

Conceptual Model Identification of Personal

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that the new approach allorrrnu a clril-cl to develop naturally great drivc'lv llv tlrt'r orvr interests. They can find a **ide range of k nou,lellBe tlrt'rr independent thought an experience in tlle real roodd. Concepts such as un-schoolillil, dt:-scrlor.,ling, trrrl:urtclline, even homeschoolutg rvill havea role irr tlte ir.,nnration of a more personalized lcarrrrrg enviroirtm'c'rtt. \\\ith access to infotrttial and linorvledge very casily, rvill allow each leaner constnlcts th'i'r orvr lcarrrrg e'rtviroment.'They rvill create a pathway to dt:r'cl'op their own knowledg5. a.nd c'xpt'ience t.,r lrc sonrerhrrt that is beneficial to dreir own future, karning lrc'c,nt'e's' sometilllgmore organic tlrat tl'ocs n(t i()()k as strfls tlre forme'ducator.r svstern atthis time. l his optimisnr also raiscs rtr.(n\9uc;tions su,-lr as u'hcn' the childrcn rvill bt ery day. l(ovr can rve 1l(casrrre the progress of thcir lcarrrrrr) \\\lrrl s'rl lrt'r't'.porrsil,l'trrr the learnirt(J)r(c)'ss like this? l lov carr the srrstarrirrlrliry of their L:arning? r\\ll tlr' srr' (lu:(tr rrrs s ill l,c .r r'iscussir.rn ;rlr-rrrt ltory to dtl c'trricttltlrm tlt'r'c'1, rfr'r'neot. Personal Needs Relationships School Practices Recogni ion i r.,. -J:l:___E_r_rquity J Eisi.wM8' l)i*,,*wctwo'm*1nrunity i lk-rrrtsOwpwp'xro*frttiFunrr){ity l l Responsibiliry l *Sruuc9ce*s1s alr*t,N**f.f.i.-:-@iffciArh.tl.nee l l i C o nfirmr ation i Expc-ctation l l:***-*-r lrgure l l crst,nal Nce .ls and Sr:hool l)ractict: lrrterat:tit n clatrcdqi * on ll(oo (n'ice ration it suit CtS Of) l the nring u'l'rE lat(n ring. triel :ilil a hrs nral rlsr-r itil to ns c'us re o S€mino r crl Education l)asa,ronrdlollonoolnd Development in leoching onci te:inng S'rlioe loris Eowolich Lhiverslty ...:io:io i*,torY8,)ola l.hiv ery ot l/vhonrcC; /oh /4,o long Indo€ ; c i.r.on ldris Educolia' L/niversilT Hira tCucolio' cri Sxiol Service: Sirgcoc-e /'is A;atsr Fo(r.,Coricn acmb.,... 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In addition, botir panies do not nccd ro luvrcv eacir'other personallr. la rhc <ltlhrs on the same desire to lc;rrn. ltiis interaction will br ltst.if c.,-rrtribute to the professio,al deveil(pn)(.rrt fCnatti, Astrsrrar.an, The role of srudents and teachers autorlolmnouas.pelers.,ornnainhgzeadndieat[nre:inagbielinryritroonmnaernratE]elreiredi{lrircrlr;llil it1:ns-t'irfirlrrs,gurliaratetdrleeeadraintge)n.tifornu,oesj,piir-rcer'aliri.,r,r,,,: - lrj: (ttcr:l)ocln::aac::rtatt,1nhhquctlecslx)lrgSvbstihoustrenefsirngritnavhnnsiile.irtrsfuwonisicdnnoaieamanrnbnincettiwsdilniyqhotiei-m- i'ct:mthnoihraoarpakttothecnavserlctetudfuo,ee'tdatredchemvaisenscbithto,r-ths'renle1ulrsaefn-rstiae.dma.boenlcpotgrtsesouarritrmaiaaotshirtnfu.oi.&otglhlwindnae.kgbitaionllosweciofroiereottvarldl.esi.;tgeil'nfieosion'trpahr,centc.l+ctrdit.io.hfirherlscdrahmercutoodaa,tmenai.nil,pois ntaescstrtki,reor'e,e-nnialsrsl.svioeechTo,xa':lnpr.otedetCroerrr.ioderaspmneiloteclpie1vaeac-ertrrfense*rdiidJonbtlicgel.wiour.inpitintaiteh.eo,mngns<attof\\ii-(earr:aqosrlal,icazrt\\lrirarerrc.[s(d);d)sr:l nL'r'u:c'rt:r'e'io:..tst.,nlne,arorlnelrinadgrun.sriquncgcc;oetsnl.ssie.uTlctaetaoaiocrdnhiениmastiscnoginvispnrlga.rydpe.Jrno.otbllleecmli:nnsifnaagncidlpitarEottijdcngicrrtsgthepseoslrlfroati tilitnclcteftalOrchhnleertal1nu6rtino.o.dlfae*nr.dilhi.laertnaodrn1,intreaoaiacahusettroesnoagmltsiroyeornwinnifglacbsiteluitadcgtiunll- gltectnleginlerdle..r.aet.rdrpilneearorp'nrlicdinJccgesaus'bimlalolparunescphehdursepnnvtaiririezoensdmc.oe,rllil);tcglrcrsro.vlrls.c<re.c'off'l lrrtc rvidr the curric-ulum. 39 lrt,rl nolionol Seminar on Educoiion lrrr)ovoli.Jn ond Development in leoching ond Leotning f,rbruyor y, 2014 S.rlon Idris Education University Sulton Idris Education Univerily Molcysio University of F(hommodiyqh Molong Indorresio Hiro tdur-otion ond Sociol Services Singapore Muso Asioh Foundotion Combodio Conrpetencies/ Learning Ob.l. Figure 2. Conccptual N'loilel o l' l)crsonlilized l.crrnring l]nvironnrcttt Interaction lllodel colcep\\p'iathlmsoodmeelrsehlartdeidestoairteismsPhoorut'anrlltn (\\ilie\$trrlcelrt2s birclroprev.rslrorroraml lltcraerndiitarggaentliivritocra'trttlrb(rtl- s'(c:carltltltalet 1dl1cgscrfftt,jdbr':tlltsa an<l teaclrrrs in changed interacti()n. that tlte teachc'r is a facilitator fc.r shrdc:nts.'l'cltcltrs nccd t() lrc alrt: t<r trarrslitte the interest.Jrehted to sclrool clcclucation throrqh a curricrlum that usct l.rcr a lcarrrtrrtltgortl rs r srt ,rf cor)'l'pctencies thattr.illbe orvucl lly tlrc stult:rlts irtl atltcl'Prttiorr c.ichanges in s()ci'()t1 tftc other hand, stllldcnts \\tltr au(on)nrv bascd olr thc individual control of self dirctetl lcanutg needs ro \$teer inclirridual neecls into con)pctncc appropriate to the leatning obit'ctir-es. Activitics t() achieve the ccrmpetencies and learnin.g obicrtivc's can L)c orsanized bast:d on certain thenles more dynamic. l'he i6te1ac:t:ti91 betweel the teacher - srgclcqt - l c,arrrrrg activiries is happening irr thc rvider enviroirln(nt as a tuctvork: between schools and also lcarrrs some vital lessons across territorial. All olthese activities arc donr uirttralh' flexibility that allorvs for a varicn' ol nt'nvork learning u'ith ot]rets. (lonclusion lx)or rnotivation. With the crrrrrent tt.chnological tlt'r'clt-prncrts, award the desirc arrd attitude to learn to be l.ack of flexibility in learning is a ylraver lccrrrist' tlte lcarrrrrg performancr rs primarily asociated with ltr.ltr,c-r-frisrL.:r.Cteonrndviitioinmasvcal'rriaentygeiofnmcldracraltaacinrlutagt't'rlrlrv<ir<arrrittirttgtttit'rtntdthlcaarneriuncgouersaogtelrscetshcar<c:mncltrcghenmceoroefeaasymaonrde it is 1;ossible to determinie th<: inclivirlral 's onrr prrrlx)scs arttl ut desigrinru q()od leartling associated widl pcrs()ua.lized learning approach krr.r't'r as Jlcrr,rrurlrzt'.1 l:c antir.q t:ttvirottttttt, \\it't tlte aPProach tt> lcanring l.ar,rr,r,t4, karring targets, learning r(s)rlrc'cs, pc<r' l caitrruttl, tt:acltrrg materials., alld a vllricT <lf otlt'r' cclnltlrtni to builcl a more convenierrt lcalrrrr: rltcracrrolrs arrcd lrtlrlcl rtrrttivation.'lherc rtre a vafi(\\tY oi Shift irr pcrspcctive and the role of interacti)r1 [K.n\\(err snrrf'r'tts, teachc'rs, :rtd learnirt acivitics arcf carric(l N'ith o,r,,na'1';turr l nrc,rlel that l.as been clcscrllrcd. \\(carr l)'(devclopt'd personal leanrrrtgttrrl'irotrnrt:tlr thlr trilizcr rlre lirtict irrfloimation and coornlurr:rtior: tcolrrrologn ur ac]t'ir'r'irtt, the pe .orruart,c,rlrlarrinnull)orc rel(\\atlr to trre:rl l *odd based ort indivictrrl t'ot't1lcrettr..r' l'sio re slo l't6. ^a';-:o: S+;":. ry. lo<c'ls Pqo f.o-r:.. ^*1':e a rr e'l i'a lochin? o'd Leorning odio 1.g,q1'1 t, l'i' J fultcr lC't ic't:.' ^ ^ Ja 'P,l'tt, Rferences Sulton i dris Educucioo Lhiversi; l' (cla) sic Unversil y of .iAuhomr oo i 7ch /r'; long indo'€li J f.1.i.o lor<orion ond 9:<icl Se-vjces SirccDore / .lu;c A::ch i;ra:oi riorb'c'ic Clrrkc.,i. 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