1.
Record Nr.	UNICAMPANIASUN0059339
Autore	Rucklidge, William
Titolo	Efficient visual recognition using the Hausdorff distance / William Rucklidge
Pubbl/distr/stampa	Berlin, : Springer, 1996
ISBN	35-406-1993-3
Descrizione fisica	XIII, 178 p. : ill. ; 24 cm.
Soggetti	68U05 - Computer graphics; computational geometry (digital and algorithmic aspects) [MSC 2020] 68T10 - Pattern recognition, speech recognition [MSC 2020]
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

2.
Record Nr.	UNINA9910838334703321
Autore	Lomeli Bravo Sebastian
Titolo	Estética y Tecnología
Pubbl/distr/stampa	Madrid : , : Dykinson, S.L., , 2022 ©2023
ISBN	84-11-22900-9
Edizione	[1st ed.]
Descrizione fisica	1 online resource (252 pages)
Altri autori (Persone)	González ValerioMaría Antonia BravoLomelí
Disciplina	111.85
Soggetti	Aesthetics - Philosophy Aesthetics
Lingua di pubblicazione	Spagnolo
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Front Matter(pp. 2-6)--Table of Contents(pp. 7-8)--Presentacion de la Coleccion «Pensar nuestro tiempo»(pp. 9-12)--Prologo(pp. 13-24)--

De esteticas, materialidades y naturalezas (Tema y cuatro variaciones) (pp. 25-48)--Notas sobre la oposicion entre el arte y el utensilio(pp. 49-74)--El enjambre del mundo digital con entrega a domicilio(pp. 75-98)--Expedicion en el circulo polar artico hacia el Trerikroset. Otras perspectivas sobre las relaciones con la naturaleza(pp. 99-120)--Subjetividad, discurso, techne. Hacia nuevas formaciones de la sensibilidad(pp. 121-148)--Donde todo es tiempo: estetica de la inmanencia, limite vinculante y experiencia contemplativa a partir de Boris Groys y Byung-Chul Han(pp. 149-168)--El elemento tecnico en la definicion de cine. Problemas filosoficos(pp. 169-186)--La instruccion como mecanismo de mediacion. Arte producido por computadoras(pp. 187-200)--Analisis de Vuelo de una gaviota (1888) de Jules Marey(pp. 201-230)--Sobre la ecotecnia de los cuerpos(pp. 231-250)--Back Matter(pp. 251-252).

| Sommario/riassunto | Solo mediante un ejercicio dudoso de analisis podemos pensar en la humanidad desnuda, despojada de todas las mediaciones tecnicas que se han confundido con su piel. El punto cero del cuerpo humano, mas que una verdad autoevidente, es un mito, gesto mitologico de la metafisica. La desnudez es un efecto optico al que llegamos solo tras ocultar las capas que la han construido. Lo tecnico no es un anadido a lo humano, sino uno de los medios por el que nos abrimos a la alteracion; nos ubica y dispone en lugares distintos para vincularnos con lo familiar, lo nunca visto y lo que no puede entenderse sin su mediacion. Por ello es que podemos contar, atendiendo a las mediaciones artefacturales, las historias de los organos, de la mente, de los lazos sociales, de las interacciones entre especies e incluso la comprension del tiempo y del espacio. Asi, un pensamiento riguroso demanda entender los modos de ser de estas mediaciones y las determinaciones que emergen gracias a su intervencion. En este volumen pretendemos hacer lo propio en el campo de la estetica, y para ello discutimos conceptos basicos de la ontologia, distinciones tradicionales entre arte y artefacto y analizamos obras artisticas concretas. Sebastian Lomeli. |

3.

Record Nr.	UNINA9910299360403321	
Autore	Jiménez Samantha	
Titolo	Affective Feedback in Intelligent Tutoring Systems : A Practical Approach / / by Samantha Jiménez, Reyes Juárez-Ramírez, Victor H. Castillo, Juan José Tapia Armenta	
Pubbl/distr/stampa	Cham : , , : Springer International Publishing : , , : Imprint : Springer, , 2018	
ISBN	3-319-93197-0	
Edizione	[1st ed. 2018.]	
Descrizione fisica	1 online resource (VIII, 84 p. 27 illus.)	
Collana	SpringerBriefs in Human-Computer Interaction, , 2520-1689	
Disciplina	005.437 4.019	
Soggetti	User interfaces (Computer systems) Human-computer interaction Education - Data processing Educational technology Computer programming User Interfaces and Human Computer Interaction Computers and Education Digital Education and Educational Technology Programming Techniques	
Lingua di pubblicazione	Inglese	
Formato	Materiale a stampa	
Livello bibliografico	Monografia	
Nota di contenuto	Introduction -- Feedback and Affectivity in Intelligent Tutoring Systems -- A Model for Providing Affective Feedback -- Implementation of the Affective Feedback Model -- Impact of the Affective Feedback on Student Motivation to Learn -- Impact and Applicability of the Affective Feedback -- Conclusion and Future Work. .	
Sommario/riassunto	Affective components are as important as cognitive components in tutoring assisted learning process. Feedback from tutors is essential in keeping students motivated. Affectivity and motivation are also significant in computer-based tutoring systems. However, several educational frameworks do not include this kind of interaction between students and tutoring systems. In those cases, the students learning interest and motivation to learn could be negatively affected, and	

student profits from the system could be impoverished. This is why tutoring systems need to provide direct and affective interaction with students; it can encourage them and increase the motivation to learn. This book introduces a broad range of topics in affective learning in computer-based systems. The text offers a deep conceptual background, covering relevant concepts of affectivity, feedback and motivational components in learning environments. It describes the design of a proposed model for providing affective feedback, the mathematical validation of the conceptual model and its implementation. Moreover, it presents an analysis of the impact of the affective feedback on student motivation to learn. Finally, the book offers research perspectives of the impact and applicability of the affective feedback in computer-based tutoring environments. Affective Feedback in Intelligent Tutoring Systems can be used by human tutors who want to include motivational and affective elements in the learning process, researchers in Human-Computer Interaction and Education and by software developers who want to develop learning systems using these elements.