Student-Centered Online Courseware Development Using Adaptive Learning Environment

Md Hasanuzzaman[1], Liang Hong[2]

Abstract - Distance education and web-based learning tools are getting popular as these learning technologies eliminate the time and other constraints in in-class lectures. The traditional web-based technologies such as WebCT or BlackBoard only provide instructor-centered learning environment without taking the students' needs and performance into account. Furthermore, study showed a significant improvement in retention when students were initially provided with immediate feedback. However, since assignments performed outside class must wait for human evaluation and subsequent return to the learner, the traditional web-based technologies are still lack of immediate feedback to the students. This paper offers a generalized student-centered interactive education framework using adaptive learning technology. The framework is presented based on the Courseware Authoring and Packaging Environment (CAPE), and the experimental Learning Management System (eLMS) tools. Educators can easily modify this framework to fit their pedagogies and students' needs. The flexible framework is designed using modules to arrange and represent topics, competence levels and teaching alternatives. Without knowing the details about the adaptive learning tools, any educator can capture his or her course materials into the proposed framework through graphical change of the module's connectivity. By using adaptive computer aided learning tools and proposed framework, student can obtain smooth delivery of the customized course materials and self assessment based on their performance. Students' retention will be significantly improved by immediate feedback to their self assessment. The proposed framework can also be integrated to WebCT and BlackBoard to enhance the efficiency of knowledge delivery. Furthermore, the proposed framework will not only enable the distance education, but also enable powerful possibilities for adaptive in-class instruction and activities outside the classroom.

Keywords: Adaptive- learning, courseware, immediate feedback, CAPE, eLMS.

INTRODUCTION

In recent years, computers have become an integral part of our day-to-day lives. The students who enter college today have become accustomed to Web browsers. They access information, make purchases and exchange data on the World Wide Web. Therefore, learning through web-based environments has dramatically increased and is now increasingly influencing the nature of teaching and learning in electrical and computer engineering education [Pahl, 8].

The pedagogical value of web-based educational tools has been demonstrated in both undergraduate and graduate education. Usually, the educators post course materials such as syllabus, course schedule, lecture notes and homework on their website or deliver them through a virtual learning environment such as WebCT or BlackBoard. These same course materials are presented to all the students who take this course and are fully interpreted by a teacher in the context of the targeted learning situation. However, the different talents and academic goal of students require the educator to address learners as individuals, assessing their strengths and weaknesses and adapting learning activities in response. On the other hand, by examining the effect of immediate feedback, delayed feedback and no feedback on students' performance when confronted with previously encountered quiz questions on the final

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examination, Brosvic et al. found a significant improvement in retention when students were initially provided with immediate feedback rather than delayed feedback or no feedback, and even greater retention when provided with multiple attempts on the initial encounter [Brosvic, 2]. However, most web-based learning technologies including WebCT and BlackBoard are still lack of immediate feedback to the students, since assignments performed outside class must await human evaluation and subsequently be returned to the learner for reflection.

This paper introduces a generalized student-centered interactive education framework using adaptive learning technology. The adaptive learning technology is being implemented through web-based tools and returning immediate feedback to the students on their performance. The paper is organized in the following manner. First, the student-centered adaptive learning technologies, Courseware Authoring and Packaging Environment (CAPE), and web-based delivery platform, the experimental Learning Management System (eLMS) is briefly introduced. Second, the advantages of using CAPE and eLMS are elaborated by comparing the CAPE/eLMS platform with the widely used course management software WebCT and BlackBoard. Third, a proposed hierarchical CAPE model for adaptive learning is described. Finally, conclusions are drawn.

WEB-BASED ADAPTIVE LEARNING TECHNOLOGY

Adaptive learning technology is referred to "student centered" learning technology. It is one of four fundamental quality aspects of effective learning environments that were recognized by National Science Foundation (NSF) [Bransford, 1]. Adaptive learning technology uses interactions or prior knowledge about an individual learner to dynamically alter the flow or content of learning activities. The earliest adaptive learning technology, intelligent tutoring systems [Hartley, 4] that acquires and responds to knowledge about individual learners, can trace its origins back some 30 years. Recently, the NSF Engineering Research Center for Bioengineering Educational Technologies (called VaNTH) [Harris, 3] at Vanderbilt University developed a web-based learning infrastructure for adaptive learning. It consists of two primary components: Courseware Authoring and Packaging Environment (CAPE) and the experimental Learning Management System (eLMS).

CAPE [Howard, 5] is used to design how learning materials are used to create an adaptive learning experience. It is a graphical modeling language. In this language, iconic nodes represent authoring concepts, and edges represent various kinds of relationships among these concepts. The CAPE designs specify when, or under what circumstances, content elements are presented to a learner during the course of a learning experience. Interactive elements can elicit information from a learner, and the outcomes are available immediately to adaptations incorporated into designs. The content and computational elements can be interchanged with traditional development tools. The completed designs can be directly uploaded to the delivery platform for subsequent assignment to learners.

To enable complex representations to be created, CAPE supports hierarchy; i.e., larger definitional units can be built up from smaller units. To enable reusability, CAPE supports abstraction and refinement; i.e., definitional units can be used as the starting point for other definitional units, and the latter "inherit" changes from the former. To assist the educator in creating, previewing, and packaging designs, CAPE also provides a set of extension components including the *ContentImporter* that can be used to automatically build contents, the *ContentPreviewer* that allows the learning contents to be launched in a web browser, the *DeliveryPreviewer* that enables authors to assure that the authoring task has been performed correctly, and the *ContentPackager* that creates the target representation of the courseware artifact and optionally uploads it to the delivery platform.

eLMS [web-page, 6] is a web-based delivery platform that supports interoperation using web services, both in conjunction with enacting courseware designs and in managing domain-specific objects, such as classes, users, and courseware. The heart of the eLMS platform is a model-based delivery engine that enacts learning designs authored with CAPE. The eLMS platform automatically captures detailed instrumentation of the CAPE design enactments, and additional instrumentation—to support grading using custom rubrics that can be incorporated into courseware designs with CAPE. eLMS allows learners to review materials and activities across multiple sessions, to take private notes that can be exported from the learning environment, and to access context-sensitive help resources provided by learning designs.

Figure 1 shows an example of the eLMS delivery interface for the students. Without overly intruding on the instruction, a simple toolbar located along the left bottom of the browser border provides a large amount of interface functionality, such as forward, backward, take personal notes, and so on.

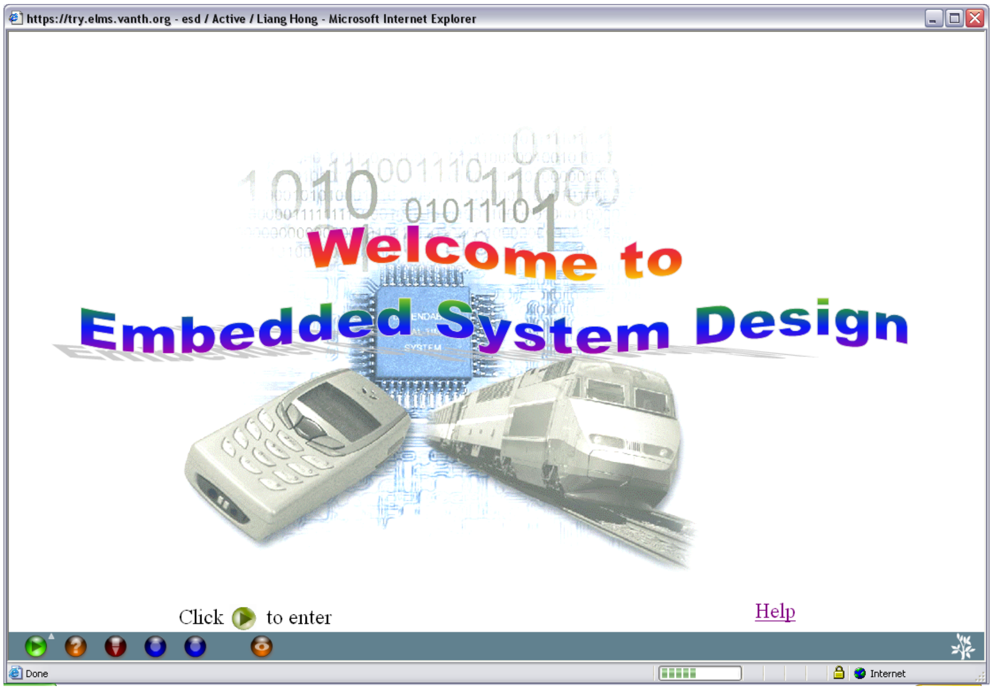

Figure 1. eLMS delivery interface for students

THE CAPE/ELMS PLATFORM

Adaptive learning uses what is known about an individual learner, *a priori* or through interactions, to dynamically alter the flow or content of learning activities [Murray, 7]. However, current widely used course management systems in university campuses such as Blackboard and WebCT can only offer limited capabilities for adaptive learning experiences. Their support provides relatively weak knowledge representation and reasoning capabilities with a primary focus on instructor-directed conditional sequences [Howard, 5].

Comparing with the BlackBoard and WebCT systems, the CAPE/eLMS platform emulates human tutors instructing a single pupil on a particular knowledge domain. It provides an opportunity for educators to easily create powerful web-based adaptive learning experiences. Through CAPE/eLMS platform, the educators can assess the strengths and weaknesses of each student and provide adapting learning activities in response. The CAPE/eLMS employs explicit representations of learner knowledge and the knowledge of an expert in the domain. Questioning or interlocution is used to build and revise a model of a particular learner's knowledge and the system is concerned with incrementally aligning this knowledge with that of the expert concerned through the engagement of particular learning content and activities.

Through the CAPE/eLMS platform, the adaptive in-class instruction will be enabled. The classroom activities can be selected from a pre-planned set of alternatives according to the formative assessments. The platform will also enable the interaction between the in-class activities and the adaptive learning activities outside the classroom, such as the preparation for in-class activities and the following up. The interaction can be achieved through dynamic selection of the activities according to the classroom feedback.

The CAPE/eLMS platform can also provide more immediate diagnostic feedback than traditional graded homework assignments and the BlackBoard or WebCT systems. The immediate feedbacks will not only help learners to contemporaneously reflect on their learning, but also contribute to reflection by educators on the overarching learning design. It has been founded by Brosvic et al. that when confronted with previously encountered quiz questions on the final examination, a significant improvement in retention will be achieved if the students were initially provided with immediate feedback rather than delayed feedback or no feedback, and even greater retention when provided with multiple attempts on the initial encounter.

To make it easier to use CAPE-authored learning experience, the eLMS platform can be transparently embedded into BlackBoard and WebCT systems. Therefore, instructors can maintain the rosters and assign eLMS courseware to their learners just as any other kind of Blackboard or WebCT assignment. The instructors can also update Blackboard gradebooks by pulling information from eLMS delivery records.

HIERARCHICAL CAPE MODEL FOR ADAPTIVE LEARNING

CAPE and eLMS were integrated to provide students adaptive learning experience of embedded system design. This section describes the CAPE models in its current state of evolution. The CAPE models define the design specifications for learning experiences that can be uploaded to an eLMS learning platform for later delivery to learners. The CAPE models introduced in this section offer a generalized framework and can be easily modified by educators to fit their needs.

Courseware models are essentially plans for how learning materials are delivered to learners. The principal content element in a CAPE model is granule. A granule is itself a model that specifies what resources are used to present the granule's content to the learner. A granule's resource model is used to inform CAPE about the required resources and how they are referenced by the content. A granule's resources contain the web-deliverable contents: HyperText Markup Language (HTML) pages, Microsoft Word documentations, or Powerpoint presentations. Therefore, before creating the CAPE model, all web-deliverable course materials must be developed.

The hierarchical CAPE model for adaptive learning is implemented in the courseware model for the undergraduate embedded system design course. Four different levels are used in this model to manage the visual complexity, both intellectually and in terms of editing. The top level of the courseware model includes two granules that delivery the welcome information and course introduction through two HTML pages and two phases that contain the lower level models. One phase, Course Overview, is to provide students with the general information of the course, such as course objectives, structure, prerequisites, competencies, and acknowledge, so that they will have an overall vision of this course. The other phase, Modules, contains all the course materials. A condition element and an action element are used to provide adaptive sequencing of the delivery of the two phases. If this is the first time for the learner to use this courseware, the condition element will automatically direct him/her to the course overview phase. If the learner has read the course overview, the condition element will let him/her to select whether he/she would like to review the course overview again or go to the Modules phase. Figure 2 shows the top-level CAPE model of the course.

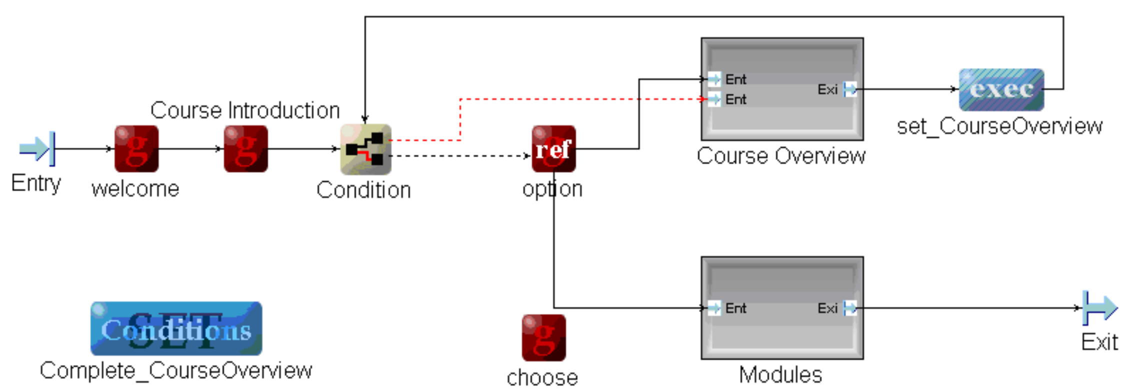

Figure 2. Top-level CAPE model of the course

One of the second-level CAPE model, the Course Overview phase, uses the sequencing to organize the granules in the order of course objectives, structure, prerequisites, competencies and acknowledge. There is no more lower level in this phase. Figure 3 gives the CAPE design of the Course Overview phase.

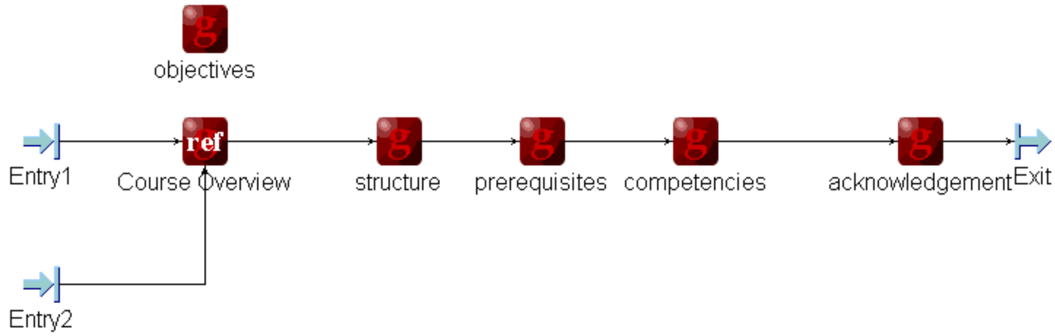

Figure 3. CAPE design of the Course Overview phase.

The other second-level CAPE model, the Modules phase, contains six phases. Each phase represents one major course topic of this course: introduction, specifications, embedded system hardware, embedded operating systems, hardware/software co-design and validations. This CAPE model provides high flexibility of the course contents for other educators. By changing the connection of these modules, the educators may divide the whole course materials into two- or three- semester courses or skip one or two modules to fit their needs. In our case, all the modules are needed. First, all students have to complete module I and II. After successful completion of the first two modules, student can proceed to study hardware design or software design part of embedded system according to their choice. Module V and VI can be taken after completion of previous four modules. Figure 4 presents the CAPE design of the Modules phase. The condition element and action elements are used determine whether the first four modules have been successfully completed.

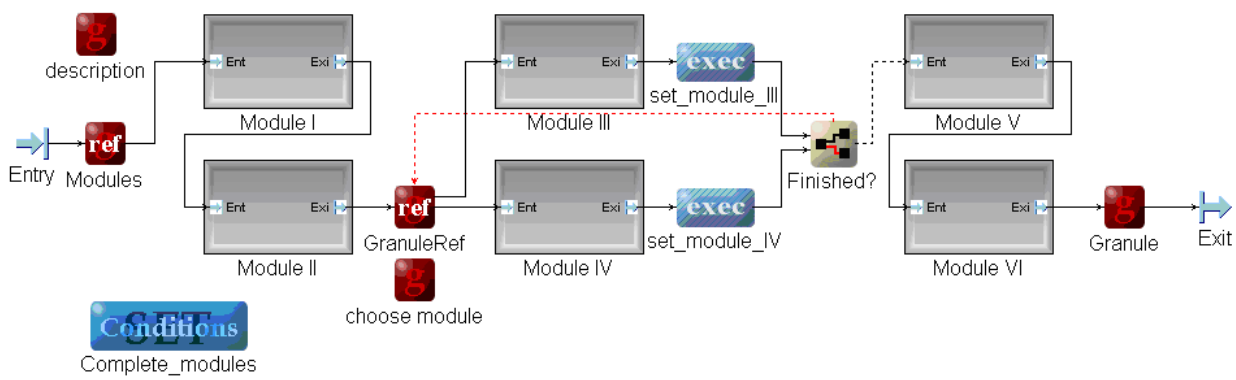

Figure 4. The CAPE design of the Modules phase

The third level of the CAPE model, that is, inside each module, consists of a granule and a phase. The granule is used to contain the course materials of each major topic of the embedded system design, including the lecture notes in the form of Powerpoint presentation and homework in the form of Word documentations. The phase is used to contain the quizzes that evaluate the students' performance. Figure 5 uses the Module I model as an example of the third level of the CAPE model. The CAPE designs of the other module phase in Figure 4 are similar to Figure 5.

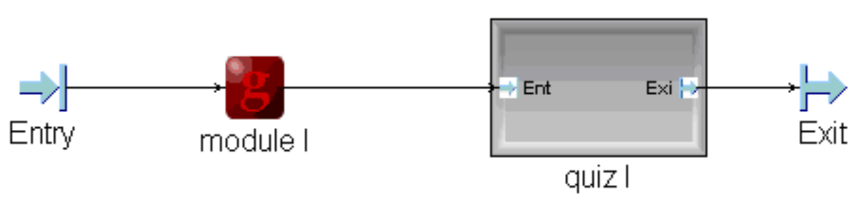

Figure 5. The CAPE model of the Module I

The fourth-level of the CAPE model, that is, inside the quiz phase of each module, is used to determine whether the students successfully complete the major topic. It provides an opportunity for educators to assess the strengths and weaknesses of each student and provide adapting learning activities in response. In each module, five questions including two fill-in-blank questions, two multiple-choice questions and a selection question are posed in the assessment element for performance evaluation. Other educators may specify different questions, or different question types, or different passing requirements according to their needs. CAPE also allows educator to specify different questions to different students to increase the adaptiveness of the courseware. Figure 7 shows the CAPE design of the Module I's quiz phase. The CAPE designs of the quiz phase in the other modules are similar to Figure 6.

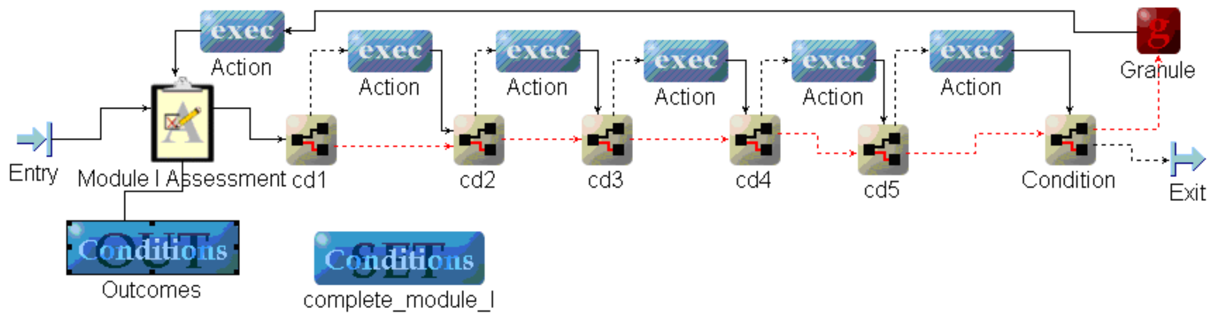

Figure 6. The CAPE design of the Module I's quiz phase

To provide a better view of the CAPE assessment used in our undergraduate education on embedded system design, Figure 7 presents the window shot of the question set for module I assessment as an example.

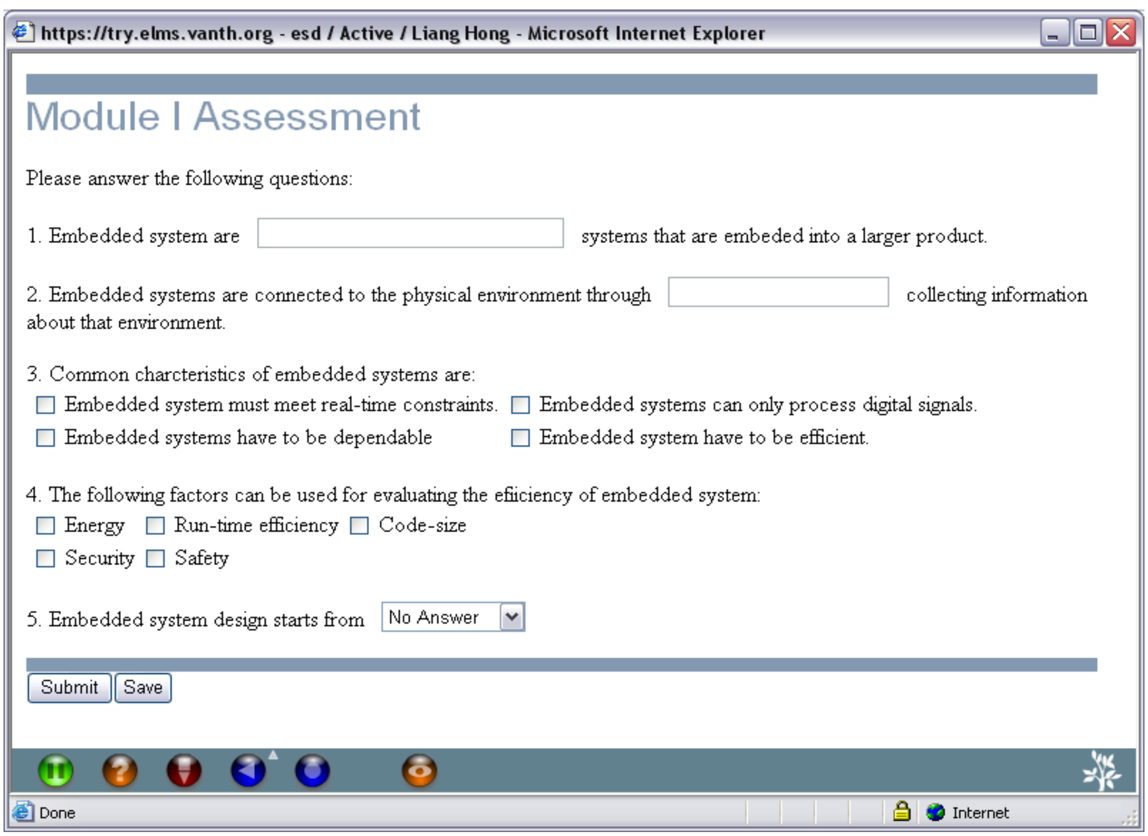

Figure 7. Question set for Module I assessment.

After the student submits his/her answers, a summary showing the score and whether the answer is correct or not will be give immediately. The student can proceed to the next major topic if he/she correctly answers all the questions. If the student does not correctly answer all the questions, he/she will be asked to repeat the quiz. Figure 8 shows the window shot of the summary. This design gives the learners not only the immediate results of assessment but also the opportunity of multiple attempts to significantly improve their retention, motivation and achievement.

The whole courseware through the eLMS can be accessed at http://repo.vanth.org/QuotaLinks/ETjZh.

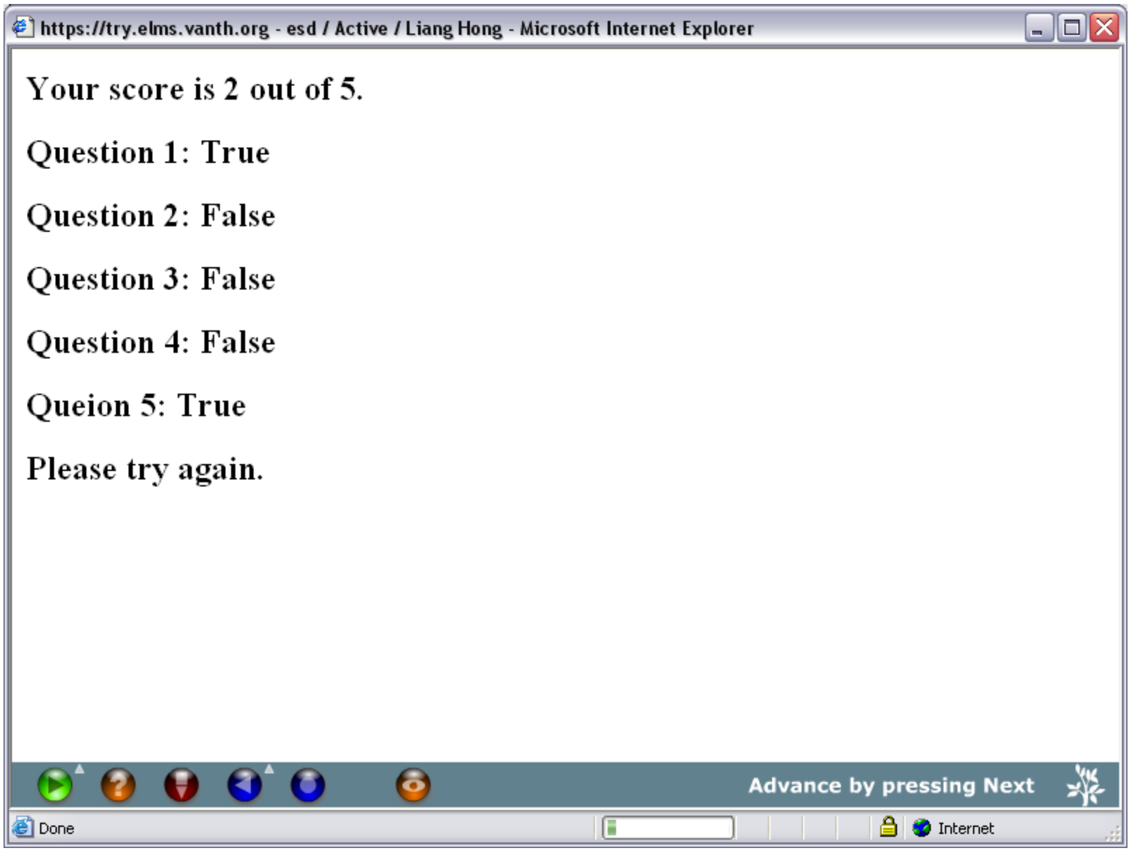

Figure 8. Summary of the assessment results

CONCLUSIONS

This paper offers a generalized student-centered interactive education framework using adaptive learning technology. The CAPE models are built to provide a student-centered adaptive learning environment that addresses learners as individuals, assessing their strengths and weaknesses and adapting learning activities in response. Delivered to learners through the eLMS platform, the CAPE courseware provides efficient education through web-based tools and immediate feedback to the students on their performance. Comparing with other course management software, such as WebCT and BlackBoard, this web-based adaptive learning environment will significantly improve the retention of the learners. It will also provide adaptive interactions between the in-class instruction and the outside classroom activities. The CAPE models introduced in this paper offer a generalized framework. The models can be easily modified by educators to fit their needs.

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