

Broadband User Modelling: where AIED meets ie-TV.

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Abstract

A theme

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Keywords

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1 Introduction

The first section of the document discusses the importance of understanding the context in which educational technologies are used. It highlights the need for a comprehensive approach that considers both the technical aspects and the human factors involved in the design and implementation of such systems. This section also introduces the concept of 'ie-TV' (Interactive Educational Television) and its potential to transform traditional classroom learning into a more engaging and personalized experience. The text emphasizes the role of educators and instructional designers in ensuring that these technologies are used effectively to support learning objectives and address the diverse needs of students. Key points include the importance of content quality, user interface design, and the integration of social learning elements. The section concludes by noting that while the technology is promising, its success ultimately depends on thoughtful implementation and ongoing evaluation.

The second section of the document provides a detailed overview of the background of educational television and its evolution over time. It traces the roots of ie-TV back to early broadcast television and the emergence of interactive technologies. This section explores the various models of delivery, from traditional one-way broadcasts to modern web-based platforms that support real-time interaction and user-generated content. It also discusses the challenges associated with scaling these technologies and ensuring equitable access for all learners. The text highlights the importance of research in understanding how these technologies impact learning outcomes and the need for evidence-based practices. Key findings from research are summarized, showing that while there are significant benefits to using ie-TV, such as increased engagement and flexibility, there are also potential drawbacks, including digital divide issues and the need for adequate infrastructure. The section ends by emphasizing the ongoing nature of this field and the need for continued innovation and collaboration between researchers, educators, and technologists.

2 Background

What is ie-TV and where does it fit into education?

The background of ie-TV is rooted in the history of educational television, which began in the mid-20th century. Early efforts focused on providing high-quality content to students in rural or underserved areas. Over time, the technology has advanced significantly, allowing for more interactive and personalized learning experiences. This section examines the various components of ie-TV, including content development, delivery mechanisms, and user interface design. It also discusses the role of educators and instructional designers in selecting and implementing these technologies. The text highlights the importance of aligning the use of ie-TV with specific learning objectives and the needs of the learners. Key points include the need for high-quality, engaging content and the importance of providing adequate support and training for both educators and students. The section concludes by noting that while ie-TV has the potential to revolutionize education, its success depends on thoughtful implementation and ongoing evaluation. The text emphasizes the need for a holistic approach that considers the technical, human, and organizational factors involved in the design and implementation of these systems.

The role and nature of a Distributed Culture

The role and nature of learners and teachers.

So how can we translate socio-culturalism into Broadband culture?

Internalisation through Interaction.

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