from personal to contextual learning support

Marcus Specht
Professor Advanced Learning Technologies
Open Universiteit Nederlands
CELSTEC.org Centre for Learning Sciences and Technologies
marcus.specht@ou.nl
Open Universiteit Nederland, Bologna and Chiba building

by Chris Peeters

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Activities of CELSTEC

• Three programmes, each with three themes:
  – Learning and Cognition
  – Learning Networks for Professional Development
  – Learning Media

• Each programme integrates three activities:
  – Research Activities
  – Laboratory Activities for Open Innovations
  – Providing Solutions and Services to the market

• Institute for Education & Training
  – MSc Learning Sciences
  – Commercial Training (provided by the staff of 3 programmes)

• Temporary Strategic Programmes
  – Lifelong Learning Services
  – OUNL related programmes (e.g. IPO)
  – Open Educational Resources
Location
# Chapter 1

Personalisation
for whom?
human communication is the best example, user centered design enables control, pace and lead, peer groups, motivation, accommodation and adaptation
be aware of their reaction
user acceptance (PaperClip, vs CF), user control, guidance, design
#1 give identity
ORDER DETAILS

ALERT:
Recent robbery: 173 Montrose Court

Date: Jul 1
Enable Identity

- **Welcome**
  - Pay attention to people
  - Flickr, MySpace
- **Anonymity can be a death sentence**
  - Lack of accountability & reputation
- **Personal Branding**
  - Nickname
  - About/URL
  - Images
- **Accomplishments**
  - Stuff I’ve Done
  - Rewards
- **Social Incentive**
  - “You’ve got mail!”

Luke Wroblewski, Yahoo Inc.
my personal plazes, reputation systems
Virtual identities are popular
Adaptive Leveling, Engagement, Personal Investment, Reputation

Here is the plot of the average accumulated play time by level.

Motivation, Quests and Tasks

- Coloring
- Adaptive Feedback
- Adaptive Rewarding, dependent on team activities
#2 give freedom
learning paths, exploration in adaptive systems, flexible content and systems
how much guidance?
how much freedom?
#3 take life as an example
Connect it to daily activities!

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<thead>
<tr>
<th>Bags</th>
<th>Slots</th>
<th>Skill Required</th>
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<tbody>
<tr>
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<td>225</td>
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<td>Mooncloth Bag</td>
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<td>300</td>
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<td>Bottomless Bag</td>
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<table>
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<tr>
<th>Specialty Bags</th>
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<td>Enchanting</td>
<td>225</td>
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<td>275</td>
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<tr>
<td>Big Bag of Enchantment</td>
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<td>Herbalism</td>
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<tr>
<td>Satchel of Cenarius</td>
<td>24</td>
<td>Herbalism</td>
<td>300</td>
</tr>
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</table>
#4 bring your friends
multiple perspectives, have you seen this?
Building Social Groups

July 14, 2006

**Guild Membership and Stability Over Time**

We then looked at how guild size and stability change over time. First, we looked at the percentage of characters who were in guilds. There was a mild positive increase over time.

![Graph showing guild membership and stability over time.](chart.png)
Chapter #2
Tools and other things ...
#1 “give me lots of contents”
Metadata for Architectural Contents in Europe: MACE
Faceted Browsing
#2 use the language of the educators for design
Project AUTC
Intended Learning Outcomes:

Development of a wide range of abilities appropriate for a beginning medical practitioner, clustered under 4 themes:

- basic and clinical sciences
- patient-doctor
- community-doctor
- personal and professional development.
<table>
<thead>
<tr>
<th>what</th>
<th>to what</th>
<th>why</th>
<th>how</th>
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<tr>
<td>adaptive sequencing 1</td>
<td>sequencing learning activities</td>
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<td>user tracking</td>
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<td>introduction of interaction</td>
<td>level of expertise</td>
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<td>adaptive navigation</td>
<td>selection of media (DIVs)</td>
<td>preferences, learning style</td>
<td>user input</td>
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<td>hyperlink annotation</td>
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<td>hyperlink annotation</td>
<td>community activities</td>
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<tr>
<td>support 2</td>
<td></td>
<td>social guidance</td>
<td></td>
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</tbody>
</table>

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#3 take into account relevant context
Sensors for learning
multi-method assessment measuring real world activities, long-term assessment, personal interaction logs, from formal to formative assessment

Displays for learning
embedded displays, reflection in and about action, anywhere anytime delivery, multimodal displays, personal and shared displays
SenseCam in Context
LISTEN: 3D Audio Augmented Environments for Art Exhibitions
Auditory Displays: Melodious Walkabout
Mobile Gaming: Locatory

Locatory - Cards

[Diagram of a floor plan with numbers and labels, including 'Start', 'Conference', and 'BETA'.]
#4 use context indicators
Smart Indicators for Participation

(a) after accessing three items

(b) after accessing ten items

(c) after accessing 60 items

(a) learner is less active than the community and less active than last week

(b) Most active community member
Reflection Amplifiers
reflection about informal learning goals
Personalisation Basics
#1 give identity
#2 give freedom
#3 take life as an example
#4 bring your friends

Tooling and Machinery
#1 give me lots of contents to explore
#2 use the educators language for design
#3 take into account the relevant context
#4 enable reflection with context indicators
#5 mixed reality indicators
Chapter #3
Ambient Information Channels
AICHE components
AICHE Processes

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AICHE Processes
AICHE Processes
AICHE used for
- system analysis
- innovation and engineering
- instructional design
Contextualised TV

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thank you!