The future of e-Learning systems will depend on innovative academic and corporate contributions to the field. We are very grateful to Apple Computer for their support of this workshop.

We would also like to thank Gosia Mendrela for her assistance in assembling these proceedings. The online version of the proceedings is available on the workshop’s website: http://www.weg.ee.usyd.edu.au/films.

Finally, in order to have the maximum reach possible we would like people to be able to copy the papers in these proceedings freely. In order to do this, the authors have agreed to license the papers under the Creative Commons license ‘Attribution-NoDerivs-NonCommercial’. You can read more about it at: http://www.creativecommons.org.
FOREWORD

These proceedings are for the workshop “Towards Intelligent Management Learning Systems”, held at the School of Information Technologies at the University of Sydney, Australia on Sunday 20 July 2003.

The goal of the workshop is to achieve a better definition of an Intelligent Learning Management System (iLMS). Each of the 8 papers accepted was reviewed by two experts in a double blind process. In case of a deadlock, the papers were sent to a third referee.

The contributions can be roughly split into two categories. In the first category, the authors rely on their own experience to provide views on iLMS, draft the main components of these systems and outline the main research directions they foresee towards reaching the main goal: to enhance student learning. This category of papers can be considered position papers for introducing the workshop discussions. In the second category, the authors describe models and systems developed in on-going research aimed at supporting future iLMS.

Six papers belong to the first category. As R. Calvo states: “before we can move towards creating intelligent Learning Management Systems (iLMS) we would need more detailed descriptions of user scenarios and the challenges for implementing them”. His paper is focused on 3 of these scenarios and on machine learning techniques as potential implementation solutions. L. Schaverinen argues that “intelligence” in the term iLMS should refer to “educational intelligence”, which means that the design is soundly based on a viable theory of learning. In the same way, K. Yacef proposes that one of the weaknesses of AIED work during the past decade lies in the weak links within the Education field. In her view, iLMS could contribute to bridging this gap. C. Moodle looks at a recipe for the construction of an iLMS from the perspective of a learning community. Moodle proposes 4 ingredients and discusses potential implementation problems. Finally, M. Grandbastien et al. underline the need for industry compliant production models if iLMS are to be developed and used widely. Grandbastien et al. propose a modelling approach based on a production process description as recommended by ISO.

P. Brusilovski presents Knowledge Tree, an architecture for building adaptive eLearning environments and the on going implementation of it for programming courses at the University of Pittsburgh. K. Kurtay draws from his experience marking large numbers of software engineering projects and proposes the use of intelligent agents for guiding students based on their learning patterns. Santos describes a system aimed at helping a tutor manage a collaborative task, a collaboration model is created, which helps the tutor to manage the collaborative activity among students. Finally, R Luckin explores the challenging subject of Interactive Educational TV, she would like to bring together the best of the production traditions that currently exist amongst film and TV producers and amongst Intelligent Learning Environment developers.

We would like to thank all the contributors who found interest in the call for papers and all the reviewers who helped in making recommendations for improving the final versions.
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SUNDAY, JULY 20TH, 2003