

Preface

The second issue of this volume of the International Journal of Artificial Intelligence in Education features three very different papers.

The first paper, “Automatic Extraction of Pedagogic Metadata from Learning Content” provides a promising approach to marking up educational content in an automatic manner. Devshri Roy, Sudeshna Sarkar and Sujoy Ghose are working in an important area for those wanting to “massify” education via the web. There are many hard problems to overcome in relation to educational metadata, and this paper presents an interesting attempt to utilise a range of techniques to extract useful information from on-line resources. The empirical evidence indicates that further work should prove valuable in seeking to demonstrate the utility of their methods.

In their paper “I-MINDS: A Multiagent System for Intelligent Computer-Supported Collaborative Learning and Classroom Management”, Leen-Kiat Soh, Nobel Khandaker and Hong Jiang have developed a system called I-MINDS which is essentially an AI in Education-based CSCL environment of some power. In particular, the way that Soh et al form groups should interest readers. The empirical work also indicates the potential value of I-MINDS-like systems. There are very few such applications in the AI in Education literature so I-MINDS is a very welcome contribution.

The final paper, by Neil Heffernan, Kenneth Koedinger and Leena Razzaq, examines an important extension to the ways in which cognitive tutors are engineered to support learners. “Expanding the Model-Tracing Architecture: A 3rd Generation Intelligent Tutor for Algebra Symbolization” is an account of the way in which a tutoring component has provided increased flexibility for learners. They also provide evidence that the approach is beneficial. The authors argue that there is scope for extending the range of tutoring strategies utilised and sketch future work on how they plan to do this.

Two special issues are currently being prepared for Volume 19 of the Journal – both calls have attracted submissions that should result in the publication of high quality papers of considerable interest to the readership of IJAIED. One, on “Authoring Systems for ITSs”, has Tanja Mitrovic and Ken Koedinger as guest editors. The other special issue, “Ill-defined Domains”, an area of growing interest, has four guest editors – Niels Pinkwart, Collin Lynch, Kevin Ashley and Vincent Aleven.

As the Journal is attracting good submissions we believe that members of the International AI in Education Society are well placed to make significant contributions to the world of “Technology Enhanced Learning”. We hope that IJAIED will continue to be a showcase for the best work in the field.

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