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Abstract Template

Abstract Title: Game-boarding inspired Human-Computer interfaces

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Abstract (not more than 300 words)

In front of a computer, many users seek the way to perform a task, especially non-specialized users. Even computer scientists could get lost, for example when menus are reorganized in an updated version of a piece of software they know well. We observed Human-Computer Interfaces are often too complex from the user point of view. We scaffolded that observation by collecting data on an eight-week MOOC. The context of Massive Online Open Courses is relevant, because of the huge percentage of dropouts in this kind of dispositive. Among the many reasons why participant drop out of the MOOC, qualitative and quantitative analysis we conducted on this MOOC reinforced our statement: simplifying interfaces could help participants. We propose to simplify interfaces by using personalization technology together with game-boarding mechanisms.

Keywords—Game-boarding Mechnisms, HCI (Human-Computer Interaction), *MOOC (Massive Online Open Courses), Technology E*

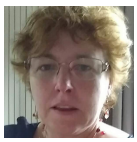
Professional Biography (100-150 words)

Marilyne Rosselle has completed his PhD at the age of 30 years from Henri Pioncaré's University of Nancy, in LORIA laboratory, after a master in computer sciences and a master in cognitive scences. She accomplish two positions as a resarch ingenier and an assistant professor position in a private engenier school, before joining the Jules Verne's University of Picardie in Amiens. Assistant profession in computer sciences, she has been teaching for 22 years. She has also been involved in active education and science literacy since 1989. Her research is in Technology Enhanced Learning (TEL) Domain. She has published many papers and has been serving as a reviewer for national and international conferences.

Recent Publications (up to 5)

- Rosselle M., Caron P.-A. Heutte J. (2014) Description dimensions of a Framework Toward a Typology for MOOCs European MOOCs Stakeholders Summit, Lausanne, Suisse, 10-11 Feb. 2014, pp. 130–139. (This article is one of only two articles by French researchers accepted in the research track, in this first edition of the eMOOC conference.)
- Heutte J., Kaplan J., Fenouillet F., Caron P.-A., Rosselle M. (2014) MOOC user persistence. International Workshop on Learning Technology for Education in Cloud, pp. 13-24. Sept. 2014. Springer International Publishing.

- Caron P.-A., Rosselle M., Heutte J. (2014) Rapport d'Expertise et Accompagnement par la recherche du dispositif expérimental MOOC iNum. Rapport de recherche, rendu à la MINES (Mission Numérique Pour L'enseignement Supérieur), Jan. 2014, 83 pages. Disponible sur hal et halshs [halshs-00950766 - version 1]. Title translation: Expertise Report and Accompaniment by research of the experimental iNum MOOC.
- D. Leclet D., Rosselle M. (2012). Designing Pedagogical Devices, Assistance Tool for Teachers. Proceedings of the International Conference on Collaborative Learning & New Pedagogic Approaches in Engineering Education, 3rd IEEE Global Engineering Education Conference (IEEE EDUCON'2012), Marrakesh (Morocco), Apr. 2012, pp. 334–340. • This article won the Best Paper Award in the "Most Innovative Paper regarding Engineering Education" category at the IEEE EDUCON'2012 conference.
- Rosselle M. (2012) Observation de deux MOOC (Gamification et Writing in the Sciences) et pistes de recherche", STICEF, vol. 19, pp. 75–98, 2012. http://sticef.org (http://sticef.univ-lemans.fr/num/vol2012/15r-rosselle/sticef_2012_rosselle_15r.htm). This publication is one of only two publications on MOOCs in 2012 in all selective peer-reviewed scientific journal. STICEF is a very selective scientific journal (A+ classified, www.atief.fr). Title translation: Observation of two MOOCs (Gamification August 2012 & Writing in the Sciences sept 2012) and research tracks.



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