SEAPS: Secondary Education Assistance Planning Scheme

Stewart Anderson[1], **Felipe Meneguzzi**[1]

[1]King's College, University of Aberdeen
School of Natural and Computer Sciences
Department of Computer Science
{stewart.anderson; felipe.meneguzzi}@abdn.ac.uk

Abstract

Introduction

1. Introduction to the SEAPS project and its significance in the context of secondary education in Scotland.
2. The current challenges in secondary education and the need for automated planning solutions.
3. Overview of the goals and objectives of the SEAPS (Secondary Education Assistance Planning Scheme).
4. Brief outline of the structure of the paper and what readers can expect.
5. The role of automated planning in addressing educational challenges and enhancing student support.

Background

1. Background of Planning (ENHSP).
2. Existing educational support systems and their limitations (Castillo et al. 2009).
3. Theoretical framework and concepts related to automated planning.
4. Overview of related work in the field of using AI and planning for educational assistance.
5. The specific challenges faced by Scottish secondary education that necessitate innovative solutions.

Modelling Secondary Education in PDDL

1. Explanation of the use of PDDL (Planning Domain Definition Language) in the context of SEAPS.
2. How automated planning models can be applied to address secondary education challenges.
3. Description of the key components and variables involved in the PDDL model.
4. Illustration of the planning process and decision-making within the SEAPS framework.
5. Potential benefits and expected outcomes of using PDDL for educational planning.

Experimentation and Results

1. Explanation of the use of PDDL (Planning Domain Definition Language) in the context of SEAPS.
2. How automated planning models can be applied to address secondary education challenges.
3. Description of the key components and variables involved in the PDDL model.
4. Illustration of the planning process and decision-making within the SEAPS framework.
5. Potential benefits and expected outcomes of using PDDL for educational planning.

Conclusions and Future Work

1. Detailed account of the experiments conducted to evaluate the SEAPS system.
2. Presentation of data and results from the automated planning experiments.
3. Analysis of the performance of SEAPS in real-world educational scenarios.
4. Comparison of SEAPS outcomes with traditional educational support methods.
5. Implications of the results and their significance for the educational landscape in Scotland.

References

Castillo, L.; Morales, L.; González-Ferrer, A.; Fdez-Olivares, J.; Borrajo, D.; and Onaindía, E. 2009. Automatic generation of temporal planning domains for e-learning problems. *Journal of Scheduling*, 13(4): 347–362.