1.	Record Nr.	UNINA9910726276003321
	Autore	Frasson Claude
	Titolo	Augmented Intelligence and Intelligent Tutoring Systems : 19th International Conference, ITS 2023, Corfu, Greece, June 2–5, 2023, Proceedings / / edited by Claude Frasson, Phivos Mylonas, Christos Troussas
	Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Springer, , 2023
	ISBN	9783031328831 9783031328824
	Edizione	[1st ed. 2023.]
	Descrizione fisica	1 online resource (714 pages)
	Collana	Lecture Notes in Computer Science, , 1611-3349 ; ; 13891
	Altri autori (Persone)	MylonasPhivos TroussasChristos
	Disciplina	371.334
	Soggetti	Education - Data processing Computer engineering Computer networks Artificial intelligence Social sciences - Data processing Computers and Education Computer Engineering and Networks Artificial Intelligence Computer Application in Social and Behavioral Sciences
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Nota di contenuto	Augmented Intelligence in Tutoring systems: Language Proficiency Enhanced Knowledge Tracing -- Recommending Mathematical Tasks Based on Reinforcement Learning and Item Response Theory -- A Framework for Automatic Task Ontology Execution in a Complex Environment -- Method and Tools to Supporting Math Learning in Inclusive Education of Blind Students -- Understanding the usages and effects of a recommendation system in a non-formal learning context -- Detecting Mental Fatigue in Intelligent Tutoring Systems -- Detecting Mental Fatigue in Intelligent Tutoring Systems -- An Approach to Generating Adaptive Feedback for Online Formative

Assessment -- Early Warning Systems: How to Generate Early and Accurate Alerts of At-risk of Failure Learners? -- Detecting Interlingual Errors: The Case of Prepositions -- Detecting Interlingual Errors: The Case of Prepositions -- Teaching Cardiovascular Physiology with a Minigame-based ITS -- Expert-centered design recommendations to promote engagement in authoring activities of adaptive learning technologies -- Towards a Chatbot-based Learning Object Recommendation: A Comparative Experiment -- Development of a Conversational Agent for Tutoring Nursing Students to Interact with Patients -- Integrating an Ontological Reference Model of Piloting Procedures in ACT-R Cognitive Architecture to simulate piloting tasks -- Generating Pedagogical Questions to Help Students Learn -- Attention Assessment of Aircraft Pilots Using Eye Tracking -- KEMMRL: Knowledge Extraction Model for Morphologically Rich Languages -- Synthesising didactic explanatory texts in Intelligent Tutoring Systems based on the information in cognitive maps -- Using the ITS components in improving the Q-learning policy for instructional sequencing -- Stargazing Live! Inspiring with real data in a mobile planetarium and learning through conceptual modelling -- A GPT-based Vocabulary Tutor -- ETHOSCHOOL: An Artificial Moral Agent Model for Collaborative Learning -- Toward a Smart Tool for Supporting Programming Lab Work -- Towards Embodied Wearable Intelligent Tutoring Systems -- iQUIZ!: A Collaborative Online Learning System that Promotes Growth Mindset using Persuasive Feedback -- Helping Teachers to Analyze Big Sets of Concept Maps -- Learning Engagement and Peer Learning in MOOC: A Selective Systematic Review -- Personalized Study Guide: A Moodle Plug-in Generating Personal Learning Path for Students -- Learning by Building Chatbot: A System Usability Study and Teachers' Views about the Educational Uses of Chatbots -- Towards Integrating Learnersourcing, Microlearning and Gamification in Moodle -- Towards a social learning analysis using Learning Management System and Learning Experience to predict learners' success -- Towards a social learning analysis using Learning Management System and Learning Experience to predict learners' success -- Estimation of Piloting Attention Level Based on the Correlation of Pupil Dilation and EEG -- Functional programming of intelligent systems -- Model-based Support for Collaborative Concept Mapping in an Open-ended Domain. Augmented Intelligence in Healthcare Informatics: CPR Emergency Assistance through Mixed Reality Communication -- The Relative Importance of Cognitive and Behavioral Engagement to Task Performance in Self-Regulated Learning With an Intelligent Tutoring System -- Emotional Impact of Cognitive Priming on Alzheimer's Disease -- Combining XR and AI for integrating the best pedagogical approach to providing feedback in Surgical Medical Distance Education -- Multimodal learning for clinical risk prediction in Intensive Care Units. Augmented Intelligence in Games, Serious Games and Virtual Reality: User-Defined Hand Gesture Interface to Improve User Experience of Learning American Sign Language -- Distraction Detection and Monitoring Using Eye Tracking in Virtual Reality. Neural Networks and Data Mining: Using Feature Interaction for Mining Learners' Hidden Information in MOOC Dropout Prediction -- On an integrated assessment for the students within an academic consortium -- An Approach to Automatic Flight Deviation Detection -- Automatic learning of piloting behavior from flight data -- Towards Student Behaviour Simulation: A Decision Transformer based Approach. Augmented Intelligence and Metaverse: Mixed Reality Agents as Language Learning Tutors -- Metaverse and Virtual Environment to improve attention deficit hyperactivity disorder (ADHD) students'

learning. Security, Privacy and Ethics in Augmented Intelligence: Culture of Ethics in Adopting Learning Analytics -- Promoting Ethical Uses in Artificial IntelligenceApplied to Education. Applied Natural Language Processing: Improving Collaboration via Automated Intelligent Nudges -- Preliminary Performance Assessment on Ask4Summary's Reading Methods for Summary Generation -- Joint Topic Model with Selected Side Information for Inter-University Syllabus Analysis Focusing on the Variety of Instructional Approaches -- Plug & Play with Deep Neural Networks: Classifying Posts that Need Urgent Intervention in MOOCs -- Personalized feedback enhanced by Natural Language Processing in Intelligent Tutoring Systems -- SC-Ques: A Sentence Completion Question Dataset for English as a Second Language Learners -- Conversational Agents and Language Models that learn from Human Dialogues to Support Design Thinking.

| Sommario/riassunto | This book constitutes the refereed proceedings of the 19th International Conference on Augmented Intelligence and Intelligent Tutoring Systems, ITS 2023, held in Corfu, Greece, during June 2-5, 2023. The 41 full papers and 19 short papers presented in this book were carefully reviewed and selected from 84 submissions. The papers are divided into the following topical sections: augmented intelligence in tutoring systems; augmented intelligence in healthcare informatics; augmented intelligence in games, serious games and virtual reality; neural networks and data mining; augmented intelligence and metaverse; security, privacy and ethics in augmented intelligence; and applied natural language processing. |

2.	Record Nr.	UNINA9910136244503321
	Titolo	Grenzen der Überschreitung : Kontroversen um Transkultur, Transgender und Transspecies / Stephanie Lavorano, Carolin Mehnert, Ariane Larrat
	Pubbl/distr/stampa	Bielefeld, : transcript Verlag, 2016
	ISBN	9783839434444
		3839434440
	Edizione	[1st ed.]
	Descrizione fisica	1 online resource (279 pages)
	Collana	Edition Kulturwissenschaft
	Disciplina	306.768
	Soggetti	Kultur
		Culture
		Literature
		Literatur
		Rassismus
		Racism
		Transgender
		Transspecies
		Transkulturalität
		Transculturality
		Transtextualität
		Transtextuality
		Transnationality
		Transnationalität
		Transsozialität
		Transsociality
		Cultural Studies
		Kulturtheorie
		Cultural Theory
		Allgemeine Literaturwissenschaft
		General Literature Studies
		Gender Studies
		Kulturwissenschaft
	Lingua di pubblicazione	Tedesco
	Formato	Materiale a stampa

Livello bibliografico	Monografia
Note generali	Transgender, trans-culturalism, transnationalism – `trans' concepts are experiencing a political and academic boom. They bring with them the demand to open up socio-cultural identities. But the borders of national, social and corporeal spaces, which have now become fluid, threaten to re-solidify into traditions and forms of neo-racism: thus, values of the bourgeois nuclear family and right wing populist positions are not just being continually brought up, but are being actively reproduced in various media and social channels. For this reason, the essays in this volume probe into the processes through which trans-concepts essentialize themselves – and at which normative frontiers do they come to grief?
Nota di contenuto	Frontmatter 1 Inhalt 5 Vorwort: Zum Status der Trans_Konzepte 7 Transkulturelle Identitat oder Mimikry im postkolonialen Roman 25 Ubersetzung als Transkonzept? 41 Zum kulturkritischen Potential der ›transkulturellen Literatur‹ 57 Transkulturelles Fließen und die Kulturgeschichtsschreibung 77 Korper, Name, Geschlecht 93 Doppelganger und Transvestiten 109 Herkunftsmythen und Erinnerung 127 Transkultureller Rassismus 149 Rassismus in gegenwartiger (popular-)wissenschaftlicher Theorie 163 »Guilty of Being White« 179 ›Fremde Wurzeln‹ 201 Kulturen des Klimas zwischen Intensitatskontinuum und tipping point 219 Versuch uber die Chimare 235 »Forget transgender, get ready for transpecies« 245 Nachwort: Was kommt? Was bleibt? 263 Autor_innen 271 Backmatter 275
Sommario/riassunto	Transgender, Transkulturalität, Transnationalität – Konzepte des Trans erleben eine politische und wissenschaftliche Konjunktur. In ihnen geht die Forderung nach einer Öffnung von soziokulturellen Identitäten auf. Doch die fluide gewordenen Grenzen von nationalen, sozialen und körperlichen Räumen drohen sich in Traditionen und Neorassismen erneut zu verfestigen: So werden Werte der bürgerlichen Kleinfamilie ebenso wie rechtspopulistische Positionen nicht nur immer wieder thematisiert, sondern in verschiedenen medialen und sozialen Kanälen reproduziert.Die Beiträge des Bandes fragen daher: Durch welche Prozesse essentialisieren sich Transkonzepte – und an welchen normativen Grenzen zerbrechen sie? »Das Buch ist interessant, weil es ambitioniert und ambivalent ist und daher zum Denken anregt.«