

Bringing Personalized Recommendations of Open Educational Resources into the Student Private Digital Learning Environment

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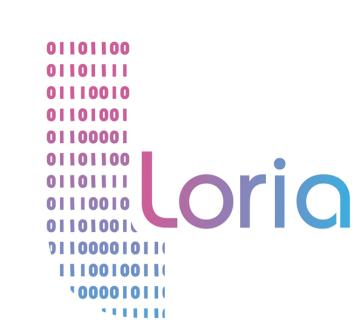
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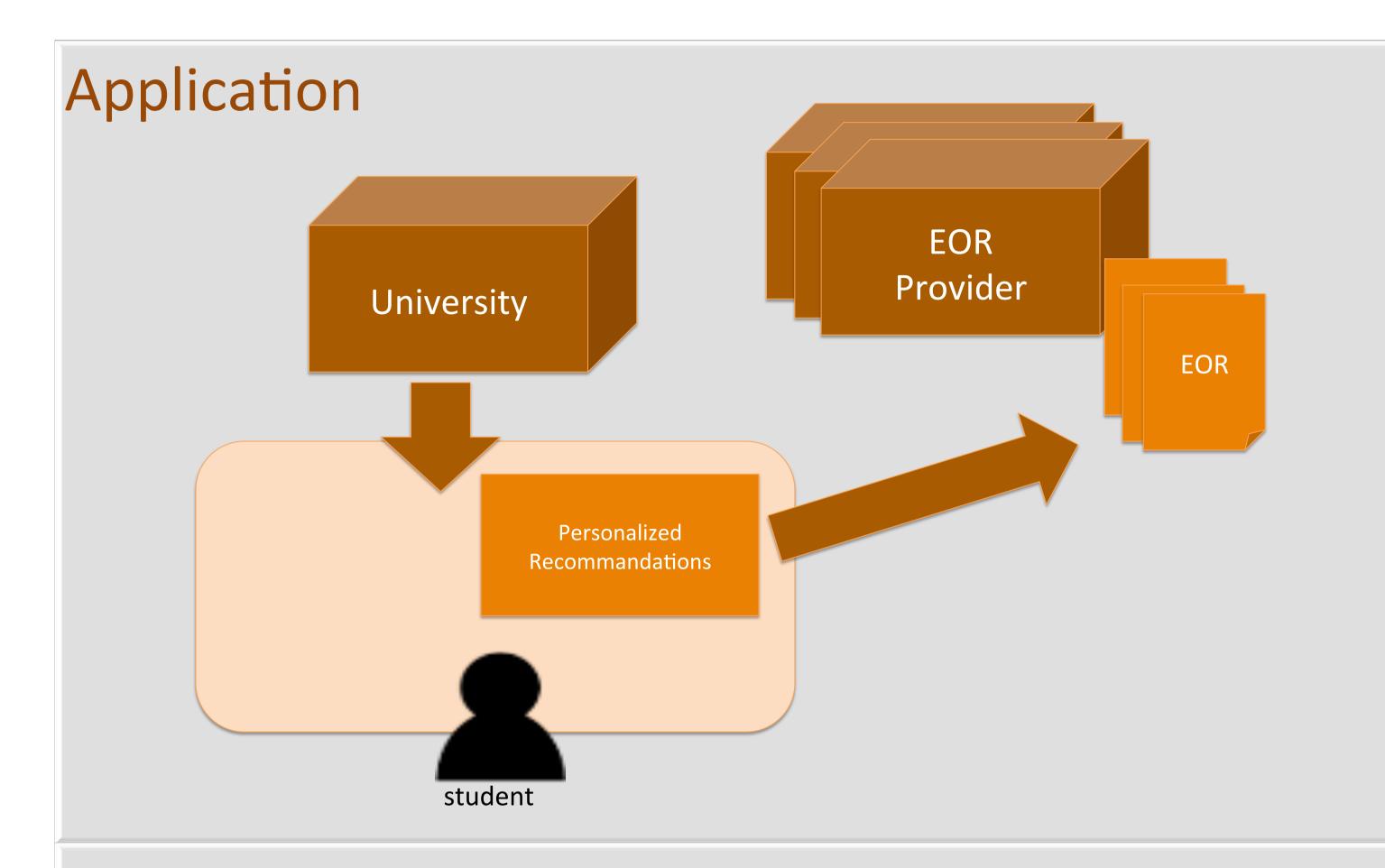
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Bringing Personalized Recommendations of Open Educational Resources into the Student Private Digital Learning Environment



Azim Roussanaly-LORIA/KIWI Team



Objective

Adapting recommender systems to e-education context in order

- to pre-select resources a learner might be interested corresponding to
 - his targeted competency
 - complementary resources of his current curriculum
 - the successful experience of other users...
- to facilitate the access to the relevant resources by displaying them directly into the personal digital environment of the student

General Framework:

The PERICLES Project

http://e-pericles.org/

Ongoing project ended in 2016















Research issues

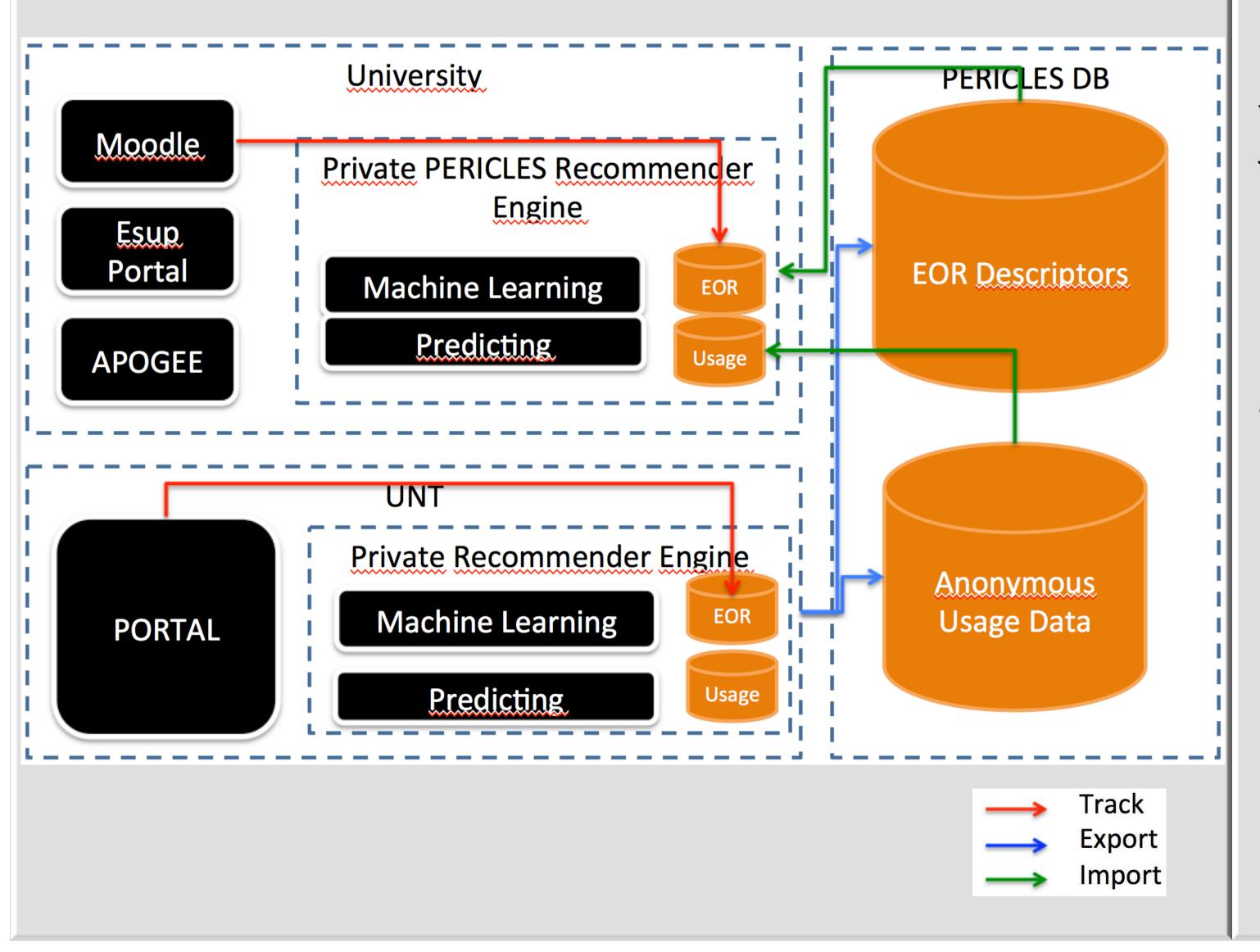
Domain: Technology Enhanced Learning [1]

Personal recommender systems strongly depend on the context or domain they operate. It is often not possible to take one recommender system with a specific purpose from one context and transfer it to another context or domain. Recommender systems have to be adjusted to the specific characteristics of elearning

Main features [2]

- Complex Goal: not only purchasing an item but proposing relevant learning path
- Cross-platform: the OER portal users behaviors have to be merged with students profile at the university platform
- Privacy issues: this have consequence on the availability of data and their heterogeneity
- Quality issues: acceptability strongly depends on the quality of recommendations

Architecture



References

[1] H. Drachsler, H. G. K. Hummel, and R. Koper, "Identifying the Goal, User model and Conditions of Recommender Systems

for Formal and Informal Learning" Journal of Digital Information, vol. 10, no. 2, Jan. 2009.

[2] N. N. Chan, A. Roussanaly, and A. Boyer,

"Learning Resource Recommendation: An Orchestration of Content-Based Filtering, Word Semantic Similarity and Page Ranking," Open Learning and Teaching in Educational Communities, vol. 8719, C. Rensing, S. de Freitas, T. Ley, and P. J. Muñoz-Merino, Eds. Springer International Publishing, 2014