



**University of  
Sunderland**

Hughes, Mark and Blacklock, Paul (2025) Human-Centred Personalisation in Distance Education for International Teacher Training and Career Development. In: FOBISIA CPD Leaders Conference Malaysia 2025, 20-22 Mar 2025, Kolej Tuanku Ja'afar, Malaysia. (Unpublished)

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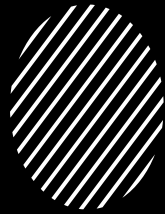
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# Introduction



- Importance of global education and training for career development
- Personalisation in distance education





# The Need for Global Educators



Addressing  
challenges in  
international  
teacher training



Importance of  
cultural  
responsiveness  
(Banks, 2019)



Preparing educators  
for diverse  
classrooms



Human-  
Centred  
Personalisation  
@ UoS



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Defining  
personalisation in  
education

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Enhancing engagement  
and relevance  
(Laurillard, 2013)

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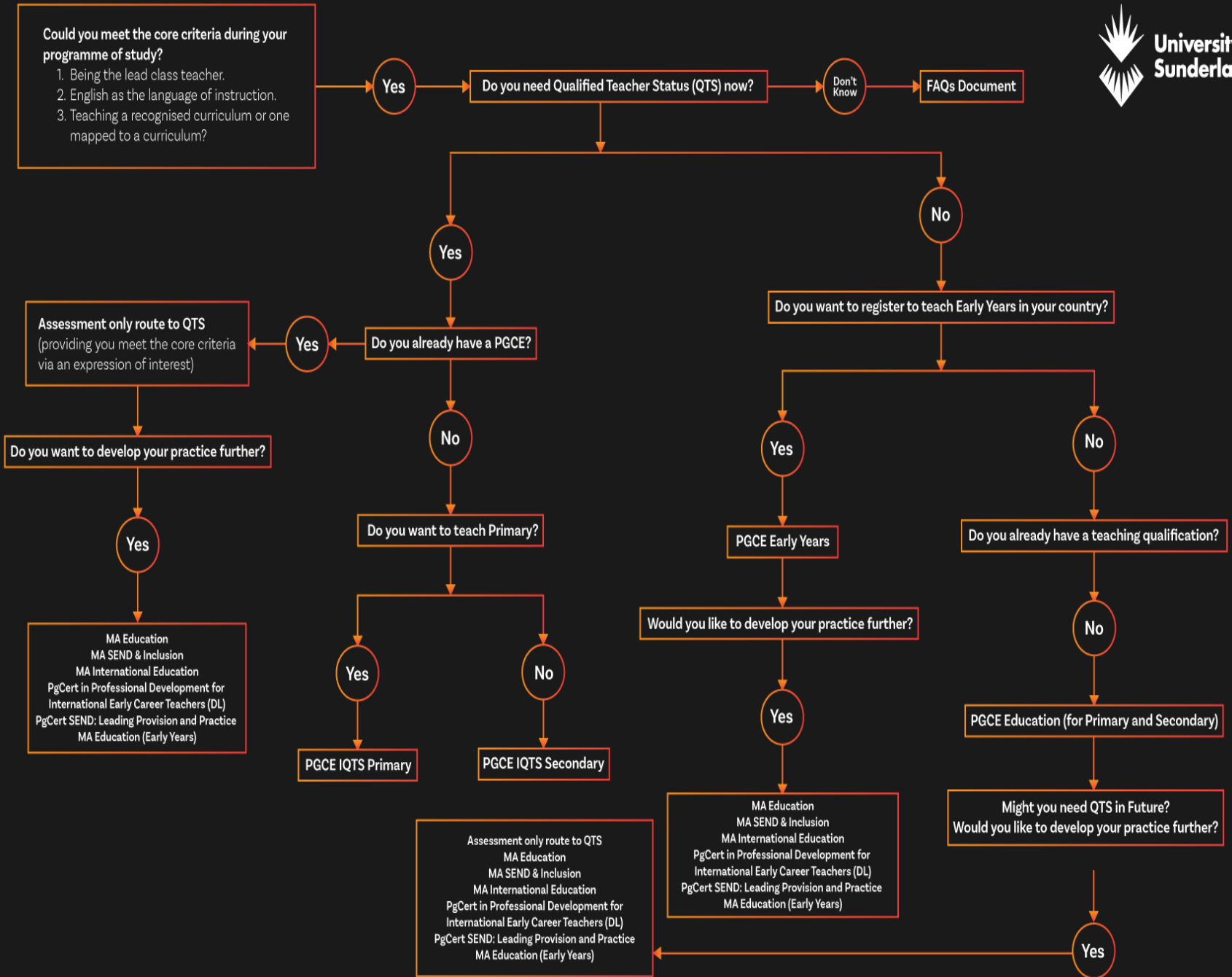
Impact on international  
teacher training



# Sharing Good Practice in Teacher Training and Professional Development

- Pathways
- Creating communities of practice
- Context specific through academics
- Purposeful integration
- Tripartite working relationships
- Mentoring
- Dialogic as an assessment tool
- Collaboration across contexts









# Creating Communities of Practice

- Benefits of professional learning networks
- Strategies for engagement and collaboration
- Tools for fostering communities of practice

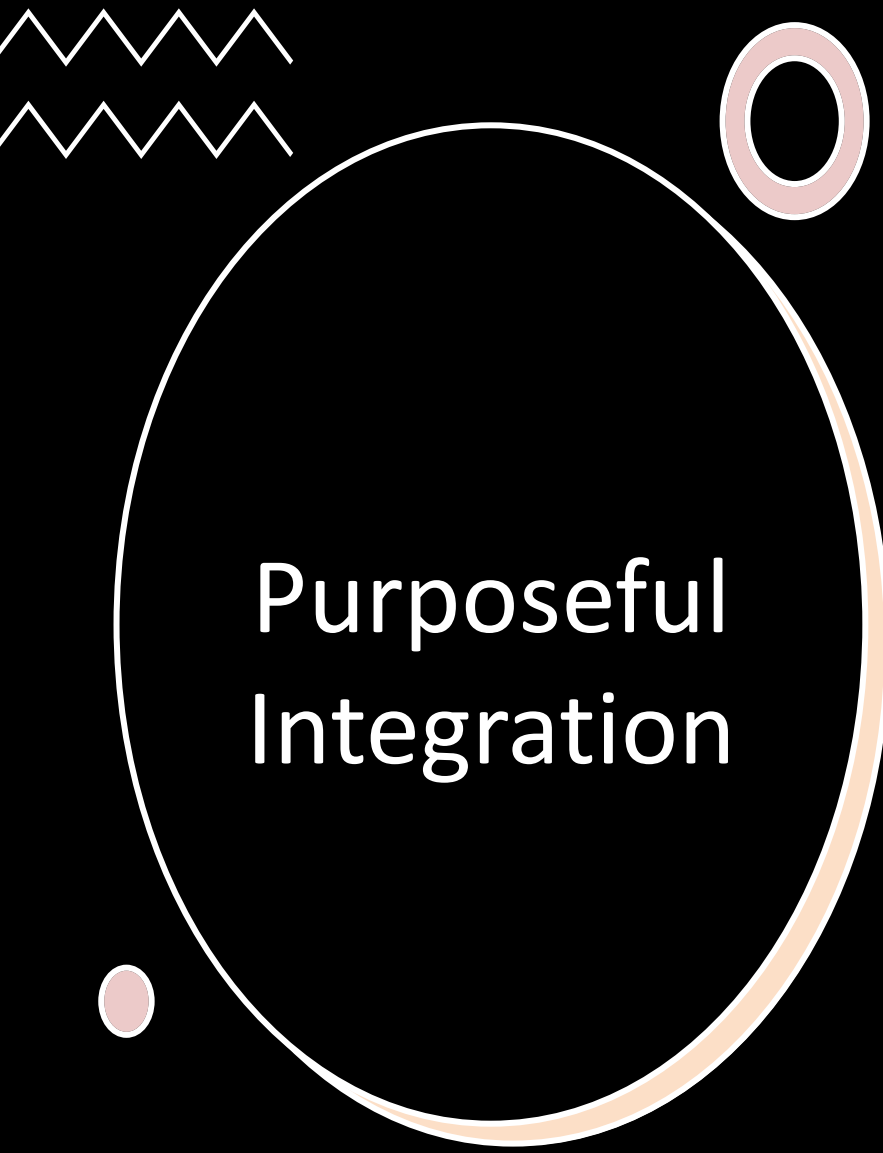




Context  
specific

- Academic study applied to context
- Draw on experience of staff within differing contexts
- Trainees work with varying stakeholders





# Purposeful Integration

- Theory to practice
- Mentor support
- Practical outputs
- Feedforward





# Tripartite working

- “Student”, mentor and personal academic tutor (PAT)
- More Knowledgeable Other’s
- Shared understanding
- Relationship building





# Mentoring

- Personalised approach
- Consistent platform and support for mentors in training
- Framework of consistent feedback to trainees






# Dialogic

- Lived experience
- Structured improvisation (McMaster 2025)
- Tripartite approach
- Shared understanding
- Feedforward





# Collaboration across contexts

- Through PAT groupings
- Across curricula
- Across country
- Across experience



# Shaping Context Specific Reflexive Practitioners



Encouraging adaptability in teaching



Importance of reflexive practice (Schön, 1983)



Customisation for different contexts

**Purposeful Integration**



**Teaching Practicum**





## Developing Pathways for Lifelong Learning

- Continuous professional development
- Upskilling through professional development
- Building career progression opportunities
- Knowledge of trainees to support

# Future Considerations and Directions



THE EVOLVING ROLE OF  
GLOBAL EDUCATORS



FUTURE TRENDS IN DISTANCE  
LEARNING PERSONALISATION

**WHERE DO YOU SEE IT  
GOING?**