Abstract

Electronic textual documents are among the most popular teaching content accessible through e-learning platforms. Teachers or learners with different levels of knowledge can access the platform and highlight portions of textual content which are deemed as particularly relevant. The highlighted documents can be shared with the learning community in support of oral lessons or individual learning. However, highlights are often incomplete or unsuitable for learners with different levels of knowledge. This paper addresses the problem of predicting new highlights of partly highlighted electronic learning documents.

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