

Paper Number	LONG PAPERS
11	Roger Azevedo, Ronald Landis, Reza Feyzi Behnagh, Melissa Duffy, Gregory Trevors, Jason Harley, Francois Bouchet, Jonathan Burlison, Michelle Taub, Nicole Pacampara, Mohanmed Yeasin, Mahbubur Rahman, M. Iftekhar Tanveer and Gahangir Hossain. The Effectiveness of Pedagogical Agents' Prompting and Feedback in Facilitating Co-Adapted Learning with MetaTutor
12	Ming Liu and Rafael A. Calvo. Using Information Extraction to Generate Trigger Questions for Academic Writing Support
13	Petr Jarušek and Radek Pelánek. Analysis of a Simple Model of Problem Solving Times
16	Roberto Martinez Maldonado, Kalina Yacef, Judy Kay and Beat Schwendimann. An interactive teacher's dashboard for monitoring multiple groups in a multi-tabletop learning environment
19	Blair Lehman, Caitlin Mills, Sidney D'Mello and Arthur Graesser. Automatic Evaluation of Learner Self-Explanations and Types of Erroneous Responses for Dialogue-Based ITSs
24	Lee Becker, Martha Palmer, Sarel van Vuuren and Wayne Ward. Learning to Tutor Like a Tutor: Ranking Questions in Context
33	Ryan S.J.D. Baker, Sujith Gowda, Albert Corbett and Jaclyn Ocumpaugh. Towards Automatically Detecting Whether Student Learning is Shallow
39	Amy Ogan, Samantha Finkelstein, Erin Walker, Ryan Carlson and Justine Cassell. "you're the worst tutor ever :)": Impoliteness Behaviors in Peer Tutoring Dialogues
51	Sujith Gowda, Zachary Pardos and Ryan S.J.D. Baker. Content learning analysis using the moment-by-moment learning detector
59	Luc Paquette, Jean-Francois Lebeau, Gabriel Beaulieu and Andre Mayers. Automating Next-Step Hints Generation Using ASTUS
65	Erin Walker, Nikol Rummel, Sean Walker and Kenneth Koedinger. Attention to Relevant Feedback Improves Learning in an Intelligent Tutoring System for Peer Tutoring
70	Jaime Galvez Cordero, Eduardo Guzman De Los Riscos and Ricardo Conejo Muñoz. Exploring Quality of Constraints for Assessment in Problem Solving Environments
77	Yugo Hayashi. On pedagogical effects of learner-support agents in collaborative interaction
82	Tanja Christina Käser Jacober, Alberto Giovanni Busetto, Gian-Marco Baschera, Juliane Kohn, Karin Kucian, Michael von Aster and Markus Gross. Modelling and Optimizing the Process of Learning Mathematics
94	Nan Li, William W. Cohen and Kenneth R. Koedinger. Problem Order Implications for Learning Transfer
103	Martina Rau, Vincent Alevan, Nikol Rummel and Stacie Rohrbach. Sense Making Alone Doesn't Do It: Fluency Matters Too! ITS Support for Robust Learning with Multiple Representations
115	Imène Jraidi, Pierre Chalfoun and Claude Frasson. Implicit Strategies for Intelligent Tutoring Systems
117	Jennifer Sabourin, Lucy Shores, Bradford Mott and James Lester. Predicting Student Self-Regulation Strategies in Game-Based Learning Environments

135	Gregory Dyke, Iris Howley, David Adamson and Carolyn Rosé. Towards Academically Productive Talk Supported by Conversational Agents
139	Dovan Rai and Joseph Beck. Math Learning Environment with Game-Like Elements: an incremental approach for enhancing student engagement and learning effectiveness
147	Costin-Gabriel Chiru and Stefan Trausan-Matu. Identification and Classification of the Most Important Moments from that Discourse
149	Noboru Matsuda, Evelyn Yarzebinski, Victoria Keiser, Rohan Raizada, Gabriel Stylianides and Kenneth R. Koedinger. Motivational factors for learning by teaching: The effect of a competitive game show in a virtual peer-learning environment
150	Ning Wang, David Pynadath and Stacy Marsella. Toward Automatic Verification of Multiagent Systems for Training Simulations
156	Mary Muir and Cristina Conati. An Analysis of Attention to Student-Adaptive Hints in an Educational Game
162	Michel Desmarais, Rhouma Naceur and Behzad Beheshti. Item to skills mapping: Deriving a conjunctive Q-matrix from data
166	Nguyen-Thanh Le and Niels Pinkwart. Can Soft Computing Techniques Enhance the Error Diagnosis Accuracy for Intelligent Tutors?
170	Philippe Fournier-Viger, Roger Nkambou, Engelbert Mephu-Nguifo, Andre Mayers and Usef Faghihi. Multi-Paradigm Generation of Tutoring Feedback in Robotic Arm Training
179	Susan Bull. Preferred Features of Open Learner Models for University Students
	SHORT PAPERS
5	Eric Poitras, Susanne Lajoie and Yuan-Jin Hong. Using the MetaHistoReasoning tool Training Module to Facilitate the Acquisition of Domain-Specific Metacognitive Strategies
6	Myse Elmadani, Moffat Mathews and Antonija Mitrovic. Data-Driven Misconception Discovery in Constraint-Based Intelligent Tutoring Systems
7	Bertrand Marne, John Wisdom, Benjamin Huynh-Kim-Bang and Jean-Marc Labat. A Design Pattern Library for mutual understanding and cooperation in Serious Game Design
17	Mathieu Muratet, Elisabeth Delozanne, Fabienne Viallet and Patrice Torguet. Co-adaptation in teaching programming with a game-based learning environment: the Prog&Play case study
23	Li Zhang. Exploration of Affect Detection using Semantic Cues in Virtual Improvisation
30	Gagan Goel, Sébastien Lalle and Vanda Luengo. Fuzzy Logic Representation for Student Modelling Case Study on Geometry
35	Mark Floryan, Toby Dragon and Beverly Woolf. When Less is More: Focused Pruning of Knowledge Bases to Improve Recognition of Student Conversation
37	David Adamson and Carolyn Rosé. Coordinating Multi-dimensional Support in Collaborative Conversational Agents
41	Keith Brawner and Benjamin Goldberg. Realtime Monitoring of ECG and GSR Signals during Computer-Based Training
44	Lakshman Myneni and N. Hari Narayanan. An Intelligent Tutoring and Simulation System for Middle School Physics

48	Moffat Mathews, Antonija Mitrovic, Bin Lin, Jay Holland and Neville Churcher. Do your eyes give it away? Using eye tracking data to understand students' attitudes towards open student model representations.
52	Aina Lekira, Christophe Després, Pierre Jacoboni and Dominique Py. An Indicator-based Approach to Promote the Effectiveness of Teachers' Interventions
53	Emmanuel G. Blanchard. On the WEIRD nature of ITS/AIED conferences: A 10 year longitudinal study analyzing potential cultural biases
56	Matthew Hays, H. Chad Lane and Daniel Auerbach. Presence versus External Feedback in Serious Games
57	Jason Harley, François Bouchet and Roger Azevedo. Measuring Learners' Co-Occurring Emotional Responses during Their Interaction with a Pedagogical Agent In MetaTutor
61	Andrew Olney, Sidney D'Mello, Natalie Person, Whitney Cade, Patrick Hayes, Claire Williams, Blair Lehman and Art Graesser. Guru: A Computer Tutor that Models Expert Human Tutors
62	Wouter Beek and Bert Bredeweg. Context-Dependent Help for Novices While Acquiring Conceptual Systems Knowledge Using DynaLearn
64	Md. Sazzad Hussain, Hamed Monkaresi and Rafael A. Calvo. Categorical vs. Dimensional Representations in Multimodal Affect Detection during Learning
68	Antonija Mitrovic, Moffat Mathews and Jay Holland. Exploring two strategies for teaching procedures
76	Beate Grawemeyer, Hilary Johnson, Mark Brosnan, Emma Ashwin and Laura Benton. Developing an Embodied Pedagogical Agent With and For Young People with Autism Spectrum Disorder
86	Endhe Elias, Dalgoberto Miquilino, Ig Ibert Bittencourt, Thyago Tenório, Rafael Ferreira, Alan Pedro, Seiji Isotani and Patrícia Jaques. A Semi-Automatic Ontology-Based System to Improve Usability in Collaborative Learning Environments
92	Nan Li, William W. Cohen and Kenneth R. Koedinger. Efficient Cross-Domain Learning of Complex Skills
96	Lucy Shores, Kristin Hoffmann, John Nietfeld and James Lester. The Role of Quests: Supporting Problem Solving in Narrative-Centered Learning Environments
98	James Segedy, John Kinnebrew and Gautam Biswas. Relating Student Performance to Action Outcomes and Context in a Complex, Choice-Rich Learning Environment
99	Wei Jin, Tiffany Barnes, John Stamper and Lorrie Lehmann. Program Representation for Automatic Hint Generation for a Data-Driven Novice Programming Tutor
105	Lotfi Derbali and Claude Frasson. Exploring the Effects of Mission Familiarity on Learner's Motivation during Interactions with HeapMotiv
106	Iris Howley, David Adamson, Gregory Dyke, Elijah Mayfield, Jack Beuth and Carolyn Penstein Rosé. Group Composition and Intelligent Dialogue Tutors for Impacting Students' Academic Self-Efficacy
107	Pradeepa Thomas, Jean-Marc Labat, Mathieu Muratet and Amel Yessad. How to Automatically Evaluate Competencies in Game Based Learning Systems?
109	Stefan Trausan-Matu, Mihai Dascalu and Philippe Dessus. Considering Textual Complexity and Comprehension in Computer-Supported Collaborative Learning

112	Mario Karlovcec, Mariheida Cordova-Sanchez and Zachary Pardos. Knowledge Component Suggestion for Untagged Content in an Intelligent Tutoring System
116	Maher Chaouachi and Claude Frasson. Mental Workload, Engagement and Emotions: an Exploratory Study for Intelligent Tutoring Systems
118	Jennifer Sabourin, Jonathan Rowe, Bradford Mott and James Lester. Exploring Inquiry-based Problem-Solving Strategies in Game-based Learning Environments
119	Simon Hughes, Peter Hastings, Joseph Magliano, Susan Goldman and Kimberly Lawless. Automated approaches for detecting integration in student essays
121	Joseph Grafsgaard, Kristy Elizabeth Boyer and James Lester. Discovering Affective Patterns of Facial Expression and Tutorial Dialogue with Hidden Markov Models
122	H. Chad Lane. Towards Passionate Intelligent Tutoring Systems
126	Pierre Chalfoun and Claude Frasson. Cognitive priming: assessing the use of non-conscious perception to enhance learner's reasoning ability
127	Joseph Beck and Yue Gong. Thrashing: An analysis of which students fail to master a skill
130	Seung Lee, Bradford Mott and James Lester. Real-Time Narrative-Centered Tutorial Planning for Story-Based Learning
132	Ryan Carlson, Victoria Keiser, Noboru Matsuda, Carolyn Rose and Ken Koedinger. Building a Conversational SimStudent
133	David H. Shanabrook, Ivon Arroyo, Winslow Burlison and Beverly Park Woolf. Visualization of Student Activity Patterns within Intelligent Tutoring Systems
134	Blair Lehman, Sidney D'Mello, Whitney Cade and Natalie Person. How Do They Do It? Investigating the Relationship between Tutor and Student Dialogue Moves and Tutorial Dialogue Modes
136	Erin Walker and Winslow Burlison. User-Centered Design of a Teachable Robot
153	Amber Chauncey, Roger Azevedo and Sidney D'Mello. Exploring relationships between learners' affective states, metacognitive processes, and learning outcomes
155	Dinesha Weragama and James Reye. Design of a Knowledge Base to Teach Programming
160	Atefeh Ahmadi Olounabadi and Antonija Mitrovic. Towards an ITS for Improving Social Problem Solving Skills of ADHD Children
169	Raoudha Chebil, Wided Lejouad Chaari and Stefano A. Cerri. A Scenario Based Analysis of E-Collaboration Environments
183	Mayya Sharipova and Gordon McCalla. Supporting Students in the Analysis of Case Studies for Ill-Defined Domains
187	Brent Morgan, Fazel Keshtkar, Ying Duan, Padraig Nash and Art Graesser. Using State Transition Networks to Analyze Multi-Party Conversations in a Serious Game
189	Yue Gong, Joseph Beck and Neil Heffernan. WEBSistments: Enabling an Intelligent Tutoring System to Excel at Explaining Why Other Than Showing How
190	Lorrie Lehmann, Dale-Marie Wilson and Tiffany Barnes. Using Individualized Feedback and Guided Instruction via a Virtual Human Agent in an Introductory Computer Programming Course
194	Martin Mozina, Matej Guid, Aleksander Sadikov, Vida Groznik and Ivan Bratko. Goal-Oriented Conceptualization of Procedural Knowledge

196	Jaebong Yoo and Jihie Kim. Predicting Learner's Project Performance with Dialogue Features in Online Q&A Discussions
201	Michael Eagle. Data-driven Method for Assessing Skill-Opportunity Recognition in Open Procedural Problem Solving Environments
202	Amruth Kumar. Limiting the Number of Revisions While Providing Error-Flagging Support During Tests
203	Yutao Wang and Neil Heffernan. The Student Skill Model
207	Zachary Pardos, Shubhendu Trivedi, Neil Heffernan and Gábor Sárközy. Clustered Knowledge Tracing
	POSTERS
8	Amber Strain, Sidney D'Mello and Melissa Gross. How do learners regulate their emotions?
9	Sagaya Amalathas and Antonija Mitrovic. Decision Making Tutor: providing on-the-job training for the oil palm plantation managers
14	Tomoya Horiguchi, Tsukasa Hirashima and Kenneth D. Forbus. A Model-Building Learning Environment with Explanatory Feedback to Erroneous Models
15	Lallé Sébastien, Vanda Luengo and Nathalie Guin. An automatic comparison between knowledge diagnostic techniques
18	Heather Holden. Understanding the Interaction Behavior of Pedagogical Agents' Emotional Support and Competency on Learner Outcomes and Agent Perceptions
20	Arnon HersHKovitz, Ryan S.J.D. Baker, Janice Gobert, Zakkai Kauffman-Rogoff and Michael Wixon. Student Attributes, Affective States and Engagement in Science Inquiry Microworlds
22	Zhiqiang Cai, Carol Forsyth, Mae-Lynn Germany, Art Graesser and Keith Millis. Accuracy of Tracking Student's Natural Language in Operation ARIES! , a Serious Game for Scientific Methods
25	Dinesha Weragama and Jim Reye. Designing the Knowledge Base for a PHP Tutor
26	Lishan Zhang, Winslow Burleson, Robert Christopherson, Maria Chávez, Sylvie Girard, Javier González, Jenny Hastings, Yoalli Pontet and Kurt Vanlehn. Evaluation of a meta-tutoring strategy for teaching stu-dents how to model complicated systems
29	Miguel Arevalillo-Herráez, David Arnau, Aladdin Ayesh and José Antonio González-Calero. Domain Specific Knowledge Representation for an Intelligent Tutoring System to Teach Algebraic Reasoning
32	Michael Schubert, Sebastien George and Audrey Serna. Collaborative Learning with Tabletops: an Experimental Study
34	Thea Faye G. Guia, Ma. Mercedes T. Rodrigo, Michelle Marie C. Dagami, Jessica O. Sugay, Francis Jan P. Macam and Antonija Mitrovic. Modeling the Affective States of Students using SQL-Tutor
36	Jose Carlo A. Soriano, Ma. Mercedes T. Rodrigo, Ryan S. D. J. Baker, Amy Ogan, Erin Walker, Maynor Jimenez Castro, Ryan Genato, Samantha Fontaine and Ricardo Belmontez. Effective Help-Seeking Behavior among Students Using an intelligent Tutoring System for Math: a Cross-Cultural Comparison

38	Caitlin Mills and Sidney D'Mello. Emotions During Writing Topics that Align or Misalign with Personal Beliefs
40	Evandro Costa, Priscylla Silva, Marlos Silva, Emanuele Silva and Anderson Silva. A Multiagent-based Intelligent Tutoring System for Propositional Logic: Articulating Syntactic and Semantic Approaches
42	Benjamin Nye, Gnana Bharathy, Barry Silverman and Ceyhun Eksin. Simulation-Based Training of Ill-Defined Social Domains: The Complex Environment Assessment and Tutoring System (CEATS)
43	Ifeyinwa Okoye. Unobtrusive Extraction of Learning Goals and Generation of Learning Paths in an Informal Learning Environment
45	Kazuhisa Miwa, Hitoshi Terai, Nana Kanzaki and Ryuichi Nakaike. Empirical Investigation on Self Fading as Adaptive Behavior of Hint Seeking
47	Oliver Scheuer, Bruce McLaren, Armin Weinberger and Sabine Niebuhr. Scaffolding Students For More Elaborative and Critical Discussions
50	Nikos Barbalios, Irene Ioannidou, Panagiotis Tzionas and Stefanos Paraskeuopoulos. Design requirements of a virtual learning environment for resource sharing
66	Reza Feyzi-Behnagh and Roger Azevedo. The Effectiveness of a Pedagogical Agent's Immediate Feedback on Learners' Metacognitive Judgments during Learning with an Adaptive Hypermedia System
67	Mayya Sharipova and Gordon McCalla. Supporting Students in the Analysis of Case Studies for Professional Ethics Education
71	Mikel Larrañaga, Ángel Conde, Iñaki Calvo, Ana Arruarte and Jon A. Elorriaga. Evaluating the Automatic Extraction of Learning Objects from Electronic Textbooks Using ErauzOnt
74	Chao-Lin Liu, Chia-Ying Lee, Wei-Jie Huang, Yu-Lin Tzeng and Chia-Ru Chou. A Cognition-Based Game Platform and its Authoring Environment for Learning Chinese Characters
80	Robert Dolan and Sonya Powers. Effects of Text and Visual Element Integration Schemes on Online Reading Behaviors of Typical and Struggling Readers
81	Akihiro Kashihara and Makoto Ito. Fadable Scaffolding with Cognitive Tool
85	Meurig Beynon and Will Beynon. Mediating Intelligence through Observation, Dependency and Agency in Making Construals of Malaria
87	Tom Murray, Beverly Park Woolf, Xiaoxi Xu, Stefanie Shipe, Scott Howard and Leah Wing. Toward supporting social deliberative skills in online classroom dialogues and beyond
89	Steven Ritter, Tristan Nixon, Derek Lomas, John Stamper and Dixie Ching. Using time pressure to promote mathematical fluency
90	Judi Mccuaig and Robert Gauthier. Interoperability for ITS: An ontology of learning style models
93	Alan Pedro Da Silva, Evandro Costa, Ig Ibert Bittencourt, Olavo Holanda, Thyago Tenorio and Diego Dermeval. Building a Software Product Line for the Effective Development of ITS
97	Elvira Popescu. Project-Based Learning with eMUSE - An Experience Report
102	Yanjin Long and Vincent Alevén. Skill Diaries: Can Periodic Self-Assessment Improve Students' Learning with an Intelligent Tutoring System?

110	Vasile Rus and Mihai Lintean. A Comparison of Greedy and Optimal Assessment of Natural Language Student Input Using Word-to-Word Similarity Metrics
113	Philip I. Pavlik Jr., Jaclyn Maass, Vasile Rus and Andrew Olney. Facilitating Co-adaptation of Technology and Education through the Creation of an Open-source Repository of Interoperable Code
120	Po-Ming Lee, Wei-Hsuan Tsui and Tzu-Chien Hsiao. A Low-Cost Scalable Solution for Monitoring Affective State of Students in E-learning Environment Using Mouse and Keystroke Data
137	Fethi Inan, Fatih Ari, Raymond Flores, Amani Zaier and Ismahan Arslan-Ari. Impact of an Adaptive Statistics Tutorial on Student Learning
140	Kazuhisa Seta, Liang Cui, Mitsuru Ikeda and Noriyuki Matsuda. Technology enhanced learning program that makes thinking the outside to train meta-cognitive skill through knowledge co-creation discussion
142	Maite Martin, Ainhoa Alvarez, David Reina, Isabel Fernandez-Castro, Maite Urretavizcaya and Susan Bull. Supporting Students and Teachers on Blended-Learning
144	Gerard Veenhof, Jacobijn Sandberg and Marinus Maris. ZooQuest: A mobile game-based learning application for fifth graders
152	Wouter Van Joolingen, Lars Bollen, Frank Leenaars and Hannie Gijlers. Drawing-based modeling for early science education
164	Joao Carlos Gluz and Rosa Viccari. An OWL Ontology for IEEE-LOM and OBAA metadata
168	Henda Bélaïd Ajroud, Insaf Tnazefti Kerkeni and Bénédicte Talon. Monitoring Activities in an E-Learn 2.0 Device A multi-agents system
171	Jun Park and Jihie Kim. Classifying Topics of Video Lecture Contents Using Speech Recognition Technology
175	Joao Carlos Gluz, Rosa Vicari and Liliana Passerino. An agent-based infrastructure for the support of learning objects life-cycle
176	Sebastian Gross, Xibin Zhu, Barbara Hammer and Niels Pinkwart. Cluster Based Feedback Provision Strategies in Intelligent Tutoring Systems
177	Fotis Lazarinis and Elaine Pearson. A Web comic strip creator for educational comics with assessable learning objectives
180	Bouabid Mohamed El Amine, Philippe Vidal and Julien Broisin. A Layered Architecture for online Lab-works: Experimentation in the Computer Science Education
182	Joana Campos, Henrique Campos, Carlos Martinho and Ana Paiva. From Real Conflict Situations to Virtual Conflict Scenarios
185	Amr Abozeid, Mohammed Abdel Razeq and Claude Frasson. Towards Mobile Blended Learning
186	Leigh Ann Sudol, Sharon Carver and Mark Stehlik. Learning Looping: From Natural Language to Worked Examples
192	Alejandro Peña Ayala, Rafael Dominguez de Leon and Riichiro Mizoguchi. A Basic Model of Metacognition: A Repository to Trigger Reflection
195	Ivon Arroyo, David H. Shanabrook, Winslow Burleson and Beverly Park Woolf. Analyzing Affective Constructs: Emotions, Attitudes and Motivation

197	Maria Mendiburo, Brian Sulcer, Gautam Biswas and Ted Hasselbring. Virtual Manipulatives, Formative Feedback, and Fractions
198	Miltiades Papadopoulos and Elaine Pearson. An Intelligent System to Support Accurate Transcription of University Lectures
204	Majda Maatallah and Hassina Seridi. Multi-Context Recommendation in Technology Enhanced Learning