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Information technology for learning, education and training — Ubiquitous learning resource organization and description framework

Technologies pour l'éducation, la formation et l'apprentissage — Description de l'organisation et ressources d'apprentissage omniprésent

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Foreword

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Introduction

Ubiquitous learning is becoming increasingly prevalent. Ubiquitous learning makes it possible for students to learn anything, at anytime, anywhere, using any learning device. To support ubiquitous learning for learners, a ubiquitous learning support model should be constructed to provide ubiquitous services. The model consists of four parts: user interface; sensor layer; educational cloud system; and learning resources and services (Figure 1). During the learning process, the user interface detects learners' learning status, logs, interactions and personal information in the real learning context through the sensor layer. Subsequently, the educational cloud system conducts computing and analysis before providing learners with adaptive learning resources and services (see Annexes A, B and C).

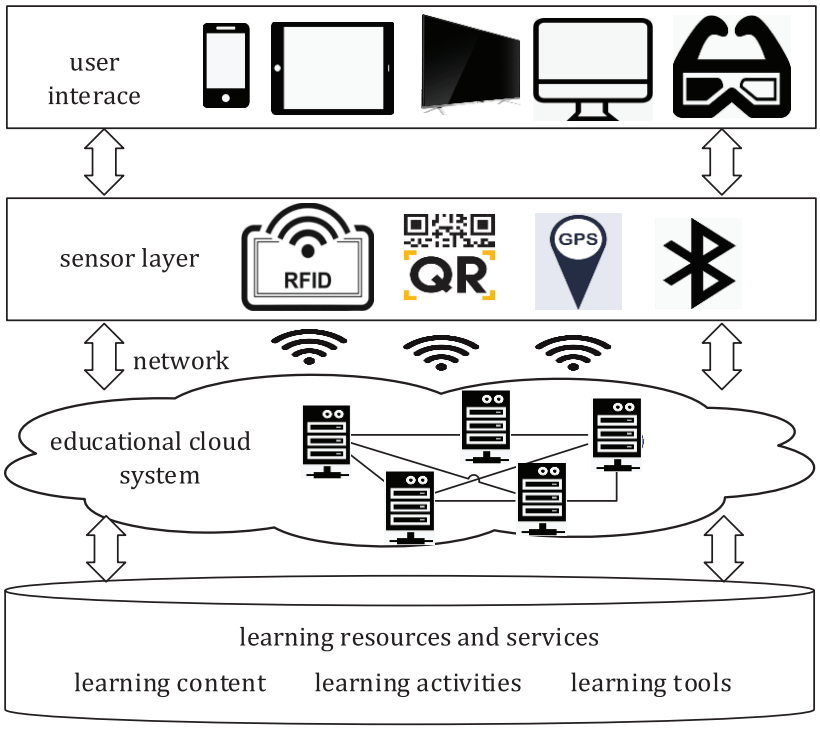


Figure 1 — Ubiquitous learning support model

Learning resources and services are central to learners' learning processes. However, learners' learning contexts can change as learners start and continue learning at different points across time and location. Under these circumstances, learners need adaptive resources and services to achieve effective learning. Traditional learning resources are designed and developed by experts for specific contexts. In some cases, the content is mostly static and cannot dynamically change to meet the diverse needs of learners who are accessing content in different environments. In addition, learners can encounter some difficulties as they learn specific topics. Related experts, peers or resources supporting the learning of the topic can be helpful for learners to expand their knowledge and knowledge-related connections. As time passed, learners can also contribute to current knowledge and thus promote the updating or evolution of knowledge while they achieve even higher-level knowledge. In order to make the learning process effective, it is important to provide learners with continuously evolving resources:

a) Learning resources should have the ability to adapt to different learners' needs under different learning contexts.

b) Learning resources should support the interactions not only between learners and resources, but also the interactions among learners and among resources.

c) Learning resources should evolve according to the contribution of learners or new knowledge so that they can be continuously adapted for learners with diverse needs.

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d) In order to support personalized learning, dynamic and distributed resource aggregation service should be provided to learners with different learning requirements.

In summary, the ubiquitous learning support model needs to support diverse contexts, rich social interactions, continuous evolution and dynamic aggregation of knowledge. To that end, learning resources are the most important part for realizing the adaption of the learning process. In order to support that adaption, not only experts but also learners should be involved in the co-construction of learning resources. During the resource construction, resources should align with the contextual, social, evolvable and dynamic aggregated features. And in order to make the resources constructed by different contributors align with those features, a standardized guideline is needed for co-construction. However, existing standards for learning resources design and development focus on different aspects of static learning resources in terms of topic, description, related subjects, contributor and so on, and there is no description of the contextual, social, evolvable and dynamic aspects. In order to support these aspects, this document offers a ubiquitous learning resource organization and description framework, which is also referred to as a "learning cell framework". This document provides a description of the main framework for ubiquitous learning resources. It does not provide detailed definition.

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Information technology for learning, education and training — Ubiquitous learning resource organization and description framework

1 Scope

This document specifies a framework to describe and organize learning resources in ubiquitous learning. It provides features to enable dynamic aggregation of resources in different learning contexts, in which the social interactions are recorded to facilitate social learning. The features that reflect the evolutionary history of resources based on learners' contributions are also defined.

The framework includes an aggregation model, content organization, context-aware learning services, and learning cell service provider.

2 Normative references

There are no normative references in this document.

3 Terms and definitions

For the purposes of this document, the following terms and definitions apply.

ISO and IEC maintain terminological databases for use in standardization at the following addresses:

— ISO Online browsing platform: available at https://www.iso.org/obp

— IEC Electropedia: available at http://www.electropedia.org/

3.1
entity
any concrete or abstract thing that exists, did exist, or might exist, including associations among these things

EXAMPLE A person, an object, an event, an idea, a process, etc.

Note 1 to entry: Entity is a supportive element of identifier.

[SOURCE: ISO/IEC 2382:2015, 2121433, modified — domain of <databases> removed, notes to entry updated]

3.2
environment
<ITLET> context, surroundings or conditions in which a person learns, lives or operates

Note 1 to entry: Environment information includes time zones, geographical information, applicable norms and standards for telecommunication, technical implementation (firewalls, useable or allowed ports, bandwidth, file size restrictions, etc.), infrastructure support, current noise levels, and other environmental factors that may impact on delivery modes required by the learner.

3.3
identifier
sequence of characters capable of uniquely identifying an *entity* (3.1)

[SOURCE: ISO/IEC 19788-1:2011, 3.19, modified — notes to entry removed]

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3.4
knowledge
human or organizational asset enabling effective decisions and action in context

Note 1 to entry: Knowledge can be individual, collective or organizational.

Note 2 to entry: There are diverse views on the scope covered within knowledge, based on context and purpose. The definition above is general as to the various perspectives. Examples of knowledge include insights and know-how.

Note 3 to entry: Knowledge is acquired through learning or experience.

[SOURCE: ISO 30401:2018, 3.25]

3.5
knowledge cloud
collection of *learning cell* (3.7) and *knowledge cluster* (3.6) aggregated semantically based on several related or similar topics to satisfy particular requirements for learning

3.6
knowledge cluster
collection of two or more *learning cells* (3.7) aggregated semantically based on a specific topic

Note 1 to entry: Knowledge cluster is a supportive element of knowledge cloud.

Note 2 to entry: Knowledge cluster can be involved in learning communities to support learners' learning.

3.7
learning cell
dynamic structure for ubiquitous *learning resource* (3.13), which defines the basic elements and their relations, and provides a personalized presentation [*learning cell entity* (3.9)] to support the diverse needs of learners based on a specific learning objective

Note 1 to entry: The structure is context adaptive, involves social factors to support social learning, realizes the evolution based on learners' interactions and contributions, and can dynamically aggregate content, based on the contextual, social and evolvable information and present learners with personalized *learning cell entity* (3.9).

Note 2 to entry: Learning cell has four characteristics: contextual, social, evolvable and dynamic aggregated.

Note 3 to entry: Learning cell is a supportive element of knowledge cloud and knowledge cluster.

Note 4 to entry: Learning cell can be involved in learning communities to support learners' learning.

3.8
learning cell container
space where *learning resource* (3.13) or *learning ingredient* (3.11) is extracted from different learning systems and managed according to specific topic or topics

Note 1 to entry: In this space, the resources or ingredients collected from the learning systems can be reorganized and retained in a well-structured manner.

3.9
learning cell entity
instance of a *learning cell* (3.7) that can be used in different learning contexts to support different learning needs

Note 1 to entry: A learning cell entity is a presentation of a learning cell within a specific context.

3.10
learning community
area in which learners with the same interests can interact, access, and share information using resources such as *learning cell* (3.7) and *knowledge clusters* (3.6) to achieve specific learning objectives or outcomes

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3.11
learning ingredient
component that can be used to form a *learning cell* (3.7), such as content, activity, tools and metadata

Note 1 to entry: A learning ingredient is a supportive element of learning cell.

3.12
learning objective
description of a goal of training or learning in terms of the knowledge, skills or performance expected of a learner

Note 1 to entry: A learning objective may also be referred to as a learning outcome.

Note 2 to entry: A learning objective is often defined based on the requirements of a curriculum criterion or a set of criteria.

[SOURCE: ISO/IEC 2382-36:2019, 3.5.2, modified — notes to entry added]

3.13
learning resource
resource (3.17) used for learning, education and training

[SOURCE: ISO/IEC 19788-1:2011, 3.20]

3.14
obligation status
<attribute> indication of whether or not a value for the attribute is to be provided

[SOURCE: ISO/IEC 19788-1:2011, 3.20, modified — note to entry removed]

3.15
person
person class
any *entity* (3.1) which is a natural or legal person

3.16
personal learning space
place for a learner to manage his/her learning profile, assignments, interactive data, evaluation and associated information generated during the learning process

Note 1 to entry: This personal space may be shared with learner's permission to instructor(s), other learner(s), and other systems to support further learning of the individual, other individuals, and the system itself. Learner data and interactions are private in the personal space and learner consent is required to share this data.

3.17
resource
entity (3.1) that can be identified and referenced by an unambiguous and stable *identifier* (3.3) in a recognized identification system

[SOURCE: ISO/IEC 19788-1:2011, 3.30]

3.18
resource class
set of *resources* (3.17) that can be identified by listing or description of boundaries and meaning and whose properties and behaviour follow the same rule

Note 1 to entry: A resource class has the following attributes:

— Identifier.

— Name.

— Definition.

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— SubclassOf [multiple inheritance].

— Note.

EXAMPLE Learning Resources (set of all learning resources), Persons (set of all Persons), Rights (set of all rights objects), and Documents (set of all documents).

[SOURCE: ISO/IEC 19788-1:2011, 3.31]

3.19
sharable learning cell description interface
SLDI
interface to provide registration and open access for services and resources in different learning systems

3.20
social knowledge network
SKN
network constituted by person, knowledge and their relations based on specific knowledge that supports learners' knowledge and peer discovery during the ubiquitous learning process

Note 1 to entry: A social knowledge network represents all the nodes that have a relationship with specific knowledge, and the nodes include person nodes and knowledge nodes.

3.21
ubiquitous learning
learning that is stimulated and supported through diverse channels and always readily accessible

[SOURCE: ISO/IEC TS 29140:2020, 3.15]

4 Abbreviated terms

LOM learning object metadata

MLR metadata for learning resources

ITLET information technology for learning, education and training

API application programming interface

5 Learning cell framework overview

5.1 General

The learning cell framework supports learners' ubiquitous learning. An overview of the ubiquitous learning model supported by the learning cell framework is provided in Figure 2, which illustrates the process for learners to acquire ubiquitous learning services in different situations. In this model, the situations (classroom, home, bus station and so on) where learners' learning requirements rise are defined. In different situations, learners can interact with learning cells embedded in different devices.

During this process, the learning cell service will detect learners' personalized information and learning status with various sensors. Detected information will be sent to the educational cloud computing centre for analysis. The educational cloud computing centre conducts analysis and decides learners' current states and needs. The needs include several kinds of personalized services, such as knowledge network, social network, and other learning services (learning tools, learning activities, cognitive map and so on). These services will be dynamically collected, aggregated with the form of the learning cell and then present to learners with an adaptive presentation.

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