Facilitating Description and Selection of Learning Paths: the learning path specification put to the test

OTEC Colloquium April 2008
1. TENCompetence & concept of learning path
2. Illustrate need for a learning path specification
3. Work done so far
4. Evaluation criteria
5. Case study design
Infrastructure for lifelong learning

1. …
2. Help find suitable learning paths
3. Facilitate navigation of a learning path
4. …
5. …
Learning path

any action (set of actions) that helps to realise certain learning objectives
Google: cursus binnenhuisarchitectuur

LOI
NTI
DOCSTAP
IVB (instituut voor binnenhuis architectuur)
NHA (Nederlandse Handelsacademie)
www.interieurservices.nl
Limburg College
ProbeerNu.nl
Studieplan BV
Choice overload:

- Number of options

- Number of attributes: level, costs, prerequisites, study load, examination, guidance, accreditation, location, start date..

Alternative…
For your search on: Further Education and Training, Dutch, Netherlands, Design
We have found 17 Document(s)

**Algemene informatie over de opleidingen van Leeuwenborgh Opleidingen te Maastricht**
General information about the courses taught at Leeuwenborgh Opleidingen in Maastricht

**Location:** Netherlands-Limburg
**Available languages:** Dutch
**Mail this link to a friend**
**Report an error**

**Algemene informatie over de opleidingen van ROC Eindhoven te Eindhoven**
General information about the courses taught at ROC Eindhoven in Eindhoven

**Location:** Netherlands-Noord-Brabant
**Available languages:** Dutch
**Mail this link to a friend**
**Report an error**

**Algemene informatie over de opleidingen van Sint Lucas te Bostel**
General information about the courses taught at Sint Lucas in Bostel

**Location:** Netherlands-Noord-Brabant
**Available languages:** Dutch
**Mail this link to a friend**
**Report an error**
- focus on formal learning
- focus on subject
- focus on providers (refer rather than compare)
Besides:

once a learning path has been selected what is the best way to proceed along this path?
To support lifelong learners in finding and comparing suitable paths to achieve their learning goals we need a uniform, meaningful way to describe learning paths.
Specification → a detailed description providing information needed to make, build, or produce something
Work done so far:

- Requirements analysis
- Mapping existing specifications
- Initial Model
Learning path: structuring elements

Learning objective (lo)

Method

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
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if

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Evaluation criteria

- Internal consistency
- Parsimony
- Ecological validity
  1. Sufficiently generic
  2. Reflecting real life decision making
Research questions:

• Does the specification enable the description of formal, non-formal and informal learning paths?

• Are there attributes of learning which learners consider relevant in deciding on a learning path which are not identified by the specification?

• Are there attributes of learning included in the learning path specification which learners don’t consider relevant in deciding on a learning path?

• Do lifelong learners consider it feasible and desirable to describe learning paths in the way suggested by the specification?
Case study

1. Learning history chart

<table>
<thead>
<tr>
<th>Learning History Chart</th>
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<tbody>
<tr>
<td><strong>Primary education</strong></td>
</tr>
<tr>
<td>Typing diploma</td>
</tr>
<tr>
<td>Swimming diplomas</td>
</tr>
<tr>
<td><strong>Secondary education</strong></td>
</tr>
<tr>
<td>Pre-university education</td>
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<tr>
<td><strong>Advanced study</strong></td>
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<tr>
<td>Sociology</td>
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<tr>
<td><strong>Job 1</strong></td>
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<tr>
<td><strong>Job 2</strong></td>
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<tr>
<td>Data analysis course</td>
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<tr>
<td>ICT courses</td>
</tr>
<tr>
<td>(Word, FrontPage)</td>
</tr>
<tr>
<td><strong>Job 3</strong></td>
</tr>
<tr>
<td>Data mining course</td>
</tr>
</tbody>
</table>

- **Informal**
  - Korfbal
  - Gardening
  - Yoga
  - Badminton
  - Painting and re-painting

- **Non-formal**
  - Working with clay
  - UML course
  - Tennis
  - EML course

TEN Competence
Building The European Network for Lifelong Competence Development
2. Questions regarding the selection of a learning path

- other options taken into account?
- attributes considered in comparison
- identify ‘new’ attributes relevant for decision
3. Learning path form

Formulier leerpad

Vereiste kennis/vaardigheden

3) Vooroordstelde dit leerpad specifieke voorkennis of vaardigheden? Zo ja, vul hier de gewenste voorkennis/vaardigheden in.

Beschrijving

4) Geef een korte beschrijving van het leerpad ter informatie voor iemand die overweegt dit leerpad te volgen.

Activiteiten/competenties

Beschrijf de verschillende activiteiten die u hebt ondernomen om de competentie te ontwikkelen. Geef voor elke activiteit afzonderlijk aan op welke (deel)competentie deze gericht was.

5) Activiteit (1)

6) Competentie (1)
4. Attribute cards

- Rank attributes according to importance
- Identify superfluous attributes
Information-oriented selection strategy

maximum variation of cases

age, employment status, educational level
Please suggest candidates:

- variety of learning experiences
- **not** professionally engaged in education
- possibly interested in taking part

Mail to [jia@ou.nl](mailto:jia@ou.nl) indicating:

- age
- sex
- employment status
- (formal) educational level
Thank you.

http://www.partners.tencompetence.org/
http://dspace.ou.nl/handle/1820/953
Competence profile X

Competence A: learning path 1, 2, 3, 4

Selection
Action
Sequence