

## **New media, individualised teaching, and personalised learning: the elaboration and recapitulation of the historic didactic aspiration in the digital age**

### **Abstract**

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The paper uses theoretical comparative and historical methodological approaches to critically elaborate on the features of the new (digital) media, individualised teaching, and personalised learning. The relationship between the concepts and definitions of individualised teaching and personalised learning has been analysed. The didactic possibilities of teaching with the use of new media were analysed in more detail. By synthesising the deconstructed concepts, one can state that individualised teaching and personalised learning are the elements of the constructivist teaching paradigm, but they can be theoretically and practically differentiated. The educational benefit to students is evident in individualised teaching and personalised learning with the use of new media. This makes learning possible anytime and anywhere in student-centred teaching arrangements. This confirms that learning with the use of new media (especially the possibilities of artificial intelligence) contributes to the relativization of the importance of formal education in favour of informal education and informal learning, where individualisation of work and personalisation of learning represent the immanent elements.

**Keywords:** didactics, digital media, individualised teaching, lifelong learning, personalised learning, school, student-centred teaching