Chapter 29 The Concept of Teaching Course on Intelligent Information Systems

Valeriy M. Chernenkiy Bauman Moscow State Technical University, Russia

Yuriy E. Gapanyuk Bauman Moscow State Technical University, Russia

Valery I. Terekhov Bauman Moscow State Technical University, Russia

Georgiy I. Revunkov Bauman Moscow State Technical University, Russia

Yuriy S. Fedorenko Bauman Moscow State Technical University, Russia

Juan Carlos Gonzalez Gusev Bauman Moscow State Technical University, Russia

ABSTRACT

This chapter proposes the concept of hybrid intelligent information system (HIIS) as a "glue" concept that helps to unite disparate sections of a course on intelligent information systems. The chapter discusses a generalized structure of HIIS based on modules of consciousness and subconsciousness. The authors show that a HIIS may be implemented using a multiagent approach based on holonic organization. They provide a formalized model of metagraph and a review of methods to describe holonic agents based on the metagraph approach. Thus, a HIIS allows one to combine different approaches which are taught in a course on intelligent information systems.

DOI: 10.4018/978-1-5225-3395-5.ch029

INTRODUCTION

The classical course on intelligent information systems traditionally may include the following topics:

- Expert systems (e.g., CLIPS) and other rule-based programming systems, based on forward chaining approach (e.g., Drools).
- Logical programming languages (e.g., Prolog).
- Models of knowledge representation, ontologies, and ontologies reasoning.
- Neural networks, soft computing, fuzzy methods, and machine learning.
- Evolutionary methods (i.e., genetic algorithms, genetic programming).
- Multiagent systems.
- Decision support systems.

The problem is that these topics are heterogeneous and perceived by students as a mosaic of disparate pieces. In order to address this issue, a "glue" concept is necessary to unite the disparate pieces of the mosaic. Thus, the authors propose a hybrid intelligent information system (HIIS) based on the multiagent approach as such a concept.

Currently, it is possible to note a clear trend towards the joint use of different intelligent methods to solve various classes of problems. It has led to the emergence of such scientific area as "hybrid intellectual systems" (HIS). As fundamental research in the field of HIS, it is possible to consider Professor Kolesnikov and his colleagues' (Kirikov, Kolesnikov, Listopad, & Rumovskaya, 2015; 2016; Kirikov, Kolesnikov, Listopad, & Soldatov, 2015) works.

Nowadays, as a rule, intelligent systems are not developed separately; rather, they are embedded as modules in a traditional information system to solve tasks related to the intelligent processing of data and knowledge. In this work, this combined system is referred to as a HIIS.

A HIIS has the following features:

- It combines various methods to build intelligent systems, and, in this sense, may be represented as a HIS.
- It combines intelligent techniques with conventional methods for processing data in information systems, and, in this sense, may be represented as a combination of HIS and a conventional information system.

The key issue is how to implement the principle of hybridity. In this regard, the authors started their research from Professor Yarushkina and her colleagues' (Perfilieva, Yarushkina, Afanasieva, & Romanov, 2016; Yarushkina, 2004; Yarushkina, Moshkin, Andreev, Klein, & Beksaeva, 2016) outcomes. Yarushkina (2004) formulated the principle of hybridity as follows:

The literature provides schemes of hybridization of neuroinformatics and AI, which are built on the following principle: The right hemisphere is the neurocomputer; the left hemisphere is a knowledge-based system and the only question in their interaction or balance of right and left hemispheres. In real human behavior, perception and logic processing cannot be separated. Therefore, the scheme of deep integration is more successful. (Yarushkina, 2004, pp. 17-18) 10 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/the-concept-of-teaching-course-on-intelligentinformation-systems/210333

Related Content

Mobility of Engineering and Technology Professionals and its Impact on the Quality of Engineering and Technology Education: The Case of Chinhoyi University of Technology, Zimbabwe

Fredreck Chinyemba (2011). International Journal of Quality Assurance in Engineering and Technology Education (pp. 35-49).

www.irma-international.org/article/mobility-engineering-technology-professionals-its/55876

Understanding Students' Use of Online Learning Tools through Online Learning Readiness Assessment

Kriengsak Panuwatwanichand Rodney A. Stewart (2014). Using Technology Tools to Innovate Assessment, Reporting, and Teaching Practices in Engineering Education (pp. 227-240). www.irma-international.org/chapter/understanding-students-use-of-online-learning-tools-through-online-learningreadiness-assessment/100693

Engineering Pathways in a U.S. Public Institution of Higher Education: A Strategy for Fostering Student Diversity

Fabiola Ehlers-Zavalaand Anthony Maciejewski (2017). *Strategies for Increasing Diversity in Engineering Majors and Careers (pp. 236-259).*

www.irma-international.org/chapter/engineering-pathways-in-a-us-public-institution-of-higher-education/175507

Linking Materials Science and Engineering Curriculum to Design and Manufacturing Challenges of the Automotive Industry

Fugen Daverand Roger Hadgraft (2015). Handbook of Research on Recent Developments in Materials Science and Corrosion Engineering Education (pp. 46-66).

www.irma-international.org/chapter/linking-materials-science-and-engineering-curriculum-to-design-and-manufacturingchallenges-of-the-automotive-industry/127437

Development of Digital Game Environments Stimulating Creativity in Engineering Education

Alexander Alimov, Olga Shabalinaand David C. Moffat (2019). Handbook of Research on Engineering Education in a Global Context (pp. 368-378).

www.irma-international.org/chapter/development-of-digital-game-environments-stimulating-creativity-in-engineeringeducation/210335