

COLLOQUIUM SPEAKER SERIES

Mathematics & Computer Sciences

Monday March 30

12:00-12:50 in D634



Dr. Julita Vassileva

BIO:

Dr. Vassileva received her Ph.D in Mathematics and Computer Science from the University of Sofia, Bulgaria. She moved to Canada in 1997 and she is currently a professor of Computer Science at the University of Saskatchewan.

Since September 2005, Dr. Vassileva is the NSERC/Cameco Chair of Women in Science and Engineering at the Prairies. Her goal as a Chair is to increase the participation of women in science and engineering and to provide role models for women active in and considering careers in these fields. She also serves currently the ACM-W Ambassador for Canada.

Towards Social Learning Environments

We are teaching a new generation of students, who have been cradled in technologies, communication and abundance of information. As a result, the design of learning technologies needs to focus on supporting social learning in context. Instead of designing technologies that teach the learner, the new social learning technologies will perform three main roles:

- 1) support the learner in finding the right content (right for the context, for the particular learner, for the specific purpose of the learner, right pedagogically);
- 2) support learners to connect with the right people (right for the context, learner, purpose, educational goal etc.), and
- 3) motivate / incentivize people to learn. In the pursuit of such environments, new areas of sciences become relevant as a source of methods and techniques: social psychology, economic / game theory, multi-agent systems.

This talk gives an overview of recent research carried out at the MADMUC lab at the University of Saskatchewan, which illustrates how social learning technologies can be designed using some existing and emerging technologies: ontologies vs. social tagging, exploratory search, collaborative vs. self-managed social recommendations, trust and reputation mechanisms, mechanism design and social visualization.

Everyone is welcome !