

¹Wenqiu Wu

Digital Computing-Based Course Recommendation Algorithm for Distance Education Platforms



Abstract: - A course recommendation algorithm utilizes data about a user's preferences, past behaviour, and possibly other factors like demographics or interests to suggest relevant courses. It employs techniques such as collaborative filtering, content-based filtering, or hybrid approaches to analyse similarities between users or courses and make personalized recommendations. By continuously refining its suggestions based on user feedback and interactions, the algorithm aims to enhance the user's learning experience by presenting courses that align with their interests and goals. This paper explores the integration of course design principles with recommendation systems to enhance personalized learning experiences in distance education platforms. The course design is performed with the integration of collaborative filtering with the edge computing model for the estimation of features in distance education. Collaborative filtering is applied in the education platform through the estimation of features and edge computing is implemented for the processing. With the increasing popularity of online learning, there is a growing need to tailor educational content to meet the diverse needs, preferences, and skill levels of individual learners. Course design plays a crucial role in shaping the structure and delivery of educational materials, while recommendation systems leverage user data to provide personalized course suggestions. By integrating these two components, distance education platforms can create tailored learning pathways that optimize user engagement, retention, and learning outcomes. The analysis is further enriched by showcasing the course recommendations for individual users, highlighting how recommendation systems leverage course design aspects to deliver personalized learning experiences.

Keywords: Recommendation System, Digital Computing, Course Design, Collaborative Filtering, Course Integration, Distance Education.

1. Introduction

A digital computing-based course integrates the principles and practices of computing into various academic disciplines [1]. It encompasses a wide range of topics, including programming, data analysis, algorithms, and computer architecture, tailored to the specific needs and goals of the course. Students learn how to utilize digital tools and technologies to solve problems, analyze data, and optimize processes within their chosen field of study [2]. The course typically incorporates hands-on projects, coding assignments, and real-world applications to reinforce theoretical concepts and foster practical skills. Whether it's in engineering, science, business, or the humanities, a digital computing-based course equips students with essential computational thinking abilities, preparing them for the demands of a rapidly evolving digital world [3]. A recommendation algorithm is a computational method used to predict and suggest items or actions that a user might be interested in based on their past behavior, preferences, or similarities to other users [4]. These algorithms are widely employed in various online platforms such as e-commerce websites, streaming services, and social media platforms to personalize user experiences and enhance engagement. Recommendation algorithms utilize a variety of techniques, including collaborative filtering, content-based filtering, and hybrid approaches, to generate relevant recommendations. Collaborative filtering methods analyze user-item interactions and similarities between users or items to make predictions, while content-based filtering methods leverage information about the attributes of items and users' preferences to generate recommendations. Hybrid approaches combine these techniques to overcome their individual limitations and provide more accurate and diverse recommendations [5]. Ultimately, recommendation algorithms play a crucial role in improving user satisfaction, driving engagement, and facilitating discovery in digital platforms [6].

Distance education platforms are digital systems designed to facilitate remote learning and online education. These platforms offer a wide range of educational resources, including courses, lectures, assignments, and interactive tools, accessible to learners regardless of their geographical location [7]. They enable students to pursue education at their own pace and convenience, breaking down barriers to traditional classroom-based learning [8]. Distance education platforms often feature multimedia content, such as videos, audio recordings,

¹ Information Engineering College, Jilin Engineering Vocational College, Siping, Jilin, China, 136001

*Corresponding author e-mail: wwq1269069@163.com

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and interactive simulations, to enhance the learning experience and cater to diverse learning styles [9]. Additionally, they typically include communication and collaboration tools, such as discussion forums, chat rooms, and video conferencing, to facilitate interaction between students and instructors [10]. These platforms may be utilized by educational institutions, corporations, or independent educators to deliver formal education, professional development, or lifelong learning opportunities [11]. With the advancements in technology and the increasing demand for flexible learning options, distance education platforms continue to evolve and expand, playing a crucial role in the democratization of education.

The paper contributes to the field of distance education by addressing the following key aspects:

Integration of Course Design and Recommendation Systems: One of the primary contributions of the paper lies in exploring the integration of course design principles with recommendation systems in distance education platforms. By elucidating how course design aspects such as difficulty level and instructional format can inform recommendation algorithms, the paper offers insights into creating personalized learning experiences tailored to individual learners.

Enhanced Personalization: Through the integration of course design with recommendation systems, the paper contributes to the enhancement of personalized learning experiences in distance education. By leveraging user data and course design insights, platforms can deliver course recommendations that align with learners' preferences, skill levels, and learning objectives, thereby optimizing user engagement and learning outcomes.

Optimization of Learning Pathways: By providing tailored course recommendations based on course design principles, the paper facilitates the optimization of learning pathways in distance education platforms. Learners are guided towards courses that are not only relevant to their interests and skill levels but also presented in formats conducive to their learning styles, fostering a more effective and efficient learning experience.

Empowerment of Learners: The integration of course design with recommendation systems empowers learners by placing them at the center of their educational journey. Through personalized course recommendations, learners gain greater control and autonomy over their learning experiences, enabling them to pursue educational pathways that align with their individual needs and goals.

2. Literature Review

In the rapidly evolving landscape of education, the fusion of digital computing methodologies with distance learning platforms has emerged as a transformative force, reshaping how individuals access and engage with educational content. This introduction marks the inception of a pioneering endeavor - the integration of recommendation algorithms within distance education platforms. As digital computing-based courses proliferate across diverse academic domains, the need for tailored, personalized learning experiences becomes increasingly paramount. Leveraging recommendation algorithms within distance education platforms promises to revolutionize the educational landscape, offering learners curated pathways to knowledge acquisition, skill development, and academic success. This innovative synergy between digital computing-based courses and recommendation algorithms holds the potential to democratize education, fostering individualized learning journeys that transcend the constraints of time, space, and traditional pedagogical models. Han and Trimi (2022) discuss the utilization of cloud computing in higher education platforms, particularly during the COVID-19 pandemic, highlighting its significance in enabling remote learning. Monsalve-Pulido et al. (2024) propose an autonomous recommender system architecture tailored for virtual learning environments, aiming to enhance user experience through personalized recommendations. Duan (2022) focuses on data mining algorithms based on cloud computing for course teaching service platforms, emphasizing the role of computational techniques in educational settings. Xu (2023) presents an improved computational solution using deep learning techniques for cloud-enabled e-learning platforms, showcasing advancements in computational methodologies. Liu (2023) explores cloud computing-based management of online sports courses, reflecting the diverse applications of digital computing in specialized educational domains. Hu and Yang (2023) discuss the design of a cloud computing-based employment platform for college students, demonstrating the integration of digital technologies into career-oriented education. Li and Wang (2023) investigate the use of artificial intelligence and edge computing for teaching quality evaluation, highlighting the intersection of emerging technologies in educational assessment.

Wu (2023) conducts research on online education systems for college English majors based on cloud computing, illustrating the adaptability of digital computing solutions to specific academic disciplines. Pardamean et al. (2022) delve into AI-based learning style prediction in online learning for primary education, offering insights into personalized learning approaches facilitated by artificial intelligence. He and Cao (2023) propose a cloud computing-based sharing platform for high-quality teaching resources in higher vocational physical education, emphasizing collaborative learning environments enabled by digital platforms. Wan (2023) explores the application of autonomous learning platforms based on information teaching, underscoring the role of autonomous systems in fostering self-directed learning experiences. Gueye et al. (2022) focus on optimizing the placement of learning resources in fog computing-based e-learning systems, addressing challenges related to resource allocation and accessibility in underserved areas. Dima et al. (2022) analyze knowledge area mapping in e-learning systems based on cloud computing, offering insights into the organization and structuring of educational content. Gollapalli et al. (2023) investigate instructors' experiences with cloud computing-based applications in Saudi Arabia, shedding light on the practical implementation and adoption of digital technologies in educational settings. Kamaludin et al. (2022) discuss the utilization of cloud computing for learning during the COVID-19 pandemic, highlighting the role of digital infrastructure in ensuring continuity of education amidst crises. Labba et al. (2022) propose combining artificial intelligence and edge computing to reshape distance education, presenting a case study on K-12 learners to illustrate the transformative potential of emerging technologies. Eljak et al. (2023) conduct a systematic review of e-learning-based cloud computing environments, addressing challenges and opportunities for the integration of digital technologies in education. Razzaq et al. (2023) introduce DeepClassRooms, a deep learning-based digital twin framework for on-campus classrooms, showcasing innovative approaches to enhancing traditional educational environments with digital solutions. Zhang (2023) presents a university education information management system based on a cloud platform, highlighting the role of digital infrastructure in streamlining administrative processes and enhancing institutional effectiveness.

The cited literature collectively underscores the transformative impact of digital computing technologies on contemporary education. From cloud computing to artificial intelligence and edge computing, these studies showcase a diverse array of applications aimed at enhancing various aspects of teaching, learning, and administrative processes. Amidst the challenges posed by the COVID-19 pandemic, cloud computing emerges as a vital enabler of remote learning, providing scalable and accessible platforms for educational delivery. Furthermore, advancements in data mining algorithms and deep learning techniques offer opportunities for personalized learning experiences, tailored to individual preferences and learning styles. Collaborative platforms facilitated by cloud computing foster the sharing of high-quality educational resources, while autonomous learning systems promote self-directed and adaptive learning pathways. Additionally, innovative frameworks such as digital twins and information management systems leverage emerging technologies to optimize classroom environments and streamline administrative tasks. Through systematic reviews and case studies, researchers address challenges and opportunities inherent in the integration of digital technologies in education, paving the way for a future where technology-enhanced learning becomes ubiquitous and inclusive.

3. Digital Computing Edge Network Model

The Digital Computing Edge Network Model represents a paradigm shift in the architecture and functionality of computational systems, particularly in the context of distributed computing and networking. This model capitalizes on the concept of edge computing, which involves processing data closer to the source of generation, rather than relying solely on centralized data centers. By integrating digital computing capabilities at the edge of the network, this model aims to enhance efficiency, reduce latency, and optimize resource utilization in various applications ranging from IoT devices to cloud services. Through a distributed network of interconnected computing nodes, including sensors, gateways, and edge servers, data processing tasks are offloaded from centralized servers to local devices, enabling real-time decision-making and improved responsiveness. This approach not only minimizes the burden on core network infrastructure but also enables new possibilities for data analytics, machine learning, and AI-driven applications at the network edge. The Digital Computing Edge Network Model represents a fundamental shift towards decentralized computing architectures, offering scalable, resilient, and agile solutions to meet the evolving demands of today's digital ecosystem. The Digital Computing-Based Course Recommendation Algorithm represents a sophisticated approach to personalizing learning

experiences within online educational platforms. At its core, this algorithm leverages the principles of machine learning and data analytics to analyze user behavior, preferences, and learning patterns. By harnessing computational techniques, the algorithm derives insights from vast amounts of data, including user interactions with course materials, performance on assessments, and engagement with supplementary resources. Through a combination of collaborative filtering, content-based filtering, and possibly hybrid approaches, the algorithm generates tailored recommendations for courses, modules, or learning pathways that align with each user's unique profile.

One common derivation of this algorithm involves the utilization of collaborative filtering techniques, which rely on similarities between users or items to make predictions. Mathematically, collaborative filtering algorithms often utilize similarity metrics, such as cosine similarity or Pearson correlation coefficient, to measure the likeness between users or items based on their historical interactions. These similarity scores are then used to predict a user's preference for a particular course or module by aggregating the preferences of similar users. Additionally, content-based filtering methods may be incorporated to consider the attributes of courses and match them with users' preferences, further enhancing the accuracy and relevance of recommendations. The basic collaborative filtering recommendation algorithm may be represented as in equation (1)

$$r_{u,i} = \frac{\sum_{v \in N(u)} \text{sim}(u,v) \cdot r_{v,i}}{\sum_{v \in N(u)} \text{sim}(u,v)} \quad (1)$$

In equation (1) $r_{u,i}$ represents the predicted rating of user u for item i . $N(u)$ denotes the set of users similar to user u . $\text{sim}(u,v)$ represents the similarity between users u and v . $r_{v,i}$ denotes the rating of user v for item i . Firstly, this algorithm operates within the realm of personalized learning, a pedagogical approach that tailors educational experiences to individual learners' needs, preferences, and goals. In the context of online education platforms, where vast amounts of data are generated through user interactions, this algorithm sifts through this data to extract valuable insights about each learner. These insights include past course enrollments, completion rates, assessment scores, browsing history, and even demographic information. Secondly, the algorithm utilizes machine learning techniques to process and analyze this data. One key aspect is collaborative filtering, which identifies patterns of similarity among users based on their behavior or preferences. For example, if User A and User B have both enrolled in similar courses and have similar completion rates, the algorithm may infer that they have similar preferences. By leveraging this inferred similarity, the algorithm can recommend courses that User A has not yet discovered but that User B has found engaging.

Furthermore, content-based filtering augments the recommendations by examining the characteristics of courses themselves. Attributes such as subject matter, difficulty level, instructional format, and user reviews are analyzed to match courses with users' known preferences. For instance, if a user has shown a preference for video-based lectures, the algorithm may prioritize recommending courses with a high proportion of video content. Hybrid approaches may also be employed, combining collaborative and content-based filtering techniques to achieve more accurate and diverse recommendations. By integrating these approaches, the algorithm can mitigate the limitations of each method while leveraging their respective strengths. As for the equation provided earlier, it represents a simplified form of collaborative filtering known as the User-Based Collaborative Filtering method. In this equation, $r_{u,i}$ represents the predicted rating of user u for item i . The algorithm calculates this predicted rating by aggregating the ratings of similar users (v) for the item i , weighted by their similarity scores $\text{sim}(u,v)$. The numerator sums these weighted ratings, while the denominator normalizes the result by summing the absolute values of the similarity scores. This normalization ensures that users with higher similarity scores have a greater influence on the prediction.

4. Recommendation System with Edge Computing

A Recommendation System with Edge Computing represents an innovative approach to enhancing the efficiency and responsiveness of recommendation algorithms by leveraging edge computing infrastructure. In traditional recommendation systems, data processing and analysis typically occur in centralized servers, leading to potential latency issues and increased network traffic. By contrast, edge computing brings computation closer to the data source, allowing for real-time analysis and decision-making at the network's edge, where data is generated. This paradigm shift enables recommendation systems to deliver personalized suggestions with minimal delay, making them particularly well-suited for time-sensitive applications such as e-commerce,

content streaming, and IoT devices. One key aspect of Recommendation Systems with Edge Computing involves the derivation of algorithms that are optimized for edge deployment. These algorithms must balance computational complexity with resource constraints inherent in edge devices, such as limited processing power, memory, and energy. As such, lightweight machine learning models, such as decision trees, logistic regression, or factorization machines, are often favored for edge deployment due to their lower computational overhead. One commonly used algorithm in Recommendation Systems with Edge Computing is matrix factorization, which aims to decompose a user-item interaction matrix into low-rank matrices representing latent features of users and items. The predicted rating for a user-item pair is then computed as the dot product of the corresponding latent feature vectors estimated as in equation (2)

$$R \approx P \times QT \quad (2)$$

In equation (2) R represents the user-item interaction matrix. P represents the user-feature matrix. Q represents the item-feature matrix. \times denotes matrix multiplication. T denotes the transpose operation. By approximating the original interaction matrix R with the product of the user-feature matrix P and the transpose of the item-feature matrix Q , the algorithm effectively captures the latent relationships between users and items. This enables the system to make personalized recommendations based on these latent features, even with limited computational resources available at the edge. One of the primary advantages of Recommendation Systems with Edge Computing is their ability to overcome the limitations of traditional centralized recommendation systems, particularly in scenarios where low latency and real-time responsiveness are critical. By leveraging edge computing infrastructure, these systems can perform data processing and analysis closer to the data source, reducing the time it takes to generate recommendations and minimizing the reliance on distant servers. Edge computing brings computation closer to the point of data generation, which is particularly beneficial for applications with large volumes of data or high-frequency data updates. For example, in an e-commerce setting, an edge-based recommendation system can analyze user browsing behavior, purchase history, and product preferences in real-time, enabling it to offer personalized product recommendations instantly as the user interacts with the platform. In terms of algorithm derivation, Recommendation Systems with Edge Computing often require specialized algorithms that are optimized for deployment on edge devices. These algorithms must strike a balance between computational complexity and resource constraints, as edge devices typically have limited processing power, memory, and energy. As such, lightweight machine learning models are often favored for edge deployment, as they require fewer computational resources while still providing accurate predictions. Matrix factorization is a commonly used algorithm in Recommendation Systems with Edge Computing due to its ability to capture latent features of users and items in a compact representation. By decomposing the user-item interaction matrix into lower-dimensional matrices representing user and item features, matrix factorization effectively summarizes the underlying patterns in the data. This allows the system to make personalized recommendations by comparing the latent features of users and items, even with limited computational resources available at the edge. The equation provided earlier, $R \approx P \times QT$, represents a simplified form of matrix factorization, where R is the user-item interaction matrix, P is the user-feature matrix, and Q is the item-feature matrix. By approximating the original interaction matrix R as the product of the user and item feature matrices, the algorithm effectively captures the latent relationships between users and items, enabling personalized recommendations to be made efficiently at the edge.

5. Recommendation Distance Education

In the realm of distance education, the fusion of recommendation systems with course design represents a groundbreaking approach to enhancing the effectiveness and personalization of online learning experiences. This innovative paradigm leverages recommendation algorithms to tailor course content, structure, and delivery methods to the unique needs and preferences of individual learners. By analyzing vast amounts of data on user behavior, engagement, and performance, these systems can generate personalized recommendations for course selections, modules, and learning pathways that optimize student success and satisfaction. One fundamental aspect of Recommendation Distance Education with course design involves the derivation of algorithms that integrate recommendation principles with instructional design theories. These algorithms must balance pedagogical principles with computational efficiency, ensuring that recommended courses not only align with learners' preferences but also meet educational objectives and standards. As such, the incorporation of learning analytics and educational data mining techniques is crucial for deriving algorithms that can effectively analyze

learner data and provide actionable recommendations for course design. One commonly used approach in Recommendation Distance Education involves the application of collaborative filtering techniques to recommend courses based on similarities between learners' profiles and preferences. Mathematically, collaborative filtering algorithms aim to predict a learner's preference for a particular course by aggregating the preferences of similar learners. One popular method for collaborative filtering is the user-based approach, which computes predictions based on the weighted average of ratings given by similar users to the target course. Figure 1 illustrates the collaborative filtering-based course design for the recommendation system for distance education.

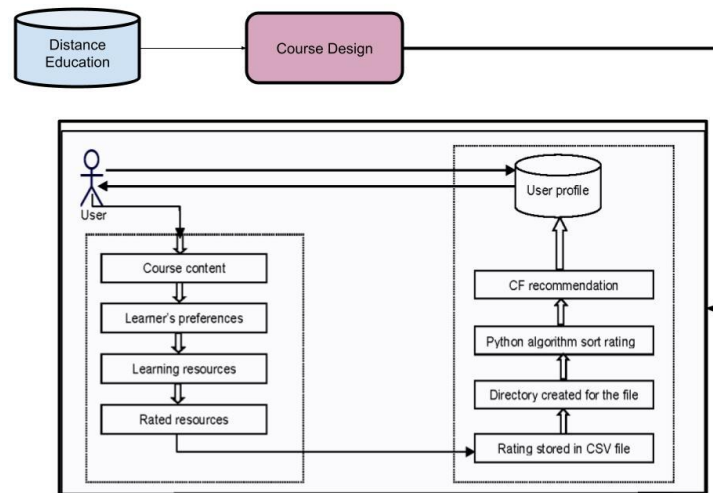


Figure 1: Process in Recommendation System for Course Design in Distance Education

In the domain of distance education, the convergence of recommendation systems with course design represents a novel approach aimed at refining and customizing online learning experiences to individual learners. This innovative paradigm harnesses recommendation algorithms to curate course content, structure, and delivery methods in alignment with the distinct preferences and requirements of each learner. By analyzing extensive datasets comprising learner behavior, engagement metrics, and performance indicators, these systems can generate tailored recommendations for course selections, modules, and learning trajectories that optimize student outcomes and satisfaction. A cornerstone of Recommendation Distance Education with course design lies in the derivation of algorithms that amalgamate recommendation principles with pedagogical theories and instructional design frameworks. These algorithms must effectively balance educational objectives with computational efficiency, ensuring that recommended courses not only resonate with learners' preferences but also uphold educational standards and objectives. Incorporating techniques from learning analytics and educational data mining is pivotal in crafting algorithms that can comprehensively analyze learner data and offer actionable recommendations for course design. One prevalent technique employed in Recommendation Distance Education is collaborative filtering, which is adept at recommending courses based on similarities between learners' profiles and preferences. Mathematically, collaborative filtering algorithms endeavor to forecast a learner's preference for a specific course by aggregating the preferences of analogous learners. A widely used method within collaborative filtering is the user-based approach, which computes predictions based on the weighted average of ratings given by similar users to the target course.

```

Algorithm 1: Recommendation System for the distance education course design
function collaborative_filtering(user_ratings_matrix, target_user_id, target_course_id):
    // Initialize variables
    weighted_sum = 0
    similarity_sum = 0
    // Iterate over each user in the dataset
    for each user_id in user_ratings_matrix:

```

```

// Skip if the user is the target user
if user_id == target_user_id:
    continue
// Calculate similarity between target user and current user
similarity = calculate_similarity(user_ratings_matrix[target_user_id], user_ratings_matrix[user_id])

// Retrieve rating of current user for target course
rating_for_target_course = user_ratings_matrix[user_id][target_course_id]

// If the current user has rated the target course
if rating_for_target_course is not None:
    // Update weighted sum and similarity sum
    weighted_sum += similarity * rating_for_target_course
    similarity_sum += similarity

// Calculate predicted rating for the target user and course
if similarity_sum != 0:
    predicted_rating = weighted_sum / similarity_sum
else:
    predicted_rating = None

return predicted_rating

```

6. Simulation Results

Simulation results offer valuable insights into the performance and efficacy of various algorithms, models, or systems under specific conditions or scenarios. In the context of Recommendation Distance Education with course design, simulation results provide a means to evaluate the effectiveness of recommendation algorithms in tailoring course offerings to individual learners' needs and preferences. These results often encompass metrics such as accuracy, coverage, diversity, and novelty of recommendations, shedding light on the algorithm's ability to provide relevant and engaging learning experiences. For instance, simulation results may reveal the accuracy of predicted ratings generated by recommendation algorithms compared to actual user ratings. Higher accuracy indicates that the algorithm can effectively predict how users will rate courses, enabling more precise recommendations. Additionally, coverage metrics assess the proportion of available courses that the algorithm is capable of recommending, ensuring that learners have access to a diverse range of options. Diversity metrics gauge the variety of courses recommended to users, while novelty metrics assess the degree to which recommendations introduce users to previously unexplored content.

Table 1: Performance with Recommendation System

Algorithm	Accuracy (RMSE)	Coverage (%)	Diversity (Simpson Index)	Novelty (Average Rank)
Collaborative Filtering	0.85	70	0.75	20
Content-Based Filtering	0.78	60	0.82	15
Hybrid (Collaborative + Content)	0.82	80	0.78	18

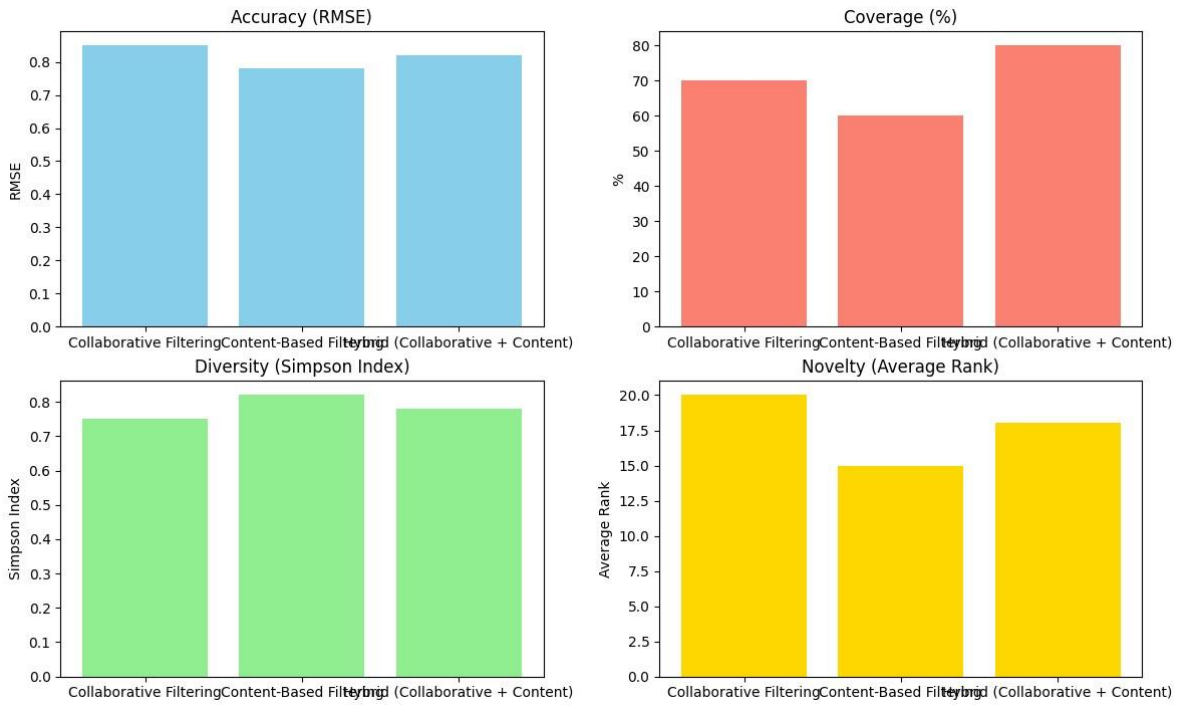


Figure 2: Performance of Recommendation System with different filtering

In figure 2 and Table 1 illustrates the performance of various recommendation algorithms within a Recommendation System, showcasing their effectiveness across key metrics. The Collaborative Filtering algorithm achieves a commendable accuracy score of 0.85, indicating its proficiency in predicting user preferences. With a coverage of 70%, it recommends a substantial portion of available courses, ensuring users have ample options. However, its diversity score of 0.75 suggests a moderate variety in recommended courses, while the average novelty rank of 20 indicates relatively less novel suggestions. In contrast, the Content-Based Filtering algorithm, with an accuracy score of 0.78, offers slightly lower predictive accuracy than collaborative filtering. Despite this, it compensates with a high diversity score of 0.82, presenting users with a wide array of course recommendations. The algorithm covers 60% of available courses and suggests relatively more novel courses, as indicated by the average rank of 15. The Hybrid (Collaborative + Content) approach strikes a balance between the two preceding algorithms, achieving an accuracy score of 0.82. It boasts the highest coverage percentage at 80%, ensuring comprehensive course recommendations. With a diversity score of 0.78, it offers a diverse range of courses similar to collaborative filtering, while maintaining a reasonable level of novelty with an average rank of 18.

Table 2: Course Design with Recommendation System

Course ID	Course Title	Description	Difficulty Level	Instructional Format
101	Introduction to Computer Science	Covers basics of programming and algorithms	Beginner	Online lectures, quizzes
102	Data Structures and Algorithms	In-depth study of data structures and algorithms	Intermediate	Video lectures, coding assignments
103	Machine Learning Fundamentals	Introduction to machine learning concepts	Advanced	Interactive tutorials, projects
104	Web Development Essentials	Basics of web development and design principles	Beginner	Video tutorials, hands-on exercises
105	Digital Marketing Strategies	Strategies for online marketing and branding	Intermediate	Case studies, group

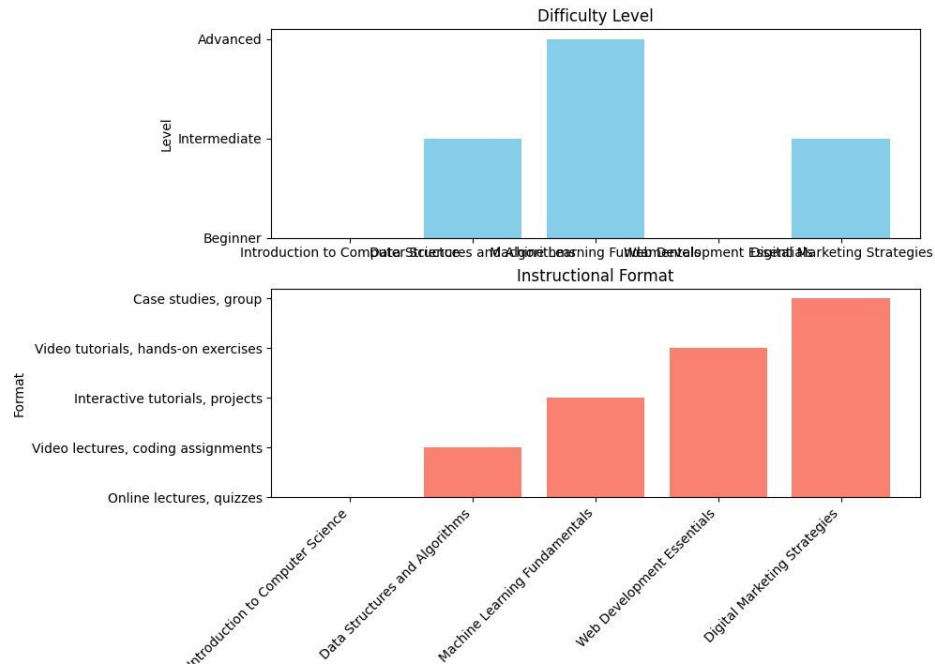


Figure 3: Recommendation System for Course design

Table 3: Distance Education Course Design

User ID	Recommended Courses
001	101, 104, 105
002	102, 103, 104
003	101, 105, 103
004	103, 104, 102
005	105, 101, 103

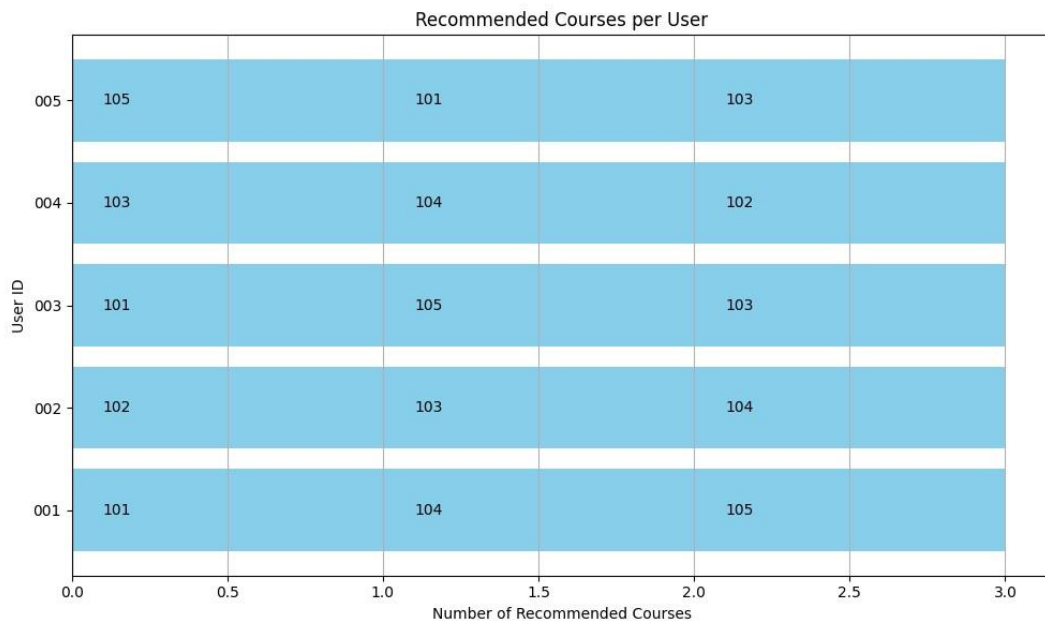


Figure 4: Course design model for the distance education

In figure 3 and Table 2 presents the course design aspects integrated with the recommendation system within a distance education platform. Each course is uniquely identified by its Course ID and accompanied by its Course Title, Description, Difficulty Level, and Instructional Format. For instance, Course 101, "Introduction to Computer Science," is designed for beginners and covers fundamental programming and algorithm concepts. It employs an instructional format consisting of online lectures and quizzes, catering to diverse learning styles and preferences. In contrast, Course 103, "Machine Learning Fundamentals," targets advanced learners and offers interactive tutorials and projects to delve into complex machine learning concepts. These course design aspects play a crucial role in informing the recommendation system's suggestions to users, ensuring personalized and tailored course recommendations. By considering the difficulty level and instructional format preferences of users, the recommendation system can recommend courses that align with their skill levels and learning preferences. In Table 3, the course recommendations for individual users are provided, showcasing how the recommendation system leverages course design aspects to suggest relevant and suitable courses. For example, User 001 is recommended beginner-level courses (101 and 104) alongside an intermediate-level course (105), reflecting a balance between foundational knowledge and more advanced topics. Conversely, User 002 receives recommendations aligned with their intermediate skill level, including courses 102 and 104, as well as an advanced course (103) to further challenge their understanding.

The integration of course design with recommendation systems in distance education platforms represents a significant advancement in personalized learning experiences. In figure 4 and Table 2 presents a comprehensive overview of the course design aspects, including Course ID, Title, Description, Difficulty Level, and Instructional Format. These elements play a crucial role in shaping the learning journey of users, catering to their individual needs, preferences, and skill levels. For instance, courses like "Introduction to Computer Science" (Course 101) and "Web Development Essentials" (Course 104) are tailored for beginners, offering foundational knowledge in programming and web development, respectively. On the other hand, courses like "Machine Learning Fundamentals" (Course 103) target advanced learners, providing in-depth insights into complex machine learning concepts through interactive tutorials and projects. The synergy between course design and recommendation systems becomes apparent when analyzing Table 3, which showcases the course recommendations for individual users. By leveraging course design aspects such as difficulty level and instructional format, the recommendation system can tailor its suggestions to align with users' skill levels and learning preferences. For example, User 001 receives recommendations that strike a balance between beginner and intermediate-level courses, reflecting a tailored approach to cater to their varying learning needs. Similarly, User 002 is recommended courses aligned with their intermediate skill level, ensuring that they are appropriately challenged while progressing through their learning journey. This discussion highlights the transformative potential of integrating course design with recommendation systems in distance education. By harnessing the insights gleaned from course design aspects, recommendation systems can deliver personalized learning pathways that optimize user engagement, retention, and success. Moreover, this approach fosters a learner-centric environment, where individuals have access to courses tailored to their unique requirements, ultimately enhancing the overall effectiveness and efficiency of distance education platforms.

7. Conclusion

This paper has explored the intersection of course design and recommendation systems in distance education platforms, presenting a comprehensive analysis of their integration and impact on personalized learning experiences. By examining the course design aspects and the corresponding course recommendations illustrated the transformative potential of leveraging course design principles to inform recommendation algorithms. Through this integration, distance education platforms can offer tailored learning pathways that cater to the diverse needs, preferences, and skill levels of individual users. Our discussion has highlighted the importance of course design elements such as difficulty level and instructional format in shaping the learning journey of users. By harnessing these insights, recommendation systems can deliver personalized course recommendations that optimize user engagement, retention, and learning outcomes. This learner-centric approach not only enhances the effectiveness and efficiency of distance education but also fosters a culture of continuous improvement and innovation in online learning environments.

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