

A Prescriptive Framework for Designing Personalized Learning to Improve Learning Experiences in Open Distance Learning: The Context of African Higher Education

Background

Personalized Learning (PL) has emerged as a transformative approach in education, emphasizing the individualization of learning experiences to enhance student outcomes. PL focuses on personalization of learning process based on the needs of individuals learners.

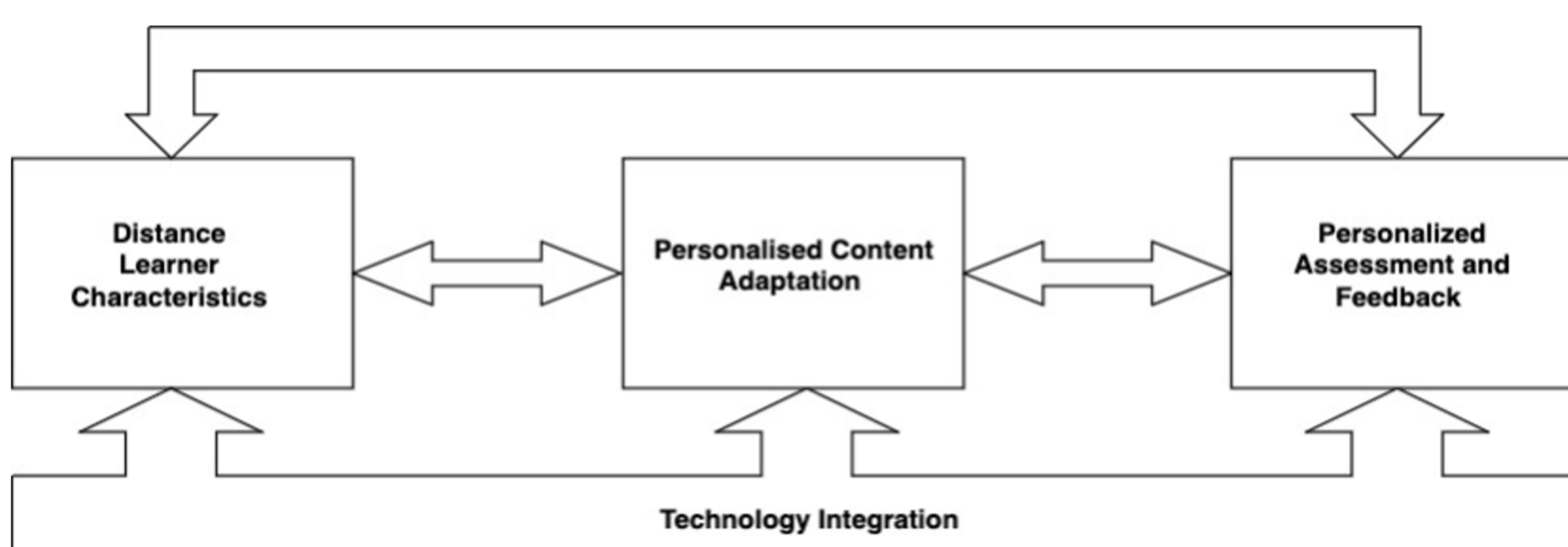
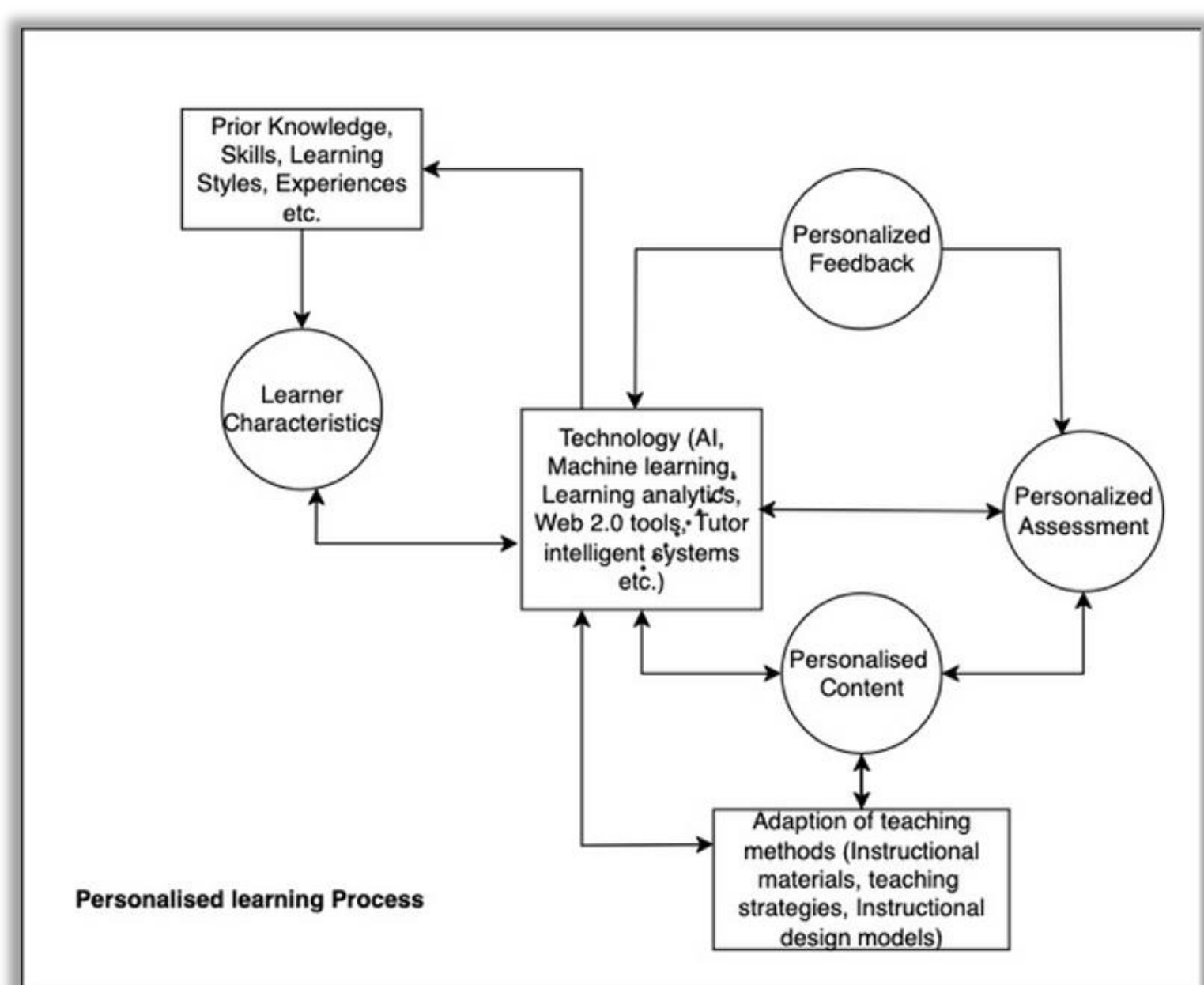
Despite advances in personalized learning (PL) due to technological innovations, its effective implementation remains a global challenge, particularly in African Open and Distance Learning (ODL), where reliance on a “one-size-fits-all” approach limits the ability to address learner diversity and contributes to high dropout rates.

Aim

To design a prescriptive framework to guide PL implementation in ODL institutions within the African context.

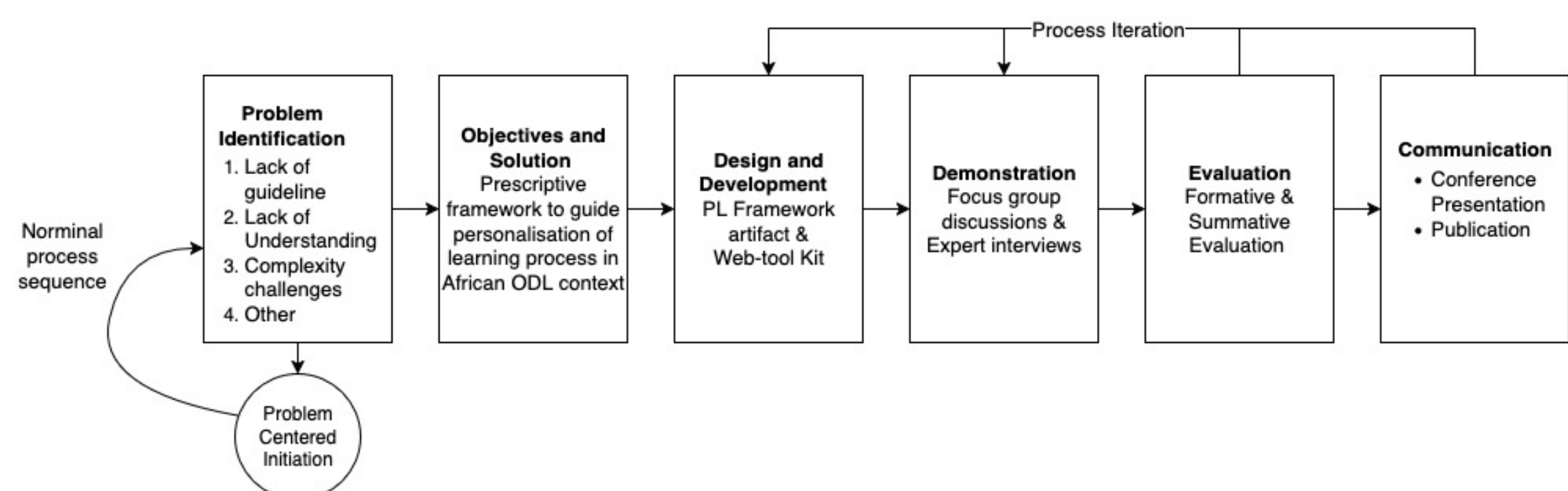
Result 1

A framework for designing PL in ODL institutions within the African context.



Methods

This study followed the **Design Science Research (DSR)** strategy and applied the **Design Science Research Methodology (DSRM)** developed by Peffers et al. (2007), guided by the six steps shown in the diagram. The development of the artifacts involved multiple DSR cycles to evaluate and refine the solutions.

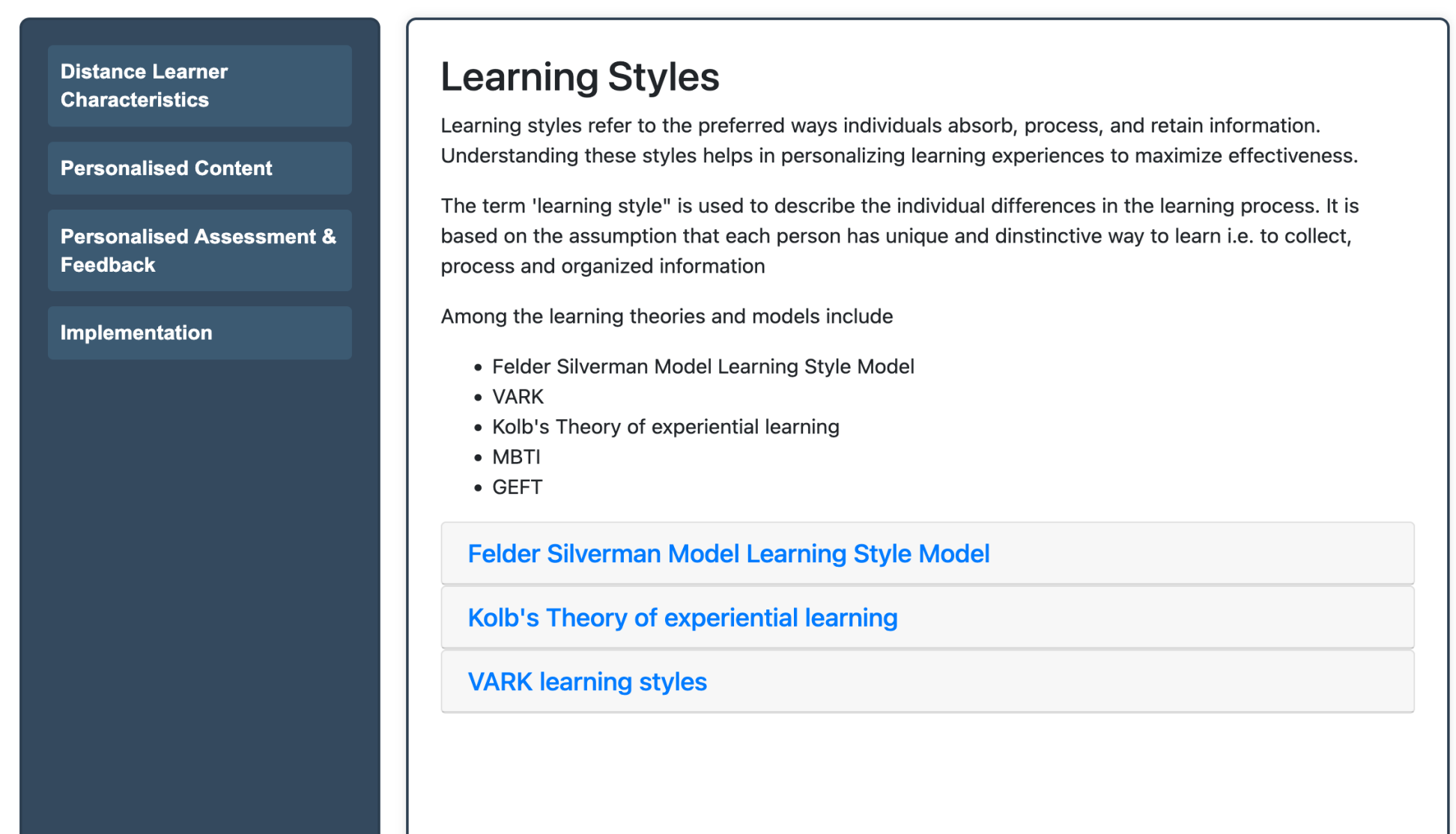


The study DSRM process adapted from Peffers et al., (2007)

Result 2

A web-based toolkit derived from a framework for designing PL in ODL institutions within the African context.

PL Framework Guideline for ODL



Publication

Haonga, G. M., & Seymour, L. F. (2024). Challenges Inhibiting Personalisation of the Learning Process Within an African Open and Distance Learning Institution <https://aisel.aisnet.org/ukais2025/12/>

Reference

Peffers, K., Tuunanen, T., Rothenberger, M. A., & Chatterjee, S. (2007). A Design Science Research Methodology for Information Systems Research. Journal of Management Information Systems, 24(3), 45–77. <https://doi.org/10.2753/MIS0742-1222240302>

