

Knowledge Spaces Theories Empirical Research And Applications

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* empirical validations of specific problem types and knowledge domains, such as sentence comprehension, problem solving in chess, inductive reasoning, elementary mathematical reasoning, and others; and * application of knowledge structures in various contexts, including knowledge assessment, intelligent tutoring systems, and motor learning.

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knowledge spaces theories empirical research and applications
Knowledge Space Theory applies concepts from Combinatorics and stochastic processes to the modeling and empirical description of particular fields of knowledge. Within this theory, a mathematical language has been developed to delineate the ways in which particular elements of knowledge (concepts in Algebra, for example) can be gathered to form distinct knowledge states of individuals. This framework enables the creation of computer algorithms for the construction and application of ...

Research Behind ALEKS - Knowledge Space Theory
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Based on the formal concept of "knowledge structures" originally proposed by Jean-Claude Falmagne and Jean-Paul Doignon, this book contains descriptions of methodological developments and experimental investigations as well as applications for various knowledge domains. The authors address three main topics: * theoretical issues and extensions of Doignon & Falmagne's theory of knowledge structures; * empirical validations of specific problem types and knowledge domains, such as sentence comprehension, problem solving in chess, inductive reasoning, elementary mathematical reasoning, and others; and * application of knowledge structures in various contexts, including knowledge assessment, intelligent tutoring systems, and motor learning. Unlike most other approaches in the literature in cognitive psychology, this book provides both a rigorous mathematical formulation of knowledge-related psychological concepts and its empirical validation by experimental data.

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The book describes up-to-date applications and relevant theoretical results. These applications come from various places, but the most important one, numerically speaking, is the internet based educational system ALEKS. The ALEKS system is bilingual English-Spanish and covers all of mathematics, from third grade to the end of high school, and chemistry. It is also widely used in higher education because US students are often poorly prepared when they reach the university level. The chapter by Taagepera and Arasasingham deals with the application of knowledge spaces, independent of ALEKS, to the teaching of college chemistry. The four chapters by Albert and his collaborators strive to give cognitive interpretations to the combinatoric structures obtained and used by the ALEKS system. The contribution by Eppstein is technical and develops means of searching the knowledge structure efficiently.

Competencies in Organizational E-Learning: Concepts and Tools provides a comprehensive view of the way competencies can be used to drive organizational e-learning, including the main conceptual elements, competency gap analysis, advanced related computing topics, the application of semantic Web technologies, and the integration of competencies with current e-learning standards. Competencies in Organizational E-Learning: Concepts and Tools is the first book to address competencies as a key observable workplace behavior, driving learning and knowledge dissemination processes inside organizations. This book works as a guide for implementing or improving competency-based approaches to e-learning.

There is a paradigm shift in Informatics in general and in technologies enhancing human learning in particular. The debate between [the evolutionaries] [those that wish to optimize and refine current approaches] and the [revolutionaries] [those that support a fundamental change of approach] is quite actual. Within the Internet communities, the debate is hidden behind the words [semantic WEB] versus [semantic Grid]; within educational technologists between [content / resource centered] and [conversation centered] e-learning, or either between [teaching] and [pedagogy] on the one side, and [learning] and [communities of practice] on the other. In general, in Informatics, the shift from a product-page oriented to a service-conversation oriented view may possibly impact most if not all the foreseen applications, in e-learning, but also in e-science, e-democracy, e-commerce, e-health, etc. Part A of the book is dedicated to position papers: visions about what to do and why to do it in the next years. The remaining parts (B to D) offer partial answers to [how] to do it. Part B concerns what we called content-centered services, i.e.: a vision of learning systems that privileges knowledge and its structures, standards and their interoperability, storage and retrieval services. The subsequent part C is about holistic services to refer to more mature and integrated solutions that address not only content but more generally the creation and management of human Virtual Communities connected on the Grid in order to offer and consume different services facilitating and enhancing human learning. Finally part D is concerned with new directions in learning services.

Knowledge Spaces offers a rigorous mathematical foundation for various practical systems of knowledge assessment, applied to real and simulated data. The systematic presentation extends research results to new situations, as well as describing how to build the knowledge structure in practice. The book also contains numerous examples and exercises and an extensive bibliography. This interdisciplinary representation of the theory of knowledge spaces will be of interest to mathematically oriented readers in computer science and combinatorics.

Memory and Society explores the social factors which influence human memory and our conceptualisation of memory. It examines the relationships between memory, society and culture and considers the relevance of theories of memory to real world issues. The opening section deals with the topic of autobiographical memory. It looks at the role of the self; how the self is shaped by society but also how it is the self which encodes and constructs memories. The Reconstructive nature of episodic memory is considered and how the present acts as the basis for remembering the past, with the rememberer's beliefs, desires and interpretations playing a central role. The middle section looks at the influence of the social environment on learning. It debates the relevance of the application of basic principles gained in laboratory settings to learning and memory in social settings. These principles are used to throw light on topics such as e-learning, eyewitness testimonies and optimal treatment and thinking. Moreover, these real world scenarios are themselves used to throw light on basic principles and how they can be improved. The final section looks at the social consequences and costs of memory deficits, covering normal aging and pathological changes in old age, memory deficits related to dyslexia, working memory problems in everyday cognition, problems in executive functions in chronic alcoholics, and Korsakoff amnesics. It also examines methods of rehabilitation for everyday life. Incorporating contributions from leading international authorities in memory research, as well as new data and ideas for the direction of future research, this book will be invaluable to psychologists working in the fields of memory and society.

This book constitutes the refereed proceedings of the Third Workshop on Human-Computer Interaction and Knowledge Discovery, HCI-KDD 2013, held in Maribor, Slovenia, in July 2013, at SouthCHI 2013. The 20 revised papers presented were carefully reviewed and selected from 68 submissions. The papers are organized in topical sections on human-computer interaction and knowledge discovery, knowledge discovery and smart homes, smart learning environments, and visualization data analytics.

This book constitutes the refereed proceedings of the 4th International Conference on Formal Concept Analysis, held in February 2006. The 17 revised full papers presented together with four invited papers were carefully reviewed and selected for inclusion in the book. The papers show advances in applied lattice and order theory and in particular scientific advances related to formal concept analysis and its practical applications: data and knowledge processing including data visualization, information retrieval, machine learning, data analysis and knowledge management.

Over the past century, educational psychologists and researchers have posited many theories to explain how individuals learn, i.e. how they acquire, organize and deploy knowledge and skills. The 20th century can be considered the century of psychology on learning and related fields of interest (such as motivation, cognition, metacognition etc.) and it is fascinating to see the various mainstreams of learning, remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology. Beyond folk psychology and its naive theories of learning, psychological learning theories can be grouped into some basic categories, such as behaviorist learning theories, connectionist learning theories, cognitive learning theories, constructivist learning theories, and social learning theories. Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines, such as philosophy and epistemology, education, information science, biology, and [] as a result of the emergence of computer technologies [] especially also in the field of computer sciences and artificial intelligence. As a consequence, machine learning struck a chord in the 1980s and became an important field of the learning sciences in general. As the learning sciences became more specialized and complex, the various fields of interest were widely spread and separated from each other; as a consequence, even presently, there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely. The Encyclopedia of the Sciences of Learning provides an up-to-date, broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields, including relevant areas of instruction, pedagogy, cognitive sciences, and especially machine learning and knowledge engineering. This modern compendium will be an indispensable source of information for scientists, educators, engineers, and technical staff active in all fields of learning. More specifically, the Encyclopedia provides fast access to the most relevant theoretical terms provides up-to-date, broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies; supplies clear and precise explanations of the theoretical terms, cross-references to related entries and up-to-date references to important research and publications. The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning; the entries are written by a distinguished panel of researchers in the various fields of the learning sciences.