

Generating a Preference Set

The following diagram explores at a high level how a student would specify their preferences.

There are 3 methods of creating preference sets:

1. preference wizard
2. preference panel
3. content customization.

Relevant design artifacts:

Wireframes (preference panel and content customization)
<http://goo.gl/krPa3>

Preferences Categorization (preference wizard)
<http://goo.gl/3mtQ4>

Student is guided through a series of questions that identify and prioritize their preferences.

The wizard will:

- reorganize the prominence of preferences based on answers
- suggest and select some preferences based on answers
- give opportunity to explore additional preferences
- demonstrate and give examples how to use and adjust preferences

1

Preference wizard

Gather Content preferences

Gather Interaction Settings

Gather Interaction Settings

Gather Input Settings

Preferences saved

Learner preferences

account creation etc.

Student enters through "front page".

After the wizard, student can refine their preferences through the preference panel or within the content itself.

Preferences saved

2

Preference Panel

A preference panel present on the interface will allow the student to directly modify their preferences.

THE CONTENT

3

Customize

Alternatives

Content alternatives or customizations are communicated to the student in context of applicable elements.

This way the student can gradually build or refine a preference set in context of the content. The changes in preferences can be temporary or permanent (i.e. saved to the user's preferences).

It has been proposed that the system learn user behaviour and provide some automation.

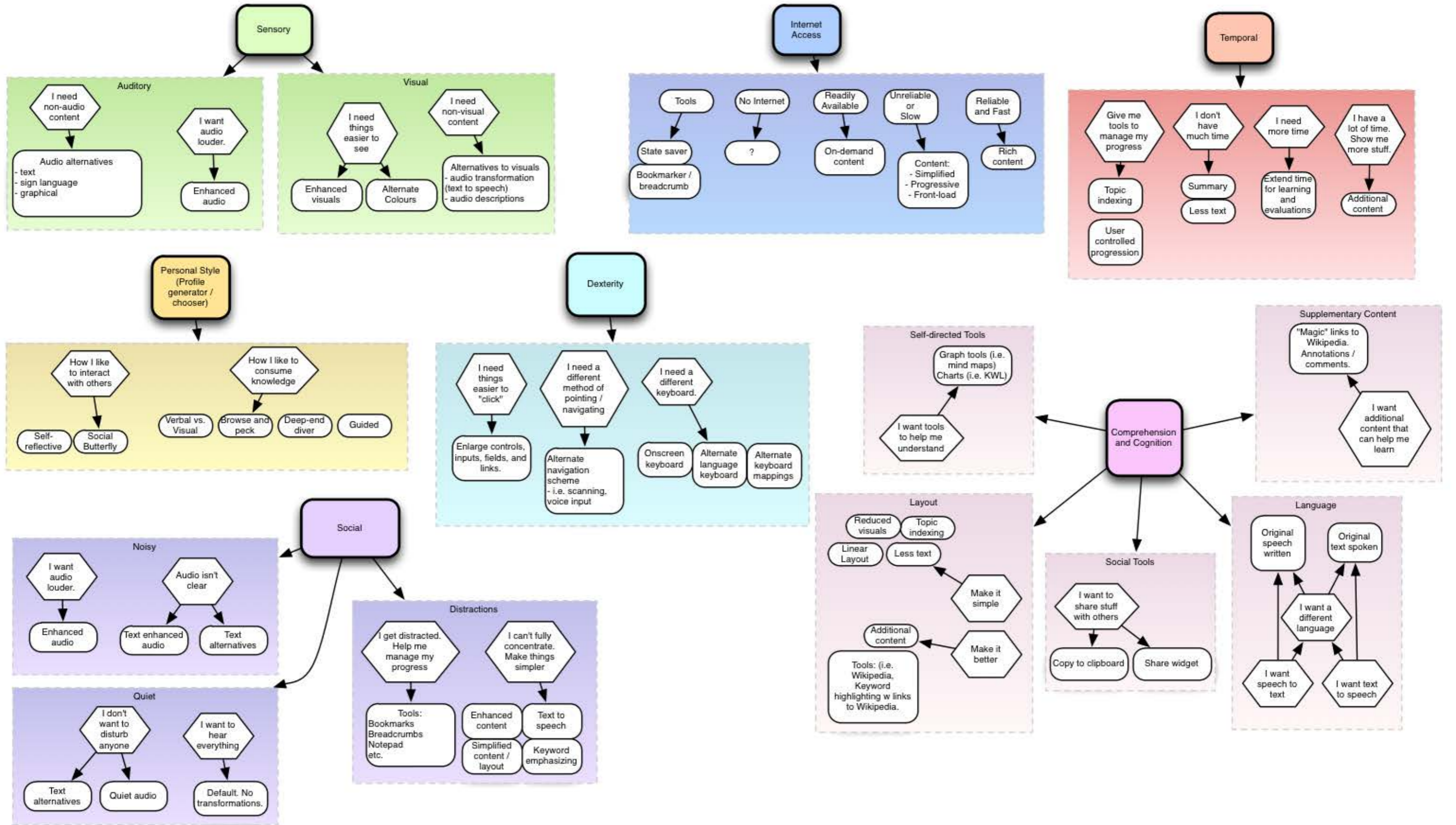
The student enters directly to the content. The content can be viewed in the default state, or customized according to preferences.

Far far away, behind the word mountains, far from the countries Vokalia and Consonantia, there live the blind texts. Separated they live in Bookmarksgrove right at the coast of the Semantics, a large language ocean.

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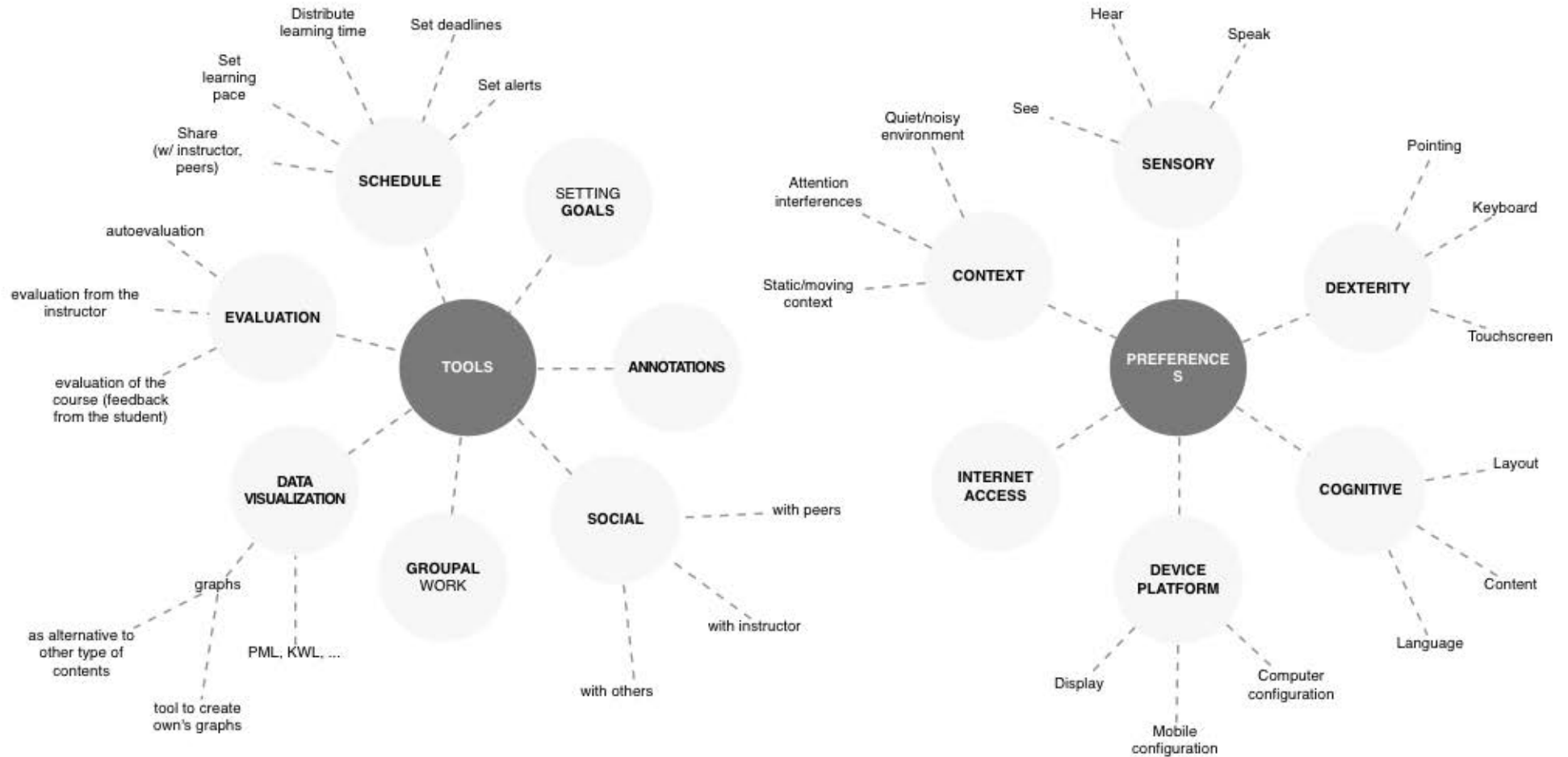
Mapping Learner Preferences to Content Transformations
 The following diagram depicts how learner preferences could be mapped to content transformations.



Tools and Preferences

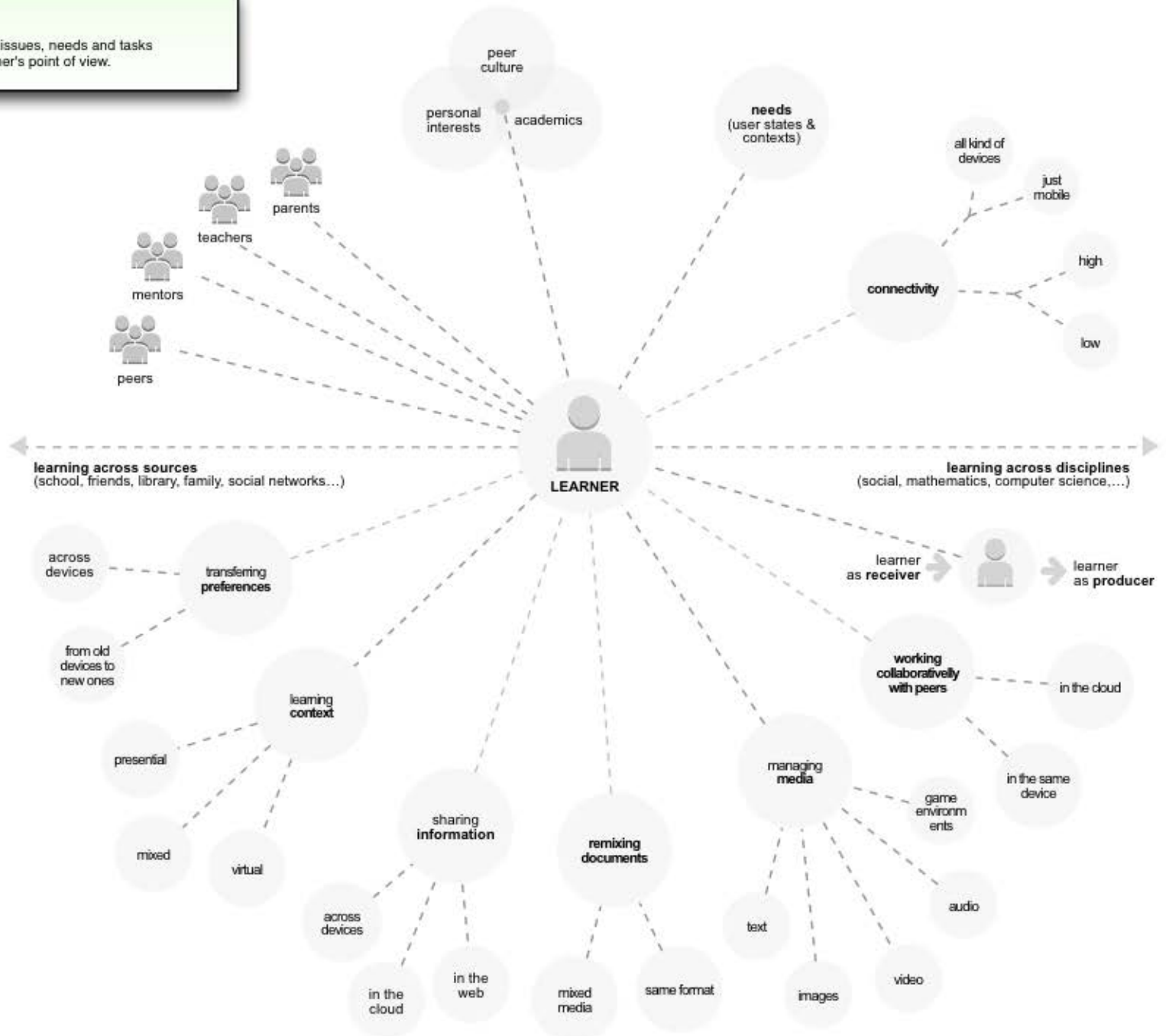
The following diagram explores Tools and Preferences that PGA may contain.

- **Tools** are resources that the learner may need to support his learning style.
- **Preferences** let the learner customize the learning context and contents.



Learner's ecosystem

The following diagram explores the contextual issues, needs and tasks involved in the learning process, from the learner's point of view.



Conceptualizing a Customized Learning System

The following diagram explores at a high level what a possible customized learning system may look like.
A learner specifies their preferences and the system adapts to their preferences.

1 The student enters through a quiz to identify his learning style (optional)

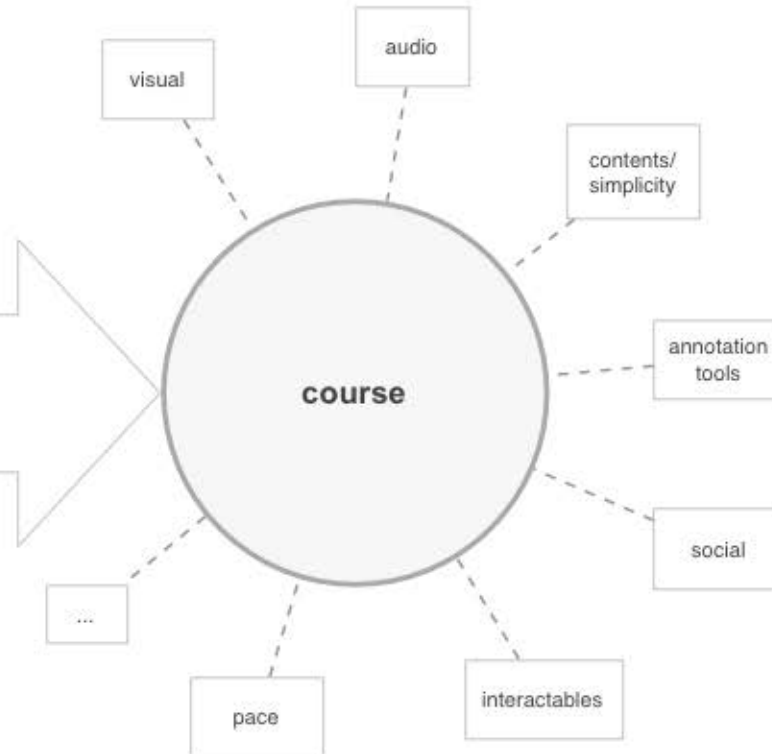
? ? ? ? ?

intended for users that prefer guidance (e.g. senior users)

- * Does the user really know his preferences?
- * How can this be adapted to variations between courses?

2 The student enters directly to the course. Satellite options allow him to customize learning experience

intended for users that don't like guidance or have diverse preferences (e.g. teenagers)



satellites contain:

- preferences (visual aspect, transcription,...)
- tools (annotation, social,...)

preferences can be set by:

- options (slider, check buttons, etc)
- testing tools (like Koester performance test)

3 Smart platform

The platform is smart two ways:

- Learns from student's preferences and manners, to improve customization of new courses.
- When the student selects a preference to modify it, the platform displays all related preferences.

From a very basic set, the user can explore all preferences by:

- a) using preferences related to the one that is being modified (incrementable customizing)
- b) searching

Understanding and Exploring How Learners Learn and Metacognition

The following diagram explores the metacognition space and may inspire possibilities in how Preferences for Global Access can help a learner to learn.

The thinking represented in this diagram can be interpreted as a system in which a user can develop their own preferences for learning based on experience, self-reflection, peer interaction and guidance from the teacher.

