

Intelligent Tutoring System



Domain Model



Student Model



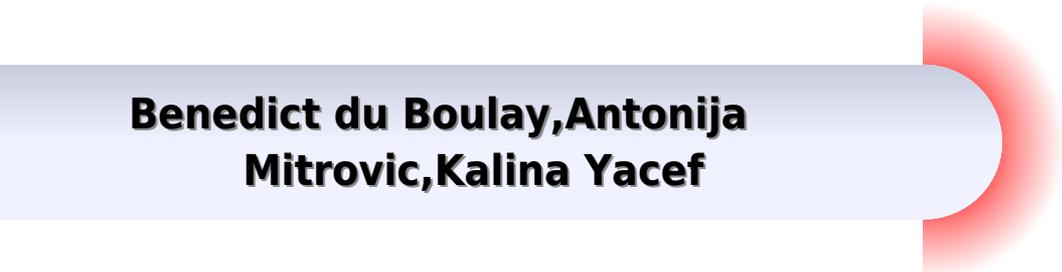
Pedagogical
Model



User Interface

Teaching Knowledge And Intelligent Tutoring

**Benedict du Boulay, Antonija
Mitrovic, Kalina Yacef**



Teaching Knowledge And Intelligent Tutoring:

Teaching Knowledge and Intelligent Tutoring Peter Goodyear, 1991 Examines the opinion that studies of human teaching can be used to inform the design of intelligent computer tutors Divided into four sections the first of which introduces issues concerning teaching knowledge in the context of thinking about ITSs The others contain empirical studies of teaching

Advances in Intelligent Tutoring Systems Roger Nkambou, Riichiro Mizoguchi, Jacqueline Bourdeau, 2010-08-27 May the Forcing Functions be with You The Stimulating World of AIED and ITS Research It is my pleasure to write the foreword for *Advances in Intelligent Tutoring Systems* This collection with contributions from leading researchers in the field of artificial intelligence in education AIED constitutes an overview of the many challenging research problems that must be solved in order to build a truly intelligent tutoring system ITS The book not only describes some of the approaches and techniques that have been explored to meet these challenges but also some of the systems that have actually been built and deployed in this effort As discussed in the Introduction Chapter 1 the terms AIED and ITS are often used interchangeably and there is a large overlap in the researchers devoted to exploring this common field In this foreword I will use the term AIED to refer to the search area and the term ITS to refer to the particular kind of system that AIED researchers build It has often been said that AIED is AI complete in that to produce a tutoring system as sophisticated and effective as a human tutor requires solving the entire gamut of artificial intelligence research AI problems

Intelligent Tutoring Systems Joseph Psofka, Leonard Daniel Massey, Sharon A. Mutter, 1988 The power and potential of current ITS technology is described here by the designers and builders of major ITS projects The book illustrates how in less than a decade the field of Intelligent Tutoring Systems has advanced from experimental systems in universities to systems that perform practical real world tasks *Intelligent Tutoring Systems Lessons Learned* provides a first hand detailed account of how these systems were designed and built out of state of the art technology The essays build on the basic research foundations of the field and define the abilities and limitations of current knowledge With this critical volume teachers and industrial trainers have a realistic view of the future of their professions and students researchers and professionals in AI education cognitive science and psychology have both an introduction to the field and a comprehensive reference

Approaches to the Empirical Derivation of Teaching Knowledge for Intelligent Tutoring Systems

Approaches to the Empirical Derivation of Teaching Knowledge for Intelligent Tutoring Systems Peter Goodyear, 1987

Building Intelligent Interactive Tutors Beverly Park Woolf, 2010-07-28 *Building Intelligent Interactive Tutors* discusses educational systems that assess a student's knowledge and are adaptive to a student's learning needs The impact of computers has not been generally felt in education due to lack of hardware teacher training and sophisticated software and because current instructional software is neither truly responsive to student needs nor flexible enough to emulate teaching Dr Woolf taps into 20 years of research on intelligent tutors to bring designers and developers a broad range of issues and methods that produce the best intelligent learning environments possible whether for classroom or life long learning The book describes multidisciplinary approaches

to using computers for teaching reports on research development and real world experiences and discusses intelligent tutors web based learning systems adaptive learning systems intelligent agents and intelligent multimedia It is recommended for professionals graduate students and others in computer science and educational technology who are developing online tutoring systems to support e learning and who want to build intelligence into the system Combines both theory and practice to offer most in depth and up to date treatment of intelligent tutoring systems available Presents powerful drivers of virtual teaching systems including cognitive science artificial intelligence and the Internet Features algorithmic material that enables programmers and researchers to design building components and intelligent systems

Artificial Intelligence and Intelligent Tutoring Systems Danny Kopec,R. Brent Thompson,1991 *Tutoring and Intelligent Tutoring Systems* Scotty D. Craig,2018 This book explores the intersection of tutoring and intelligent tutoring systems The process of tutoring has a long history within learning settings and this effective method has led to attempts to automate the process via intelligent tutoring system research areas Intelligent Tutoring Systems ITS are increasingly being used in a wide range of educational settings to enhance student learning They are also used frequently as platforms for research on educational psychology and artificial intelligence ITS can assess a wide variety of learner characteristics and adapt instruction according to principles of learning Their effectiveness allegedly derives from their ability to provide detailed guidance to learners and to adapt promptly to individual learner s needs that are tracked at a fine grained level Examples of such tutoring technologies include writing environments for guided inquiry learning environments for collaborative problem solving or discussion natural language processing and dialogue in tutoring systems modeling and shaping affective states interactive simulations of complex systems ill defined domains and adaptive educational games At their core these systems rely on our basic knowledge of effective human tutoring This book starts with a presentation of learning frameworks related to tutoring and ITS This is followed by examples of best practices of tutoring and learning strategies by implementing within specific ITS Finally it presents examples for evaluating the effectiveness of tutoring systems

New Directions for Intelligent Tutoring Systems Ernesto Costa,2012-12-06 This book is a result of the NATO Advanced Research Workshop on New Directions for Intelligent Tutoring Systems held in Sintra Portugal October 6 10 1990 The main idea behind the workshop was to bring together scientists with different concerns about Intelligent Tutoring Systems ITS in order to discuss the positive and negative aspects of the current architecture paradigm expert module student module instructional module and interface module and eventually propose some modifications or radical changes to it This was a consequence of the increasing malaise felt currently by researchers in the area of artificial intelligence and education and in particular by those concerned with ITS One symptom of this state of affairs is the fact that people have started talking about Intelligent Learning Environments ILE instead of ITS To understand the reasons for this situation we promoted the discussion of questions like To what extent do we need the technology of expert systems in ITS Which other relevant AI techniques and methodologies

are urgently needed Is ITS a tool for knowledge communication or is it rather a belief system How can the research already done on interactions among agents be utilized Is it possible to find a formal theory to describe and solve the current problems with ITS The book contains the revised versions of the papers presented at the workshop The new texts reflect the discussions that took place at the meeting

Handbook of Artificial Intelligence in Education Benedict du Boulay, Antonija Mitrovic, Kalina Yacef, 2023-01-20 Gathering insightful and stimulating contributions from leading global experts in Artificial Intelligence in Education AIED this comprehensive Handbook traces the development of AIED from its early foundations in the 1970s to the present day

Teacher Thinking, Beliefs and Knowledge in Higher Education N. Hativa, Jeffrey Goodyear, 2001-11-30 This volume addresses the important problem of understanding good university teaching and focuses on the thinking beliefs and knowledge which accompany teachers actions It is the first book to address this area and it promises to become a landmark volume in the field helping us to understand a complex area of human activity and improve both teaching and learning It is for education researchers staff faculty developers and educational developers

Instructional Models in Computer-Based Learning Environments Sanne Dijkstra, Hein P.M. Krammer, Jeroen J.G. van Merriënboer, 2013-11-11 In the last decade there have been rapid developments in the field of computer based learning environments A whole new generation of computer based learning environments has appeared requiring new approaches to design and development One main feature of current systems is that they distinguish different knowledge bases that are assumed to be necessary to support learning processes Current computer based learning environments often require explicit representations of large bodies of knowledge including knowledge of instruction This book focuses on instructional models as explicit potentially implementable representations of knowledge concerning one or more aspects of instruction The book has three parts relating to different aspects of the knowledge that should be made explicit in instructional models knowledge of instructional planning knowledge of instructional strategies and knowledge of instructional control The book is based on a NATO Advanced Research Workshop held at the University of Twente The Netherlands in July 1991

Intelligent Tutoring Systems Claude Frasson, Gilles Gauthier, Alan Lesgold, 1996-05-29 This book presents the refereed proceedings of the Third International Conference on Intelligent Tutoring Systems ITS 96 held in Montreal Canada in June 1996 The book contains 69 revised papers selected from a total of 128 submissions also included are six invited papers from well known speakers All in all the book reflects the state of the art in the area In particular the following topics are covered advising systems ITS architectures cognitive models design issues empirical studies formal models learning environments real world applications software tools for tutoring student modelling teaching and learning strategies and multimedia and WWW

Design Recommendations for Intelligent Tutoring Systems Robert Sottolare, Arthur Graesser, Xiangen Hu, Keith Brawner, 2015-07-05 Design Recommendations for Intelligent Tutoring Systems ITs explores the impact of intelligent tutoring system design on education and training Specifically this volume examines Authoring Tools and Expert Modeling

Techniques The Design Recommendations book series examines tools and methods to reduce the time and skill required to develop Intelligent Tutoring Systems with the goal of improving the Generalized Intelligent Framework for Tutoring GIFT GIFT is a modular service oriented architecture developed to capture simplified authoring techniques promote reuse and standardization of ITSs along with automated instructional techniques and effectiveness evaluation capabilities for adaptive tutoring tools and methods *Intelligent Tutoring Systems* Claude Frasson, Gilles Gauthier, 1990 The evolution from Computer Aided Instruction CAI to Intelligent Computer Aided Instruction ICAI was the first step by which education and artificial intelligence communities began to look at each other's work This text looks at the evolution toward Intelligent Tutoring Systems ITS which can be thought of as a step beyond ICAI leading to more classes of problems and approaches ITS involves artificial intelligence concepts approaches dynamic student modelling human cognition intelligent user interfaces intelligent help systems and the use of strategies

Design Recommendations for Intelligent Tutoring Systems Dr. Robert A. Sottolare, US Army Research Laboratory, Dr. Arthur Graesser, University of Memphis, Dr. Xiangen Hu, University of Memphis, Dr. Benjamin Goldberg, US Army Research Laboratory, 2014-07-01 Design Recommendations for Intelligent Tutoring Systems explores the impact of intelligent tutoring system design on education and training Specifically this volume examines Instructional Management techniques strategies and tactics and identifies best practices emerging concepts and future needs to promote efficient and effective adaptive tutoring solutions Design recommendations include current projected and emerging capabilities within the Generalized Intelligent Framework for Tutoring GIFT an open source modular service oriented architecture developed to promote simplified authoring reuse standardization automated instructional management and analysis of tutoring technologies *Intelligent Tutoring Systems*, 2004

Intelligent Tutoring Systems for Foreign Language Learning Merryanna L. Swartz, Masoud Yazdani, 2012-12-06 Multilingual communication within the world community is important for economic political and cultural interactions In a global environment where other languages are increasing in importance in addition to recognized international standards i e English and French language learning is becoming more important for improved international relations At the same time recent advances in instructional technology make the promise of building intelligent tutoring systems in advanced technology laboratories to teach these language skills a reality in the near future These tutoring systems therefore may help us foster improved methods for acquiring languages As active language learners and instructional technology researchers we felt an international meeting with similar individuals was needed to discuss how such advanced tutoring systems are to be designed and implemented We held such a meeting the results of which are presented in this volume The purpose of this Advanced Workshop sponsored by the NATO Scientific Affairs Division was to bring together a multidisciplinary group of researchers who were active in the development of intelligent tutoring systems for foreign language learning Participants came from computer science computational linguistics psychology and foreign language learning Washington D C was selected for the Workshop site since

it is Merrryanna s home city the capitol of the United States and an international multilingual community in its own right Masoud agreed to the location with a promise to be shown the White House and graciously volunteered to coordinate activities from the European side

Smart Machines in Education Kenneth D. Forbus,Paul J. Feltovich,2001 The emerging widespread use of artificial intelligence in education

Journal of Artificial Intelligence in Education ,1989

Artificial Intelligence in Education Ben Du Boulay,R. Mizoguchi,1997 The theme of this book is Knowledge and Media in Learning Systems and papers that explore the emerging roles of intelligent multimedia and distributed technologies as well as computer supported collaboration within that theme are included The spread of topics is very wide encompassing both well established areas such as student modelling as well as more novel topics such as distributed intelligent tutoring on the World Wide Web Far from undermining the need to understand how learning and teaching interact the newer media continue to emphasise the interdependence of these two processes Collaboration and tools for collaboration are the major topics of interest Understanding how human learners collaborate how peer tutoring works and how the computer can play a useful role as either a more able of even a less able learning partner are all explored here

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