

Intelligent Learning Environments: Design, Usage and Analytics for Future Schools

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Abstract

This chapter reviews the field broadly referred to as Intelligent Learning Environments (ILEs), capturing the state-of-the-art in both Intelligent Tutoring Systems (ITS) and Artificial Intelligence in Education (AIED). After a brief historical account, we report design architectures and implementation approaches exemplified by a recent example. We then shift our attention to classroom implementation and blended learning strategies that take into account the challenges of using ILEs in the classroom. We present Learning Analytics tools as a way to support teachers addressing these challenges, to increase their awareness and ultimately to support students directly. We conclude with a summary of efficacy studies and open issues while advocating that these systems should not be seen as displacing teachers but augmenting the human aspects of teaching.

Keywords: intelligent learning environments, learning analytics, design, blended learning

Introduction

With the recognition of education as a pillar for a sustainable future (e.g. UNESCO, 2014), educators, policy makers and parents are in search of ways to provide cost-effective and at the same time quality teaching and learning opportunities for students. Technology has been promoted as a solution to this challenge for decades. The emergence of artificial intelligence techniques and advancements in the analysis and visualisation of data are transforming learning technologies and introducing a genre of tools that can support students directly and provide information about their learning to teachers and parents.

There are several terms and ways to refer to this technology. This chapter will refer to **Intelligent Learning Environments (ILEs)** as a broad category of digital educational interactive applications equipped with features that enable the provision of personalized, adaptive support to students (either by means of task selection or adaptation, or dynamic assistance while students are undertaking a task). This expands on older definitions that centre on student assistance during problem solving (Dillenbourg et al., 1994) or student-driven learning (Brusilovsky, 2004). Depending on the subject matter that these systems are designed to target, and the type of learning that they are promoting, the system-student interaction is characterized differently. For example, the system-student interaction may be referred to as *tutoring* (hence Intelligent Tutoring Systems), when the interaction is designed around the steps that students take when solving a problem (Van Lehn, 2011). At other times, it may be referred to more generally as *intelligent support* when the interaction is more open-ended or exploratory (Gutierrez-Santos et al. 2012).

Mathematical Intelligent Learning Environments

David Tinsley, David B. Johnson



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Intelligent Learning Environments: The Case of Geometry Jean-Marie Laborde, 1996 Proceedings originating from the NATO Advanced Research Workshop on Intelligent Learning Environments the Case of Geometry held in Grenoble France November 13 16 1989

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Cases on Smart Learning Environments Darshan Singh, Abtar, Raghunathan, Shriram, Robeck, Edward, Sharma, Bibhya, 2018-12-28 At a time when ICTs are proliferating various facets of society and human interactivity optimizing the use of these tools and technologies not only enhances learning but also transforms learning experiences all together resulting in an increase of effectiveness and quality of education around the globe As such teachers are being challenged to implement a wide range of tools such as mobile learning and augmented reality to create smarter learning environments inside and outside of the classroom Cases on Smart Learning Environments explores the potential of SLE tools for enhanced learning outcomes as experienced by educators learners and administrators from various learning institutions around the world This publication presents cases on the real world implementation of SLEs in 11 countries that span the continents of Asia Africa Europe and North and South America Featuring coverage on a broad range of topics such as learner engagement teacher training and intelligent agent technology this book is ideally designed for academicians instructors instructional designers librarians educational stakeholders and curriculum developers

Smart Learning Environments in the Post Pandemic Era Demetrios G. Sampson, Dirk Ifenthaler, Pedro Isaías, 2024-03-25 This edited volume presents the latest research focussing on current challenges on the deployment of smart technologies and pedagogies for supporting teaching and learning in the post covid19 era This is at the core of studying the evolution of the learning process the role of technology supported pedagogical approaches and the progress of educational technology innovations in the context of digital transformation in education and professional training A selection of the best papers from the Cognition and Exploratory Learning in the Digital Age CELDA Conference 2022 are included in this volume bringing together high quality research on Smart Pedagogies in the Post Pandemic Era Smart Learning Technologies in the Post Pandemic Era and Case Studies of Smart Learning Environments The volume contributes to the discussion of current issues in digital education between researchers practitioners and policymakers

Exploiting Mental Imagery with Computers in Mathematics Education Rosamund Sutherland, John Mason, 2012-12-06 The advent of fast and sophisticated computer graphics has brought dynamic and interactive images under the control of professional mathematicians and mathematics teachers This volume in the NATO Special Programme on Advanced Educational Technology takes a comprehensive and critical look at how the computer can support the use of visual images in mathematical problem solving The contributions are written by researchers and teachers from a variety of disciplines including computer science mathematics mathematics education psychology and design Some focus on the use of external visual images and others on the development of

individual mental imagery The book is the first collected volume in a research area that is developing rapidly and the authors pose some challenging new questions Learning from Computers: Mathematics Education and Technology Christine Keitel-Kreidt, Kenneth Ruthven, 2012-12-06 The NATO Advanced Research Workshop on Mathematics Education and Technology was held in Villard de Lans France between May 6 and 11 1993 Organised on the initiative of the BaCoMET Basic Components of Mathematics Education for Teachers group Christiansen Howson and Otte 1986 Bishop Mellin Olsen and van Dormolen 1991 the workshop formed part of a larger NATO programme on Advanced Educational Technology Some workshop members had already participated in earlier events in this series and were able to contribute insights from them similarly some members were to take part in later events The problematic for the workshop drew attention to important speculative developments in the applications of advanced information technology in mathematics education over the last decade notably intelligent tutoring geometric construction symbolic algebra and statistical analysis Over the same period more elementary forms of information technology had started to have a significant influence on teaching approaches and curriculum content notably arithmetic and graphic calculators standard computer tools such as spreadsheets and databases and computer assisted learning packages and computer microworlds specially designed for educational purposes **The Convergence of Mathematics and AI: A New Paradigm in Education** Mazi, Ali, 2025-10-16 In an era increasingly shaped by rapid technological advancement the intersection of mathematics and AI is redefining the landscape of education No longer confined to traditional classrooms or standard curricula mathematical learning is being transformed by using AI tools that can help individual learners and unveil patterns once hidden in data This intersection not only enhances how students engage with mathematical concepts but also prepares them for a future where analytical thinking As AI continues to evolve its integration into mathematics education signals a shift toward a more personalized dynamic and future ready approach to learning The Convergence of Mathematics and AI A New Paradigm in Education explores the integration of artificial intelligence technologies into mathematics education This book addresses the effects of AI programs on mathematics education Covering topics such as mathematics education AI and technological advancements this book is an excellent resource for educators administrators researchers academicians and more Information and Communications Technologies in School Mathematics David Tinsley, David B. Johnson, 2013-06-05 The International Federation for Information Processing IFIP is a multinational federation of professional technical organisations concerned with information processing IFIP is dedicated to improving communication and increased understanding among practitioners of all nations about the role information processing can play in all walks of life This Working Conference Secondary School Mathematics in the World of Communication Technologies Learning Teaching and the Curriculum was organised by Working Group 3.1 Informatics in Secondary Education of IFIP Technical Committee for Education TC3 This is the third conference on this theme organised by WG 3.1 the previous two were held in Varna Bulgaria 1977 and Sofia Bulgaria 1987 proceedings published by North Holland

Elsevier The aim of the conference was to take a forward look at the issue of the relationships between mathematics and the new technologies of information and communication in the context of the increased availability of interactive and dynamic information processing tools The main focus was on the mathematics education of students in the age range of about 11 to 18 years and the following themes were addressed Curriculum curriculum evolution relationships with informatics Teachers professional development methodology and practice Learners tools and techniques concept development research and theory Human and social issues culture and policy personal impact

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