Personalization
for whom?
human communication, user centered design, pace and lead, peer groups, motivation, accommodation and adaptation
be aware of their reaction
acceptance, user control, guidance, design
give identity
ORDER DETAILS

ALERT:
Recent robbery: 173 Montrose Court

Date: Jul 1

[OK] [Cancel]
give freedom
learning paths, exploration in adaptive systems, flexible content and systems
take life as an example
competition, gaming, communities, high scores, MMORPG, role models
bring your friends
multiple perspectives, have you seen this?
educational patterns, learning design, and adaptation
Project AUTC


- A selection of learning designs with exemplary aspects
- A review and analysis of exemplars to determine suitability for generic use
- A set of generic learning designs based on a selection of exemplars
- A set of ICT-based tools with potential for generic use, based on exemplars

Exemplars → Guides → Tools
Learning Tasks
- problems
- investigations
- projects
- role plays

Learning Resources
- tutorials
- quizzes
- simulations
- worksheets
- databases
- models
- books
- papers
- articles
- notes
- documents
- manuals
- reference
- web links
- case studies
- lectures

Learning Supports
- teams
- collaboration
- tutorials
- conferences
- buddies
- mentors
- schedules
- instructions
- procedures
- announcements

Assessments
- scaffolds
- heuristics
- strategies
- templates
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 is adapted ...</th>
<th>... to what features...</th>
<th>... and why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning goal</td>
<td>Learner</td>
<td>Didactical reasons</td>
</tr>
<tr>
<td>Content</td>
<td>Preferences</td>
<td>Preference model</td>
</tr>
<tr>
<td>Teaching method</td>
<td>Usage</td>
<td>Compensation of deficits</td>
</tr>
<tr>
<td>Content</td>
<td>Previous knowledge, professional</td>
<td>Reduction of deficits</td>
</tr>
<tr>
<td>Teaching style</td>
<td>background</td>
<td></td>
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<tr>
<td>Media selection</td>
<td>Knowledge</td>
<td>Ergonomic reasons</td>
</tr>
<tr>
<td>Sequence</td>
<td>Interests, Goals</td>
<td>Efficiency</td>
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<tr>
<td>Time constraints</td>
<td>Task</td>
<td>Effectiveness</td>
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<tr>
<td>Help</td>
<td>Context</td>
<td>Acceptance</td>
</tr>
<tr>
<td>Presentation</td>
<td>Complexity</td>
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<tr>
<td>Hiding</td>
<td>Situational Context</td>
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<tr>
<td>Dimming</td>
<td>Position</td>
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<tr>
<td>Annotation</td>
<td></td>
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<tr>
<td>adaptive sequencing 1</td>
<td>sequencing learning activities</td>
<td>tested knowledge, quiz</td>
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<tr>
<td>-----------------------</td>
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<td>------------------------</td>
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<tr>
<td>adaptive sequencing 2</td>
<td>introduction of interaction possibilities</td>
<td>level of expertise</td>
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<tr>
<td>adaptive presentation</td>
<td>selection of media (DIVs)</td>
<td>preferences, learning style</td>
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<tr>
<td>adaptive navigation support</td>
<td>hyperlink annotation</td>
<td>knowledge</td>
</tr>
<tr>
<td>adaptive navigation support 2</td>
<td>hyperlink annotation</td>
<td>community activities</td>
</tr>
</tbody>
</table>