Artificial Intelligence in Education

Building Learning Systems that Care: From Knowledge Representation to Affective Modelling

Edited by

Vania Dimitrova
University of Leeds, UK

Riichiro Mizoguchi
Osaka University, Japan

Benedict du Boulay
University of Sussex, UK

and

Art Graesser
University of Memphis, USA
Contents

Preface
Vania Dimitrova, Riichiro Mizoguchi, Benedict du Boulay and Art Graesser v

Executive Committee of the International AI-ED Society vii

AIED 2009 Committees viii

Sponsorship and Support xii

Keynote Speaker Abstracts
Can Computers Teach You to Think and Care? The Modeling Debates Revisited
Susanne P. Lajoie 3

Open-Domain Sketch Understanding for AI and Education
Kenneth D. Forbus 4

Exploiting User Generated Content to Improve Search
Wolfgang Nejdl 5

Affect, Metacognition and Motivation
Cohesion Relationships in Tutorial Dialogue as Predictors of Affective States
Sidney D’Mello, Nia Dowell and Art Graesser 9

Emotion Sensors Go to School
Ivon Arroyo, David G. Cooper, Winslow Burleson, Beverly Park Woolf, Kasia Muldner and Robert Christopherson 17

Modeling Task-Based vs. Affect-Based Feedback Behavior in Pedagogical Agents: An Inductive Approach
Jennifer L. Robison, Scott W. McQuiggan and James C. Lester 25

Adapting to Student Uncertainty Improves Tutoring Dialogues
Kate Forbes-Riley and Diane Litman 33

Affective Gendered Learning Companions
Ivon Arroyo, Beverly Park Woolf, James M. Royer and Minghui Tai 41

Predicting Learner Answers Correctness Through Brainwaves Assessment and Emotional Dimensions
Alicia Heraz and Claude Frasson 49

Antecedent-Consequent Relationships and Cyclical Patterns Between Affective States and Problem Solving Outcomes
Sidney D’Mello, Natalie Person and Blair Lehman 57

The Impact of Privacy on Learners in the Context of a Web-Based Test
Hicham Hage and Esma A’imeur 65
What Students Expect May Have More Impact Than What They Know or Feel
G. Tanner Jackson, Arthur C. Graesser and Danielle McNamara

Affective Artificial Intelligence in Education: From Detection to Adaptation
Emmanuel G. Blanchard, Boris Volfson, Yuan-Jin Hong and Susanne P. Lajoie

Intelligent Games and Exploratory Learning Environments

Development of Production System for Anywhere and Class Practice
Kazuhisa Miwa, Ryuichi Nakaike, Jyunya Morita and Hitoshi Terai

Off-Task Behavior in Narrative-Centered Learning Environments
Jonathan P. Rowe, Scott W. McQuiggan, Jennifer L. Robison and James C. Lester

Using Task-Based Modeling to Generate Scaffolding in Narrative-Guided Exploratory Learning Environments
James M. Thomas and R. Michael Young

A Reconfigurable Architecture for Building Intelligent Learning Environments
Joseph G. Linn, James Segedy, Hogyeong Jeong, Benjamin Podgursky and Gautam Biswas

Natural Language Processing

Evidence of Misunderstandings in Tutorial Dialogue and Their Impact on Learning
Pamela Jordan, Diane Litman, Michael Lipschultz and Joanna Drummond

Educational Question Answering Based on Social Media Content
Iryna Gurevych, Delphine Bernhard, Kateryna Ignatova and Cigdem Toprak

Discovering Tutorial Dialogue Strategies with Hidden Markov Models
Kristy Elizabeth Boyer, Eun Young Ha, Michael D. Wallis, Robert Phillips, Mladen A. Vouk and James C. Lester

Using Natural Language Processing to Analyze Tutorial Dialogue Corpora Across Domains and Modalities
Diane Litman, Johanna Moore, Myroslava O. Dzikovska and Elaine Farrow

An Overview of LSA-Based Systems for Supporting Learning and Teaching
Philippe Dessus

Assessing Student Paraphrases Using Lexical Semantics and Word Weighting
Vasile Rus, Mihai Lintean, Art Graesser and Danielle McNamara

Analysing Semantic Flow in Academic Writing
Stephen T. O'Rourke and Rafael A. Calvo
Interactive Paraphrase Training: The Development and Testing of an iSTART Module
Danielle S. McNamara, Chutima Boonthwn, Christopher A. Kurby, Joe Magliano, Srinivasa Pillarisetti and Cedrick Bellissens

Automated Assessment of Oral Reading Prosody
Jack Mostow and Minh Duong

To Elicit or to Tell: Does It Matter?
Min Chi, Pamela Jordan, Kurt Vanlehn and Diane Litman

Knowledge Representation and Ontological Modeling

Intelligent Authoring of ‘Graph of Microworlds’ for Adaptive Learning with Microworlds Based on Compositional Modeling
Tomoya Horiguchi and Tsukasa Hiroshima

Structuring Learning/Instructional Strategies Through a State-Based Modeling
Yusuke Hayashi, Jacqueline Bourdeau and Riichiro Mizoguchi

Using Data Mining Techniques to Support the Creation of Competence Ontologies
Sabrina Ziebarth, Nils Malzahn and H. Ulrich Hoppe

Looking into Collaborative Learning: Design from Macro- and Micro-Script Perspectives
Eloy D. Villasclaras-Fernández, Seiji Isotani, Yusuke Hayashi and Riichiro Mizoguchi

Learning Process and Modeling

Fostering Engaged and Directed Learning by Activity Foregrounding and Backgrounding
Katy Howland, Benedict du Boulay and Judith Good

Will Google Destroy Western Democracy? Bias in Policy Problem Solving
Matthew W. Easterday, Vincent Aleven, Richard Schemes and Sharon M. Carver

Discovering Causal Models of Self-Regulated Learning
David Brokenshire and Vive Kumar

A Model of Learners Profiles Management Process
Carole Eyssautier-Bavay, Stéphanie Jean-Daubias and Jean-Philippe Pernin

Modeling Learners and Learning Processes

Highlighting Learning Across a Degree with an Independent Open Learner Model
Susan Bull and Peter Gardner
Handling Uncertainty and Multiple Perspectives for Learner Modeling by Cognitive Mapping
Alejandro Peña Ayala 283

Student Knowledge Diagnosis Using Item Response Theory and Constraint-Based Modeling
Jaime Galvez, Eduardo Guzman, Ricardo Conejo and Eva Millan 291

Belief Exploration in a Multiple-Media Open Learner Model for Basic Harmony
Matthew Johnson and Susan Bull 299

Collaboration, Social Dimensions and Communities

A Recommender System for Collaborative Knowledge
Weiqin Chen and Ricard Persen 309

Are Your Students Working Creatively Together? Automatically Recognizing Creative Turns in Student e-Discussions
Bruce M. McLaren, Rupert Wegerif, Jan Mikšátko, Oliver Scheuer, Marian Chamrada and Nasser Mansour 317

Knowledge Co-Construction and Initiative in Peer Learning Interactions
Cynthia Kersey, Barbara Di Eugenio, Pamela Jordan and Sandra Katz 325

MOT 2.0: A Case Study on the Usefulness of Social Modeling for Personalized E-Learning Systems
Fawaz Ghali and Alexandra I. Cristea 333

Modeling Helping Behavior in an Intelligent Tutor for Peer Tutoring
Erin Walker, Nikol Rummel and Kenneth R. Koedinger 341

Towards Automatic Assessment for Project Based Learning Groups
Gahgene Gweon, Rohit Kumar, Soojin Jun and Carolyn P. Rosé 349

Use of Semantics to Build an Academic Writing Community Environment
Sirisha Bajanki, Kathrin Kaufhold, Alex Le Bek, Vania Dimitrova, Lydia Lau, Rebecca O’Rourke and Aisha Walker 357

Engaging Collaborative Learners with Helping Agents
Sourish Chaudhuri, Rohit Kumar, Iris Howley and Carolyn Penstein Rosé 365

Ill-Defined Domains and Socio-Cultural Dimensions

Revisiting Ill-Definedness and the Consequences for ITSs
Antonija Mitrovic and Amali Weerasinghe 375

Exploiting Partial Problem Spaces Learned from Users’ Interactions to Provide Key Tutoring Services in Procedural and Ill-Defined Domains
Philippe Fournier-Viger, Roger Nkambou and Engelbert Mephu Nguifo 383

Feedback Specificity and the Learning of Intercultural Communication Skills
Matthew Hays, H. Chad Lane, Daniel Auerbach, Mark G. Core, Dave Gomboc and Milton Rosenberg 391
An Evaluation of Sociocultural Data for Predicting Attitudinal Tendencies

Emmanuel G. Blanchard, Marguerite Roy, Susanne Lajoie and Claude Frasson

Intelligent Scaffolding

Error-Based Simulation to Promote Awareness of Errors in Elementary Mechanics and Its Evaluation

Tsukasa Hirashima, Isao Imai, Tomoya Horiguchi and Takahito Toumoto

Intelligent Support for Inquiry Learning from Images: A Learning Scenario and Tool

Paul Mulholland, Zdenek Zdrahal, Jan Abrahamic and Annika Wolff

Scaffolding Effective Help-Seeking Behaviour in Mastery and Performance Oriented Learners

Amanda Harris, Victoria Bonnett, Rosemary Luckin, Nicola Yuill and Katerina Avramides

Developing Navigation Planning Skill with Learner-Adaptable Scaffolding

Akihiro Kashihara and Kazuaki Taira

Intelligent Tutoring Systems with Multiple Representations and Self-Explanation Prompts Support Learning of Fractions

Martina A. Rau, Vincent Aleven and Nikol Rummel

Self-Regulated Fading in On-line Learning

Raymond Kemp, Elizabeth Kemp and Elisabeth Todd

To Tutor or Not to Tutor: That Is the Question

Leena Razzaq and Neil Heffernan

Generating Instruction Automatically for the Reading Strategy of Self-Questioning

Jack Mostow and Wei Chen

Data Mining and Machine Learning

Educational Software Features that Encourage and Discourage “Gaming the System”


Detecting Significant Events in Lecture Video Using Supervised Machine Learning

Christopher Brooks, Kristofor Amundson and Jim Greer

I Learn from You, You Learn from Me: How to Make iList Learn from Students

Davide Fossati, Barbara Di Eugenio, Stellan Ohlsson, Christopher Brown, Lin Chen and David Cosejo

Detecting the Learning Value of Items in a Randomized Problem Set

Zachary A. Pardos and Neil T. Heffernan
The Impact of Off-Task and Gaming Behaviors on Learning: Immediate or Aggregate?
 Mihaela Cocea, Arnon Hershkovitz and Ryan S.J.d. Baker

Intelligent Learning Object Guide (iLOG): A Framework for Automatic Empirically-Based Metadata Generation
 S.A. Riley, L.D. Miller, L.-K. Soh, A. Samal and G. Nugent

Using Learning Decomposition to Analyze Instructional Effectiveness in the ASSISTment System
 Mingyu Feng, Neil Heffernan and Joseph E. Beck

Performance Factors Analysis – A New Alternative to Knowledge Tracing
 Philip I. Pavlik Jr., Hao Cen and Kenneth R. Koedinger

Domain-Specific AIED Applications

Personal Access Tutor. Helping Students to Learn MS Access
 Silviu Risco and Jim Reye

An Intelligent Partner for Organizing a Paragraph
 Hidenobu Kunichika, Chiaki Miyazaki, Yuto Matsuki, Robert Chartrand and Akira Takeuchi

MAGADI: A Blended-Learning Framework for Overall Learning
 A. Alvarez, S. Ruiz, M. Martin, I. Fernández-Castro and M. Urretavizcaya

Consultation of Misconceptions Representations by Students in Education-Related Courses
 Rasyidi Johan and Susan Bull

Posters

Narrative Creation from Online Video as Knowledge Representation
 Ralph Barthel, Mike Sharples and Shaaron Ainsworth

Effects of Erroneous Examples. Results of a Preliminary School Experiment
 Erica Melis and Dieter Kriesell

Adaptive Feedback in an Educational Game for Number Factorization
 Cristina Conati and Micheline Manske

Developing an ITS in Sudoku
 Lam-for Kwok and Carter Yu

Motivational Diagnosis in ITSs: Collaborative, Reflective Self-Report
 Katerina Avramides and Benedict du Boulay

Assessing Argument Diagrams in an Ill-Defined Domain
 Niels Pinkwart, Collin Lynch, Kevin Ashley and Vincent Aleven

From Conceptual Models to Agent-Based Simulations: Why and How
 Swaroop Vattam, Ashok K. Goel, Spencer Rugaber, Cindy Hmelo-Silver and Rebecca Jordan
Collaborative Dialog While Studying Worked-Out Examples
Robert G.M. Hausmann, Timothy J. Nokes, Kurt VanLehn and Brett van de Sande

Granularity-Adaptive Proof Presentation
Marvin Schiller and Christoph Benzmüller

Operation ARIES!: A Computerized Game for Teaching Scientific Inquiry
Patricia Wallace, Art Graesser, Keith Millis, Diane Halpern, Zhiqiang Cai, Mary Anne Britt, Joseph Magliano and Katja Wiemer

Transfer Learning and Representation Discovery in Intelligent Tutoring Systems
Kimberly Ferguson, Beverly Park Woolf and Sridhar Mahadevan

Implementing Role- and Relationship-Based Identity Management in E-Learning Environments
Mohd Anwar and Jim Greer

Different Forms of Scaffolding, Different Learning Outcomes
I. Molenaar, C.A.M. van Boxtel and P.J.C. Sleegers

A Phoneme-Based Student Model for Adaptive Spelling Training
Gian-Marco Baschera and Markus Gross

Learner Trust in Learner Model Externalisations
Norasmita Ahmad and Susan Bull

An Experiment to Measure Learning in a Collaborative Assessment Environment
Ricardo Conejo, Beatriz Barros, Eduardo Guzman and Jaime Galvez

Can Relaxation Exercises Improve Learning?
Mohd Zaliman Yusoff and Benedict du Boulay

Identifying Strategies in User's Exploratory Learning Behaviour for Mathematical Generalisation
Mihaela Cocea and George D. Magoulas

An Analysis and Feedback Infrastructure for Argumentation Learning Systems
Oliver Scheuer, Bruce M. McLaren, Frank Loll and Niels Pinkwart

Who Helps When the Tutor Is Asleep?
Quincy Brown, Dario D. Salvucci, Frank Lee and Vincent Aleven

MetaTutor: Analyzing Self-Regulated Learning in a Tutoring System for Biology
Roger Azevedo, Amy Witherspoon, Arthur Graesser, Danielle McNamara, Amber Chauncey, Emily Siler, Zhiqiang Cai, Vasile Rus and Mihai Lintean

Educational Narrative and Student Modeling for Ill-Defined Domains
Rania Hodhod, Daniel Kudenko and Paul Cairns

Bringing Qualitative Reasoning Models into the Classroom for Scientific Education of Deaf Students
Paulo Salles, Gisele M. Feltrini, Isabella G. de Sá, Mônica M.P. Resende and Heloisa Lima-Salles
Learners' Exploratory Behavior Within MetaTutor

Amy Witherspoon, Roger Azevedo and Zhiqiang Cai

Evaluating an Authoring Tool for Mini-Dials

Rohit Kumar, Alicia Sagae and W. Lewis Johnson

An Abstract Modeling of Learning Environments to Ensure Tracking of Learners

Triomphe Ramandalahy, Philippe Vidal and Julien Broisin

An Evaluation of Pedagogical Feedbacks in DIAGRAM, a Learning Environment for Object-Oriented Modeling

Mathilde Alonso and Dominique Py

A Study on the Automatic Selection of Candidate Sentences and Distractors

Itziar Aldabe, Montse Maritxalar and Ruslan Mitkov

Interaction Preferences and Learning in an Inspectable Learner Model for Language

Gheida Shahrour and Susan Bull

Learning by Guiding a Teachable Agent to Play an Educational Game

Lena Pareto, Daniel L. Schwartz and Lars Svensson

The “DeMAND” Coding Scheme: A “Common Language” for Representing and Analyzing Student Discourse

Gwendolyn E. Campbell, Natalie B. Steinhauser, Myroslava O. Dzikovska, Johanna D. Moore, Charles B. Callaway and Elaine Farrow

Combining Evaluative and Generative Diagnosis in ACTIVEMATH

George Goguadze and Erica Melis

Virtual Team Members for Team Training

Michael Miller

The Relationship Between Modality and Metacognition While Interacting with AutoTutor

Jeremiah Sullins, Moongee Jeon, Sidney D'Mello and Arthur C. Graesser

Tough Love: The Influence of an Agent’s Negative Affect on Students’ Learning

Jeremiah Sullins, Scotty D. Craig and Arthur C. Graesser

Incorporating Vicarious Learning Environments with Discourse Scaffolds into Physics Classrooms

Scotty D. Craig, Joshua K. Brittingham, Joah Williams, Kyle R. Cheney and Barry Gholson

Affect Recognition from Speech

Li Zhang and Virginia Francisco

Toward Scenario Adaptation for Learning

James Niehaus and Mark Riedl

Building a Knowledge-Based Recommender for Inclusive eLearning Scenarios

Olga C. Santos and Jesus G. Boticario
Explicit Social Goals and Learning in a Game for Cross-Cultural Negotiation
Amy Ogan, Julia Kim, Vincent Aleven and Christopher Jones

Children Who Interpret Graphs as Pictures
Grecia Garcia Garcia and Richard Cox

Flexible Environment for Supervising Simulation-Based Learning Situations
Viviane Guéraud, Anne Lejeune, Jean-Michel Adam, Michel Dubois and Nadine Mandran

Learning to Identify Students' Off-Task Behavior in Intelligent Tutoring Systems
Suleyman Cetintas, Luo Si, Yan Ping Xin, Casey Hord and Dake Zhang

Identifying Unresolved Issues in Online Student Discussions: A Multi-Phase Dialogue Classification Approach
Jihie Kim, Taehwan Kim and Jia Li

The Extensible Problem-Specific Tutor (xPST): Evaluation of an API for Tutoring on Existing Interfaces
Stephen Gilbert, Stephen B. Blessing and Sateesh Kodavali

MentorMatch: Using Student Mentors to Scaffold Participation and Learning Within an Online Discussion Board
Erin Shaw, Jihie Kim and Pachara Supanakoon

Orchestrating Collaborative Learning in a 1:1 Technology Classroom
Jitti Niramitranon, Mike Sharpies and Chris Greenhalgh

Inducing Positive Emotional State in Intelligent Tutoring Systems
Soumaya Chaffar, Lotfi Derbali and Claude Frasson

EAGLE: An Intelligent Tutoring System to Support Experiential Learning Through Video Games
Laura Naismith, Emmanuel G. Blanchard, John Ranellucci and Susanne P. Lajoie

Predicting Stress Level Variation from Learner Characteristics and Brainwaves
Alicia Heraz, Imène Jraidi, Maher Chaouachi and Claude Frasson

Eliciting Emotional Thought During Critical Reading for Academic Writing
Satoshi V. Suzuki, Aiko Shiraishi and Hiroaki Suzuki

Animal Companion Approach to Fostering Students' Effort-Making Behaviors
Zhi-Hong Chen, Calvin C.Y. Liao, Tzu-Chao Chien and Tak-Wai Chan

From Cognitive to Pedagogical Knowledge Models in Problem-Solving ITS Frameworks
Jean-François Lebeau, Mikaël Fortin, Luc Paquette and André Mayers

Designing Virtual Animal Companions by Emotional Responsibility Strategy
Zhi-Hong Chen, Calvin C.Y. Liao, Tzu-Chao Chien and Tak-Wai Chan

Can Virtual Human Build Rapport and Promote Learning?
Ning Wang and Jonathan Gratch

Intelligent Coaching for Collaboration in Ill-Defined Domains
Toby Dragon, Beverly Woolf and Tom Murray
Motivation and Collaboration On-Line
Iris Howley, Sourish Chaudhuri, Rohit Kumar and Carolyn Penstein Rosé

A VR Environment for Assessing Dental Surgical Expertise
Phattanapon Rhienmora, Peter Haddawy, Siriwan Suebnukarn and Matthew N. Dailey

Utility in Hint Generation: Selection of Hints from a Corpus of Student Work
John Stamper and Tiffany Barnes

Young Researcher’s Track & Doctoral Consortium Abstracts

Scaffolding Motivation and Metacognition in Learning Programming
Alison Hull and Benedict du Boulay

Schema Acquisition: Implications for the Instructional Design of Examples
Siti Soraya Abdul Rahman and Benedict du Boulay

A Probabilistic Model for Student Knowledge Diagnosis in Learning Environments
Jaime Galvez

Toward Adaptive Presentations of Student Models in eLearning Environments
Luca Mazzola and Riccardo Mazza

The Friend: Socially-Intelligent Tutoring and Collaboration
Jozef Tvarozek and Maria Bielikova

Personalised Support for Reflective Learning in Fire Risk Assessment
Wichai Eamsinvattana, Vania Dimitrova and David Allen

Effective Tutoring with Affective Embodied Conversational Agents
Sharon Moyo and Paul Piwek

The Illusion of Adaptivity as Instructional Method in Learning Environments
Mieke Vandewaetere, Geraldine Clarebout and Piet Desmet

‘Your Half is Bigger Than Mine’: Motivating Children to Understand Fractions
Arife B. Aytac and Nicola Yuill

The Effect of Mood on Medical Students’ Diagnostic Performance
John Ranellucci and Susanne P. Lajoie

Recommendations Support in Standard-Based Learning Management Systems
Olga C. Santos

Investigating the Effects of Social Goals in a Negotiation Game with Virtual Humans
Amy Ogan, Vincent Alevan and Christopher Jones

Validating and Representing Case Based Knowledge
Geneviève Gauthier and Susanne P. Lajoie

Learning from Feedback in BioWorld
Laura Naismith and Susanne P. Lajoie
Demonstrating Empathy in a Learning Mentor Agent  
*Geoffrey Allan and Judith Good*  
783

The Use of IRT for Adaptive Item Selection in Item-Based Learning Environments  
*Kelly Wauters, Wim Van Den Noortgate and Piet Desmet*  
785

Integrating Conceptual and Procedural Knowledge for Middle-School Math  
*Gustavo Santos, Iris Howley, Brad Copenhaver and Vincent Aleven*  
787

Educational Narrative-Based Environment to Teach Ethics  
*Rania Hodhod*  
789

**Interactive Events Summaries**

Alelo’s Conversational AI Technologies for Language and Culture Education Environments  
*W. Lewis Johnson*  
793

A Simulator for Explaining Organic Reactions Through Qualitative Reasoning  
*Y.C. Alicia Tang, S.M. Zain, N.A. Rahman and R. Abdullah*  
794

The MATHESIS Algebra Tutor: Web-Based Expert Tutoring via Deep Model Tracing  
*Dimitrios Sklavakis and Ioannis Refanidis*  
795

ARIES: An Intelligent Tutoring System Assisted by Conversational Agents  
*Zhiqiang Cai, Arthur C. Graesser, Keith K. Millis, Diane F. Halpern, Patricia S. Wallace, Cristian Moldovan and Carol Forsyth*  
796

Modelling Achievement Goal Orientation in the Ecolab: A Simulated Science Environment for Primary-Aged Children  
*Amanda Harris, Katerina Avramides, Rose Luckin, Nicola Yuill and Victoria Bonnett*  
797

Encouraging Classrooms that Care  
*Madeline Balaam, Eric Harris and Geraldine Fitzpatrick*  
798

Collaborative Assessment with SIETTE  
*Ricardo Conejo, Beatriz Barros, Eduardo Guzman and Jaime Galvez*  
799

Supporting the Process of Academic Writing Through Semantic Social Scaffolding  
*Kathrin Kaufhold, Rebecca O’Rourke, Aisha Walker, Lydia Lau, Alex Le Bek, Sirisha Bajanki and Vania Dimitrova*  
800

Metatutor: An Adaptive System for Fostering Self-Regulated Learning  
*Mihai Lintean, Amy Witherspoon, Zhiqiang Cai and Roger Azevedo*  
801

AutoTutor Lite  
*Xiangen Hu, Zhiqiang Cai, Lu Han, Scotty D. Craig, Tianjiang Wang and Arthur C. Graesser*  
802

GnuTutor: An Open Source Intelligent Tutoring System  
*Andrew M. Olney*  
803
An Eco-Friendly Intelligent Environment for Exploring Mathematical Generalisation
Darren Pearce, Eirini Geraniou, Sergio Gutierrez-Santos, Manolis Mavrikis, Mihaela Cocea, Celia Hoyles, Ken Kahn, George Magoulas, Richard Noss, Alexandra Poulavassilis and Niall Winters

Workshop Summaries

Scalability Issues in AIED
W. Lewis Johnson and Kurt Vanlehn

The 2nd Workshop on Question Generation
Vasile Rus and James Lester

The Second Workshop on Culturally Aware Tutoring Systems
Emmanuel G. Blanchard, H. Chad Lane and Daniele Allard

Closing the Affective Loop in Intelligent Learning Environments
Cristina Conati and Tania Mitrovic

SWEL’09 @ AIED’09: Ontologies and Social Semantic Web for Intelligent Educational Systems
Niels Pinkwart, Darina Dicheva and Riichiro Mizoguchi

Intelligent Educational Games
H. Chad Lane, Amy E. Ogan and Valerie Shute

Enabling Creative Learning Design: How HCI, User Modelling and Human Factors Help
Patricia Charlton, Maria Grigoriadou, Diana Laurillard, George D. Magoulas and Kyparisia Papanikolaou

Olga C. Santos, Jesus G. Boticario, Jorge Couchet, Ramon Fabregat, Silvia Baldiris and German Moreno

Intelligent Support for Exploratory Environments
Manolis Mavrikis, Sergio Gutierrez-Santos and Paul Mulholland

Natural Language Processing in Support of Learning: Metrics, Feedback, and Connectivity
Philippe Dessus, Stefan Trausan-Matu, Peter van Rosmalen and Fridolin Wild

Subject Index

Author Index