Use Online Multi-Cloud Platform Lab with Intellectual Agents: Avatars for Study of Knowledge Visualization & Probability Theory in Bioinformatics

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ABSTRACT

One could argue that the traditional scheme of study needs to change. New forms of research should be based on mobility, interactivity and cooperation of the participants of the researching process. To this end, there should be new approaches in researching. Now they say about study-oriented researching without temporal and spatial boundaries, which requires the use of new research technologies – Triple H Avatar. Currently there is no software system that would realize the full intellectual tasks described above. The reason for this lies in the simplified model of learning, which is associated with the unification of the parameters of the model researcher and the study material. Note that even this approach requires considerable effort in the implementation of both local and remote versions.

Keywords: Biological Knowledge Visualization, Intellectual Agent-Avatar, Online Multi-Cloud Platform Lab, Probability Theory, Virtual Study Environment

INTRODUCTION

The works of Mkrttchian (2015) & Mkrttchian et al, (2015) has been highlights the importance’s of practicing use Online Multi-Cloud Platform Lab with Intellectual Agent (IA) – Avatar for modeling & researching (Figure 1). Avatar manager is a valuable contribution to “hhh” technology model (Mkrttchian, 2011); it includes the reflective practice allows managing meta-level conversations. New technological tools such as conferencing platforms, asynchronous discussion structures, social networking environments, and video sharing websites are developed which are capable for online learning. The avatar based interface allows focusing more on the tasks of hearing, understanding and responding. Reflection pedagogies facilitate and extend learning when they are used in online learning environments, especially when delivered to connect geographically dispersed students. The Avatar manager allows to facilitate features of interaction and to integrate its principles in reflective communication practice by creating a constructive

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classroom environment. Making a practical dynamic advanced representation of a specific individual is a testing and multifaceted errand (Mkrttchian, 2012). To edge a talk identified with the advancement furthermore, execution of the intelligent instructional methods in connected settings, writing concentrating on the significance of giving chances to guided appearance in experientially based learning was investigated.

Besides, on the grounds that the courses analyzed and additionally researched in the studies of Mkrttchian and Stephanova (2013) were led in virtual classrooms, with experiential learning.

**Background**

Internet as a study tool continues to be a benchmark in e-learning taking advantage of constant technological advances. “hhh” technology is an educational model placing the student at the Centre of the learning activity and establishing collaborative learning environments (Figure 2). Being a hybrid environment “hhh” model has integrated the best features of online and face to face learning environments by offering knowledge, experience and different perspectives. The “hhh” model is a possible solution to bridge the gap between online and F2F learning environments encouraging transformative learning model. “hhh” model increases and extends the connectivity, collaboration, reflection. “hhh” technology requires the appropriate pedagogy, information systems technology, collaboration zones, moderated chats and flexible curriculum. “hhh” technology redesigns and enhances the educational experience by better student engagement and new avenues for student expression. The pattern of “hhh” technology students becomes more assertive, directive, enthusiastic and motivated. This model is comprised of seven principles which allow students achieve meaningful learning in online learning environments. These principles are guide for developing “hhh” technology learning model, especially collaboration/interaction, curriculum, internet, synched learning opportunities, media curricular enhancements, pedagogical implementation outlined. This is the base of learning framework where necessary to focus on the

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*Figure 1. Illustration of Mkrttchian’s innovation idea*
Dis2PPI: A Workflow Designed to Integrate Proteomic and Genetic Disease Data
www.igi-global.com/article/dis2ppi-workflow-designed-integrate-proteomic/77811?camid=4v1a

Search for Protein Sequence Homologues that Display Considerable Domain Length Variations
www.igi-global.com/article/search-protein-sequence-homologues-display/62301?camid=4v1a