



Intelligent Learning Environments: The Case of Geometry

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Intelligent Learning Environments The Case Of Geometry

M. Kathleen Heid, Glendon W. Blume



Intelligent Learning Environments The Case Of Geometry:

Intelligent Learning Environments: The Case of Geometry Jean-Marie Laborde, 1996 Proceedings originating from the NATO Advanced Research Workshop on Intelligent Learning Environments the Case of Geometry held in Grenoble France November 13 16 1989 **Intelligent Learning Environments: The Case of Geometry** Jean-Marie Laborde, 2012-12-06 This book is a thoroughly revised result updated to mid 1995 of the NATO Advanced Research Workshop on Intelligent Learning Environments the case of geometry held in Grenoble France November 13 16 1989 The main aim of the workshop was to foster exchanges among researchers who were concerned with the design of intelligent learning environments for geometry The problem of student modelling was chosen as a central theme of the workshop insofar as geometry cannot be reduced to procedural knowledge and because the significance of its complexity makes it of interest for intelligent tutoring system ITS development The workshop centred around the following themes modelling the knowledge domain modelling student knowledge design ing didactic interaction and learner control This book contains revised versions of the papers presented at the workshop All of the chapters that follow have been written by participants at the workshop Each formed the basis for a scheduled presentation and discussion Many are suggestive of research directions that will be carried out in the future There are four main issues running through the papers presented in this book knowledge about geometry is not knowledge about the real world and materialization of geometrical objects implies a reification of geometry which is amplified in the case of its implementation in a computer since objects can be manipulated directly and relations are the results of actions Laborde Schumann This aspect is well exemplified by research projects focusing on the design of geometric microworlds Guin Laborde **Intelligent Learning Environments: The Case of Geometry** Jean-Marie Laborde, 2013-11-13 This book is a thoroughly revised result updated to mid 1995 of the NATO Advanced Research Workshop on Intelligent Learning Environments the case of geometry held in Grenoble France November 13 16 1989 The main aim of the workshop was to foster exchanges among researchers who were concerned with the design of intelligent learning environments for geometry The problem of student modelling was chosen as a central theme of the workshop insofar as geometry cannot be reduced to procedural knowledge and because the significance of its complexity makes it of interest for intelligent tutoring system ITS development The workshop centred around the following themes modelling the knowledge domain modelling student knowledge design ing didactic interaction and learner control This book contains revised versions of the papers presented at the workshop All of the chapters that follow have been written by participants at the workshop Each formed the basis for a scheduled presentation and discussion Many are suggestive of research directions that will be carried out in the future There are four main issues running through the papers presented in this book knowledge about geometry is not knowledge about the real world and materialization of geometrical objects implies a reification of geometry which is amplified in the case of its implementation in a computer since objects can be manipulated directly and relations are

the results of actions Laborde Schumann This aspect is well exemplified by research projects focusing on the design of geometric microworlds Guin Laborde *International Handbook of Mathematics Education* Alan Bishop, M.A. (Ken) Clements, Christine Keitel-Kreidt, Jeremy Kilpatrick, Colette Laborde, 2012-12-06 ALAN J BISHOP Monash University Clayton Victoria Australia RATIONALE Mathematics Education is becoming a well documented field with many books journals and international conferences focusing on a variety of aspects relating to theory research and practice That documentation also reflects the fact that the field has expanded enormously in the last twenty years At the 8th International Congress on Mathematics Education ICME in Seville Spain for example there were 26 specialist Working Groups and 26 special ist Topic Groups as well as a host of other group activities In 1950 the Commission Internationale pour l Etude et l Amelioration de l Enseignement des Mathematiques CIEAEM was formed and twenty years ago another active group the International Group for the Psychology of Mathematics Education PME began at the third ICME at Karlsruhe in 1976 Since then several other specialist groups have been formed and are also active through regular conferences and publications as documented in Edward Jacobsen s Chapter 34 in this volume Volume 1: Research Syntheses M. Kathleen Heid, Glendon W. Blume, 2008-07-01 According to NCTM s Principles and Standards for School mathematics Technology is essential in teaching and learning of mathematics it influences the mathematics that is taught and it enhances students learning How does research inform this clarion call for technology in mathematics teaching and learning In response to the need to craft appropriate roles for technology in school mathematics new technological approaches have been applied to the teaching and learning of mathematics and these approaches have been examined by researchers world wide The first volume provides insight into what research suggests about the nature of mathematics learning in technological environments Included in this volume are syntheses of research on technology in the learning of rational number algebra elementary and secondary geometry mathematical modeling and calculus Additional chapters synthesize research on technology in the practice of teaching and on equity issues in the use of technology in mathematics instruction Instead of simply reporting achievement scores of students who use technology in their learning authors provide thoughtful analyses of bodies of research with the goal of understanding the ways in which technology affects what and how students learn Each of the chapters in this volume is written by a team of experts whose own research has provided important guidance to the field *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 **Second International Handbook of Mathematics Education** Alan Bishop, M.A. (Ken) Clements, Christine Keitel-Kreidt, Jeremy Kilpatrick, Frederick Koon-Shing Leung, 2012-02-02 ALAN 1 BISHOP The first International Handbook on Mathematics Education was published by Kluwer Academic Publishers in 1996 However most of the writing for that handbook was done in 1995 and generally reflected the

main research and development foci prior to 1994 There were four sections 36 chapters and some 150 people contributed to the final volume either as author reviewer editor or critical friend The task was a monumental one attempting to cover the major research and practice developments in the international field of mathematics education as it appeared to the contributors in 1995 Inevitably there were certain omissions some developments were only starting to emerge and some literatures were only sketchy and speculative However that Handbook has had to be reprinted three times so it clearly fulfilled a need and I personally hope that it lived up to what I wrote in its Introduction The Handbook thus attempts not merely to present a description of the international state of the field but also to offer synthetic and reflective overviews on the different directions being taken by the field on the gaps existing in our present knowledge on the current problems being faced and on the future possibilities for development Bishop et al 1996 Since that time there has been even more activity in our field and now seems a good time to take stock again to reflect on what has happened since 1995 and to create a second Handbook with the same overall goals

Semiotics in Mathematics Education ,2008-01-01 Current interest in semiotics is undoubtedly related to our increasing awareness that our manners of thinking and acting in our world are deeply indebted to a variety of signs and sign systems language included that surround us Since mathematics is something that we accomplish through written oral bodily and other signs semiotics appears well suited to furthering our understanding of the mathematical processes of thinking symbolizing and communicating Resorting to different semiotic perspectives e g Peirce s Vygotsky s Saussure s the authors of this book deal with questions about the teaching and learning of mathematics as well as the history and epistemology of the discipline Mathematics discourse and thinking and the technologically mediated self of mathematical cultural practices are examined through key concepts such as metaphor intentionality gestures interaction sign use and meaning The cover picture comes from Jacob Leupold s 1727 Theatrum Arithmetico Geometrico It conveys the cultural historical and embodied aspects of mathematical thinking variously emphasized by the contributors of this book

Student Modelling: The Key to Individualized Knowledge-Based Instruction Jim E. Greer, Gordon I. McCalla, 2013-06-29 This book is the result of a NATO sponsored workshop entitled Student Modelling The Key to Individualized Knowledge Based Instruction which was held May 4 8 1991 at Ste Adele Quebec Canada The workshop was co directed by Gordon McCalla and Jim Greer of the ARIES Laboratory at the University of Saskatchewan The workshop focused on the problem of student modelling in intelligent tutoring systems An intelligent tutoring system ITS is a computer program that is aimed at providing knowledgeable individualized instruction in a one on one interaction with a learner In order to individualize this interaction the ITS must keep track of many aspects of the learner how much and what he or she has learned to date what learning styles seem to be successful for the student and what seem to be less successful what deeper mental models the student may have motivational and affective dimensions impacting the learner and so on Student modelling is the problem of keeping track of all of these aspects of a learner s learning

Handbook of Research on the Psychology of Mathematics

Education Angel Gutiérrez, Paolo Boero, 2006 Compilation of the research produced by the International Group for the Psychology of Mathematics Education PME since its creation in 1976 The first three sections summarize cognitively oriented research on learning and teaching specific content areas transversal areas and based on technology rich environments The fourth section is devoted to the research on social affective cultural and cognitive aspects of mathematics education The fifth section includes two chapters summarizing the PME research on teacher training and professional life of mathematics teachers

Collaborative Dialogue Technologies in Distance Learning M. Felisa Verdejo, Stefano A. Cerri, 2012-12-06 In April 1993 an interdisciplinary NATO Advanced Research Workshop on Collaborative dialogue technologies in distance learning was held in Segovia Spain The workshop brought together researchers in fields related to distance learning using computer mediated communication The statement of justification of the NATO ARW follows hereafter Justification of the NATO Advanced Research Workshop on Collaborative Dialogue Technologies in Distance Learning Computer Mediated Communication CMC systems have features that reduce some temporal physical and social constraints on communication Theories of communication have shifted from viewing communication as a linear transmission of messages by a sender to a receiver to viewing it as a social paradigm where individuals are actors in a network of interdependent relationships embedded in organizational and social structures Recent research focuses on models of information sharing to support not only the activities of individuals but also the problem solving activities of groups such as decision making planning or co writing This area of research is called Computer Supported Cooperative Work CSCW The Artificial Intelligence AI approach uses knowledge based systems to enhance and facilitate all these processes including the possibility of using natural language The traditional model of distance education places a strong emphasis on independent study supported by well developed learning materials This model can be characterized as one way media However the potential of CMC to provide better guidance to the student in Higher Distance Education has been quickly recognized for at least two kind of activities information sharing and interaction

Volume 2: Cases and Perspectives M. Kathleen Heid, Glendon W. Blume, 2008-07-01 Published in Co operation with the National Council of Teacher of Mathematics According to NCTM's Principles and Standards for School Mathematics Technology is essential in teaching and learning of mathematics it influences the mathematics that is taught and it enhances students learning How does research inform this clarion call for technology in mathematics teaching and learning In response to the need to craft appropriate roles for technology in school mathematics new technological approaches have been applied to the teaching and learning of mathematics and these approaches have been examined by researchers world wide The second volume has a dual focus cases and perspectives It features descriptive cases that provide accounts of the development of technology intensive curriculum and tools In these cases the writers describe and analyze various roles that research played in their development work and ways in which research curriculum development and tool development can inform each other These thoughtful descriptions and analyses provide documentation

of how this process can and does occur The remaining chapters in the second volume address research related issues and perspectives on the use of technology in the teaching and learning of mathematics The lessons learned from the research presented in these volumes are lessons about teaching and learning that can be applied more broadly than solely in technological settings

Simulation-Based Experiential Learning Douglas M. Towne, Ton de Jong, Hans Spada, 2012-12-06 In October of 1992 an assembly of researchers in simulation and computer models for instruction convened in Bonas France to learn from one another in a non automated environment The event was the Advanced Research Workshop entitled The Use of Computer Models for Explication Analysis and Experiential Learning Sponsored by the Scientific Affairs Division of NATO this workshop brought together 29 leading experts in the field loosely described as instruction and learning in simulation environments The three day workshop was organized in a manner to maximize exchange of knowledge of beliefs and of issues The participants came from six countries with experiences to share with opinions to voice and with questions to explore Starting some weeks prior to the workshop the exchange included presentation of the scientific papers discussions immediately following each presentation and informal discussions outside the scheduled meeting times Naturally the character and content of the workshop was determined by the backgrounds and interests of the participants One objective in drawing together these particular specialists was to achieve a congress with coherent diversity i e we sought individuals who could view an emerging area from different perspectives yet had produced work of interest to many Major topic areas included theories of instruction being developed or tested use of multiple domain models to enhance understanding experiential learning environments modelling diagnostic environments tools for authoring complex models and case studies from industry

International Conference of the Learning Sciences Barry J. Fishman, Samuel F.

O'Connor-Divelbiss, 2013-04-15 The field of the learning sciences is concerned with educational research from the dual perspectives of human cognition and computing technologies and the application of this research in three integrated areas Design Design of learning and teaching environments tools or media including innovative curricula multimedia artificial intelligence telecommunications technologies visualization modeling and design theories and activity structures for supporting learning and teaching Cognition Models of the structures and processes of learning and teaching by which knowledge skills and understanding are developed including the psychological foundations of the field learning in content areas professional learning and the study of learning enabled by tools or social structures Social Context The social organizational and cultural dynamics of learning and teaching across the range of formal and informal settings including schools museums homes families and professional settings Investigations in the learning sciences approach these issues from an interdisciplinary stance combining the traditional disciplines of computer science cognitive science and education This book documents the proceedings of the Fourth International Conference on the Learning Sciences ICLS 2000 which brought together experts from academia industry and education to discuss the application of theoretical and empirical knowledge

from learning sciences research to practice in K 12 or higher education corporate training and learning in the home or other informal settings Multimedia Interface Design in Education Alistair D.N. Edwards, Simon Holland, 2012-12-06 What the book is about This book is about the theory and practice of the use of multimedia multimodal interfaces for learning Yet it is not about technology as such at least in the sense that the authors do not subscribe to the idea that one should do something just because it is technologically possible Multimedia has been adopted in some commercial quarters to mean little more than a computer with some form of audio or more usually video attachment This is a trend which ought to be resisted as exemplified by the material in this book Rather than merely using a new technology because it is there there is a need to examine how people learn and communicate and to study diverse ways in which computers can harness text sounds speech images moving pictures gestures touch etc to promote effective human learning We need to identify which media in which combinations using what mappings of domain to representation are appropriate for which educational purposes The word multimodal in the title underlies this perspective The intention is to focus attention less on the technology and more on how to structure different kinds of information via different sensory channels in order to yield the best possible quality of communication and educational interaction Though the reader should refer to Chapter 1 for a discussion of the use of the word multimodal Historically there was little problem **Interactive Learning Technology for the Deaf** Ben A. G.

Elsendoorn, Frans Coninx, 1993 **Learning from Computers: Mathematics Education and Technology** Christine Keitel-Kreidt, Kenneth Ruthven, 2012-12-06 The NATO Advanced Research Workshop on Mathematics Education and Technology was held in Villard de Lans France between May 6 and 11 1993 Organised on the initiative of the BaCoMET Basic Components of Mathematics Education for Teachers group Christiansen Howson and Otte 1986 Bishop Mellin Olsen and van Dormolen 1991 the workshop formed part of a larger NATO programme on Advanced Educational Technology Some workshop members had already participated in earlier events in this series and were able to contribute insights from them similarly some members were to take part in later events The problematic for the workshop drew attention to important speculative developments in the applications of advanced information technology in mathematics education over the last decade notably intelligent tutoring geometric construction symbolic algebra and statistical analysis Over the same period more elementary forms of information technology had started to have a significant influence on teaching approaches and curriculum content notably arithmetic and graphic calculators standard computer tools such as spreadsheets and databases and computer assisted learning packages and computer microworlds specially designed for educational purposes Item Banking: Interactive Testing and Self-Assessment Dieudonne A. Leclercq, James E. Bruno, 2012-12-06 Assessment has long been recognized as a key feature in learning efficacy especially through formative evaluation Item banking the storage and classification of test items is an essential part of systematic assessment This volume is based on a NATO Advanced Research Workshop held as part of the Special Programme on Advanced Educational Technology The workshop brought together

scholars from around the world to discuss and critically analyze the issues and problems associated with Subjective Probability Measurement SPM or the more generic research area called self assessment Recent advances in computer technology expert systems interactive video disks and hypermedia along with the developing sophistication of self assessment scoring systems based on SPM made this conference particularly important and timely The book is divided into three main parts The input item banking and hypermedia The process subjective probabilities The output teaching and learning feedbacks In summary although SPM is a difficult theoretical concept for most educators to comprehend the sophisticated nature of modern computer systems coupled with comprehensive formative and summative evaluation and self assessment systems make SPM transparent to the user

Learning Electricity and Electronics with Advanced Educational Technology Michel Caillot, 2013-06-29 The objective of the NATO Advanced Research Workshop Learning electricity and electronics with advanced educational technology was to bring together researchers coming from different domains Electricity education is a domain where a lot of research has already been made The first meeting on electricity teaching was organized in 1984 by R Duit W Jung and C von Rhoneck in Ludwigsburg Germany Since then research has been going on and we can consider that the workshop was the successor of this first meeting Our goal was not to organize a workshop grouping only people producing software in the field of electricity education or more generally in the field of physics education even if this software was based on artificial intelligence techniques On the contrary we wanted this workshop to bring together researchers involved in the connection between cognitive science and the learning of a well defined domain such as electricity So during the workshop people doing research in physics education cognitive psychology and artificial intelligence had the opportunity to discuss and exchange These proceedings reflect the different points of view The main idea is that designing a learning environment needs the confrontation of different approaches The proceedings are organized in five parts which reflect these different aspects

Microcomputer-Based Labs: Educational Research and Standards Robert F. Tinker, 2012-12-06 Microcomputer based labs the use of real time data capture and display in teaching give the learner new ways to explore and understand the world As this book shows the international effort over a quarter century to develop and understand microcomputer based labs MBL has resulted in a rich array of innovative implementations and some convincing evidence for the value of computers for learning The book is a sampler of MBL work by an outstanding international group of scientists and educators based on papers they presented at a seminar held as part of the NATO Special Programme on Advanced Educational Technology The story they tell of the development of MBL offers valuable policy lessons on how to promote educational innovation The book will be of interest to a wide range of educators and to policy makers

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