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Andre A. Rupp,Jacqueline P. Leighton

The Evolution of Electronic Dance Music Ewa Mazierska,Tony Rigg,Les Gillon,2022-12-29 The Evolution of Electronic Dance Music establishes EDM's place on the map of popular music. The book accounts for various ambiguities, variations, transformations, and manifestations of EDM, pertaining to its generic fragmentation, large geographical spread, modes of consumption and, changes in technology. It focuses especially on its current state, its future, and its borders – between EDM and other forms of electronic music, as well as other forms of popular music. It accounts for the rise of EDM in places that are overlooked by the existing literature, such as Russia and Eastern Europe, and examines the multi-media and visual aspects such as the way EDM events music are staged and the specificity of EDM music videos. Divided into four parts – concepts, technology, celebrity, and consumption – this book takes a holistic look at the many sides of EDM culture.

Process Mining Techniques for Pattern Recognition Vikash Yadav,Anil Kumar Dubey,Harivans Pratap Singh,Gaurav Dubey,Erma Suryani,2022-02-28 This book focuses on the theory, practice, and concepts of process mining techniques in detail, especially pattern recognition in diverse society, science, medicine, engineering, and business. The book deliberates several perspectives on process mining techniques in the broader context of data science and big data approaches. Process Mining Techniques for Pattern Recognition: Concepts, Theory, and Practice provides an introduction to process mining techniques and pattern recognition. After that, it delivers the fundamentals of process modelling and mining essential to comprehend the book. The text emphasizes discovery as an important process mining task and includes case studies as well as real-life examples to guide users in successfully applying process mining techniques for pattern recognition in practice. Intended to be an introduction to process mining and pattern recognition for students, academics, and practitioners, this book is perfect for those who want to learn the basics, and also gain an understanding of the concepts on a deeper level.

Innovative Design and Development Practices in Aerospace and Automotive Engineering Ram P. Bajpai,U. Chandrasekhar,2016-09-17 The book presents the best articles presented by researchers, academicians and industrial experts in the International Conference on "Innovative Design and Development Practices in Aerospace and Automotive Engineering (I-DAD 2016)". The book discusses new concept designs, analysis and manufacturing technologies, where more swing is for improved performance through specific and/or multifunctional linguistic design aspects to downsize the system, improve weight to strength ratio, fuel efficiency, better operational capability at room and elevated temperatures, reduced wear and tear, NVH aspects while balancing the challenges of beyond Euro IV/Barat Stage IV emission norms, Greenhouse effects and recyclable materials. The innovative methods discussed in the book will serve as a reference material for educational and research organizations, as well as industry, to take up challenging projects of mutual interest.

Progress in Artificial Intelligence Paulo Moura Oliveira,Paulo Novais,Luís Paulo Reis,2019-08-31 This book constitutes the refereed proceedings of the 19th EPIA Conference on Artificial Intelligence, EPIA 2019, held in Funchal, Madeira, Portugal, in September 2019. The 119 revised full papers and 6 short papers presented were carefully reviewed and selected from a total of 252 submissions. The papers are organized in 18 tracks devoted to the following topics: AIEd - Artificial Intelligence in Education, AI4G - Artificial Intelligence for Games, AIoTA - Artificial Intelligence and IoT in Agriculture, AIL - Artificial Intelligence and Law, AIM - Artificial Intelligence in Medicine, AICPDES - Artificial Intelligence in Cyber-Physical and Distributed Embedded Systems, AIPES - Artificial Intelligence in Power and Energy Systems, AITS - Artificial Intelligence in Transportation Systems, ALEA - Artificial Life and Evolutionary Algorithms, AmIA - Ambient Intelligence and

Affective Environments, BAAI - Business Applications of Artificial Intelligence, GAI- General AI, IROBOT - Intelligent Robotics, KDBI - Knowledge Discovery and Business Intelligence, KRR - Knowledge Representation and Reasoning, MASTA - Multi-Agent Systems: Theory and Applications, SSM - Social Simulation and Modelling, TeMA - Text Mining and Applications.

Parson's Complete Annotated Pocket Code New York (State),1890

AIM Reports ,2014

<u>Seismological Bulletin</u> Canada. Earth Physics Branch,1967

<u>Proceedings of the International Conference on Educational Data Mining (EDM) (6th, Memphis, TN., USA, July 6-9, 2013)</u> International Educational Data Mining Society,2013 With An Information-Theoretic Approach (Brett van de Sande); (50) Test-Size Reduction for Concept Estimation (Divyanshu Vats, Christoph Studer, Andrew S. Lan, Lawrence Carin and Richard Baraniuk); (51) Reading into the Text: Investigating the Influence of Text Complexity on Cognitive Engagement (Benjamin Vega, Shi Feng, Blair Lehman, Art Graesser and Sidney D'Mello); (52) Using Students' Programming Behavior to Predict Success in an Introductory Mathematics Course (Arto Vihavainen, Matti Luukkainen and Jaakko Kurhila); (53) Do Students Really Learn an Equal Amount Independent of Whether They Get an Item Correct or Wrong? (Seth Adjei, Seye Salehizadeh, Yutao Wang and Neil Heffernan); (54) Analysis of Students Clustering Results Based on Moodle Log Data (Angela Bovo, Stephane Sanchez, Olivier Heguy and Yves Duthen); (55) Mining the Impact of Course Assignments on Student Performance (Ritu Chaturvedi and Christie Ezeife); (56) Mining Users Behaviors in Intelligent Educational Games: Prime Climb a Case Study (Alireza Davoodi, Samad Kardan and Cristina Conati); (57) Bringing Student Backgrounds Online: MOOC User Demographics, Site Usage, and Online Learning (Jennifer Deboer, Glenda S. Stump, Daniel Seaton, Andrew Ho, David E. Pritchard and Lori Breslow); (58) Detecting Player Goals from Game Log Files (Kristen Dicerbo and Khusro Kidwai); (59) A Prediction Model that Uses the Sequence of Attempts and Hints to Better Predict Knowledge: Better to Attempt the Problem First, Rather Than Ask for a Hint (Hien Duong, Linglong Zhu, Yutao Wang and Neil Heffernan); (60) Towards the Development of a Classification Service for Predicting Students' Performance (Diego Garca-Saiz and Marta Zorrilla); (61) Identifying and Visualizing the Similarities Between Course Content at a Learning Object, Module and Program Level (Kyle Goslin and Markus Hofmann); (62) Using ITS Generated Data to Predict Standardized Test Scores (Kim Kelly, Ivon Arroyo and Neil Heffernan); (63) Joint Topic Modeling and Factor Analysis of Textual Information and Graded Response Data (Andrew Lan, Christoph Studer, Andrew Waters and Richard Baraniuk); (64) Component Model in Discourse Analysis (Haiying Li, Art Graesser and Zhiqiang Cai); (65) Modeling Student Retention in an Environment with Delayed Testing (Shoujing Li, Xiaolu Xiong and Joseph Beck); (66) Predicting Group Programming Project Performance using SVN Activity Traces (Sen Liu, Jihie Kim and Sofus Macskassy); (67) Toward Predicting Test Score Gains with Online Behavior Data of Teachers (Keith Maull and Tamara Sumner); (68) Domain-Independent Proximity Measures in Intelligent Tutoring Systems; (Bassam Mokbel, Sebastian Gross, Benjamin Paassen, Niels Pinkwart and Barbara Hammer); (69) Exploring Exploration: Inquiries into Exploration Behavior in Complex Problem Solving Assessment (Jonas Muller, Andre Kretzschmar and Samuel Greiff); (70) The Complex Dynamics of Aggregate Learning Curves (Tristan Nixon, Stephen Fancsali and Steven Ritter); (71) Extracting Time-Evolving Latent Skills from Examination Time Series (Shinichi Oeda and Kenji Yamanishi); (72) Uncovering Class-Wide Patterns in Responses to True/False Questions (Andrew Pawl); (73) Causal Modeling to Understand the Relationship between Student Attitudes, Affect and Outcomes (Dovan Rai, Joseph Beck and Ivon Arroyo); (74) Determining Review Coverage by Extracting Topic Sentences Using A Graph-Based Clustering Approach (Lakshmi Ramachandran, Balaraman Ravindran and Edward Gehringer); (75) Affective State Detection in Educational Systems through Mining

Multimodal Data Sources (Sergio Salmeron-Majadas, Olga C. Santos and Jesus G. Boticario); (76) Exploring the Relationship between Course Structure and eText Usage in Blended and Open Online Courses (Daniel T. Seaton, Yoav Bergner and David E. Pritchard); (77) Data Preprocessing Using a Priori Knowledge (Jean Simon); (78) Discovering the Relationship between Student Effort and Ability for Predicting the Performance of Technology-Assisted Learning in a Mathematics After-School Program (Jun Xie, Xudong Huang, Henry Hua, Jin Wang, Quan Tang, Scotty Craig, Arthur Graesser, King-Ip Lin and Xiangen Hu); (79) Using Item Response Theory to Rene Knowledge Tracing (Yanbo Xu and Jack Mostow); (80) Estimating the Benefits of Student Model Improvements on a Substantive Scale (Michael Yudelson and Kenneth Koedinger); (81) A Dynamic Group Composition Method to Refine Collaborative Learning Group Formation (Zhilin Zheng); (82) Educational Data Mining: Illuminating Student Learning Pathways in an Online Fraction Game (Ani Aghababyan, Taylor Martin, Nicole Forsgren Velasquez and Philip Janisiewicz); (83) Automatic Gaze-Based Detection of Mind Wandering during Reading (Sidney D'Mello, Jonathan Cobian and Matthew Hunter); (84) DARE: Deep Anaphora Resolution in Dialogue based Intelligent Tutoring Systems (Nobal B. Niraula, Vasile Rus and Dan Stefanescu); (85) Are You Committed? Investigating Interactions among Reading Commitment, Natural Language Input, and Students Learning Outcomes (Laura K. Varner, G. Tanner Jackson, Erica L. Snow and Danielle S. McNamara); (86) Using Multi-level Models to Assess Data From an Intelligent Tutoring System (Jennifer Weston and Danielle S. McNamara); (87) Evaluation of Automatically Generated Hint Feedback (Michael Eagle and Tiffany Barnes); (88) Analysing Engineering Expertise of High School Students Using Eye Tracking and Multimodal Learning Analytics (July Gomes, Mohamed Yassine, Marcelo Worsley and Paulo Blikstein); (89) Investigating the Efficacy of Algorithmic Student Modelling in Predicting Students at Risk of Failing in Tertiary Education (Geraldine Gray, Colm McGuinness and Philip Owende); (90) BOTS: Harnessing Player Data and Player Effort to Create and Evaluate Levels in a Serious Game (Andrew Hicks); (91) Helping Students Manage Personalized Learning Scenarios (Paul Salvador Inventado, Roberto Legaspi and Masayuki Numao); (92) Determining Problem Selection for a Logic Proof Tutor (Behrooz Mostafavi and Tiffany Barnes); (93) Demonstration of a Moodle Student Monitoring Web Application (Angela Bovo, Stephane Sanchez, Olivier Heguy and Yves Duthen); (94) Students Activity Visualization Tool (Marius Stefan Chiritoiu, Cristian Mihaescu and Dumitru Dan Burdescu); (95) FlexCCT: Software for Maximum Likelihood Cultural Consensus Theory (Stephen France, Mahyar Vaghe and William Batchelder); (96) Visual Exploration of Interactions and Performance with LeMo. (Agathe Merceron, Sebastian Schwarzrock, Margarita Elkina, Andreas Pursian, Liane Beuster, Albrecht Fortenbacher, Leonard Kappe and Boris Wenzla); (97) Project CASSI: A Social-Graph Based Tool for Classroom Behavior Analysis and Optimization (Robert Olson, Zachary Daily, John Malayny and Robert Szkutak); (98) A Moodle Block for Selecting, Visualizing and Mining Students' Usage Data (Cristobal Romero, Cristobal Castro and Sebastian Ventura); (99) SEMILAR: A Semantic Similarity Toolkit for Assessing Students' Natural Language Inputs (Vasile Rus, Rajendra Banjade, Mihai Lintean, Nobal Niraula and Dan Stefanescu); (100) Gathering Emotional Data from Multiple Sources (Sergio Salmeron-Majadas, Olga C. Santos, Jesus G. Boticario, Raul Cabestrero, Pilar Quiros and Mar Saneiro); and (101) A Tool for Speech Act Classification Using Interactive Machine Learning (Borhan Samei, Fazel Keshtkar and Arthur C. Graesser). Individual presentations contain references. [For Proceedings of the International Conference on Educational Data Mining (EDM) (5th, Chania, Greece, June 19-21, 2012), see ED537074.].

Artificial Intelligence in Education H. Chad Lane,Kalina Yacef,Jack Mostow,Philip Pavlik,2013-06-22 This book constitutes the refereed proceedings of the 16th International Conference on Artificial Intelligence in Education, AIED 2013, held in Memphis, TN, USA in July 2013. The 55 revised full papers presented together with 73 poster presentations were

carefully reviewed and selected from a total of 168 submissions. The papers are arranged in sessions on student modeling and personalization, open-learner modeling, affective computing and engagement, educational data mining, learning together (collaborative learning and social computing), natural language processing, pedagogical agents, metacognition and self-regulated learning, feedback and scaffolding, designed learning activities, educational games and narrative, and outreach and scaling up.

The Wiley Handbook of Cognition and Assessment Andre A. Rupp,Jacqueline P. Leighton,2016-11-21 This state-of-the-art resource brings together the most innovative scholars and thinkers in the field of testing to capture the changing conceptual, methodological, and applied landscape of cognitively-grounded educational assessments. Offers a methodologically-rigorous review of cognitive and learning sciences models for testing purposes, as well as the latest statistical and technological know-how for designing, scoring, and interpreting results Written by an international team of contributors at the cutting-edge of cognitive psychology and educational measurement under the editorship of a research director at the Educational Testing Service and an esteemed professor of educational psychology at the University of Alberta as well as supported by an expert advisory board Covers conceptual frameworks, modern methodologies, and applied topics, in a style and at a level of technical detail that will appeal to a wide range of readers from both applied and scientific backgrounds Considers emerging topics in cognitively-grounded assessment, including applications of emerging socio-cognitive models, cognitive models for human and automated scoring, and various innovative virtual performance assessments

Design Recommendations for Intelligent Tutoring Systems: Volume 4 - Domain Modeling Robert A. Sottilare,Arthur C. Graesser,Xiangen Hu,Andrew Olney,Benjamin Nye,Anna M. Sinatra,2016-07-15 Design Recommendations for Intelligent Tutoring Systems (ITSs) explores the impact of intelligent tutoring system design on education and training. Specifically, this volume examines "Domain Modeling". The "Design Recommendations book series examines tools and methods to reduce the time and skill required to develop Intelligent Tutoring Systems with the goal of improving the Generalized Intelligent Framework for Tutoring (GIFT). GIFT is a modular, service-oriented architecture developed to capture simplified authoring techniques, promote reuse and standardization of ITSs along with automated instructional techniques and effectiveness evaluation capabilities for adaptive tutoring tools and methods.

Serious Games Mads Haahr,Alberto Rojas-Salazar,Stefan Göbel,2023-10-13 This book constitutes the refereed proceedings of the 9th Joint International Conference on Serious Games, JCSG 2023, held in Dublin, Ireland, during October 26–27, 2023. The 18 full papers presented together with 9 short papers and 14 poster papers were carefully reviewed and selected from 53 submissions. They are grouped into the following topics: technology and systems; theoretical and design aspects; health and wellbeing; extended realities; soft and social skills; academic skills; and posters and exhibits.

Design for Teaching and Learning in a Networked World Gráinne Conole,Tomaž Klobučar,Christoph Rensing,Johannes Konert,Elise Lavoué,2015-09-07 This book constitutes the refereed proceedings of the 10th European Conference on Technology Enhanced Learning, EC-TEL 2015, held in Toledo, Spain, in September 2015. The 27 full papers, 19 short papers, 9 demo papers and 23 posters were carefully reviewed and selected from 176 submissions. They address topics such as blended learning; self-regulated and self directed learning; reflective learning; intelligent learning systems; learning communities; learning design; learning analytics; learning assessment; personalization and adaptation; serious games; social media; massive open online courses (MOOCs); schools of the future.

Game-Based Assessment Revisited Dirk Ifenthaler,Yoon Jeon Kim,2019-11-05 The capabilities and possibilities of emerging game-based learning technologies bring about a new perspective of learning and instruction. This, in turn, necessitates alternative ways to

assess the kinds of learning that are taking place in the game-based environments. The field has been broadening the focus of assessment in game environments (i.e., what we measure), developing processes and methodologies that go beyond psychometrics practices (i.e., how we go about assessment in games), and implementing the game-based assessment (GBA) in real contexts. The current state of the field calls for a revisit of this topic to understand what we have learned from the research on this topic, and how the GBA work changed how the field thinks about assessment beyond game environments. Accordingly, this comprehensive volume covers the current state of research, methodology, and technology of game-based assessment. It features four major themes: what we are measuring in games, how GBA has influenced how people do assessment beyond games, new methods and practices, and implementations of GBA. The audience for this volume includes researchers, graduate students, teachers, and professional practitioners in the areas of education, instructional design, educational psychology, academic and organizational development, and instructional technology.

Research Anthology on Developments in Gamification and Game-Based Learning Management Association, Information Resources,2021-11-26 Technology has increasingly become utilized in classroom settings in order to allow students to enhance their experiences and understanding. Among such technologies that are being implemented into course work are game-based learning programs. Introducing game-based learning into the classroom can help to improve students' communication and teamwork skills and build more meaningful connections to the subject matter. While this growing field has numerous benefits for education at all levels, it is important to understand and acknowledge the current best practices of gamification and game-based learning and better learn how they are correctly implemented in all areas of education. The Research Anthology on Developments in Gamification and Game-Based Learning is a comprehensive reference source that considers all aspects of gamification and game-based learning in an educational context including the benefits, difficulties, opportunities, and future directions. Covering a wide range of topics including game concepts, mobile learning, educational games, and learning processes, it is an ideal resource for academicians, researchers, curricula developers, instructional designers, technologists, IT specialists, education professionals, administrators, software designers, students, and stakeholders in all levels of education.

Learner Experience and Usability in Online Education Bouchrika, Imed,Harrati, Nouzha,Vu, Phu,2018-05-11 In online education, there is a challenge to not only meet the pedagogical aspects of digital education but also to understand the user experience within learning platforms and student interaction. Through online functions and advanced technology, a student's learning style can be enhanced. Learner Experience and Usability in Online Education provides emerging research on the design, implementation, and evaluation of user experience in online learning systems. While highlighting topics such as computer-based assessments, educational digital technologies, and immersive learning environments, this publication explores the human-computer interaction in the educational realm. This book is an important resource for educators, school administrators, academicians, researchers, and students seeking current research on the role of positive user experience in educational learning systems.

Computational Science and Its Applications – ICCSA 2017 Osvaldo Gervasi,Beniamino Murgante,Sanjay Misra,Giuseppe Borruso,Carmelo M. Torre,Ana Maria A.C. Rocha,David Taniar,Bernady O. Apduhan,Elena Stankova,Alfredo Cuzzocrea,2017-07-03 The six-volume set LNCS 10404-10409 constitutes the refereed proceedings of the 17th International Conference on Computational Science and Its Applications, ICCSA 2017, held in Trieste, Italy, in July 2017. The 313 full papers and 12 short papers included in the 6-volume proceedings set were carefully reviewed and

selected from 1052 submissions. Apart from the general tracks, ICCSA 2017 included 43 international workshops in various areas of computational sciences, ranging from computational science technologies to specific areas of computational sciences, such as computer graphics and virtual reality. Furthermore, this year ICCSA 2017 hosted the XIV International Workshop On Quantum Reactive Scattering. The program also featured 3 keynote speeches and 4 tutorials.

MOOCs and Higher Education: Implications for Institutional Research Stephanie J. Blackmon,Claire H. Major,2016-04-20 Take a broad, balanced look at the present and potential MOOC landscape in higher education. This special volume highlights current trends and issues related to the emergence and development of a new instructional form in higher education: Massively Open Online Courses (MOOCs). In these online distance education courses, enrollment is usually open to anyone who wishes to take them. This volume provides institutional researchers with information about the possibilities and challenges for current and future research on MOOCs. Topics covered include: defining and classifying MOOCs and who takes them, defining what persistence in them means or should mean, describing the legal issues MOOC providers and enrollees face, and identifying trends in the big data that MOOCs can provide. This is the 167th volume of this Jossey-Bass quarterly report series. Timely and comprehensive, New Directions for Institutional Research provides planners and administrators in all types of academic institutions with guidelines in such areas as resource coordination, information analysis, program evaluation, and institutional management.

Design Recommendations for Intelligent Tutoring Systems Dr. Robert A. Sottilare, US Army Research Laboratory,Dr. Arthur Graesser, University of Memphis,Dr. Xiangen Hu, University of Memphis,Dr. Heather Holden, US Army Research Laboratory,2013-08-01 Design Recommendations for Intelligent Tutoring Systems explores the impact of computer-based tutoring system design on education and training. Specifically, this volume, "Learner Modeling" examines the fundamentals of learner modeling and identifies best practices, emerging concepts and future needs to promote efficient and effective tutoring. Part of our design recommendations include current, projected, and needed capabilities within the Generalized Intelligent Framework for Tutoring (GIFT), an open source, modular, service-oriented architecture developed to promote simplified authoring, reuse, standardization, automated instruction and evaluation of tutoring technologies.

Measuring and Visualizing Learning in the Information-Rich Classroom Peter Reimann,Susan Bull,Michael Kickmeier-Rust,Ravi Vatrapu,Barbara Wasson,2015-11-19 Integrated information systems are increasingly used in schools, and the advent of the technology-rich classroom requires a new degree of ongoing classroom assessment. Able to track web searches, resources used, task completion time, and a variety of other classroom behaviors, technology-rich classrooms offer a wealth of potential information about teaching and learning. This information can be used to track student progress in languages, STEM, and in 21st Century skills, for instance. However, despite these changes, there has been little change in the kind of data made available to teachers, administrators, students, and parents. Measuring and Visualizing Learning in the Information-Rich Classroom collects research on the implementation of classroom assessment techniques in technology-enhanced learning environments. Building on research conducted by a multinational and multidisciplinary team of learning technology experts, and specialists from around the globe, this book addresses these discrepancies. With contributions from major researchers in education technology, testing and assessment, and education psychology, this book contributes to a holistic approach for building the information infrastructure of the 21st Century school.

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