The Teacher's Lens: Personalization as Relationships, Mentorship, and Professional Judgment

Dr Suzanne Choo

Associate Professor and Head (Research)
Singapore Centre for Character and Citizenship Education
National Institute of Education,
Nanyang Technological University, Singapore

Personalized Learning in the 18ᵗʰ Century

Private Tutor (Elite)

Image source: https://commons.wikimedia.org/wiki/File:The_Governess_Met_DP889048.jpg

Apprenticeship (Working Class)

Image source: https://commons.wikimedia.org/wiki/File:Apprenticeship.jpg

Mass Education from the 19ᵗʰ Century

1. Factory model of education (for workforce and nation-building)

2. Standardized curricula and textbooks

3. High-stakes assessment as a meritocratic system

Image source: https://pressbooks.bccampus.ca/teachinginadigitalagev2/chapter/6-3-the-classroom-design-model/

AI and Mass Personalized Learning in the 21ˢᵗ Century

Affordability

Greater reach with lower cost

Adaptability

Rich natural language, dynamic generative content

Differentiated Learning

Caters to individual's learning pace, interests & needs

Engagement

Interactivity + Multimodality + Responsive feedback

Image source: https://www.canva.com/

Have the Fundamental Logics of Education Changed?

AI has personalized the path, NOT the destination

AI's personalized Learning → **Mass, standardized education**

directed towards:
- standardized assessments
- Test competencies
- performance benchmarks

Logic of economic rationality:
1. sort and classify
2. pipeline to type of university and jobs

Effects

Over-surveillance

Over-reliance on technology

Openness to complexity?

Room for productive failure?

Over-optimization of learning

Hidden aims of competition

Space for authentic friendships?

Commitment to collective good?

AI's personalized learning is a pathway NOT the destination.

The ultimate purpose of education is to develop **flourishing persons who contribute to a flourishing world**.

From Personalized Learning to Learning for Personhood

| Personalized learning Focus: improving learning	Learning for Personhood Focus: students' belonging and becoming
• **Rationale**: Often instrumental - How do we learn efficiently and effectively?	• **Rationale**: Philosophical - Why do we learn, how can it make us morally better and enable self and others to flourish?
• **Aims**: Often individualistic, driven by individual interests and goals.	• **Aims**: Centers on the moral and relational - how I can live well in relation to others in the world.
• **Values**: Motivated by the goals of standardization and values of competition.	• **Values**: Pursues the morally good life and values of the common good (justice + harmony).

Flourishing Personhood Needs Intelligence and Virtues
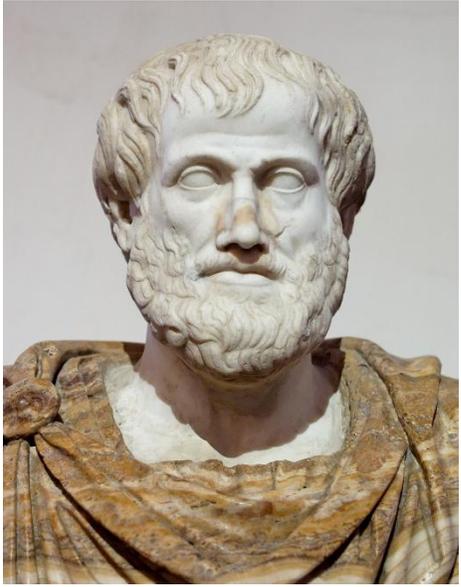
Aristotle: Eudaimonia (flourishing) as the ultimate purpose of life. This is tied to intellectual and moral virtues.
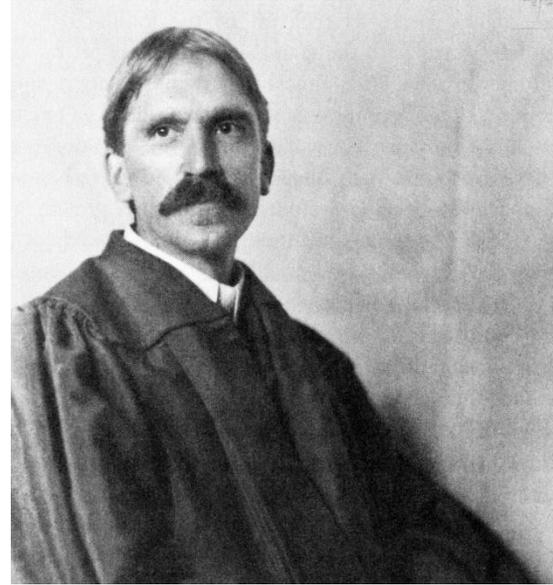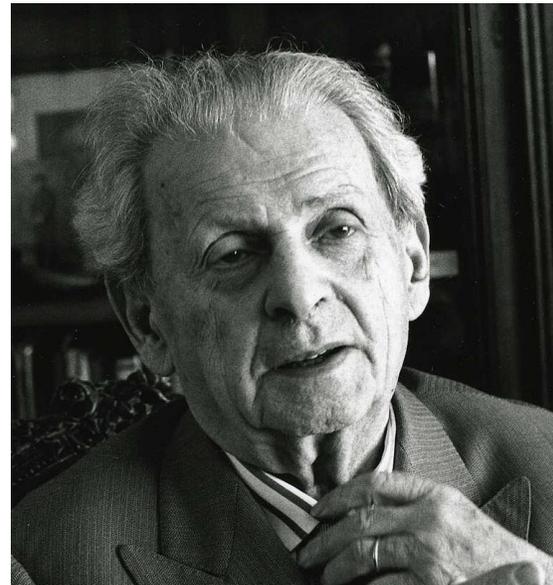

John Dewey: Moral knowing (intelligent inquiry) linked to moral doing. Thinking as moral, relational.

Confucius: Intellect and virtues should extend from self to family to community to the world (the highest virtue).

Emmanuel Levinas: Intelligence is born from ethical encounters. "Ethics as first philosophy.

A Holistic Development of Intelligence and Virtues

Intellectual Virtues:
truth-seeking, curiosity, integrity, criticality, wisdom

IQ
Cognitive Intelligence

EQ
Emotional Intelligence

Socio-emotional Virtues:
resilience, self and social awareness, self-regulation

Intercultural Virtues:
respect, empathy, inclusivity, justice, harmony
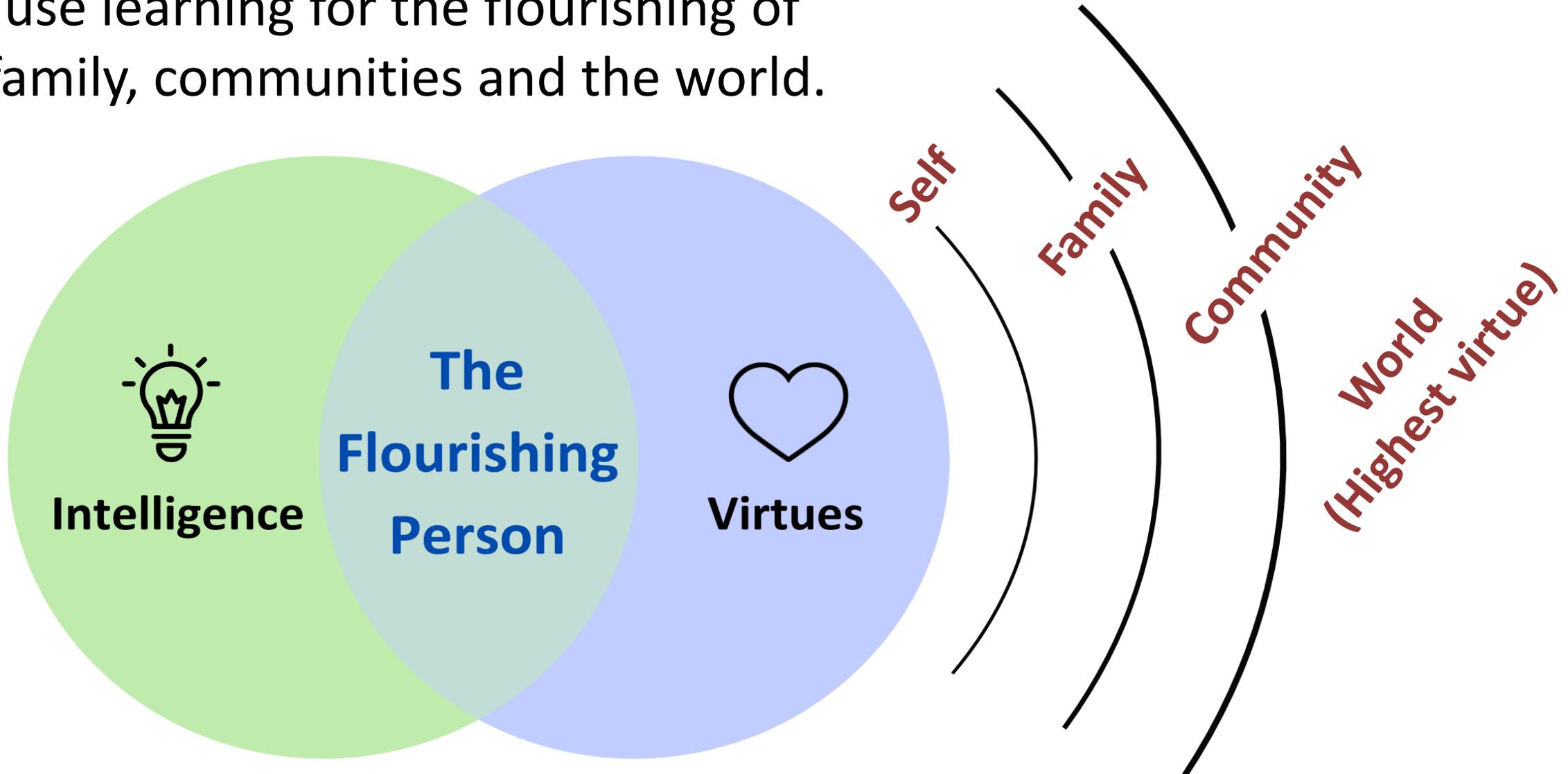
CQ
Cultural Intelligence

SQ
Spiritual Intelligence

Ethical-Spiritual Virtues:
authenticity, ethical purpose, beyond-the-self connectedness

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Flourishing Persons and Societies

Flourishing Persons are driven by a **beyond-the-self purpose.**
They use learning for the flourishing of
self, family, communities and the world.

Personalized Learning + Learning for Personhood

Shift from traditional ways

to a more ethical approach

|	
Test-centered	Whole-person, virtue-centered
Individualistic	Building deep, authentic relationships
Use of narrow measures for performance or sorting	Holistic (intellectual, socio-emotional, intercultural, ethical-spiritual virtues)
Reduction of failure	Space for risk and productive failure
Driven by standardization	Directed at the common good

... to Learning for Personhood (LP)

From Personalized Learning (PL)

Directed

Complement

PL for LP

PL + LP

Complex PL

Basic PL
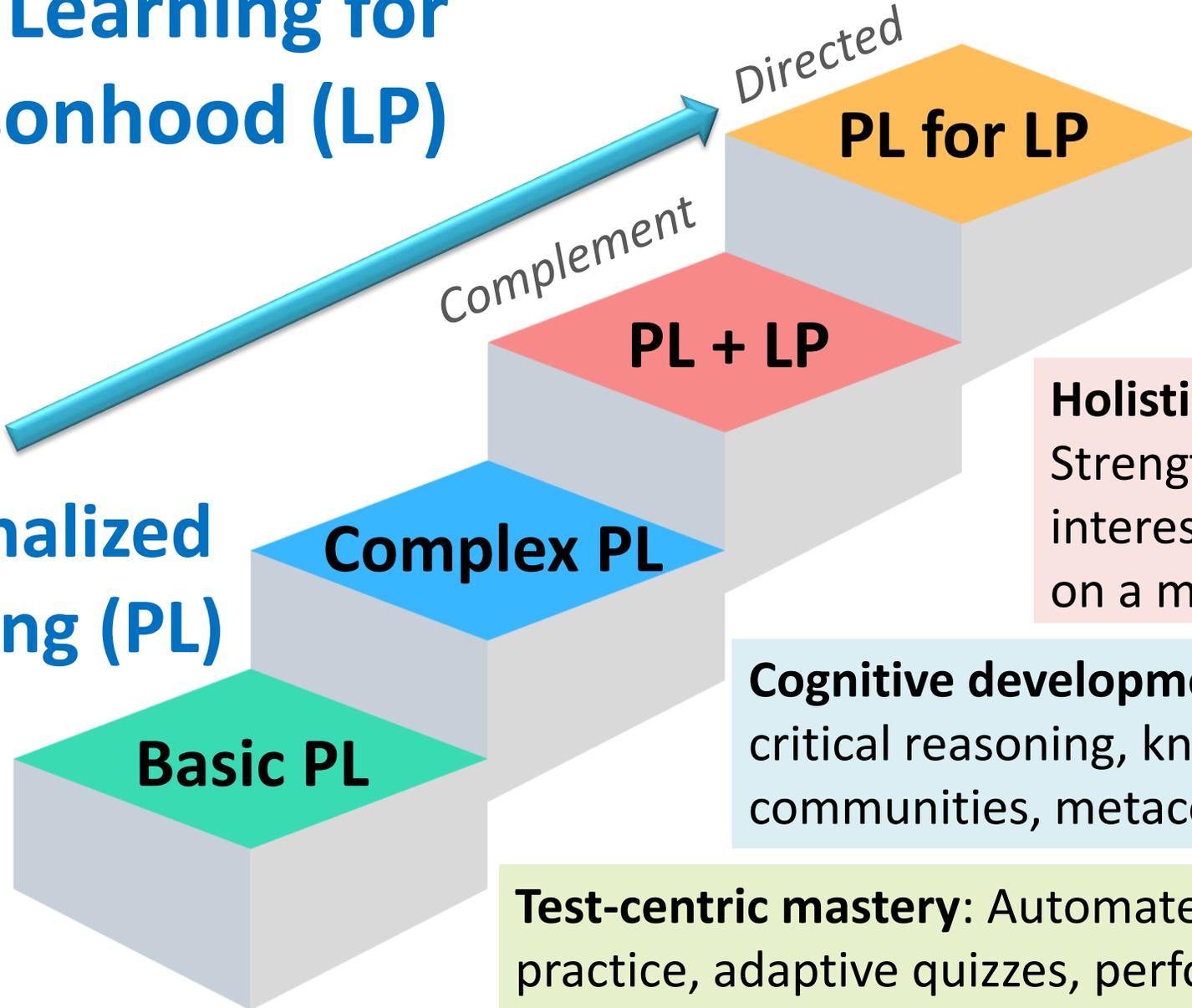
Flourishing beyond self: Purpose-oriented pathways, Intercultural & interfaith dialogue and collaboration, portfolios showing long-term connections and contributions to others.

Holistic personal development: Strengths-based, ethical inquiry, interest networks, feedback based on a multidimensional portfolio

Cognitive development: Interdisciplinary learning, critical reasoning, knowledge building communities, metacognitive feedback

Test-centric mastery: Automated marking, skill-drilling, test practice, adaptive quizzes, performance tracking

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AI will increasingly personalize learning
BUT Teachers must personalize becoming

Wayfinders navigation: Remembering where you came from and being attuned to the world