

# Co-Creating the Future of Learning

Dr. Klinkenberg

2026-06-17

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## Introduction

Goal: inspire, but also be realistic about what works and what doesn't. Audience: ICT professionals

- Researcher
- Teacher
- Educational technologist
- Director TLC

## **Overview**

### **Personalized Learning and Media Diversity**

- One-size-fits-all vs One-of-a-kind
- Narratives across modalities
- Through the learner's eyes (or ears)
- Learning Without Borders

### **Emerging Technologies and AI in Education**

- From passive media to generative co-creation
- Augmented agency: learners, media agents & AI companions
- Learning analytics-driven media iteration & feedback loops
- Future-ready media skills

### **Assessment and Cognitive Design**

- Rethinking assessment: from exams to experiences
- Gamification & playful design
- Cognition without overload

### **Sustainability and Responsibility in Media**

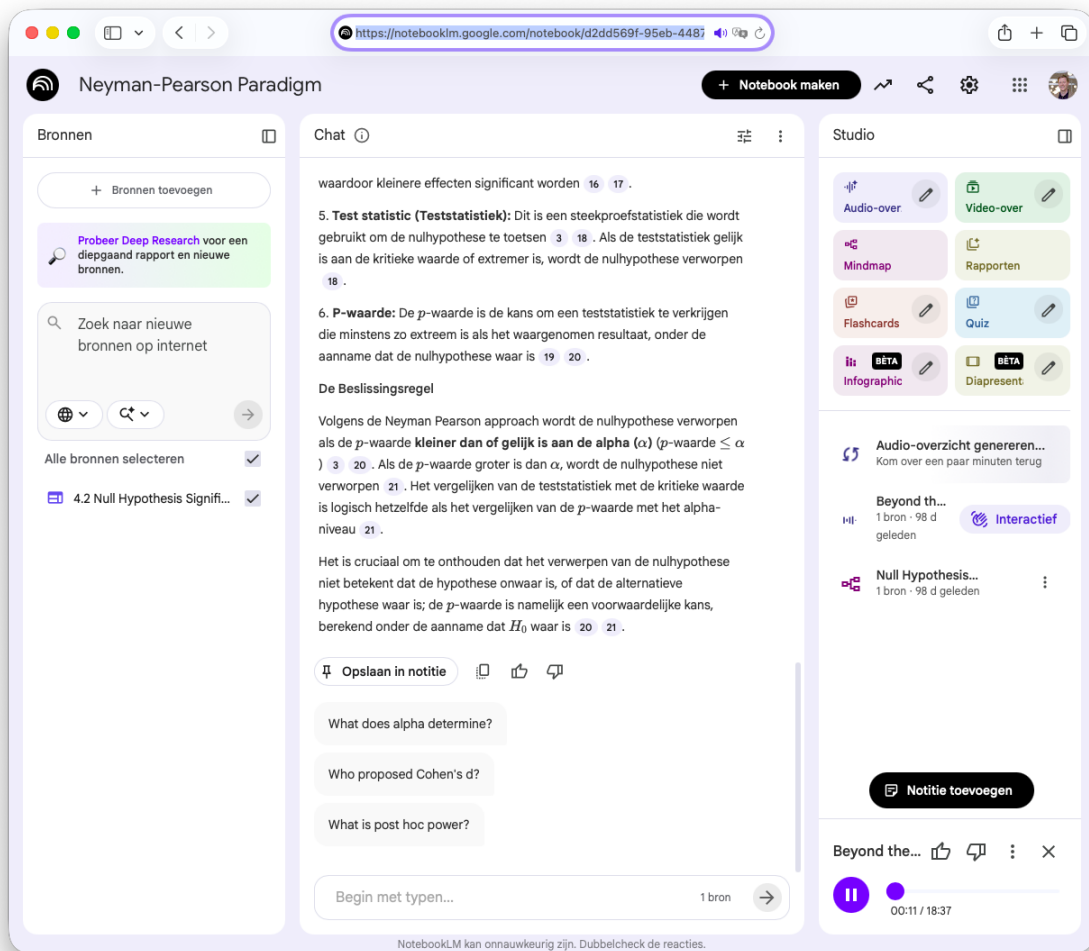
- Media, memory & futures
- Responsibility by design: evidence and myths in learning technology
- Beyond the degree

## **Personalized Learning and Media Diversity**

### **What is personalized learning?**

- Do we need to tailor education?
- Multimodal learning materials
  - Text, video, audio
  - Interactive widgets
  - Assessment tools
- Analyzing what works
- Learning anywhere, anytime





NotebookML

## Assessment and Cognitive Design

### Assessment drives learning

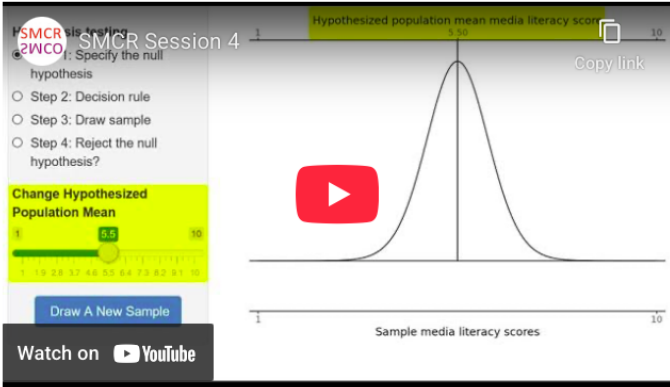
- Assessment as e-learning
- Connection to learning goals
- Formative and summative
  - Authentic assessment

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Question 1 1 pts

In this week's preparatory assignment, we will start by covering the material in [Chapter 4](#) of the book. Chapter 4 will be divided and discussed amongst three tutorials. For the upcoming tutorial, **This PA will cover the first part of the chapter (up until 4.2.5) including the following topics: hypotheses and the NHST decision table.**

Start by reading the [summary](#) and watch the following video:



Then, answer the following question.

You ran a null-hypothesis significance test, and the result was not statistically significant. What statement is true about your sample?

- ☐ If the null hypothesis is true, a sample statistic with the same value as or a more extreme value than the observed value in our sample is sufficiently unlikely to occur (sufficiently improbable) to reject the null hypothesis.
- ☐ If the null hypothesis is true, a sample statistic with the same value as or a more extreme value than the observed value in our sample is sufficiently likely to occur (sufficiently probable) to NOT reject the null hypothesis.

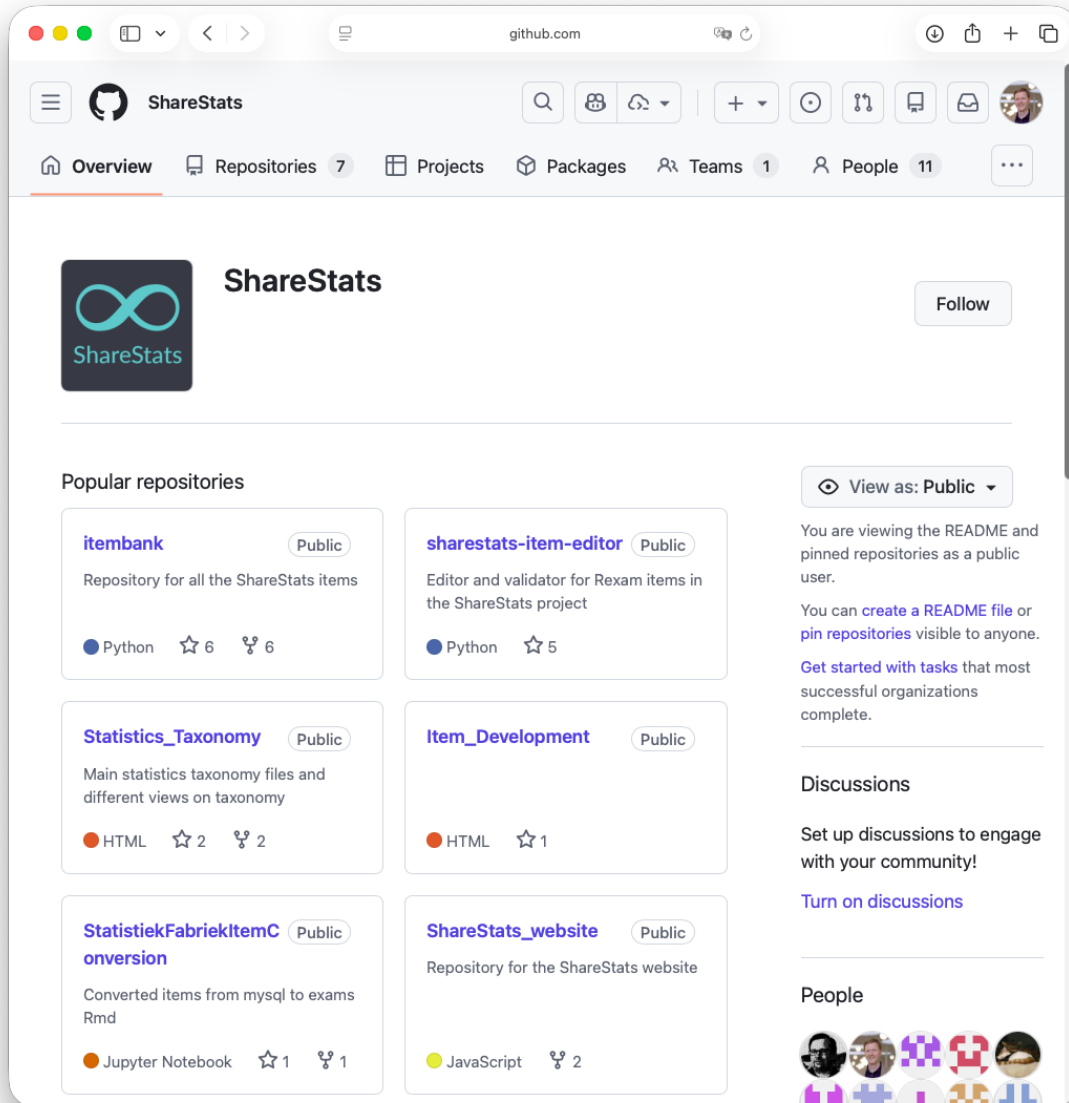
canvas quiz

## Sustainability and Responsibility in Media

### Doing it right

- The Lego approach

- Open educational resources
- The sum is greater than the parts
- Collaboration over competition



ShareStats

## Contact

Klinkenberg

ln.AvU@grebneknllK.S

ShKlinkenberg



Figure 1: CC BY-NC-SA 4.0