

With the ~~aided~~aid of a curriculum mapping mechanism and system (e.g., Curriculum Information System, or CIS), different courses can be linked with each other to constitute ~~generate~~ a curriculum map for learning navigation. However, a “~~as with any map~~”, ~~this one~~ can’t be used to prevent getting lost if the current position has not ~~located~~been clearly ~~located~~.

By ~~spreading out the~~ Expanding upon this previous work, ~~the issues described as follows are added~~ we add the following features for a better learning navigation system.

1. Providing a learning state detection mechanism to facilitate personalization based on the original curriculum map framework.
2. Adding ~~the~~a location based service (LBS) as a ~~parameter~~means to ~~reveal~~locate learning information within a place.
3. Designing a mobile-based application to approach the “on-demand” idea of the ubiquitous learning model.
4. Utilizing text association ~~algorithm~~algorithms to coordinate and prune the curriculum map architecture.
5. Taking different learning activities into consideration besides ~~the~~ courses, certifications, and tasks.

~~According to~~ We demonstrate the ~~issues listed above, the~~ employment of these items in two typical, daily-life ~~using scenarios to facilitate understanding are demonstrated as follows~~ below, for illustrative purposes.

Scenario 1: Learning Navigation on Campus

In a student’s daily life on campus, he or she will ~~have interaction among the~~ interact with classmates, teachers, and the learning environment. Assume a student named Betty enters a learning building with her smart phone. ~~Then, the~~ The smart phone will list ~~the~~ options for her possible learning activities based on her physical location and her learning status (*i.e.*, virtual location). For example, the system could report ~~that~~ events in progress: a lecture on cloud computing, a course on pervasive theory, a foreign language course conducted in the student’s native language ~~and, a club on computer study, science club, etc.~~ At this time, Betty can decide which learning activity she wants to ~~join~~ participate in. After Betty ~~complete~~ completes her learning activity, ~~the~~ she receives the results of her learning ~~results will~~ as feedback, and ~~accumulated to~~ they are recorded in her ~~own~~ personal learning repository.

Instead of ~~learning with an~~ within a single, constrained environment, each learner will be immersed ~~within the competence context of~~ in different learning activities: within the context of competence. Through ~~the self-challenge of~~ challenging themselves with

註解 [Editor1]:

Golden English Editing
Humanities & Social Sciences
Education
Sample of work

註解 [Editor2]:

CHECK: Consider using “non-standard” instead of “different”

註解 [Editor3]:

CHECK: “A native language course” may be confusing to your readers. Do you mean “a foreign language course”? I presume the cloud computing or pervasive theory courses are in the student’s native language—how does this one differ?

註解 [Editor4]:

CHECK: Do you mean “learning within a specific environment”, or “within a single environment”? A personalized learning environment like yours is still an environment. Please check that this edit retains your intended meaning.

competence familiarity, students construct an active learning environment or atmosphere ~~will be constructed~~ for themselves.

Scenario 2: Competence Resume

Each fresh graduate ~~will need~~ needs a resume to demonstrate his or her own superiority excellence or value. Traditionally, a transcript is ~~commonly~~ regarded as a kind of competence evidence, attached with a resume. However, the grade in the transcript ~~can't~~ cannot reflect the ~~whole~~ big picture of one's own skills: a student's skill range or special achievement achievements. Since ~~the~~ learning state can be detected and reported ~~in this research~~ using the proposed system, it is possible to have another transcript ~~which~~ is composed of competence items. A graduate can manifest his or her merits ~~by the~~ on a competence spectrum or radar chart. ~~Inspecting in another~~ From the employer's viewpoint, automatic job candidates can be automatically and optimally recommended ~~ation is possible according to one's own state of competence~~ based on the applicants' accumulated competences.

2 Methodology

~~In order~~ A curriculum mapping mechanism is provided in this paper to integrate different learning resources within a general architecture, ~~a "curriculum mapping mechanism" is provided in this paper.~~ In this section, we propose how to generate a context framework, how to link different learning resources with each other, and how to detect learning state states within this framework ~~are proposed~~.

2.1 Competence-based ~~Based~~ Architecture

The concept of behind curriculum mapping is ~~trying to link~~ the linking of different curricula together according to address specific learning target targets. Going a step further, a curriculum context framework is expected for linking to link various learning activities together and ~~providing~~ provide feedback of regarding learning state. In ~~this~~ our research proposal, the curriculum context framework is ~~deriving~~ derives from the curriculum mapping mechanism that is constructed according to the following ~~generating step~~ steps.

1. Competence description. Each instructor or lecturer can set the learning goals of ~~the subjects~~ that he or she wants to deliver: to the subjects. Such learning goals are ~~approaching~~ approached by means of competence ~~description~~ descriptions in free and open text ~~format~~ formats. The competence description reveals the expected ~~behavioural~~ behavioral, cognitive, or affective ~~outlooks~~ that are required or developed for specific learning subjects: 錯誤! 找不到參照來源。 Each

註解 [Editor5]:

CHECK: If this is an acceptable technical term in education design, please keep "superiority". However, in most contexts, superiority is more appropriate for describing institutional relationships (e.g., "My boss is my superior.") and comparing informal relationships (such as between students). "Excellent" is a good, less technical term that does not require comparison with peers.

註解 [Editor6]:

CHECK: Please verify that this edit retains your intended meaning. It was slightly unclear whose viewpoint this was, the employer or candidate. I have chosen the employer.

competence description item must be weighted according to the [items](#) completed ~~items of~~ [within](#) a specific learning subject.

2. Competence ~~keywords~~ [keyword](#) processing. Each [significant item](#) of [within the](#) competence description in ~~step~~ [Step](#) 1 will be ~~separated as~~ [subdivided into](#) several significant tokens, ~~the keywords~~ [in order to create a keyword](#) set; for further text search and comparison ~~[-]~~ [錯誤! 找不到參照來源。 ; this search functionality is](#) based on the Chinese WordNet ~~which is~~ [developed](#) by the National Science Council in Taiwan.

註解 [Editor7]:

CHECK: Please verify that you don't mean "in development by", which would mean WordNet is incomplete or in progress.