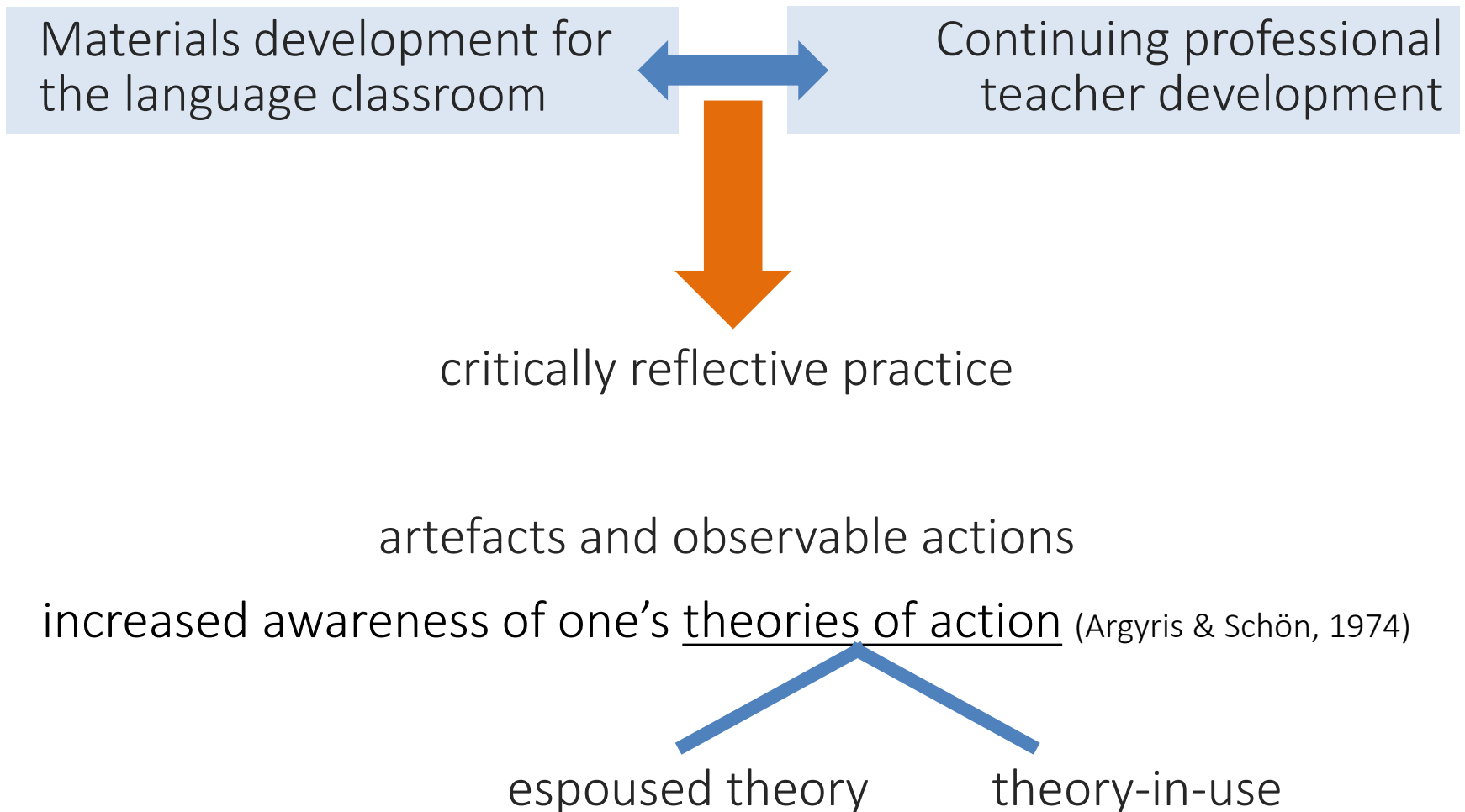
Materials development as a professional development tool

1. How are the ideas presented **connected** to what you already knew?
2. What new ideas did you get that **extended** or pushed your thinking in new directions?
3. What is still **challenging** or confusing for you to get your mind around? What questions do you now have?



Connect ● Extend ● Challenge

How does this work in theory?



espoused
theory

theory-
in-use



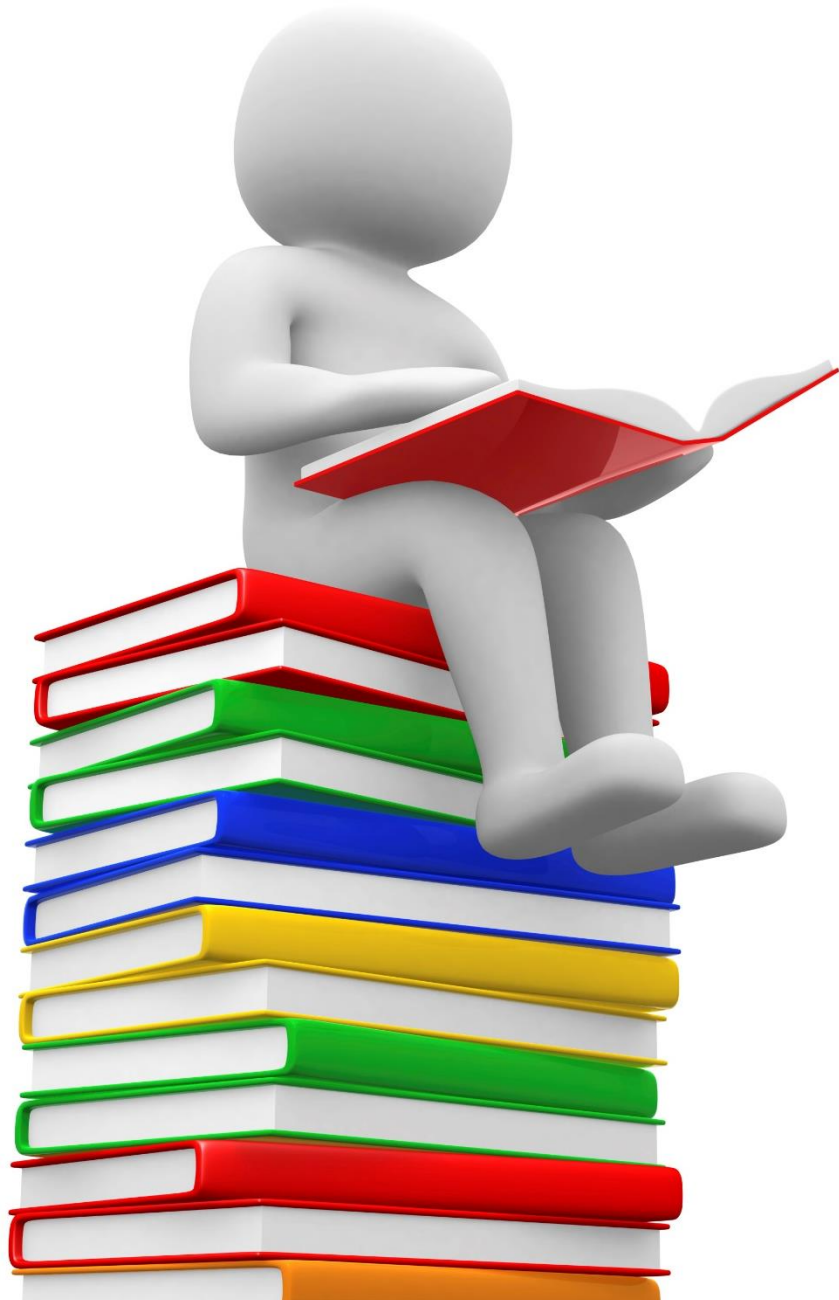
aligned
practice

How does this work in practice?

1. Choose or make a **claim**
2. What are the things you see, feel and know that **support** your claim?
3. What might make you **question** your claim?



I am not really a materials developer.
My teaching practice is perfectly aligned.
I can articulate my own theories of language learning and teaching.
Materials development helps me critically apply (language) learning theories.



So now what?

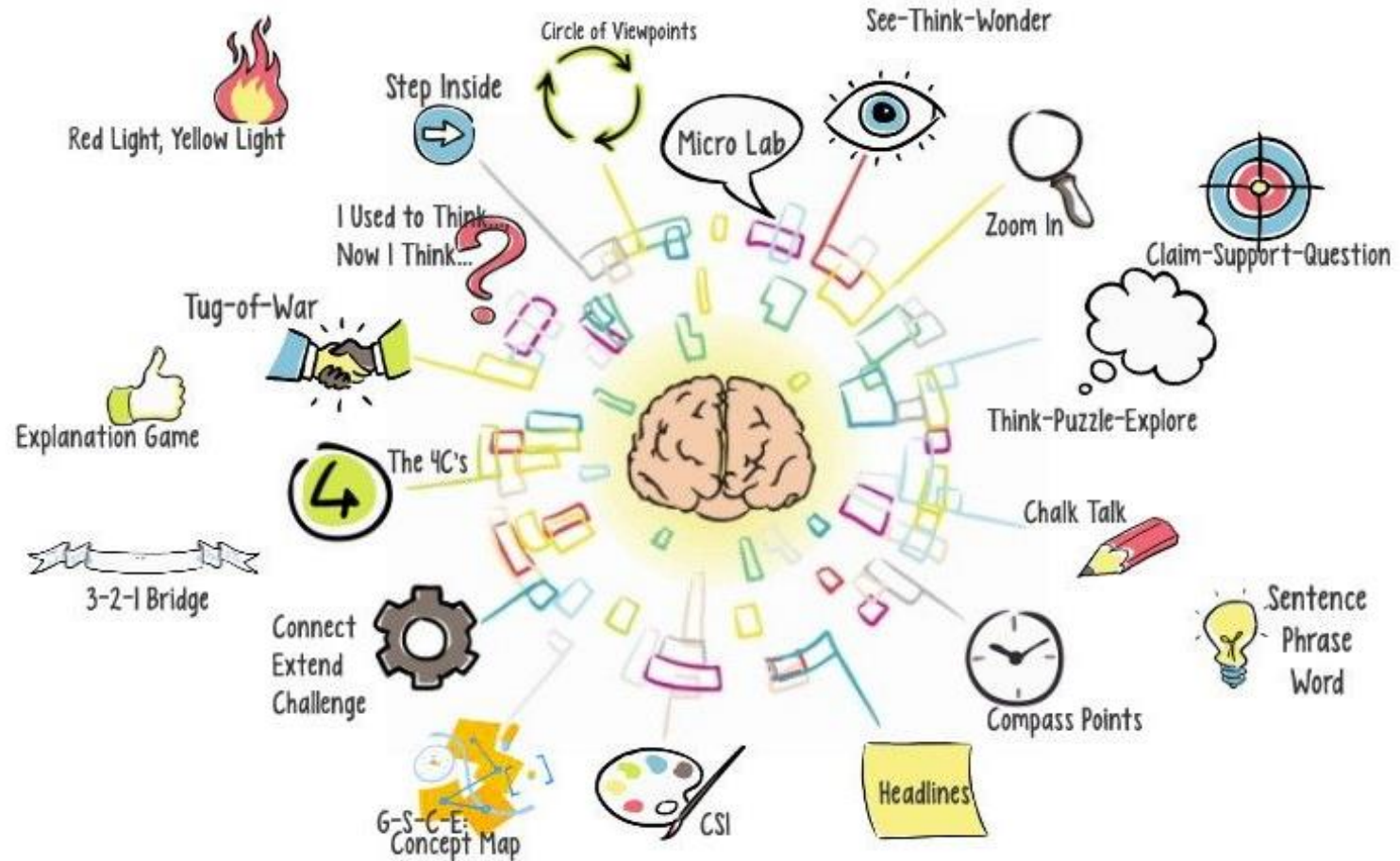
“At the end of the talk, you should be able to plan for your own ‘inspiring, personal learning pathway’ and decide on the first step.”

What is yours?

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