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Deliverable Title	*Personalization of VLE*		
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HU, UoJ, PSUT and UNED led efforts in the personalization process of VLE and tools were properly selected in order to suite the courses, students and professors. Selection of the learning tools included synchronous and asynchronous modes, project-based learning, cooperation tools, assessment and evaluation, as well as social media tools as complement of the learning process. A special document prepared by UNED entitled "Guidelines for Preparation of Study Guides for Grade Subjects" as shown in attachment 1, with the aim to transfer the experience of UNED in eLearning to Jordanian partners especially HU. It has details all necessary steps to create a high quality contents and recommendations to improve the student experience in a virtual course.

The VLE was designed using Moodle open source platform, and was hosted at PSUT servers which can accessed at the link http://muree-vle.psut.edu.jo. The home page of the VLE, shown in Fig. (1), gives a description of the project as well as access information.
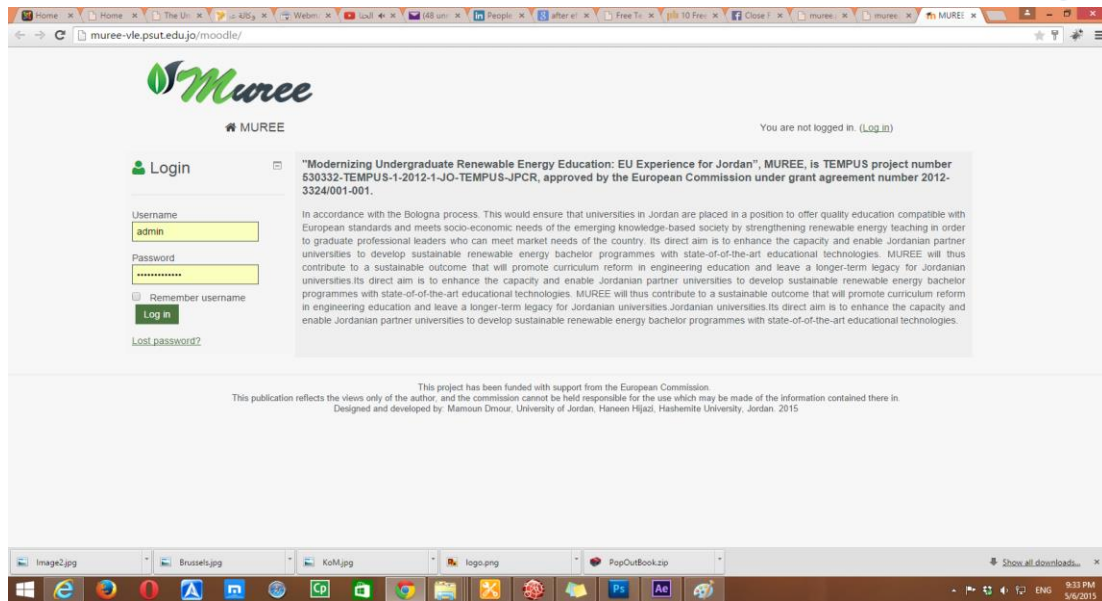
Fig .(1) Snapshot of VLE Home Page.

The environment of the VLE and its content including the eLearning courses , traditional courses, remote lab, surveys. and other information recommended for the user such as news , announcements, attentions, etc, are displyed as shown in Fig. (2).
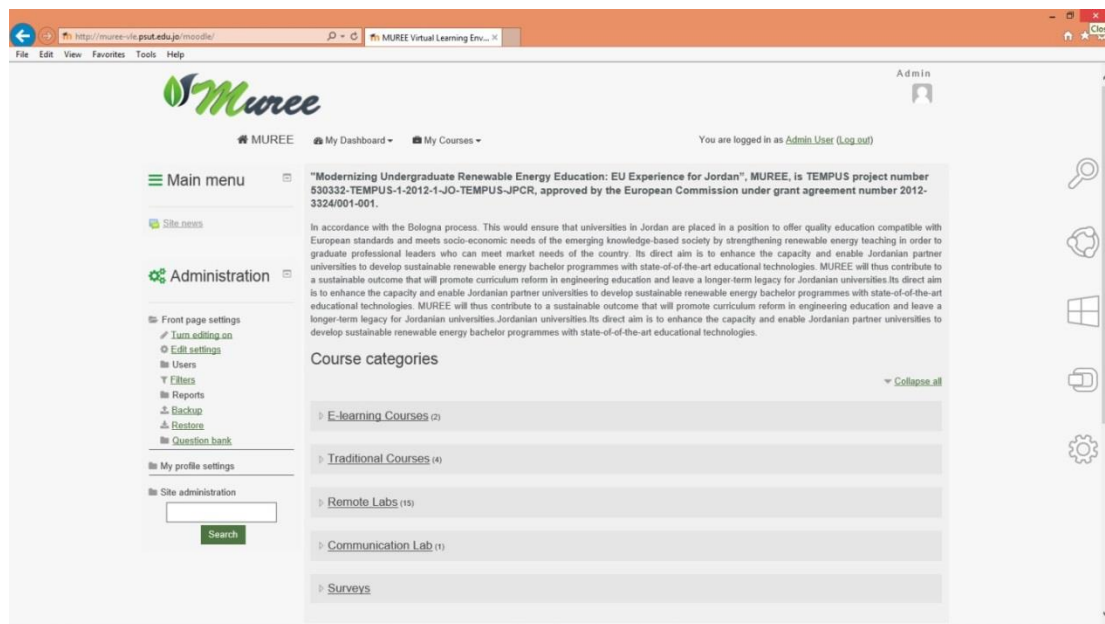

Fig .(2) Snapshot of VLE Content.

Students can view the content of the VLE by visiting the main title of the content. as shown in the Fig (3). in particular, the two e-learning courses Renewable Energy Systems and Photo Voltaic can be accessed.
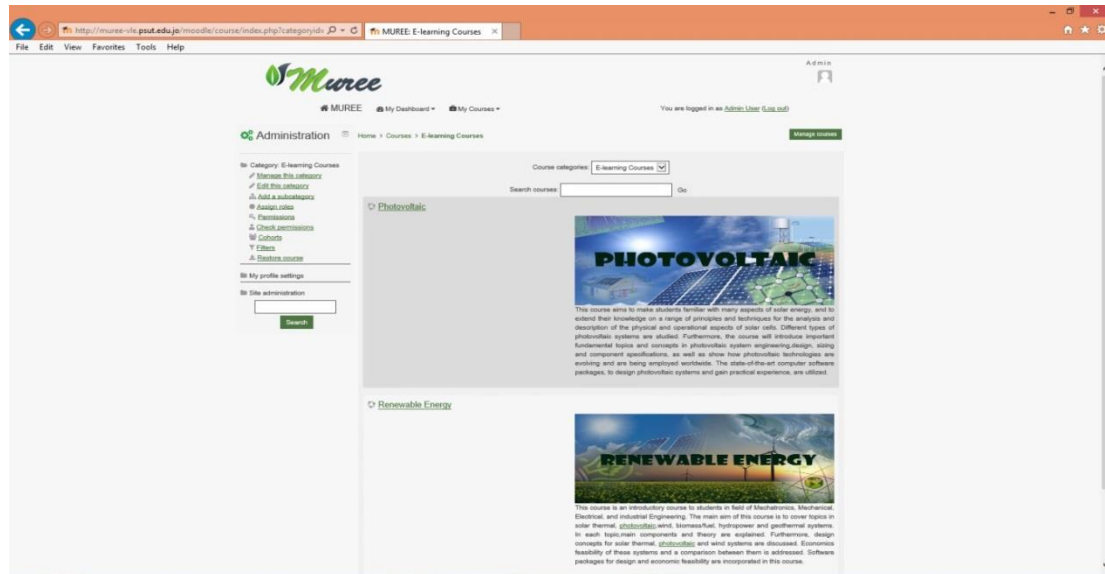
Fig .(3) Snapshot of E-Learning Courses Page.

The detailed content of each e-learning course is consequently and student can access topic by topic or chapter by chapter.as shown in Fig (4), A description of each topic is given prior to accessing the actual content of each chapter to enable students to familiarize themselves with the scientific subjects.
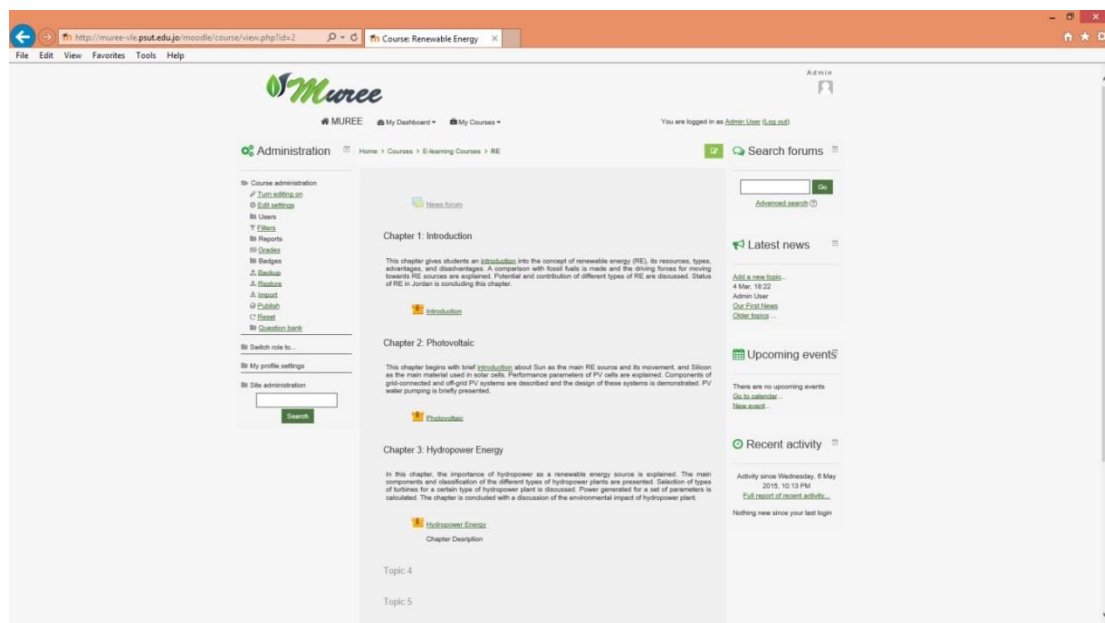

Fig .(4) Snapshots of e-learning Course Topics Page.

The course content may then be displayed and the student can browse through each topic (chapter). The actual material of the e-learning course was designed using a variety of tools such as (Lectora, Adobe Flash, and Camtasia) to produce animations, flashes, sounds and voices. a menu is also generated to enable student to browse through the content easily. This menu, which appear on the left of the content's screen include items such as (main titles, exercises, home works, tables, etc.) as shown in Fig (5).
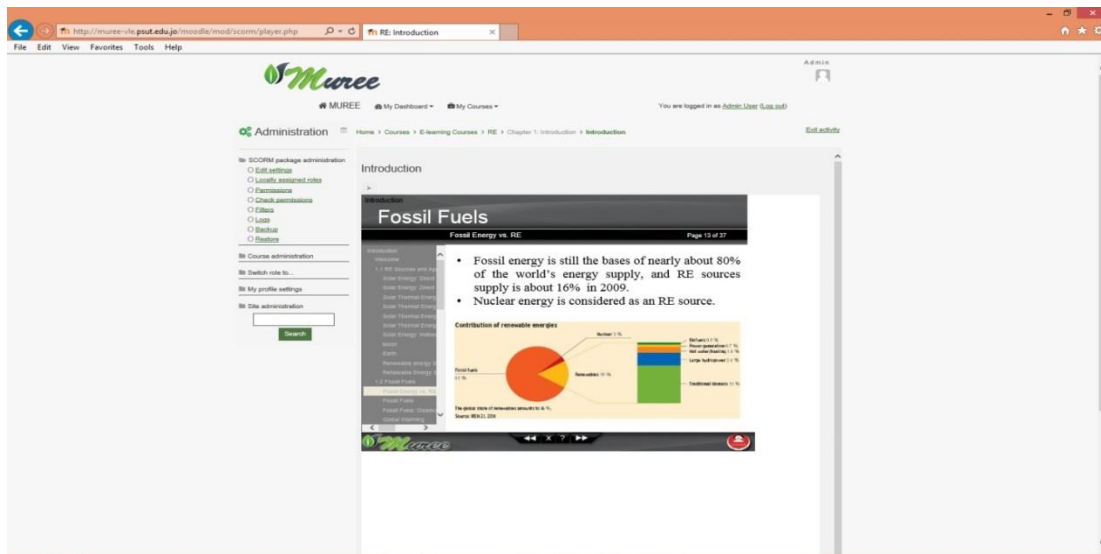
Fig .(5) Snapshot of e-learning topic (chapter) content.

The content of four traditional courses: Energy Conversion, Electric Machines and Drives, Renewable Energy System and Wind Energy can also be accessed in similar manner as shown in Fig. (6). Students can view the content which mainly consist of powerpoint presentations ans PDF files.
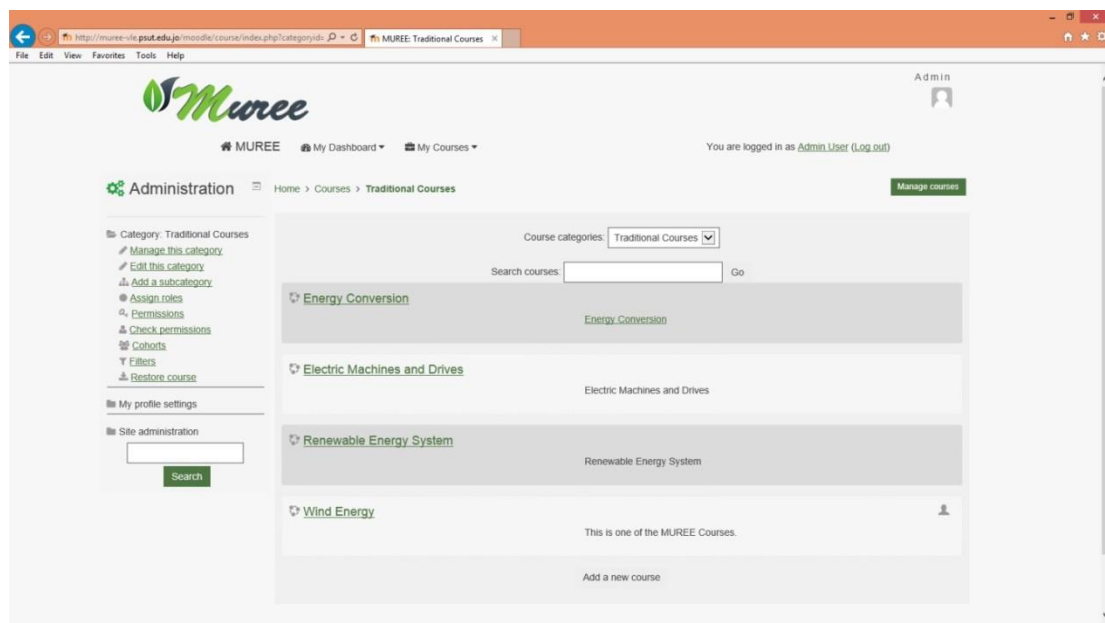

Fig . (6) Snapshot of Traditional Courses Page.

For every single course the content is just displayed as shown in the Fig. (7) .
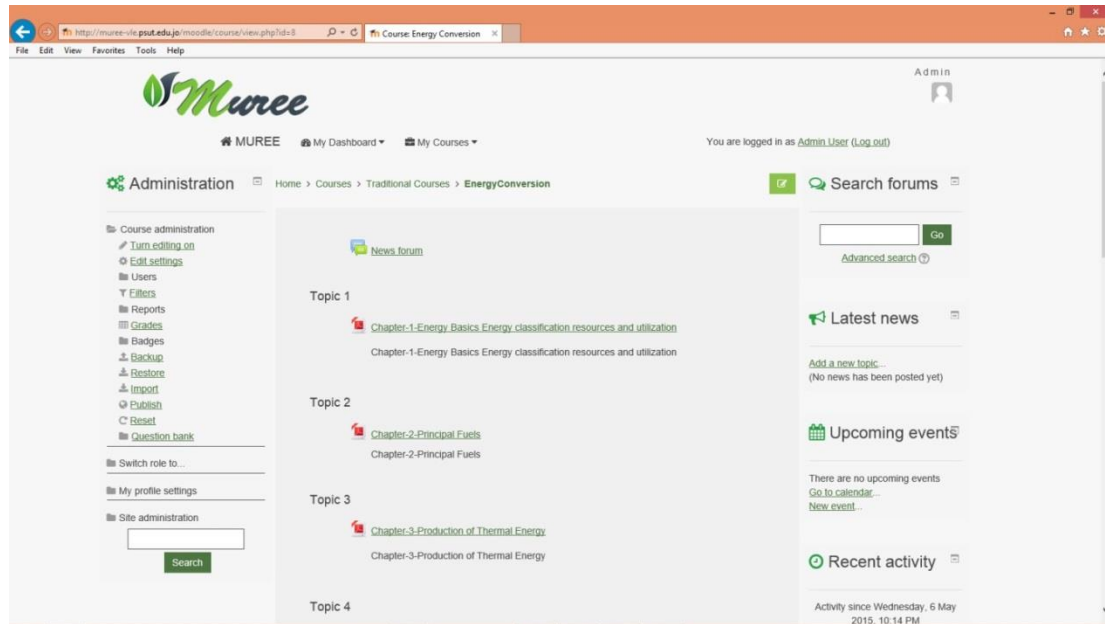
Fig .(7) Snapshot of a Traditional Course Page.

The remote labs can also be accessed by experiments whose discription is given elsewhere. The list of the experiments are shown in Fig. (8).
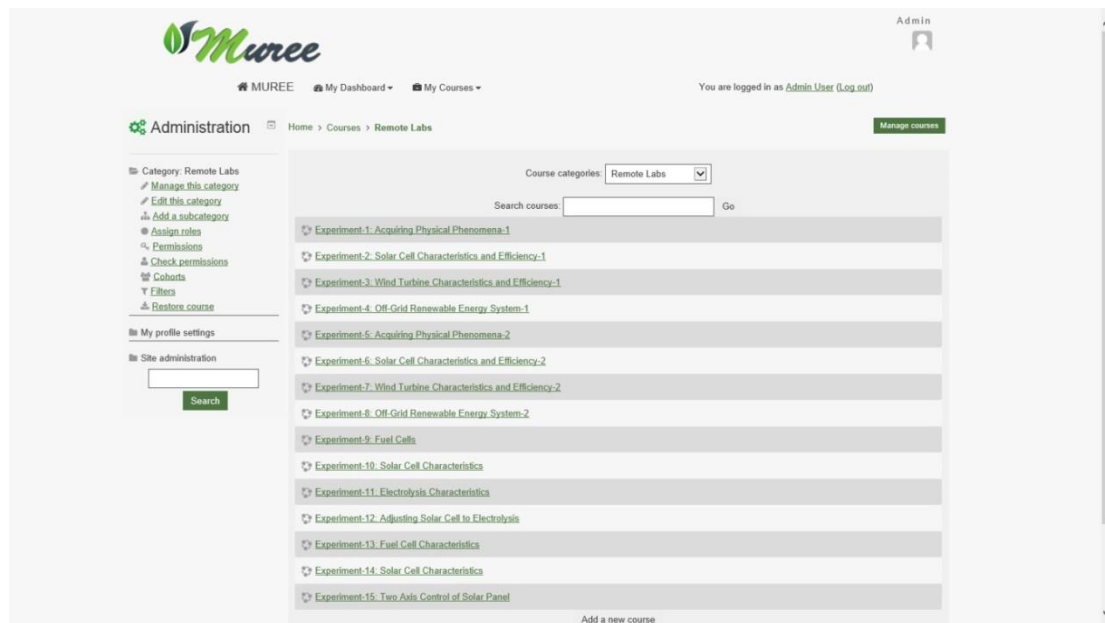

Fig .(8) Snapshot of Remote Experiments Page.

A complete discription of VLE discription and access and the integration of the courses and the labs is given by the video at the home page of the project's website http://muree.psut.edu.jo/Home.aspx.

Attachment
- Guidelines for Preparation of Study Guides for Grade Subjects
- Examples of the ELearning Material for Courses and Remote Labs Scheduling