

Dealing with learner alterity in the classroom

Workshop: Personalization and
Adaptation

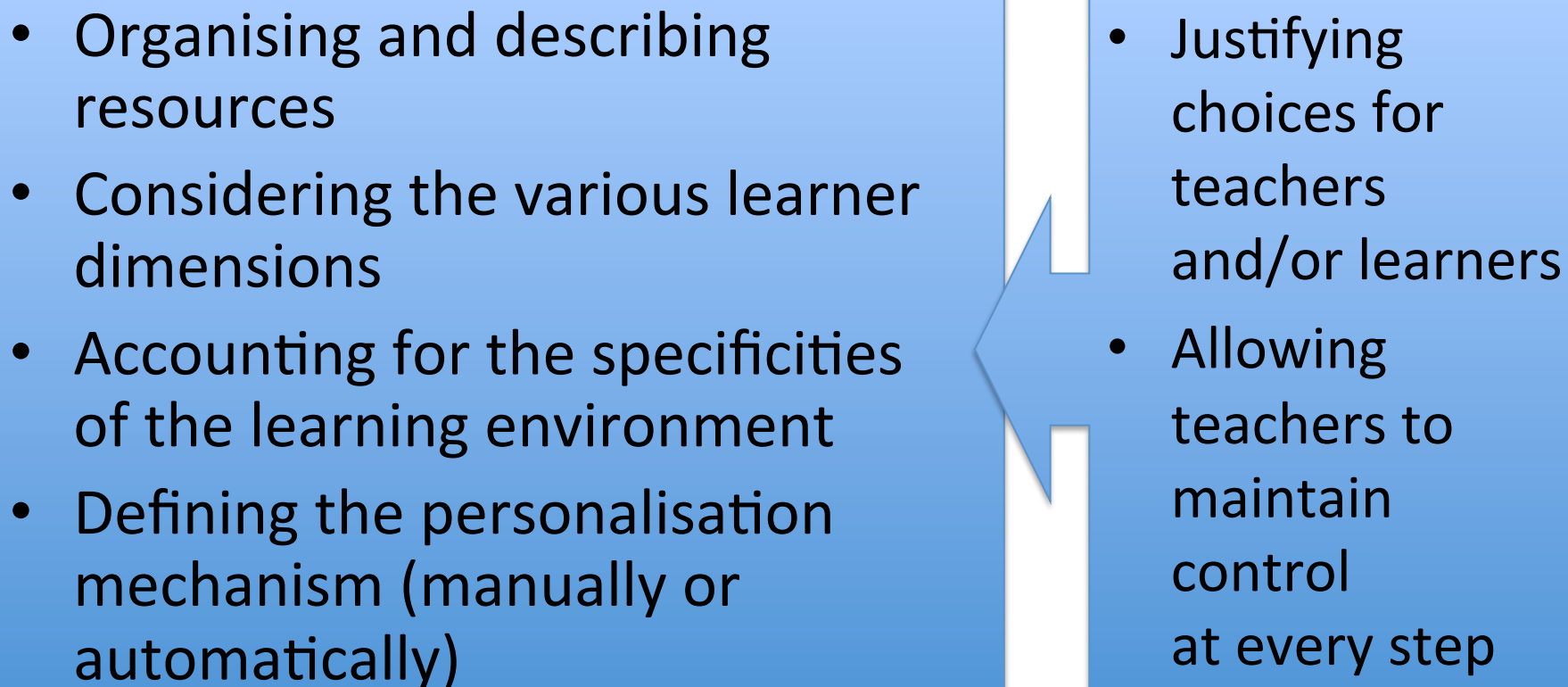
Description of the GC

- How can we help teachers deal with the alterity of their learners?

Advantages for society

- Taking into account the diversity of learners (inclusive learning)
- Freeing up teachers' time so that they can concentrate on their main activities
- Ensuring a educative continuum between home-life and school

Action plan

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- Organising and describing resources
 - Considering the various learner dimensions
 - Accounting for the specificities of the learning environment
 - Defining the personalisation mechanism (manually or automatically)
- Justifying choices for teachers and/or learners
 - Allowing teachers to maintain control at every step

Indicators of success

- Exchange protocole for analytics and resources
- Being able to make recommendations for systems managers on learner and personalisation modeling
- Initial prototype implementing the approach
- **Witnessing concurrent evolution of teachers and systems**

Tools for monitoring groups in distance learning

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Description of the GC

- How can teachers effectively follow learners engaged in group activities in order to understand group dynamics and intervene if necessary?

Advantages for society

- Supporting teachers for group follow-up will help to maintain the commitment of learners to succeed in their task
- Good group monitoring can have a positive impact both on the development of disciplinary knowledge and on the acquisition of transversal skills

Action plan

Developing three types of tools for group monitoring :

- 1. Teacher's dashboard:** different levels of indicators (alert indicator) that will allow teachers to quickly identify a group in difficulty
- 2. Automatic prescribing:** a set of resources that can help the group of learners/the learner in the group to achieve their goals
- 3. Student's barometer:** allows the learner to place himself in relation to others and group work (self-awareness and diagnosis)

Indicators of success

- After analysing the use of the three tools in real situations, we will demonstrate that the objectives have been reached:
 - these tools meet the needs of teachers and learners
 - users perceive these tools as useful
 - these tools have a positive impact on the quality of cognition, group communication and performance and the quality of produced work

Portfolios in lifelong learning

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Description of the GC

- How can we ensure support for the learner's personal and professional development in the framework of lifelong learning ?

Advantages for society

- Provide a unified vision of competency for the learner
- Provide a wider-reaching interpretation of skills and diplomas
- Personalize recommendations based on portfolio content

Action plan

- Increase awareness of ePortfolios
- Develop and test the functional structure
 - Centralize data
 - Homogenize data models
 - Develop an information model
- Make the portfolio and associated services visible
 - Recommender system, Anticipation of problems...

Indicators of success

- Implication of all the major actors (in conception and use)
 - Users
 - Academia (teachers, researchers, assistants)
 - Industry
 - Social support networks
- Qualitative and quantitative evaluation

Risk factors

- Access to data (in technical, political and ethical terms)
- Confidentiality and right to privacy
- Common definition of skill sets
- Not having enough diversity in recommended activities
- Providing support for teachers on a permanent basis
- Availability of technology in the classroom and home environment