

2: e-learning future

This section is adapted from

[http://www.slideshare.net/UpSideLearning/
10-elearning-trends-for-2015](http://www.slideshare.net/UpSideLearning/10-elearning-trends-for-2015)

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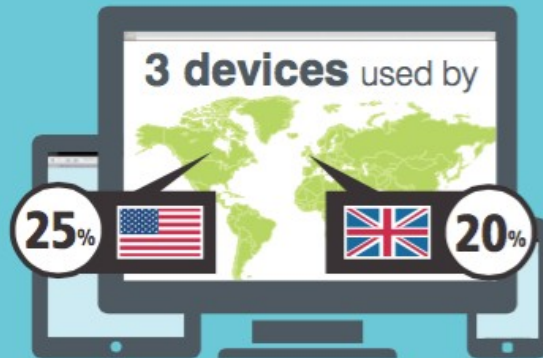
10 eLEARNING TRENDS FOR 2015

Technical

methodo
logical

1

IT'S A MULTI-DEVICE WORLD!



And more than 60% of online adults in the US and the UK use at least two devices every day.

GfK



Multi-device/ multi-screen behaviour is quickly becoming the norm.



Sophos Mobile Device Numbers Infographic

BYOD

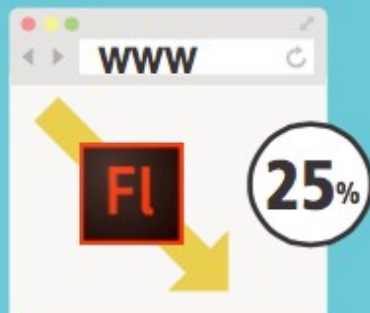
The smartphone is by far the most popular device carried.

Sophos Mobile Device Numbers Infographic



2

OUT WITH FLASH. IN WITH HTML5



With increasing multi-device usage and Flash's growing incompatibility, HTML5 presents itself as a promising alternative.

W3Techs - World Wide Web Technology Surveys

HTML5 is now YouTube's default for playing videos.



YouTube Engineering and Developers Blog



75% of web developers are currently using HTML5 in their design and development projects.

Accusoft

50% of web developers were already using HTML5 for mobile website development.



Trends.Builtwith.com



Conversion of legacy eLearning courseware from Flash to HTML5

3

GAMIFICATION

By end of 2015, more than 50% of organisations that have managed innovation processes will gamify those processes.

Gartner

50%



methodo
logical

We have already spoken of some aspects of gamification:
Games with a purpose, like reCAPTCHA or ESP game bi Van Ahn

https://en.wikipedia.org/wiki/ESP_game

<https://it.wikipedia.org/wiki/CAPTCHA>

The number of new edugames coming to the North American market is exploding.

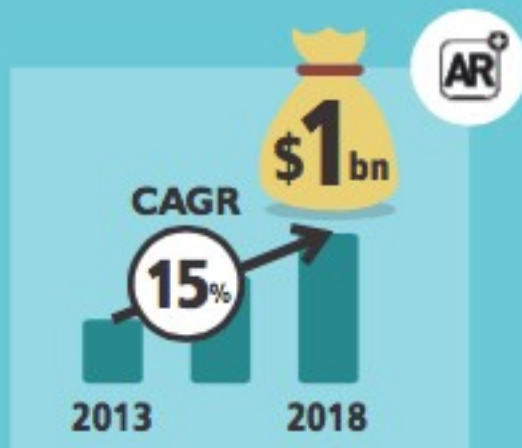
Ambient Insight's 2013-2018 North America Mobile Edugame Market research



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4

AUGMENTED REALITY



Over the last few years, Augmented Reality technology has shown significant growth.

*Markets and Markets' March 2014 report
'Augmented Reality & Virtual Reality Market'*



5

MASSIVE ONLINE OPEN COURSES (MOOC)

By 2020, at least a dozen universities around the world will give university degrees with 100% content on MOOC.

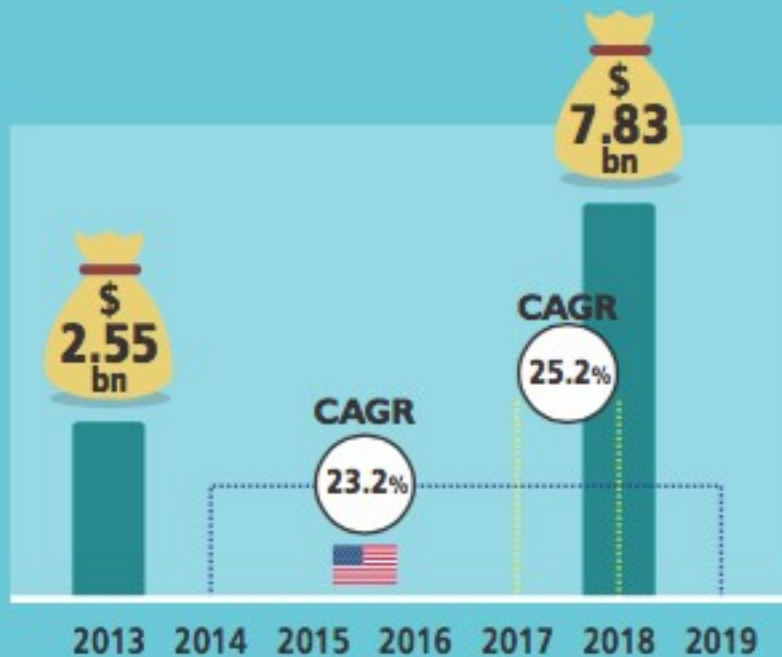
Anant Agarwal, edX



rise of co-branded MOOCs between corporations
and established academic universities

6

LEARNING MANAGEMENT SYSTEM (LMS)



The overall size of the LMS market is equal to the sum of the revenues from academic and corporate users of LMS.

*Markets and Markets,
Research and Markets*

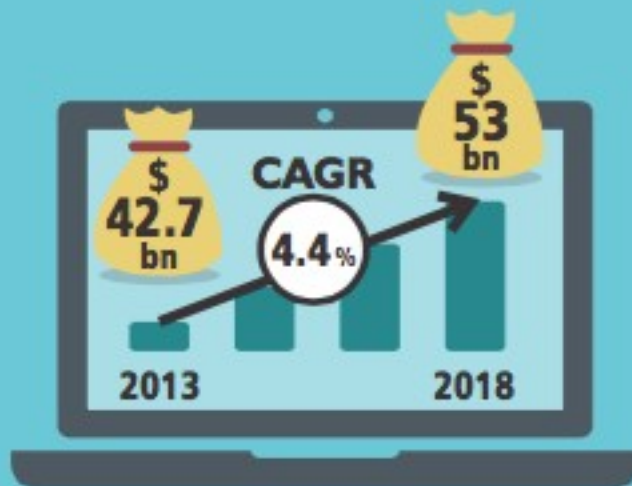
Responsive LMS
Coud LMS



7

SELF-PACED LEARNING

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The rapid adoption of eLearning in developing economies and explosion in the number of new suppliers are leading to the growth of the world-wide Self-paced Learning market.

Ambient Insight's Self-paced eLearning Market report

8

BRING YOUR OWN DEVICE (BYOD)

Technical

The Bring Your Own Device (BYOD) movement is booming, with 74% of organisations either already using or planning to allow employees to bring their own devices to work.



Tech Pro Research



The BYOD market is expected to reach \$238.39 billion by 2020.

Grand View Research

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9

WEARABLE LEARNING

Currently 29% of respondent organisations were using, planning to use or budgeting for wearables and have included them in their BYOD plan.

Tech Pro Research

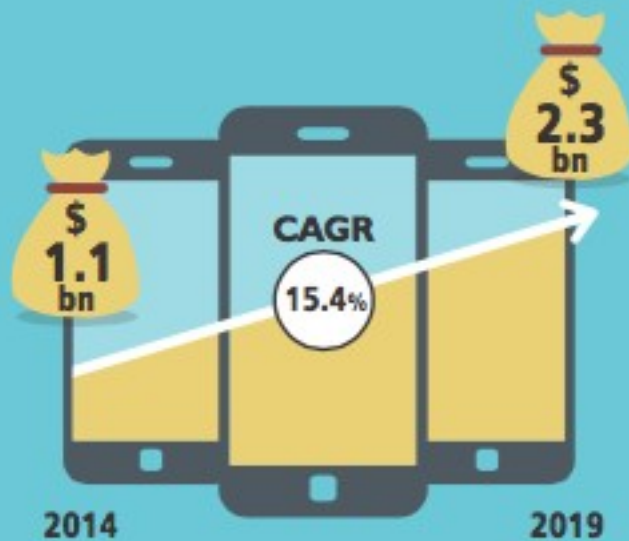


Personalized coaching?

10

MOBILE LEARNING

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China was the second-largest Mobile Learning buying country after the US in 2014.

Ambient Insight's 2013-2018 North America Mobile Edugame Market research

Learning on the move



Top ten countries with the highest eLearning growth rates in the world are Myanmar, Thailand, Malaysia, Vietnam, Ethiopia, Slovakia, Nepal, Mozambique, Indonesia, and Pakistan.

Ambient Insight's Self-paced eLearning Market report



The eLearning market sees revenues rising to \$560.7m in 2016 in the Middle East.

GessDubai.com

Plus...



- Big Data & Advanced, Pervasive, Invisible Analytics
- Interoperability (APIs (Application Programming Interface)
 - SCORM and Tin Can are examples of APIs in eLearning; basically these programs have inbuilt instructions for applications to talk to each other, such as allowing content to flow easily between different LMS platforms.



Assignment 3b (individual)

- Search on the web for updates of new trends
- Write a short discussion of them

The document must be sent to
marco.ronchetti@unitn.it , deadline Oct 11, 23:59,
with subject:
MHCI-Delivery 3b

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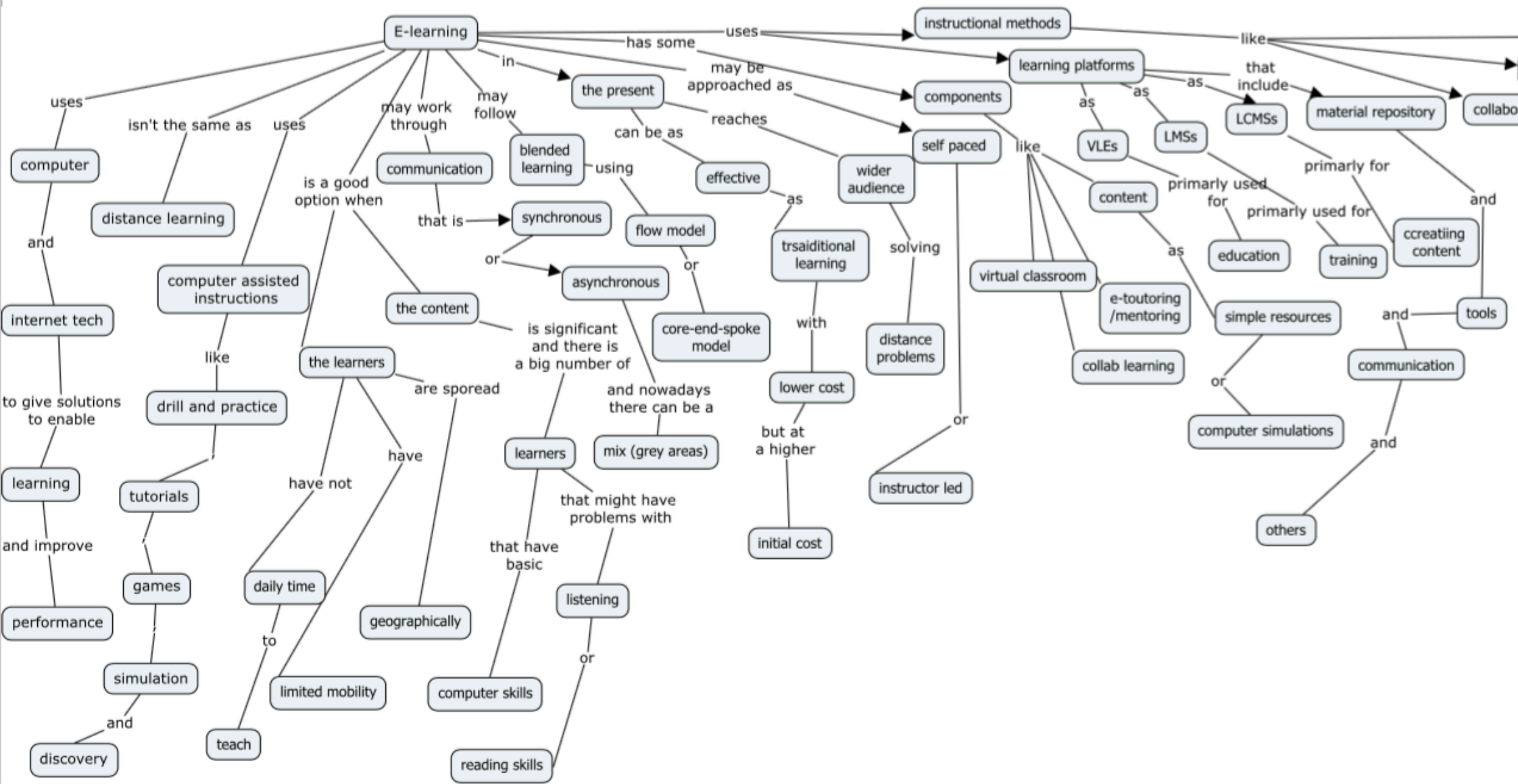


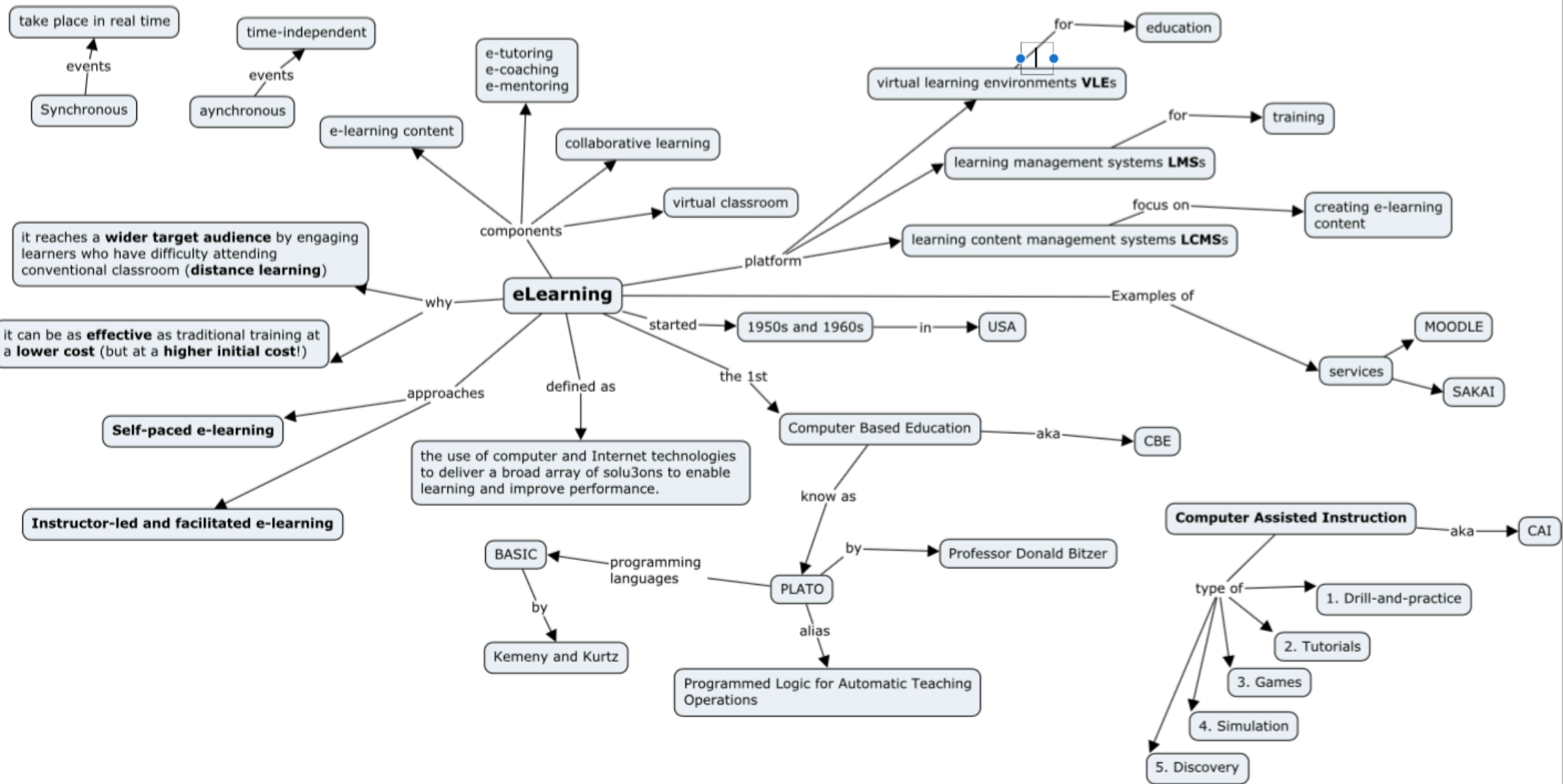
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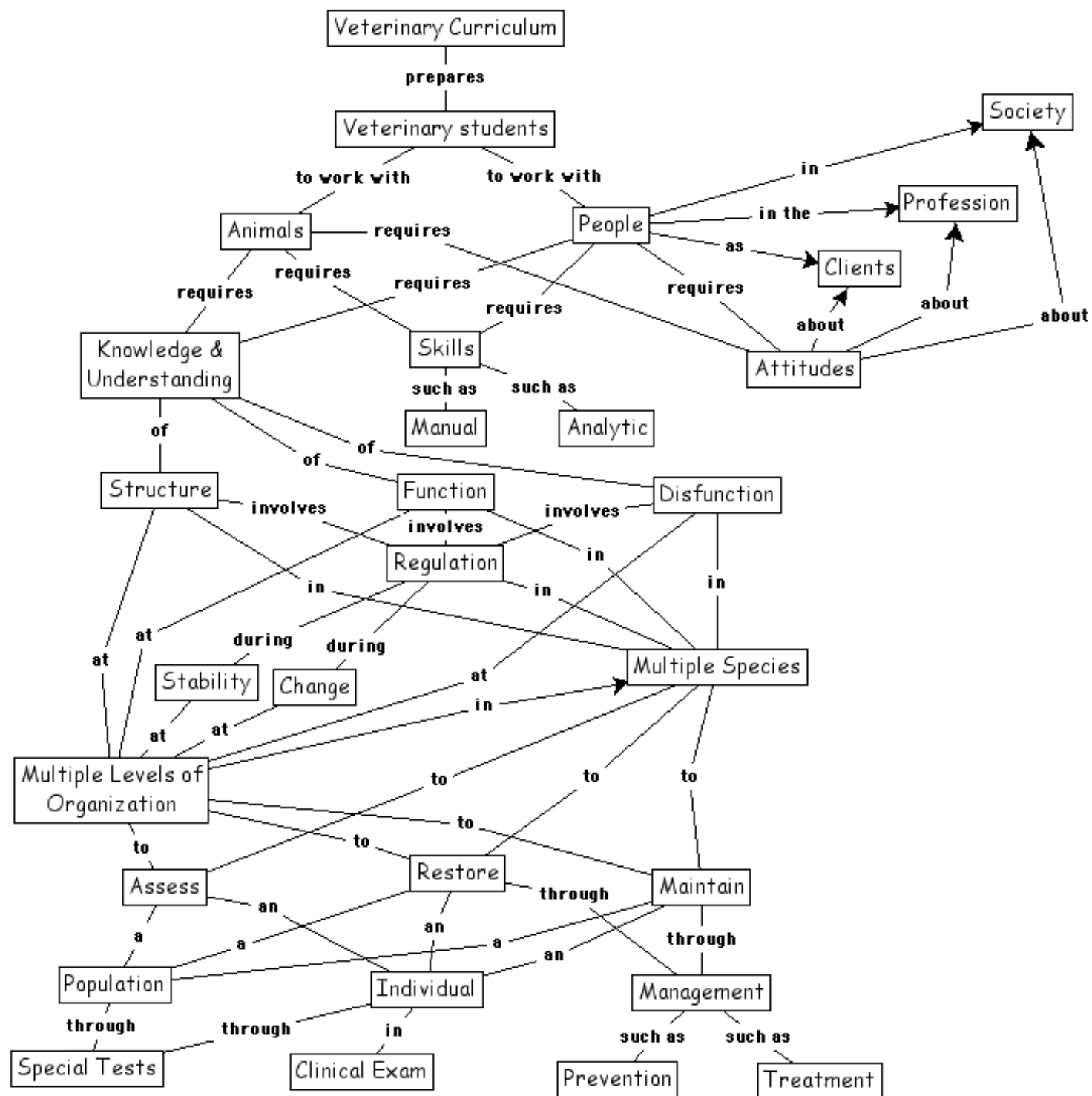
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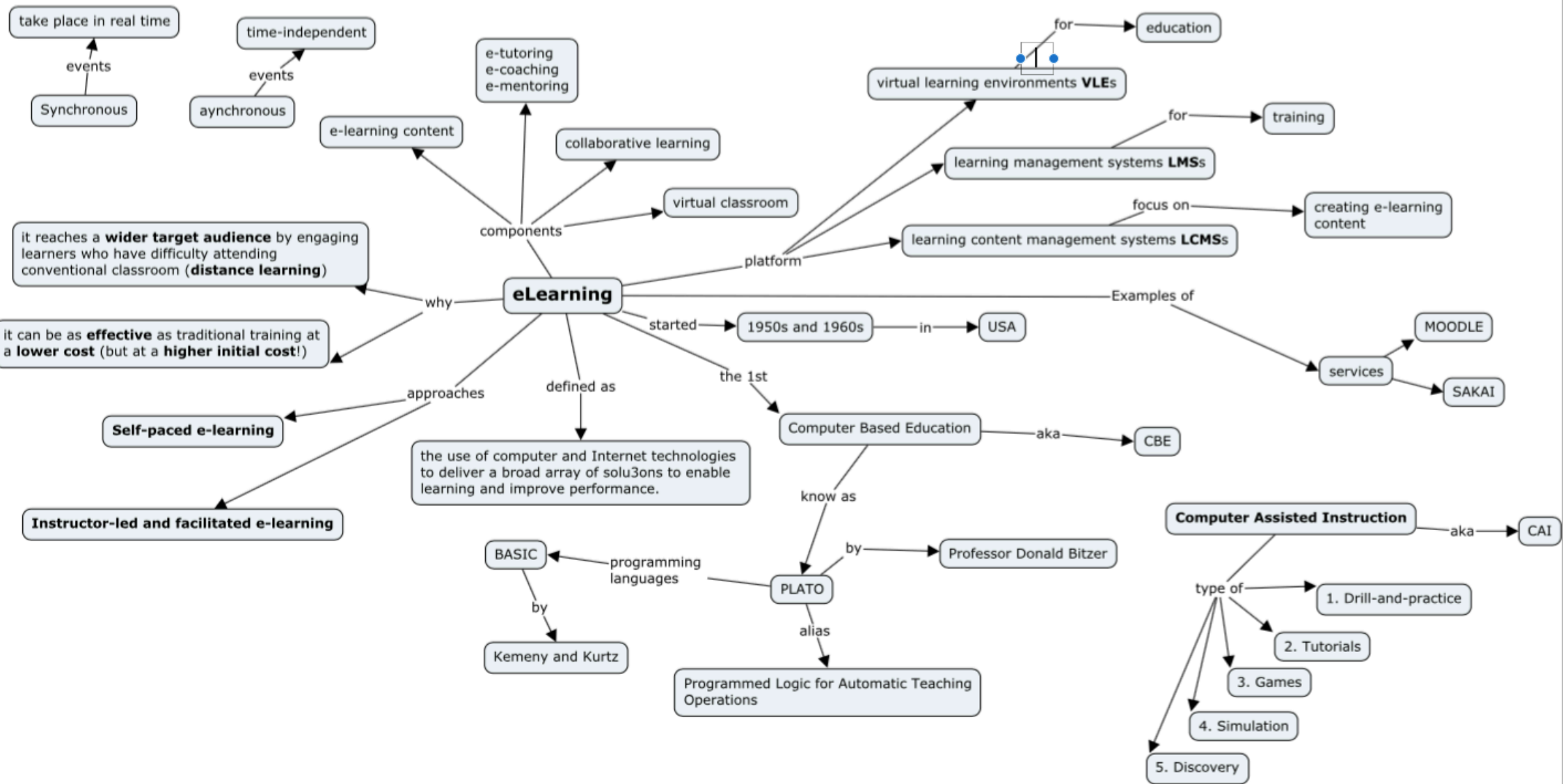
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Concept maps revision







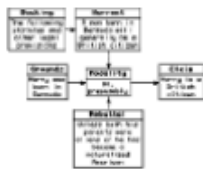





<http://www.ctl.gatech.edu/node/582113>

Best Practices: Tips and Tricks

The following table is taken from Eppler (2006), and it offers a logical comparison between mind and concept mapping in order to decide which is a better fit for your teaching goals.

Format Parameters	Concept Map (Novak)	Mind Map (Buzan)	Conceptual Diagram	Visual Metaphor
Sample Representation				
Definition	A concept map is a top-down diagram showing the relationships between concepts, including cross connections among concepts, and their manifestations (examples)	A mind map is a multi-colored and image-centred, radial diagram that represents semantic or other connections between portions of learned material hierarchically	A conceptual diagram is a systematic depiction of an abstract concept in pre-defined category boxes with specified relationships, typically based on a theory or model	A visual metaphor is a graphic structure that uses the shape and elements of a familiar natural or man-made artefact or of an easily recognizable activity or story to organize content meaningfully and use the associations with the metaphor to convey additional meaning about the content
Main Function	Shows systematic relationships among sub-	Show sub-topics of a domain in a creative and	Analyze a topic or situation through a proven analytic	Organize content meaningfully and convey main

See also

https://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/docs/docs/Concept_Map_Key_Elements_ed.pdf

<https://msu.edu/~luckie/ctools/>

Assignment 3a (start working in class)

In groups of two, collaboratively review the concept map you delivered in Assignment 2.

Deliver a joint document, containing:

- A description of the mistakes of each of the two maps are outlined (if any)
- Strengths and weaknesses of the maps
- A new map, done collaboratively by the two as a merge/fix of the maps of Assignment 2

The document must be sent by both participants to marco.ronchetti@unitn.it , deadline Oct 11, 23:59, with subject: MHCI-Delivery 3a