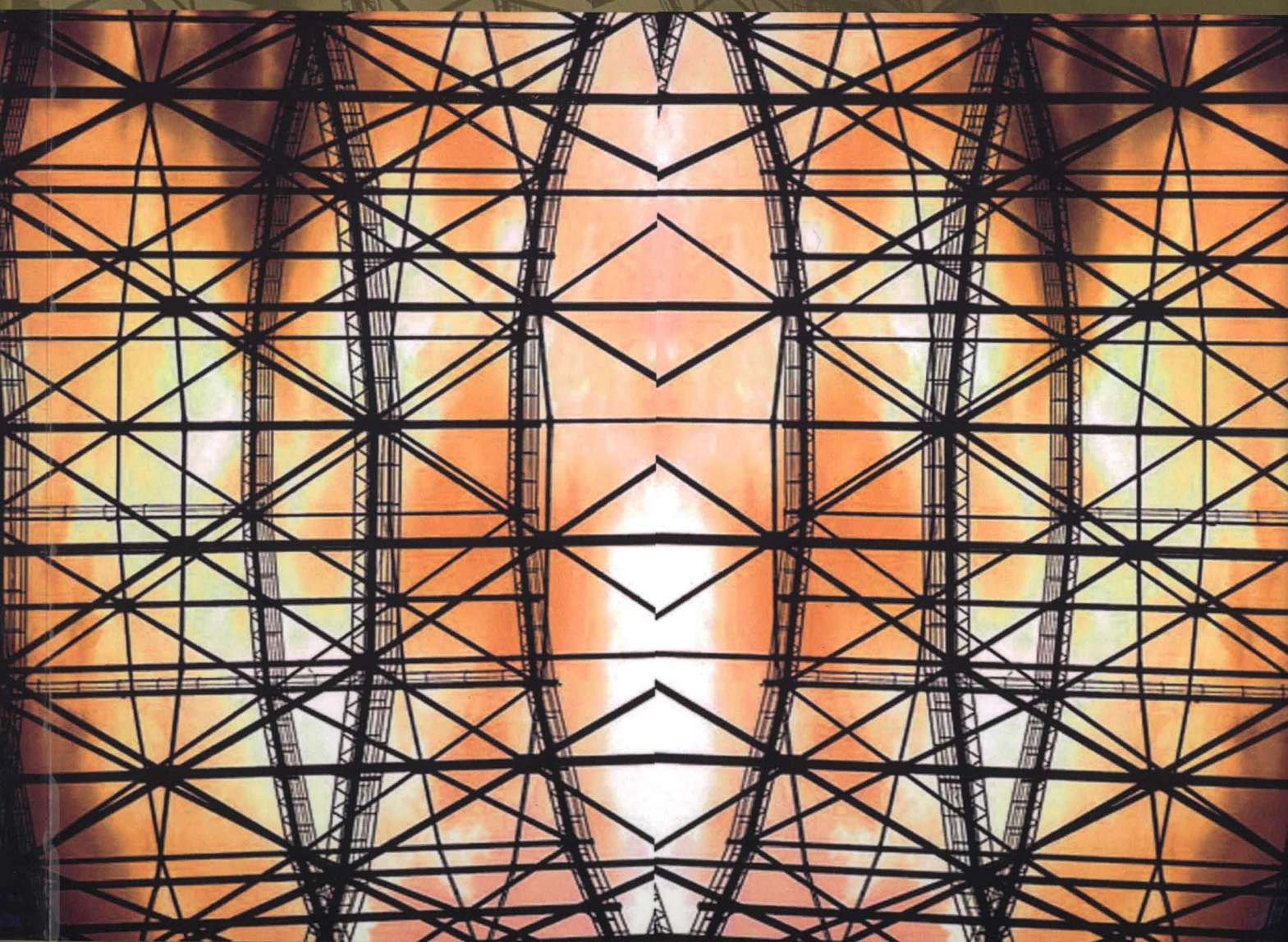
RESEARCH IN *QUANTITY SURVEYING*

Tan Chin Keng



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Tan Chin Keng

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CHAPTER 10

PERSONALISED LEARNING ENVIRONMENTS: DEVELOPMENT ISSUES AND BARRIERS

Sharifah Mazlina Syed Khuzzan, PhD[1]

ABSTRACT

Most e-Learning applications have been found to be rather static and represent a generic approach to tutoring which does not take into account learners' needs (i.e. learning styles). Learning styles theory is widely acknowledged amongst educational theorists. However, there is little research evidence on the adoption and adaptation of learning styles in an e-Learning environment, specifically in respect of personalised learning environments. This paper introduces the concepts and key issues surrounding the development of personalised learning environments, which incorporates learning styles through the distillation of core research material gathered from a detailed literature review. Some technological issues are also addressed in terms of learning objects and standards, together with their relationship and functions concerning interoperability between different delivery platforms, reusability and manageability of e-learning materials, and accessibility.

Keywords: e-Learning, personalised learning environment, learning styles, learning object.

INTRODUCTION

The development of technology-enhanced learning is continually evolving, and, with the advent of digital age the learning industry has experienced a major paradigm shift over the last decade in e-Learning (Venkatachary, 2002). This rapid development has placed educational environments in a state of flux (Andrews and Crock, 1996) as institutions strive to embrace these opportunities in order to innovate and dispel the conventional 'intractable' conditions for learning (Benesova *et al.*, 2002). Within the context of Personalised Learning Environments, e-Learning involves different aspects of using e-documents for learning related activities. It tends to embrace such issues as managing curriculum courses on the Web (advertising, registration, scheduling, exams, etc.),

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