Introduction
This research reviews the development of authoring tools for creating personalised role playing simulations. The potential use of technology in higher education has not yet been fully realised (Donnelly and O’ Rourke, 2007). E-learning management systems/virtual learning environments are predominantly used for e-administration and e-dissemination (Littlejohn, 2009). This research aims to evaluate authoring tools for creating personalised role playing simulations. Personalised role playing simulations are designed to facilitate active learning through a series of processes pedagogically selected to enhance individual student engagement and understanding.

Methodology
Students are increasingly expecting technological environments to cater for their personal requirements including tailored learning resources (Carliner and Shank, 2008, 247). An evaluation of current literature was undertaken to identify the weaknesses of the human computer interface of authoring tools for creating personalised role playing simulations with a view to identifying relevant opportunities for improvement to close the evaluation loop.

Conclusion of preliminary research
While research has shown that the concept of personalised role playing simulations would enhance the effectiveness of existing learning management systems by improving student engagement and understanding, the obstacles to realisation have yet to be overcome (Brusilovsky, 2004; Foss and Cristea, 2009).

Objective
An application of this type would operate as an add-on or an enhancing feature of existing learning management systems which would enable educators to easily create personalised role playing simulations to improve the learning experience of students. For example, catering students could engage with simulations for learning about various beverages.

References