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OF LONDON**

**INTERNATIONAL
PROGRAMMES**

capdm

EXPERT SUPPORT FOR CREATING SUCCESSFUL DISTANCE AND BLENDED LEARNING PROGRAMMES

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**'An Adaptive Learning Methodology and
Module for Moodle'**



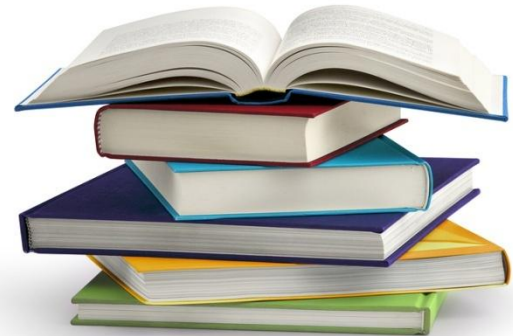
ALFA: Adaptive Learning for All

- Sub-theme
 - “You can do smart things with smart content”
- What is Adaptive Learning? This is a good paper
 - From the DeVry Education Group: [DXV White Paper.PDF](#)
 - Has a wonderful Appendix that explains **six identifiable levels** of adaptivity in learning.
- Jose Ferreira, founder and CEO of Adaptive Learning company Knewton
 - “It is incredibly expensive to create adaptive engines. They’ve got to be gigantic to work well”

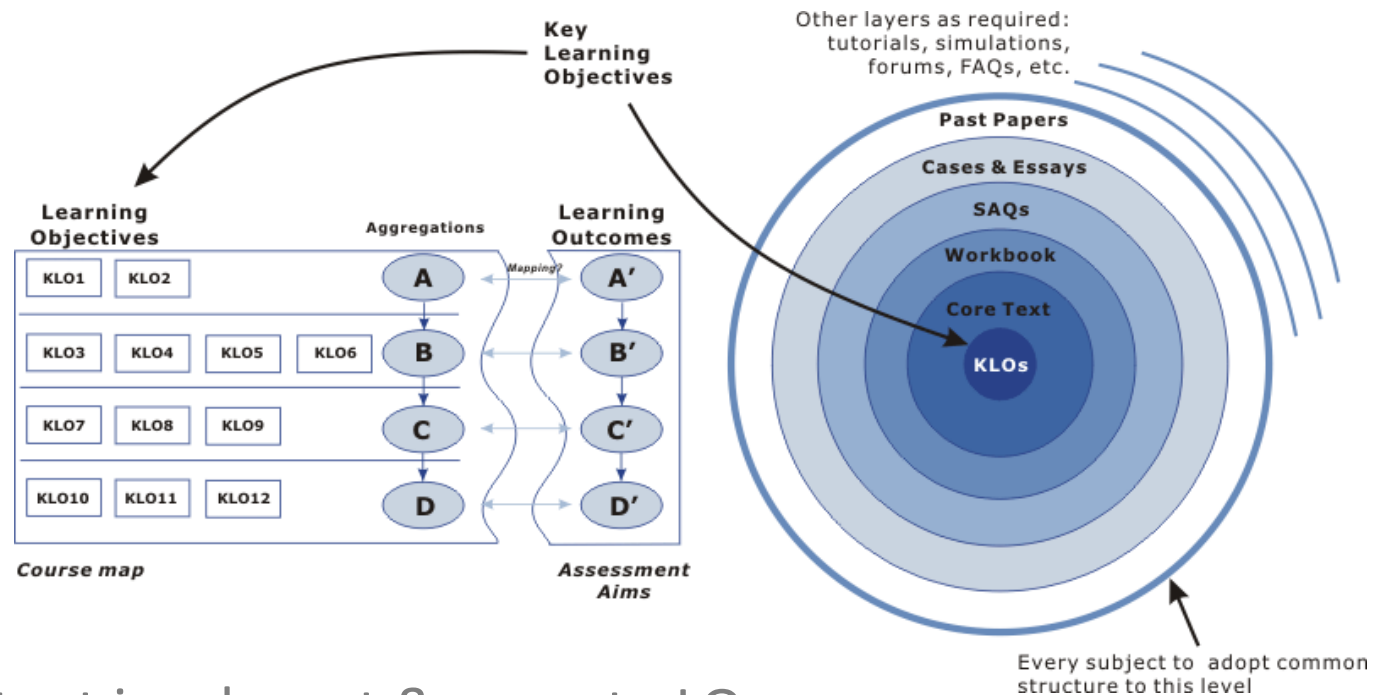
- Digital learning systems are considered adaptive when they can dynamically change to better suit the learning in response to information collected during the course of learning ...
 - (U.S. Department of Education, Office of Educational Technology, 2013)
- Scenario 4 (De Vry paper)
 - A student reads a chapter online at their own pace. When ready, they take a quiz. Based on the results, the system generates an individualized learning plan to fill in gaps based on the results of the quiz ...

- Two main types of system:
 - A Platform Model, where you adopt a proprietary system
 - A Publisher Model, where the content is pre-built by a provider
- Neither is particularly suitable
 - The first introduces yet another system or platform to an institution, and generally a ‘black box’ at that
 - The second pre-supposes how that content might be. Pre-built content cannot cover all possible contexts
- Better a scalable and repeatable methodology?
 - Adaptive Learning is not just a function of the system or content being used, but of the context in which it is used

- Courses tend to include:
 - A licenced publisher Text (Pearson, Wiley, McGraw-Hill ...)
 - A highly interactive Student Guide
 - A Question Bank and Quizzes
 - ...
- But also Learning Objectives!
 - The 'glue' that holds everything together
 - The basis of connected, adaptive components



- LOs are at the heart of every course
 - Standard practice, isn't it?



- All content is relevant & maps to LOs



Develop outside the VLE

- No course development done in Moodle!

- All materials held in standards
 - DocBook XML in particular

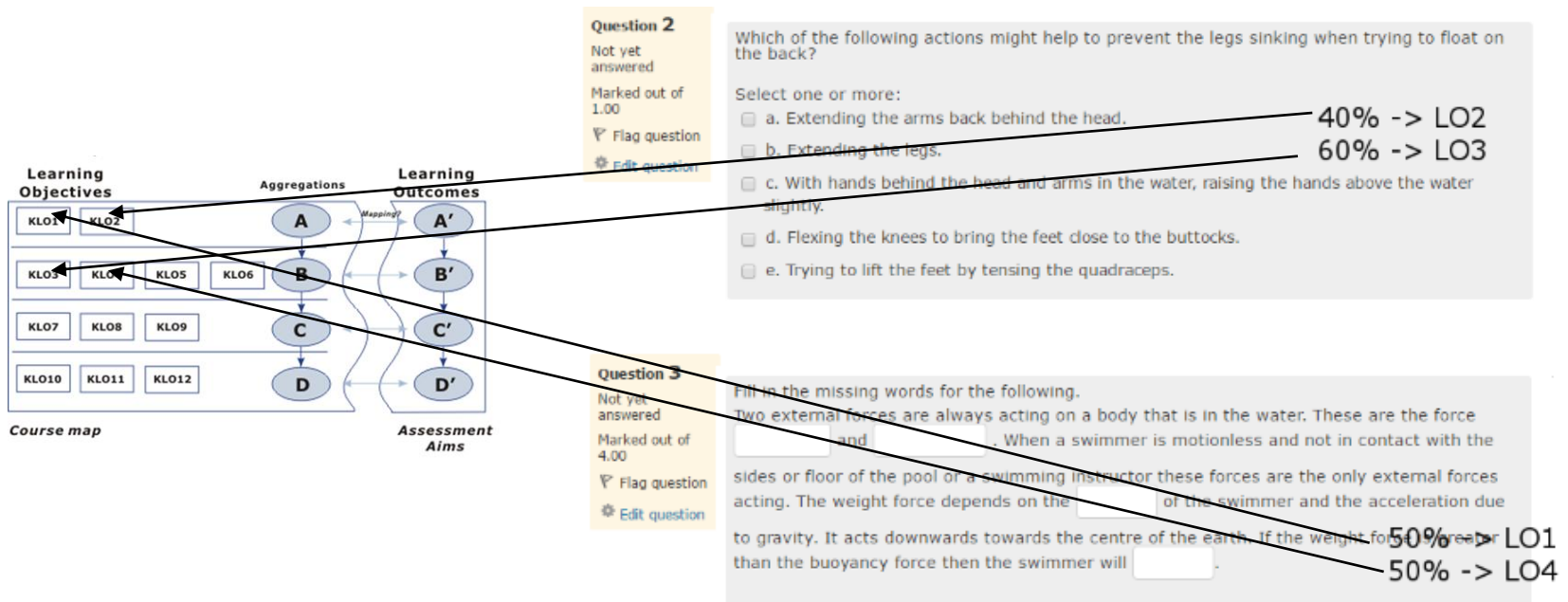
- A Manifest (in XML) describes how the materials are structured

- This allows the **batch** engineering of an MBZ file... hence a full course.

- No manual intervention

```
<?xml version="1.0" encoding="UTF-8"?>
<manifest xmlns="http://docbook.org/ns/docbook" version="5.1-extension capdm-1.0"
  xml:id="ulip-sfm-mf" xmlns:ugf="http://www.capdm.com/ugf"
  xmlns:xlink="http://www.w3.org/1999/xlink">
  <info>
    <title>Strategic Financial Management</title>
    <author>Lumby</author>
    <abstract>
      <para>All materials held in standards</para>
    </abstract>
    <keywordset>
      <keyword role="subj">sfm</keyword>
      <keyword role="comp">mf</keyword>
    </keywordset>
    <authorgroup>
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        </personname>
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            <orgdiv/>
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      </author>
    </authorgroup>
  </info>
  <!-- Intro -->
  <topic xml:id="ulip-sfm-topic0" role="intro">
    <info>
      <title>Strategic Financial Management</title>
    </info>
    <coursematerials header="no">
      <olink targetdoc="ulip-sfm-wb-complete" localinfo="intro">Welcome to Strategic Financial
        The Module Study Guide</olink>
      <olink targetdoc="ulip-sfm-wb-complete" localinfo="toc">Study Guide: Table of Contents</olink>
      <forum type="news" xml:id="sfm-forum-news"/>
      <forum xml:id="forum-sfm">Strategic Financial Management general chat forum</forum>
    </coursematerials>
  </topic>
  <!-- Topic 1 -->
  <topic xml:id="sfm-topic1">
    <info>
      <title>Topic 1: The finance function, financial objectives and financial markets</title>
    </info>
```

- All questions carry 'weightings' against one or more LO
 - And mark values too



- Content elements (chapters, sections,...) can also have similar linkages
- All described in XML

- Every topic ends with students reporting their progress
 - Quick and updatable


Home » Courses » Accounting and Finance

<< Prev Next >> Page 28 of 28 Contents Search

Progress log

We recommend that you now complete your topic progress log. This should allow you to monitor and assess your progress and your understanding of the topic before you move on.

Topic	Topic objectives	How confident are you?		
		Completely confident	Partially confident	Unsure
Topic 1: Introduction to finance: capital investment decisions Date <input type="text" value="03/04/2017"/> <input type="button" value="x"/> <input type="button" value="up"/> <input type="button" value="down"/>	1.1 Explain the nature and importance of investment decision making.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1.2 Identify and evaluate the four main investment appraisal methods found in practice.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1.3 Explain the methods used to monitor and control investment projects.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Show Topic Object Tracker 

- Tutors can readily track all students
 - But an overall profile for a student can be built from the formative assessments plus their own ratings

Home » Courses » Accounting and Finance » Accounting and Finance » Topic Object Tracker

Topic Object Tracker

The "Topic Object Tracker" (TOT) is a summary of topic progress to date, as indicated by the student via the "planner activities" at the end of each topic.

[All Topics](#) [Single Topic](#) [Student View](#)

Show entries Search:

Student	Obj. 1	Obj. 2	Obj. 3	Obj. 4	Complete
1 ★	★	★	☆	—	☆ 3/3
2 ☆	☆	☆	☆	—	☆ 3/3
3 ☆	★	★	★	★	☆ 4/4
4 ★	★	★	★	—	★ 3/3
5 ☐	☐	☐	☐	—	☆ 0/3
6 ☐	☐	☐	☐	—	☆ 0/3
7 ☐	☐	☐	☐	—	☆ 0/3
8 ☐	☐	☐	☐	—	☆ 0/3
9 ☐	☐	☐	☐	—	☆ 0/3
10 ☐	☐	☐	☐	—	☆ 0/3

Showing 1 to 10 of 10 entries

★ Confident; ☆ Somewhat Confident; ☆ Not Confident; ☐ No Rating Yet; — N/A

Previous 1 Next



A (Complex) Moodle Course



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0 Messages

My courses ▾

Admin User ▾

Home » Courses » MPAcc » Strategic Performance Management_1

Introduction

Strategic Performance Management

Welcome to Strategic Performance Management: The Module Study Guide

Study Guide: Table of Contents

Module News Forum

Forum

Topic 1: Making sense of performance management a

Making sense of performance management and measurement

Quiz

Self-assessment questions

Bhimani Chapter 1: The accountant's role in the organisation

Self-assessment questions

Burns Chapter 16: Performance Measurement and Management: Ideas,

Self-assessment questions

Forum

Download PDF of Topic

Topic 20: Identifying emerging trends and assessing their consequences

Identifying emerging trends and assessing their consequences

Bhimani Chapter 22: Strategic management accounting and emerging issues

Burns Chapter 22: Managing Change and Challenges for the Future

Self-assessment questions

Quiz

Forum

Download PDF of Topic

Resources

Work Book Profiles

Relective Activity Workbook

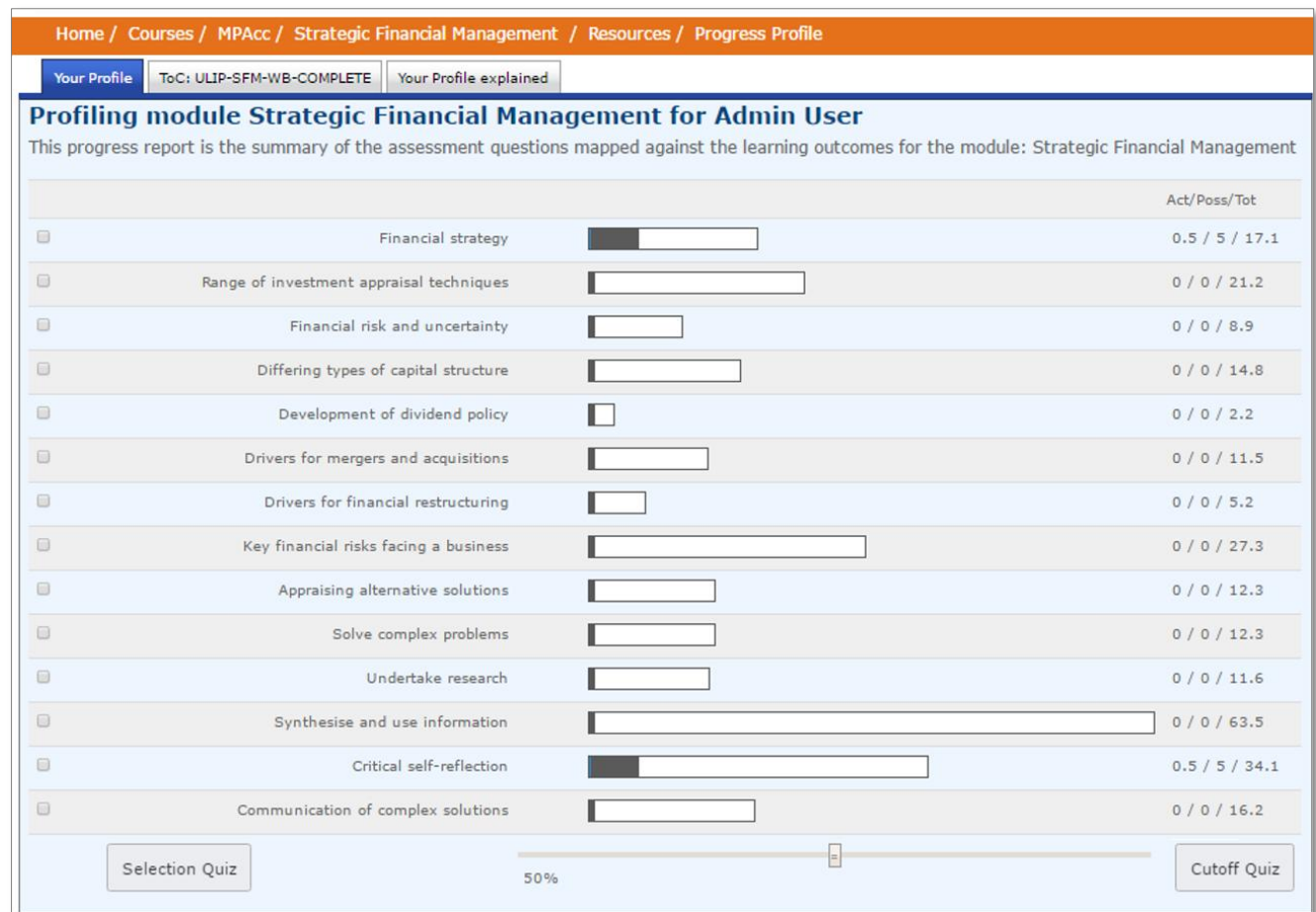
Topic Object Tracker

Learning Objective Profiler

Progress Profile

- When delivered into a VLE (e.g. Moodle) ...
 - We get a 'profile' of the assessments against the Learning Objectives

- Shows the 'balance'
- Useful as a build check



- Can also produce a Table of Contents
 - To all levels and active links to the content
- Like the 'Profiler' this will dynamically adapt

The screenshot shows a web interface for a course titled 'Strategic Financial Management'. The breadcrumb trail at the top reads: Home / Courses / MPAcc / Strategic Financial Management / Resources / Progress Profile. Below this, there are three tabs: 'Your Profile', 'ToC: ULIP-SFM-WB-COMplete', and 'Your Profile explained'. The 'ToC' tab is active. A key is provided: 'no rating yet;' (grey star), 'mastered;' (green star), 'partially mastered;' (orange star), 'not mastered;' (red star), and a 'link' icon. The 'Table of Contents' section lists 20 items, each with a plus icon to its right:

- Introduction to the Unit
- 1 The finance function, financial objectives and financial markets
- 2 Measuring 'value' in business
- 3 Financial performance evaluation and the dividend decision
- 4 Revisiting investment appraisal techniques
- 5 Investment appraisal – theory, practice and complications
- 6 The concepts of risk and 'real options'
- 7 Portfolio theory and the capital asset pricing model
- 8 Stock exchanges
- 9 Financing
- 10 Corporate bonds
- 11 Cost of capital – theory and practice
- 12 Capital structure
- 13 Investment and financing interactions
- 14 Business valuation
- 15 Mergers and acquisitions
- 16 Treasury risk management
- 17 Financial derivatives
- 18 Interest rate risk
- 19 Foreign currency risk
- 20 Foreign direct investment

Students work through the quizzes, as normal

- All questions types supported, including 'self-mark' essays
- Students rate their essay answers (honestly) against a supplied model
- Simple 5 point scale
- No tutor needed

Completed on Thursday, 9 March 2017, 2:34 PM

Time taken 1 min 29 secs

Grade Not yet graded

Question 1
Complete
Marked out of 1.00
Flag question
Edit question

a. A group of major shareholders of Zedo plc wishes to introduce a new remuneration scheme for the company's senior management. Explain why such schemes might be important to the shareholders. What factors should shareholders consider when devising such schemes?

b. Eventually a short-list of three possible schemes is agreed. All pay the same basic salary plus:

- i. A bonus based upon at least a minimum pre-tax profit being achieved.
- ii. A bonus based upon turnover growth.
- iii. A share option scheme.

Briefly discuss the advantages and disadvantages of each of these three schemes. (ACCA) Pike-Neale-Linsley. Original materials from *Corporate finance and investment: decisions and strategies* © copyright 2015 Pearson. All rights reserved.

Aliquam dictum nibh vitae dui tempor vestibulum. Maecenas ut magna eu dolor consectetur elementum. Duis convallis lacinia ullamcorper. Proin et orci sed arcu aliquet molestie. Praesent ipsum libero, placerat eu dui sed, egestas ultrices dui. Donec cursus neque sem, quis vehicula urna pulvinar in. Proin varius aliquet tortor quis tristique.

Look at the outline answer provided below. It contains all the main points that should be included in your own answer.

Use it to compare the quality of your answer and rate your answer on this five point scale.

- 1: My answer does not include any relevant points.
- 2: My answer only includes one or two relevant issues.
- 3: My answer includes about half of the relevant issues.
- 4: My answer includes most of the relevant issues.
- 5: My answer is as comprehensive as the outline.

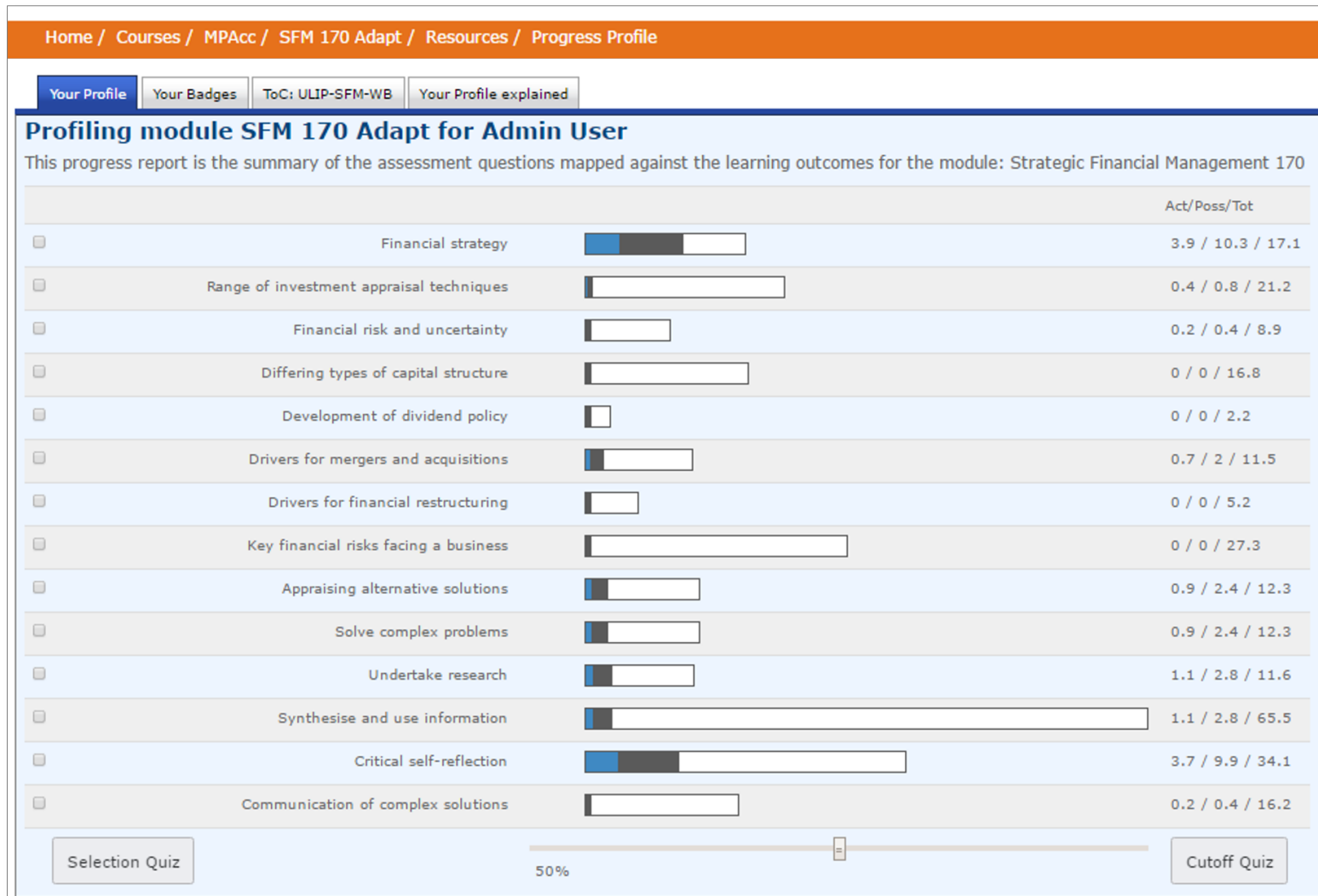
Submit

a. The management of Zedo plc, under the control of the board of directors, is probably a very different group of individuals, with different requirements and aspirations, from the company's shareholders. For the majority of quoted companies, there is a clear separation of ownership and control. The owners (shareholders) must therefore seek to ensure that their agents (managers) act in their best interests.

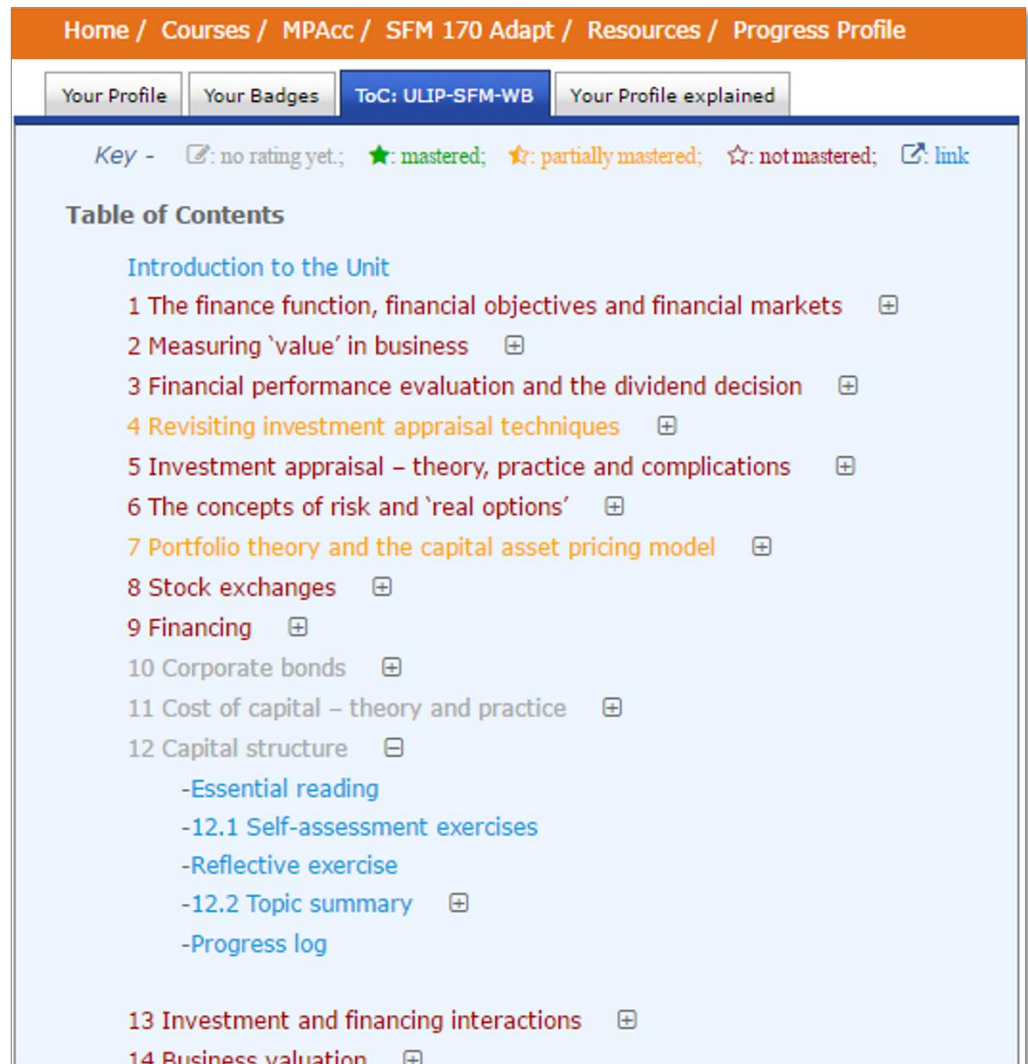


Profile Building

As they
do their
quizzes
their
Profiles
build up



... and their view of
the ToC changes



Home / Courses / MPAcc / SFM 170 Adapt / Resources / Progress Profile

Your Profile Your Badges **ToC: ULIP-SFM-WB** Your Profile explained

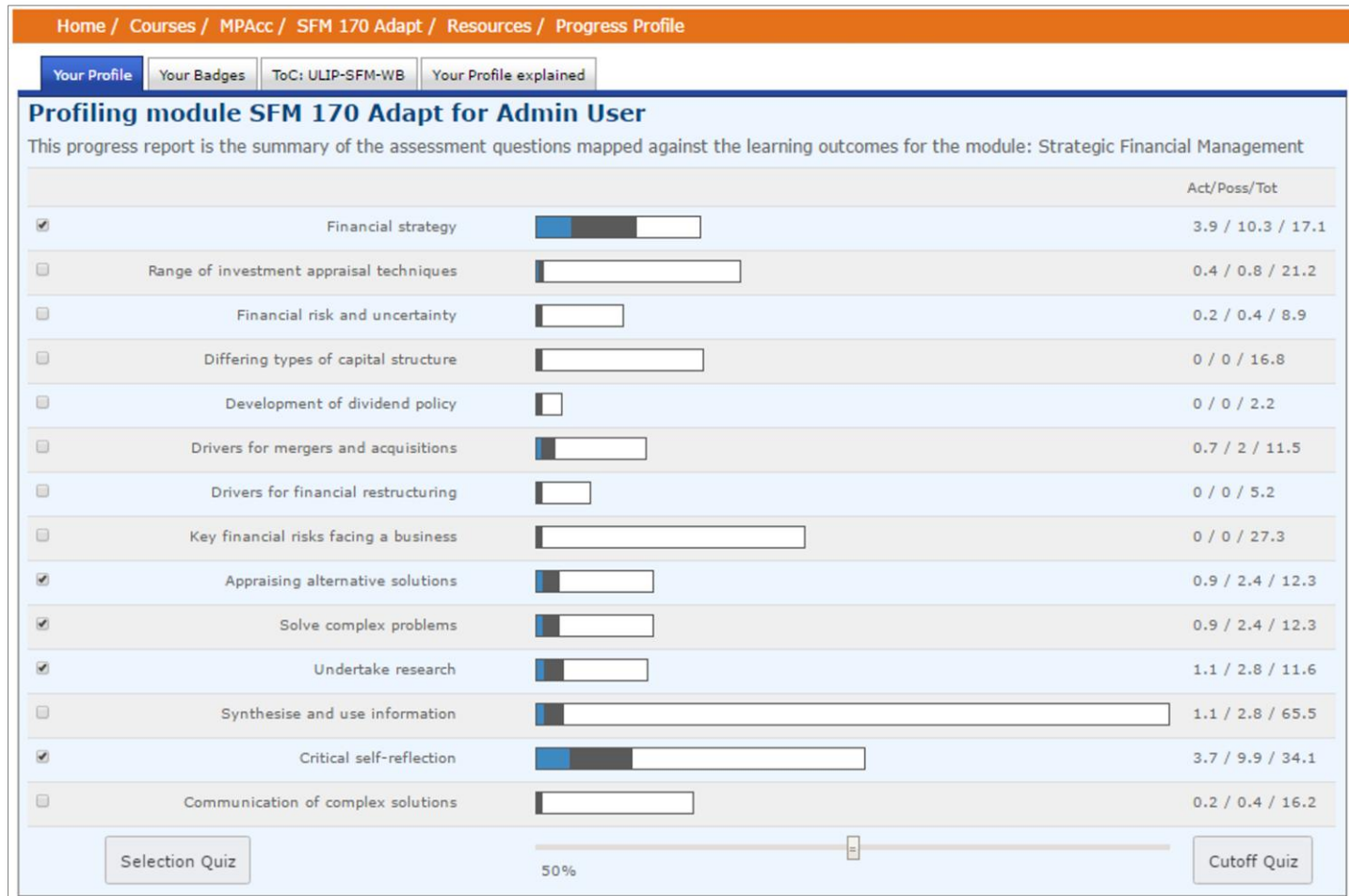
Key - : no rating yet.; : mastered; : partially mastered; : not mastered; : link

Table of Contents

- Introduction to the Unit
- 1 The finance function, financial objectives and financial markets ⊕
- 2 Measuring 'value' in business ⊕
- 3 Financial performance evaluation and the dividend decision ⊕
- 4 Revisiting investment appraisal techniques ⊕
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- 6 The concepts of risk and 'real options' ⊕
- 7 Portfolio theory and the capital asset pricing model ⊕
- 8 Stock exchanges ⊕
- 9 Financing ⊕
- 10 Corporate bonds ⊕
- 11 Cost of capital – theory and practice ⊕
- 12 Capital structure ⊖
 - Essential reading
 - 12.1 Self-assessment exercises
 - Reflective exercise
 - 12.2 Topic summary ⊕
 - Progress log
- 13 Investment and financing interactions ⊕
- 14 Business valuation ⊕

More
practice?
Then target
weaknesses

- Generate a
random
quiz by LO
Selection
or Cutoff



- Everything driven from the richness of the content
 - All based on ‘smart’ content and open standards
 - Reaches Level 4 of the De Vry paper
- ... coupled with the flexibility of Moodle
 - The Learning Objective Profiler is a standard custom plugin
 - In theory this can be developed on any other platform
- The LO mappings build a form of ‘connection graph’
- All ‘algorithms’ are in SQL – no ‘black box’
 - Readily changed if a ‘smarter’ system is wanted
 - Not Knewton-level complexity ... or cost – free!

More detailed
information can be
found in our
Look.Book

[www.capdm.co.uk/
mission/moodle/](http://www.capdm.co.uk/mission/moodle/)



capture . author . publish . deliver . manage

Look.Book

Examples of designs and
features of CAPDM published
Moodle online learning
materials



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