

Multimediales Lernen als maßgeschneidertes Produkt: realistische Möglichkeit oder Wunschdenken ?

Grundfragen multimedialer Lehre

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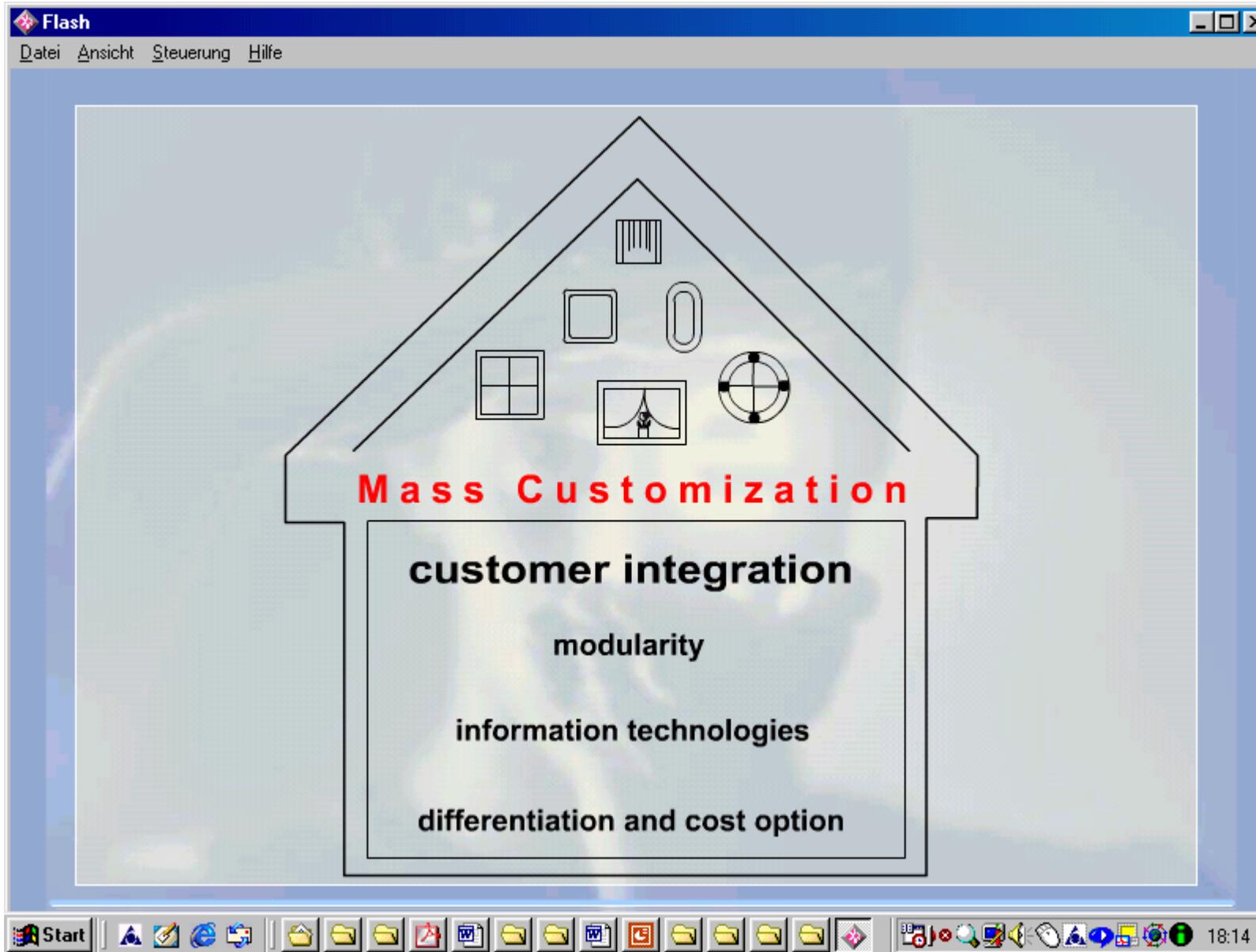
- Mass Customization und Elearning:
eine lernende Beziehung

- 2. Ebenen der Individualisierung beim Elearning
 - 2.1 Zeit und Ort
 - 2.2 Lernportal
 - 2.3 Lernprozess: kognitiv und emotional
 - 2.3.1 Learning Orientations (Margaret Martinez)
 - 2.3.2 ein digitaler „Learning Companion“ (MIT)

- Learning Objects: das MC – Element der Modularität als
didaktische Herausforderung

- 4. Didaktische Potentiale von Data- und Webmining

The 4 building blocks of Mass Customization



<http://www.wi2.uni-erlangen.de/vgu/flash/mc/mc/.html>

Learning Orientations

„The Learning Orientation Theory hypothesizes that understanding the depth of an individual’s fundamental emotions and intentions about why, when and how to use learning and how it can accomplish personal goals or change events is fundamental to understanding how successfully the individual learns, interacts with an environment, commits to learning, performs, and experiences learning and change. ...

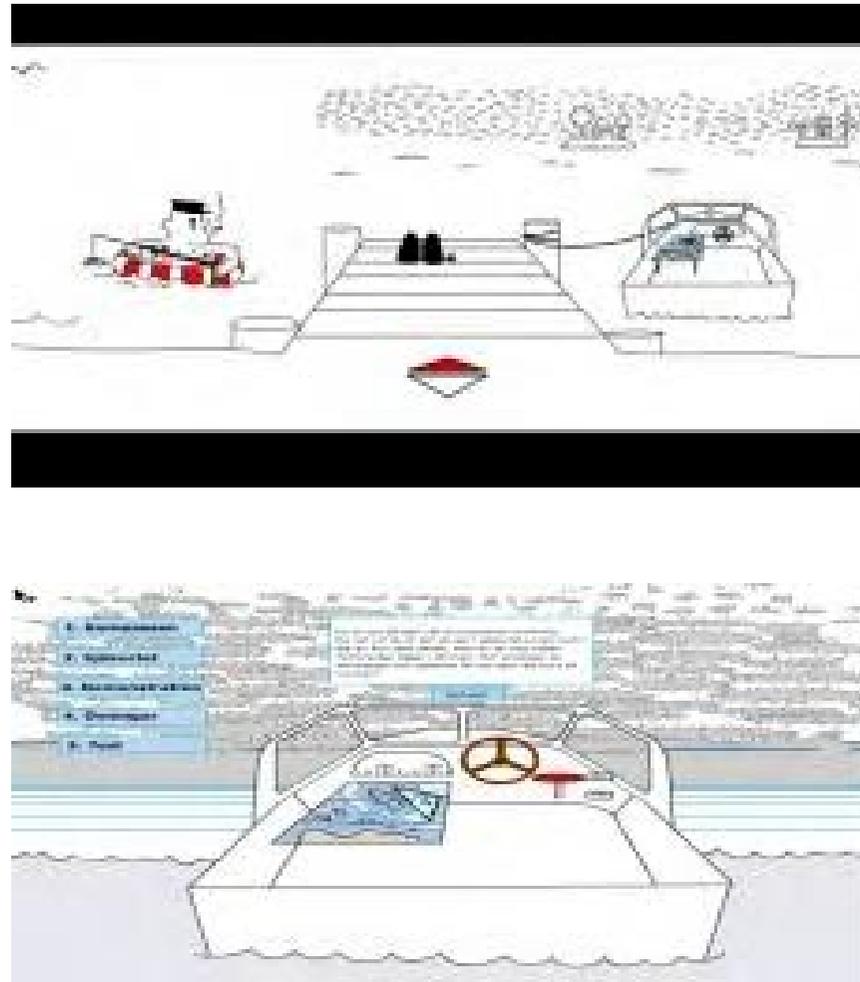
How well instructors and course designers understand and match learning orientation is, in turn, how well they can present instruction that fosters self-motivation, encourages online relationships, and supports successful learning and performance.“

Margaret Martinez <http://www.trainingplace.com>

Learning Orientations

Orientation	Preferred Instructional Design
Conforming Learners	Courses with structured, guiding environments that help students avoid mistakes. Prefer less self-directed learning, simple step-by-step assignments, and guiding instructors. Course should provide explicit feedback with longer, focused and detailed guidance.
Performing Learners	Courses that are semi-structured, coaching environments that provide creative interactions. Prefer some self-direction in areas of high interest, task-oriented assignments that are somewhat challenging, and coaching instructors. Course should provide concise feedback with medium or brief guidance. It is important to focus on practical applications, and use learning modules of medium size that focus on applications.
Transforming Learners	Courses that are loosely structured environments that promote challenging discovery. Prefer self-directed goals and learning, challenging projects or case studies, and mentoring instructors. Course should be built around discovery and the freedom for students to design their own content structure. Learning modules should be short, concise and provide links to details, if needed.

Individuelle Lernportale: „magisch“ oder „realistisch“



Eneroth, 2000

A digital „Learning Companion“

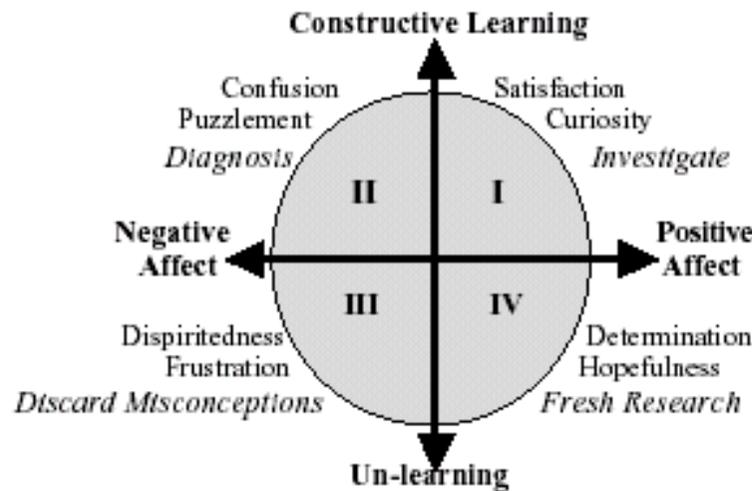
„Our aim will be to craft a companion, that will keep the child’s exploration going, by occasionally prompting with questions or feedback, and by watching and responding to aspects of the affective state of the child watching especially for signs of frustration and boredom that may precede quitting, for signs of curiosity or interest that indicate active exploration, and for signs of enjoyment and mastery, which might indicate a successful learning experience. ...

It is not a tutor that knows the answers about the subject being learned. Instead the Learning Companion will be a player on the side of the student – a collaborator of sorts – there to help him or her learn, and in so doing, learn how to better learn. ...

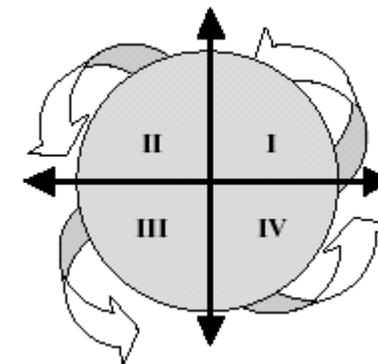
It will have succeeded if students, especially those who encounter frustration and routinely handle it by quitting, learn instead how to persevere, increasing their ability and desire to engage in self-propelled learning.“

Picard/Kort/Reilly: Emotion sets possibly relevant to learning

Axis	-1.0	-0.5	0	+0.5	+1.0	
Anxiety-Confidence	Anxiety	Worry	Discomfort	Comfort	Hopefulness	Confidence
Ennui-Fascination	Ennui	Boredom	Indifference	Interest	Curiosity	Fascination
Frustration-Euphoria	Frustration	Puzzlement	Confusion	Insight	Enlightenment	Euphoria
Dispirited-Enthusiasm	Dispirited	Disappointed	Dissatisfied	Satisfied	Thrilled	Enthusiasm
Terror-Excitement	Terror	Dread	Apprehension	Calm	Anticipatory	Excitement
Humiliated-Proud	Humiliated	Embarrassed	Self-conscious	Pleased	Satisfied	Proud



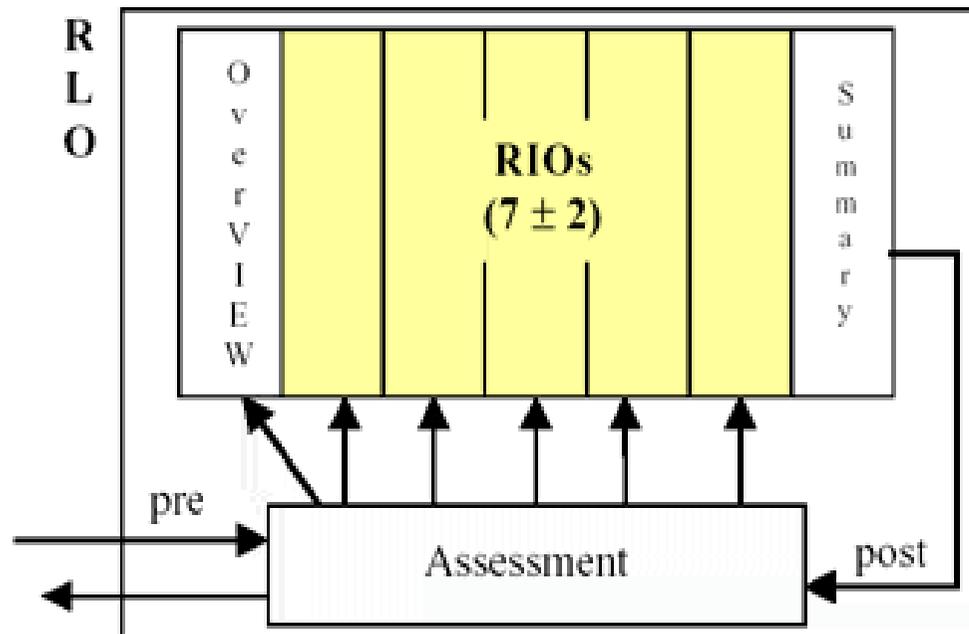
„Four Quadrant model relating Phases of learning to emotions...“



„Circular and Helical Flow of Emotion Through the Learning Journey“

Learning Objects: „... any digital resource that can be reused to support learning“

David Wiley, Connecting learning objects to instructional design theory: A definition, a metaphor, and a taxonomy, in: Wiley (Hrg.): The instructional Use of Learning Objects
<http://reusability.org/read/chapters/wiley.doc>



Das „Innenleben“ von Cisco „Reusable Learning Objects (RLO)“
<http://www.cisco.com>

Data- und Webmining

Someone answered the question you posted on the conferencing system yesterday. Would you like to read it now?

Based on your previous visits and on your clicks today, I believe you are interested in these following subjects. You can use one of these shortcuts or simply ignore. I'll do my best next time 😊.

- [Module 3.2 Watermarking](#)
- [Module 3.5 Encryption](#)
- [Module 4.1 Signatures](#)

Zaiane, Osmar, 2001, in GEN-Seminar
„Practical Applications of Data Mining“
<http://vu.cs.sfu.ca/GEN/welcome/welcome.html>