

EduTalks@Council of Europe- the importance of evidence-based practices in artificial intelligence in education

Thursday, 14 December 2023 17:00 – 18:00 CEST



Speakers



Irene-Angelica Chounta holds a Professorship on Computational Methods in Modeling and Analysis of Learning Processes in the Department of Computer Science and Applied Cognitive Science, University of Duisburg-Essen and she is the Head of the research group *colaps* (<https://www.uni-due.de/colaps/>). Her research focuses on computational learning analytics (LA) for technology-enhanced learning (TEL), artificial intelligence in education (AIED) and educational technologies. Her main research interest is to model learners' behavior in order to provide evidence-based, adaptive and personalized feedback, in a variety of contexts: from intelligent tutoring systems and computer-supported collaborative learning environments to hackathons and makerspaces, in 2019, she was awarded a four-year start-up grant from the Estonian Research Council for her research on "Combining machine learning and learning analytics to provide personalized scaffolding for computer-supported learning activities". Currently, she serves as a Communications Co-Chair for the International Society of the Learning Sciences (ISLS), and she is an active member of the International Artificial Intelligence in Education Society (IAIED), and the Society for Learning Analytics Research (SoLAR).



Manolis Mavrikis is Professor in Artificial Intelligence in Education at the UCL Knowledge Lab and Fellow at the Alan Turing Institute in UK. His research interests and experience are in employing learning analytics to help teachers, schools and other educators develop an awareness and understanding of the processes involved in learning. With over 20 years of experience, Prof Mavrikis has contributed or led large-scale, interdisciplinary research initiatives that have been instrumental in the development of evidence-based Artificial Intelligence applications that provide direct feedback to learners and teachers. He is executive member of the International Society of Artificial Intelligence in Education and one of the editors for the British Journal of Educational Technology.



Olga C. Santos is associate professor in the Artificial Intelligence Department of the Computer Science School at UNED, the Spanish Open University. She has more than 20 years of research experience in applying Artificial Intelligence to improve learning, including the cognitive, affective and psychomotor domain. Her current research focuses on exploring the hybrid intelligence paradigm to develop personalized psychomotor intelligent systems for healthy and active aging. She is the Coordinator of the Master's in research in Artificial Intelligence and the Deputy Director of Academic Management and Organization at UNED's Computer Science School. She is also the President of the International Society of Artificial Intelligence in Education (IAIED).



Steve Ritter is Founder and Chief Scientist at Carnegie Learning. Dr. Ritter earned a doctorate in cognitive psychology at Carnegie Mellon University and was instrumental in the development and evaluation of the Cognitive Tutors for mathematics. Dr. Ritter is the author of numerous papers on the design, architecture and evaluation of adaptive instructional systems and is recognized as an expert on educational analytics and on using Artificial Intelligence in education. He is lead author of an evaluation that is one of the few to be judged by the US Department of Education's What Works Clearinghouse as meeting their standards without reservations. He has received several awards, including the Best Paper award at the International Conference on Educational Data Mining. At Carnegie Learning, Dr. Ritter leads a research team devoted to using learning engineering to improve the efficacy of the company's products. Current funding focused on such issues as algorithmic bias in educational AI, supports for teaching math to struggling readers and the [UpGrade](#) tool for supporting rigorous field



Seiji Isotani is a visiting professor of education at the Harvard Graduate School of Education, and a professor of computer science and learning technology at the University of Sao Paulo, Brazil. He has a Ph.D. in information engineering from Osaka University, Japan, and was a postdoctoral researcher at Carnegie Mellon University. For the past 15+ years, Isotani has dedicated his research career to advancing the science concerning how people learn with interactive/intelligent educational technologies and on untangling potential mechanisms for ensuring that every student receives the personalized support that they need to engage in fulfilling and meaningful educational experiences. **(read more below)**

He is widely recognized for his work in the fields of Gamification in Education, Intelligent Tutoring Systems (ITS), and Artificial Intelligence in Education (AIED). With over two hundred scientific articles he is on the list of the 30 most cited researchers in his areas of expertise, [according to Google Scholar](#). Since 2017, he works as a technical/scientific advisor to the Brazilian Ministry of Education in the designing and implementation of public policies related to educational technologies. He was one of the main contributors to designing norms for the k-12 Computer Science Curriculum in Brazil. And in 2022, he was elected for a 6-year term to the Executive Committee of the [International Artificial Intelligence in Education Society](#).