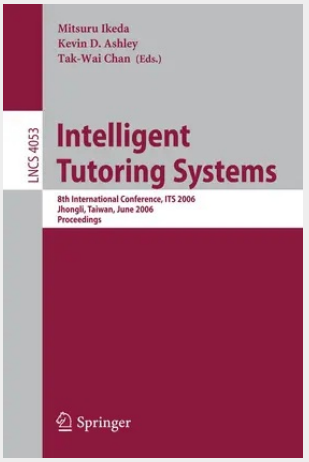
Ikeda / Ashlay / Chan

Intelligent Tutoring Systems

8th International Conference, ITS 2006, Jhongli, Taiwan, June 26-30, 2006 Proceedings



This book constitutes the refereed proceedings of the 8th International Conference on Intelligent Tutoring Systems, ITS 2006, held in Jhongli, Taiwan, June 2006. The book presents 67 revised full papers and 40 poster papers, together with abstracts of 6 keynote talks, organized in topical sections on assessment, authoring tools, bayesian reasoning and decision-theoretic approaches, case-based and analogical reasoning, cognitive models, collaborative learning, e-learning and web-based intelligent tutoring systems, and more.

The International Conference on Intelligent Tutoring Systems (ITS) provides a leading international forum for the dissemination of original results in the - sign, implementation, and evaluation of intelligent tutoring systems and related areas. The conference draws researchers from a broad spectrum of disciplines ranging from arti?cial intelligence and cognitive science to pedagogy and edu- tional psychology. ITS 2006 (http://www. its2006. org/),the eighth in this series of biennial conferences,tookplace during June 26–30,2006atthe NationalC- tral University in Jhongli, Taiwan. Previous ITS conferences have been held in Montreal,Canada(in 1988,1992,1996,and 2000),San Antonio, Texas,USA (in 1998),Biarritz,France and San Sebastian, Spain (in 2002)and Maceio, Alagoas, Brazil (in 2004). The theme of ITS 2006, “Intelligent Tutoring Scales Up!”, raises important issues for the future of ITS research. The conference explored intelligent tut- ing systems’ increasing real-world impact on a global scale. Improved authoring tools and learning object standards have enabled ?elding systems and curricula inreal-worldsettingsonanunprecedentedscale. ResearchershavedeployedITSs in ever larger studies and increasingly have used data from real students, tasks, and settings to guide new research. With high volumes of student interaction data, data mining, and machine learning, tutoring systems are learning from experience and improving their teaching performance. The increasing number of realistic evaluation studies has also broadened researchers’ knowledge about the educational contexts for which ITSs are best suited.

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