

AI-Supported Personalised Learning

Category: Artificial Intelligence in Education

AI-supported personalised learning uses artificial intelligence to tailor aspects of learning to an individual's goals, progress, preferences or support needs. It may recommend resources, vary practice, offer explanations or help plan a route, while the learner and educator retain meaningful control over aims and decisions.

Personalisation is broader than automated adaptation because it can include dialogue, learner choice and human mentoring. A useful profile is provisional rather than a permanent label, and recommendations should be transparent, contestable and educationally justified ([Bayly-Castaneda et al., 2024](#)).

Personalisation Cycle

1. **Negotiate goals:** Clarify intended learning and give the learner a voice in priorities and support.
2. **Gather proportionate evidence:** Use only relevant information and avoid unnecessary personal data.
3. **Recommend:** Offer explainable choices in content, pace, sequence, practice or representation.
4. **Support agency:** Allow learners and educators to accept, modify or reject recommendations.
5. **Reassess:** Use new evidence to review both progress and the fairness of the personalisation.

Examples in Practice

An online language module might recommend additional listening practice after repeated difficulty, while allowing the student to choose a topic and request tutor help. The recommendation is explained, does not reduce the final standard and is updated when later evidence shows improvement.

Why It Matters

Personalisation can make support more timely and relevant, but intensive data collection or opaque profiles may narrow what learners are offered. Educational value depends on privacy, learner agency, ambitious common expectations and continuing human review over time. It should widen feasible routes to learning rather than isolate students within individualised pathways ([OECD, 2021](#)).

Further Reading

6. Bayly-Castaneda, K., Ramirez-Montoya, M.-S., & Morita-Alexander, A. (2024). [Crafting personalized learning paths with AI](#). *Frontiers in Education*, 9, 1424386.
7. OECD. (2021). [OECD Digital Education Outlook 2021](#). OECD Publishing.
8. Miao, F., Shiohira, K., & Lao, N. (2024). [AI competency framework for students](#). UNESCO.

Related Terms: Adaptive Learning | Differentiation | Learner Agency | Intelligent Tutoring Systems