

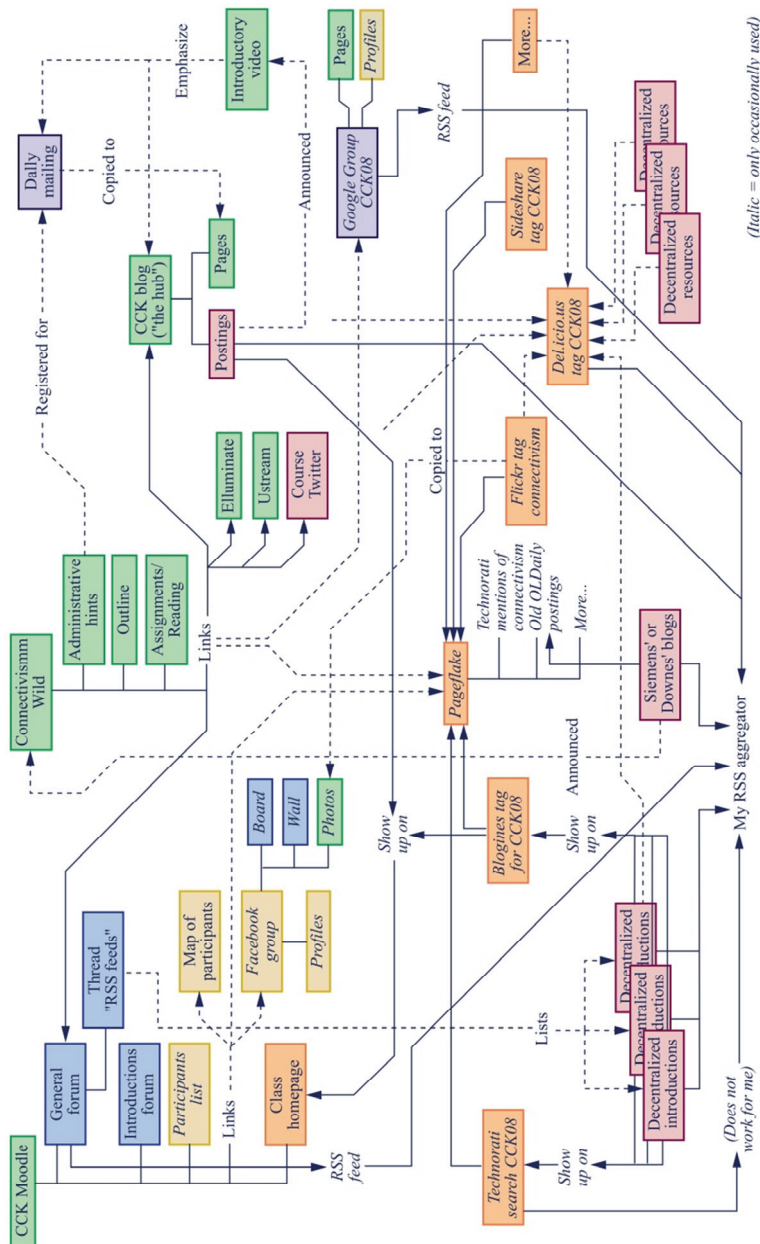
Series Editor
Fabrice Papy

Modeling of Next Generation Digital Learning Environments

Complex Systems Theory

Marc Trestini

Color section



(Italic = only occasionally used)

Figure 1.4. Course network structure CCK08. Redrawn from [SIE 11]

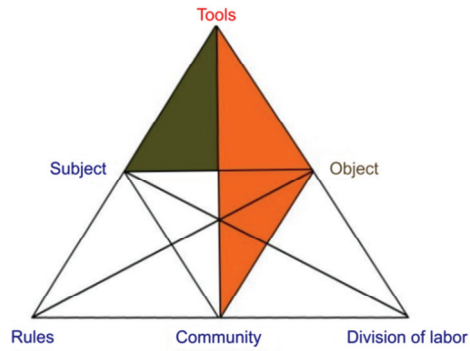


Figure 3.8. *Basic structure of an activity according to Engeström's model [TRE 10a]*

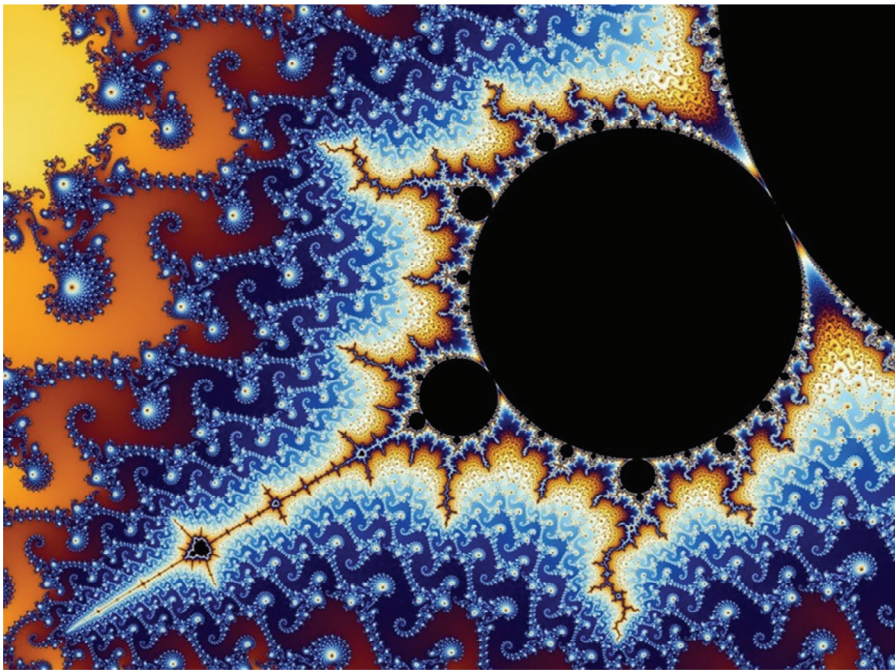


Figure 4.1. *Zoom on a color representation of the Mandelbrot set*

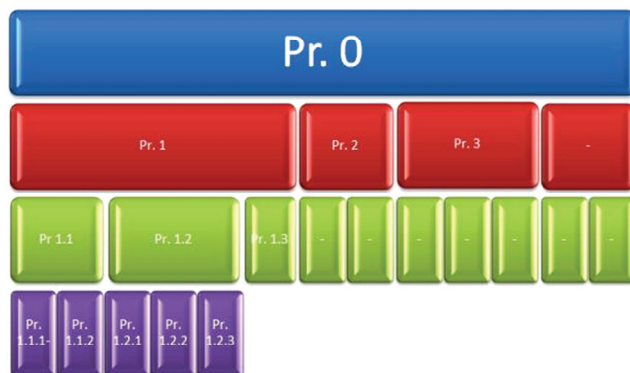


Figure 5.11. *Example 2 of a hierarchical representation*

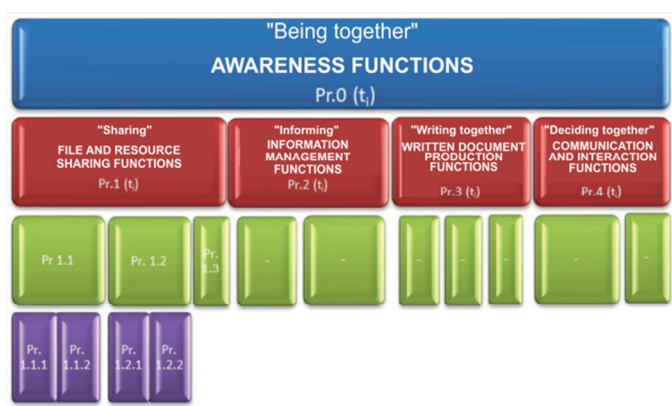


Figure 5.13. *An application of the constituent functions in previous models*

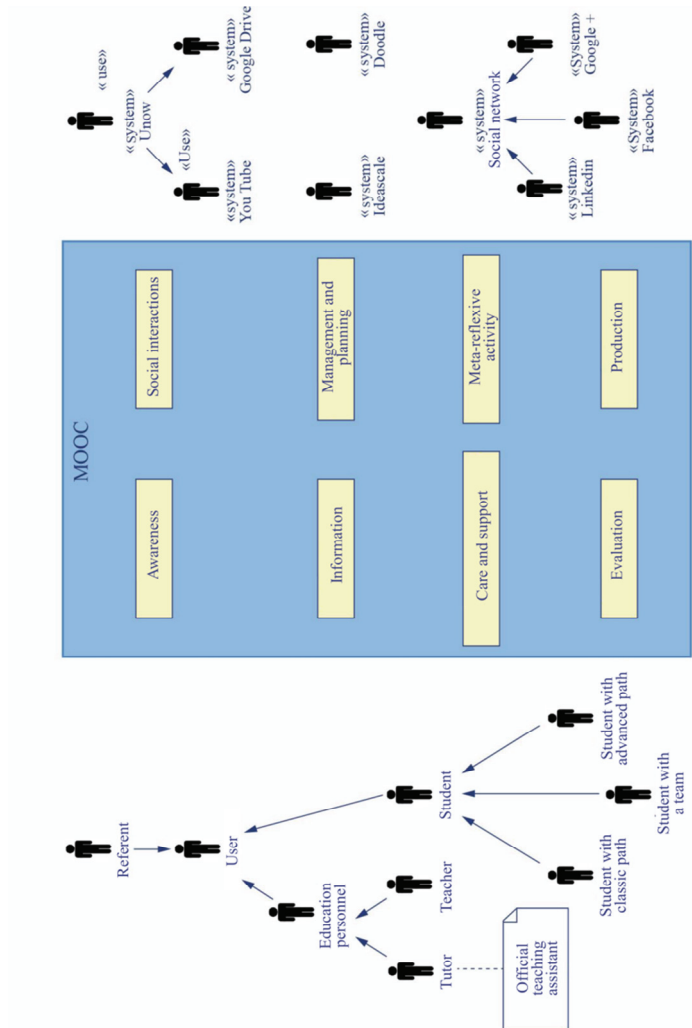


Figure 5.14. Eight processors in UML (or packages)

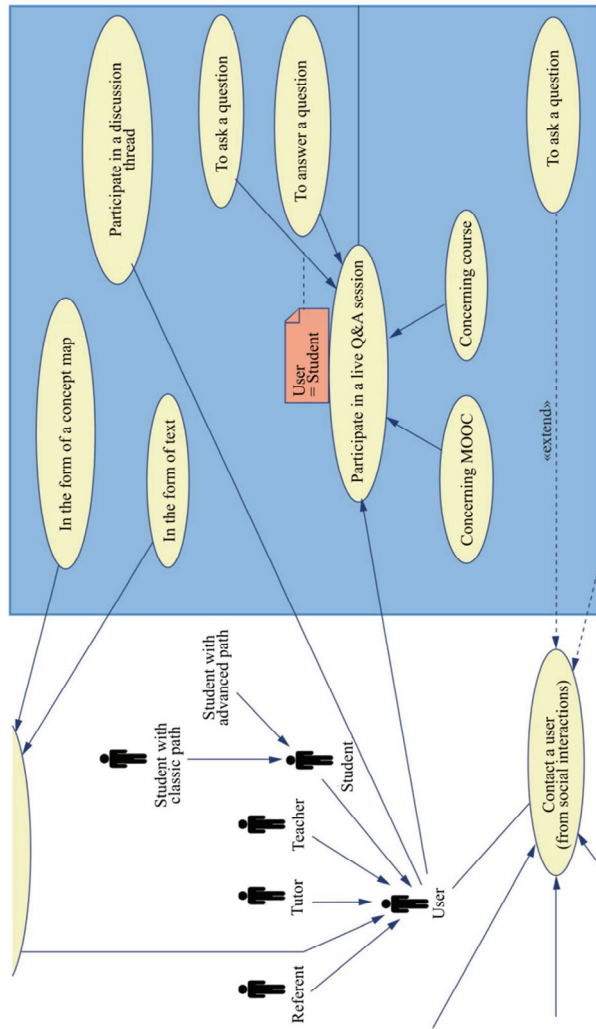


Figure 5.15. An extract from the support and tutoring use case built for Project Management MOOCs (see full diagram in section 6.1.1)

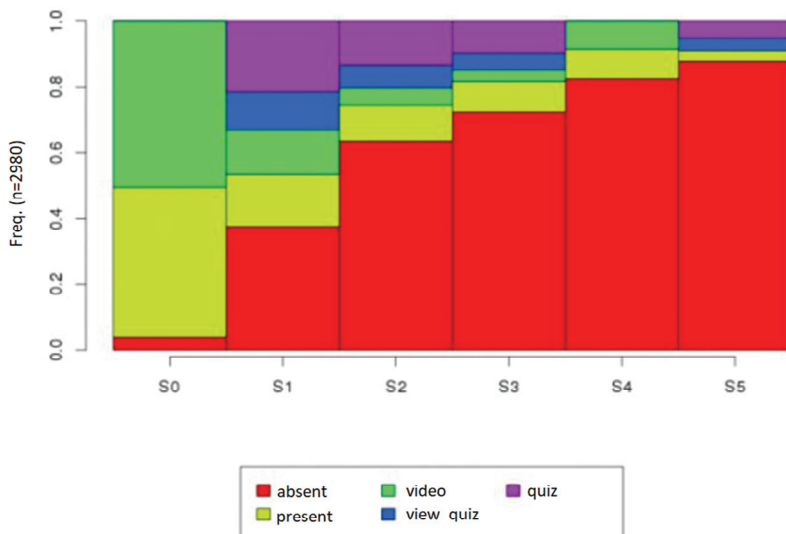


Figure 5.25. Frequency of the different states, week by week [BOE 15]

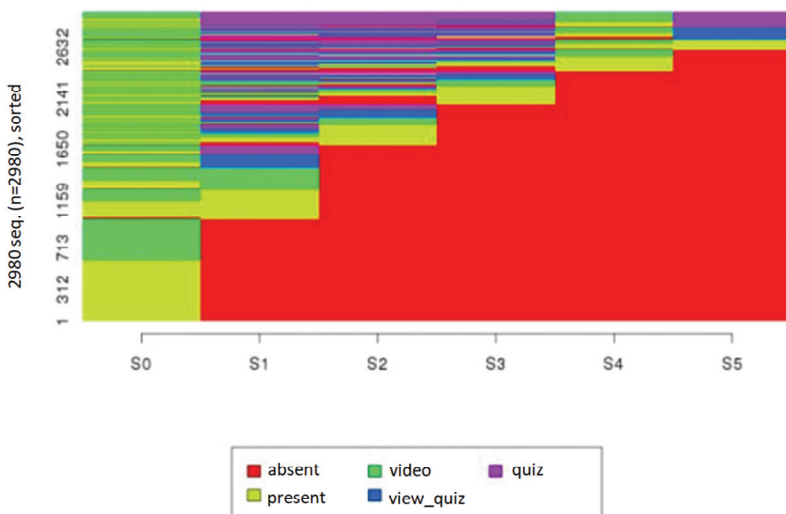


Figure 5.26. "Carpet" of the individual participants' trajectories [BOE 15]

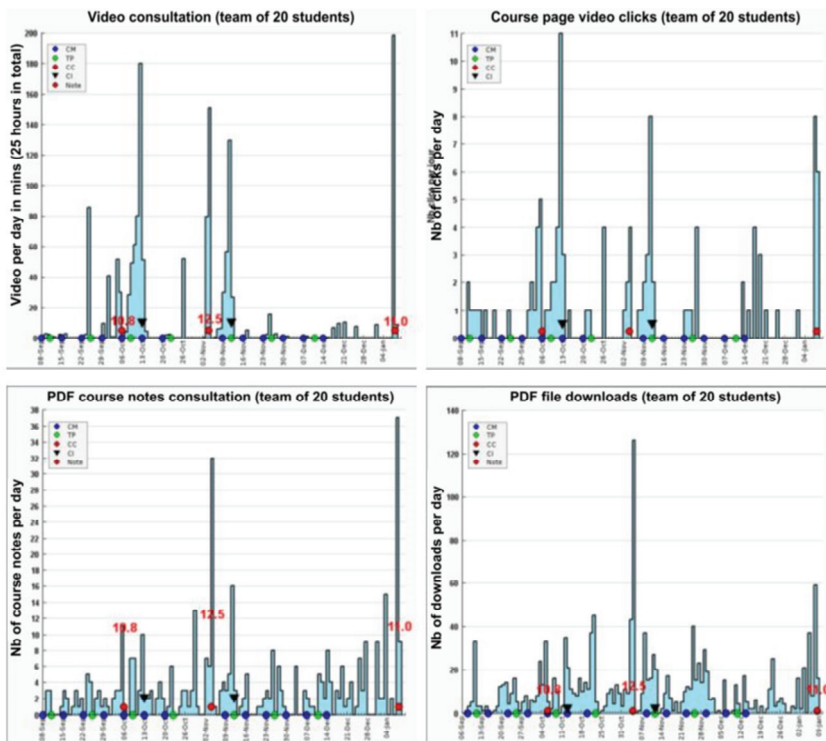


Figure 5.27. Data collected from reports generated by Moodle [THO 08]

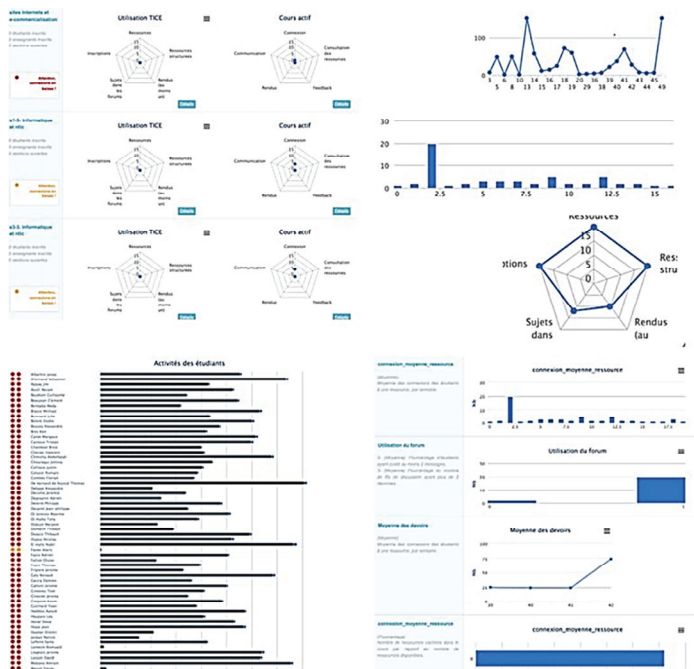


Figure 5.29. A project BoardZ pedagogical modeling

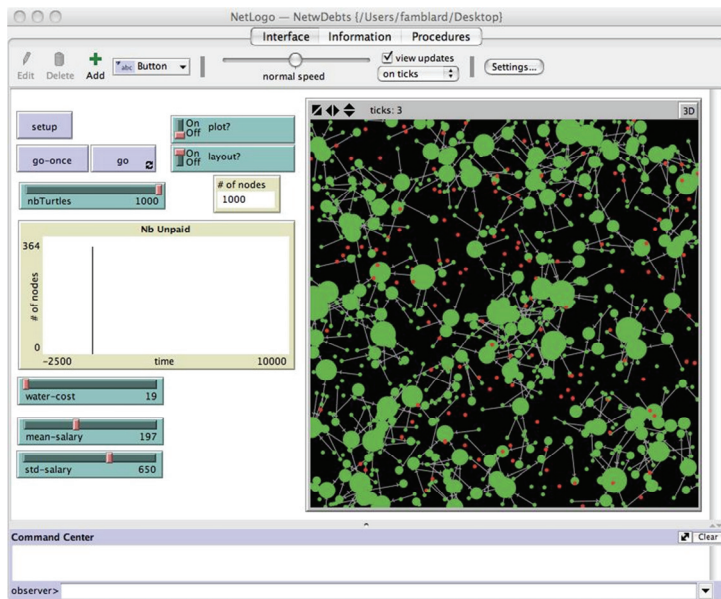


Figure 5.30. IRT simulation on the multi-agent Netlogo simulation platform