KNOWLEDGE SPACES

Theories, Empirical Research, and Applications

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Knowledge Spaces Theories Empirical Research And Applications

Jean-Claude Falmagne,Dietrich Albert,Christopher Doble,David Eppstein,Xiangen Hu

Knowledge Spaces Theories Empirical Research And Applications:

Knowledge Spaces Dietrich Albert,Josef Lukas,1999-08 In this volume researchers employing Falmagne s theory of knowledge spaces describe its relevance and utility for a wide variety of problems in cognition ranging from chess to swimming to inductive reasoning For cognitive scientists of all sorts **Knowledge Spaces** Jean-Claude Falmagne,Dietrich Albert,Christopher Doble,David Eppstein,Xiangen Hu,2013-06-20 The book describes up to date applications and relevant theoretical results These applications come from various places but the most important one numerically speaking is the internet based educational system ALEKS The ALEKS system is bilingual English Spanish and covers all of mathematics from third grade to the end of high school and chemistry It is also widely used in higher education because US students are often poorly prepared when they reach the university level The chapter by Taagepera and Arasasingham deals with the application of knowledge spaces independent of ALEKS to the teaching of college chemistry The four chapters by Albert and his collaborators strive to give cognitive interpretations to the combinatoric structures obtained and used by the ALEKS system The contribution by Eppstein is technical and develops means of searching the knowledge structure efficiently

Knowledge Spaces Jean-Paul Doignon,Jean-Claude Falmagne,2012-12-06 Knowledge spaces offer a rigorous mathematical foundation for various practical systems of knowledge assessment An example is offered by the ALEKS system Assessment and LEarning in Knowledge Spaces a software for the assessment of mathematical knowledge From a mathematical standpoint knowledge spaces generalize partially ordered sets They are investigated both from a combinatorial and a stochastic viewpoint The results are applied to real and simulated data The book gives a systematic presentation of research and extends the results to new situations It is of interest to mathematically oriented readers in education computer science and combinatorics at research and graduate levels The text contains numerous examples and exercises and an extensive bibliography Competencies in Organizational E-learning Miguel-Angel Sicilia,2007-01-01 Competencies in Organizational E Learning Concepts and Tools provides a comprehensive view of the way competencies can be used to drive organizational e learning including the main conceptual elements competency gap analysis advanced related computing topics the application of semantic Web technologies and the integration of competencies with current e learning standards Competencies in Organizational E Learning Concepts and Tools is the first book to address competencies as a key observable workplace behavior driving learning and knowledge dissemination processes inside organizations This book works as a guide for implementing or improving competency based approaches to e learning *Proceedings of the Twenty-second Annual Conference of the Cognitive Science Society* Lila R. Gleitman,Aravind K. Joshi,2000 Vol inclu all ppers postrs presntd at 2000 Cog Sci mtg summaries of symposia invitd addresses Dealg wth issues of representg modelg cog procsses appeals to scholars in all subdiscip tht comprise cog sci psy compu sci neuro sci ling philo *Gamification: Concepts, Methodologies, Tools, and Applications* Management Association, Information Resources,2015-03-31 Serious games provide a unique opportunity to

engage students more fully than traditional teaching approaches Understanding the best way to utilize games and play in an educational setting is imperative for effectual learning in the twenty first century Gamification Concepts Methodologies Tools and Applications investigates the use of games in education both inside and outside of the classroom and how this field once thought to be detrimental to student learning can be used to augment more formal models This four volume reference work is a premier source for educators administrators software designers and all stakeholders in all levels of education

Knowledge Technology Dickson Lukose,Abdul Rahim Ahmad,Azizah Suliman,2012-08-16 This book constitutes the refereed proceedings of the Third Knowledge Technology Week KTW 2011 held in Kajang Malaysia in July 2011 The 29 revised full papers presented together with 9 short papers were carefully reviewed and selected from 105 submissions KTW 2011 consisted of a number of co located events This volume contains selected papers from the proceedings of the Third Malaysian Joint Conference on Artificial Intelligence MJCAI 2011 the Third Semantic Technology and Knowledge Engineering STAKE 2011 and the International Workshop on Semantic Agents IWSA 2012 Towards the Learning Grid P. Ritrovato,C. Allison,S.A. Cerri,2005-11-03 There is a paradigm shift in Informatics in general and in technologies enhancing human learning in particular The debate between the evolutionaries those that wish to optimize and refine current approaches and the revolutionaries those that support a fundamental change of approach is quite actual Within the Internet communities the debate is hidden behind the words semantic WEB versus semantic Grid within educational technologists between content resource centered and conversation centered e learning or either between teaching and pedagogy on the one side and learning and communities of practice on the other In general in Informatics the shift from a product page oriented to a service conversation oriented view may possibly impact most if not all the foreseen applications in e learning but also in e science e democracy e commerce e health etc Part A of the book is dedicated to position papers visions about what to do and why to do it in the next years The remaining parts B to D offer partial answers to how to do it Part B concerns what we called content centered services i e a vision of learning systems that privileges knowledge and its structures standards and their interoperability storage and retrieval services The subsequent part C is about holistic services to refer to more mature and integrated solutions that address not only content but more generally the creation and management of human Virtual Communities connected on the Grid in order to offer and consume different services facilitating and enhancing human learning Finally part D is concerned with new directions in learning services **Simulation-based Medical Training** Erik Lövquist,2011-05-25 This volume explores the development process of a Virtual Reality VR and web based medical training system from a user centred perspective It highlights the importance of user participation in this context by analysing two case studies concerned with the development of a VR and web based medical training system for Spinal Anaesthesia It illustrates the relationship between user participation and the development process of a VR and web based medical training system User groups along with their input and degrees of participation and influence are classified It shows how a

democratic arrangement between users and developers is beneficial and maybe even mandatory in order to utilise the users guidance efficiently In this arrangement the use of prototypes is instrumental in bridging the expertise and knowledge gap between users and developers Reading this volume may aid other research teams developing VR and web based medical training systems in deciding if why and how to involve relevant user groups in the overall development process *Towards a basic standard methodology for international research in psychology* Miguel Ángel Carrasco,Fco. Pablo Holgado-Tello,José Antonio Lozano Lozano,Susana Sanduvete-Chaves,Salvador Chacón-Moscoso,2023-04-24 **Measuring and Visualizing Learning in the Information-Rich Classroom** Peter Reimann,Susan Bull,Michael Kickmeier-Rust,Ravi Vatrapu,Barbara Wasson,2015-11-19 Integrated information systems are increasingly used in schools and the advent of the technology rich classroom requires a new degree of ongoing classroom assessment Able to track web searches resources used task completion time and a variety of other classroom behaviors technology rich classrooms offer a wealth of potential information about teaching and learning This information can be used to track student progress in languages STEM and in 21st Century skills for instance However despite these changes there has been little change in the kind of data made available to teachers administrators students and parents Measuring and Visualizing Learning in the Information Rich Classroom collects research on the implementation of classroom assessment techniques in technology enhanced learning environments Building on research conducted by a multinational and multidisciplinary team of learning technology experts and specialists from around the globe this book addresses these discrepancies With contributions from major researchers in education technology testing and assessment and education psychology this book contributes to a holistic approach for building the information infrastructure of the 21st Century school *Encyclopedia of the Sciences of Learning* Norbert M. Seel,2011-10-05 Over the past century educational psychologists and researchers have posited many theories to explain how individuals learn i e how they acquire organize and deploy knowledge and skills The 20th century can be considered the century of psychology on learning and related fields of interest such as motivation cognition metacognition etc and it is fascinating to see the various mainstreams of learning remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology Beyond folk psychology and its na ve theories of learning psychological learning theories can be grouped into some basic categories such as behaviorist learning theories connectionist learning theories cognitive learning theories constructivist learning theories and social learning theories Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines such as philosophy and epistemology education information science biology and as a result of the emergence of computer technologies especially also in the field of computer sciences and artificial intelligence As a consequence machine learning struck a chord in the 1980s and became an important field of the learning sciences in general As the learning sciences became more specialized and complex the various fields of interest were widely spread and

separated from each other as a consequence even presently there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely The Encyclopedia of the Sciences of Learning provides an up to date broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields including relevant areas of instruction pedagogy cognitive sciences and especially machine learning and knowledge engineering This modern compendium will be an indispensable source of information for scientists educators engineers and technical staff active in all fields of learning More specifically the Encyclopedia provides fast access to the most relevant theoretical terms provides up to date broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies supplies clear and precise explanations of the theoretical terms cross references to related entries and up to date references to important research and publications The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning the entries are written by a distinguished panel of researchers in the various fields of the learning sciences **ECMLG 2011 Proceedings of the 7th European Conference on Management Leadership and Governance** Charles Despres,2011-06-10 **Serious Games Development and Applications** Minhua Ma,Manuel Fradinho Oliveira,Joao Madeiras Pereira,2012-02-21 This book constitutes the refereed proceedings of the Second International Conference on Serious Games Development and Applications SGDA 2011 held in Lisbon Portugal in September 2011 The 13 revised full papers presented were carefully reviewed and selected for publication Among the topics addressed are virtual reality computer assisted learning computer graphics tutoring systems e learning e culture and guiding systems Modern Artificial Intelligence and Data Science 2024 Abdellah Idrissi,2024-10-03 This book through its various chapters presenting recent advances in Modern Artificial Intelligence and Data Science as well as their applications aims to set up lasting and real applications necessary for both academics and professionals By its proposals of new ideas it serves as a real guide both to informed readers and to beginners in these specialized fields It also covers applications that discuss how they can support societal challenges such as education health agriculture clean energy business environment and security Readers will find here the fruit of many research ideas covering a wide range of application areas that can be explored for the advancement of their research or the development of their business These ideas present new techniques and trends projected in various areas of daily life This book is therefore intended for Designers Developers Decision Makers Consultants Engineers and of course Master s Doctorate Students Researchers and Universities *Technology and Testing* Fritz Drasgow,2015-08-20 From early answer sheets filled in with number 2 pencils to tests administered by mainframe computers to assessments wholly constructed by computers it is clear that technology is changing the field of educational and psychological measurement The numerous and rapid advances have immediate impact on test creators assessment professionals and those who implement and analyze assessments This comprehensive new volume brings together leading

experts on the issues posed by technological applications in testing with chapters on game based assessment testing with simulations video assessment computerized test development large scale test delivery model choice validity and error issues Including an overview of existing literature and ground breaking research each chapter considers the technological practical and ethical considerations of this rapidly changing area Ideal for researchers and professionals in testing and assessment Technology and Testing provides a critical and in depth look at one of the most pressing topics in educational testing today The Open Access version of this book available at http www taylorfrancis com has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4 0 license   21st Century Learning for 21st Century Skills Andrew Ravenscroft,Stefanie Lindstaedt,Carlos Delgado Kloos,Davinia Hernández-Leo,2012-09-18 This book constitutes the refereed proceedings of the 7th European Conference on Technology Enhanced Learning EC TEL 2012 held in Saarbr cken Germany in September 2012 The 26 revised full papers presented were carefully reviewed and selected from 130 submissions The book also includes 12 short papers 16 demonstration papers 11 poster papers and 1 invited paper Specifically the programme and organizing structure was formed through the themes mobile learning and context serious and educational games collaborative learning organisational and workplace learning learning analytics and retrieval personalised and adaptive learning learning environments academic learning and context and learning facilitation by semantic means   HCI and Usability for Education and Work Andreas Holzinger,2008-11-19 The Workgroup Human Computer Interaction Usability Engineering HCI UE of the Austrian Computer Society OCG serves as a platform for interdisciplinary change research and development While human computer interaction HCI tra tionally brings together psychologists and computer scientists usability engineering UE is a software engineering discipline and ensures the appropriate implementation of applications Our 2008 topic was Human Computer Interaction for Education and Work HCI4EDU culminating in the 4th annual Usability Symposium USAB 2008 held during November 20 21 2008 in Graz Austria http usab symposium tugraz at As with the field of Human Computer Interaction in Medicine and Health Care HCI4MED which was our annual topic in 2007 technological performance also increases exponentially in the area of education and work Learners teachers and knowledge workers are ubiquitously confronted with new technologies which are available at constantly lower costs However it is obvious that within our e Society the knowledge acquired at schools and universities while being an absolutely necessary basis for learning may prove insufficient to last a whole life time Working and learning can be viewed as parallel processes with the result that li long learning LLL must be considered as more than just a catch phrase within our society it is an undisputed necessity Today we are facing a tremendous increase in educational technologies of all kinds and although the influence of these new te nologies is enormous we must never forget that learning is both a basic cognitive and a social process and cannot be replaced by technology   **Memory and Society** Lars-Goran Nilsson,Nobuo Ohta,2013-04-03 Memory and Society explores the social factors which influence human memory and our conceptualisation of memory It examines the relationships

between memory society and culture and considers the relevance of theories of memory to real world issues The opening section deals with the topic of autobiographical memory It looks at the role of the self how the self is shaped by society but also how it is the self which encodes and constructs memories The Reconstructive nature of episodic memory is considered and how the present acts as the basis for remembering the past with the rememberer s beliefs desires and interpretations playing a central role The middle section looks at the influence of the social environment on learning It debates the relevance of the application of basic principles gained in laboratory settings to learning and memory in social settings These principles are used to throw light on topics such as e learning eyewitness testimonies and optimal treatment and thinking Moreover these real world scenarios are themselves used to throw light on basic principles and how they can be improved The final section looks at the social consequences and costs of memory deficits covering normal aging and pathological changes in old age memory deficits related to dyslexia working memory problems in everyday cognition problems in executive functions in chronic alcoholics and Korsakoff amnesics It also examines methods of rehabilitation for everyday life Incorporating contributions from leading international authorities in memory research as well as new data and ideas for the direction of future research this book will be invaluable to psychologists working in the fields of memory and society *Responsive Open Learning Environments* Sylvana Kroop,Alexander Mikroyannidis,Martin Wolpers,2015-01-07 This book presents the outcomes of four years of educational research in the EU supported project called ROLE Responsive Online Learning Environments ROLE technology is centered around the concept of self regulated learning that creates responsible learners who are capable of critical thinking and able to plan their own learning processes ROLE allows learners to independently search for appropriate learning resources and then reflect on their own learning process and progress To accomplish this ROLE s main objective is to support the development of open personal learning environments PLE s ROLE provides a framework consisting of enabler spaces on the one hand and tools content and services on the other Utilizing this framework learners are invited to create their own controlled and preferred learning environments to trigger and motivate self regulated learning Authors of this book are researchers developers and teachers who have worked in the ROLE project and belong to the ROLE partner consortium consisting of 16 internationally renowned research institutions including those from 6 EU countries and China Chapters include numerous practical tutorials to guide the reader in creating innovative and useful learning widgets and present the best practices for the development of PLE s

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Knowledge Spaces Theories Empirical Research And Applications Introduction

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