

**Generalized Intelligent Framework for Tutoring**

**Course Technical Details**

**Simple Branching Example**

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# Overview

This document describes the technical details specific to the “Simple Branching Example” named domain content. It is meant to help GIFT course authors find examples of implementations GIFT supports in order to help facilitate re-use and quicker understanding of supported features. Basically what can GIFT do and how can you create similar course elements of your own.

For more details on what the user should see in this course refer to the test procedures for the course (if available).

For more details on authoring in general, refer to the help documentation for GIFT available in the “docs” folder of GIFT.

# Course Content

The purpose of this course is to exercise the use of dynamic course flow (i.e. adaptive courseflow) using Merrill’s Component Display Theory (CDT). An Adaptive courseflow within GIFT is a top-level course element (i.e. the Adaptive courseflow course element is selected like the Information as Text or Structured Review).

This course utilizes the following important features:

* **Information as Text** – a information course object is shown using an **HTML** page with the **fullscreen** option set to “true” in order to display the content in a formatted manner across the entire TUI.
* **Surveys –** there are 2 surveys given referenced by the survey context and GIFT survey key values. The first is the “Motivation” survey which presents one question in order to determine the user’s motivation value. The survey has scoring information authored using the survey composer in the course authoring tool. The scoring rules are used by the learner module to populate the motivation learner state value. The second survey is the “Knowledge” survey which presents one question in order to determine the user’s knowledge value. The survey also has scoring information authored using the survey composer. The scoring rules are used by the learner module to populate the knowledge learner state value.
* **Adaptive courseflow ­–** The next course transition is the adaptive courseflow. At the point in the course when this transition is reached the Pedagogical module will look at the latest learner state attribute values to determine the appropriate metadata attributes to provide to the Domain module based on the iCAP pedagogical model (constructive, active, passive), where passive is the eMAP pedagogical model. This also happens for each subsequent quadrant of the CDT (i.e. Rule, Example, Recall, Remediation and Practice). When the domain module receives the set of metadata attributes from the pedagogical module it uses them as search criteria to find the most suitable domain content to present. In this case only PowerPoint shows are available as domain content. Therefore, based on the user’s answers to the survey questions a PowerPoint show will be presented for each of the CDT quadrants.

*For more information about Adaptive courseflow as used in this course please read the Guidance html file included and presented as part of this course* ([What are you seeing with the EMAP Simple Branching Example.html](What%20are%20you%20seeing%20with%20the%20EMAP%20Simple%20Branching%20Example.html)).

* **PowerPoint** – for each of the CDT quadrants a PowerPoint show file will be presented as the Training Application. The shows are assessed using the “simplest.dkf.xml” file (which doesn’t provide any actual assessment and is meant to fill the requirement of needing a DKF, plus identify when assessment should end). The show file contains arbitrary content meant to test branching in a GIFT course.

*Note: the PowerPoint training application course object is created dynamically in the domain module. This means you will not see the course object in the list of course objects when you view the course file.*