



CALL FOR PAPERS

Learner models are key to adaptive educational systems, as it is these models of the user that enable a system to adapt to the user's individual learning needs. For decades, the Artificial Intelligence in Education (AIED) community has been developing methods for modelling learners, and dealing with the dynamics and inaccuracy of learner models. One promising approach is to open the contents of the learner model to the learner, to allow them to suggest additional information for their model, or to propose corrections to entries. Thus, the learner model now plays a new role – not only can the learner contribute information to help increase the accuracy and therefore the utility of the model for adaptation purposes, but the learner model also becomes a crucial learning resource for the student. An open learner model offers the learner a perspective on their understanding that is not usually available to them, which can facilitate reflection on their understanding and on the learning process. Learner models can also be opened to instructors to help them better understand the needs of their students, and to peers, to enable learners to compare their knowledge and progress to that of other learners, and to facilitate collaboration amongst a co-present or distributed group.

The field of open learner modelling is still relatively new, and although a number of successful systems have been demonstrated, there remains much work to be carried out. This special issue will draw together findings of some of the early work, to serve as a foundation upon which to build, in the investigation of the many remaining issues. Important questions include the method of presenting open learner models - are simple skill meters adequate in some contexts? How can more complex learner model data best be displayed? How much choice should a learner have over the method of viewing and interacting with their learner model? Which learner attributes should be displayed to the learner, and which should be modifiable by them in the more interactive open learner modelling approaches? What are the implications for presentation and interaction when learner models are available also to others, and not just to the learner that the model represents?

Topics include (but are not limited to): computational architectures that enable viewing and interacting with the learner model; studies on effective media for externalising the learner model and for maintaining adequate learner control; reports on deployment of open learner models in a variety of learning environments, from traditional intelligent tutoring systems, to widely deployable course management systems, and to newly emerging ubiquitous environments; effective evaluation of open learner models; benefits of open learner models, e.g. to promote meta-cognition, to facilitate self-directed learning, to improve motivation and self-esteem, or to help teachers reflect on their practices; limitations of open learner models, e.g. cases where open learner models are not appropriate and studies that suggest improvements of existing architectures; educational and psychological theories related to openness; broader privacy issues related to open learner models; open group models and support for collaborative learning.

The purpose of this collection of papers will be, therefore, to illustrate and evaluate a range of approaches to viewing and interacting with open learner models of various types, from an educational and a technical perspective.

NOTICE OF INTENT: deadline October 15th, 2005

Potential authors are encouraged to send an email with a tentative title and abstract *to the guest editors* (Susan Bull <s.bull@bham.ac.uk>, Vania Dimitrova <vania@comp.leeds.ac.uk>, Gord McCalla <mccalla@cs.usask.ca>) by 15th October, 2005.

FULL PAPER SUBMISSION: deadline December 15th, 2005

Submissions to the special issue should be made *to the IJAIED editor* (Paul Brna <editor@ijaied.org>) by 15th December, 2005. Detailed instructions for the submission of manuscripts can be found on the journal home page (<http://www.ijaied.org/>). Papers should be submitted via email to the IJAIED editor, clearly marking submissions as intended for the “Special Issue on Open Learner Modelling”.

REVIEW PROCESS

All papers will be refereed according to standard IJAIED procedures. It is anticipated that the Special Issue will appear in the autumn of 2006.

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ABOUT IJAIED

JOURNAL WEB SITE: <http://www.ijaied.org/>

IJAIED, the official journal of the *International AI in Education (AIED) society*, publishes papers at the forefront of the application of artificial intelligence and advanced computing techniques and concepts to the design of systems to support learning. For years, IJAIED has been the main forum for state-of-the-art research in AIED and has been the most cited journal at the international conferences on intelligent tutoring systems and AI in Education. The journal publishes interdisciplinary research that results from the cross-fertilisation of ideas and methods from Computer Science, Education, Educational Technology, Cognitive Science and Psychology, and other areas of Social Science. It is an archival journal, with a conventional printed version, and publishes: (a) peer-reviewed journal papers (with all papers being reviewed by at least three members of the editorial board and specialist reviewers list), where accepted papers are made available on the IJAIED WWW pages as soon as possible and are, in due course, printed in the print version of the journal, published quarterly; (b) other referenceable items (such as workshop proceedings, conference reports, invited presentations, etc.), which are made available on the IJAIED WWW pages as soon as possible but are not printed in the print version of the journal; (c) news items (that is, any item of temporary interest to AIED Society members), which are e-mailed to members and/or linked to, from the 'Recent Items' list.