Modern technology has enhanced many aspects of life, including classroom education. By offering virtual learning experiences, educational systems can become more efficient and effective at teaching the student population. The Handbook of Research on Collaborative Teaching Practice in Virtual Learning Environments highlights program developments in the realm of digital worlds in educational settings. Featuring pedagogical methods and topics relating to cooperative learning, hands-on curriculum, and meta-cognitive dimensions, this publication is a critical reference source for pre-service and in-service teachers, school administrators, higher education faculty, and researchers interested in virtual reality incorporation in the classroom.

Intelligent Collaborative e-Learning Systems and Applications is a major research theme in CSCL and CSCW research community. It comprises a variety of research topics that focus on developing systems that are more powerful and flexible and also more adaptable to the learning process and thus provide better answers to the paradigmatic principles of on-line collaborative learning and work. The chapters collected in this book provide new insights, findings and approaches both on the analysis and the development of more powerful e-collaboration settings. Researchers will find in this book the latest trends in these research topics. On the other
hand, academics will find practical insights on how to use conceptual and experimental approaches in their daily tasks. Finally, developers from CSCL community can be inspired and put in practice the proposed models and evaluate them for the specific purposes of their own work and context.

This book constitutes the thoroughly refereed conference proceedings of the 5th International Conference on Computational Collective Intelligence, ICCCI 2013, held in Craiova, Romania, in September 2013. The 72 revised full papers presented were carefully selected from numerous submissions. Conference papers are organized in 16 technical sessions, covering the following topics: intelligent e-learning, classification and clustering methods, web intelligence and interaction, agents and multi-agent systems, social networks, intelligent knowledge management, language processing systems, modeling and optimization techniques, evolutionary computation, intelligent and group decision making, swarm intelligence, data mining techniques and applications, cooperative problem solving, collective intelligence for text mining and innovation, collective intelligence for social understanding and mining, and soft methods in collective intelligence.

Online learning has been touted as one way of reducing the cost of higher education while simultaneously addressing the increasing demand for educational opportunity and providing access to hitherto “left out” populations. Many universities are defying tradition by offering completely online degrees for global participants. As such, research is needed to improve the design of
online and virtual learning environments to ensure that they are inclusive and culturally adaptive for the global education marketplace. The Handbook of Research on Cross-Cultural Online Learning in Higher Education shares paradigms, perspectives, insights, challenges, and best practices for the instructional design and delivery of cross-cultural adult web-based learning experiences and examines adult learner characteristics and competencies critical for the design of these applications. The content within this publication covers trending topics including virtual learning, culturally adaptive environments, and online education and is intended for instructional designers, faculty, administrators, students, and researchers.

Computational collective intelligence (CCI) is most often understood as a subfield of artificial intelligence (AI) dealing with soft computing methods that enable group decisions to be made or knowledge to be processed among autonomous units acting in distributed environments. The needs for CCI techniques and tools have grown significantly recently as many information systems work in distributed environments and use distributed resources. Web-based systems, social networks and multi-agent systems very often need these tools for working out consistent knowledge states, resolving conflicts and making decisions. Therefore, CCI is of great importance for today’s and future distributed systems. Methodological, theoretical and practical aspects of computational collective intelligence, such as group decision making, collective action coordination, and knowledge integration, are considered as the form of
Intelligence that emerges from the collaboration and competition of many individuals (artificial and/or natural). The application of multiple computational intelligence technologies such as fuzzy systems, evolutionary computation, neural systems, consensus theory, etc., can support human and other collective intelligence and create new forms of CCI in natural and/or artificial systems.

The International Handbook of e-Learning, Volume 2 provides a comprehensive compendium of implementation and practice in all aspects of e-learning, one of the most significant ongoing global developments in the entire field of education. Covering the integration, challenges, implications, and context-appropriate use of open education networks, blended learning, mobile technologies, social media, and other platforms in a variety of unique international settings, these thirty contributions illustrate the wide-ranging applications and solutions made possible by this rapidly growing new paradigm. Case studies are driven by empirical research and attention to cultural specificity, while future research needs are discussed in relation to both confirmed practice and recent changes in the field. The book will be of interest to anyone seeking to create and sustain meaningful, supportive learning environments within today’s anytime, anywhere framework, from teachers, administrators, and policy makers to corporate and government trainers.

This volume composes the proceedings of the Second International Conference on Computational Collective Intelligence—Technologies and Applications (ICCCI
2010), which was hosted by National Kaohsiung University of Applied Sciences and Wroclaw University of Technology, and was held in Kaohsiung City on November 10-12, 2010. ICCCI 2010 was technically co-sponsored by Shenzhen Graduate School of Harbin Institute of Technology, the Tainan Chapter of the IEEE Signal Processing Society, the Taiwan Association for Web Intelligence Consortium and the Taiwanese Association for Consumer Electronics. It aimed to bring together researchers, engineers and policymakers to discuss the related techniques, to exchange research ideas, and to make friends. ICCCI 2010 focused on the following themes: • Agent Theory and Application • Cognitive Modeling of Agent Systems • Computational Collective Intelligence • Computer Vision • Computational Intelligence • Hybrid Systems • Intelligent Image Processing • Information Hiding • Machine Learning • Social Networks • Web Intelligence and Interaction

The rate of technological diffusion and the pace at which technology is altering how and with whom we connect is astounding. Although not at the same pace, theoretical views of learning and teaching are also changing. Whereas much of the initial e-learning simply patterned old models of teaching and learning, the new technological possibilities and realities encourage us to think differently about what is meant by education (Brown, 2000). In this paper, we provide a stepping stone in some of the theoretical background, history, and possibilities for learning systems and platforms in the Web 2.0 era. We share a case study that reflects the
experiences of a small university that is moving towards E-Learning 2.0 while simultaneously increasing interoperability by using e-learning standards reflected in the widely-used reference model called SCORM (Sharable Content Object Reference Model). We also highlight the strengths and weaknesses of SCORM in allowing for learning management systems to have a Web 2.0 character. (Contains 2 tables.).

This book consists of 20 chapters in which the authors deal with different theoretical and practical aspects of new trends in Collective Computational Intelligence techniques. Computational Collective Intelligence methods and algorithms are one of the current trending research topics from areas related to Artificial Intelligence, Soft Computing or Data Mining among others. Computational Collective Intelligence is a rapidly growing field that is most often understood as an AI sub-field dealing with soft computing methods which enable making group decisions and processing knowledge among autonomous units acting in distributed environments. Web-based Systems, Social Networks, and Multi-Agent Systems very often need these tools for working out consistent knowledge states, resolving conflicts and making decisions. The chapters included in this volume cover a selection of topics and new trends in several domains related to Collective Computational Intelligence: Language and Knowledge Processing, Data Mining Methods and Applications, Computer Vision, and Intelligent Computational Methods. This book will be useful for graduate and PhD students in computer science as well as for mature academics, researchers and practitioners interested in the methods and applications of collective computational intelligence in order to create new intelligent systems.

This book constitutes the proceedings of the 4th World
Collective Intelligence and E-Learning 2.0: Implications of Web-Based Communities and Networking

These transactions publish research in computer-based methods of computational collective intelligence (CCI) and their applications in a wide range of fields such as the semantic Web, social networks, and multi-agent systems. TCCI strives to cover new methodological, theoretical and practical aspects of CCI understood as the form of intelligence that emerges from the collaboration and competition of many individuals (artificial and/or natural). The application of multiple computational intelligence technologies, such as fuzzy systems, evolutionary computation, neural systems, consensus theory, etc., aims to support human and other collective intelligence and to create new forms of CCI in natural and/or artificial systems. This eighteenth issue contains 9 carefully selected and revised contributions.

This book constitutes the proceedings of the 8th International Conference on Intelligent Human Computer Interaction, IHCI 2016, held in Pilani, India, in December 2016. The 22 regular papers and 3 abstracts of invited talks included in this volume were carefully reviewed and selected from 115 initial submissions. They deal with intelligent interfaces; brain machine interaction; HCI applications and technology; and interface and systems.

"This book provides a useful reference to the latest advancements in the area of educational technology and e-
“eLearning Theories & Designs” is a tailored book for new learners and practitioners in the field of blended education. The book presents a holistic view of how to implement learning theories while you design your learning. It allows the reader to swing between different theories while put into practice, especially for the new learners in instructional design who can gather from the practices and case studies valuable information on how to approach their designs. It also explains how communities of practice can have an impact on people’s learning and how to transform such communities into schools for the enhancement of after school activities. Therefore, teachers can also benefit from the book as many parts of it are considering course designs and techniques on how to implement good practices in blended learning environments including feedback, engagement, and motivation. The Chapters of the book go from simple theories and approaches put into practice for simple course designs, then they expand into expertise techniques like needs assessment, writing LPOs, and learning modules to end up with program design and evaluation.

This two-volume set (LNAI 9329 and LNAI 9330) constitutes the refereed proceedings of the 7th International Conference on Collective Intelligence, ICCCI 2014, held in Madrid, Spain, in September 2015. The 110 full papers presented were carefully reviewed and selected from 186 submissions. They are organized in topical sections such as multi-agent systems; social networks and NLP; sentiment analysis; computational intelligence and games; ontologies and information extraction; formal methods and simulation; neural networks, SMT and MIS; collective intelligence in Web systems – Web systems analysis; computational swarm intelligence; cooperative strategies for decision making and optimization; advanced networking and security technologies;
IT in biomedicine; collective computational intelligence in educational context; science intelligence and data analysis; computational intelligence in financial markets; ensemble learning; big data mining and searching.

"This book includes a selection of world-class chapters addressing current research, case studies, best practices, pedagogical approaches and strategies, related resources and projects related to e-learning"--Provided by publisher.

The book consists of 35 extended chapters which have been selected and invited from the submissions to the 4th International Conference on Computational Collective Intelligence Technologies and Applications (ICCCI 2012) held on November 28-30, 2012 in Ho Chi Minh City, Vietnam. The book is organized into six parts, which are semantic web and ontologies, social networks and e-learning, agent and multiagent systems, data mining methods and applications, soft computing, and optimization and control, respectively. All chapters in the book discuss theoretical and practical issues connected with computational collective intelligence and related technologies. The editors hope that the book can be useful for graduate and Ph.D. students in Computer Science, in particular participants in courses on Soft Computing, Multiagent Systems, and Data Mining. This book can be also useful for researchers working on the concept of computational collective intelligence in artificial populations. It is the hope of the editors that readers of this volume can find many inspiring ideas and use them to create new cases of intelligent collectives. Many such challenges are suggested by particular approaches and models presented in individual chapters of this book. The editors hope that readers of this volume can find many inspiring ideas and influential practical examples and use them in their future work. Technology-enhanced, collaborative and blended learning settings can promote more effective approaches to teaching,
learning and assessment when context, agency and individual characteristics are taken into account. This book presents critical insight into the theoretical and practical progress made towards establishing effective, valid and reliable strategies for using and evaluating such approaches, and the challenges and implications of doing so. Topics explored include technology-enhanced learning and student evaluations; student engagement and the perception of teaching quality; instructional design and assessment strategies; blended network and mobile technologies for enriching learning and for monitoring and assessment; and the motivations of students to engage with evaluation. Contributors examine issues such as the underlying variabilities in student evaluation of teaching; the implications of inherited cultural and pedagogic practices for educators using collaborative and blended learning; and the international empirical progress in research to understand and measure interactions between cognition, successful learning, and individual difference in technology-augmented settings.

These transactions publish research in computer-based methods of computational collective intelligence (CCI) and their applications in a wide range of fields such as performance optimization in IoT, big data, reliability, privacy, security, service selection, QoS and machine learning. This thirty-fifth issue contains 10 selected papers which present new findings and innovative methodologies as well as discuss issues and challenges in the field of collective intelligence from big data and networking paradigms while addressing security, privacy, reliability and optimality to achieve QoS to the benefit of final users.

This book constitutes the thoroughly refereed post-conference proceedings of the First International Conference on E-Learning, E-Education, and Online Training (eLEOT
Read Online Collective Intelligence And E Learning 20 Implications Of Web Based Communities And Networking

2014) held in Bethesda, MD, USA, in September 2014. The 22 revised full papers presented were carefully reviewed and selected from numerous submissions and focus topics such as web based tools, augmented reality, mobile learning, teaching frameworks and platforms, virtual learning environments.

The 9th International Conference on Intelligent Tutoring Systems (ITS2008) was held June 23–27, 2008 in Montreal. This year we celebrated the 20th anniversary of the conference founded in 1988 in Montreal. We have had biennial conferences for most of the past 10 years around the world, including in Brazil, Taiwan, France, Canada, and the USA. These ITS conferences provide a forum for the interchange of ideas in all areas of computer science and human learning, a unique environment to exchange ideas and support new developments relevant for the future. The 2008 conference was a symbolic milestone that enabled us to look back at what has been achieved and what is currently being done, in order to face the challenges of tomorrow. Much has changed in the last 20 years in terms of hardware, software, programmers, and education stakeholders. Technology is now networked, pervasive, and available anywhere and anytime. The potential exists to provide customized, ubiquitous guidance and instruction. However, much has remained the same and the need is just as great to model the learner, teaching strategies and domain knowledge. This year we saw an increase in research into student affect (motivation, boredom, and frustration), specifically attempts to detect student affect, while feedback studies considered which responses to provide given both student cognition and affect. Studies also looked at the impact on learning of positive feedback and politeness in feedback.

New research was seen in data mining based on larger studies that use data from real students to diagnose effective learning.
and teaching. So much interest has been generated in this area that the 1st International Conference on Educational Data Mining was co-located with ITS 2008. The European Conference on e-Learning was established 17 years ago. It has been held in France, Portugal, England, The Netherlands, Greece and Denmark to mention only a few of the countries who have hosted it. ECEL is generally attended by participants from more than 40 countries and attracts an interesting combination of academic scholars, practitioners and individuals who are engaged in various aspects of e-Learning. Among other journals, the Electronic Journal of e-Learning publishes a special edition of the best papers presented at this conference.

e-Learning Ecologies explores transformations in the patterns of pedagogy that accompany e-learning—the use of computing devices that mediate or supplement the relationships between learners and teachers—to present and assess learnable content, to provide spaces where students do their work, and to mediate peer-to-peer interactions. Written by the members of the "new learning" research group, this textbook suggests that e-learning ecologies may play a key part in shifting the systems of modern education, even as technology itself is pedagogically neutral. The chapters in this book aim to create an analytical framework with which to differentiate those aspects of educational technology that reproduce old pedagogical relations from those that are genuinely innovative and generative of new kinds of learning. Featuring case studies from elementary schools, colleges, and universities on the practicalities of new learning environments, e-Learning Ecologies elucidates the role of new technologies of knowledge representation and communication in bringing about change to educational institutions.
This book constitutes the refereed proceedings of the 6th International Conference on Collective Intelligence, ICCCI 2014, held in Seoul, Korea, in September 2014. The 70 full papers presented were carefully reviewed and selected from 205 submissions. They address topics such as knowledge integration, data mining for collective processing, fuzzy, modal and collective systems, nature inspired systems, language processing systems, social networks and semantic web, agent and multi-agent systems, classification and clustering methods, multi-dimensional data processing, Web systems, intelligent decision making, methods for scheduling, image and video processing, collective intelligence in web systems, computational swarm intelligence, cooperation and collective knowledge.

Intelligent Data Analysis for e-Learning: Enhancing Security and Trustworthiness in Online Learning Systems addresses information security within e-Learning based on trustworthiness assessment and prediction. Over the past decade, many learning management systems have appeared in the education market. Security in these systems is essential for protecting against unfair and dishonest conduct—most notably cheating—however, e-Learning services are often designed and implemented without considering security requirements. This book provides functional approaches of trustworthiness analysis, modeling, assessment, and prediction for stronger security and support in online learning, highlighting the security deficiencies found in most online collaborative learning systems. The book explores trustworthiness methodologies based on
collective intelligence than can overcome these deficiencies. It examines trustworthiness analysis that utilizes the large amounts of data-learning activities generate. In addition, as processing this data is costly, the book offers a parallel processing paradigm that can support learning activities in real-time. The book discusses data visualization methods for managing e-Learning, providing the tools needed to analyze the data collected. Using a case-based approach, the book concludes with models and methodologies for evaluating and validating security in e-Learning systems. Provides guidelines for anomaly detection, security analysis, and trustworthiness of data processing Incorporates state-of-the-art, multidisciplinary research on online collaborative learning, social networks, information security, learning management systems, and trustworthiness prediction Proposes a parallel processing approach that decreases the cost of expensive data processing Offers strategies for ensuring against unfair and dishonest assessments Demonstrates solutions using a real-life e-Learning context

This book constitutes the refereed proceedings of the 14th IFIP WG 12.5 International Conference on Artificial Intelligence Applications and Innovations, AIAI 2018, held in Rhodes, Greece, in May 2018. The 42 full papers and 12 short papers were carefully reviewed and selected from 88 submissions. They are organized in the following topical sections: social media, games, ontologies; deep learning; support vector machines; constraints; machine learning, regression, classification; neural networks; medical intelligence; recommender
Collective intelligence has become an attractive subject of interest for both academia and industry. More and more conferences and workshops discuss the impact of the users’ motivation to participate in the value creation process, the enabling role of leading-edge information and communication technologies and the need for better algorithms to deal with the growing amount of shared data. There are many interesting and challenging topics that need to be researched and discussed with respect to knowledge creation, creativity and innovation processes carried forward in the emerging communities of practice. COLLIN is on the path to become the flagship conference in the areas of collective intelligence and ICT-enabled social networking. We were delighted to again receive contributions from different parts of the world including Australia, Europe, Asia, and the United States. Encouraged by the positive response, we plan COLLIN 2012 to be held next year end of August at FernUniversität in Hagen. In order to guarantee the quality of the event, each paper went through a doubleblind review process. The reviews concentrated on originality, quality and relevance of the paper topic to the symposium. In addition, we invited a few renowned experts in the field to contribute to the success of the symposium with outstanding papers reporting on their most recent research. Our special thanks go to the authors for submitting their papers, to the international program committee members, and to numerous
readers who did an excellent job in guaranteeing that the papers in this volume are of very high quality. This book focuses on organization and mechanisms of expert decision-making support using modern information and communication technologies, as well as information analysis and collective intelligence technologies (electronic expertise or simply e-expertise). Chapter 1 (E-Expertise) discusses the role of e-expertise in decision-making processes. The procedures of e-expertise are classified, their benefits and shortcomings are identified and the efficiency conditions are considered. Chapter 2 (Expert Technologies and Principles) provides a comprehensive overview of modern expert technologies. A special emphasis is placed on the specifics of e-expertise. Moreover, the authors study the feasibility and reasonability of employing well-known methods and approaches in e-expertise. Chapter 3 (E-Expertise: Organization and Technologies) describes some examples of up-to-date technologies to perform e-expertise. Chapter 4 (Trust Networks and Competence Networks) deals with the problems of expert finding and grouping by information and communication technologies. Chapter 5 (Active Expertise) treats the problem of expertise stability against any strategic manipulation by experts or coordinators pursuing individual goals. The book addresses a wide range of readers interested in management, decision-making and expert activity in political, economic, social and industrial spheres. "This book deals with Web 2.0 and how social informatics are impacting higher education practice,
Intelligent Data Analysis for e-Learning: Enhancing Security and Trustworthiness in Online Learning Systems addresses information security within e-Learning based on trustworthiness assessment and prediction. Over the past decade, many learning management systems have appeared in the education market. Security in these systems is essential for protecting against unfair and dishonest conduct—most notably cheating—however, e-Learning services are often designed and implemented without considering security requirements. This book provides functional approaches of trustworthiness analysis, modeling, assessment, and prediction for stronger security and support in online learning, highlighting the security deficiencies found in most online collaborative learning systems. The book explores trustworthiness methodologies based on collective intelligence than can overcome these deficiencies. It examines trustworthiness analysis that utilizes the large amounts of data-learning activities generate. In addition, as processing this data is costly, the book offers a parallel processing paradigm that can support learning activities in real-time. The book discusses data visualization methods for managing e-Learning, providing the tools needed to analyze the data collected. Using a case-based approach, the book concludes with models and methodologies for evaluating and validating security in e-Learning systems. Indexing: The books of this series are submitted to EI-Compendex and SCOPUS Provides guidelines for anomaly detection,
security analysis, and trustworthiness of data processing. Incorporates state-of-the-art, multidisciplinary research on online collaborative learning, social networks, information security, learning management systems, and trustworthiness prediction. Proposes a parallel processing approach that decreases the cost of expensive data processing. Offers strategies for ensuring against unfair and dishonest assessments. Demonstrates solutions using a real-life e-Learning context. New technologies can help teachers and trainers empower learners and create exciting new learning opportunities for students. However, these facilitators must also create e-learning contexts which are properly scaffolded to serve the needs of learners. Cases on E-Learning Management: Development and Implementation meets this challenge by providing innovative case studies covering a range of topics such as teacher education, mobile and blended learning strategies, e-learning tutorial content, digital cognitive games, Science, Technology, Engineering, and Mathematics (STEM) education, and distance education. This casebook will enhance the work of educators, instructional designers, trainers, administrators, and researchers in the areas of online learning and distance learning.

This book constitutes the proceedings of the Second International Conference on E-Learning, E-Education, and Online Training, eLEOT 2015, held in Novedrate, Italy, in September 2015. The 26 revised full papers presented were carefully reviewed and
selected from 52 submissions. They focus on e-
learning and distance education in science, 
technology, engineering and math.
This book constitutes the proceedings of the 3rd 
International Conference on E-Learning, E-
Education, and Online Training, eLEOT 2016, held in 
Dublin, Ireland, August 31 – September 2, 2016. The 
25 revised full papers presented were carefully 
reviewed and selected from 35 submissions. They 
focus on topics as augmented reality learning, 
blended learning, learning analytics, mobile learning, 
virtual learning environments.
This volume constitutes the refereed proceedings of 
the 12th International Conference on Computational 
Collective Intelligence, ICCCI 2020, held in Da Nang, 
Vietnam, in November 2020.* The 70 full papers 
presented were carefully reviewed and selected from 
314 submissions. The papers are grouped in topical 
sections on: knowledge engineering and semantic 
web; social networks and recommender systems; 
collective decision-making; applications of collective 
intelligence; data mining methods and applications; 
machine learning methods; deep learning and 
applications for industry 4.0; computer vision 
techniques; biosensors and biometric techniques; 
innovations in intelligent systems; natural language 
processing; low resource languages processing; 
computational collective intelligence and natural 
language processing; computational intelligence for
multimedia understanding; and intelligent processing of multimedia in web systems. *The conference was held virtually due to the COVID-19 pandemic. With the resources provided by communication technologies, E-learning has been employed in multiple universities, as well as in wide range of training centers and schools. This book presents a structured collection of chapters, dealing with the subject and stressing the importance of E-learning. It shows the evolution of E-learning, with discussion about tools, methodologies, improvements and new possibilities for long-distance learning. The book is divided into three sections and their respective chapters refer to three macro areas. The first section of the book covers methodologies and tools applied for E-learning, considering collaborative methodologies and specific environments. The second section is about E-learning assessment, highlighting studies about E-learning features and evaluations for different methodologies. The last section deals with the new developments in E-learning, emphasizing subjects like knowledge building in virtual environments, new proposals for architectures in tutoring systems, and case studies. The communication demands expected of today’s engineers and information technology professionals immersed in multicultural global enterprises are unsurpassed. New Media Communication Skills for Engineers and IT Professionals: Trans-National and
Trans-Cultural Demands provides new and experienced practitioners, academics, employers, researchers, and students with international examples of best practices in new, as well as traditional, communication skills in increasingly trans-cultural, digitalized, hypertext environments. This book will be a valuable addition to the existing literature and resources in communication skills in both organizational and higher educational settings, giving readers comprehensive insights into the proficient use of a broad range of communication critical for effective professional participation in the globalized and digitized communication environments that characterize current engineering and IT workplaces.

These Transactions publish research in computer-based methods of computational collective intelligence (CCI) and their applications in a wide range of fields such as the Semantic Web, social networks and multiagent systems. TCCI strives to cover new methodological, theoretical and practical aspects of CCI understood as the form of intelligence that emerges from the collaboration and competition of many individuals (artificial and/or natural). The application of multiple computational intelligence technologies such as fuzzy systems, evolutionary computation, neural systems, consensus theory, etc., aims to support human and other collective intelligence and to create new forms
of CCI in natural and/or artificial systems. This seventh issue contains a collection of ten carefully selected and thoroughly revised contributions. The book consists of 19 extended and revised chapters based on original works presented during a poster session organized within the 5th International Conference on Computational Collective Intelligence that was held between 11 and 13 of September 2013 in Craiova, Romania. The book is divided into three parts. The first part is titled “Agents and Multi-Agent Systems” and consists of 8 chapters that concentrate on many problems related to agent and multi-agent systems, including: formal models, agent autonomy, emergent properties, agent programming, agent-based simulation and planning. The second part of the book is titled “Intelligent Computational Methods” and consists of 6 chapters. The authors present applications of various intelligent computational methods like neural networks, mathematical optimization and multistage decision processes in areas like cooperation, character recognition, wireless networks, transport, and metal structures. The third part of the book is titled “Language and Knowledge Processing Systems”, and consists of 5 papers devoted to processing methods for knowledge and language information in various applications, including: language identification, corpus comparison, opinion classification, group decision making, and rule
As the world rapidly moves online, sectors from management, industry, government, and education have broadly begun to virtualize the way people interact and learn. Virtual Learning Environments: Concepts, Methodologies, Tools and Applications is a three-volume compendium of the latest research, case studies, theories, and methodologies within the field of virtual learning environments. As networks get faster, cheaper, safer, and more reliable, their applications grow at a rate that makes it difficult for the typical practitioner to keep abreast. With a wide range of subjects, spanning from authors across the globe and with applications at different levels of education and higher learning, this reference guide serves academics and practitioners alike, indexed and categorized easily for study and application.

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