GOAL-DRIVEN

LEARNING

PRACTICES

Enhancing Organizational
Performance

Goal Driven Learning

Ashwin Ram,David B. Leake

Goal Driven Learning:

   Goal-driven Learning Ashwin Ram,David B. Leake,1995 Brings together a diversity of research on goal driven learning to establish a broad interdisciplinary framework that describes the goal driven learning process In cognitive science artificial intelligence psychology and education a growing body of research supports the view that the learning process is strongly influenced by the learner s goals The fundamental tenet of goal driven learning is that learning is largely an active and strategic process in which the learner human or machine attempts to identify and satisfy its information needs in the context of its tasks and goals its prior knowledge its capabilities and environmental opportunities for learning This book brings together a diversity of research on goal driven learning to establish a broad interdisciplinary framework that describes the goal driven learning process It collects and solidifies existing results on this important issue in machine and human learning and presents a theoretical framework for future investigations The book opens with an an overview of goal driven learning research and computational and cognitive models of the goal driven learning process This introduction is followed by a collection of fourteen recent research articles addressing fundamental issues of the field including psychological and functional arguments for modeling learning as a deliberative planful process experimental evaluation of the benefits of utility based analysis to guide decisions about what to learn case studies of computational models in which learning is driven by reasoning about learning goals psychological evidence for human goal driven learning and the ramifications of goal driven learning in educational contexts The second part of the book presents six position papers reflecting ongoing research and current issues in goal driven learning Issues discussed include methods for pursuing psychological studies of goal driven learning frameworks for the design of active and multistrategy learning systems and methods for selecting and balancing the goals that drive learning A Bradford Book   *Analytical Goal-driven Learning of Procedural Knowledge by Observation* Negin Nejati,2011 Knowledge based approaches to planning and control offer benefits over classical techniques in applications that involve large yet structured state spaces However knowledge bases are time consuming and costly to construct In this dissertation I introduce a framework for analytical learning that enables the agent to acquire generalizable domain specific procedural knowledge in the form of goal indexed hierarchical task networks by observing a small number of successful demonstrations of goal driven tasks I discuss how in contrast with most algorithms for learning by observation my approach can learn from unannotated input demonstrations by automatically inferring the purpose of each solution step using the background knowledge about the domain I discuss the role of hierarchical structure distributed applicability conditions and goals in the generalizability of the acquired knowledge I also introduce an approach for adaptively determining the structure of the acquired knowledge that strikes a balance between generality and operationality and for making the algorithm robust to changes in the structure of background knowledge This involves resolving interdependencies among goals using temporal information I present experimental studies on a number of domains which demonstrate that the

quality of acquired knowledge is comparable to handcrafted content in terms of both coverage and complexity In closing I review related work and directions for future research   *Goal-driven Learning* Ashwin Ram,David B. Leake,1995

Fundamentals of Artificial Intelligence Research Jozef Kelemen,1991-08-28 This volume contains 6 invited lectures and 13 submitted contributions to the scientific programme of the international workshop Fundamentals of Artificial Intelligence Research FAIR 91 held at Smolenice Castle Czechoslovakia September 8 12 1991 under the sponsorship of the European Coordinating Committee for Artificial Intelligence ECCAI FAIR 91 the first of an intended series of international workshops addresses issues which belong to the theoretical foundations of artificial intelligence considered as a discipline focused on concise theoretical description of some aspects of intelligence by toolsand methods adopted from mathematics logic and theoretical computer science The intended goal of the FAIR workshops is to provide a forum for the exchange of ideas and results in a domain where theoretical models play an essential role It is felt that such theoretical studies their development and their relations to AI experiments and applications have to be promoted in the AI research community

Goal Oriented Learning Environments Horace Moo-Young,Timothy Fortner,2003 E learning encompasses many things to many people Elliot Massie a leading e learning guru states that Online learning is not about taking a course and putting it on desktop It encompasses Combination of learning services and technology to provide high value integrated learning anytime and anyplace GOLE aims to create a virtual learning simulator that is capable of customizing the pedagogy to the learners learning style To properly design learn by doing scenarios the learning environment must balance the learning objectives with authenticity The key is to build a realistic environment which is complex enough to promote expectation failure and robust enough to support the learner at that point Two of the major learning objectives for a goal oriented learning environment are the application of facts and building specific skills The purpose of this research was to design develop implement and assess a Goal Oriented Learning Environment GOLE into the Civil and Environmental Engineering curriculum at Lehigh University Also to design develop implement and assess Internet based instructional systems into the CEE curriculum To achieve these objectives a GOLE was implemented into two courses that were used as case studies in this research These case studies describe the instructional design method utilized and the assessment involved to evaluate the courses The instructional design method utilized nine steps Discuss Determine Decide Design Develop Implement Assessment Evaluation and Evolve The designing of GOLE focused on content delivery platform character development and story line In order to assess and evaluate the GOLE a series of five evaluations were created in order perform the analysis skill matrix course performance website evaluations and the DISC profile The data was then analyzed to determine what parts of the course were effective   **Advances in Web-Based Learning -- ICWL 2013** Jhing-Fa Wang,Rynson Lau,2013-09-08 This book constitutes the refereed proceedings of the 12th International Conference on Web Based Learning ICWL 2013 held in Kenting Taiwan in October 2013 The 34 revised full papers presented were carefully reviewed and

selected from about 117 submissions The papers are organized in topical sections on interactive learning environments design model and framework of e learning systems personalized and adaptive learning Web 2 0 and social learning environments intelligent tools for visual learning semantic Web and ontologies for e learning and Web based learning for languages learning   Handbook of Research on Improving Learning and Motivation through Educational Games: Multidisciplinary Approaches Felicia, Patrick,2011-04-30 This book provides relevant theoretical frameworks and the latest empirical research findings on game based learning to help readers who want to improve their understanding of the important roles and applications of educational games in terms of teaching strategies instructional design educational psychology and game design Provided by publisher   Advances in Case-Based Reasoning Jean-Paul Haton,Mark Keane,Michel Manago,1995-10-11 The type of material considered for publication includes drafts of original papers or monographs technical reports of high quality and broad interest advanced level lectures reports of meetings provided they are of exceptional interest and focused on a single topic   *Goal-driven Learning* ,1994   **Advances in Web Based Learning - ICWL 2007** Howard Leung,Frederick Li,Rynson Lau,Qing Li,2008-03-14 This year we received a record high of about 180 submissions to ICWL 2007 From these a total of 55 full papers plus one keynote paper were accepted for this LNCS proceedings volume representing an acceptance rate of about 30% The authors of these accepted papers were of a remarkable international diversity We would like to thank all the reviewers for spending their precious time reviewing the papers and for providing valuable comments that aided significantly in the paper selection process Authors of the best papers presented at this conference will be invited to submit extended versions of their papers for possible publication in 1 a special issue of IEEE Trans on Knowledge and Data Engineering for those papers relevant to knowledge and data engineering and 2 a special issue of the International Journal of Distance Education Technologies JDET for papers of other areas This was the first time that the ICWL conference was organized in Europe and 27 papers were from European researchers We would like to thank our Organization Chair Dr Taku Komura for spending an enormous amount of energy in coordinating the local arrangements In fact we would like to thank the entire conference organization committee for their hard work in putting together the conference In particular we would like to express our appreciation to our Registration Chair Dr   Intrinsically Motivated Learning in Natural and Artificial Systems Gianluca Baldassarre,Marco Mirolli,2013-03-29 It has become clear to researchers in robotics and adaptive behaviour that current approaches are yielding systems with limited autonomy and capacity for self improvement To learn autonomously and in a cumulative fashion is one of the hallmarks of intelligence and we know that higher mammals engage in exploratory activities that are not directed to pursue goals of immediate relevance for survival and reproduction but are instead driven by intrinsic motivations such as curiosity interest in novel stimuli or surprising events and interest in learning new behaviours The adaptive value of such intrinsically motivated activities lies in the fact that they allow the cumulative acquisition of knowledge and skills that can be used later to accomplish fitness

enhancing goals Intrinsic motivations continue during adulthood and in humans they underlie lifelong learning artistic creativity and scientific discovery while they are also the basis for processes that strongly affect human well being such as the sense of competence self determination and self esteem This book has two aims to present the state of the art in research on intrinsically motivated learning and to identify the related scientific and technological open challenges and most promising research directions The book introduces the concept of intrinsic motivation in artificial systems reviews the relevant literature offers insights from the neural and behavioural sciences and presents novel tools for research The book is organized into six parts the chapters in Part I give general overviews on the concept of intrinsic motivations their function and possible mechanisms for implementing them Parts II III and IV focus on three classes of intrinsic motivation mechanisms those based on predictors on novelty and on competence Part V discusses mechanisms that are complementary to intrinsic motivations and Part VI introduces tools and experimental frameworks for investigating intrinsic motivations The contributing authors are among the pioneers carrying out fundamental work on this topic drawn from related disciplines such as artificial intelligence robotics artificial life evolution machine learning developmental psychology cognitive science and neuroscience The book will be of value to graduate students and academic researchers in these domains and to engineers engaged with the design of autonomous adaptive robots The contributing authors are among the pioneers carrying out fundamental work on this topic drawn from related disciplines such as artificial intelligence robotics artificial life evolution machine learning developmental psychology cognitive science and neuroscience The book will be of value to graduate students and academic researchers in these domains and to engineers engaged with the design of autonomous adaptive robots *Machine Learning: Concepts, Methodologies, Tools and Applications* Management Association, Information Resources,2011-07-31 This reference offers a wide ranging selection of key research in a complex field of study discussing topics ranging from using machine learning to improve the effectiveness of agents and multi agent systems to developing machine learning software for high frequency trading in financial markets Provided by publishe **Case-Based Reasoning Research and Development** Michael T. Cox,Peter Funk,Shahina Begum,2018-10-08 This book constitutes the refereed proceedings of the 26th International Conference on Case Based Reasoning Research and Development ICCBR 2018 held in Stockholm Sweden in July 2018 The 39 full papers presented in this book were carefully reviewed and selected from 77 submissions The theme of ICCBR 2017 The Future of CBR was highlighted by several activities These papers which are included in the proceedings address many themes related to the theory and application of case based reasoning and its future direction Topics included multiple papers on textual CBR and a number of cognitive and human oriented papers as well as hybrid research between CBR and machine learning **Case-Based Reasoning Research and Development** Belén Díaz Agudo,Ian Watson,2013-11-13 This book constitutes the thoroughly refereed post conference proceedings of the 20th International Conference on Case Based Reasoning Research and Development ICCBR 2012 held in Lyon France

September 3 6 2012 The 34 revised full papers presented were carefully selected from 51 submissions The presentations and posters covered a wide range of CBR topics of interest to both practitioners and researchers including foundational issues covering case representation similarity retrieval and adaptation conversational CBR recommender systems multi agent collaborative systems data mining time series analysis Web applications knowledge management legal reasoning healthcare systems and planning and scheduling systems **Machine Learning Proceedings 1992** Peter Edwards,Derek Sleeman,2014-06-28 Machine Learning Proceedings 1992 **AI Magazine** ,1995 **Understanding Language Understanding** Ashwin Ram,Kenneth Moorman,1999 This book highlights cutting edge research relevant to the building of a computational model of reading comprehension as in the processing and understanding of a natural language text or story The book takes an interdisciplinary approach to the study of reading with contributions from computer science psychology and philosophy Contributors cover the theoretical and psychological foundations of the research in discussions of what it means to understand a text how one builds a computational model and related issues in knowledge representation and reasoning The book also addresses some of the broader issues that a natural language system must deal with such as reading in context linguistic novelty and information extraction **Computational Modeling and Simulation of Intellect: Current State and Future Perspectives** Igelnik, Boris,2011-05-31 This book confronts the problem of meaning by fusing together methods specific to different fields and exploring the computational efficiency and scalability of these methods Provided by publisher Proceedings of the 18th European Conference on Games Based Learning Kristine Kilsa,Rajiv Vaid Basaiawmoit,2024 *Artificial Intelligence in Education* Maria Mercedes Rodrigo,Noburu Matsuda,Alexandra I. Cristea,Vania Dimitrova,2022-07-26 This two volume set LNAI 13355 and 13356 constitutes the refereed proceedings of the 23rd International Conference on Artificial Intelligence in Education AIED 2022 held in Durham UK in July 2022 The 40 full papers and 40 short papers presented together with 2 keynotes 6 industry papers 12 DC papers 6 Workshop papers 10 Practitioner papers 97 Posters and Late Breaking Results were carefully reviewed and selected from 243 submissions The conference presents topics such as intelligent systems and the cognitive sciences for the improvement and advancement of education the science and engineering of intelligent interactive learning systems The theme for the AIED 2022 conference was AI in Education Bridging the gap between academia business and non pro t in preparing future proof generations towards ubiquitous AI

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Goal Driven Learning Introduction

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