

# 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](http://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...



# PLOTEUS

Important legal notice

English

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Learning Opportunities

Education Systems

Exchange & Grants

Contact

Moving to a country

Find websites of higher education institutions, databases of training courses, schools.

Advanced search

Select level of education:

All levels

Select the language in which you want to learn:

All languages

Select where you want to learn:

Europe

Select what you want to learn:

All Subjects

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**For your search on:**  
**We have found**

Further Education and Training, Dutch, Netherlands , Design  
17 Document(s)



**Algemene informatie over de opleidingen van Leeuwenborgh Opleidingen te Maastricht**

General information about the courses taught at Leeuwenborgh Opleidingen in Maastricht

<b>Location:</b> Netherlands>Limburg	<b>Available languages:</b> Dutch	Mail this link to a friend Report an error
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**Algemene informatie over de opleidingen van ROC Eindhoven te Eindhoven**

General information about the courses taught at ROC Eindhoven in Eindhoven

<b>Location:</b> Netherlands>Noord Brabant	<b>Available languages:</b> Dutch	Mail this link to a friend Report an error
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**Algemene informatie over de opleidingen van Sint Lucas te Boxtel**

General information about the courses taught at Sint Lucas in Boxtel

<b>Location:</b> Netherlands>Noord Brabant	<b>Available languages:</b> Dutch	Mail this link to a friend Report an error
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- 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



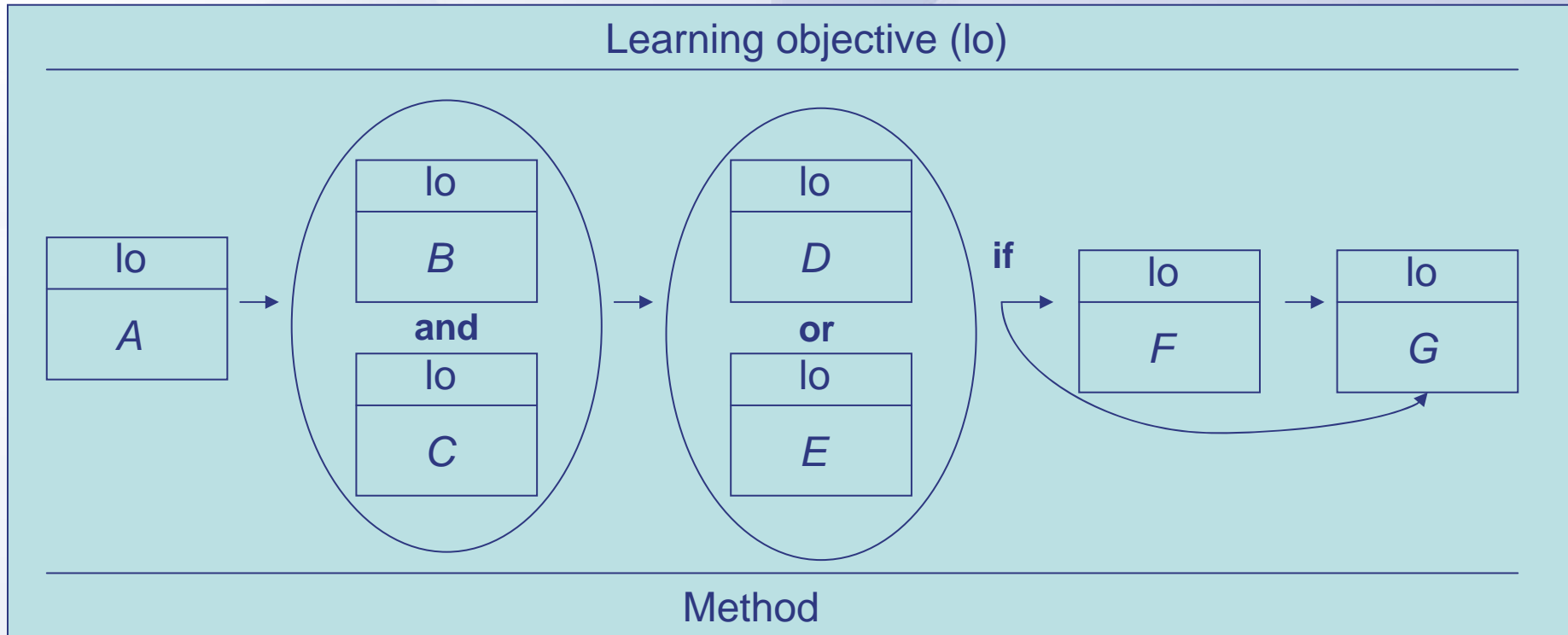
Work done so far:

Requirements analysis

Mapping existing specifications

Initial Model

## Learning path: structuring elements



# Evaluation criteria

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



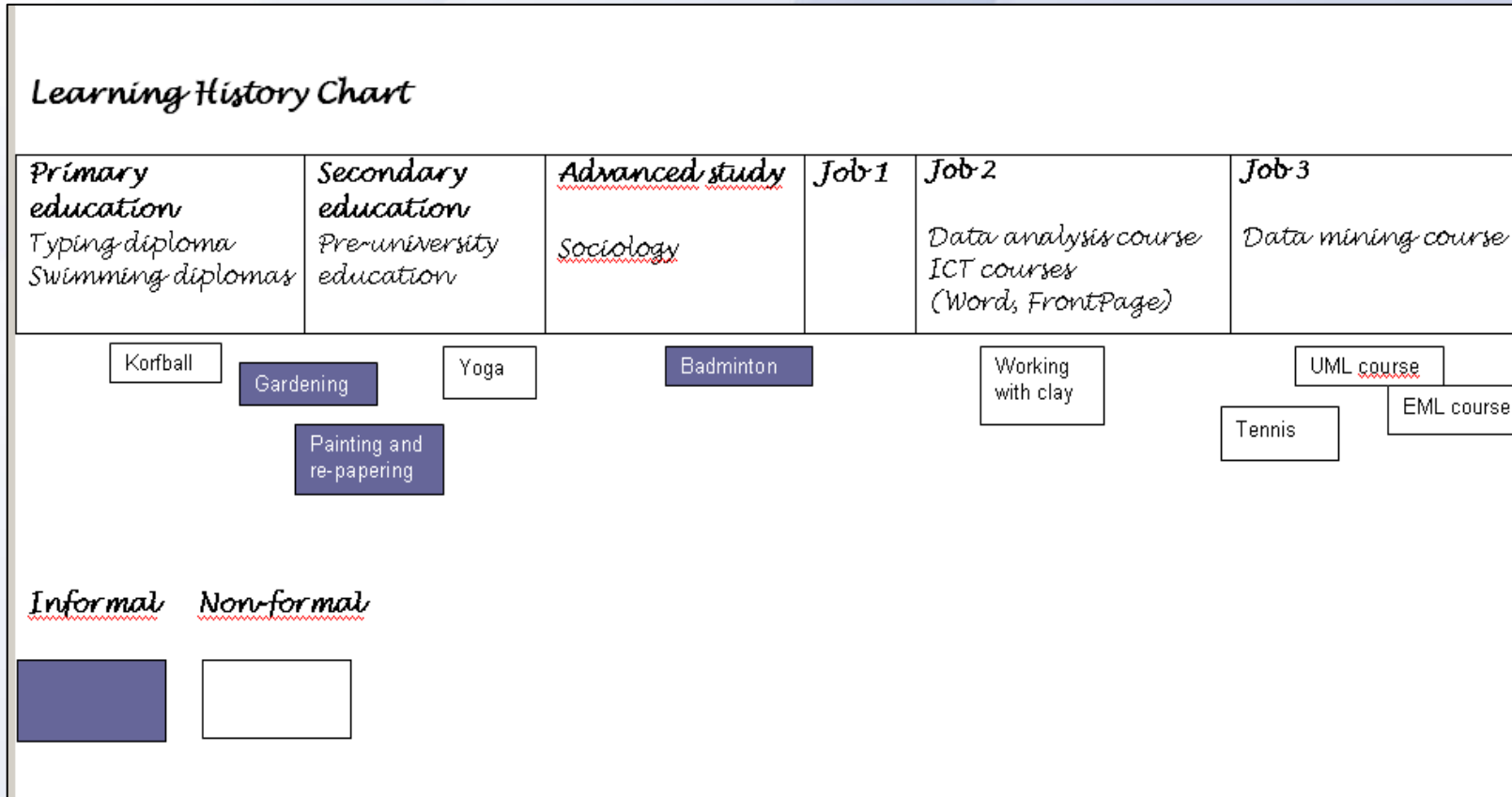
## Research questions:

- 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



## 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

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Vereiste kennis/vaardigheden

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

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Beschrijving

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

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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)**

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**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 [ija@ou.nl](mailto:ija@ou.nl) indicating:

- age
- sex
- employment status
- (formal) educational level



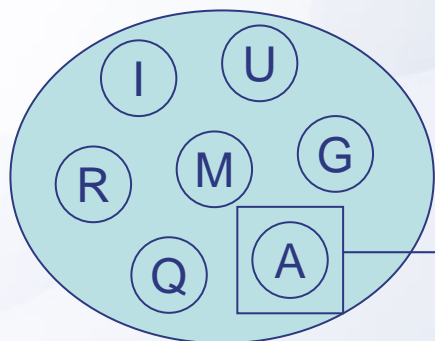


Thank you.

<http://www.partners.tencompetence.org/>

<http://dspace.ou.nl/handle/1820/953>

## Competence profile X



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

