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Nota di contenuto	-- Late Breaking Results -- Using ControlNets with Generative AI Models to Create Illustrative Diagrams for Mathematics Word Problems.

-- A RAG-Enhanced AI Feedback for UML Education. -- A Zero-Shot LLM Framework for Automated Assignment Grading in Introductory Higher Education Courses. -- From Code to Insight: How LLMs Help and Hinder Qualitative Research. -- Grading university students with LLMs: Performance and acceptance of a Canvas-based automation. -- Short-Term Gains, Long-Term Gaps: The Impact of GenAI and Search Technologies on Retention. -- Enhancing Teacher Support in Learning Technologies: A Human Centered Approach with WearableLearning. -- SSRLBot: Designing and Developing a Large Language Model-based Agent using Socially Shared Regulated Learning. -- TPRS: AI-Assisted Research Topic Refinement for Distance Learners. -- Facilitating Teacher Coaching: Generating Insightful Comments on Classroom Instruction through Multi-Agent Reflection. -- Modeling Socially Constructed Knowledge using Multimodal Machine Learning: A Case Study in K-12 AI Literacy Education Classroom. -- beSEL: A Human-Aligned LLM Teaching Assistant for Enhancing Social-Emotional Learning. -- Automated Essay Scoring using Logical Structure Graph Information. -- Leveraging AI for Persons with Disabilities: Investigating their Needs and Gaps in AI-supported Assistance. -- AI-Powered Math Learning: Evaluating the Impact of a Personalized Tutoring Platform that Respond to Affect. -- Tell Me Who Your Students Are: GPT Can Generate Valid Multiple-Choice Questions When Students' (Mis)Understanding Is Hinted. -- Leveraging Large Reasoning Models for Test Equating Without Anchor Items: A Simulation Study with O1 and DeepSeek-R1. -- Leveraging Knowledge Profiles and Generative AI for Realistic Student Response Generation. -- LLMs to Support K–12 Teachers in Culturally Relevant Pedagogy: An AI Literacy Example. -- Comparison of Explainable Machine Learning Methods for Early Prediction of Student Performance in Programming Courses. -- ScoreCLIQ: A Dynamic LLM-Based Framework for Item Difficulty Estimation. -- LLM Agents for Verifiable Question Generation and Grading. -- Computer Vision for Objects used in Group Work: Challenges and Opportunities. -- From Sketch to Understanding: Exploring LLM-Based Assessment of Student-Drawn Science Models. -- Riding on The Back of A Whale: A Hackathon Framework for Introducing High School Students to Large Language Models. -- Design and Validation of the Psychometric Properties of a Questionnaire Measuring AI Literacy Among University Students: Preliminary Results. -- ChatGPT's Impact on Students' Performance in Solving Tasks Requiring Critical Thinking. -- Intent-Based vs. LLM-Based Chatbots in MOOCs: Do Diverse Students Experience Them Differently?. -- A GenAI-enhanced Platform for Personalized Doctoral Progress and Well-being Support through Single-case Analytics. -- AGen: Personalized Analogy Generation with Large Language Model. -- 'The World of AI': A Novel Approach to AI Literacy for First-year Engineering Students. -- Exploring Communication Strategies for Collaborative LLM Agents in Mathematical Problem-Solving. -- VETTING AI for Deeper Learning: Constraining LLMs to Encourage Student Inquiry. -- Exploring the Feasibility of Personalized AI Feedback to Improve Children's Planning Skills. -- Exploring AI Chatbots for Learning Mathematics: Students' Perspectives on Accuracy and Educational Value. -- Making Generative AI Hallucinations Useful by Reassessing the Troublemaker Agent Strategy. -- Enhancing Collaborative Academic Writing with Generative Artificial Intelligence: Use and Effects. -- Exploring Students' Generative AI Usage Patterns and Knowledge Creation in Collaborative Problem Solving. -- Leveraging Multi-Modality and Collaborative Filtering for Supporting Automatic Scoring in Mathematics Education. -- Developing Artificial

Intelligence Explanations for Technology Enhanced Learning with and for Special Educational Needs Children and Teachers. -- SPAR-GNN: Knowledge Tracing with Behavioural Patterns and Selective LLM Feedback. -- How far are we from automatic grading of handwritten cloze form questions?. -- ProductiveMath: A Generative-AI-Powered App to Support Productive Failure Teaching. -- Automated Bias Assessment in AI-Generated Educational Content Using CEAT Framework. -- Mining Student Activity Sequences in a Large-scale Online Programming Course. -- Assessing Lecture Difficulty and Unexpected Events Using Subtle Facial Cues.

Sommario/riassunto

This three-volume set CCIS 2590-2592 constitutes poster papers and late breaking results, workshops and tutorials, practitioners, industry and policy track, doctoral consortium, blue sky and wideAIED papers presented at the 26th International Conference on Artificial Intelligence in Education, AIED 2025, held in Palermo, Italy, during July 22–26, 2025. The 72 full papers and 73 short papers (72 of them presented as posters) presented in this book were carefully reviewed and selected from 296 submissions. They are organized in topical sections as follows: Part I: BlueSky; Practitioners, Industry and Policy; WideAIED; Doctoral Consortium. Part II: Late Breaking Results; Part III: Late Breaking Results; Workshops and Tutorials.
