IDEA GROUP PUBLISHING



701 E. Chocolate Avenue, Suite 200, Hershey PA 17033-1240, USA Tel: 717/533-8845; Fax 717/533-8661; URL-http://www.idea-group.com

This paper appears in the publication, Future Directions in Distance Learning and Communication Technologies edited by Timothy Shih © 2007, Idea Group Inc.

Chapter VII

Open Multi-Agent Systems for Collaborative Web-Based Learning

Hongen Lu, La Trobe University, Australia

Abstract

Web-based learning plays an important role in modern teaching environment. Many Web based tools are becoming available on this huge marketplace. Agent technology contributes substantially to this achievement. One of the fundamental problems facing both students and education services providers is how to locate and integrate these valuable services in such a dynamic environment. In this chapter, I present mediator-based architecture to build open multi-agent applications for e-learning. An agent services description language is presented to enable services advertising and collaboration. The language exploits ontology of service domain, and provides the flexibility for developers to plug in any suitable constraint languages. Multiple matchmaking strategies based on agent

service ontology are given to help agents finding appropriate service providers. The series of strategies consider various features of service providers, the nature of requirements, and more importantly the relationships among services.

Introduction

The World Wide Web has the largest collection of knowledge ever in man kind history. It is one of the most important resources in modern education. With the success of search engines, such as Google, and the vast acceptance of online learning systems, such as WebCT, students and teachers can search text and images efficiently. These tools are changing our learning process in schools and universities all over the world everyday. However, the Web has not reached its full potential. At its early stage, the Web is solely a huge collection of digital information. Nowadays, it is evolving into a huge growing marketplace for information providers and consumers. Agent technology makes a substantial contribution to this achievement.

However, how to find information providers and how to integrate information agents in such an open environment are new challenges. Information agents, such as Ahoy (Shakes, Langheinrich, & Etzioni, 1997), ShopBot (Doorenbos, Etzioni, & Weld, 1997), and SportsFinder (Lu, Sterling, & Wyatt, 1999) are programs that assist people to find specific information from the Web. They are information service providers, which have the capabilities to find information for users, for example locating a person's homepage, finding the cheapest available prices for music CDs, or finding sports results of a team or a player. For a novice user, a challenge is how to find these services; for an information agent, the challenges are how to locate the service providers, and how to communicate with them to solve its tasks cooperatively. This is one of the basic problems facing designers of open, multi-agent systems for the Internet is the connection problem — finding the other agents who might have the information or other capabilities that you need (Decker, Sycara, & Williamson, 1996).

In Genesereth and Ketchpel (1994), two basic approaches to this connection problem are distinguished: direct communication, in which agents handle their own coordination and assisted coordination, in which agents rely on special system programs to achieve coordination. However, in the Web application domain, where new agents might come into existence or existing agents might disappear at any time, only the latter approach promises the adaptability required to cope with the dynamic changes in the environment.

11 more pages are available in the full version of this document, which may be purchased using the "Add to Cart"

button on the publisher's webpage: www.igi-

global.com/chapter/open-multi-agent-systems-

collaborative/18749

Related Content

How Do Millennials Learn?: Implications for Higher Education Pedagogy

Miriam Chitiga, Theodore Kaniukaand Mary Ombonga (2019). *International Journal of Information and Communication Technology Education (pp. 29-41).*www.irma-international.org/article/how-do-millennials-learn/217467

The Correlation Between Participation in Extracurricular Activities and Student Engagement During Distance Learning: Perspective From Legal Guardians, Teachers, and Students

Samantha Cecile Smith-Snookand Bonnie A. Plummer (2021). *Educational Recovery for PK-12 Education During and After a Pandemic (pp. 121-153)*.

www.irma-international.org/chapter/the-correlation-between-participation-in-extracurricular-activities-and-student-engagement-during-distance-learning/281815

Utilizing Technology Based Learning for Disaster Preparedness

Michele Burkhammer, Benjamin Lawnerand Zane Berge (2012). *International Journal of Information and Communication Technology Education (pp. 26-34).*www.irma-international.org/article/utilizing-technology-based-learning-disaster/61387

Adaptive E-Learning Environments: Research Dimensions and Technological Approaches

Pierpaolo Di Bitonto, Teresa Roselli, Veronica Rossanoand Maria Sinatra (2013). International Journal of Distance Education Technologies (pp. 1-11). www.irma-international.org/article/adaptive-e-learning-environments/83512

E-Learning in India

Ramesh C. Sharma (2005). *Encyclopedia of Distance Learning (pp. 772-778)*. www.irma-international.org/chapter/learning-india/12189