

14. Who's in Control?: Guidelines for e-Learning Navigation

- When designing e-learning materials, what are some of the biggest design decisions you will make?
- How high on that list is learner/shared/system control?

- What's the case for learner control (or some form of shared control)?
- High prior knowledge, complex materials, maybe high metacognitive skill
- What's key evidence?

- “Learners like learner control!” (p. 315)
- Calibration accuracy is problematic
- “Liking is not learning”
- High metacognitive knowledge does not make up for low prior knowledge when it comes to learner control?
- “We recommend that when selecting or designing courseware for novice learners, look for greater program control— at least in the beginning lessons in a course.” p. 322








- “Programs that make a high amount of practice available as the default route are more likely to result in higher achievement than those that make less practice available as the default route.” p. 323

- What phenomenon about learning and instruction motivates the need for adaptive dynamic control?
 - What’s the difference between “adaptive” and “dynamic?”
- Besides inserting frequent tests, what are good ways of adapting instruction?

“Although we have seen evidence that learners low in prior knowledge or metacognitive skills benefit from program control, we need to know more about the relationship between prior knowledge, metacognitive skills, and various navigational control options. For example, do high metacognitive skills override low prior knowledge? Do learners with high metacognitive skills benefit from a different type of navigational support than those with low metacognitive skills?”

Chapter 14 Test (AFTER Reading the Material)






Analysis Last Run November 6, 2014 9:53 AM.

0.48	83.34%	12	0.84	0.39	0.12	0
Discrimination Good 	Difficulty Easy 	Graded Attempts 	Average Score 	Std Dev 	Std Error 	Skipped 

Multiple Choice: Question 2








Question:

- Which of the following features in asynchronous e-learning should normally be under high learner control:

Answers		Total 	Top 25% 	2nd 25% 	3rd 25% 	Bottom 25% 
<input type="checkbox"/>	A. Selection of lessons in a course	1(8.34%)	0	0	1	0
<input type="checkbox"/>	B. Selection of practice exercises in a lesson	0(0.0%)	0	0	0	0
<input checked="" type="checkbox"/>	C. Rate of movement through a lesson	10(83.34%)	9	0	0	1
<input type="checkbox"/>	D. All of the answers	1(8.34%)	0	0	1	0

Chapter 14 Test (AFTER Reading the Material)






Analysis Last Run November 6, 2014 9:53 AM.

0.81	91.67%	12	0.92	0.29	0.09	0
Discrimination Good 	Difficulty Easy 	Graded Attempts 	Average Score 	Std Dev 	Std Error 	Skipped 

Multiple Choice: Question 10








Question:

- On-screen links that lead to essential instructional content or support are often:

Answers		Total 	Top 25% 	2nd 25% 	3rd 25% 	Bottom 25% 
<input type="checkbox"/>	A. Used to provide effective learner control	1(8.34%)	0	0	0	1
<input type="checkbox"/>	B. Helpful for learners to tailor their instruction	0(0.0%)	0	0	0	0
<input checked="" type="checkbox"/>	C. Bypassed resulting in missed learning opportunities	11(91.67%)	9	0	2	0
<input type="checkbox"/>	D. Used to implement adaptive learning	0(0.0%)	0	0	0	0

Chapter 14 Test (AFTER Reading the Material)






Analysis Last Run November 6, 2014 9:53 AM.

0.81	91.67%	12	0.92	0.29	0.09	0
Discrimination Good 	Difficulty Easy 	Graded Attempts 	Average Score 	Std Dev 	Std Error 	Skipped 

Multiple Choice: Question 9

Question:

- When designing lessons with high learner control, it is a good idea for the continue button to lead to:

Answers		Total 	Top 25% 	2nd 25% 	3rd 25% 	Bottom 25% 
<input type="checkbox"/>	A. The next topic in the lesson	0(0.0%)	0	0	0	0
<input type="checkbox"/>	B. Enrichment instructional support such as an advanced topic	1(8.34%)	0	0	0	1
<input checked="" type="checkbox"/>	C. Essential instructional support such as practice	11(91.67%)	9	0	2	0
<input type="checkbox"/>	D. Pretraining for the next lesson	0(0.0%)	0	0	0	0

1. Give Experienced Learners Control
2. Make Important Instructional Events the Default
3. Consider Adaptive Control
4. Give Pacing Control
5. Offer Navigational Support in Hypermedia Environments