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Soggetti	Computers Educational technology Software engineering User interfaces (Computer systems) Application software Artificial intelligence Theory of Computation Educational Technology Software Engineering User Interfaces and Human Computer Interaction Information Systems Applications (incl. Internet) Artificial Intelligence
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Nota di contenuto	Promoting the transfer of advanced training technologies -- Learning evolution and software agents emergence -- Whither technology and schools: Collected thoughts on the last and next quarter centuries -- Instructional design tools based on knowledge objects -- Multi-media software development and the tools to support it -- Conceptual and meta learning during coached problem solving -- Une architecture logicielle fondée sur le concept d'événement-logiciel: le cas de REPÈRES -- An actor-based architecture for intelligent tutoring systems -- A highly flexible student driven architecture for computer based

instruction -- A generic architecture for ITS based on a multi-agent approach -- LearnMedia: A co-operative intelligent tutoring system for learning multimedia -- Having it all, maybe: Design tradeoffs in ITS authoring tools -- Teacher-usable exercise design tools -- Modèles cognitifs pour l'apprentissage en thermodynamique -- Plan scaffolding: Impact on the process and product of learning -- A model of tutoring: Based on the behavior of effective human tutors -- Motivation system and human model for intelligent tutoring -- La modélisation fine du processus résolution de problème dans Miace -- Learner models for supporting awareness and collaboration in a CSCL environment -- Modeling the cooperative interactions in a teaching/learning situation -- A case-based approach to collaborative learning for systems analyst education -- Design and development of a distributed multi-user visual learning environment -- De la modélisation d'un processus de coopération à la conception de systèmes coopératifs d'apprentissage -- Modelling dialogue and beliefs as a basis for generating guidance in a CSCL environment -- MONACO_T: Un MOdèle à NAture COopérative pour la représentation de Tâches coopératives dans un STI -- Intelligent guide: Combining user knowledge assessment with pedagogical guidance -- Parallel computing model for problem solver towards ITSs -- Approche qualitative de la ré-ingéniérie d'un système tuteur intelligent à partir d'une méthodologie d'évaluation -- Issues in computerizing the inquiry dialogue planning process -- ELM-ART: An intelligent tutoring system on world wide web -- Intelligent agent-based virtual education using the Java technology -- The use of a semantic network activation language in an ITS project -- Combining general and domain-specific strategic support for biological inquiry -- Using cognition of programming literature in the design of a tool for learning a second programming language -- A content-balanced adaptive testing algorithm for computer-based training systems -- Un modèle de situation d'évaluation pour le suivi de formation en langue étrangère -- On the formal evaluation of learning systems -- La programmation logique par contraintes pour l'aide à l'enseignant -- Computational mathematics tool kit: Architectures for modelling dialogues -- An intelligent problem solving environment for designing explanation models and for diagnostic reasoning in probabilistic domains -- EpiTalk a platform for epiphyte advisor systems dedicated to both individual and collaborative learning -- Automated advice-giving strategies for scientific inquiry -- AGD: A course engineering support system -- A knowledge-based framework for learning, applying and consulting engineering procedures -- The HSIP approach. An extension for a teacher's apprentice -- The program tutoring text model -- Un modèle de représentation du curriculum dans un STI -- A process-sensitive learning environment architecture -- A learning environment for the surgical intensive care unit -- A new way for visual reasoning in geometry education -- Example explanation in learning environments -- Toward a learning environment allowing learner-directed problem practice -- Focusing problem solving in design-centered learning environments -- Une utilisation de la modélisation qualitative pour la planification pédagogique -- Towards design learning environments — I: Exploring how devices work -- Un modèle de simulation basée sur une représentation de type "objets — règles" pour l'enseignement des métiers de ventes -- Generic approaches in developing practical intelligent industrial training systems -- The transfusion medicine tutor: Using expert systems technology to teach domain-specific problem-solving skills -- Evaluation of a knowledge-based tutorial program in rheumatology — A part of a mandatory course in internal medicine -- Iterative development and validation of a

simulation-based medical tutor -- WULPUS an intelligent problem solving environment delivering knowledge based help and explanations in business management simulation -- Using case-based reasoning for exercise design in simulation-based training -- Adaptive assessment using granularity hierarchies and bayesian nets -- Adaptive assessment and training using the neighbourhood of knowledge states -- SINT — a symbolic integration tutor -- A belief net backbone for student modelling -- Adaptation of problem presentation and feedback in an intelligent mathematics tutor -- Student and expert modelling for simulation-based training: A cost effective framework -- A programming learning system for beginners — A completion strategy approach -- Generating and revising hierarchical multi-turn text plans in an ITS -- Towards the design of more effective advisors for learning-by-doing systems -- Collaborative dialogue with a learning companion as a source of information on student reasoning -- Arguing with the Devil: Teaching in controversial Domains -- Learning by learning roles: A virtual role-playing environment for tutoring -- ITS-Engineering: A domain independent its for building engineering tutors.

Sommario/riassunto

This book presents the refereed proceedings of the Third International Conference on Intelligent Tutoring Systems, ITS '96, held in Montreal, Canada, in June 1996. The book contains 69 revised papers selected from a total of 128 submissions; also included are six invited papers from well-known speakers. All in all, the book reflects the state-of-the-art in the area. In particular the following topics are covered: advising systems, ITS architectures, cognitive models, design issues, empirical studies, formal models, learning environments, real-world applications, software tools for tutoring, student modelling, teaching and learning strategies, and multimedia and WWW.
