

Towards a learning path specification

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Towards a learning path specification

José Janssen, Adriana Berlanga, Hubert Vogten, Rob Koper

Educational Technology Expertise Centre
Open University of The Netherlands

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Four topics:

1. Why we need a learning path specification
2. Requirements
3. Existing approaches
4. Initial model

1. Why we need a learning path specification

“ePortfolio systems need to assist the user in both classifying their current and desired skill levels and in defining appropriate learning paths. (..)

For the latter, they should be able to take into account existing material, courses, etc. and accompanying meta-data and derive possible goals within a certain timeframe”

Hilzensauer, W., Hornung-Prähauser V.,
& Schaffert, S. (2006).

1. Why we need a learning path specification

- To support learners in comparing and selecting from available options to build a learning path
- Requires: uniform, meaningful way to describe learning paths + constituent parts (learning actions)



Facilitating comparison: progress made

- General guidelines
 - QAA
 - ECTS - workload and learning outcomes
- National, European, global portals
- Metadata applications


1. Why we need a learning path specification

PLOTEUS (Portal on Learning Opportunities throughout the European Space) - Microsoft Internet Explorer

Bestand Bewerken Beeld Favorieten Extra Help

Vorige Zoeken Favorieten

Adres <http://europa.eu.int/ploteus/portal/searchcustom.jsp?dim6=254> Ga naar Koppelingen

 **PLOTEUS** English

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Gereed Internet

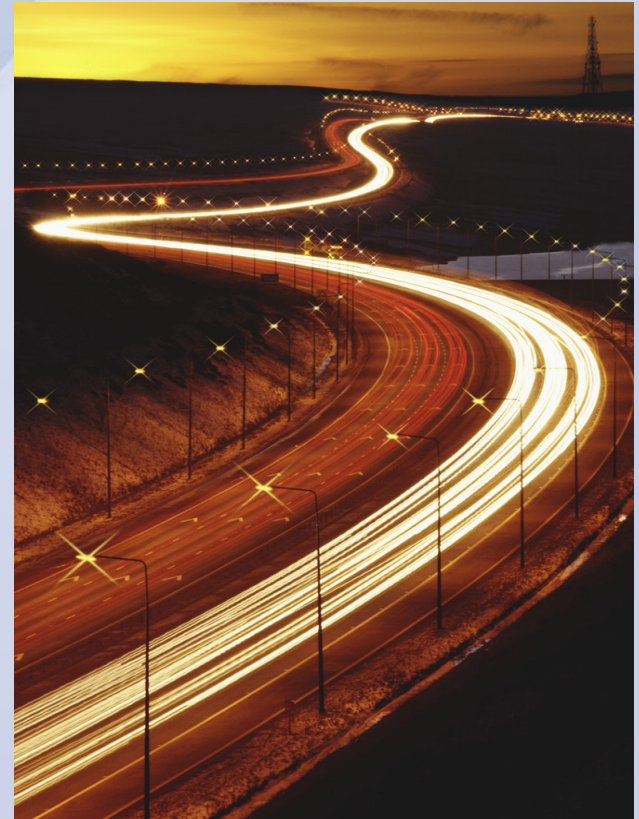
Metadata applications

- CUBER-project: IEEE LOM extensions
for instance: schedule information, learning objectives, teaching method, study guidance
- Course Description Metadata
standardization of course unit description /
establishment of national and international course catalogues, course portals

1. Why we need a learning path specification

But:

- focus on formal learning
- focus on subject
- focus on catalogue information/ providers



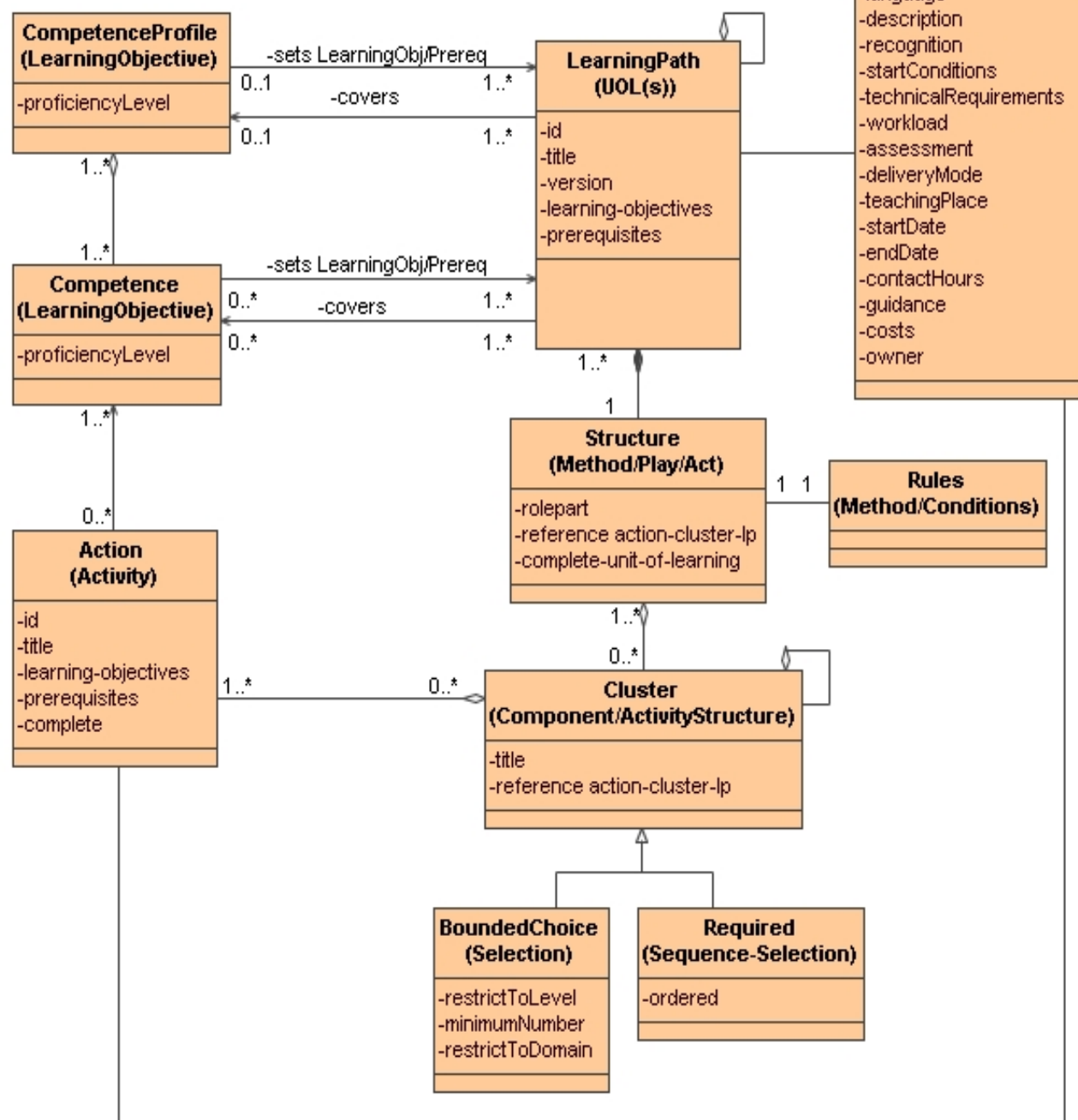
Requirements for a learning path specification

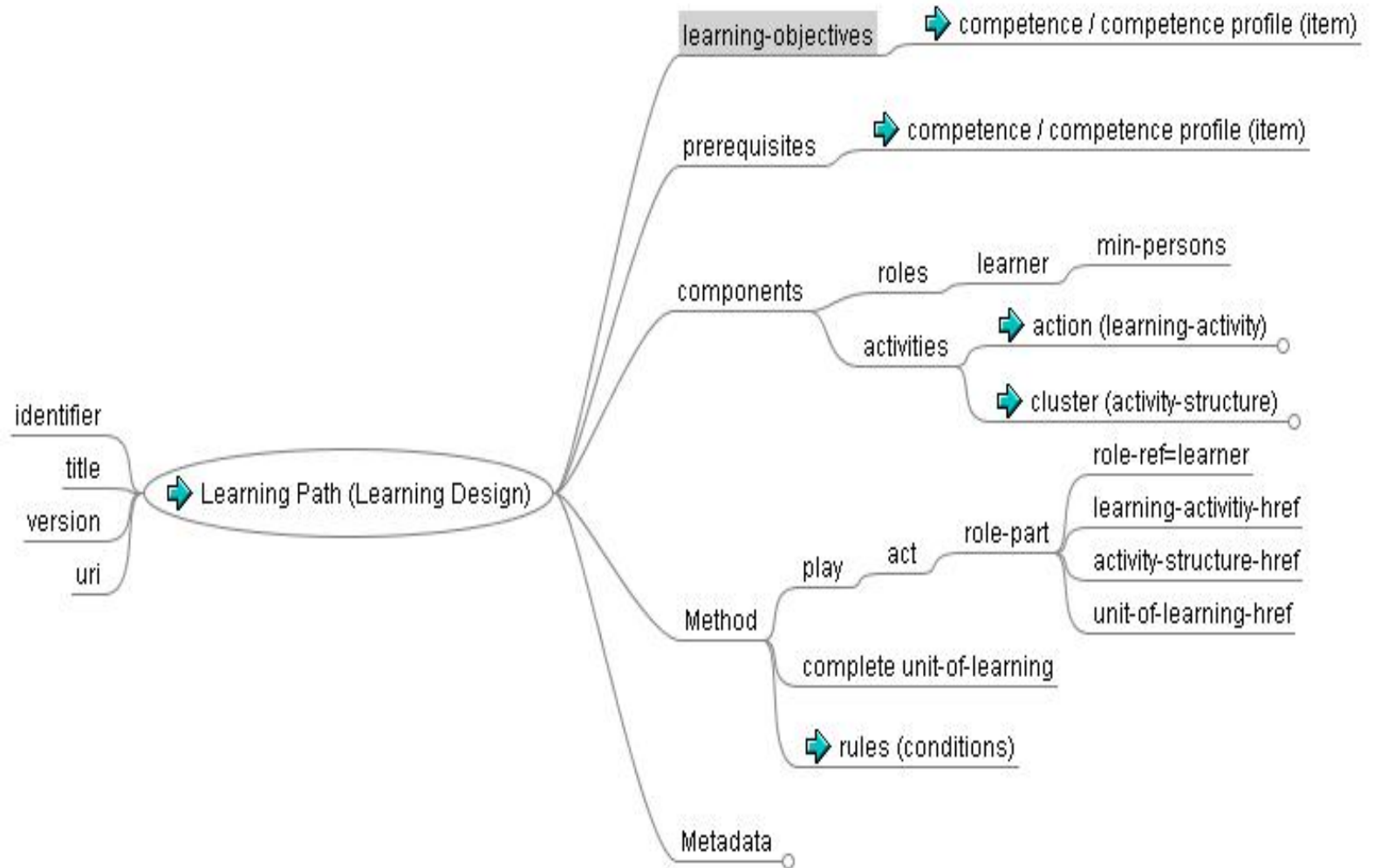
- Modular composition (built from units)
- Nested composition (composed of other learning paths)
- Learning outcomes
- Entry requirements
- Selection (mandatory and optional elements)
- Sequencing (fixed order)

- Temporal coordination (parallel programming)
- Completion (specification of requirements for completion)
- Conditional composition (conditions to include/exclude)
- Substitution (which units might be replaced and criteria for the substitute)
- Formality (automatic processing)
- Interoperability (different support systems)

Existing specifications for curriculum modelling (XCRI) and learning design (IMS-LD)

4. Initial model





Further information:

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

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