8-5-2011

Learning Object Composition: the role of Sign Types

Herli J. de Menezes  
*Federal University of Rio de Janeiro*, herlimenezes@gmail.com

Sean W. M. Siqueira  
*Federal University do State of Rio de Janeiro*, sean@uniriotec.br

Leila C. V. de Andrade  
*Federal University of State of Rio de Janeiro*, leila@uniriotec.br

Follow this and additional works at: [http://aisel.aisnet.org/amcis2011_submissions](http://aisel.aisnet.org/amcis2011_submissions)

**Recommended Citation**

[http://aisel.aisnet.org/amcis2011_submissions/404](http://aisel.aisnet.org/amcis2011_submissions/404)

This material is brought to you by AIS Electronic Library (AISeL). It has been accepted for inclusion in AMCIS 2011 Proceedings - All Submissions by an authorized administrator of AIS Electronic Library (AISeL). For more information, please contact elibrary@aisnet.org.
ABSTRACT

Learning objects are considered as complex signs, since they convey meaning through a physical support and are related to real or conceptual object. In addition, it is possible to define a sequence of learning objects that can be modeled as having a narrative structure the advantage of this proposal is that, from the structural theory of narrative, content and expression can be treated separately so that a composition model can be devised independently of the specific media employed to express them. Learning objects are expressed by means of heterogeneous media types that have spatial, temporal and semiotic aspects. These attributes impose space, time and semiotic constraints on this sequence that can influence pedagogical aspects producing a cognitive overload because different media types engage different perceptional channels (e.g. visual, auditive) and determine the way information is processed. The discussion on these features of learning objects composition is illustrated by some examples stressing the benefits of the proposed approach.