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In the early nineties, the School of Education at the University of North Carolina at Chapel Hill began to explore the potential of using a student-centered approach to professional education. The school was not anticipating a major change, but rather a natural evolution based on emerging trends in professional education. The focus was on the development of ideas that date back to the early 1990s, when the school began an inquiry.

In the early 1990s, professional knowledge and practice began to evolve, particularly in the field of education. The school recognized that it was time to re-examine its approach to professional education. This was part of a new epistemology of professional education, which recognized that professional education is not just about imparting knowledge, but also about facilitating the development of professional judgment and critical thinking. This approach recognizes the importance of professional judgment and critical thinking in the practice of education.

The school began to explore the potential of using a student-centered approach to professional education. This approach was based on the idea that students are active participants in their own learning, and that they are capable of developing their own knowledge and skills through self-directed learning. The school began to focus on the development of ideas and concepts that date back to the early 1990s, when the school began an inquiry into the nature of professional education.

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