

23rd International Conference on **Advanced Materials**
June 20-21, 2018 Oslo, Norway

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10th International Conference on
Chemistry Education and Research
June 21-22, 2018 Oslo, Norway

Monitoring the level of knowledge of learners to tailor web-based exercises at an individual level

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There is evidence in the literature that novice learners benefit from direct instructional methods while more experienced learners benefit from a more discovery-based approach. When a task efficient for novice learners becomes inefficient for experienced learners, it is called the expertise reversal effect, and illustrates the importance of being able to tailor a exercise to the level of the learner. This becomes especially relevant with the increasing use of web-based learning, where it is possible to tailor every small step of the learning process giving each individual a unique learning experience. To do this, we need a continuous monitoring of the level of knowledge of the learner. We designed a self-monitoring test to see if the students were able to evaluate their own level of knowledge, and a rapid science-based test in a specific area of science. We compared both tests with traditional measures of knowledge.

Biography

Oda Dahlen has completed her PhD from the Norwegian University of Science and Technology. She has published one papers as the first-author and co-authored two papers.

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