

DELPHI EXPERT REPORT

# Personalisation, a model for a quality education in the 21st century

ANA MORENO



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# Personalisation, a model for a quality education in the 21st century

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## DELPHI EXPERTS REPORT

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*To educate is to lead, it is to give full meaning to one's own personal existence and to help the lives of others also make sense.*

Víctor García Hoz

## PROLOGUE

Congratulating is not a very appropriate way to present a research report. Still, it to celebrate the reason why this research: the fiftieth anniversary of Institutió Familiar d'Educació. That is why I begin my brief prologue: Congratulations!

Another unusual word to open a technical report is *Thank you*; but it is also very appropriate today.

Thank you very much to the Centre d'Estudis for trusting me to introduce this important report, whose conclusions are worthy of being taken into account by the pedagogical community both among researchers and students, and teaching professionals, learners and non-professional educators, i.e. families, whose educational work is vital.

Thank you, above all, for having had the magnificent idea and carried it out to celebrate your anniversary by bringing together a team of leading experts, researchers and professionals asking them to deepen into one of your essential goals: Personalised Education.

Thank you very much to the participants in this research who, once again and through with their excellent work have given a valuable living lesson about this educational concept. In carrying out the study, and through their work, it has been possible to see, understand and feel the practicality of

some essential and defining elements of Personalised Education.

With your rich singularity, each of you has had the openness to collaborate with other specialists, demonstrating an authentic (universal) university spirit that can integrate the enriching differences in a concurrent project. In contrast, you have offered your creativity and ability to nourish, with full autonomy and at the service of them all, giving rise to conclusions of great importance that pose critical and essential challenges achieving quality education, that is, focused on full-fledged human development beyond possible reductionisms.

Recognising the human being's personal nature is of great importance since the concept *person*, a term widely used in anthropological, psychological, philosophical, pedagogical, and legal literature, helps understand human being in depth. Both in its legal meaning of *the subject of rights and duties* and in its philosophical use of *principle of activity*, the word *person* refers to a unique dignity of the human being according to which this cannot be considered as a mere resource or the result of outside actions that may condition you without your intervention.

This personalised approach has always been necessary, avoiding considering *objectively* who a subject is *per se*, but, perhaps today it is even more essential to face the reality of the growing presence of automation devices that moved by AI (artificial intelligence), and having at their disposal vast amounts of data (Big Data), are capable of performing tasks considered typically human such as decision making or organisation of functions. We have spent some decades immersed in the growing automation of services and tasks that, in addition to the inveterate human yearning to try to understand reality, leads us to wonder about our essentiality.

Perhaps today, it is relatively straightforward to confuse *personalisation* with the individualising adequacy of services, including intellectual and learning, to the different circumstances. Therefore, this work is very timely to help avoid the risk of depersonalisation, dehumanisation, which may be behind various pseudopersonalising theories and practices and construct a more *ecologically* human world. The conclusions of this research are of great importance and, if you deepen them, from my point of view they should be an essential part of the *humus* of any human development project, including, of course, educational ones.

Finally, I sincerely believe that this research report, especially its conclusions, should be conveniently disseminated so that, with the intellectual and moral endorsement that involves the participation of people of such height, it can reach many people and be a seed that produces an abundant harvest of human and natural development. I further understand that this conceptual and practical foundation may be essential to adequately address the P.E.N.<sup>1</sup>

(Personal Educational Needs)<sup>1</sup> of each student, emerging concept but with a robust prospective character.

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<sup>1</sup> García Barrera, A. (2013). Proposing a latent core concept in education: Personal Educational Needs (P.E.N.). (Thesis). Autonomous University, Madrid. From [https://repositorio.uam.es/bitstream/handle/10486/13254/62847\\_Garc%C3%ADa%20Barrera%20Alba.pdf?sequence=1](https://repositorio.uam.es/bitstream/handle/10486/13254/62847_Garc%C3%ADa%20Barrera%20Alba.pdf?sequence=1)

# Personalisation, a model for a quality education in the 21st century

## 1. INTRODUCTION

### 1.1. 50 years of personalised education

In October 1969, at the initiative of a group of fathers and mothers, the Institució Familiar d'educació was born. An organisation convinced that educational quality was based on two basic principles: personalisation and close collaboration between family and school. In that same year, in Mirasol, a neighbourhood of Sant Cugat del Vallés (Barcelona), opened its first school, La Farga. The excellent work of the teaching team, the innovative model and the enthusiasm of the families meant that in a short time other schools were born throughout the Catalan geography: Tarragona, Girona, Igualada, Terrassa and finally Lleida. At the end of the 70, Institució had ten schools. Already in its maturity, in 2007, it incorporated two other schools in Palma de Mallorca.

In the 2019-2020 school year, Institució is celebrating for a double reason. On the one hand, it is its 50th anniversary. On the other, it is consolidated as an Institution at the service of families and society thanks to a vibrant human capital that grows day by day: more than 5000 families, 700 teachers and 8,000 students.

What is the secret? Without any doubt, personalisation. That daily effort to reach each and everyone through a personal treatment and the professionalization of pedagogy focused on each student and attending to their unique needs. Twentieth-century pedagogue Víctor García Hoz (1972), whose proposal inspires the educational model of schools, said: *personalised education responds to the attempt to stimulate a subject to improve their ability to direct their own life or, in other words, develop their capacity to make personal*

*freedom effective, participating, with their peculiar characteristics, in community life.* Teachers are clear that each student is essential and that their primary mission is to boost each one's growth in their full potential as integral, supportive and competent people. This has been corroborated by families with their involvement and fidelity year after year.

Throughout these 50 years, many things have changed in education. The important scientific advances in the fields of pedagogy, psychology and neuroeducation have allowed a more in-depth insight into how quality learning occurs and some of the methodologies that favour it. Besides, a new concept of educational quality has been universalised in which, without sacrificing excellence, inclusion and equality are incorporated as fundamental principles. Both images promote a great sensitivity towards all children's to the best education, without discrimination of race, sex, culture or economic level. At present, most educational systems recognise and ensure that in their schools, real integral education provides the formation of citizens capable of being happy and committed to building a better and fairer world. In another order of things, scientific and technological advances, together with socio-economic changes, are transforming the world and cultures in a dizzying way, demanding their citizens to master a series of competencies that allow them to learn and continue learning throughout their life.

It is precisely in this context that, from different fronts, the pedagogical, the media and politics, the imperative of personalising in education to achieve high levels of quality resurfaces strongly. After half a century of existence working with a personalised education model, the time has come to rethink our model based on the new situation and the new parameters.

## 1.2. Personalisation in education today

From these words of Delors (1996), *Education has the mission of allowing everyone without exception to make all their talents and all their creative abilities fruitful, which implies that each one can take responsibility for himself/herself and carry out his/her personal project.* This idea of empowering the person in education has not stopped growing. At this time, personalisation is a repetitive topic in any discourse on innovation aimed to ensure educational quality in the new world context of the 21st century. UNESCO itself is positioned in the face of personalised learning, saying that it must be a central objective in education systems since it is the path to quality education (UNESCO, 2017).

However, this idea is not new. At the beginning of the 20th century, in 1905, John Dewey lamented the inconveniences of a mass and collective education that forgot about the student but focused on instruction and content (Magro, 2015). In parallel, across the Atlantic, Cecil Reddie in 10 England; Dr. Hermann Lietz in Germany; Adolphe Ferriere in Switzerland; and Edmond Demolins in France, among others and from different points of view,

raise strong protests against monopolistic and planned teaching systems. According to them, it sterilised young people and teachers' energies, leading to an international movement called *New School* (Faure, 1976). The trend continues and feeds throughout the twentieth century and in countries such as the US, Belgium, Italy, France, Spain, to name a few, illustrious pedagogues such as Dewey, Decroly, Montessori, Freire, Freinet, Faure and García Hoz they claim a turn in the focus of the teacher to the learner.

Among the innumerable voices that stand in favour of this *form of teaching characterised by the fact that it is the student who takes the initiative of his/her work* (Faure, 1976), it is worth mentioning those of Pierre Faure (1904-1988) and Víctor García Hoz (1911-1998) for their systemic vision of personalisation in education. Faure was a French educator, innovator and reformer who, under the inspiration of the personalist philosopher Emmanuel Mounier, María Montessori and his disciple Lubienska de Lenval, develops a method, which he calls personalised teaching. His proposal is based on three basic principles: uniqueness, autonomy and openness, referring to the three characteristic features of the person highlighted by personalist philosophy. Although Faure (1976) focuses more on personalised teaching methods, he acknowledges that *many educators prefer to designate their educational attitude and their achievements in schools with the broadest expression of personalised training or education.* His idea of educating and not only instructing was concretised in his personalised and community teaching project (Faure, 1979).

The Spanish Ministry of Education had been publishing *Education Magazine* since 1940. In 1976, it included a monograph on Personalised Education. The editorial article was written by Pierre Faure and is about the origins and evolution of this pedagogical proposal. In it, Faure explains how in Paris in 1945, after the Second World War, a series of training courses began to apply personalisation principles in teaching. In subsequent years, training continues through the Centre for Pedagogical Studies (Paris, 1937). These courses, according to Faure, *multiplied rapidly and gathered between 4,000 and 5,000 teachers in France, Spain, Canada, the Middle East, North Africa and different countries in Latin America.* Subsequently, in this same magazine, Ramón Farrés and Francisco Riu explained the *Blanquerna* teaching school experience applying personalised education in a school. After justifying the need to treat each child according to their uniqueness when referring to Víctor García Hoz, and stating the urgency of pedagogical renewal based on the words of Pablo Freire (1971) *a problematising, dialogic, critical education, creative, according to which learners become critical researcher, and thus develops their ability to capture and understand the world,* they explained their experiences in the different pedagogical aspects: work schedules, student activity, the attitude and dynamism of the workgroup formed by teachers and students, time, space and tutorials. About this last aspect, the authors Farrés and Riu (1976) point out that "every attempt at personalisation demands, as a premise, the student's knowledge in the various aspects of their personality, because personalising is responding to the maturation demands of these various aspects."

García Hoz was a prolific Spanish pedagogue who developed an educational model based on personalisation: he explains, *Personalised education, an expression I coined, and that has been well received and used in pedagogical media, comes to summarise the demands of the individualisation and educational socialisation, and constitutes a type of education more in line with the deep human needs and conditions of man in the technological society in which we live.* (García Hoz, 1970). Most of his work, which is developed from an anthropological, philosophical and pedagogical conceptualisation, is contained in the 33 volumes of the Treaty of Personalised Education and was finished editing in 1997. The schools that follow their pedagogical model extend worldwide, approaching, half a thousand in 2020.

In the English speaking tradition, when referring to personalisation in education is always related to learning. Its origin and the great impulse of recent years come from the hand of neuroeducation, from the concern to remedy the high rates of school failure and to improve attention to students with special educational needs. Barbara Bray and Kathleen McClaskey (2015), pioneers in personalised learning in the US, affirm in their Bestseller *Make Learning Personal*, that *for more than a decade the focus has been on instruction, exams and assessment criteria, which has impacted in schools until teachers and students leave school. Dropout is too high. Students do not know what they want: even those who arrive at the university drop it before finishing. We have decided to end this madness and change the system. We need to return the learning to the students, make it personal so that the learners can take responsibility for what they learn.*

Another great promoter of the need to personalise education with a lot of influence worldwide is Todd Rose, a professor at Harvard School of Education, who was director of the *mind, brain and education* programme at University. He later created the laboratory for the science of individuality. In his book *The end of the average: How We Succeed in a World That Values Sameness*, Rose (2016) explains how the educational system that is designed for a student means that does not exist and therefore does not fit anyone, because each of us are different. An education that wants to be effective and educate adapt to each individual's uniqueness and needs. For Rose (2016) *success in learning depends on whether it is personal or not.* The goal of his initiative, the science of individuality, is to investigate the differences between people and develop strategies to adapt to each one's needs.

Currently, personalisation occupies a prominent place in every educational proposal that has a particular interest in attending to each student's unique needs, including all students in the classroom or seeking educational excellence. However, there are almost as many conceptions about personalisation as proposals. It is not easy understand what really means and even more of what methodologies or strategies to use when implementing a truly personalised model. According to Bray and McClaskey (2015), personalised learning is a controversial term since it means different things to different people depending on where and how it is used. Some educators believe that it is an alternative to one-size-fits- all

instruction where some promote programs that personalise learning for you. Others emphasise that learning begins in the learner. The message is very confusing. As Coll (2018) says, *The speed with which this idea has been disseminated, as well as the high level of acceptance and popularity that it enjoys among education professionals (...) They advise making an effort aimed at discerning its foundations and scope, assess whether it is desirable, possible or necessary to put it into practice in our education system and if it concludes that it is, identify the most effective and efficient strategies to do so by avoiding obstacles and difficulties and the risks arising from possible interpretations simplistic or biased.*

### 1.3. Towards the future

Given this situation, the present study seeks to adapt synergies through a dialogue between experts with diverse views and experiences, with to modify and build a common framework of consensus.

It is intended to reach the utmost agreement on the following issues: What is meant by personalising education? Why should it be necessary to personalise education? What are the objectives of personalisation? i.e. what results can be expected from a personalised education? What are the principles that should have an educational model to be considered personalised? How to do it, that is, what methodologies, strategies or ways of acting favour a practical personalisation application? And finally, what will the personalised education school of the future be like?

The objective is to bring light and clarity to the subject to serve, shortly, to make decisions in the implementation of personalised strategies and models of school education. This purpose is specified in the following specific objectives or dimensions

1. Reach a conceptualisation about personalisation in education.
2. Deepen the sense of personalisation in education.
3. Justify the importance of investing in personalising education.
4. Have a list of principles or criteria that serve as a guide and assessment for effective personalisation.
5. Propose and specify strategies, recommendations and difficulties in the implementation of personalised education.
6. Project the future of personalised education to make it possible.

## 2. EXPERTS DELPHI PANEL

### 2.1. The method

When the idea to carry out a study on both the current and future situation of personalised education in the world came up, few doubts were about the method to be used. Only a Delphi Panel of experts made it possible to consult a diverse group, international and extensive professionals and academics with experience and sufficiently trained in the subject.

In ancient Greece, it was common to go to Apollo's temple in the city of Delphos to consult the oracle about future issues. The predictions were interpreted as divine purposes and used to face the future as well as possible. The temple was considered a place of knowledge (Charro, 2017). The Delphi method, which owes its name to the oracle, was developed in the 1950s within the RAND, Research and Development Corporation in Santa Monica (California, USA), during a project funded by the American air forces. The objective was to develop a technique to obtain the most reliable consensus possible from a group of experts on political issues. At first, the reference of the name Delphi to more occultist than scientific sources created distrust. And the philosopher Abraham Kaplan, who was part of the precursor team, conducted an experimental investigation in which he demonstrated that the quality of the results obtained as the result of and expert group's work was far superior to the one made by one. Over time this methodology has been widely used as a tool to help forecast, plan and make decisions in a wide variety of disciplines. (Dimitrijević et al, 2012).

The Delphi method seeks to find a certain degree of consensus among a group of experts in a particular subject. According to Linstone and Turoff (2002), it does so through a systematic procedure for requesting and collecting subjective judgments through a sequence of carefully designed questionnaires, interspersed with summaries of information and feedback of opinions derived from responses. It distinguishes itself from other group interaction techniques by three different aspects. The first is anonymity among the participants, the second is the multiple iterations of the group's responses with interleaved feedback, and the last is the presentation of statistical analysis. At least four advantages derive from these characteristics:

- An increase in reliability through the use of expert group decision-making techniques instead of consulting only one.
- Anonymous participation and the use of questionnaires that avoid the problems associated with group interviews, where deceptive persuasion, deference to authority, impact language proficiency or reluctance to change your mind, can distort the impartiality of opinions
- A degree of consensus reached by the group as a reflection of reasoned opinions due to a process that obliges participants to consider the problem under study and write their answers logically.
- A great ease and flexibility allow the participation of a group of experts carefully selected and geographically remote.

Some of its disadvantages are the duration of the process that must be well measured and controlled, the researcher's possible influence due to the formulation of the questions, and the difficulty of valuing the group's experience because they never get to meet.

There are different types of Delphi, from the most convenient one that requires a panel of expert experts and is used as a *consensus forecasting/estimation* instrument to the most specific one, such as when used as a learning instrument or to impact on a reality. In many cases, the use of the

method combines several of the purposes (Reguant-Álvarez and Torrado-Fonseca, 2015). The present study has been oriented towards the analysis and understanding of a complicated issue through of expert opinions, seeking different options, trends or scenarios that serve as the basis for a conceptualisation of consensus.

Once the method has been selected, and proven to fit the needs of the study, a scientific committee has been chosen and each of its phases or stages has been followed step by step, as represented in Figure 1. Of course, as the study progresses and decisions have been made, as López-Gómez (2018) comments, it requires a good dose of uncertainty tolerance to the researcher, since certain factors such as the quality of the answers, the abandonment of experts, or the delay of delivery times. Proper planning and fluid communication with *experts have been the salvation* and have helped to reduce risks.

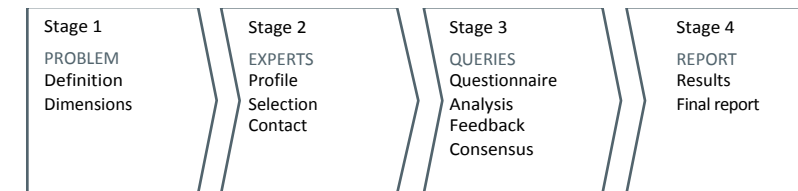


Figure 1. Process stages

The following criteria were taken into account for selecting the committee: 1) Academic status and research experience; 2) Knowledge of Personalisation as affected or as a specialist; 3) Some knowledge of the Delphi method. In each phase the following tasks were performed:

- Stage 1, the problem was limited and established the objectives of the query as well as its dimensions.
- Stage 2, the group of informants was formed, determining the profile and number of participants, specifying some selection criteria and contacting the candidates. In this case, quality was prioritised over quantity, and it was decided that the ideal would be to have a heterogeneous group of between 15 and 20 experts.
- Stage 3, the initial questionnaire that should facilitate achieving the proposed objectives, was prepared, and also specified the number and type of rounds. The first would be open-ended questions, the second would contain the feedback of the first and would ask for a first assessment, the third would contain second feedback and would ask for the prioritisation of the items of consensus from more to less important.
- Stage 4, the last round results were analysed, and the final return report was produced with the consensus items and the main reasons for dissent.



## 2.2. The participating experts

The task of choosing the experts is a fundamental aspect for the quality of the study. In this particular case, it was also interesting that the group of participants represented the broadest range of opinions since the objective was to seek the maximum consensus on a topic of interest for entire international community, formed by professionals, users and scholars of current school education.

The first decision to be made was about the appropriate expert profile, in this sense Reguart-Álvarez and Torrado-Fonseca (2015) consider two types of *experts*: on the one hand, those we could call affected or involved people, i.e. those who are knowledgeable about the situation under study regardless of their qualifications, and on the other hand, we have the specialists, who should have an academic background, special merits, outstanding professional experience, and other features for which they stand out in the subject to study. In our case, we sought to analyze a concept and guide its application. However, we saw it essential to distinguish between different specialists' profiles to ensure the representation of most positions and perspectives on the subject. Thus, at first, we determined the following profile factors:

- Academics
- Professionals
- Analysts / Advisors
- Personalisation specialists
- Pedagogical tradition
- Collaboration with Víctor García Hoz

Although our purpose was focused on Personalisation, due to the relevance of this in the current education, we were also interested in profiles that, although specialists in educational subjects, were not precisely the subject in question. Another critical issue was to guarantee the different views towards Personalisation. The distinction on whether someone was a collaborator of the pedagogue Víctor García Hoz helped us secure Institución's opening towards different perspectives and avoid contaminating the consensus. Finally, we wanted to have international experts to include visions of pedagogical traditions other than Spanish.

Based on these factors, a search was done for potential participants. Some were contacted directly by briefly explaining the project and inviting them to participate; others were invited through other professionals of the subject who recommended them and facilitated the first contact. Finally, a list of thirty candidates that were interested in convincing between fifteen and twenty, were assembled. After the first contact 17 answered affirmatively, and the official invitation letter was sent to them. Fourteen completed the entire process. Which is more than an acceptable number. According to Linstone and Turoff (2002), the minimum number of participants in a Delphi Panel is 10, reducing the error and improving reliability with the increase

in group size. However, the RAND Corporation initial studies to establish an optimal size, indicated a minimum of 7 and a maximum of 30 experts. In addition to the relationship between size and performance, it is essential to consider the relationship between cost and benefit to ensure viability.

Table 1 shows its distribution by factors:

Academics	8	57 %
Professionals	6	43 %
Analysts / Advisors / Aut	14	100 %
Personalisation specialists	8	57 %
Pedagogical tradition	3 English-speaking / 11 Hispanic	21% En-speaking/ 79 % Hispanic
Collaboration with Víctor García Hoz	2	14 %
Gender	5 Female / 9 Male	36 % Female / 64 % Male
Gender	5 Female / 9 Male	36 % Female 64 %Male

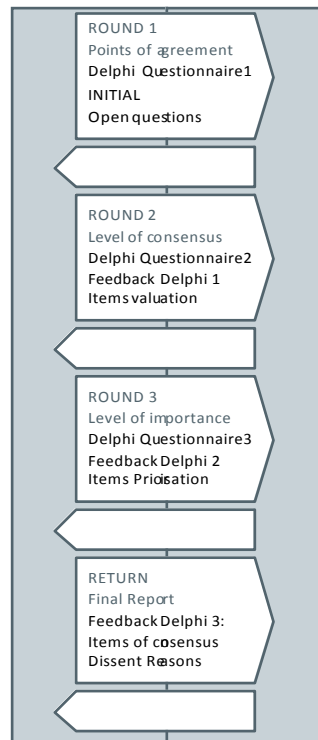
Table 1: Distribution of experts according to profile factors

The profile of each of the participants includes four or more factors. (See annex 1 for the complete list of experts and their CV).

## 2.3. The road to consensus

Once the group of experts is set up, the path to consensus must be started. Everything is ready for the trip. Now it is convenient to think about how the objectives of each stage are going to be achieved. With the final aim in mind, a three-stage query process has been designed similar to that used in other studies in the educational field (Linstone y Turoff, 2002). Each of the stages is taking one more step towards reaching the objective of the study, consensus. Figure 2 shows the stage tour and the round of queries that correspond to each one.

At this point, it is necessary to define saturation criteria that determine the completion of the process. The requirements must specify the degree of consensus and stability required for the completion of the trip. As the highest level of agreement is of interest, a minimum degree of convergence of individual opinions of 80% and homogeneity in responses with a variation index of less than 0.8, in a range of 0 to 1, have been established. To the stability, understood as the significant non-variability of the experts' opinions between successive rounds, it has been chosen to close the number of rounds in 3. The decision has been motivated by three factors: the consideration of the recommendations Linstone and Turoff (2002) for studies in education, data on the low probability of increasing the agreement from the third round (López-Gómez, 2018), and the desire to avoid lengthening the process and tiredness of the participants



1st STAGE. Points of agreement

In the first stage or round, points of agreement are sought. And so, an initial questionnaire of open questions is prepared. Each question is formulated with impartiality and simplicity to maximize the freedom of the expert to express himself/herself comfortably and avoid the researcher's influence towards a specific answer. The questionnaire aims to achieve the objective of the study and its dimensions, dedicating a block of questions for each of them, as shown in Table 3. To avoid distractions towards collateral issues and to utmost focus on the subject of Personalisation, a common frame of reference for quality education in the 21st century was established, based on UNESCO's proposals and from which all experts should answer:

*My humanity is linked to yours, and therefore we can only be human together*  
Desmond Tutu, human rights activist, South-African bishop.

*Sustaining and enhancing human person's dignity, capacity and welfare to others and nature should be the fundamental purpose of education in the twenty-*

*first century. We need a holistic approach to education and learning that overcomes the traditional dichotomies between cognitive, emotional and ethical aspects. It affirmed that all organised learning should pay equal attention to each of its four pillars: Learning to know, Learning to do, Learning to be and Learning to live together. This is a humanist vision of education as an essential common good.*

UNESCO 2015. Rethinking education. Towards a global common good?

*An empowering education builds the human resources we need to be productive, to continue to learn, to solve problems, to be creative, and to live together and with nature in peace and harmony. When nations ensure that such an education is accessible throughout their lives, a quiet revolution sets in motion: education becomes the engine of sustainable development and the key to a better world.*

C. Power (2015). The power of education. Education for All, Development, Globalisation and UNESCO

Once all the responses were received, they were coded with Nvivo 11, categorising and summarising the experts' opinions: a total of 125 categories and 145 items. Table 3 includes the distribution of items along with the blocks and questions.

BBLOCK 1: Conceptualisation	
Objective 1: Come to a conceptualisation about personalisation in education.	
STATEMENT	ITEMS
1.1. Write at least three differences between the following terms applied to education: - Personalisation and Individualisation - Personalisation and Differentiation - Personalisation and Inclusion - Personalisation and...	28
1.2. Explain what you understand by: - Personalised Teaching - Personalised Learning - Personalised Learning Environment - Personalised Education	25
BLOCK 2: Basis	
Objective 2: Delve into the sense of Personalised Education.	
2.1 List and explain the different reasons why education should be personalised.	10
BLOCK 3: Purpose	
Objective 3: Justify the importance of investing time, study, effort and resources in Personalising Education.	
3.1 Specify and develop the main objectives that personalised education is pursuing.	4
BLOCK 4: Principles of personalisation	
Objective 4: To have a list of principles or opinions that could be used as a guide to implementation and assessment for effective personalisation.	
4.1. Write some basic principles in reference to the following fields and elements from the point of view of Personalised Education: - School - Organisational aspects - Curriculum, Methodology and Assessment - The role of teachers and teaching style - Educational orientation - Family - Technology - Society - Average and entertainment - Others	40
BLOCK 5: Today's personalisation. Strategies, difficulties and recommendations	
Objective 5: Suggest and specify strategies, recommendations and difficulties in the implementation of Personalised Education.	
5.1. From your point of view, which are the greatest challenges of today's education? How can personalised Education respond to each of them?	6
5.2. Briefly describe the strategies you consider essential to effectively implement Personalised Education.	7
5.3. Give some recommendations to implement personalisation of education.	11
5.4. List some difficulties you consider important when implementing personalisation in education.	3
BLOCK 6: The future of personalisation	
Objective 6: Project the future of Personalised Education in order to make it happen.	
6.1 Imagine you are in 2030. Describe some aspects you think characterise Personalised Education.	9
FINAL QUESTION	
7. What other aspects of Personalised Education do you think are important to comment on? Explain them briefly.	2

Table 2. Distribution of items by blocks and questions

## 2nd STAGE. Level of consensus

The second round is the consensus level stage: each participant rates every item according to their level of agreement on a scale from 0 to 6. The second questionnaire contains a synthesis of the answers and aims to reach a certain level of consensus. Each answer is summarised in a structure of categories and items. Only ideas that respond directly to the questions have been included, avoiding repetitions between questions and omitting collateral thoughts or comments.

Due to the great diversity in the experts' profiles, the speeches of the answers of the first questionnaire were very different and getting a good summary of the content was laborious. It was tried to homogenise the terminology to favour the understanding of each approach even at the risk of losing in nuances and depth, but it was decided that a certain degree of simplicity might help to achieve the objective better, and so it happened.

In the first round, some experts stressed the importance of having a concrete vision of the person and his/her education. For this reason, the second questionnaire included both the anthropological framework and the idea of education proposed by UNESCO: experts were reminded of this initial proposal as a starting point for consensus.

At the end of the questionnaire, a question was added in order to allow participants to suggest clarifications or modifications on some items and write the corresponding justification.

## 3rd STAGE. Importance level

After the second questionnaire, the average ratings of each item and comments for modifying of some of them were obtained. From here we reached the last round or stage of the hierarchy. This time the experts should prioritise the items of consensus of each of the questions in the initial questionnaire. DA many changes were suggested, the items were reviewed, and experts were asked for a new second assessment. In addition to the questionnaire, the second round's feedback included a document containing the items that exceeded the minimum level of consensus required: 80% and the means obtained by each, along with the modified items. In this case, the task to be carried out is twofold: on the one hand to assess the reviewed items, and on the other, to prioritise them by questions.

Once the three stages were finished, each of the participants was sent a final report with the list of consensus items and the statistics of central tendency and dispersion necessary to assess the consensus's quality. The study analysed the statistics: about mean, average, mode, maximum and minimum value, standard deviation and coefficient of variation, but the final report only included the means in percentage and their corresponding coefficient of variation. In this way we try to give enough information to assess the result without saturating it with excessive data which would make

it difficult to focus on the relevant.

The final report contained a list of the 130 items that exceeded the consensus conditions in the second or third round after being revised with some experts' indications. The items are organised by questions and prioritised according to the ranking achieved. They are also accompanied by both ranking and consensus average. In the two cases, its corresponding degree of homogenisation of the answers (coefficient of variation) is added.

During the three rounds of consultations, a consensus was built in the following way: 11 out of the 145 items obtained from the initial questionnaire were eliminated; in the second round, 82 were accepted plus 52 other were reviewed on the recommendation of one of the experts and presented back for a new assessment. In the third round 5 more items were excluded, leaving a total of 130 items with a higher score than 80% and a more than acceptable degree of homogeneity in the answers (C.V. less than 0.3 in all cases). Of the 130 consensus items, 54 exceed 90% and 62 85%.

## 3. FINAL AGREEMENT

### 3.1. The consensus ideas

As with any trip, at the end of the tour some self-assessment was convenient. On this occasion, each stage set of items speak for the shots that we have taken along the way. As there are many "images", it is convenient to organise them well, and analyse them one by one. In order not to lose any details, the initial 145 items are presented in tables by questions, following the objectives set at the beginning. The corresponding percentage accompanies each item to the level of agreement reached (average), and the degree of importance (ranking) received. For each value, the homogeneity level of the responses measured by the variation index (CV coefficient of variation) with values between 0 and 1 is also provided. Concerning the consensus level, in addition to the average corresponding to the entire group of experts, the percentage relative to the following subgroups of experts was also determined: education professionals whether specialists in Personalisation or not (PR), academics specialists in personalisation (AP) and specialists in general education (AE ). These three data complete the information and help us understand the level of consensus and dissent. It is interesting to point out that both groups of academics give a similar but significantly different assessment to the professionals in many cases, and vice versa. In other cases, a group differs from the rest in a significant way.

Another strategy for data analysis was distributing it according to the level of importance and consensus, as proposed by Ruiz Olabuénaga (2003). The different types can be represented in a double-entry table like the one in Figure 3. The five categories

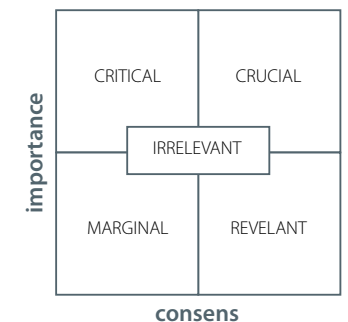


Figure 3. Results distribution  
Adapted from Ruiz Olabuénaga (2003)

are: *critical* items, important ideas that have not reached the minimum consensus required; *crucial* items, important ideas with a high level of agreement; *marginal* items, unimportant ideas with a low level of agreement; *conjunctural* items, where unimportant ideas that have reached a high level understanding; and finally, *irrelevant* items, for neither very relevant ideas nor much consensus.

To have a clear idea of the consensus, an analysis of the 145 items will be carried as follows: 1) level of consensus and general homogeneity; 2) level of agreement and dissent by groups of experts; and 3) classification of the items in the five categories. During the analysis, the information is completed with some comments about the content, the dissent of an expert and some of the items' genesis.

### Block 1. Conceptualisation

#### Objective 1: Reach a conceptualisation about personalisation in education

In order to arrive at a definition as precise as possible of what is understood by personalisation, experts have been asked about terms such as individualisation, differentiation and inclusion, which are sometimes confused or used as synonyms. They have also been asked about different applications of the term to various educational fields such as teaching, learning, or the environment.

#### 1. Differences between personalisation and individualisation

As Table 4 shows, from the nine items that summarise the experts' ideas about the difference between personalisation and individualisation, eight exceeded 80% consensus and five of them 90%. In all cases there's a high degree of uniformity in their answer, with a variation coefficient less than 0,25.

Let's look at the level of consensus by groups of experts. We see that in all cases except in item 7, the level of agreement of the two groups with academic experts is considerably higher than that of professional experts. In all cases except Item 8, the level of *academic* consensus far exceeds 90%. However, in the only item that does not reach the minimum level, 9, the opposite is true while professionals *approve* it, academics *fail* it. This diffraction is even more pronounced in item 5. In individualisation and personalisation are distinguished in terms of the teacher and the student's greater prominence, respectively. While academics seem to agree almost 100%, professionals only 75%.

The item with the lowest agreement, 8, is also considered the least important, and the assessment by non-academic experts, less than 75%. This item received a 77% valuation in the second round. It was rephrased with the suggestion of an expert, and in the third round, it reached 81% bordering on the minimum. However, some expert has shown his dissent by commenting on the following, *I think there are individualisation approaches*

*that go beyond the learner's intellectual dimension. Consequently it cannot be said that this is a distinctive feature with personalisation.*

If the items of the consensus are classified according to the relationship between the importance and the level of agreement. In that case, we can classify items 1, 2, 3, and 4 as crucial, important and with a high level of consensus: personalisation, highlighting the attention to student's uniqueness and their personal needs, and the relevance of promoting solidarity in a context of social interaction. The rest of the items with a consensus of over 80%, 5, 6, 7, and 8 would contain *conjunctural* ideas, mainly about individualisation. In them, the most significant idea is summed up in the phrase *the role is assumed by the teacher, resulting in individual programming of the same curriculum*. Item 9 that does not reach the minimum but almost reaches to be classified as *irrelevant*, neither very important nor with much consensus.

ITEMS consensus	Priorisation			Consensus	
	R	Average.	CV	Average	CV
1 In personalisation, the teacher has a guiding role and recognises and drives the student's ability to make decisions about their own learning, progressively. The student learns to take responsibility for what he/she learns and to establish, monitor and achieve goals along his/her learning path.	1	44%	0,8	90% PR 83% AP 96% AE 96%	0,14
2 Personalisation is a more global and comprehensive approach: it does not only refer to content learning; takes advantage of the synergies of the group and the differences between individuals to stimulate, enrich, improve, transform and grow the abilities, interests and motivation of each student, thanks to the interaction with their group, through diverse debates, projects and proposals	2	48%	0,57	92% PR 90% AP 92% AE 96%	0,12
3 Individualization is projected in the cultivation of a specific personal singularity. Personalisation, together with the cultivation of singularity, aims to make participation and solidarity effective in a context of social interaction.	3	53%	0,52	90% PR 80% AP100% AE 92%	0,2
4 In personalisation, scholarly attention is adjusted to the needs, characteristics, interests, objectives, talents, and expectations of each student.	4	52%	0,6	92% PR 87% AP 96% AE 96%	0,12
5 In personalisation, learners have a leading role, resulting in unique formative trajectories. In Individualization the role is assumed by the teacher resulting in individual programming of the same curriculum.	5	56%	0,34	87% PR 75% AP 96% AE 96%	0,19
6 In individualisation the teacher plans different learning itineraries for each student according to rhythms and levels. The teacher programs the beginning and end of each teaching unit, decides the focus, complexity, and breadth of content, tasks and final product.	6	62%	0,6	92% PR 89% AP 92% AE 96%	0,14

7 In individualisation the teacher is responsible for modifying the instruction based on the student's needs and characteristics. The instruction accommodates the learning needs of diverse students. The learning goals are the same for all students, but they can progress through the material offered to them at different speeds according to their learning needs.	7	62%	0,37	87% PR 83% AP 96% AE 83%	0,16
8 Individualization relies mainly on the intellectual dimension of the learner, personalisation also deals with the remaining dimensions of human beings, moral, social, emotional and physical.	8	66%	0,34	81% PR 72% AP 88% AE 88%	0,25
<b>Other ITEMS</b>					<b>CV</b>
9 Individualization does consider account the student's context, while personalisation takes into account the context that is very important to adapt the learning process to each singularity				77% PR 80% AP 75% AE 75%	0,31

Table 3. Personalisation and individualisation

## 2. Differences between personalisation and differentiation

Table 5 shows the summarising five items' ideas about the difference between personalisation and differentiation, 3 of them reached a consensus between 83% and 87%. In all cases there is a high level of homogeneous reactions, with a variation coefficient of less than 0.23.

If we look level of consensus' level by groups of experts, we can highlight two things. On the one hand, item 10 reaches a consensus of 96% among the academic specialists in personalisation, well above 73% of professionals and 88% remaining academics. This item highlights personalisation's attention to the *global uniqueness of each student providing what they need to grow in all its dimensions in a social environment in which all their talents are valued*, in contrast to a differentiation only by levels. On the other hand, despite item 12 reaches the minimum level of consensus in the whole group, it barely averages 73% among the group of professional experts. This is probably due to the tendency that it proposes towards personalisation and the distance towards differentiation by levels: this is an aspect that, according to some experts in this group, is necessary for personalisation.

Paradoxically, item 12 is the one that reaches a higher level of consensus: 87%, but is considered the least important. This item obtained a lower assessment in the second round and was modified, at an expert's suggestion, raising its assessment in the subsequent round. However, an expert disagrees and argues: *I have not just seen this dichotomy between personalisation and differentiation unless you want to resemble differentiation with an individualised itinerary. I understand that personalising requires differentiating the method, objective, contents and strategies according to the student's profile, in a context of interaction with the group-class*. In this sense, item 14, which did not reach the minimum level of consensus, is in line with this same idea.

In the classification of items according to the relationship between importance and level of agreement, items 10 and 11 would be crucial, while item 12 would be *conjunctural*, especially when given relative importance

and could contradict the other two consensus items. Item 13 would be *critical* idea because, although it does not reach the minimum consensus, it addresses the same issue as items 10 and 11, associating differentiation with individualised learning and personalisation with personal learning. We would consider item 14 *marginal* because it did not reach consensus or talked about an important issue.

ITEMS consensus	Priorisation			Consensus	
	R	Average.	CV	Average	CV
10 In differentiation, individual students or groups of students receive separate instruction according to their needs regarding the level of content mastery and ability. The curriculum and learning objectives are adjusted according to the characteristics of student groups. Personalisation implies differentiating not by abilities or talents but by the overall uniqueness of each person. Thus personalising gives each student what he/she needs to grow as a person in all its dimensions in a social environment in which all talents are valued.	1	45%	0,67	85% PR 73% AP 96% AE 88%	0,23
11 Differentiation is the previous step to personalisation. The teacher must know and understand each student's unique profile to differentiate the learning objectives through personalisation strategies. The latter should accompany differentiation in a way that does not imply separating students into groups differentiated by levels, as sometimes happens with multi-level programming.	2	50%	0,5	83% PR 73% AP 88% AE 92%	0,23
12 Personalization is focused on the learner and differentiation in the teacher. In the latter, he is responsible for various instructions, technology and resources to support different groups of student's learning needs. In the former, the student acquires skills to select and use the appropriate technology and resources to back and improve their learning.	3	57%	0,54	87% PR 90% AP 88% AE 83%	0,18
<b>Other ITEMS</b>					<b>CV</b>
13 Differentiation is based on individualised learning and takes into account the learning preferences of students. There are shared and individual learning goals and objectives. The teaching method or approach varies according to individual learning differences according to the UDL (Universal Design Learning) framework based on advances in pedagogy and neuroeducation. Personalisation is the basis of personal learning and considers the whole person, their interests, motivations and ability to decide on their own learning process.				71% PR 60% AP 75% AE 79%	0,4
14 Personalisation and differentiation are philosophies of education (in the expression of John Dewey) belonging to the tradition of pedagogies centred on the learner and on a more general level of constructivist proposals. Differentiation allows teachers to take advantage of and manage differences to generate personal learning experiences.				75% PR 81% AP 62% AE 79%	0,27

Table 4. Personalisation and differentiation

## 3. Differences between personalisation and inclusion

Out of the 10 items, which can be seen in table 6, experts express their ideas on the difference between personalisation and inclusion: eight exceeded 80% consensus and six of them 90%. In all cases there's a high degree of

uniformity in their answers, with a variation coefficient less than 0,2. Some groups of experts observe some discrepancies. For example, item 16, in which inclusion and personalisation are distinguished by the former's common objectives and the individual ones, the group of academic specialists in personalisation does not reach the minimum consensus: item 19, which is defined to include *integrate* students with special needs in the classroom, the lowest agreement is that of professionals. However, that very same group reached a consensus beyond 94% in items 18 to 21, where some more ideas about inclusion are close to personalisation. It should be noted that some of the academic experts disagree by arguing that item 21 is *not very specific and applicable to other pedagogical approaches*.

The items considered important, such as 15, 16, 17 and 18 also have a good consensus that makes them *crucial*. The ideas that stand out can be summarised by saying that *a personalised education is necessarily inclusive but not the other way around*. This idea was valued in item 15 with an average of 96% by 70% of the experts, by those belonging to the groups of professionals and academics specialists in personalisation. Another *crucial* idea is that *inclusion intends to eliminate all learning barriers, while personalisation seeks the full development of each person by learning with a personal meaning and value*. Items 19, 20, 21 and 22 would be *conjunctural*: despite not being very important they have a considerable agreement level.

The items that have not reached a sufficient consensus would be classified, 23 as critical for dealing with an important issue such as the tension between equity and quality, and 24 as *marginal*, since the content could be said to be somewhat generalist.

ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
	15 A personalised education is necessarily inclusive but not vice versa. It can be included to homogenise not to cultivate those personal trajectories. And in the same way, having a personalised approach does not imply making students with atypical developments as close as possible to <i>normal progress</i> , but rather fostering their own abilities, in some cases differentiated and very powerful, in addition to creating environments for personalised learning that facilitate access to those skills that are less favorable.	1	49%	0,73	90% PR 90% AP 96% AE 83%
16 Inclusion focuses on common goals, which must be achieved by all. Personalisation, in addition to covering this fundamental concern, is distinguished by the attention to the individual objectives specific to each student, which must contribute to the configuration of their personality.	2	49%	0,62	85% PR 83% AP 79% AE 92%	0,19

17 Inclusion seeks to eliminate all barriers that hinder or prevent access to learning, regardless of the nature and origin of those barriers. Personalisation is an educational approach that seeks each person's full development through learning with personal meaning and value.	3	53%	0,59	90% PR 90% AP 92% AE 88%	0,12
18 Inclusion implies creating learning and development environments that allow each student to contribute from their abilities. Encourage the environment to adapt to the needs, motivation, interests and abilities of each student.	4	55%	0,57	90% PR 94% AP 88% AE 88%	0,09
19 Inclusion is associated with <i>integrating</i> learners with special educational needs in the classroom. To personalise refers to taking the needs and singularities into account.	5	59%	0,43	88% PR 83% AP 88% AE 96%	0,14
20 Inclusion means not leaving any person excluded because of their origins, cultural or socio-economic context, psycho-physical situation or personal beliefs, so that it is integrated and included as one more. Personalisation indicates an intentional educational action which, by its very nature, is never exclusive but considers the adaptation to the peculiarities of each student when facing the educational act.	6	59%	0,36	90% PR 80% AP 96% AE 83%	0,16
21 To include is to involve everyone in a quality education. Make them feel indispensable and valued members of society. This implies personalising and an integral vision of the person and his/her development.	7	60%	0,56	92% PR 97% AP 88% AE 88%	0,14
22 Inclusion, to be true, requires an environment adapted to each person's needs, which is a requirement of equity. Without personalisation there is no true inclusion, because feeling included implies feeling respected and valued in your individuality.	8	65%	0,35	92% PR 92% AP 92% AE 92%	0,16
<b>Other ITEMS</b>					<b>CV</b>
23 The inclusive perspective presents a central concern for equity, as an educational purpose, relegating to the background the achievement of excellence, although supposedly an authentic inclusion should contribute to the full development of personal abilities. Personalisation, together with the concern for social integration, insists on personal differentiation, the progressive possibility of deepening human formation to achieve the highest possible quality levels in each specific human being. In some situations, a seemingly hopeless tension between the two poles is revealed: equity and quality.				74% PR 77% AP 75% AE 70%	0,25
24 Inclusion is focused on teachers and a curriculum. They meet the academic, social, emotional and physical needs of each student by adapting instruction, tools and resources. The same assessments and data are used for the entire group to measure whether or not there is an improvement in learning and modify instruction. Personalisation is focused on the learner. The design of the instruction revolves around multiple paths co-built by students and teachers. The learner becomes autonomous in his/her learning and able to monitor his/her own progress thanks to a network of colleagues, experts and teachers who guide and support his/her education.				72% PR 73% AP 75% AE 67%	0,29

Table 5. Personalisation and Inclusion

#### 4. Other terms that should be marked out from personalisation

As shown in Table 7, each item in this question stands for a concept that should be distinguished from personalisation despite being related to it. There's a high consensus in items 25, 26 and 27, whereas 28 does not reach a minimum. In all of them, except in the latter, the homogeneity of the

responses is excellent: a CV lower than 0.19. Item 28 has an 83% consensus on the part of the group of professionals, this item arose in controversy, probably due to the participants' different pedagogical traditions. While in English speaking heritage, experts equate the personalisation model to competence, those of the Hispanic one tend to disagree. Some of them explicitly state that "*personalisation includes human potential as a whole and goes beyond a focus on competencies that presents behavioral connotations due to the notion of competence itself*". The importance of the controversy and the low consensus make this idea a *critical* item.

Suppose the experts' groups observe the level of consensus: we see that item 27 is curiously valued as less important, but in all groups, it has the highest agreement and homogeneity of response, reaching among the education academics. This item defends that personalisation implies the attention to diversity, and the importance of challenging students to leave their environments to become more aware of other cultures, experiences and opportunities and promote tolerance while they celebrate who they are and where they come from. According to the relationship between importance and agreement we would classify it as *conjunctural*. Items 25 and 26 reach their highest consensus in the group of academic specialists in education, which together with the high level of importance, are classified as *crucial* items. Item 25, however, presents a slightly lower than the minimum assessment in the group of education academics. Some of them suggest it is because of the use of the concept *talent* and its interpretations. On many occasions, it is associated with intelligence and promotes a deficit of attention in the classroom to students with less *talent*, says the expert.

ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
25 An education of quality seeks to meet of students' personal needs favouring the maximum development of their potential; this is achieved with a personalised education. Thus, personalisation aligns with efficiency in talent development.	1	61%	0,43	85% PR 81% AP 96% AE 79%	0,17
26 Integral development should not be confused with personalisation. The first concept indicates that no dimension has to be excluded person's training process but does not specify the idea of educational personalisation, linked to each unique, unique and unrepeatabe person, beyond consideration of a training process as complete as possible.	2	67%	0,62	88% PR 90% AP 92% AE 83%	0,19
27 The personal growth of students is encouraged when challenged to leave their contexts and environments to gain greater awareness and experience of other cultures, experiences and opportunities, promoting tolerance while celebrating who they are and where they come from. Personalisation in education involves attention to diversity, not the other way around.	3	72%	0,39	95% PR 94% AP 92% AE100%	0,08

Other ITEMS	CV	
28 The personalised model is comparable to the competency one because, by putting the student in the centre and from a global and integral vision, he/she seeks personal learning from each singularity. This means that students advance over the demonstrated domain. The assessment is significant and the learning experience positive. The competencies include explicit and measurable transferable learning objectives that empower students. Students receive timely and differentiated support based on their individual learning needs.	76% PR 83% AP 62% AE 79%	0,38

Table 6. Ther personalisation

## 5. Explain what you understand by personalised teaching

As seen in Table 8, all items on personalised education obtained the minimum level of consensus and a degree of homogeneity more than acceptable with a coefficient of variation of less than 0.3. However, if we look at the scores of the group of professionals we find two extremes, on the one hand, items 29, 33 and 34 barely exceeded 70%, and on the other hand, 32 achieves the maximum level, 100%. This item especially highlights the role of teacher guidance *offering tools and with the focus on encouraging each student to develop a feeling of positive competence*, while in the other three, the focus is on the identity of the student, their autonomy in decision making and the improvement of its unique qualities.

Although item 31 has a good level of acceptance in general, some of the experts disagree that it is not very specific and that the same could be applied to different pedagogical strategies. Something similar happens with item 30: some expert believes that the application of the word *integral* goes beyond attention to the various dimensions of the person; it should also include the need to integrate the different teachings into the learner and help him/her give unity to all aspects of his/her personal life.

The items ranked as most important with a high level of consensus, 29, 30, 31 and 32, are *crucial* for answering this question. Item 33 is also valued with a certain level of importance, but its consensus is somewhat lower. This score has been achieved in the third round after a review proposed by one of the experts. However, this new wording has also received its dissent. Some expert continues to request that the fact that it is not always necessary to *share- agree* the objectives and assessment criteria. Thus, this item would be more *critical* than *crucial*. Items 34 and 35 clearly belong to the *conjunctural* category because although they have consensus, their importance is relative. Item 35 also has some dissent by several experts because it groups several ideas and there is no reason to agree on all.

ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
29 An education or teaching aimed at strengthening and promoting the sense and personal value of school learning for each student. It is a studentcentered teaching, that recognises its own identity. It is set as the objective to develop or build capacities while empowering the student himself/herself in the design of his/her career.	1	48%	0,56	86% PR 73% AP 96% AE 92%	0,19
30 Teaching model with an integral character, that is, it includes all the student's educational needs, both cognitively and bodily, attitudinal, emotional, social, ethical, artistic and transcendent.	2	50%	0,58	86% PR 80% AP 88% AE 92%	0,19
31 It implies understanding the teacher as a guidance counsellor and facilitator of learning knowledge, strategies, values and attitudes, so that the student can process and integrate them in a personal, original, own and unique way.	3	54%	0,48	92% PR 92% AP 88% AE 96%	0,18
32 The teacher is no longer a content distributor to become a learning manager. The students' assessment no longer focuses only on scoring at the end of the process but also on offering feedback throughout it. The teaching staff focuses on providing guidance and tools for development and growth, focusing on encouraging each student to develop a feeling of positive competence.	4	56%	0,55	90% PR100% AP 83% AE 92%	0,13
33 It is an educational model that promotes the learner's autonomy in making decisions about their learning from sharing-agreeing objectives and assessment criteria. It would be the opposite of teaching based on unilateral decision-making by the teacher and also a proposal in which each student did what he/she wanted without receiving any help from the teacher regarding the reflection of their decisions' suitability.	5	56%	0,55	83% PR 72% AP 88% AE 96%	0,29
34 Teaching model oriented to the cultivation of personal identity, together with universal human values and a scientific-technical preparation. Personalised teaching includes concern for the care and improvement of unique qualities, those that make someone who is who and not another.	6	60%	0,47	85% PR 73% AP 96% AE 88%	0,19
35 It is the process by which the school, the teacher, adapts its task to each learners' specific characteristics. Primarily adopting the role of advisor and counsellor rather than exhibitor of contents, uses the teaching process's resources and elements to adapt to the strengths and weaknesses. The teacher is responsible for understanding students' strenghts and challenges and designing a solidary and flexible learning community to create an optimal personal development experience for each student.	7	67%	0,41	90% PR 90% AP 83% AE 96%	0,16

Table 7. Personalised teaching

## 6. Explain what you understand by Personalised Learning

As we can see in Table 9, four of the six items on personalised learning exceed 90%, and in three of them, 36, 37, and 39 the consensus of academic experts is close to 100%. All of them with a high homogeneity

index. Of the two 32 33 items that do not reach the minimum agreement, 40 was accompanied by controversy for stating that all learning is always personalised. Although it reached an acceptable consensus among professionals, the same did not happen among academics, touching 50% between education specialists.

Regarding the relationship between importance and agreement, items 36 and 37 would be among the *crucial* ones. They highlight the student's role and define personalised learning as an experiential learning that *implies the use of inquiry methodologies, as well as motivation and personal responsibility*. Items 38 and 39 valued as less important would become *conjunctural*. In item 38, there is some dissent because it contains various statements regarding which the expert would not equally agree. Item 40 would be *marginal*, and 41 would be *critical*, since it focuses on an important issue such as autonomous learning.

ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
36 Help each student identify and develop the skills they need to improve their learning.	1	53%	0,32	95% PR 93% AP 96% AE 96%	0,09
37 It is experiential learning, which helps make sense and reconstruct the each student's personal experience by providing a value that transcends and enriches him/her. It implies the use of inquiry methodologies, as well as motivation and personal responsibility. Thought is the primary pedagogical tool that gives unity to learning.	2	53%	0,49	94% PR 87% AP 96% AE100%	0,12
38 Requires the intention and decision of the person, promotes consolidated and effective learning of complex content. It is integrated learning that establishes meaningful relationships that give unity to all knowledge, skills and assimilated values. A personalised learning model also combines the diverse sources of the person's experience, the different abilities, perceptive, reflective, creative, retentive and expressive.	3	59%	0,49	90% PR 87% AP 88% AE 96%	0,18
39 It is an approach that adapts to the rhythm, interests, preferences, context and needs of the student. The objectives, content and method of instruction may vary from student to student. Interventions and personal support are based on objective evidence to ensure that each learner progresses appropriately.	4	60%	0,59	92% PR 86% AP 96% AE 96%	0,12
<b>Other ITEMS</b>					<b>CV</b>



40 All learning is always personalised. Even when the teaching is homogeneous, what each student learns, assimilates, retains, understands, internalizes and remembers, what he/she will be able to transfer to other contexts and what it means for him/her, in terms of personal, cognitive, social or emotional development, is unique and different. It also depends on the personal and family context, on his/her cognitive profile, personality, interests, motivation and the generated group interactions, which, even exposed to the same context and experiences, will be perceived and affect in a differential, unique and therefore personalised.	71% PR 83% AP 75% AE 50%	0,47
41 Set students with support strategies to advance autonomous learning to learn to learn and do it cooperatively. Each learner makes decisions about their learning in collaboration with other students. Teachers guide the process by helping thoughtful decisions and choosing common goals.	79% PR 83% AP 75% AE 79%	0,23

Table 8. Personalised learning

## 7. Explain what Personalised Learning Environment is understood to be

Regarding the ideas on personalised learning environments, the six items exceeded the minimum consensus with a degree of variation in the answers lower than 0.17. As Table 10 shows in three of them, 43, 46 and 47, the consensus level of the group of academic experts specialized in personalisation is lower, touching but not reaching the minimum of 80%. As one of the experts says, about item 47, *it has several statements in which I do not equally agree*. Concerning item 46, there is a significant contrast between this group's assessment and the rest of the experts whose level of agreement exceeds 90%.

When items are classified according to the relationship between importance and consensus, there are three *crucial* items, 42, 43 and 44, and three *conjunctural* ones, 45, 46 and 47. The items considered crucial by the experts focus on designing stimulating environments with socially relevant themes and channelling personal initiative, in order to achieve learning with value and personal sense, the *conjunctural* focus on more specific aspects such as the student's choice on the educational offer or the sense of ownership and control of students about space.

ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
42 An organisation of the environment that seeks to favour, through implementing a set of actions, strategies and resources, that participants make lessons that have personal meaning and value for them. Each student must know, recognise and master their interests and the techniques that help them learn better.	1	54%	0,48	91% PR 90% AP 88% AE 96%	0,12
43 Stimulating environment with socially relevant themes that provoke questions facilitate a meaningful and transferable learning, and work cooperatively. Teachers have a helping role in generating new ideas. Knowledge a more experienced person must help learners to rebuild their knowledge.	2	56%	0,48	89% PR 92% AP 79% AE 96%	0,14

44 It is a channel of personal initiative, facilitating the possibility of designing, planning, carrying out and cooperatively controlling the different elements of learning. It would even allow each student to build their agenda, deciding which subjects or educational proposals to address at each moment. The encouragement and promotion of such participation and progress of initiatives empowers each student's personal project to develop.	3	57%	0,52	88% PR 90% AP 88% AE 88%	0,12
45 The set of cultural elements, social relationships and pedagogical aids that, both inside and outside the school, make each student's learning experience personal.	4	60%	0,62	90% PR 94% AP 83% AE 92%	0,17
46 Flexible spaces both in the organisation, materials and learning activities that adapt to the peculiarities and the students' cognitive, physical and socio-emotional needs are required. Each student can choose from a varied educational "offer", which best suits their motivation and needs. The teacher assumes a guiding role accompanying the adjustment of the most appropriate challenge levels for each student. The trainees decide how to approach them, organise the work and take responsibility for their learning.	5	60%	0,51	88% PR 90% AP 79% AE 96%	0,14
47 A physical environment where students have a sense of ownership and control of space, equipment and the way the setting is directed. Every child needs to have a sense of belonging. The environment is the third educator (Reggio Emilia), after the teacher and the family. In a solidarity culture based on trust and respect. Environment invites students to explore and discover themselves while teachers and other adults support the the learning process' documentation.	6	64%	0,40	85% PR 87% AP 79% AE 88%	0,17

Table 9. Personalised learning environment

## 8. Explain what you understand by Personalised Education

After reviewing the experts' agreement on different concepts related to or close to personalisation, Table 11 shows the consensus ideas associated with the central concept of *Personalised Education*.

In this case, five of the six items have reached the minimum agreement, three of them reaching 90% and one of them, 53, barely touching 50% and 33% in the case of the group of academic specialists in personalisation, for on the other hand it has a high variability of the 0.76 responses, which implies extreme values on both sides, strongly agree and very little agree. This item states *There can only be a personalised education, conceptually speaking, education only applies to people*. However, three items 49, 50 and 51 have 100% acceptance of the group of experts in education, in contrast to that of personalised specialists who barely exceed the minimum of 80%. The first two refer to the objective of a personalised education rather than a definition and the third, defines this pedagogical model with the following words, *Educational model that starts from a holistic and global vision of each student. It is based on promoting the student's prominence and autonomy in his/her learning process and personal development in a joint accompaniment of the family and the school*.

The first three items 48, 49 and 50, while 2, 51 and 52 and considered *conjunctural*. Item 53 would be *marginal* because it would only represent the idea of a few. Item 48, valued as the most important and with a consensus close to 90%, would be the candidate to define personalised education with greater breadth and acceptance. In contrast, the rest of the items add nuances or merely specify aspects.

ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
48 Considers the person subject to education and taking into account that the person: a) is a principle of activity and therefore focus; b) possesses dignity, conscience and freedom to decide, and demands recognition; c) aspires to develop its uniqueness and solidarity through its openness to others and the world; and d) about its fullness, project what wants to be and do. So personal dispositions constitute their real foundation and the free, responsible and collaborative personal activity is the natural educational environment.	1	52%	0,58	88% PR 87% AP 92% AE 88%	0,16
49 Seeks the full progress of each student's personal qualities by developing of projects with personal meaning and value, and their ability to share them with others.	2	57%	0,45	90% PR 86% AP 88% AE 100%	0,16
50 It aims to educate unique, autonomous, open, responsible, supportive and resilient people capable of self-improvement and perseverance for themselves.	3	58%	0,49	90% PR 89% AP 83% AE 100%	0,17
51 Educational model is based on a holistic and global vision of each student. It is based on promoting the student's prominence and autonomy in his/ her learning process and personal development in a joint accompaniment of the family and the school.	4	65%	0,46	90% PR 89% AP 83% AE 100%	0,14
52 Personalisation converts all teaching-learning action into a purely educational action. Its goal is to favour that school learning is also personal learning, that is, learning with some meaning and value for each student.	5	68%	0,44	88% PR 83% AP 92% AE 92%	0,16
<b>Other ITEMS</b>				<b>Average</b>	<b>CV</b>
53 There can only be a personalised education, conceptually speaking, education only applies to people.				50% PR 63% AP 33% AE 50%	0,76

Table 10. Personalised Education

Block 2: Basis

*Objective 2. Deepen the sense of personalisation in education*

Once the effort has been made to clarify the concept, it is important to deepen the meaning, or what is the same, find the causes that justify a personalised education model.

9. List and justify the main reasons why education should be personalised

Table 12 shows the ten items corresponding to justification to personalised education. Eight reach the minimum consensus, five exceeding 90%. All of them also have a high homogeneity response rate, with a variation of less than 0.22. Item 57, in which scientific evidence is identified as a justification for personalisation, the group of academics specializing in education rubs but does not reach the minimum consensus. Its variety in responses is the largest, without being striking. Some of the experts justify their dissent in this case by containing several statements with different levels of agreement and applicable to other pedagogical approaches. By contrast, this same group has a 100% consensus on item 56 regarding the need for self-knowledge to provide quality learning, stating that this occurs when education is personalised.

Item 59 has been the subject of some controversy among some of the experts: see the difference between the group of professionals and academics experts in education versus the several lower consensus points from the group of academics experts in personalisation. For some of these experts, personal learning is not reconstructed: what is learned is based on an objective reality and the learner must try to appropriate it with the utmost objectivity. In this sense it would be possible to clarify what is understood by building or rebuilding. Some prevention can be given when its postulates are applied to pedagogy due to some extremes of constructivist philosophy.

In this case, there are five *crucial* items, from 54 to 58, three *conjunctural* from 59 to 61 and two *marginal*, 62 and 63. Item 54, valued as important, considers the cause of the priority of personalising education in schools demands *education in and for freedom, a guarantee of personal growth based on the development of one's identity and the formation of citizens capable of thinking critically*. Other highlighted ideas in the *crucial* items are a holistic education that considers each student's the dignity and personal unity, the unique needs of the full development of each person, and the scientific advances. This last data is not considered so without controversy since, as some expert says, the pieces of evidences mentioned do not correspond necessarily with personalisation. Item 6 could be considered a specification of item 58, referring to the current world situation. The *marginal* items contain concrete ideas from an expert about collateral causes such as educational systems or digital culture.

ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
54 Educating in and for freedom requires a personal education that allows the development of their own identity and the formation of citizens capable of thinking critically, in the face of a self-destructive and needs <b>critical</b> thinkers who seek solidarity and sustainable solutions.	1	44%	0,59	91% PR 90% AP 96% AE 88%	0,12
55 By educating all the dimensions of the person, the integration of each human being's exterior and the interior is facilitated, preserving their dignity and unity. Intimacy and personal being are harmonised with the outer life manifested in each one's relationship with the world around him/her.	2	48%	0,52	88% PR 83% AP 88% AE 92%	0,18
56 By improving the self-knowledge of talents, interests, personal skills and weaknesses, students can be more aware, committed, innovative and realistic. In turn, you can grow more confident about who you are and what you can offer your community.	3	52%	0,5	95% PR 97% AP 88% AE 100%	0,08
57 Psychology, pedagogy and recently neuroeducation support the fundamentals of personalisation, in terms of learning and the need for a holistic view of the person. This is corroborated by the seven learning principles of the Research <i>The Nature of Learning</i> of the OECD "": learners at the centre, social nature, emotions are essential, recognise individual differences, include everyone, evaluate to learn, and build connections horizontal.	4	52%	0,69	87% PR 94% AP 83% AE 79	0,22
58 Human dignity has a universal character and concerns every human being. Each person finds his/her fullness in developing his/her potentialities and being recognized as someone to respect. The universality of human dignity is the most consistent foundation for recognising personal education: it is a matter of respect because each student is unique and needs to discover their values, talents, strategies and above all, their sense to continue learning and growing as a person.	5	54%	0,56	92% PR 93% AP 92% AE 92%	0,14
59 For learning to be real, it must be based on the reconstruction of a personal experience. It can be supported, helped and stimulated but never replaced. The meaning of ideas and ways of doing communicating, feeling and valuing, and the meaning that learners give to what they learn are two sides of the same coin, personal learning.	6	57%	0,53	92% PR 94% AP 83% AE 96%	0,12
60 Each person has diverse personal and contextual conditions (family, social, school), talents and development needs in each of their growth dimensions: intellectual, social, moral-spiritual, physical and emotional, which are different. This requires differentiated attention at many times in the educational process.	7	60%	0,34	88% PR 80% AP 96% AE 92%	0,16

61 It is necessary to educate to live fully in a global, technological and complex world, in a situation of constant change in all areas. This implies a profound change in the educational paradigm. Thanks to its ability to promote each student's growth in all its dimensions, personalised education can successfully meet new training needs, deepen personal relationships based on solidarity, achieve an optimal development of personal talents and give value and meaning to learning itself in a way that lasts a lifetime.	8	67%	0,45	91% PR 90% AP 92% AE 92%	0,14
<b>Other ITEMS</b>				<b>Average</b>	<b>CV</b>
62 In today's societies, personalisation of learning is already a fact, in many countries' legislation of, and a guidelines in the EU and other international organizations.				64% PR 70% AP 61% AE 58%	0,43
63 In the digital culture, personalisation in a broad sense is a trend - and an aspiration - that affects all areas of people's activity, including learning				71% PR 70% AP 79% AE 63%	0,34

Table 11. Causes for personalisation

Block 3: purpose

Objective 3: Justify the importance of investing in personalising education

The reasons studied upto this point have given arguments for the roots of personalisation. Next step is to study the purpose, i.e. the advantages that its application would bring in students' education.

10. Specify and face the main objectives that personalisation of education seeks

4 items about the purpose of personalised education obtained an adequate consensus. In Table 13, it can be seen how three exceeded 90%. All of them reach a score close to 100% among the group of academic specialists in personalisation, especially the first three ones, and obtain a low level of variation in responses: lower than 0.21.

According to the relationship between importance and agreement, item 64 would be crucial and the rest, from 65 to 67, *conjunctural*. Item 64 the describes the purpose of personalisation in education as *educating whole people committed to personal and social improvement, favouring their knowledge, the configuration of their identity and openness to others and the world, to decide on conscious and critical way of personal life project itself*.

Item 67, valued as the least important, receives the following dissenting comment from an expert, *in the educational discourse, the term talent can be used as a synonym for intelligence. This may generate the tendency to deal more with students considered more talented than the rest, so I think that its use should be avoided, or at least used with caution*.

ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
64 Educate people committed to personal and social improvement. Promoting their own knowledge, configuring their own identity (values and dignity) and openness to others and the world (solidarity, commitment), consciously and <b>critically</b> deciding on one's own personal life project.	1	53%	0,53	90% PR 87% AP 96% AE 88%	0,12
65 Discovering each human being's value and his/her contribution to the community, making the effort friendier, turning an error into positive and visualising the result of everyone's improvement and the excellent work.	2	61%	0,38	90% PR 87% AP 96% AE 88%	0,12
66 The development of each student in all its dimensions and talents: intellectual, social, moralspiritual, physical and emotional, so that he/she acquires a personal maturity and can have a dignified, whole and committed life in all areas, personal, familiar, social and professional.	3	64%	0,48	91% PR 90% AP 96% AE 88%	0,12
67 Identify each student's unique talents, abilities, dispositions and history, and start our accompaniment and educational demand from their modular situation to allow their full development. All of them thanks to a teachinglearning process and a personalised environment.	4	66%	0,46	86% PR 83% AP 92% AE 83%	0,21

Table 12. Purpose of personalisation

#### Block 4: Principles of personalisation

*Objective 4: Building list of principles or criteria used to guide and assess effective personalisation.*

In this fourth block, experts were asked to write what were the principles that ensured a personalised education concerning school, school organisation, curriculum, methodology and assessment, educational orientation, family, technology, society and the media.

#### 11. Basic principles of personalised education school

Table 14 summarises principles that a personalised education school should follow. The eight items have a level of agreement above the minimum: a minimum 80%; a response variation index of less than 0.18, which implies a high level of homogeneity, specially since 6 of the items exceed 90%. According to the groups of experts, the one of academic specialists in personalisation grant 100% to item 70 about the promotion of initiative and autonomy; item 72 on the individual and personal tutoring system is only granted 72% consensus by the group of professionals. In the latter case, the low score is due to the assessments of English speaking pedagogical tradition experts. If the calculation were made with the experts of the Hispanic tradition the valuation would rise up to 90%.

An expert disagrees about item 73 because he/she thinks that the school must transform ICT use rather than adapting to them.

According to importance and agreement, the items are distributed as follows: *crucial* from 68 to 70 with a similar level of importance and distance from the rest, and *conjunctural* from 71 to 75. The topics of the items considered of most significance relevance are mainly focused promoting autonomy, reflection and social commitment, and respect for each singularity and recognition student's ability to learn to take their own decisions.

ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
68 Encourages participation, <b>critical</b> thinking and creativity. It incorporates culturally sensitive content and spaces for reflection and resolution of conflicts or problems that affect them.	1	44%	0,57	92% PR 90% AP 96% AE 92%	0,12
69 It keeps all students in high expectations, but the model and strategies allow the flexibility to include each learner with respect and dignity according to their context and uniqueness.	2	44%	0,67	92% PR 90% AP 96% AE 92%	0,12
70 Initiative and personal autonomy promoter recognizes and accepts each student's ability to make decisions about their own teaching and learning processes or rules of coexistence, and works with them and they develop this capacity. It incorporates the voice of students to the design and development of teaching, learning and school activities.	3	45%	0,81	94% PR 90% AP 100% AE 92%	0,12
71 Works and makes decisions based on the objectives of personalised education. His teaching style learning and environment is flexible and consistent with a personalised model, offering each student the strategies he/she needs.	4	61%	0,37	88% PR 83% AP 96% AE 88%	0,18
72 It has a tutoring system both at a group and individual level. So that each group of students is assigned a tutor, and the same happens with each student. The tutoring aims to improve the group or the individual and it is done through meetings or personalised mentoring interviews to meet each case's specific educational needs.	5	61%	0,56	85% PR 72% AP 92% AE 96%	0,18
73 Adapted to the curricular requirements and the technological conditions of each moment.	6	63%	0,57	90% PR 90% AP 96% AE 83%	0,16
74 Learning occurs in and out of school. Students have significant training and learning opportunities in the community or companies, depending on their educational level. Schools work in collaboration with organizations to design, review and redefine the teaching and learning process.	7	64%	0,30	90% PR 89% AP 92% AE 88%	0,12
75 Suggestive and supportive cooperative learning spaces, where some help others and everyone learns.	8	67%	0,27	90% PR 90% AP 96% AE 83%	0,12

Table 13. Principles of personalisation in reference to the school

## 12. Basic organizational principles in the personalised education model

Items 76 and 77 refer to some organizational principles. As shown in Table 15, they have a consensus level above 90% and a high degree of homogeneity of responses. The ones that give them the highest score by groups of experts are the academic specialists in personalisation approaching 100%.

By categories according to the level of importance and agreement, item 76 would be *crucial* even if it had a slightly lower level of consensus and 77 would be *conjunctural*. Thus it is considered basic that all the focus of education, teachers, students and families assume their responsibility, that teachers work as a team and all staff, whether teachers or services are involved.

ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
76 Teachers, students and families have a voice in decision making and assume responsibilities. Teachers share information, teaching and responsibilities, and collaborate in each student's integral education. All staff is involved in education.	1	68%	0,37	90% PR 87% AP 96% AE 88%	0,18
77 The school uses staff, space and time resources flexibly and diversely to support personalisation. The size, organisation and furniture of classrooms, corridors, libraries, courtyards, etc., should facilitate the creation of personalised learning environments. Times, student groups and teaching assignments are also flexible and respond to educational needs, learning strategies and students. 7	2	82%	0,31	95% PR 93% AP 96% AE 96%	0,08

Table 14. Principles of personalisation regarding the organisation

## 13. Basic principles of the curriculum, methodology and assessment in the personalised education model

Table 16 shows the six items on curriculum, methodology and assessment. All of them have an agreement level above 80% and a high homogeneity index, except for item 78 which has a divergence due to an extreme value of one of the professional experts, lowering this group's score consensus to 73% consensus. One of them, 80 reaches 94% globally and 100% in the education specialists. It is the only one that refers to the assessment. It emphasizes the importance of the assessment being integrated into the learning process, continuous and diversified, leaving the qualification for the end of the process.

Regarding the classification between items, the first three are *crucial* and the other three are *conjunctural*. The *crucial* ones refer, in addition to the assessment as already mentioned, to the curriculum, highlighting its flexibility, diversification and relevance, plus the necessary attention to the hidden curriculum, such as the values, attitudes and habits or virtues that

favour integral development of each student.

ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
78 The curriculum is flexible, diversified and a vehicle of challenge and transformation of people, not so much objective. The goals are agreed upon in terms of competencies. Traditional contents must be purged, select those that are key, applicable to different situations and problems and finally adapt to each student's context and uniqueness. The learning that allows continuous learning is relevant.	1	46%	0,73	87% PR 73% AP 92% AE 100%	0,31
79 It is concerned with making education visible in values, attitudes, habits or virtues through different strategies. For example: sharing in the whole educational community some ways of doing and relating positively or designing and programming activities and social projects that deal with it intentionally.	2	54%	0,53	87% PR 92% AP 88% AE 79%	0,19
80 An integrated learning assessment that assesses the student's progress and effort more than the result. Continuous, based on metacognition, error recognition and clear and agreed goals. Diversified with self and co-assessment leaving the qualification for the end of the process, when there is evidence that it has been learned.	3	55%	0,55	94% PR 90% AP 92% AE 100%	0,09
81 Diversity of methodologies and strategies oriented to the construction and integration of knowledge. We choose them based on the objectives, needs and context depending on the UDL (Universal Learning Design) framework, ensuring that they adapt to classroom differences.	4	61%	0,42	86% PR 83% AP 92% AE 83%	0,15
82 Curriculum committed to people. It helps to understand how to be healthy; be skilled; be aware, be optimistic.	5	64%	0,37	87% PR 83% AP 88% AE 92%	0,16
83 The United Nations Sustainable Development Goals are at the base of projects that connect with global problems and act by offering solutions at the local level.	6	72%	0,40	87% PR 80% AP 92% AE 92%	0,18

Table 15. Principles of personalisation regarding the curriculum, methodology and assessment.

## 14. Basic principles of the teacher's role and teaching style in the personalised education model

The question regarding the principles on the teaching role is the one that has received the highest level of consensus. The 6 items exceed 95%, reaching 100% in the group of academic specialists in education in 4 of them: 84, 85, 86 and 88. Consequently, it is also the one that reaches a greater homogeneity of responses, with a variation index lower than 0.11 in all cases.

By categories according to the relationship between importance, we have two *crucial* items, the 84 and 85, and 4 are *conjunctural*, from 86 to 89. The

most relevance ideas are those referring to the teacher profile that, on the one hand, encourages reflection on learning and its connection with real life and the understanding of the world, and on the other *fully confident in the possibility of overcoming each of his/her students*.

ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
84 It encourages reflection on learning and connects and integrates it into real life and understanding the world.	1	43%	0,63	96% PR 93% AP 100% AE 96%	0,1
85 He/she is fully confident in the possibility of growth and improvement of each of his/her students. He/she shows it by recognizing every minor achievement and with a kind and optimistic attitude.	2	50%	0,49	95% PR 93% AP 100% AE 92%	0,11
86 Educators should have the opportunity for professional development beyond the school and its doors. The interaction is richer and offers more opportunities depending on the potential of the guide.	3	63%	0,44	97% PR 100% AP 100% AE 92%	0,06
87 Teachers are facilitators, mentors, coaches and advisors. In this new role, they could be called <i>Learning Designer</i> . Teachers are no longer the <i>wise on stage</i> ; they are the <i>guide next door</i> whose positive feedback is precious. Its mission is to accompany each student to discover their potential, grow and maintain their confidence and desire to be efficient and effective. As Vigotsky said, it is learned based on whether the proposed challenge is in the area of the learner's proximal development.	4	63%	0,5	95% PR 93% AP 96% AE 96%	0,08
88 Share the school's vision and mission and commit to the integral education of each of its students.	5	65%	0,43	97% PR 97% AP 100% AE 96%	0,06
89 Teachers must be safe and professional enough to go beyond their comfort zones. Be guides and learners at the same time. Constantly challenging your own knowledge and practice. Willing to adapt their teaching, materials and educational resources to the students' differences and to enhance their specific talents. Ask questions and promote questioning, <b>critical</b> thinking and reflection.	6	67%	0,46	96% PR 96% AP 96% AE 96%	0,08

Table 16. Principles of personalisation regarding the role of the teacher and the teaching model.

15. Basic principles of educational guidance in the personalised education model

Table 18 contains the consensus items on educational guidance. As you can see item 90 rubs 100% consensus, while the rest does not reach 90%. By groups it should be noted that from item 91 to 93 in the group of academics specialists in education reach only 75% agreement. In comparison, the group of academics' specialists in personalisation all cases are almost 100%.

By categories; and having the highest level of agreement, item 90 is valued as the most important, placing personal orientation as a *crucial* idea. The items, related to academic orientation, or those the create a community of solidarity and professional orientation, belong to the category of *conjunctural* ideas at a considerable distance from the first item in terms of importance and with a level of consensus below 90 %.

ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
90 Personal orientation. Individualised tutoring oriented to self-knowledge and to discover student's talents beyond the purely cognitive, to achieve a holistic maturity and development. It includes accompaniment in the development of <b>critical</b> thinking and questioning by meaning as preparation for adult life.	1	40%	0,63	96% PR 93% AP 100% AE 96%	0,08
91 Academic orientation. It provides multiple paths to success. It is daily done in the classroom on a basis, with advice and support to find resources that encourage learning and also personal learning plans. It is also done outside the classroom to help students through school and non-school, contexts, which offer resources and opportunities to learn. That is, it focuses on the follow-up and accompaniment of each student in their learning trajectories, promoting reflection on them, their <b>critical</b> review and, if appropriate, their re-construction.	2	67%	0,33	86% PR 87% AP 96% AE 75%	0,16
92 Create a community of solidarity. The concern for the other and his/her improvement turns orientation into a fundamental element for building a culture based on mutual help, trust and respect.	3	68%	0,47	86% PR 87% AP 96% AE 75%	0,23
93 Professional guidance. Mentoring is aimed to accompany for the best possible choice of studies after the school stage or the discovery of a particular professional vocation. It includes activities and programs focused at developing university and professional preparation, in academic and non-academic skills. It allows the student to experience and discover how their skills and interests can be useful and valued by society, to make them their livelihood.	4	77%	0,29	87% PR 90% AP 96% AE 75%	0,14

Table 17. Principles of personalisation regarding educational orientation

16. Basic family principles in the personalised education model

As shown in Table 19, items referred to the family's basic principles in the personalised education school, four exceeded 80% and the level of importance correlates with that of consensus. The degree of homogeneity is high, the level of variation being less than 0.18.

According to the experts' group, the one of academics' specialists in education values less the items related to communication and coherence between family and school. In the contrast, the group of professionals is the one that values communication and coherence the most.

By categories, family-school collaboration, i.e. item 94, is considered a *crucial* issue, while contemplating the family environment as the quintessential personal education environment, communication and coherence, the tree of the are granted as rather *conjunctural*.

ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
94 Collaboration between school-family. The family actively participates in the training and decision making of their children in collaboration with the teachers. It is responsible for cooperating with the school to have richer information about the student's profile and to provide their children with moments, experiences and guidance in certain aspects that require individual learning, both to work difficulties and to stimulate strengths. Parents can participate in the organisation of school events, whether cultural, recreational, social or academic.	1	56%	0,38	94% PR 97% AP 92% AE 92%	0,12
95 School-family communication is fluid and frequent through family tutoring. All parents love their children. You have to include them in the events and take into account their comments in their decisions. All information about students should be readily available to parents.	2	63%	0,32	90% PR 93% AP 92% AE 83%	0,12
96 Consistency between family-school. School and family do a joint and continuous work. Education cannot be fragmented: it is learned at home and school and educated at school and at home. This requires sharing criteria, conversation spaces and continuous work.	3	63%	0,4	90% PR 97% AP 88% AE 83%	0,18
97 Family is the personal, educational environment par excellence. It is the one who chooses the type of education for his/her son/daughter. "Learning at home" strengthens the family and includes everything, daily living, travel, games, reading, vacations, etc. It is one of the contexts in which students can find powerful opportunities and resources to learn. They should support children academically, emotionally and socially. When they are involved and understand the cooperative nature of learning, personalisation, and their roles, the quality of education improves. Let's not forget that "a whole town is required to educate a child."	4	69%	0,52	88% PR 89% AP 88% AE 88%	0,17

Table 18. Principles of personalisation regarding the family

### 17. Basic principles of technology in the personalised education model

Table 4 shows the four items referring to technology. They all have reached a high level of consensus: around 90%; and a low level of variation in responses, less than 0.25 in all cases.

By groups of experts, item 98, which is related to the service of technology to the personal monitoring of the student, and 100, which points out the necessary education in a digital citizenship, addition to the greater consensus, have exceptionally high consensus in the group of Academic specialists in personalisation. However, item 101 shows a significant

divergence: the education specialists' group esteemed it very low, not reaching 70%, while the other two groups placed it very close to 100%. This item is globally less valued and refers to the need to integrate technology in the school as *means to facilitate life and learning*.

By categories, items 98 and 99 are considered *crucial* while 100 and 101 are *conjunctural*. Item 99 raised alerts in the first round and at the suggestion of an expert, the nuance was revised and added ... *within basic security and training conditions* ... which exceeded the necessary level of consensus.

ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
98 It allows developing accompaniment's tasks both in their school and learning trajectories. In turn they can be generous support to the teacher through tools of curriculum management, assessment and learning, cooperation between the team teacher or communication with families.	1	56%	0,57	92 % PR 86% AP 92% AE 100%	0,12
99 Technology is a key tool today and, within basic safety and training conditions, it must be available to all students. It facilitates student autonomy in many aspects such as: information, research, analysis, sharing with peers, self-assessment, deepening learning, discovering connections, approaches and interests. It has a great power of transformation and helps to democratize knowledge and experiences.	2	58%	0,28	89 % PR 86% AP 88% AE 96%	0,14
100 Educating in a digital citizenship is necessary so that they can participate effectively and safely in society. If we want students to learn to make better use of technologies, we must actively and proactively build these new uses.	3	67%	0,46	92 % PR 93% AP 96% AE 88%	0,12
101 Technology is part of life and is a tool for work, communication, relationship, information, etc. The school must integrate it as what is an ordinary means to facilitate life and a powerful learning means. We must celebrate the opportunities that technology offers us to go further in collaboration between learners and organizations.	4	69%	0,47	87 % PR 97% AP 96% AE 67%	0,25

Table 19. Principles of personalisation regarding technology

### 18. Basic principles of society in the personalised education model

Table 21 shows the three items referring to the principles of society about personalised education. In this case, all items exceed 90% according to a high degree of homogeneity.

By groups of experts, it should be noted that while in all cases academics and professionals grant them a level of agreement close to 100%, the group of education specialists does not reach 80% in any of the cases, raising doubts about which one should be the relationship of society and personalised school.

By categories, item 102, is considered *crucial*: it refers to the personalisation in citizens' education with *critical* thinking and positively contributing to their community and society. In contrast, numbers 103 and 104, linked to the school's opening to society and the co-responsibility of society in education are *conjunctural*.

ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
102 Personalisation adapts to the new social needs by educating autonomous and responsible citizens capable of learning to learn, with <b>critical</b> thinking and values and skills that will allow them to contribute positively in their community and society.	1	56%	0,53	90 % PR 93% AP 100% AE 75%	0,21
103 The open school allows a transfer between what happens inside and outside with action projects in the environment. Educating responsible citizen participation and commitment to local and global problems	2	72%	0,33	92 % PR 97% AP 100% AE 79%	0,16
104 Demand co-responsibility of social and community entities in the education and training of new generations. Society must assume that education needs to be a significant bridge between schooling and adult life. Question how formal education can ensure that young emerging citizens are prepared for the world they will inherit. Work together to ensure that young people feel they have a place and purpose as adult citizens in our society, so they feel they have the opportunity to leave their mark	3	72%	0,39	91 % PR 93% AP 100% AE 79%	0,12

Table 20. Principles of personalisation regarding society

19. Basic principles of media and entertainment in the personalised education model

The three items in Table 22 refer to the media in personalised school. In this case, all items have a more significant agreement than 80% and a variation index of less than 0.21. By groups we see that item 105, about the need of education in the critical sense has a 100% assessment by the group of academic specialists in personalisation. In contrast, item 106 on the importance of creating a coherent discourse with people's dignity, receives a valuation of 71%, in the group of academic specialists in education.

By categories item 105 would be *crucial* and the rest *conjunctural*.

ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
105 The saturation of current information requires an education of the <b>critical</b> sense necessary to question and assess its reliability, with an open mind and seeking the truth impartially.	1	58%	0,52	94 % PR 90% AP 100% AE 92%	0,12
106 Collaborate with the media to create a more constructive and productive discourse that respects the dignity of people. Average is available on all our devices. Our children are consumers of information and, if they acquire the skills, they can use the devices to produce positive content.	2	58%	0,27	86 % PR 93% AP 94% AE 71%	0,18
107 The entertainment business is changing using artificial intelligence and computer generated media. When children learn to code and use the tools, they can develop the skills they need for their future.	3	85%	0,32	87 % PR 92% AP 96% AE 79%	0,21

Table 21. Principles of personalisation regarding the media and entertainment

Block 5: Personalisation today. Strategies, difficulties and recommendations  
Objective 5. Propose and specify strategies, recommendations and difficulties in the implementation of personalised education

Once it is clear what it is and what it is not to personalize in education, its purpose and the principles for its implementation with the collaboration of all, it is interesting to know some practical experiences that guide us.

20. Great challenges of education today and personalised education response

Table 23 contains items that refer to the challenges of personalised education. Five out of six exceed 90% and of two of these reach 95% and a high degree of homogeneity, with a variable rate of less than 0.12 in all cases.

By groups of experts, item 109 stands out with 100% in the group of professionals and 110 that barely reaches 75% in academic specialists in education.

By categories items 108 and 109 are *crucial*. The 108 highlights the challenges of defining a belief system as the basis for a personalised education focused on the learner, and 109 to educate resilient people with a global mentality, respectful of others and the planet, and innovative and creative for the society improvement. The rest of the items, from 110 to 113, are *conjunctural* and refer to the humanisation of education and society and the human profile necessary for today's world.



ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
108 We need to redefine and build a clear understanding of what we are educating for, why we do it and for whom our educational systems serve. Define a belief system as the basis of a personalised education centered on the learner.	1	47%	0,65	91 % PR 90% AP 88% AE 96%	0,12
109 Educate resilient people, adaptable to change, with a global mentality, knowledgeable and respectful of the differences of other people (from different cultures or with other values) aware of the the planet's resources and care. Support students to become innovative, take advantage of their imagination and creativity to achieve new results for society.	2	54%	0,53	97 % PR 100% AP 96% AE 96%	0,06
110 Contribute by emphasizing the universal value of the human being's dignity, linked to the idea of an integrating identity, capable of reconciling differences. Personalised education puts personal identity before biased identities of whatever type. This way, it becomes the instrument and end of a genuine interculturality, where cultures are always at the person's service and not vice versa. In the light of reason and human rights, educational personalisation fosters peace and, goodwill, preserving the good of traditions and generating concerns for creating a more just and supportive world, necessarily made up of people.	3	57%	0,46	88% PR 93% AP 96% AE 75%	0,18
111 Fighting dehumanization with a quality personalised education: it educates mature people with <b>critical</b> awareness, respect for human dignity and social commitment.	4	63%	0,48	91% PR 90% AP 92% AE 92%	0,12
112 Professional and personal profile more flexible, entrepreneurial, cooperative, creative and think globally and ethically. Personalised education, to the extent that it focuses on the development of strengths, creativity and autonomy of the student, makes him/her a participant and responsible for his/her learning and teaches him/her to identify and contribute from his/her strengths, answers to this challenge.	5	64%	0,43	95% PR 97% AP 96% AE 92%	0,08
113 The information society and the digital culture together with other economic, social, labour and cultural factors have brought about the progressive fading of the sense of education and school learning. An important part of the origin of the personalisation proposals is precisely in this challenge. Thus, a personalised education must insist on: organizing and valuing information; developing a <b>critical</b> sense; cultivating rationality; curriculum sobriety, focused on significantl cultural content; educating in public speaking and debate as a way of personal argumentative development.	6	65%	0,47	90% PR 83% AP 96% AE 92%	0,12

Table 22. Response of personalised education to the challenges of current education

## 21. Nuclear strategies for the implementation of personalised education

Table 23 shows the items on strategy. Four out of seven exceed 90% of consensus and all have a rate of variation in the responses of less than 0.22.

By expert groups, items 115, 116 and 117 stands out, reaching 100% value according to the group of academic experts specialized in personalisation in. They propose strategies related to providing resources for personal attention, properly training teachers and establishing cooperative work dynamics among teachers.

By categories, items 114 to 118 would be *crucial*, but 119 and 120 just *conjunctural*. Item 119 had several amendments to the whole and was slightly adjusted at several experts' request. In its previous version, *Having an explicit idea of what the person we want to educate is like ...* was interpreted as a usurpation of prominence to the student to be who he/she wishes to, and the imposition of a specific way of being.

ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
114 Reflective practice is used improve teaching and a tool for a global and comprehensive assessment of the centre based on personalisation indicators.	1	45%	0,61	86% PR 80% AP 92% AE 88%	0,21
115 Training, time and effective tools are required for a personal attention of each student and family.	2	52%	0,37	90% PR 93% AP 100% AE 75%	0,18
116 Teacher training according to the philosophy of the personalised model and the tools necessary to carry it out is enforced.	3	54%	0,68	92% PR 93% AP 100% AE 83%	0,16
117 Establishing cooperative work and planning dynamics among teachers would include designing projects and learning environments, meeting every student's needs and the information about their progress.	4	56%	0,59	94% PR 97% AP 100% AE 83%	0,15
118 Includes all the teaching tools, learning and learning environment centred on the learner and oriented towards making learning a personal experience. (see block I conceptualization).	5	57%	0,53	94% PR 92% AP 96% AE 96%	0,11
119 It's critical to have a clear idea of the human qualities and values we want to educate and how to create a learning environment that will take you there.	6	64%	0,43	86% PR 83% AP 92% AE 83%	0,22
120 In a personalised education school, parents, teachers, students administration and services staff share the same vision of education and are responsible for improving of all students.	7	71%	0,31	88% PR 87% AP 96% AE 83%	0,18

Table 23. Strategies for the implementation of personalisation

## 22. Recommendations to implement personalised education

The 11 items on recommendations are shown in Table 25. All but one exceed the minimum consensus and six 90%. Item 121, which has been valued at 99% and as the most important one, highlights the need to take a step forward in teacher training.

By groups of experts, items 124, 125, 129 and 131 are low valued by academic specialists in education. It is 131 that barely reaches 54%, so has caused not to reach the minimum consensus. This item recommended teacher training in educational coaching and the other two groups considered it relevant.

These items distributed by categories would display items from 121 to 129 as *crucial*, 130 *conjunctural* and 131 *critical*. Of the *crucial* items, it is worth highlighting the relevance of topics the already mentioned one in teacher training, promoting the autonomy and flexibility of teaching teams, favoring them to take risks and share experiences, confidence in the student's ability to make decisions for educating in autonomy and a holistic vision of the competency curriculum.

ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
121 Explore new forms of teacher training that guarantee educators a clear and up-to-date understanding of what educate means, from a personalised vision, to face the XXI century society's challenges. We need educators who are entrepreneurs and confident enough to take on challenges and evolve in their own practice.	1	45%	0,7	99% PR 97% AP 100% AE 100%	0,05
122 We need to ensure confidence in the students' ability to make decisions regarding their learning, management of some aspects of the school and all other daily life areas: i.e. inclusion in its strictest sense. Students of all ages should be free to seek educational opportunities and learning approaches appropriate for them, and guided by teachers.	2	46%	0,81	90% PR 97% AP 88% AE 83%	0,21
123 Personalised education is authentic based on the holistic vision of the curriculum in competencies, educational objectives, assessment and feedback, digital tools for the learning process, open digital educational resources.	3	48%	0,69	94% PR 94% AP 88% AE 100%	0,11
124 Promoting the autonomy and flexibility of the teaching teams of the centres, and encouraging them to take risks with pilot projects and share what works and what does not.	4	48%	0,32	87% PR 93% AP 92% AE 75%	0,21
125 Create tools, resources and courses to support the implementation of personalised learning.	5	53%	0,49	85% PR 83% AP 95% AE 75%	0,19
126 Capture learning as it happens and show what someone is doing so others can learn. Help create a culture of personalisation around you.	6	54%	0,50	90% PR 92% AP 88% AE 92%	0,14
127 Prioritize the personal and pay special attention as a potential axis of personalisation. Discovering talents, interests, hobbies, difficulties, etc. Is the key step to adapt education to each student's needs.	7	57%	0,50	94% PR 92% AP 96% AE 96%	0,09

128 Caring for the adequacy and diversification of spaces (changes in the design and if possible, in the architecture of the centres) depending on the objectives, methodologies that favour them and help autonomy, responsibility and of course make learning personal experience.	8	58%	0,54	88% PR 89% AP 88% AE 88%	0,16
129 Promote cooperative learning, mutual help and co-assessment.	9	59%	0,42	88% PR 90% AP 96% AE 79%	0,21
130 Participation in the community and for it, is a way of strengthening character, together with the transversal care of a pedagogy of effort and personal recognition.	10	75%	0,29	90% PR 90% AP 96% AE 83%	0,12
<b>Other ITEMS</b>				<b>Average</b>	<b>CV</b>
131 Train teachers in educational coaching and provide them with tools to accompany student's growth.				77% PR 87% AP 88% AE 54%	0,31

Table 24. Recommendations for implementing personalisation

### 23. Difficulties in implementing personalised education

Table 26 shows three items related to difficulties in implementing personalisation. All of them exceed a consensus of 80% and have a response variation index lower than 0.26.

By expert groups, it is worth highlighting the evaluations the group of academic specialists in education: in no case, they reach the minimum agreement of 80%, in contrast to the two other groups that surpass it. For the group of academic specialists in personalisation consensus is close to 100% in items 132 and 134. While one of the experts is in favour of having digital management tools that simplify and favour student monitoring and coordination.

By categories, items 132 and 133 would be *crucial* and the short term 134 *conjunctural*.

ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
132 Time is a very scarce resource. Teachers need it to coordinate, design and use learning personalisation strategies, and monitor and follow up the student. It would also be necessary to have a ratio of teachers per student and distribute it according to personalisation criteria.	1	52%	0,44	85% PR 82% AP 96% AE 79%	0,26
133 There is a lack of resources and many of these lack personal resources (creativity, management, organisation, vision, impulse, entrepreneurship, cooperation).	2	61%	0,41	82% PR 90% AP 88% AE 67%	0,26

134 It should be known that people can be resistant to change and it is essential to manage it well: starting with cultural change, finding the right people to lead the way, developing a plan that includes financing. Implementation requires constant monitoring and respecting the times of parents, teachers and students.	3	88%	0,26	87%	0,18
				PR 90%	
				AP 96%	
				AE 75%	

Table 25. Difficulties in implementing personalisation

## Block 6: Future of personalisation

### Objective 6: Project the future of personalised education to make it possible

Finally, experts were asked to project personalisation in the future with the guiding decisions in the present. For the most optimistic, the question should be *how do you see personalisation in 10 years?*, but pessimists *how would you like personalisation to be in 10 years?*. This different perspective was not considered when making the questionnaire though, and we found answers of every hue: from black pitch to bright-white ones.

### 24. Personalised education in 2030

Table 27 shows items related to the future of personalised education. Out of the nine items, seven exceed 80% agreement and one of them, number 139, 90%. This item refers to the education system's flexibility and centers' greater autonomy to adapt their context and students' needs.

The group of academics' specialists in personalisation positively valued the visionary items with relevant changes such as 135, 136, 137, 138 and 139. However, the group of academics specializing in education was the most pessimistic, valuing items 135, 137, 138, 142 and 143 below 80%, and so item 142 did not reach the minimum consensus level. It is also worth noting the scepticism of the group of academics in personalisation regarding item 143 which ensures personalization by 2030. Referring to item 137, one of the experts disagreed and states that collaboration between the family and the school is practically impossible to achieve. Another expert considers item 138 unlikely and, in principle, undesirable: it refers to the idea that schools are community learning spaces.

By categories, there are three *crucial* items, from 135 to 137, four *conjunctural* ones: from 138 to 141, and two *critics*, 142 and 143.

ITEMS consensus	Priorisation			Consensus	
	R	Average	CV	Average	CV
135 An open, flexible and welcoming school, where students feel accompanied and are autonomous in their learning, following their own pace and according to their needs.	1	37%	0,71	88%	0,21
				PR 93%	
				AP 96%	
				AE 75%	

136 Schools are nuclei of personalised learning where a broad collaboration is motivated and developed. Students use basic knowledge and skills build meaningful and project-based programs, and so, schools are environments where students are empowered.	2	41%	0,80	88%	0,14
				PR 87%	
				AP 96%	
				AE 83%	
137 Joint, coordinated and continuous work with families.	3	51%	0,34	87%	0,21
				PR 93%	
				AP 96%	
				AE 71%	
138 Many will open walls, create flexible learning spaces that the school and other community members can use. Many schools will be like community learning spaces, open to everyone. Libraries, businesses, nonprofit organizations and others will partner with schools so that all students in the community learn and support each other.	4	53%	0,45	83%	0,22
				PR 87%	
				AP 92%	
				AE 71%	
139 A more flexible educational model that gives schools more autonomy to adapt to their context and students' needs. Teachers and students participate, at different levels, in the design of the curriculum.	5	59%	0,54	92%	0,12
				PR 92%	
				AP 92%	
				AE 92%	
140 Teachers have tools for procedural, mechanical and repetitive, of controlling and monitoring learning activities. There will be virtual learning environments and interactive 3D spaces in which to achieve a deeper understanding of reality. Technology will be at the service of the learner.	6	61%	0,32	83%	0,21
				PR 81%	
				AP 83%	
				AE 88%	
141 Teachers will master many flexibly used strategies and quality resources to foster learning with meaning and personal value students.	7	66%	0,33	86%	0,16
				PR 86%	
				AP 88%	
				AE 83%	
<b>Other ITEMS</b>				<b>Average</b>	<b>CV</b>
142 Students may define their own personal curriculum and study their own areas of interest that may be determined by age, level and need. Each student has a individual instruction plan, with learning, personal, career or citizenship objectives and can monitor their own process.				78%	0,22
				PR 87%	
				AP 83%	
				AE 62%	
143 By 2030 data will show that some techniques aimed at personalising education favour quality learning.				79%	0,23
				PR 81%	
				AP 71%	
				AE 87%	

Table 26. Personalisation in 2030

## FINAL question

At the end of the questionnaire, participants were allowed to express their thoughts freely. Two answers that are worth mentioning.

Table 28 shows the two items that summarize them both with a good level of consensus and homogeneity. However, just as item 144 is in line with the objective and subject matter, 145 addresses an unrelated issue. In some cases, fraught with controversy, it has been decided to include item 144 as a *crucial* idea in the consensus items. In contrast, 145 has been excluded and considered *marginal*.

ITEMS consensus	Consensus	
	Average	CV
144 A quality education for all students necessarily follows a personalised model.	87% PR 87% AP 92% AE 83%	0,21
145 Given the probable progression of educational formulas other than traditional schooling ( <i>homeschooling</i> ..), it is worth insisting on the school's institution relevance from the earliest stages of life, since education is not restricted to the physical, cognitive, affective, aesthetic and moral spheres. There is irreplaceable social learning in school, since living together is learned by doing so; and at the same time, it acquires essential elements for of citizenship development. In difficult times for institutional political stability, in general, the germ of a stronger and more democratic society is in educational centres. A free society requires a school in the service of freedom. The concern for autonomy is a social issue and also of the state.	91% PR 90% AP 100% AE 83%	0,12

Table 27. *Something else you would like to contribute*

### 3.2. The agreement by categories

After the step-by-step analysis of each group of items, it is time to have a panoramic view of the result. For this, each item is placed in the quadrant of the corresponding category as shown in Table 30. Thanks to this grouping it is easy to summarize the most important consensus ideas, *critical points*, and *conjunctural ones*.

	CRITICAL ITEMS	CRUCIAL ITEMS
I M P O R T A N C E	13, 23, 28, 33, 41, 131, 142, 143	1, 2, 3, 4, 10, 11, 15, 16, 17, 18, 25, 26, 29, 30, 31, 32, 36, 37, 42, 43, 44, 48, 49, 50, 54, 55, 56, 57, 58, 64, 68, 69, 70, 76, 78, 79, 80, 84, 85, 90, 94, 98, 99, 102, 105, 108, 109, 114, 115, 116, 117, 118, 121, 122, 123, 124, 125, 126, 127, 128, 129, 132, 133, 135, 136, 137, 144
	ITEMS IRRELEVANTS	
	9	
	MARGINAL ITEMS	RELEVANT ITEMS
	14, 24, 40, 53, 62, 63, 145	5, 6, 7, 8, 12, 19, 20, 21, 22, 27, 34, 35, 38, 39, 45, 46, 47, 51, 52, 59, 60, 61, 65, 66, 67, 71, 72, 73, 74, 75, 77, 81, 82, 83, 86, 87, 88, 89, 91, 92, 93, 95, 96, 97, 100, 101, 103, 104, 105, 106, 107, 110, 111, 112, 113, 119, 120, 130, 132, 133, 134, 138, 139, 140, 141
-	Consensus	
		+

Table 28. *Item classification*

## 4. CONCLUSIONS

### 4.1. Responses

In the beginning, this study's goal was to build a common framework of consensus on what was understood by personalisation of education. Now, thanks to the generous collaboration of the group of participating experts and the work done, they can render accounts. The most relevant ideas of the consensus that answer the initial questions are presented firstly. After, the differences or aspects that need to be clarified and their possible

causes are discussed. In all cases, they will only be relevant aspects without considering minor issues, whether they are *conjunctural*, *irrelevant* or *marginal*.

Regarding conceptualization, we highlight the following consensus ideas:

#### Personalisation

- It differs from individualisation in that it aspires to make participation and solidarity effective in a context of social interaction.
- It implies differentiating not so much by abilities or talents but by the global uniqueness of each person.
- A personalised education is centred on the student: he recognises his/her or her own identity, sets the objective of developing or fostering skills while empowering the student himself/herself in the design of his/her personal career.
- Personalised learning must be experiential and help to make sense and reconstruct each student's personal experience by providing a value that transcends and enriches them. It implies the use of inquiry methodologies, as well as motivation and personal responsibility.

#### Personalised education

- Educational model oriented to educate singular, autonomous, open, responsible, supportive and resilient people capable of selfimprovement and perseverance for themselves.
- It is justified due to the need to educate in and for freedom to allow the development of their own identity and the formation of citizens capable critical thinking, and who know how to seek solidarity and sustainable solutions to today's world.
- Its purpose is to educate whole people committed to personal and social improvement. Promoting their knowledge, the configuring of their own identity (values and dignity) and openness to others and the world (solidarity, commitment), to consciously and critically decide on one's personal life project.
- A quality education for all students necessarily follows a personalised model.

Basic principles to consider to evaluate or implement a personalised model:

- **The school** should be a promoter of initiative and personal autonomy. It recognizes and accepts each student's ability to make decisions about their teaching and learning processes or rules of coexistence, works with them and they develop this capacity. It incorporates the voice of students to the design and development of teaching, learning and school activities.

- **The organisation** should ensure that teachers, students and families have a voice in decision making and assume responsibilities. Teachers share information, teaching and responsibilities, and collaborate each student's integral education and progress. All staff is involved in education.
- **The curriculum** is flexible, diversified and a vehicle of challenge and transformation of people, not so much objective. The goals are agreed in terms of competencies. The contents must be fundamental, applicable to different situations and problems and finally adapt to of each student's context and uniqueness. The learning that allows to continue learning is relevant.
- **There is a diversity of methodologies** and strategies oriented towards the construction and integration of knowledge. We choose them based on the objectives, needs and context depending on the UDL (Universal Learning Design) framework, ensuring that they adapt to differences in the classroom.
- **Assessment** is integrated into the learning: it checks the student's progress and effort, more than the result. It is continuous, based on metacognition, error recognition and precise and agreed objectives. Diversified with self and co-assessment leaving the qualification to the end of the process: that's when there is evidence that it has been learned.
- **Teaching staff** encourages reflection on learning and connects integrates it into real life and the world understanding. He/she is fully confident in the possible growth and improvement of each of his/her students. He/she shows it by recognizing every minor achievement and with a kind and optimistic attitude.
- **It has personal guidance.** Individualised tutoring is oriented to selfknowledge, discover talents beyond the purely cognitive ones, and so achieve a holistic maturity and development of each student. It includes accompaniment in the development of critical thinking and questioning for meaning as preparation for adult life.
- **Collaboration between school-family.** The family actively participates in the training and decision making of their children in collaboration with the teachers. It has the responsibility to cooperate with the school to have richer information about the student's profile and to provide their children with moments, experiences and guidance in certain aspects that may require individual learning, both to work difficulties and to stimulate strengths. Parents can participate in organising school events, either cultural, recreational, social or academic.
- **The technology** allows developing accompaniment tasks of each student both in their school and learning trajectories. In turn, they can be a great support to the teacher through curriculum management, assessment and learning, cooperation between the teaching team or communication with families.

Looking to the future the main challenges that should be faced from the perspective of personalisation are:

- Educate resilient people, adaptable to change, with a global mentality, knowledgeable and respectful of other people's differences (from distinct cultures or with other values) aware of the planet's resources and care. Support students to become innovative, take advantage of their own imagination and creativity to achieve new society results.
- Have practical training, time and tools to provide personal attention to each student and family.
- Establish cooperative work and planning dynamics among teachers that include the design projects and learning environments, the choice of measures to meet each student's needs of and the progress information.
- Explore new forms of teacher training that guarantee educators a clear and up-to-date understanding of what educate means to, from a personalised perspective, to face the XXI century society's challenges. We need educators who are entrepreneurs and confident enough to take on challenges and evolve in their practice.
- Personalised school in the future will be an open, flexible and welcoming school, where students feel accompanied and are autonomous in their learning, following their own pace and according to their needs. With a joint, coordinated and continuous work with families.

The most significant divergences are found among experts from the professional and academic world. The first show a vision of the person focused on the education's practical aspects, to succeed in school and life. However, the second group, also emphasises developing personal life project, consistent with the free and unique person's dignity. This vision considers the integral, unifying development of the person as the basis for their happiness and contribution to the world: it is a crucial element. The first approach is merely pedagogical, while the second includes its development an anthropological vision.

However, differences between the two groups because are often seen as the group of personalisation specialists identified many techniques, strategies or ways of doing as applied to the custom model, other models or pedagogical proposals. These caused an adverse reaction in the education specialist group. See, for example, the different way of viewing inclusion related to personalisation in either case: the former assigns qualities to personalisation while the latter associates them with inclusion or vice versa.

Other important divergences come from the different pedagogical traditions. Two of them stand out: while in the English speaking tradition the word personalisation is associated with learning, in Hispanic language it is also associated with education. This different approach means that some English speaking approaches, when equating the personalisation

model to the competency model, may seem reductionist or inadequate perspectives to the other. Another consequence of this different way of looking at personalisation lies in the course of seeing the person and their development, in the first case more focused on their ability to learn throughout life, in the second to a more global and unitary vision, seeing its development from the perspective of achieving a whole and socially responsible life. It is in this case, in which personal accompaniment comes into play in the growth of each student as a personalisation tool, which, as we have seen in the analysis, the English speaking tradition did not see so necessary.

Most of these differences come from each expert's pedagogical trajectory: some have a more pragmatic basis, others more constructivist, others quite philosophical, and in this case the personalist philosophy that is the one that inspired part of the pedagogies oriented towards personalisation. In many cases, several of these trends are mixed by configuring a mixed proposal. As recommended before a possible discussion to clarify aspects, the study and reflection of each other is proposed to broaden the focus and see the complete picture. These different ways of looking are not incompatible with each other. The opportunity would be taken to offer a personalised education of the best quality that contemplates the person in all their dignity.

#### 4.2. One more step

From here, a whole panorama of possibilities opens up. From moving forward to create a consensus framework that makes the implementation of the model more effective. Develop a tool to assess the degree of personalisation of a strategy, school, environment, educational model, curriculum, or even education system. And one could also create a *manual* of guidelines for the design of strategies, methodologies, or even complete models based on a personalised vision of education.

All this would allow, in turn, to begin evaluating the effectiveness of personalisation as a model of quality education for the 21st century, with what would be provided with evidence for its consolidation and improvement, encouraging many educational systems to incorporate it and contributing to the improvement in the quality of life of the next generations.

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## 6. ANNEXES

### EXPERTS PARTICIPATING

Professionals in education

#### PAULINA BÁNFALVI KAM

Business and Marketing Management. Expert in High Capacity students and Talent Development. High school teacher. Professor at the High Capacity Expert of the UIB. Speaker and trainer in various congresses, conferences and educational centers in personalised learning, creativity, *critical* thinking and talent development.

- Research / field of study: Multilevel and creative learning strategies for personal and talent development. Creativity and critical thinking in Especial Needs students. Educational response for students with High Capacity students. Project coordinator [yoatiendolasaaccenelaula.wordpress.com](http://yoatiendolasaaccenelaula.wordpress.com). Participate in multi-level learning and research [curriculomultinivel.org](http://curriculomultinivel.org).
- Books/publications: *La Rebelión del Talento*. Translator of *Desarrollo emocional y social del alumnado con alta capacidad*. Founder of the Blog [aacclarebeliondeltalento.com](http://aacclarebeliondeltalento.com). Cofounder of [SinCreatividadNoSoyNadie.com](http://SinCreatividadNoSoyNadie.com).
- [aacclarebeliondeltalento@gmail.com](mailto:aacclarebeliondeltalento@gmail.com)

#### BARBARA BRAY

Creative Learning Strategist. She works as a keynoter, facilitator, strategic planner, and coach with schools, districts, individuals, businesses, and non-profit agencies worldwide. Past Co-Founder of *Personalize Learning*, LLC from 2012 to 2017. Co-Author, *Make Learning Personal* and *How to Personalize Learning*. Author of *Define Your WHY* to launch in February 2020. Owner/ Founder of My eCoach. Host of the Rethinking Learning Podcast.

- Books/publications: *Make Learning Personal*, *How to Personalize Learning*, *Define Your WHY*, articles, and posts on her website *Rethinking Learning* and on My eCoach. She wrote a regular column on professional development for OnCUE (CUE) for seventeen years and PD Tips for Tech for Learning for nine years. She continues to blog and update resources and materials on her site and writes chapters in books, articles, and as guest posts on other blogs.
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- <https://barbarabray.net>

#### RICHARD GERVER

He has worked as a teacher, educator and headmaster. Since leaving his twenty-year career in education, Richard has explored the links between great leadership, human potential, change and innovation.

- Research: The development of human potential, educational innovation

and the important role that educational leaders play as a social and cultural transformation mechanism.

- Consultant: His work transcends education, and hired Richard as a policy consultant about the change in the school for the 21st century. He regularly advises the leading corporations worldwide: Google, UK Sport, Visa, Microsoft, Morgan Stanley, Deloitte, Harrods, Puig, LMA, Telefónica.
- Books / publications: *Creating tomorrow's school today*, *Simple Thinking*, *Education: a manifesto for change*, *Change: learn to love it, learn to lead it*.
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### KATHLEEN MCCLASKEY

Founder of *Make learning personal*. She is an innovative leader, education technologist, international speaker and professional developer.

- Consultant: Consultant UDL (Universal Design for Learning - Universal Design of Learning DUA) with over 30 years experience creating learner-centered environments as a teacher, K-12 administrator and consultant. She is passionate about empowering learners with tools, skills and learning strategies. Hence they become independent, self-directed learners, learners with agency, future-ready for college, career and life.
- Books / publications: Co-author of bestsellers *Make Learning Personal: The What, Who, Wow, Where and Why* and *How to Personalize Learning: A Practical Guide for Getting Started and Going Deeper*.
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### JOHN MORAVEC

PhD in Comparative and international development education, Master of International Management, and BA in international studies. Creator of the knowmads concept, takes a future-oriented approach to envision potential human development in the next ten years, and the implications for education today. Author of *Manifesto 15* for evolving learning. Co-creator of invisible learning concept for future-relevant education. Global speaker and trainer with 200+ invited engagements across four continents, including four TEDx talks.

- Consultant: Founder of Education Futures, an advisory firm with a service mission, serving governments, schools, and universities in the Americas and Europe. External consultant and trainer for the Inter-American Development Bank.
- Books / publications: *Emerging Education Futures*, *Knowmad Society*, and, with Dr. Cristóbal Cobo, co-author of *Aprendizaje Invisible Hacia una nueva ecología de la educación*.
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### CORAL REGÍ RODRÍGUEZ

Biologist and educator by vocation. Director of Escola Virolai. It is part of different educational associations and a member of the School Council of Catalonia.

- Research / projects: Member of *Educació Demà* of the Jaume Bofill Foundation.
- Books / publications: He/she has written articles on leadership, professional assessment and pedagogical and educational quality processes.
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Academic specialists in personalisation

### ANTONIO BERNAL GUERRERO

Doctor of Philosophy and Education Sciences. Professor at the University of Seville. Theory and History of Education and Social Pedagogy.

- Research: Pedagogical Research Group of the Person.
- Books / publications: Numerous articles on Personalised Education. Permanent Collaborator of the Personalised Education Treaty directed by Víctor García Hoz, participating as an author in volumes 3, 5, 11, 16, 31, 32 and 33. Book *From the end to the objectives of Personalised Education* co-author V. García Hoz, G. Zaniello and S. Di Nuovo. Last book: *Formación continúa*.
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### JOSÉ BERNARDO CARRASCO

Doctor of Pedagogy, National Teacher, Bachelor of Philosophy and Letters (Pedagogy section) and Diploma in Psychology and Management of Educational Centers.

- He has been professor and director of educational centres of primary, secondary and university education, and pedagogical advisor of the UNIR. He has directed several masters and courses for managers, teachers and families, both in Spain and in other countries. He collaborates with IDENTITAS and teaches teacher training sessions in several countries of the world.
- Books / publications: *Cómo personalizar la educación*, *Educación personalizada: principios, técnicas y recursos*, *Enseñar hoy*, *Didáctica básica para profesores*, *Motivar para educar*, *El libro del 66 67 educador y Educar sin manipular*.
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### CÉSAR COLL SALVADOR

Doctor of Psychology. Professor of Evolutionary Psychology and Education at the University of Barcelona.

- Research: Analysis of the interaction processes in educational situations and the assessment of school learning and the uses of ICT technologies in education.
- Consultant: Educational advisory and consulting tasks in different countries, especially in curricular and psycho-pedagogical subjects.
- Books / publications: *Personalización del aprendizaje escolar; Desarrollo psicológico y educación; Enseñanza, aprendizaje y discurso en el aula; Psicología de la educación virtual; Personalización del aprendizaje escolar.*
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### NEUS SANMARTÍ I PUIG

Doctor of Chemical Sciences. Honorary Professor of the Department of Didactics of Mathematics and Experimental Sciences of the UAB.

- Research: Formative assessment, language in relation to scientific learning and environmental education.
- Books / publications: *Aprender i avaluar: un únic procés, Didáctica de las ciencias en la educación secundaria obligatoria, Aprender ciències tot aprenent a escriure ciència.*
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Academics specialists in education

### ARTURO GALÁN GONZÁLEZ

Doctor of Education Sciences. Professor in the Department of Research Methods and Diagnosis in Education at UNED. Dean of the Faculty of Education.

- Research: quality and evaluation of educational centers, effective schools, the work environment, conflict mediation and the assessment of the teaching competence in the University.
- Books/publications: *Métodos y diseños de investigación en educación y Evaluación del clima escolar como factor de calidad.*
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### JUAN IGNACIO POZO MUNICIO

Doctor of Psychology. Professor in the Department of Basic Psychology UAM.

- Research: Learning of concepts and procedures in different specific domains of knowledge, development of learning strategies in students. Theoretical work in the analysis and proposal of cognitive models of learning.
- Consultant: Guidance and curricular advice, compiling the work *The practice of educational advice to exam.*
- Books / publications: *Psicología del aprendizaje humano: adquisición de*

*conocimiento y cambio personal, Aprender en tiempos revueltos, Aprendices y maestros y Teorías cognitivas del aprendizaje.*

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### FRANCESC TORRALBA ROSELLÓ

Doctor of Philosophy, Theology and Pedagogy. Professor at Ramon Llull University. He teaches courses and seminars at other universities in Spain and America.

- Research: Researcher responsible for the line *Ethics of educational and organizational leadership* of the PSITIC Research Group. Research lines: Applied Ethics, Contemporary Philosophy and Philosophical Anthropology.
- Consultant: President of the Advisory Council for religious diversity of the Generalitat de Catalunya.
- Books / publications: *Liderazgo ético, El sentit de la vida, Inteligencia Espiritual, El valor de tenir valors, Un mar d'emocions, Córrer per pensar i sentir y Saber dir no.*
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### JAVIER TOURÓN FIGUEROA

Vice Chancellor for Educational Innovation and Development at the International University of La Rioja-UNIR. Professor of Research and Diagnostic Methods in Education and Doctor of Education Sciences and Biological Sciences. Director of the UNIR School of Teacher Training in Educational Technology, Digital Competencies and Talent Development.

- Consultant: President of the International Advisory Board (IAB) of the Institute of Educational Research, Innovation and Technology (ITED) of the UNIR. Consultant Editor of High Ability Studies, Education Today, Talent Development and Excellence, Sobredotação, Gifted and Talented International, Abilities and giftedness; Spanish Journal of Pedagogy, Education Studies, RELIEVE, Bordón, XXI Education or Education Magazine.
- Publications: More than 200 reports: research articles in specialized magazines, Spanish and foreign, books and book chapters, monographs, presentations at conferences, technical reports and others.
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## INVITATION LETTER

Barcelona, October 14th 2019

Dear colleague,

*I am pleased to write to you as the Director of Educational Studies Centre of Institució Familiar d'Educació. I would like to invite you to participate in a project that may interest you. This year 2019 is our 50th year at the service of society educating young students with the Personalised Learning model. Currently, the scientific advances and major social changes make us consider the need to delve into this issue from an appropriate outlook on new times. Due to the situation and relevance of personalisation as educational quality from present and future, our Studies Centre is taking on the challenge of conducting a scientific and systematic study, with the participation of experts from different countries and fields, in order to reach a clear, broad and deep definition that would serve as a guarantee for the best education.*

*The scope of the Project is international, including experts of different nationalities, English-speaking countries and Spanish-speaking countries. The investigation method chosen is a Delphi panel. This procedure is highly reliable as it follows a systematic protocol to achieve the highest rate of an agreement by counting on the contributions of experts with different views on the same topic.*

*I would like to invite you to participate by being a part of this expert group that will make up the Delphi panel about Personalised Learning. You will have the opportunity to present your opinion about the issues suggested and contrast them anonymously with the rest of the participants. Your candidature as an expert has been put forward by the scientific committee responsible of this study. The "snowball sampling" technique is the selection procedure that has been used, according to which an initial list of candidates has been completed with new recommendations, thus guaranteeing the condition of expertly trained to give their opinion from these perspectives: scientific, analyst and professional.*

*The scientific committee has prepared an initial questionnaire based on a thorough exploration of the related literature, identifying confusing ideas, mistakes or controversies in the different dimensions of the Personalised Learning. The questionnaire is short and it is structured in 6 parts with 3 or 4 open questions in each one. The objective is to arrive at the consensus of the following aspects: conceptual, basis, purpose, principles and key information, application recommendations, practice and experiences, present and future.*

*The final publication will contain the Delphi result, preceded by a short state of fact and ended with some conclusions and future proposals. The agreement aims at clarifying, but above all, at providing an expert guide so that Personalised Learning can progress and meet its objectives.*

*Your participation as an expert will consist of answering a first questionnaire*

*and some question rounds. Questionnaire inquiries are open and aim at finding out your opinion in a clear, concise and relevant way. Inquiry rounds will follow, and they could be made up of 2 or 3 questions if necessary in order to reach an acceptable agreement. The estimated dedication time is about 2 hours for the first questionnaire, and 1 hour for each round. After receiving each inquiry and sending the answers you will have 15 days. Communication will be done by email and the Google platform. Fieldwork will start October 23rd 2019 when the first questionnaire will be sent, and it will end December 18th 2019, the deadline to answer the last inquiry.*

*As it is expected in the Delphi methodology, your personal opinions will be treated, guaranteeing anonymity and confidentiality. Once an agreement has been achieved, the Studies Centre will broadcast the results nationally and internationally. We will elaborate a report followed by a public presentation event in February 2020 in Barcelona; we will also write a scientific article for a prestigious magazine internationally selected by the scientific committee. Your name could appear as a coauthor in all the documents generated if you wish.*

*We are aware that you are a busy professional, and you have many commitments. However, we appeal to your wish to contribute to the improvement of education to encourage you to consider your decision. We would be delighted if we could count on you for this project, and we would be thankful if you could communicate your decision by email before the 22nd of October. In that case, you will receive a message with details and instructions to start the project. We communicate that, after finishing the project, to thank you for your time, you will receive a gift from the Studies Centre. If your participation is impossible by any chance, it would be useful to know so as soon as possible.*

*With our sincere appreciation and our thanks in advance, we remain at your disposal to give you any information you may deem necessary. Please receive a cordial greeting from the Studies Centre and Scientific Committee:*

Ana Moreno Salvo  
Director of Educational Studies Centre Institució  
[www.institucio.org](http://www.institucio.org)

Scientific Committee:  
José Fernando Calderero UNIR  
Juan Carlos Hernando UB  
Gerardo Meneses URV  
Gloria Gallego Jiménez UNIR  
Ana Moreno Salvo UIB (Coordinator)

## FIRST QUESTIONNAIRE

### Delphi questionnaire Personalised Education

This questionnaire has 24 questions arranged in 6 blocks. All the questionnaire should be read before starting to avoid reiteration.

Every participant should express his/her opinion with the greatest freedom and uniqueness. That's why all the questions are asked with impartiality and simplicity.

We look for the most significant consensus about what we understand as Personalisation in Education in an educational stage. It should include a conceptualisation, application principles, practical strategies and future view.

It is important to answer in a clear, concise and relevant way. This way, it is simple to manage the information for the following rounds.

The deadline to send this questionnaire completed is Tuesday 5th of November.

We count on seventeen experts in education with three nationalities, English, American and Spanish. 60% academic, 15% advice in educational policy, 50% with teaching experience or school direction, 78% lecturer and successful writers in education, 70% specialised in personalised education.

If you have any difficulties, do not hesitate to contact us at [centrestudis@institutocio.org](mailto:centrestudis@institutocio.org)

A framework of reference for good quality education in the 21st century *My humanity is linked to yours, and therefore we can only be human together* Desmond Tutu, human rights activist, South-African bishop.

Sustaining and enhancing the dignity, capacity and welfare of the human person, about others and nature, should be the fundamental purpose of education in the twenty-first century. We need a holistic approach to education and learning that overcomes the traditional dichotomies between cognitive, emotional and ethical aspects. It affirmed that equal attention should be paid, in all organized learning, to each of the four pillars: Learning to know, Learning to do, Learning to be and Learning to live together. This is a humanist vision of education as an essential common good.

UNESCO 2015. Rethinking education. Towards a global common good? *An empowering education is one that builds the human resources we need to be productive, to continue to learn, to solve problems, to be creative, and to live together and with nature in peace and harmony. When nations ensure that such an education is accessible to all throughout their lives, a quiet revolution*

*is set in motion: education becomes the engine of sustainable development and the key to a better world.*

C. Power (2015). The power of education. Education for All, Development, Globalisation and UNESCO ation. Education for All, Development, Globalisation and UNESCO

### BLOCK 1: Conceptualisation

#### Objective 1: Come to a conceptualisation about personalisation in education.

First, we ask you to write about the differences between personalisation and the concepts of Individualisation, Differentiation and Inclusion. If you consider it important to compare any other concept, we would appreciate adding it and writing about differences. After, we ask you to define Personalised Teaching, Personalised Learning and finally Personalised Education.

1.1. Write about at least three differences between the following concepts applied to EDUCATION:

- Personalisation and Individualisation
- Personalisation and Differentiation
- Personalisation and Inclusion
- Personalisation and any other concept you think it is important to compare with

1.2. Explain what you understand by:

- Personalised Teaching
- Personalised Learning
- Personalised Learning Environment
- Personalised Education

### BLOCK 2: Basis

#### Objective 2: Delve into the sense of Personalised Education.

2.1 List and explain the different reasons why education should be personalised.

### BLOCK 3: Purpose

#### Objective 3: Justify the importance of investing time, study, effort and 72 73 resources in Personalising Education.

3.1 Specify and develop the main objectives that personalised education is pursuing.

#### **BLOCK 4: Principles of personalisation**

**Objective 4: To have a list of principles or opinions that could be used as a guide to implementation and assessment for effective personalisation.**

In the following questions, we ask you for principles in the different dimensions of education. You can add the dimensions you consider appropriate and write the relevant principles.

*4.1. Write some basic principles about the following fields and elements from the point of view of Personalised Education:*

- School
- Organisational aspects
- Curriculum, Methodology and Assessment
- The role of teachers and teaching style
- Educational orientation
- Family
- Technology
- Family
- Society
- Average and entertainment
- Others ...

#### **BLOCK 5: Today's personalisation. Strategies, difficulties and recommendations**

**Objective 5: Suggest and specify strategies, recommendations and difficulties in the implementation of Personalised Education.**

*5.2. Briefly describe the strategies you consider essential to implement Personalised Education effectively.*

*5.3. Give some recommendations to implement personalisation of education.*

*5.4. List some difficulties you consider important when implementing personalisation in education.*

#### **BLOCK 6: The future of personalisation**

**Objective 6: Project the future of Personalised Education in order to make it happen.**

*6.1 Imagine you are in 2030. Describe some aspects you think characterise Personalised Education.*

#### **FINAL QUESTION**

*7. What other aspects of Personalised Education do you think are important to comment on? Explain them briefly.*

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