



how the computer can play a useful role as either a more able or even a less able learning partner are all explored here.

**Artificial Intelligence in Education** Jul 29 2022 This work reports on research into intelligent systems, models, and architectures for educational computing applications. It covers a wide range of advanced information and communication and computational methods applied to education and training.

**Education, Security and Intelligence Studies** May 15 2021 With intensified threats to global security from international terrorism worldwide, education systems themselves face these same unprecedented security threats. Schools and universities have become marked loci of interest for the monitoring of extremism and counter-terrorism by security and intelligence agencies. The relationship between education systems and national security is nothing new though - it extends in surprising and unexpected ways into territory which is by turns open and covert, even secret. Acknowledging the genuine political and security concerns which have drawn educational systems ever closer to the intelligence community, this book shows how and why this has happened, and explains why the relationship between education and the security and intelligence communities extends beyond contemporary concerns with counter-terrorism. As the title of this book demonstrates, this is as much an intellectual challenge as a security struggle. *Education, Security and Intelligence Studies* thus critically engages with multi-disciplinary perspectives on a complex and contentious interface: between systems of often secret and covert national security and intelligence and open systems of national education. Delving into difficult to access and often closely guarded aspects of public life, the book provides the pathfinding groundwork and theoretical modelling for research into a complex of little explored institutional and epistemological interconnectedness between universities and the security and intelligence agencies. This book was originally published as a special issue of the *British Journal of Educational Studies*.

**Artificial Intelligence in Education** Nov 20 2021 This two volume set LNAI 10947 and LNAI 10948 constitutes the proceedings of the 19th International Conference on Artificial Intelligence in Education, AIED 2018, held in London, UK, in June 2018. The 45 full papers presented in this book together with 76 poster papers, 11 young researchers tracks, 14 industry papers and 10 workshop papers were carefully reviewed and selected from 192 submissions. The conference provides opportunities for the cross-fertilization of approaches, techniques and ideas from the many fields that comprise AIED, including computer science, cognitive and learning sciences, education, game design, psychology, sociology, linguistics as well as many domain-specific areas.

**Intelligence and How to Get It: Why Schools and Cultures Count** May 03 2020 "[Nisbett] weighs in forcefully and articulately . . . [using] a thoroughly appealing style to engage . . . throughout."—Publishers Weekly Who are smarter, Asians or Westerners? Are there genetic explanations for group differences in test scores? From the damning research of *The Bell Curve* to the more recent controversy surrounding geneticist James Watson's statements, one factor has been consistently left out of the equation: culture. In the tradition of Stephen Jay Gould's *The Mismeasure of Man*, world-class social psychologist Richard E. Nisbett takes on the idea of intelligence as biologically determined and impervious to culture with vast implications for the role of education as it relates to social and economic development. *Intelligence and How to Get It* asserts that intellect is not primarily genetic but is principally determined by societal influences.

**Emotional Intelligence in Education** Dec 22 2021 This book highlights current knowledge, best practices, new opportunities, and difficult challenges associated with promoting emotional intelligence (EI) and social-emotional learning (SEL) in educational settings. The volume provides analyses of contemporary EI theories and measurement tools, common principles and barriers in effective EI and SEL programming, typical and atypical developmental considerations, and higher-level institutional and policy implications. It also addresses common critiques of the relevance of EI and discusses the need for greater awareness of sociocultural contexts in assessing and nurturing EI skills. Chapters provide examples of effective EI and SEL programs in pre-school, secondary school, and university contexts, and explore innovative applications of EI such as bullying prevention and athletic training. In addition, chapters explore the implications of EI in postsecondary, professional, and occupational settings, with topics ranging from college success and youth career readiness to EI training for future educators and organizational leaders. Topics featured in this book include: Ability and trait EI and their role in coping with stress, academic attainment, sports performance, and career readiness. Implications of preschoolers' emotional competence for future success in the classroom. Understanding EI in individuals with exceptionalities. Applications of school-based EI and SEL programs in North America and Europe. Policy recommendations for social-emotional development in schools, colleges and universities. Developing emotional, social, and cognitive competencies in managers during an MBA program. Emotional intelligence training for teachers. Cross-cultural perspective on EI and emotions. *Emotional Intelligence in Education* is a must-have resource for researchers, professionals, and policymakers as well as graduate students across such disciplines as child and school psychology, social work, and education policy. Chapter 2 of this book is available open access under a Creative Commons Attribution 4.0 International License at [link.springer.com](http://link.springer.com)

**Intelligent Support for Computer Science Education** Jul 25 2019 *Intelligent Support for Computer Science Education* presents the authors' research journey into the effectiveness of human tutoring, with the goal of developing educational technology that can be used to improve introductory Computer Science education at the undergraduate level. Nowadays, Computer Science education is central to the concerns of society, as attested by the penetration of information technology in all aspects of our lives; consequently, in the last few years interest in Computer Science at all levels of schooling, especially at the college level, has been flourishing. However, introductory concepts in Computer Science such as data structures and recursion are difficult for novices to grasp. Key Features: Includes a comprehensive and succinct overview of the Computer Science education landscape at all levels of education. Provides in-depth analysis of one-on-one human tutoring dialogues in introductory Computer Science at college level. Describes a scalable, plug-in based Intelligent Tutoring System architecture, portable to different topics and pedagogical strategies. Presents systematic, controlled evaluation of different versions of the system in ecologically valid settings (18 actual classes and their laboratory sessions). Provides a time-series analysis of student behavior when interacting with the system. This book will be of special interest to the Computer Science education community, specifically instructors of introductory courses at the college level, and Advanced Placement (AP) courses at the high school level. Additionally, all the authors' work is relevant to the Educational Technology community, especially to those working in Intelligent Tutoring Systems, their interfaces, and Educational Data Mining, in particular as applied to human-human pedagogical interactions and to user interaction with educational software.

**Computational Thinking Education in K-12** Dec 30 2019 A guide to computational thinking education, with a focus on artificial intelligence literacy and the integration of computing and physical objects. Computing has become an essential part of today's primary and secondary school curricula. In recent years, K-12 computer education has shifted from computer science itself to the broader perspective of computational thinking (CT), which is less about technology than a way of thinking and solving problems—"a fundamental skill for everyone, not just computer scientists," in the words of Jeanette Wing, author of a foundational article on CT. This volume introduces a variety of approaches to CT in K-12 education, offering a wide range of international perspectives that focus on artificial intelligence (AI) literacy and the integration of computing and physical objects. The book first offers an overview of CT and its importance in K-12 education, covering such topics as the rationale for teaching CT; programming as a general problem-solving skill; and the "phenomenon-based learning" approach. It then addresses the educational implications of the explosion in AI research, discussing, among other things, the importance of teaching children to be conscientious designers and consumers of AI. Finally, the book examines the increasing influence of physical devices in CT education, considering the learning opportunities offered by robotics. Contributors Harold Abelson, Cynthia Breazeal, Karen Brennan, Michael E. Caspersen, Christian Dindler, Daniella DiPaola, Nardie Fanchamps, Christina Gardner-McCune, Mark Guzdial, Kai Hakkarainen, Fredrik Heintz, Paul Hennissen, H. Ulrich Hoppe, Ole Sejer Iversen, Siu-Cheung Kong, Wai-Ying Kwok, Sven Manske, Jesús Moreno-León, Blakeley H. Payne, Sini Riihonen, Gregorio Robles, Marcos Román-González, Pirita Seitamaa-Hakkarainen, Ju-Ling Shih, Pasi Silander, Lou Slangen, Rachel Charlotte Smith, Marcus Specht, Florence R. Sullivan, David S. Touretzky

**Achieving Greater Educational Impact Through Data Intelligence: Practice, Challenges And Expectations Of Education** Sep 26 2019 What is data intelligence? How can data intelligence influence education system systematically? The paradigm shift of scientific research implies a coming age of data-driven educational research and practice. This book presents research and practice of data intelligence in education from three levels: (i) educational governance, (ii) teaching practice, and (iii) student learning. Each chapter gives an analysis of fundamental knowledge, key themes, the state-of-the-art technologies and education application cases. This interdisciplinary book is essential reading for anyone interested in applying big data technology in education and for different stakeholders including education administrators, teachers, students, and researchers to broaden their minds to wisely use educational data to solve complex problems in the education field.

**Artificial Intelligence in Education** Aug 30 2022 This book constitutes the refereed proceedings of the 18th International Conference on Artificial Intelligence in Education, AIED 2017, held in Wuhan, China, in June/July 2017. The 36 revised full papers presented together with 4 keynotes, 37 poster presentations, 4 doctoral consortium papers, 5 industry papers, 4 workshop abstracts, and 2 tutorial abstracts were carefully reviewed and selected from 159 submissions. The conference provides opportunities for the cross-fertilization of approaches, techniques and ideas from the many fields that comprise AIED, including computer science, cognitive and learning sciences, education, game design, psychology, sociology, linguistics as well as many domain-specific areas.

**Artificial Intelligence and Education: Learning environments and tutoring systems** Jan 23 2022

**Artificial Intelligence in Education** Sep 30 2022 "The landscape for education has been rapidly changing in the last years: demographic changes affecting the makeup of families, multiple school options available to children, wealth disparities, the global economy demanding new skills from workers, and continued breakthroughs in technology are some of the factors impacting education. Given these changes, how can schools continue to prepare students for the future? In a

world where information is readily available online, how can schools continue to be relevant? The emergence of Artificial Intelligence (AI) has exacerbated the need to have these conversations. Its impact on education and the multiple possibilities that it offers are putting pressure on educational leaders to reformulate the school curriculum and the channels to deliver it. The book "Artificial Intelligence in Education, Promises and Implications for Teaching and Learning" by the Center for Curriculum Redesign immerses the reader in a discussion on what to teach students in the era of AI and examines how AI is already demanding much needed updates to the school curriculum, including modernizing its content, focusing on core concepts, and embedding interdisciplinary themes and competencies with the end goal of making learning more enjoyable and useful in students' lives. The second part of the book dives into the history of AI in education, its techniques and applications -including the way AI can help teachers be more effective, and finishes on a reflection about the social aspects of AI. This book is a must-read for educators and policy-makers who want to prepare schools to face the uncertainties of the future and keep them relevant." --Amada Torres, VP, Studies, Insights, and Research, National Association of Independent School (NAIS) "The rapid advances in technology in recent decades have already brought about substantial changes in education, opening up new opportunities to teach and learn anywhere anytime and providing new tools and methods to improve learning outcomes and support innovative teaching and learning. Research into artificial intelligence and machine learning in education goes back to the late 1970s. Artificial intelligence methods were generally employed in two ways: to design and facilitate interactive learning environments that would support learning by doing, and to design and implement tutoring systems by adapting instructions with respect to the students' knowledge state. But this is just the beginning. As Artificial Intelligence in Education shows, AI is increasingly used in education and learning contexts. The collision of three areas - data, computation and education - is set to have far-reaching consequences, raising fundamental questions about the nature of education: what is taught and how it is taught. Artificial Intelligence in Education is an important, if at times disturbing, contribution to the debate on AI and provides a detailed analysis on how it may affect the way teachers and students engage in education. The book describes how artificial intelligence may impact on curriculum design, on the individualisation of learning, and on assessment, offering some tantalising glimpses into the future (the end of exams, your very own lifelong learning companion) while not falling victim to tech-hype. The enormous ethical, technical and pedagogical challenges ahead are spelled out, and there is a real risk that the rapid advances in artificial intelligence products and services will outstrip education systems' capacity to understand, manage and integrate them appropriately. As the book concludes: "We can either leave it to others (the computer scientists, AI engineers and big tech companies) to decide how artificial intelligence in education unfolds, or we can engage in productive dialogue." I commend this book to anyone concerned with the future of education in a digital world." --Marc Durando, Executive Director, European Schoolnet

**Teaching for Intelligence** Sep 18 2021 A wonderful collection that addresses issues important in today's classrooms. This is an invaluable tool for any educator willing to strive for personal, student, and schoolwide excellence." Gayla LeMay, Social Studies Teacher Louise Radloff Middle School, Duluth, GA "Presseisen has skillfully assembled an exceptionally fine collection of articles." Burt Saxon, Adjunct Professor Yale University and Southern Connecticut State University A vast world of thought, inquiry, and wisdom for educating all learners. This remarkable collection features an interview with Howard Gardner and includes contributions from such luminaries as Robert J. Sternberg, Robert R. Spillane, Arthur L. Costa, Linda Darling-Hammond, Dorothy Strickland, Joseph S. Renzulli, and Joyce VanTassel-Baska. The insightful articles encourage educators to examine their perspectives about the nature of intelligence, standardized testing, and curriculum requirements. Readers will be able to evaluate critical questions such as: What does teaching for intelligence mean? Who is the intelligent learner? What do educators and scientists have to say about teaching for intelligence? Updated with current research, this thought-provoking resource looks closely at current classroom instructional practice, students' intellectual development, and how educators view students in the learning process.

**Artificial Intelligence and Inclusive Education** Aug 18 2021 This book brings together the fields of artificial intelligence (often known as A.I.) and inclusive education in order to speculate on the future of teaching and learning in increasingly diverse social, cultural, emotional, and linguistic educational contexts. This book addresses a pressing need to understand how future educational practices can promote equity and equality, while at the same time adopting A.I. systems that are oriented towards automation, standardisation and efficiency. The contributions in this edited volume appeal to scholars and students with an interest in forming a critical understanding of the development of A.I. for education, as well as an interest in how the processes of inclusive education might be shaped by future technologies. Grounded in theoretical engagement, establishing key challenges for future practice, and outlining the latest research, this book offers a comprehensive overview of the complex issues arising from the convergence of A.I. technologies and the necessity of developing inclusive teaching and learning. To date, there has been little in the way of direct association between research and practice in these domains: A.I. has been a predominantly technical field of research and development, and while intelligent computer systems and 'smart' software are being increasingly applied in many areas of industry, economics, social life, and education itself, a specific engagement with the agenda of inclusion appears lacking. Although such technology offers exciting possibilities for education, including software that is designed to 'personalise' learning or adapt to learner behaviours, these developments are accompanied by growing concerns about the in-built biases involved in machine learning techniques driven by 'big data'.

**The Fourth Education Revolution** Mar 01 2020 There is no more important issue facing education, or humanity at large, than the fast approaching revolution in Artificial Intelligence or AI. This book is a call to educators everywhere to open their eyes to what is coming. If we do so, then the future will be shaped by us in the interests of humanity as a whole.

**Artificial Intelligence in Schools** Apr 25 2022 Artificial Intelligence in Schools is the first book to explore the use of Artificial Intelligence (AI) as a tool to enhance K-12 instruction and administration. Every industry and sector will be drastically affected by the presence of artificial intelligence, and schooling is no exception! Written for the in-service community—leaders, administrators, coaches, and teachers alike—this is your one-stop opportunity to make sure you don't fall behind the fast pace and promising innovations of today's most advanced learning technology. Author Varun Arora presents AI as a problem-solving tool for teaching and learning, exploring its potential and application in real-world school contexts and in the language of educators. Covering curriculum development, feedback and scoring, student empowerment, behavioral and classroom management, college readiness, and more, the book is full of novel insights and concrete, strategic takeaways.

**Artificial Intelligence in Education** Jun 03 2020 This two-volume set LNCS 11625 and 11626 constitutes the refereed proceedings of the 20th International Conference on Artificial Intelligence in Education, AIED 2019, held in Chicago, IL, USA, in June 2019. The 45 full papers presented together with 41 short, 10 doctoral consortium, 6 industry, and 10 workshop papers were carefully reviewed and selected from 177 submissions. AIED 2019 solicited empirical and theoretical papers particularly in the following lines of research and application: Intelligent and interactive technologies in an educational context; Modelling and representation; Models of teaching and learning; Learning contexts and informal learning; Evaluation; Innovative applications; Intelligent techniques to support disadvantaged schools and students, inequality in education.

**Intelligent Tutoring Systems** Jun 23 2019 The evolution from Computer-Aided Instruction (CAI) to Intelligent Computer-Aided Instruction (ICAI) was the first step by which education and artificial intelligence communities began to look at each other's work. This text looks at the evolution toward Intelligent Tutoring Systems (ITS) which can be thought of as a step beyond ICAI, leading to more classes of problems and approaches. ITS involves artificial intelligence concepts approaches, dynamic student modelling, human cognition, intelligent user interfaces, intelligent help systems and the use of strategies.

**The Educational Intelligent Economy** Sep 06 2020 This book examines, from a comparative perspective, the impact of the movement from the so-called knowledge-based economy towards the Intelligent Economy, which is premised upon the application of knowledge. This volume links the advent of this new technological revolution to the world of governance and policy formulation in education.

**Eugenics, Race and Intelligence in Education** Dec 10 2020 A fascinating study into how eugenics and concepts of intelligence have influenced education systems in both the UK and US>

**Intelligence, Destiny and Education** Nov 08 2020 The nature of intelligence and how it can be measured has occupied psychologists, educationalists, biologists and philosophers for hundreds of years. However, there has been little investigation into the rise of the traditional dominant educational ideology that intelligence and IQ have innate limits and are unchanging and unchangeable. This book traces the roots of this mind set back to early puritan communities on both sides of the Atlantic, drawing parallels between puritan dogma and the development of the traditional curricula and selection processes that are still firmly embedded in school practice today. Drawing on the work of Galton, Pearson, Burt, Goddard, Terman and others in his search for the truth about intelligence testing, John White looks at the personal histories and socialised religious backgrounds of these key psychologists and casts an entirely new light on schooling in Britain and the USA in modern times. This work also shows how we can transcend this heritage and base our educational system on values and practices more in tune with the twenty-first century.

**Artificial Intelligence in Education** Jan 11 2021 This two-volume set LNAI 12163 and 12164 constitutes the refereed proceedings of the 21th International Conference on Artificial Intelligence in Education, AIED 2020, held in Ifrane, Morocco, in July 2020. \* The 49 full papers presented together with 66 short, 4 industry & innovation, 4 doctoral consortium, and 4 workshop papers were carefully reviewed and selected from 214 submissions. The conference provides opportunities for the cross-fertilization of approaches, techniques and ideas from the many fields that comprise AIED, including computer science, cognitive and learning sciences,

education, game design, psychology, sociology, linguistics as well as many domain-specific areas. \*The conference was held virtually due to the COVID-19 pandemic.

**Intelligence, Instruction, and Assessment** Apr 13 2021 *Intelligence, Instruction, and Assessment* shows how modern theories of intelligence can be directly applied by educators to the teaching of subject matter, regardless of the age of the students or the content being taught. It is intended primarily for teachers at all levels—elementary, secondary, tertiary—who want to apply in their classrooms what we know about intelligence. The focus is not on modifying students' intelligence, per se, but on increasing their disciplinary knowledge and understanding. Hence, this book will help teachers learn how they can teach more effectively what they are already teaching. The assumption is that what teachers care most about is how they can improve upon what they are already doing, and how they can learn what they need to do in order to be more effective in their work. The contributors are well known for their work on intelligence and education. Each chapter includes an accessible explanation of the author's theory of intelligence, and discusses the implications of that theory both for instruction and for assessment. The book is international in scope, reflecting both American and European perspectives. Anyone interested in knowing how modern theories of intelligence can be applied to education will want to read this book—particularly teachers and other education specialists, as well as developmental psychologists, cognitive psychologists, and philosophers with an interest in applying psychological theory to classroom practice. It will serve well as a text for courses on educational psychology, intelligence, cognition and instruction, and foundations of teaching.

**Robot-Proof** Feb 09 2021 How to educate the next generation of college students to invent, to create, and to discover—filling needs that even the most sophisticated robot cannot. Driverless cars are hitting the road, powered by artificial intelligence. Robots can climb stairs, open doors, win Jeopardy, analyze stocks, work in factories, find parking spaces, advise oncologists. In the past, automation was considered a threat to low-skilled labor. Now, many high-skilled functions, including interpreting medical images, doing legal research, and analyzing data, are within the skill sets of machines. How can higher education prepare students for their professional lives when professions themselves are disappearing? In *Robot-Proof*, Northeastern University president Joseph Aoun proposes a way to educate the next generation of college students to invent, to create, and to discover—to fill needs in society that even the most sophisticated artificial intelligence agent cannot. A “robot-proof” education, Aoun argues, is not concerned solely with topping up students' minds with high-octane facts. Rather, it calibrates them with a creative mindset and the mental elasticity to invent, discover, or create something valuable to society—a scientific proof, a hip-hop recording, a web comic, a cure for cancer. Aoun lays out the framework for a new discipline, *humanics*, which builds on our innate strengths and prepares students to compete in a labor market in which smart machines work alongside human professionals. The new literacies of Aoun's *humanics* are data literacy, technological literacy, and human literacy. Students will need data literacy to manage the flow of big data, and technological literacy to know how their machines work, but human literacy—the humanities, communication, and design—to function as a human being. Life-long learning opportunities will support their ability to adapt to change. The only certainty about the future is change. Higher education based on the new literacies of *humanics* can equip students for living and working through change.

**Impact of AI Technologies on Teaching, Learning, and Research in Higher Education** Oct 27 2019 “This book explores the phenomena of the emergence of the use of artificial intelligence and other emerging technologies in teaching and learning in higher education. Recent technological advancements and the increasing speed of adopting new technologies in higher education are explored in order to predict the future nature of higher education in a world where artificial intelligence is part of the fabric of our universities”--

**Teaching with Emotional Intelligence** Jul 17 2021 The way emotions are handled by the individual and by others is central to the success of learning. *Teaching with Emotional Intelligence* shows how to manage this influential but neglected area of learning. Taking the reader step by step through the learning process and looking at the relationship from the perspectives of both the teacher and the learner, this book will help the reader to: \* plan the emotional environment \* learn how to relate to learners \* listen to learners effectively \* read and respond to the feelings of individuals and groups \* develop self-awareness as a teacher \* recognize prejudices and preferences in oneself \* improve non-verbal communication. Featuring lots of activities, checklists and points for deeper reflection, the guidance in this book will help teachers encourage their learners to become more engaged, creative and motivated.

**Artificial Intelligence in Education** Mar 25 2022 " The nature of technology has changed since *Artificial Intelligence in Education (AIED)* was conceptualised as a research community and *Interactive Learning Environments* were initially developed. Technology is smaller, more mobile, networked, pervasive and often ubiquitous as well as being provided by the standard desktop PC. This creates the potential for technology supported learning wherever and whenever learners need and want it. However, in order to take advantage of this potential for greater flexibility we need to understand and model learners and the contexts with which they interact in a manner that enables us to design, deploy and evaluate technology to most effectively support learning across multiple locations, subjects and times. The AIED community has much to contribute to this endeavour. This publication contains papers, posters and tutorials from the 2007 *Artificial Intelligence in Education* conference in Los Angeles, CA, USA. "

**Handbook of Research on Teaching With Virtual Environments and AI** Feb 21 2022 The increasingly pervasive use of digital technology has catapulted society into an interconnected world where the natural boundaries between humankind and machine, virtual and real, individual and community have become less perceptible. As individuals interact with different digital technologies, they must build a digital intelligence, which must be further cultivated as it is a key competency for the future of school and work. Digital intelligence includes understanding the mutual strengths between people and technology, as well as developing an awareness in the use of digital tools in order to avoid common threats such as cyberbullying, addiction to video games, techno-stress, and more. As adolescents continue to engage with virtual reality and 3D virtual worlds where the online and offline overlap and coincide, it is important to build this intelligence as well as utilize these technologies to promote successful learning. The *Handbook of Research on Teaching With Virtual Environments and AI* explores the new personalized educational opportunities that are available with digital technology and virtual environments that can be used within education. This book focuses on the use of these tools and how to navigate the use of new technologies such as AI and virtual environments for educational practices. While highlighting topics such as virtual worlds, game-based learning, intelligent tutoring, augmented reality, and more, this book is ideal for teachers, administrators, technologists, educational software developers, IT specialists, practitioners, researchers, academicians, and students interested in how virtual environments and AI are being implemented in teaching practices.

**Handbook of Research on Learning in the Age of Transhumanism** Nov 28 2019 As a movement, transhumanism aims to upgrade the human body through science, constantly pushing back the limits of a person by using cutting-edge technologies to fix the human body and upgrade it beyond its natural abilities. Transhumanism can not only change human habits, but it can also change learning practices. By improving human learning, it improves the human organism beyond natural and biological limits. The *Handbook of Research on Learning in the Age of Transhumanism* is an essential research publication that discusses global values, norms, and ethics that relate to the diverse needs of learners in the digital world and addresses future priorities and needs for transhumanism. The book will identify and scrutinize the needs of learners in the age of transhumanism and examine best practices for transhumanist leaders in learning. Featuring topics such as cybernetics, pedagogy, and sociology, this book is ideal for educators, trainers, instructional designers, curriculum developers, professionals, researchers, academicians, policymakers, and librarians.

**Applications of Machine Learning and Artificial Intelligence in Education** Jan 29 2020 Focuses on the parameters of remote learning, machine learning, deep learning, and artificial intelligence under 21st-century learning and instructional contexts. Topics covered include data coding and social networking technology.

**New Kinds Of Smart: Teaching Young People To Be Intelligent For Today'S World** Mar 13 2021 *New Kinds of Smart* presents the most important of these changes to practising teachers and educators, and invites them to think about their implications for school.

**Artificial Intelligence in Education and Teaching Assessment** Apr 01 2020 This book collects papers on education quality assessment based on AI technology and introduces the latest research direction and progress of AI technology in the field of education and teaching, including classroom teaching quality assessment, online education quality assessment, teaching reflection quality assessment, etc. This book promotes the application of artificial intelligence technology in the field of education and teaching, effectively improving the quality of education and teaching. Researchers in artificial intelligence technology, teachers, students, and others benefit from this book.