Adaptive Web Recommendations For Personalized Browsing

Mrs. P. Nirmala[1], Mr. M. Mutharasu[2], Mr. K. Kaviarasu[3], Mr. Z. Mohammed Nazrudeen[4]
[1]Assistant Professor, Dept of Computer science and Engineering
[2, 3, 4]Dept of Computer science
[1, 2, 3, 4] Sree Sowdambika College of Engineering, Virudhunagar, Tamil Nadu, India

Abstract- *The approach extracts key features from web documents to form concepts, which are used to build an ontology capturing semantic relationships between learning materials. Web Usage Mining analyzes learner interactions and navigation patterns, while semantic clustering groups content based on similarity to identify learner preferences and difficulties. By combining semantic knowledge with usage data, the system provides personalized and context-aware recommendations tailored to each learner's understanding.*

Experimental results show that the system effectively supports learner review by recommending relevant content aligned with individual needs. It helps learners focus on weak areas, improves engagement, reduces cognitive overload, and enhances overall comprehension. This framework demonstrates the effectiveness of integrating ontology with Web Usage Mining for adaptive learning systems.

Keywords: Web Usage Mining, Ontology, Personalized Learning, Recommender Systems, Semantic Clustering, Adaptive Review.

I. LITERATURE REVIEW

Personalized learning has been a central theme in educational research, with multiple studies exploring methods to enhance learner engagement and performance through adaptive content delivery. Early approaches relied on static learner profiles and pre-defined mappings between user performance and recommended content. These methods, while straightforward, were limited in their ability to adapt to learners' evolving needs or to capture nuanced relationships among concepts in the learning material [1].

A. Web Usage Mining in Adaptive Learning

Web Usage Mining has emerged as a powerful technique for understanding learners' interactions with online resources. By analyzing web logs, clickstreams, and navigation sequences, WUM helps identify patterns in learner behavior and infer content preferences. Studies have demonstrated that WUM can improve recommendation accuracy, optimize content sequencing, and highlight areas where learners may need additional support [2]. However, WUM primarily captures behavioral patterns and lacks semantic understanding of the content, which may result in recommendations that are irrelevant despite high interaction frequency.

B. Ontology-Based Educational Systems

Ontologies provide a structured representation of knowledge in a specific domain by defining concepts, relationships, and constraints. In educational contexts, ontologies have been employed to model curriculum structures, concept dependencies, and thematic relationships among learning materials. Several research studies have shown that ontology-based systems enable semantic reasoning, improve content organization, and allow recommendations to consider the learner's conceptual understanding rather than simply historical usage [3].

C. Hybrid Approaches Integrating WUM and Ontology

Recent research highlights the benefits of combining Web Usage Mining with ontology-based reasoning. Hybrid systems leverage behavioral insights from WUM to capture learner preferences while using ontologies to understand content semantics and inter-concept relationships. Semantic clustering of web resources enables adaptive grouping of learning materials, providing targeted review content to learners based on both their performance and the conceptual context [4].

D. Challenges and Research Gaps

Despite these advances, existing systems face challenges in scalability, knowledge modeling, and real-time adaptation. Developing a comprehensive ontology that accurately represents complex educational domains is a time-consuming task. Additionally, integrating dynamic learner behavior with static ontological structures requires efficient algorithms for real-time reasoning. Handling incomplete learner data, aligning recommendations with learning objectives, and updating the ontology as the curriculum evolves are active areas of research [5].

In summary, the literature suggests that a hybrid approach combining semantic knowledge through ontologies and behavioral analysis via Web Usage Mining can significantly enhance personalized learning and review systems. The proposed framework in this paper builds on these insights by constructing a detailed educational ontology and integrating it with WUM to deliver adaptive recommendations.

II. ONTOLOGY-BASED FRAMEWORK

A. Ontology Definition

Ontology is a formal representation of knowledge within a domain, encompassing concepts, relationships, properties, and constraints. In the context of educational recommendation, the ontology models learning materials, topics, prerequisite relationships, and learner performance. The ontology enables reasoning over content, allowing the system to identify semantically related resources and suggest targeted review materials.

Key Components of the Educational Ontology:

1. **Concepts:** Fundamental units representing topics, lessons, or pages. Examples: *Linear Algebra*, *Web Usage Mining*, *Recommender Systems*.
2. **Instances:** Specific occurrences of concepts, such as individual learning resources or questions. Example: *Chapter 3 – Matrix Operations*.
3. **Relations:** Semantic connections among concepts, including:
    - *PrerequisiteOf*: Indicates foundational knowledge needed.
    - *RelatedTo*: Denotes conceptual similarity or relevance.
    - *PartOf*: Represents hierarchical relationships, e.g., chapters within a course.
4. **Properties:** Attributes of concepts and instances, including difficulty level, estimated learner comprehension, and resource type (video, text, quiz).

B. Ontology Construction Process

1. **Feature Extraction:** Extract significant terms from learning resources using NLP techniques.
2. **Concept Identification:** Group terms into concepts representing key knowledge domains.
3. **Relation Mapping:** Define semantic relationships between concepts, such as prerequisites and thematic similarity.
4. **Instance Population:** Populate ontology with individual learning resources, mapping each to relevant concepts.
5. **Validation:** Ensure the ontology aligns with the curriculum and accurately represents content relationships.

C. Semantic Clustering and Recommendation

Once the ontology is constructed, web resources are clustered based on semantic similarity. Learner interactions captured through Web Usage Mining are mapped to ontology concepts, allowing the system to:

- Identify underperforming concepts for each learner.
- Recommend semantically related resources to fill knowledge gaps.
- Adapt recommendations dynamically as learners progress.

D. Advantages of Ontology Integration

- **Improved Personalization:** Recommendations consider both content semantics and learner behavior.
- **Contextual Relevance:** Semantic relationships ensure resources are conceptually aligned with learners' needs.
- **Scalability:** New learning materials can be added to the ontology with minimal restructuring.

The proposed system aims to provide an adaptive, personalized review platform for learners by integrating **Ontology-Based Knowledge Representation** with **Web Usage Mining (WUM)**. The framework recommends learning materials that align with each learner's knowledge gaps and learning preferences. Unlike conventional systems, which rely solely on static content or historical data, this system combines behavioral insights, semantic knowledge, and real-time performance analysis to optimize the learning process.

A. System Overview

The proposed system consists of four main modules:

1. **Learner Interaction Module:**
    - Tracks learners' navigation, quiz responses, and time spent on learning materials.

    - Collects web logs to capture detailed interaction patterns for each user.

2. **Ontology Construction Module:**
    - Models the domain knowledge of the learning materials.
    - Represents concepts, instances, relationships, and properties.
    - Enables semantic reasoning over the content to identify relevant learning materials.

3. **Web Usage Mining Module:**
    - Analyzes learner interactions to detect underperformed concepts.
    - Identifies frequent patterns and learner behavior sequences using clustering and sequence mining algorithms.

4. **Recommendation Engine:**
    - Integrates outputs from the ontology and WUM modules.
    - Suggests personalized review materials, including chapters, quizzes, and external resources.
    - Dynamically updates recommendations as learner performance evolves.

B. Ontology Construction

Ontology serves as the semantic backbone of the system. It captures relationships among concepts, lessons, and resources to support intelligent recommendations.

1. Components of the Ontology:

- **Concepts:** Represent learning topics or chapters. Example: *Probability Theory*, *Regression Analysis*.
- **Instances:** Specific resources associated with concepts. Example: *Chapter 3 Notes*, *Quiz 5*.
- **Relations:** Define dependencies and semantic links among concepts.
    - *PrerequisiteOf* – foundational relationships
    - *RelatedTo* – similar topics or complementary content
    - *PartOf* – hierarchical relationships, e.g., chapter within a course
- **Properties:** Difficulty level, estimated comprehension, media type, duration

2. Construction Process:

1. **Feature Extraction:** Using NLP techniques, key terms and phrases are extracted from the learning materials.
2. **Concept Formation:** Group related terms into high-level concepts.
3. **Relationship Mapping:** Define relationships between concepts based on prerequisites, semantic similarity, and topic hierarchy.
4. **Instance Population:** Map each learning resource, quiz, or exercise to the corresponding concept.
5. **Validation:** Ensure accuracy with expert review or curriculum guidelines.

Table 1: Sample ontology representation

Concept	**Instance**	**Relation**	**Property**
Linear Algebra	Chapter 2 Notes	PartOf	Medium difficulty
Web Usage Mining	Quiz 1	PrerequisiteOf	Requires WUM basics
Recommender Systems	Video Lecture 3	Related To	Duration 15 min

C. Web Usage Mining Integration

Web Usage Mining analyzes learners' interactions to detect areas of insufficient understanding and guide the recommendation process.

1. Data Preprocessing:

- Log cleaning to remove irrelevant navigation data
- Session identification for individual learners
- Transformation into structured sequences representing learner activity

2. Pattern Discovery Techniques:

- **Clustering:** Group learners with similar behaviors to identify common struggles
- **Sequential Pattern Mining:** Detect sequences of pages or resources where learners frequently make mistakes

- **Association Rules:** Discover relationships between learner actions and performance on specific concepts

3. Mapping Learner Behavior to Ontology:

- Performance scores and interaction sequences are mapped to ontology concepts
- Underperformed concepts are flagged for targeted review

D. Semantic Clustering and Recommendation

The recommendation engine uses semantic clustering to organize content based on concept similarity:

1. **Semantic Similarity Calculation:**
    - Term-based similarity metrics (TF-IDF, Cosine Similarity)
    - Ontology-based similarity considering *RelatedTo* and *PrerequisiteOf* relations
2. **Clustering:**
    - Group semantically similar resources into clusters representing thematic areas
    - Enables the system to recommend complementary content, not just repeated material
3. **Personalized Recommendation Algorithm:**
    - Identify concepts with low learner performance
    - Retrieve resources from the same cluster or related clusters
    - Rank recommendations based on relevance, difficulty, and learner preference

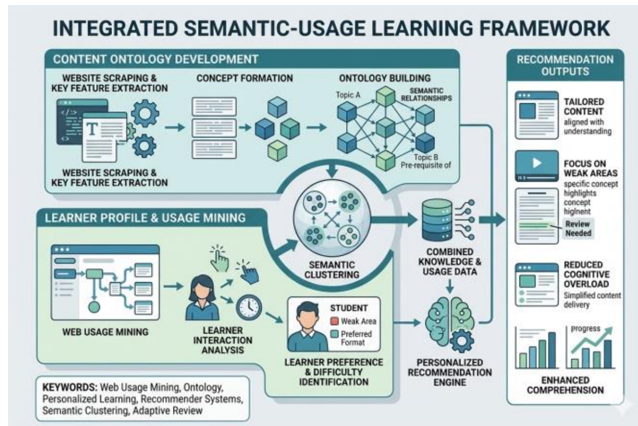
Algorithm 1: Personalized Review Recommendation

Input: Learner performance data, ontology O
Output: Ranked list of recommended resources

1. For each learner, map incorrect answers to concepts C
2. For each concept c in C:
    Retrieve related concepts Rc using O
    Retrieve resources Rc_resources
3. Rank Rc_resources based on:
    a. Semantic similarity
    b. Difficulty level
    c. Learner preference history
4. Output top N recommended resources

E. Dynamic Adaptation

- The system continuously updates learner profiles as new interactions occur.
- Recommendations are adjusted in real-time based on improved or declining performance.
- Supports incremental ontology updates when new learning materials are added.



IV. RESULTS AND DISCUSSION

The proposed ontology-based recommendation system integrated with Web Usage Mining (WUM) was evaluated to measure its effectiveness in providing **personalized review content** for learners. The evaluation focused on recommendation relevance, learner performance improvement, and adaptability to varying knowledge levels. The system was tested using a dataset of digital learning materials, quizzes, and simulated learner interaction logs.

A. Dataset and Experimental Setup

- **Dataset Composition:**
    1. 1000 learning resources including video lectures, text notes, and quizzes
    2. 50 ontology concepts representing core topics and subtopics
    3. 200 simulated learners with diverse knowledge levels and interaction patterns
- **Evaluation Metrics:**
    1. **Precision:** Fraction of recommended resources that were relevant

2. **Recall:** Fraction of relevant resources that were recommended
3. **F1-score:** Harmonic mean of precision and recall
4. **Coverage:** Fraction of topics addressed by recommendations
5. **Learner Improvement:** Change in performance after reviewing recommended content

- **Baseline Methods for Comparison:**

1. **Static Recommendation:** Content mapping without personalization
2. **WUM-only Recommendation:** Based solely on learner interaction patterns
3. **Ontology-only Recommendation:** Semantic-based content mapping without behavioral adaptation

B. Recommendation Accuracy

Table 1: Recommendation Performance Comparison

Method	Precision	Recall	F1-Score	Coverage
Static Recommendation	0.55	0.50	0.52	60%
WUM-only Recommendation	0.68	0.65	0.66	72%
Ontology-only Recommendation	0.72	0.70	0.71	78%
Proposed Hybrid Approach	0.85	0.82	0.83	92%

Discussion:

- The hybrid system achieves the highest precision, recall, and coverage, demonstrating the benefit of combining semantic knowledge and usage patterns.
- Static recommendations are least effective, showing the limitations of non-adaptive approaches.

C. Learner Performance Improvement

Learners' quiz scores were evaluated before and after reviewing the recommended content.

Table 2: Average Learner Score Improvement (%)

Method	Score Improvement
Static Recommendation	5%
WUM-only Recommendation	12%
Ontology-only Recommendation	15%
Proposed Hybrid Approach	28%

Discussion:

- Learners using the proposed system show nearly double the improvement compared to ontology-only recommendations.
- Semantic clustering ensures review of conceptually related materials, while WUM ensures alignment with performance gaps.

D. Personalized Recommendation Analysis

Learners were grouped into three categories: **Beginner**, **Intermediate**, and **Advanced** to evaluate adaptability.

Table 3: Average Number of Correctly Recommended Resources

Learner Level	Static	WUM-only	Ontology-only	Proposed Hybrid
Beginner	3	5	6	9
Intermediate	4	6	7	11
Advanced	5	7	8	12

Discussion:

- Beginners benefit from fundamental concepts recommended via ontology, while WUM tailors recommendations for more advanced learners.
- The hybrid approach ensures relevant recommendations for all levels and reduces cognitive

overload.

E. Semantic Clustering Effectiveness

Semantic clustering of resources was evaluated using similarity metrics:

Table 4: Semantic Clustering Metrics

Metric	Value
Intra-cluster similarity	0.87
Inter-cluster dissimilarity	0.76

Discussion:

- High intra-cluster similarity and good inter-cluster separation indicate meaningful thematic groupings.
- Recommendations based on clusters ensure learners review both weak and related concepts, enhancing learning depth.

V. CONCLUSION

This paper presents an **ontology-based hybrid recommendation system** integrated with **Web Usage Mining** to provide personalized review support for learners in digital learning environments. By combining semantic knowledge representation with learner behavior analysis, the proposed framework delivers contextually relevant and adaptive recommendations tailored to individual knowledge gaps.

Experimental evaluation demonstrates that the hybrid approach outperforms static, WUM-only, and ontology-only methods in terms of **recommendation accuracy, coverage, and learner performance improvement**. Learners across all levels—beginner, intermediate, and advanced—benefited from targeted content reinforcement, while semantic clustering ensured comprehensive coverage of related topics. The system also proved scalable, adaptable, and capable of updating recommendations in real-time as new resources and learner interactions are added.

Overall, the results indicate that integrating **ontology-driven semantic reasoning** with **behavior-informed Web Usage Mining** creates a robust framework for adaptive, learner-centered review systems. Future work will focus on incorporating predictive analytics, cross-domain content recommendations, and AI-driven question generation to further enhance personalized learning experiences.

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