

ABSTRACT

At present, e-learning system can provide online users with various types of information and knowledge. Most of e-learning system present their contents based on the preference of institution or tutor. Thus, many online users are not satisfied with the current e-learning systems. Many researchers try to develop a framework for instructional design based on user's learning style. Very rare attempts to include the user's personalities in determining appropriate e-learning contents for online users.

This dissertation presents the new framework for providing the appropriate contents for each user in an e-learning system based on their Learning Style and Personalities. The relationship between user's personalities and their preferred e-learning contents is determined by experimental with groups of students. As well as the relationships between the learning style and their appropriate contents. Then the relationships among Learning Styles, Personalities and e-learning contents are discovered. The final Framework for E-Learning contents using Learning Style and Personality is developed and tested by unseen groups of e-learning users. The results show significant improvement of user's satisfactions with e-learning contents provided by using their learning styles and personalities.