

Utilizing an Adaptive Learning Approach to Build Flexible, Effective Learning
Formulating Questions to Determine Pathing

The following steps can be used to develop learner-centric/adaptive training.

Review content, identifying:

- 1) Required elements (elements/chapters all learners must complete), if applicable
- 2) Optional elements (elements/chapters that are role-driven)

Key questions asked to set the path:

- 1) Identify all chapters/components/topics that make up the module (e.g.: grouping objects, action & action groups, variables) and the activities for each topic:

a) List all activities in each topic that the content will cover

- | | | |
|-----------------------------|-----------------------------|-----------------------------|
| <input type="radio"/> _____ | <input type="radio"/> _____ | <input type="radio"/> _____ |
| <input type="radio"/> _____ | <input type="radio"/> _____ | <input type="radio"/> _____ |
| <input type="radio"/> _____ | <input type="radio"/> _____ | <input type="radio"/> _____ |

- 2) Review list and determine which of the activities are essential in determining skill level, eliminate 'optional' activities in the decision process
- 3) Determine appropriate levels of learning you want to address /skill-set that logically fit together (Novice, Intermediate, Advanced)
- 4) List each activity in the table (see below) in the appropriate topic and skill level

	Skill Level 1	Skill Level 2	Skill Level 3
Topic 1	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
Topic 2	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
Topic 3	<input type="radio"/> _____	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____

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Applying the steps:

Review content, identifying:

- 1) Required elements (elements/chapters all learners must complete), if applicable
 - a) No content required for all learners for this module
- 2) Optional elements (elements/chapters that are role-driven)
 - a) Grouping Objects
 - b) Action/Action Groups
 - c) Variables

Key questions asked to set the path:

- 1) Identify all chapters/components/topics that make up the module (e.g.: grouping objects, action & action groups, variables) and the activities for each topic:
 - i) Grouping Objects
 - a) Single items/images on page (1)
 - b) Create groups for ease of placement/design on page (1)
 - c) Create groups for interaction (multiple objects to show/hide) (2)
 - d) Create action groups (page level; module level) (3)
 - e) Add actions/conditions to groups to achieve level of interaction on page (3)
 - f) Create groups that include variables/conditions (3)
 - ii) Action/Action Groups
 - a) Show/hide (1)
 - b) On enter/exit (1)
 - c) Go to (1)
 - ~~d) Play/stop (sound, video) (optional)~~
 - e) Change contents (2)
 - f) Modify variable (2)
 - ~~g) Reset variables (optional)~~
 - ~~h) Reset test/survey (optional)~~
 - i) Run action group (3)
 - j) On timer (3)
 - k) Create actions with variables (3)
 - l) Create action groups (3)
 - iii) Variables
 - a) Use only system variables (2)
 - b) Create new variables (2)
 - c) Utilize single variable conditions (2)
 - d) Utilize multiple variables to set conditions (3)
 - e) Identify trigger points for modify variable outside of local page (3)
 - f) Retain variable values between sessions (3)
 - g) Use variable to reset test/survey (3)
- 2) Review list and determine which of the activities are essential in determining skill level, eliminate 'optional' activities in the decision process
- 3) Rank remaining activities by level of skill needed to execute (1= novice, 2=intermediate, 3=advanced)

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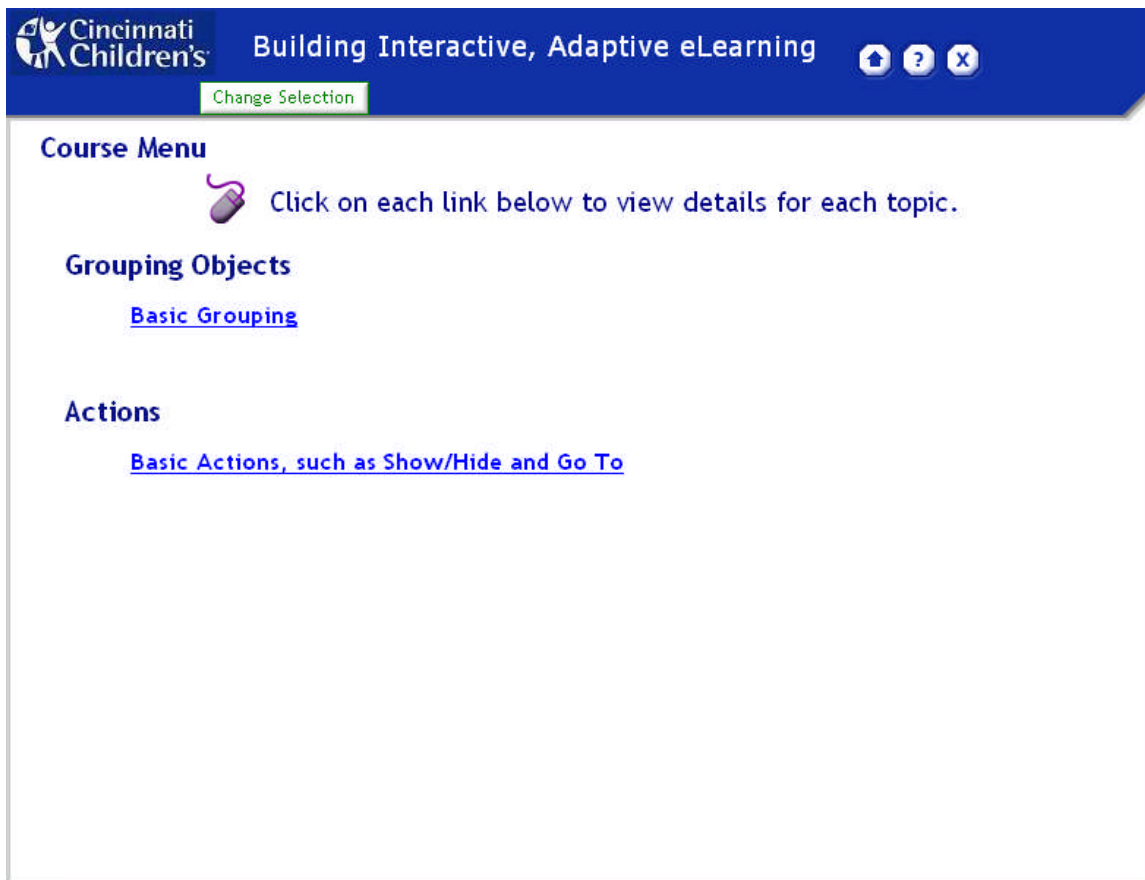
4) List each activity in the table (see below) in the appropriate topic and skill level

	Novice (1)	Intermediate (2)	Advanced (3)
Grouping Objects	<ul style="list-style-type: none"> ○ Single items/images on page ○ Create groups for ease of placement/design on page 	<ul style="list-style-type: none"> ○ Create groups for interaction (multiple objects to show/hide) 	<ul style="list-style-type: none"> ○ Create action groups (page level; module level) ○ Add actions/conditions to groups to achieve level of interaction on page ○ Create groups that include variables/conditions
Action/Action Groups	<ul style="list-style-type: none"> ○ Show/hide ○ On enter/exit ○ Go to 	<ul style="list-style-type: none"> ○ Change contents ○ Modify variable 	<ul style="list-style-type: none"> ○ Run action group ○ On timer ○ Create actions w/variables ○ Create action groups
Variables	n/a	<ul style="list-style-type: none"> ○ Use only system variables ○ Create new variables ○ Utilize single variable conditions 	<ul style="list-style-type: none"> ○ Utilize multiple variables to set conditions ○ Identify trigger points for modify variable outside on local page ○ Retain variable values between sessions ○ Use variable to reset test/survey




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Screenshots for Correctly Completed Level Variables:

Course Menu for Novice Learner:




The screenshot shows a web interface for Cincinnati Children's Hospital. The top navigation bar is dark blue with the Cincinnati Children's logo on the left, the text "Building Interactive, Adaptive eLearning" in the center, and three icons (home, help, close) on the right. Below the navigation bar is a green button labeled "Change Selection". The main content area is white and titled "Course Menu". It features a mouse cursor icon and the instruction "Click on each link below to view details for each topic." There are two sections: "Grouping Objects" with a link to "Basic Grouping", and "Actions" with a link to "Basic Actions, such as Show/Hide and Go To".

Cincinnati Children's Building Interactive, Adaptive eLearning   

[Change Selection](#)

Course Menu

 Click on each link below to view details for each topic.

Grouping Objects

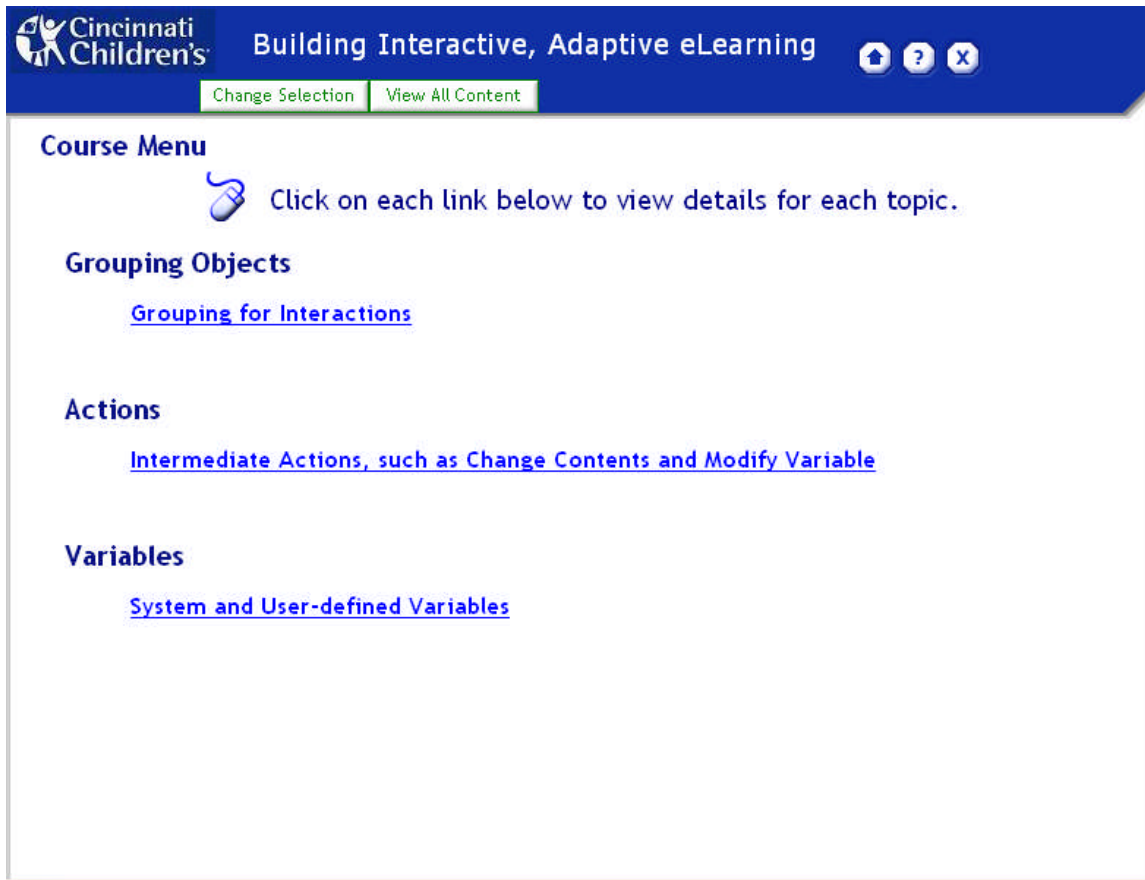
[Basic Grouping](#)




Actions

[Basic Actions, such as Show/Hide and Go To](#)

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Course Menu for Intermediate Learner:



Cincinnati Children's Building Interactive, Adaptive eLearning   

[Change Selection](#) [View All Content](#)

Course Menu

 Click on each link below to view details for each topic.

Grouping Objects

[Grouping for Interactions](#)

Actions

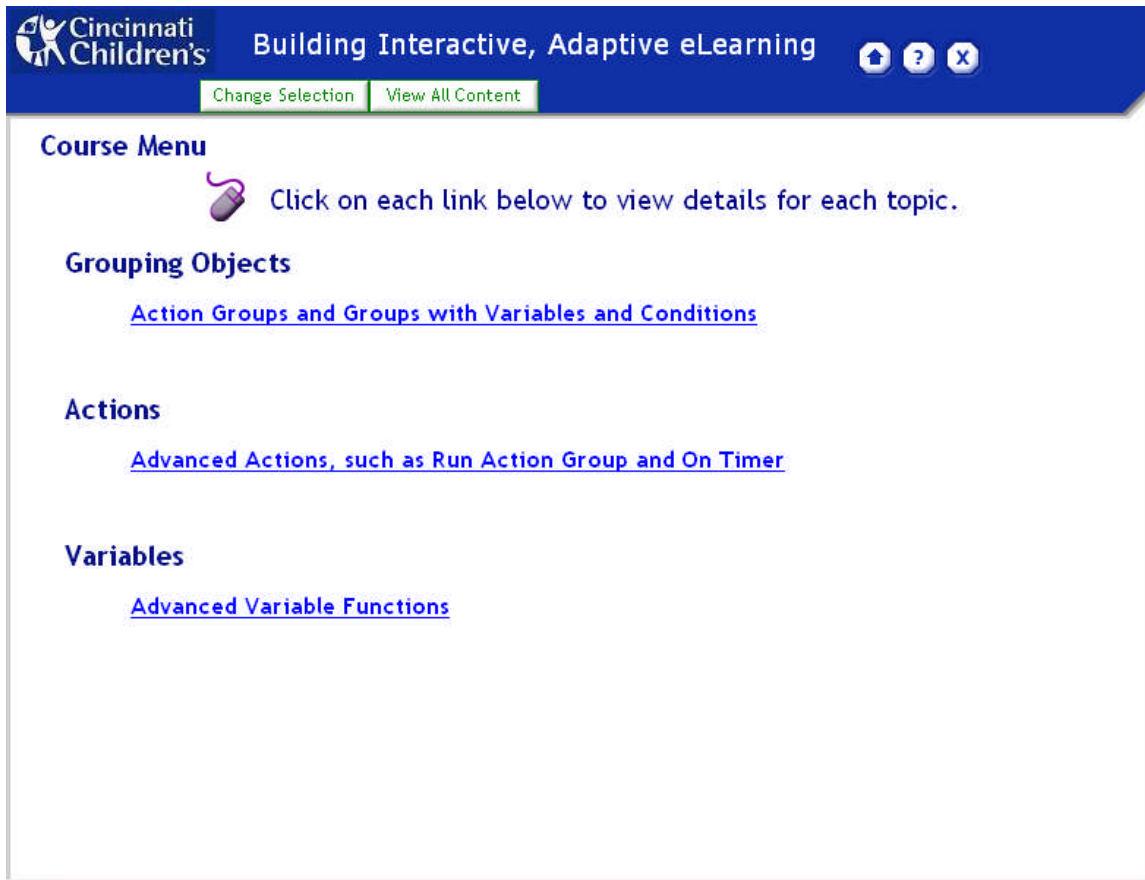
[Intermediate Actions, such as Change Contents and Modify Variable](#)

Variables

[System and User-defined Variables](#)

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Course Menu for Advanced Learner:



Cincinnati Children's Building Interactive, Adaptive eLearning

Change Selection View All Content

Course Menu

 Click on each link below to view details for each topic.

Grouping Objects

[Action Groups and Groups with Variables and Conditions](#)

Actions

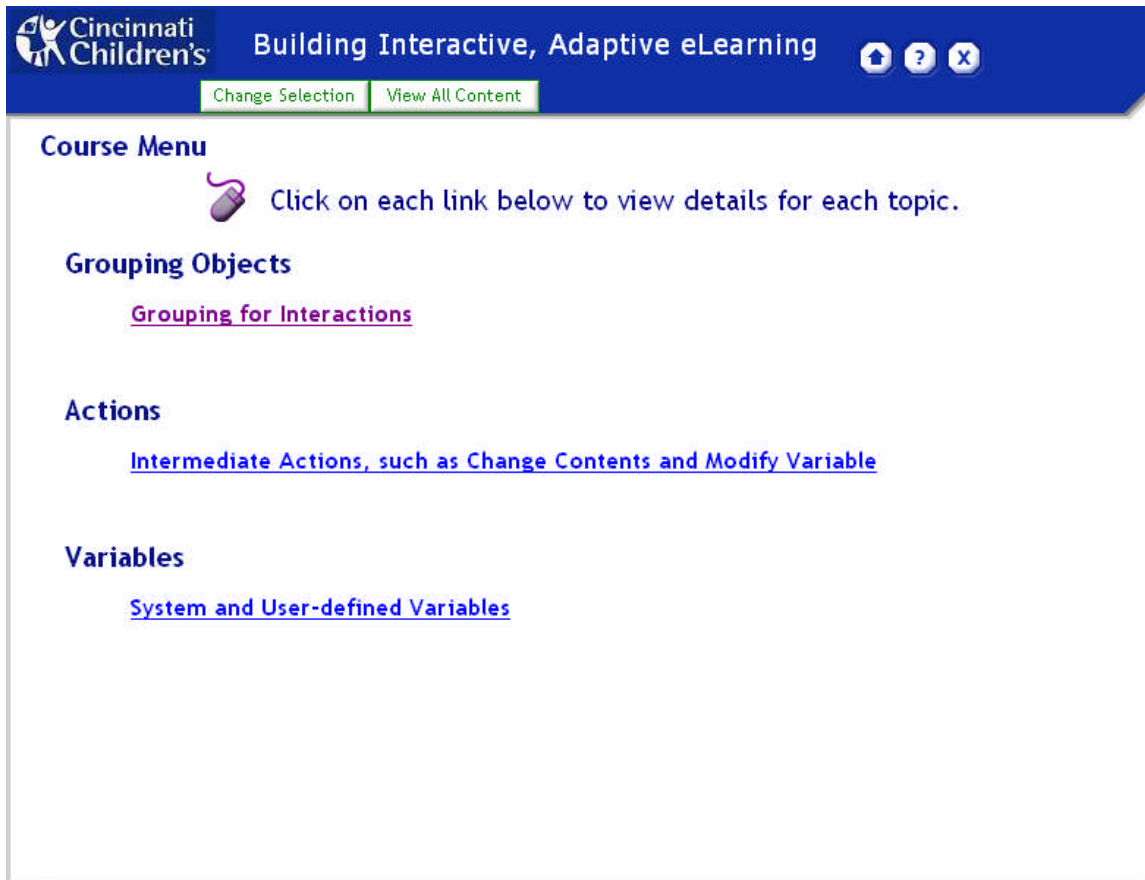
[Advanced Actions, such as Run Action Group and On Timer](#)




Variables

[Advanced Variable Functions](#)

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Course Menu for Intermediate Learner, One Section Launched:



Cincinnati Children's Building Interactive, Adaptive eLearning   

[Change Selection](#) [View All Content](#)

Course Menu

 Click on each link below to view details for each topic.

Grouping Objects

[Grouping for Interactions](#)

Actions

[Intermediate Actions, such as Change Contents and Modify Variable](#)

Variables

[System and User-defined Variables](#)