Abstract

Individualised and differentiated learning
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Individualisation, which echoes the principle of unselective secondary schools, of mass teaching, and of “equal opportunity”, may take many forms and have beneficial effects, or conversely stigmatise and widen differences and inequality. Tutoring, personalized assistance, groups of the same level, remedial classes, personalised projects, differentiated or diversified courses are all terms which represent as many different points of view, practices and educational policy choices.

Does individualization imply, as F. Clerk says, a “dual relationship between teacher and pupil” or the individual work of a pupil using his/her own teaching materials? Is it a question of individualising courses to better meet pupils’ individual needs – and to meet the needs of the job market – or is it a question of managing pupil heterogeneity, the teachers’ leitmotiv? Is it advisable to introduce the concept of differentiation and, in that case, on which basis, and on which criteria should this differentiation be made?

This issue attempts to take stock of these questions, starting out from a review of the recent scientific literature, in France and abroad.

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