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Nota di contenuto	Theory and Reviews Difficulties and disparities to distance learning during Covid-19 period for deaf students - A proposed method to eradicate inequalities -- Wide-scale Automatic Analysis of 20 Years of ITS Research -- A Brief Survey of Deep Learning Approaches for Learning Analytics on MOOCs -- Models DiKT: Dichotomous Knowledge Tracing -- CompPrehension - Model-Based Intelligent Tutoring System on Comprehension Level -- Learning Logical Reasoning Using an Intelligent Tutoring System: Improving the Student Model with a data driven approach -- Checking Method for Fake News to Avoid the Twitter Effect -- Comparing Bayesian Knowledge Tracing Model Against Naïve Mastery Model -- Exploring Bayesian Deep Learning for Urgent Instructor Intervention Need in MOOC Forums -- Concept Maps Creating and Visualising Cognitive Maps of Knowledge Diagnosis

During the Processing of Learning Digital Footprint -- Integrating Knowledge in Collaborative Concept Mapping: Cases in an Online Class Setting -- An evaluation of a meaningful discovery learning support system for supporting E-book user in pair learning -- Semantic Comparison of Concept Maps for Structuring Learning Activities -- Student Prediction Next week dropout prediction in MOOCs: weekly assessment of time and learning patterns -- Internet of Things (IoT) Based Support System for Diabetic Learners in Saudi Arabian High Schools -- Training Temporal and NLP Features via Extremely Randomised Trees for Educational Level Classification -- Analysis of Learners' Comments: an Automated Intervention Priority Model for MOOC -- Early Predictor for Student Success Based on Behavioural and Demographical Indicators -- Predicting Certification in MOOCs based on Students' Weekly Activities -- Learner Behaviour Recognizing Novice Learners' Modeling Behaviors -- Novice, and Intermediate Performance: Exploring the Relationship Between Clinical Reasoning Behaviors and Diagnostic Performance -- Agent-based Simulation of the Classroom Environment to Gauge the Effect of Inattentive or Disruptive Students -- Investigating Clues for Estimating ICAP States based on Learners' Behavioural Data during Collaborative Learning -- Behaviour Analytics - A Moodle Plug-in to Visualize Students' Learning Patterns -- Toward an ITS to enhance novice clinician situational awareness based on expert perception behaviors in clinical reasoning -- Feedback and Personalisation Flexible Program Alignment to Deliver Data-Driven Feedback to Novice Programmers -- Interaction of human cognitive mechanisms and "computational intelligence" in systems that support teaching mathematics -- Learning Path Construction Using Reinforcement Learning and Bloom's Taxonomy -- Customizing Feedback using Semantic Clusters -- Voice Privacy with Smart Digital Assistants in Educational Settings -- An Intelligent Tutoring System for Psychomotor Development -- Assessment Automated Assessment of Learning Objectives in Programming Assignments -- Ex-Ante and Ex-Post Feature Evaluation of Online Courses Using the Kano Model -- Automated Summary Scoring with ReaderBench -- Automated Paraphrase Quality Assessment using Recurrent Neural Networks and Language Models -- Groups, Teams, Social, Crowd and Communities XGBoost & Deep Neural Network comparison: The case of teams' performance -- Using Graph Embedding to Monitor Communities of Learners -- The Influence of Five Personality Traits on the Interactive Model of Online Group Formation -- New Horizons on Online Tutoring System Inspired by Teaching Strategies and Learning Styles -- A Comparative Evaluation of the Effect of Social Comparison, Competition, and Social Learning in Persuasive Technology on Learning -- Sovereignty by personalization of information search: collective wisdom influences my knowledge -- Games and Gamification Confusion detection within a 3D adventure game -- Representation of generalized human cognitive abilities in a sophisticated student leaderboard -- Learning and Gamification Dashboards: a Mixed-Method Study with Teachers -- Encouraging Teacher-sourcing of Social Recommendations Through Participatory Gamification Design -- Automatic Adaptive Sequencing in a Webgame -- Towards Smart Edutainment Applications for Young Children. A Proposal -- Do Students Use Semantics When Solving Parsons Puzzles? - A Log-Based Investigation -- Emotions and Affect Tutorial Intervention's Affective Model Based on Learner's Error Identification in Intelligent Tutoring Systems -- A recommender system based on effort: towards minimising negative affects and maximising achievement in CS1 learning -- Evaluation test generator using a list of keywords -- Voice

Emotion Recognition in Real Time Applications -- Affect-aware Conversational Agent for Intelligent Tutoring of Students in Nursing Subjects -- Extended Reality ARDNA: a Mobile App based on Augmented Reality for supporting knowledge exploration in learning scenarios -- Extraction of 3D Pose in Video for Building Virtual Learning Avatars -- A Non-immersive Virtual Reality Application for Children with Autism Spectrum Disorder -- Using Augmented Reality in Computing Higher Education.

Sommario/riassunto

This volume constitutes the proceedings of the 17th International Conference on Intelligent Tutoring Systems, ITS 2021, held in Athens, Greece, in June 2021. Due to COVID-19 pandemic the conference was held virtually. The 22 full papers, 22 short papers and 18 other papers presented in this volume were carefully reviewed and selected from 87 submissions. Conforming to the current move of education, work and leisure online, the title of ITS 2021 was “Intelligent Tutoring Systems in an online world”. Its objective was to present academic and research achievements of computer and cognitive sciences, artificial intelligence, and, due to its recent emergence, specifically, deep learning in tutoring and education.