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2020 IEEE 44th Annual Computers, Software, and Applications Conference (COMPSAC) **COMPSAC 2020**

Table of Contents

Message from the Standing Committee Chair	xxxvii
Message from the Standing Committee Vice Chair	xl
Message from the Program Chairs	xli
Message from COMPSAC 2020 Fast Abstract Co-Chairs	xliii
Message from the Workshop Chairs	xliv

COMPSAC 2020 Symposia

ASYS

Comparison of Collision Avoidance Algorithms for Autonomous Multi-agent Systems	1
<i>Marco Moletta (KTH Royal Institute of Technology, Sweden) and Matteo Tadiello (KTH Royal Institute of Technology, Sweden)</i>	
Long Short-Term Memory-Based Intrusion Detection System for In-Vehicle Controller Area Network Bus	10
<i>Md Delwar Hossain (Nara Institute of Science and Technology, Japan), Hiroyuki Inoue (Hiroshima City University, Japan), Hideya Ochiai (The University of Tokyo, Japan), Doudou Fall (Nara Institute of Science and Technology, Japan), and Youki Kadobayashi (Nara Institute of Science and Technology, Japan)</i>	
Socially-Aware Multi-agent Velocity Obstacle Based Navigation for Nonholonomic Vehicles	18
<i>Manuel Bolderer (University of Trento), Luigi Palopoli (University of Trento), and Daniele Fontanelli (University of Trento)</i>	
Deep Learning for Hardware-Constrained Driverless Cars	26
<i>Bharathwaj Krishnaswami Sreedhar (KTH Royal Institute of Technology, Sweden) and Nagarajan Shunmugam (KTH Royal Institute of Technology, Sweden)</i>	
A Comparative Analysis of Foraging Strategies for Swarm Robotics using ARGoS Simulator	30
<i>Ambikeya Pradhan (University of Trento), Marta Boavida (University of Trento), and Daniele Fontanelli (University of Trento)</i>	

Improving the Behavior of Evasive Targets in Cooperative Target Observation	36
<i>Thayanne França da Silva (State University of Ceara, Brazil), Matheus Santos Araújo (State University of Ceara, Brazil), Raimundo Juracy Campos Ferro Junior (State University of Ceara, Brazil), Leonardo Ferreira da Costa (State University of Ceara, Brazil), João Pedro Bernardino Andrade (State University of Ceara, Brazil), Gustavo Augusto Lima de Campos (State University of Ceara, Brazil), and Joaquim Celestino Junior (State University of Ceara, Brazil)</i>	

CAP

A Real-Time Feature Indexing System on Live Video Streams	42
<i>Aditya Chakraborty (Purdue University), Akshay Pawar (Purdue University), Hojoung Jang (Purdue University), Shunqiao Huang (Purdue University), Sripath Mishra (Purdue University), Shuo-Han Chen (Academia Sinica), Yuan-Hao Chang (Academia Sinica), George K. Thiruvathukal (Loyola University Chicago), and Yung-Hsiang Lu (Purdue University)</i>	
Optimization of Parallel Applications Under CPU Overcommitment	51
<i>Tokiko Takayama (Kyushu Institute of Technology, Japan) and Kenichi Kourai (Kyushu Institute of Technology, Japan)</i>	
Pre-Design Stage Cost Estimation for Cloud Services	61
<i>Tomohisa Aoshima (Department of Risk Engineering, University of Tsukuba) and Kenichi Yoshida (Graduate School of Business Sciences, University of Tsukuba)</i>	
Towards an Architecture for Customizable Drones	67
<i>Mahmoud Hussein (CEA, LIST, Software and System Engineering Department (DILS), France) and Reda Nouacer (CEA, LIST, Software and System Engineering Department (DILS), France)</i>	
Mobi-PMFS: An Efficient and Durable In-Memory File System for Mobile Devices	73
<i>Chunhua Xiao (ChongQing University, China), Fangzhu Lin (ChongQing University, China), Xiaoxiang Fu (ChongQing University, China), Ting Wu (ChongQing University, China), Yuanjun Zhu (ChongQing University, China), and Weichen Liu (Nanyang Technological University, Singapore)</i>	
Heterogeneous Systems Modelling with Adaptive Traffic Profiles and Its Application to Worst-Case Analysis of a DRAM Controller	79
<i>Matteo Andreatti (Arm Ltd., Cambridge, UK), Frances Conboy (Arm Ltd., Cambridge, UK), Giovanni Stea (University of Pisa, Italy), and Raffaele Zippo (University of Florence, Italy)</i>	
Resource Dependency Analysis in Multi-Core Systems	87
<i>Jakob Danielsson (Mälardalen University), Tiberiu Secleanu (Mälardalen University), Marcus Jägemar (Ericsson AB), Moris Behnam (Mälardalen University), and Mikael Sjödin (Mälardalen University)</i>	

CELT

UNIFORM: Automatic Alignment of Open Learning Datasets	95
<i>Luca Cagliero (Politecnico di Torino), Lorenzo Canale (Politecnico di Torino), and Laura Farinetti (Politecnico di Torino)</i>	
MannAccess: A Novel Low Cost Assistive Educational Tool of Digital Image for Visually Impaired	103
<i>Alisson Renan Svaigen (State University of Maringá, Brazil), Lailla Milainny Siqueira Bine (State University of Maringá, Brazil), Wuigor Iovens Siqueira Bine (State University of Maringá, Brazil), and Linnyer Beatrys Ruiz (State University of Maringá, Brazil)</i>	
Enhancing the Learning of Computing/IT Students with Open Educational Resources	113
<i>Henry C.B. Chan (The Hong Kong Polytechnic University), Yik Him Ho (The Hong Kong Polytechnic University), Edmundo Trevor (Universidad Politécnica de Madrid), and Sorel Reisman (CSU Fullerton)</i>	
The Use of Metadata in Open Educational Resources Repositories: An Exploratory Study	123
<i>William Simão de Deus (University of São Paulo, Brazil) and Ellen Francine Barbosa (University of São Paulo, Brazil)</i>	
DSLE: A Smart Platform for Designing Data Science Competitions	133
<i>Giuseppe Attanasio (Politecnico di Torino), Flavio Giobergia (Politecnico di Torino), Andrea Pasini (Politecnico di Torino), Francesco Ventura (Politecnico di Torino), Elena Baralis (Politecnico di Torino), Luca Cagliero (Politecnico di Torino), Paolo Garza (Politecnico di Torino), Daniele Apiletti (Politecnico di Torino), Tania Cerquitelli (Politecnico di Torino), and Silvia Chiusano (Politecnico di Torino)</i>	
Algorithmic Support for Personalized Course Selection and Scheduling	143
<i>Tyler Morrow (Sandia National Laboratories), Ali R. Hurson (Missouri University of Science and Technology), and Sahra Sedigh Sarvestani (Missouri University of Science and Technology)</i>	
A Short-Term Course of STEAM Education through IoT Exercises for High School Students	153
<i>Koki Ota (Shibaura Institute of Technology), Tsuyoshi Nakajima (Shibaura Institute of Technology), and Hiroki Suda (Shibaura Institute of Technology)</i>	
Experimental Didactic Proposal using VISIR Remote Laboratory to Learn Diode-Based Circuits.....	158
<i>Manuel Blazquez-Merino (DIEECTQAI, UNED), Clara Perez-Molina (DIEECTQAI, UNED), Manuel Castro (DIEECTQAI, UNED), Felix Garcia-Loro (DIEECTQAI, UNED), Elio San Cristobal (DIEECTQAI, UNED), Edmundo Tovar (School of Computer Engineering, UPM), and Sergio Martin-Gutierrez (DIEECTQAI, UNED)</i>	
A Comparative Study of the Academic Programs between Informatics/BioInformatics and Data Science in the U.S.	165
<i>Ismail Bile Hassan (Metropolitan State University) and Jigang Liu (Metropolitan State University)</i>	

Heart Rate Estimation from Face Videos for Student Assessment: Experiments on edBB	172
<i>Javier Hernandez-Ortega (Universidad Autonoma de Madrid, Spain), Roberto Daza (Universidad Autonoma de Madrid, Spain), Aythami Morales (Universidad Autonoma de Madrid, Spain), Julian Fierrez (Universidad Autonoma de Madrid, Spain), and Ruben Tolosana (Universidad Autonoma de Madrid, Spain)</i>	
Using Fine-Grained Test Cases for Improving Novice Program Fault Localization	178
<i>Zheng Li (Beijing University of Chemical Technology), Deli Yu (Beijing University of Chemical Technology), Yonghao Wu (Beijing University of Chemical Technology), and Yong Liu (Beijing University of Chemical Technology)</i>	
Digital Privacy Detectives: An Interactive Game for Classrooms	184
<i>Caroline D. Hardin (Western Washington University) and Jen Dalsen (University of Wisconsin - Madison)</i>	
Teaching Mathematics in Scientific Bachelor Degrees Using a Blended Approach	190
<i>Marina Marchisio (Università di Torino, Italy), Sara Remogna (Università di Torino, Italy), Fabio Roman (Università di Torino, Italy), and Matteo Sacchet (Università di Torino, Italy)</i>	
Developing Predictors for Student Involvement in Generic Competency Development Activities in Smart Learning Environment	196
<i>Joseph C. H. So (The Hong Kong Polytechnic University), Ho Wai Tung (The Hong Kong Polytechnic University), Ada Chan (The Hong Kong Polytechnic University), Simon Wong (The Hong Kong Polytechnic University), Adam Wong (The Hong Kong Polytechnic University), and Henry Chan (The Hong Kong Polytechnic University)</i>	
Automatic Formative Assessment in Computer Science: Guidance to Model-Driven Design	201
<i>Marina Marchisio (University of Torino, Italy), Tiziana Margaria (University of Limerick, Ireland), and Matteo Sacchet (University of Torino, Italy)</i>	

DSAT

TTED-PU:A Transferable Tax Evasion Detection Method Based on Positive and Unlabeled Learning	207
<i>Fa Zhang (Xi'an Jiaotong University, China), Bin Shi (Xi'an Jiaotong University, China), Bo Dong (Xi'an Jiaotong University, China), Qinghua Zheng (Xi'an Jiaotong University, China), and Xiangting Ji (Baidu Inc.)</i>	
Transfer Learning from Planar to Spherical Images	217
<i>Takafumi Takeda (University of Tsukuba, Japan) and Kenichi Yoshida (University of Tsukuba, Japan)</i>	
A Novel Dynamic Data-Driven Algorithmic Trading Strategy Using Joint Forecasts of Volatility and Stock Price	225
<i>You Liang (Ryerson University), Aerambamoorthy Thavaneswaran (University of Manitoba), Alexander Paseka (University of Manitoba), Zimo Zhu (University of Manitoba), and Ruppa K. Thulasiram (University of Manitoba)</i>	

A Novel Tax Evasion Detection Framework via Fused Transaction Network Representation	235
<i>Yingchao Wu (Xi'an Jiaotong University, China), Bo Dong (Xi'an Jiaotong University, China), Qinghua Zheng (Xi'an Jiaotong University, China), Rongzhe Wei (Xi'an Jiaotong University, China), Zhiwen Wang (Xi'an Jiaotong University, China), and Xuanya Li (Baidu Inc., China)</i>	
Simulating the Printed Circuit Board Assembly Process for Image Generation	245
<i>Johannes Nau (Technische Universität Ilmenau, Germany), Johannes Richter (GÖPEL electronic GmbH, Germany), Detlef Streitferdt (Technische Universität Ilmenau, Germany), and Michael Kirchhoff (Technische Universität Ilmenau)</i>	
Collaborative Filtering Recommendation Based on Multi-Domain Semantic Fusion	255
<i>Xiang Li (Beijing University of Technology), Jingsha He (Beijing University of Technology), Nafei Zhu (Beijing University of Technology), and Ziqiang Hou (Beijing University of Technology)</i>	
Data Linking as a Service: An Infrastructure for Generating and Publishing Linked Data on the Web	262
<i>Ivan Salvadori (Federal University of Santa Catarina, Brazil), Alexis Huf (Federal University of Santa Catarina, Brazil), and Frank Siqueira (Federal University of Santa Catarina, Brazil)</i>	
Unified Target-based Sentiment Analysis by Dual-pointer Tagging Scheme	272
<i>Xibo Zhou (BOE Technology Group Co., Ltd), Tianxin Liang (BOE Technology Group Co., Ltd), and Bingqian Wang (BOE Technology Group Co., Ltd)</i>	
NEUD-TRI: Network Embedding Based on Upstream and Downstream for Transaction Risk Identification	277
<i>Jingyi An (Xi'an Jiaotong University, China), Qinghua Zheng (Xi'an Jiaotong University, China), Rongzhe Wei (Xi'an Jiaotong University, China), Bo Dong (Xi'an Jiaotong University, China), and Xuanya Li (Baidu Inc., China)</i>	
An Information Theoretic Learning for Causal Direction Identification	287
<i>Hang Wu (Georgia Institute of Technology, USA) and May D. Wang (Georgia Institute of Technology and Emory University, USA)</i>	
Training Confidence-Calibrated Classifier via Distributionally Robust Learning	295
<i>Hang Wu (Georgia Institute of Technology, USA) and May D. Wang (Georgia Institute of Technology and Emory University, USA)</i>	
Fault Diagnosis of Rolling Bearing Based on Grey Correlation VIKOR with Triangular Ordered Fuzzy Numbers	305
<i>Xingang Wang (Qilu University of Technology (Shandong Academy of Sciences), College of Computer Science and Technology, Jinan, China), Xin Wang (Qilu University of Technology (Shandong Academy of Sciences), College of Computer Science and Technology, Jinan, China), Chengwen Zhuang (Qilu University of Technology (Shandong Academy of Sciences), College of Computer Science and Technology, Jinan, China), and Tongyu Zhao (Qilu University of Technology (Shandong Academy of Sciences), College of Computer Science and Technology, Jinan, China)</i>	

Research on Network Awareness of Enterprise Evaluation System Indicators	311
<i>Ming Zhu (DongHua University), Pengyu Wan (DongHua University), Xiangyang Feng (DongHua University), Zhengyu Wang (DongHua University), and Wenpei Shao (DongHua University)</i>	
AI and ML-Driving and Exponentiating Sustainable and Quantifiable Digital Transformation.	316
<i>Chan Naseeb (IBM)</i>	
ReRe: A Lightweight Real-Time Ready-to-Go Anomaly Detection Approach for Time Series	322
<i>Ming-Chang Lee (Norwegian University of Science and Technology, Norway), Jia-Chun Lin (Norwegian University of Science and Technology), and Ernst Gunner Gan (Norwegian University of Science and Technology)</i>	
Human Gait Recognition Based on Integrated Gait Features using Kinect Depth Cameras	328
<i>Wonjin Kim (Towson University, USA), Yanggon Kim (Towson University, USA), and Ki Yong Lee (Sookmyung Women's University, South Korea)</i>	
RVAE-ABFA : Robust Anomaly Detection for HighDimensional Data Using Variational Autoencoder	334
<i>Yuda Gao (Xi'an Jiaotong University, Xi'an, China), Bin Shi (Xi'an Jiaotong University, Xi'an, China), Bo Dong (Xi'an Jiaotong University, Xi'an, China), Yan Chen (Xi'an Jiaotong University, Xi'an, China), Lingyun Mi (Xi'an Jiaotong University, Xi'an, China), Zhiping Huang (SERVYOU GROUP, China), and Yuanyuan Shi (SERVYOU GROUP, China)</i>	
Bayesian Neural Network Based Path Prediction Model Toward the Realization of Patent Valuation	340
<i>Weidong Liu (Inner Mongolia University, China), Wenbo Qiao (Inner Mongolia University, China), and Xin Liu (Inner Mongolia University, China)</i>	
Cinematographic Shot Classification through Deep Learning	345
<i>Bartolomeo Vacchetti (Politecnico di Torino, Turin, Italy), Tania Cerquitelli (Politecnico di Torino, Turin, Italy), and Riccardo Antonino (Politecnico di Torino, Turin, Italy)</i>	
Evaluation of Parameter Update Effects in Deep Semi-Supervised Learning Algorithms	351
<i>Elie Neghawi (Concordia University) and Yan Liu (Electrical and Computer Engineering, Concordia University, Montreal, Canada)</i>	
A Step Closer to Becoming Symbiotic with AI through EEG: A Review of Recent BCI Technology..	361
<i>Sarthak Dabas (Marquette University, USA), Piyush Saxena (Direct Supply, USA), Natalie Nordlund (The Chicago School of Professional Psychology, USA), and Sheikh I Ahamed (Marquette University, USA)</i>	

EATA

Secure IoT Data Management in a Private Ethereum Blockchain	369
<i>Vinay Kumar Calastray Ramesh (University of Nevada Las Vegas), Yoohwan Kim (University of Nevada Las Vegas), and Ju-Yeon Jo (University of Nevada Las Vegas)</i>	

G-IDS: Generative Adversarial Networks Assisted Intrusion Detection System	376
<i>Md Hasan Shahriar (Florida International University), Nur Imtiazul Haque (Florida International University), Mohammad Ashiqur Rahman (Florida International University), and Miguel Alonso Jr (Florida International University)</i>	
Managing Massive Amounts of Small Files in All-Flash Storage	386
<i>Rize Jin (Tianjin Polytechnic University), Joon-Young Paik (Tianjin Polytechnic University), Jianming Wang (Tianjin Polytechnic University), Yenewondim Biadgie (Ajou University), Yunbo Rao (University of Electronic Science and Technology of China), and Tae-Sun Chung (Ajou University)</i>	
Dual Adversarial Networks for Land-Cover Classification	394
<i>Jingyi An (Xi'an Jiaotong University, China), Rongzhe Wei (Xi'an Jiaotong University, China), Zhichao Zha (Xi'an Jiaotong University, China), and Bo Dong (Xi'an Jiaotong University, China)</i>	
Machine Learning Applied to Support Medical Decision in Transthoracic Echocardiogram Exams: A Systematic Review	400
<i>Vilson Soares de Siqueira (Federal Institute of Tocantins), Diego de Castro Rodrigues (Federal Institute of Tocantins), Colandy Nunes Dourado (Diagnostic Imaging Center, CDI), Moisés Marcos Borges (Diagnostic Imaging Center, CDI), Rogério Gomes Furtado (Diagnostic Imaging Center, CDI), Higor Pereira Delfino (Federal University of Goiás), Diego Stelle (Federal University of Goiás), Rommel Melgaço Barbosa (Federal University of Goiás), and Ronaldo Martins da Costa (Federal University of Goiás)</i>	

HCSC

Finding Emotion from Multi-lingual Voice Data	408
<i>Nazia Hossain (American International University-Bangladesh; Bangladesh University of Engineering and Technology) and Mahmuda Naznin (Bangladesh University of Engineering and Technology)</i>	
Cue-Pin-Select, a Secure Mental Password Manager	418
<i>Enka Blanchard (Digitrust, Loria, Université de Lorraine), Ted Selker (Selker Design Research), Levi Gabasova (Institut de Planétologie et d'Astrophysique de Grenoble), and Eli Sennesh (Northeastern University)</i>	
Towards Identifying the Optimal Timing for Near Real-Time Smoking Interventions Using Commercial Wearable Devices	429
<i>Theodore Weber (StubHub, USA), Matthew Ferrin (Fast Enterprises, USA), Forest Sweeney (Western Washington University, USA), Shameem Ahmed (Western Washington University, USA), and Moushumi Sharmin (Western Washington University, USA)</i>	

InterViewR: A Mixed-Reality Based Interview Training Simulation Platform for Individuals with Autism	439
<i>Shameem Ahmed (Western Washington University, Bellingham, WA, USA), Wesley Deneke (Western Washington University, Bellingham, WA, USA), Victor Mai (IBM, Cumberland, MD, USA), Alexander Veneruso (Turn 10 Studios, Redmond, WA, USA), Matthew Stepita (Faithlife, Bellingham, WA, USA), Anais Dawson (Western Washington University, Bellingham, WA, USA), Bradley Hoefel (Western Washington University, Bellingham, WA, USA), Garrett Claeys (Western Washington University, Bellingham, WA, USA), Nicholas Lam (Western Washington University, Bellingham, WA, USA), and Moushumi Sharmin (Western Washington University, Bellingham, WA, USA)</i>	
IDEAL: An Interactive De-Anonymization Learning System	449
<i>Na Li (Prairie View A&M University, USA), Rajkumar Murugesan (Prairie View A&M University), Lin Li (Prairie View A&M University), and Hao Zheng (Prairie View A&M University)</i>	
Applying a Gamification Approach to Knowledge Management in Higher Education Institutions .	455
<i>Nouf Almujaally (The University of Warwick) and Mike Joy (The University of Warwick)</i>	

ITiP

Productivity Evaluation Indicators Based on LEAN and their Application to Compare Agile and Waterfall Projects	460
<i>Kumi Jinzenji (NTT Corporation), Akio Jin (NTT Corporation), and Tatsuya Muramoto (NTT Corporation)</i>	
Moving Vehicle Candidate Recognition and Classification Using Inception-ResNet-v2	467
<i>Anju Thomas (National Institute of Technology Tiruchirappalli), Harikrishnan P. M. (National Institute of Technology Tiruchirappalli), Palanisamy P. (National Institute of Technology Tiruchirappalli), and Varun P. Gopi (National Institute of Technology Tiruchirappalli)</i>	
WTC^2: Impact-Aware Threat Analysis for Water Treatment Centers	473
<i>Amarjit Datta (Tennessee Technological University), Mohammad Ashiqur Rahman (Florida International University, Miami, USA), and Hossain Shahriar (Kennesaw State University, Kennesaw, USA)</i>	
A Framework for Decentralized Private Random State Generation and Maintenance for Multiplayer Gaming Over Blockchain	483
<i>Russell Harkanson (University of Nevada, Las Vegas), Carter Chiu (University of Nevada, Las Vegas), Yoohwan Kim (University of Nevada, Las Vegas), and Ju-Yeon Jo (University of Nevada, Las Vegas)</i>	
A Systematic Literature Review of Practical Virtual and Augmented Reality Solutions in Surgery	489
<i>Jonas Roessel (Aalen University, Germany), Moritz Knoell (Aalen University, Germany), Jannic Hofmann (Aalen University, Germany), and Ricardo Buettner (Aalen University, Germany)</i>	

An ISO-Compliant Test Procedure for Technical Risk Analyses of IoT Systems Based on STRIDE... 499	
<i>Peter Danielis (University of Rostock, Germany), Moritz Beckmann (Test and Integration Center, T-Systems Multimedia Solutions GmbH, Dresden, Germany), and Jan Skodzik (Science and Culture of the State of Mecklenburg-Vorpommern Schwerin, Germany)</i>	
A Modular Edge-/Cloud-Solution for Automated Error Detection of Industrial Hairpin Weldings using Convolutional Neural Networks 505	
<i>Johannes Vater (BMW Group), Pascal Schlaak (BMW Group), and Alois Knoll (Technical University of Munich)</i>	
A Suite of Metrics for Calculating the Most Significant Security Relevant Software Flaw Types 511	
<i>Peter Mell (National Institute of Standards and Technology Gaithersburg) and Assane Gueye (Prometheus Computing)</i>	
A Systematic Literature Review of Research in the Surgical Field of Medical Robotics 517	
<i>Ricardo Buettner (Aalen University), Alena Renner (Aalen University), and Anna Boos (Aalen University)</i>	
Blockchain: Future Facilitator of Asset Information Modelling and Management? 523	
<i>Azzam Raslan (University of Nottingham Ningbo China), Georgios Kapogiannis (University of Nottingham Ningbo China), Ali Cheshmehzangi (University of Nottingham Ningbo China), Walid Tizani (University of Nottingham), and Dave Towey (University of Nottingham Ningbo China)</i>	
A Framework for Assembling Asset Information Models (AIMs) through Permissioned Blockchain..... 529	
<i>Azzam Raslan (University of Nottingham Ningbo China), Georgios Kapogiannis (University of Nottingham Ningbo China), Ali Cheshmehzangi (University of Nottingham Ningbo China), Walid Tizani (University of Nottingham), and Dave Towey (University of Nottingham Ningbo China)</i>	

MOWU

A WiFi Assisted Pedestrian Heading Estimation Method Using Gyroscope 535	
<i>Yankan Yang (Inner Mongolia University, Hohhot, China), Baoqi Huang (Inner Mongolia University, Hohhot, China), Zhendong Xu (Inner Mongolia University, Hohhot, China), and Runze Yang (Inner Mongolia University, Hohhot, China)</i>	
Estimating Sleep Duration from Temporal Factors, Daily Activities, and Smartphone Use 545	
<i>Chih-You Chen (Fordham University), Sudip Vhaduri (Fordham University), and Christian Poellabauer (University of Notre Dame)</i>	

NCIW

Design Issues in Running a Web Server on Bare PC Multi-Core Architecture 555	
<i>Nirmala Soundararajan (Towson University, USA), Ramesh Karne (Towson University, USA), Alexander Wijesinha (Towson University, USA), Navid Ordouie (Towson University, USA), and Hojin Chang (Susquehanna University, USA)</i>	

Rapid Container Scheduling for Reactive Relocation of Individual HTTP Requests	565
<i>Ryosuke Matsumoto (SAKURA internet, Inc) and Uchio Kondo (GMO Pepabo, Inc)</i>	
Adaptive Topology for Scalability and Immediacy in Distributed Publish/Subscribe Messaging.....	575
<i>Ryohei Banno (Kogakuin University, Japan) and Kazuyuki Shudo (Tokyo Institute of Technology, Japan)</i>	
Proposal of an Efficient Blind Search Utilizing the Rendezvous of Random Walk Agents	584
<i>Fumiya Toyoda (Kwansei Gakuin University), Yusuke Sakumoto (Kwansei Gakuin University), and Hiroyuki Ohsaki (Kwansei Gakuin University)</i>	
Spatio-Temporal Volume Data Aggregation for Crowdsensing in VDTN	592
<i>Yuuichi Teranishi (National Institute of Information and Communications Technology, Tokyo, Japan), Takashi Kimata (National Institute of Information and Communications Technology, Tokyo, Japan), Eiji Kawai (National Institute of Information and Communications Technology, Tokyo, Japan), and Hiroaki Harai (National Institute of Information and Communications Technology, Tokyo, Japan)</i>	
An Empirical Study of Tightest Network Calculus Analyses for Networks with Multicast Flows....	601
<i>Bruno Cattelan (TU Kaiserslautern, Dept. of Computer Science, DISCO, Distributed Computer Systems Lab, Germany), Steffen Bondorf (Ruhr University Bochum, Faculty of Mathematics, Center of Computer Science, Germany), and Alberto E. Schaeffer-Filho (Federal University of Rio Grande do Sul (UFRGS), Institute of Informatics, Brazil)</i>	
A Quantitative Evaluation of a Wide-Area Distributed System with SDN-FIT	607
<i>Hiroki Kashiwazaki (Center for Cybersecurity R&D, National Institute of Informatics), Hiroki Takakura (National Institute of Informatics, Japan), and Shinji Shimojo (Osaka University, Japan)</i>	
On the Effectiveness of Random Node Sampling in Influence Maximization on Unknown Graph ..	613
<i>Yuki Wakisaka (Kwansei Gakuin University), Kazuyuki Yamashita (Kwansei Gakuin University), Sho Tsugawa (University of Tsukuba), and Hiroyuki Ohsaki (Kwansei Gakuin University)</i>	
On Estimating Network Topology from Observed Flow Sets at Measurement Nodes	619
<i>Keita Kitaura (Kwansei Gakuin University), Matsuo Ryotaro (Kwansei Gakuin University), Nakamura Ryo (Fukuoka University), and Ohsaki Hiroyuki (Kwansei Gakuin University)</i>	

SCH

Detection of Freezing of Gait in People with Parkinson's Disease using Smartphones	625
<i>Luigi Borzì (Politecnico di Torino), Gabriella Olmo (Politecnico di Torino), Carlo Alberto Artusi (University of Turin), and Leonardo Lopiano (University of Turin)</i>	
ThermoCam: Smart Baby Monitoring Assistant	636
<i>M. Eren Akbiyik (IBM Deutschland GmbH, Germany), Cagan S. Coban (Koc University, Turkey), Elif Aygun (Bilkent University, Turkey), Huseyin Ziya Imamoglu (ETH Zurich, Switzerland), Doga Gurgunoglu (Bilkent University, Turkey), and Duygu Ider (Humboldt University, Germany)</i>	

What Happens in Peer-Support, Stays in Peer-Support: Software Architecture for Peer-Sourcing in Mental Health	644
<i>Mahsa Honary (University of Cambridge, UK), Jaejoon Lee (University of East Anglia, UK), Christopher Bull (Lancaster University, UK), Jiangtao Wang (Lancaster University, UK), and Sumi Helal (Lancaster University, UK)</i>	
Smart Algorithm for Unhealthy Behavior Detection in Health Parameters	654
<i>Leonardo Ferreira da Costa (Atlantic Institute, Brazil), Rodrigo Teixeira de Melo (Atlantic Institute, Brazil), Lucas Vieira Alves (Atlantic Institute, Brazil), Cleilton Lima Rocha (Atlantic Institute, Brazil), Eriko Werbet de Oliveira Araujo (Atlantic Institute, Brazil), Gustavo Augusto Lima de Campos (State University of Ceara, Brazil), Jerffeson Teixeira de Souza (State University of Ceara, Brazil), Andreas Triantafyllidis (Centre for Research and Technology Hellas, Greece), Anastasios Alexiadis (Centre for Research and Technology Hellas, Greece), Konstantinos Votis (Centre for Research and Technology Hellas, Greece), and Dimitrios Tzovaras (Centre for Research and Technology Hellas, Greece)</i>	
Regularization of Deep Neural Networks for EEG Seizure Detection to Mitigate Overfitting	664
<i>Mohammed Saqib (Georgia Institute of Technology), Yuanda Zhu (Georgia Institute of Technology), May Wang (Georgia Institute of Technology), and Brett Beaulieu-Jones (Harvard Department of Biomedical Informatics)</i>	
An Agent Program in an IoT System to Recommend Plans of Activities to Minimize Childhood Obesity	674
<i>Lucas V. Alves (State University of Ceará), Rodrigo T. de Melo (State University of Ceará), Leonardo F. da Costa (State University of Ceará), Cleilton L. Rocha (Atlantic Institute), Eriko W. de O. Araujo (Atlantic Institute), Gustavo A. L. de Campos (State University of Ceará), and Jerffeson T. de Souza (State University of Ceará)</i>	
Analysis of Sampling Techniques Towards Epileptic Seizure Detection from Imbalanced Dataset	684
<i>Mohammad Masum (Kennesaw State University), Hossain Shahriar (Kennesaw State University), and Hisham Haddad (Kennesaw State University)</i>	
Mobile Sensor-Based Fall Detection Framework	693
<i>Md Saiful Islam (Kennesaw State University), Hossain Shahriar (Kennesaw State University), Sweta Sneha (Kennesaw State University), Chi Zhang (Kennesaw State University), and Sheikh Ahamed (Marquette University)</i>	
Toward a Non-Intrusive, Affordable Platform for Elderly Assistance and Health Monitoring	699
<i>Guillaume Gingras (Université du Québec à Rimouski, Canada), Mehdi Adda (Université du Québec à Rimouski, Canada), and Abdenour Bouzouane (Université du Québec à Chicoutimi, Canada)</i>	
Using IoT in AAL Platforms for Older Adults: A Systematic Mapping	705
<i>Paulo Duarte (Federal University of Ceara, Brazil), Emanuel Ferreira Coutinho (Federal University of Ceara, Brazil), Jerome Boudy (Telecom SudParis, France), Mossaab Hariz (Telecom SudParis, France), and Windson Viana (Federal University of Ceara, Brazil)</i>	

Effects of Social Media Use on Health and Academic Performance Among Students at the University of Sharjah	711
<i>Syed Azizur Rahman (University of Sharjah - UAE), Amina Al Marzouqi (University of Sharjah - UAE), Swetha Variyath (University of Sharjah - UAE), Shristee Rahman (University of British Columbia - Canada), Masud Rabbani (Marquette University, USA), and Sheikh Iqbal Ahamed (Marquette University, USA)</i>	
Deep Learning Utilization in Beamforming Enhancement for Medical Ultrasound	717
<i>Mariam Fouad (Ruhr University Bochum (RUB), Germany and German University in Cairo (GUC), Egypt), Yousef Metwally (German University in Cairo (GUC), Egypt), Georg Schmitz (Ruhr University Bochum (RUB), Germany), Michael Huebner (BTU Cottbus - Senftenberg, Germany), and Mohamed A. Abd El Ghany (German University in Cairo (GUC), Egypt and TU Darmstadt (TUD), Germany)</i>	
Generating Region of Interests for Invasive Breast Cancer in Histopathological Whole-Slide-Image	723
<i>Shreyas Malakarjun Patil (Georgia Institute of Technology), Li Tong (Georgia Institute of Technology and Emory University), and May D. Wang (Georgia Institute of Technology and Emory University)</i>	
A Systematic Literature Review of Computer Support for Surgical Interventions	729
<i>Ricardo Buettner (Aalen University), Kai Wannenwetsch (Aalen University), and Daniel Loskan (Aalen University)</i>	
A Systematic Literature Review of Medical Chatbot Research from a Behavior Change Perspective	735
<i>Tobias Gentner (Aalen University), Timon Neitzel (Aalen University), Jacob Schulze (Aalen University), and Ricardo Buettner (Aalen University)</i>	
Mobile for Health: A Digital Intervention to Reduce Smoking in the United Arab Emirates	741
<i>Syed Azizur Rahman (University of Sharjah - United Arab Emirates), Nabeel Al-Yateem (University of Sharjah - United Arab Emirates), Amina Al-Marzouqi (University of Sharjah - United Arab Emirates), Sheikh Iqbal Ahamed (Marquette University - USA), and Mohammad AlShabi (University of Sharjah - United Arab Emirates)</i>	
Towards Developing A Mobile-Based Care for Children with Autism Spectrum Disorder (mCARE) in low and Middle-Income Countries (LMICs) Like Bangladesh	746
<i>Munirul M. Haque (University of Indianapolis, Indiana), Dipranjan Das Dipal (Marquette University, Milwaukee), Masud Rabbani (Marquette University, Milwaukee, WI), Md Ishrak Islam Zarif (Marquette University, Milwaukee, WI), Anik Iqbal (Marquette University, Milwaukee, WI), Shaheen Akhter (Institute of Paediatric Neurodisorder & Autism (IPNA), Bangabandhu Sheikh Mujib Medical University, Dhaka, Bangladesh), Shahana Parveen (National Institute of Mental Health, Dhaka, Bangladesh), Mohammad Rasel (Institute of Paediatric Neurodisorder & Autism (IPNA), Bangabandhu Sheikh Mujib Medical University, Dhaka, Bangladesh), Basana Rani Muhuri (Paediatric Nephrology, Chittagong Medical College(PRL)), Tanjir Soron (Telepsychiatry Research and Innovation Network Ltd), Syed Ishtiaque Ahmed (University of Toronto, Canada), and Sheikh Iqbal Ahamed (Marquette University, Milwaukee, WI)</i>	

Graph Convolutional Neural Networks to Classify Whole Slide Images	754
<i>Roshan Konda (Georgia Institute of Technology, USA), Hang Wu (Georgia Institute of Technology, USA), and May D. Wang (Georgia Institute of Technology and Emory University, USA)</i>	
An Early Warning System for Hemodialysis Complications Utilizing Transfer Learning from HD IoT Dataset	759
<i>Chihhsiong Shih (Tunghai University), Lai Youchen (Tunghai University), Cheng-hsu Chen (Division of Nephrology, Taichung Veterans General Hospital, Taichung, Taiwan), and Willam Cheng-Chung Chu (Tunghai University)</i>	

SEPT

Detecting Malicious Web Requests Using an Enhanced TextCNN	768
<i>Lian Yu (Peking University), Lihao Chen (Peking University), Jingtao Dong (Peking University), Mengyuan Li (Peking University), Lijun Liu (Mobile China), Bai Zhao (Mobile China), and Chen Zhang (Mobile China)</i>	
Who Would Bob Blame? Factors in Blame Attribution in Cyberattacks Among the Non-Adopting Population in the Context of 2FA	778
<i>Sarah Marie Peck (University of Connecticut), Mohammad Maifi Hasan Khan (University of Connecticut), Md Abdullah Al Fahim (University of Connecticut), Emil N Coman (University of Connecticut Health Center), Theodore Jensen (University of Connecticut), and Yusuf Albayram (University of Connecticut)</i>	
Improving Intrusion Detection Systems using Zero-Shot Recognition via Graph Embeddings	790
<i>Saber Zerhoudi (Universität Passau, Germany), Michael Granitzer (Universität Passau, Germany), and Mathieu Garchery (Atos, Germany)</i>	
Dagbase: A Decentralized Database Platform Using DAG-Based Consensus	798
<i>Yepeng Ding (The University of Tokyo, Japan) and Hiroyuki Sato (The University of Tokyo, Japan)</i>	
CD-LEAK: Leaking Secrets from Audioless Air-Gapped Computers Using Covert Acoustic Signals from CD/DVD Drives	808
<i>Mordechai Guri (Ben Gurion University of the Negev, Israel)</i>	
Improving Attack Detection Performance in NIDS Using GAN	817
<i>Dongyang Li (Kyoto University), Daisuke Kotani (Kyoto University), and Yasuo Okabe (Kyoto University)</i>	
Cardinality Analysis to Classify Malicious Domain Names	826
<i>Kenichi Yoshida (University of Tsukuba), Kazunori Fujiwara (Japan Registry Services Co., Ltd), Akira Sato (University of Tsukuba), and Shuji Sannomiya (University of Tsukuba)</i>	
Transparent IDS Offloading for Split-Memory Virtual Machines	833
<i>Kouki Yamato (Kyushu Institute of Technology, Japan), Kenichi Kourai (Kyushu Institute of Technology, Japan), and Tarek Saadawi (City University of New York, USA)</i>	
Detection of Change of Users in SNS by Two Dimensional CNN	839
<i>Hiroshi Matsushita (Tokyo University of Technology, Japan) and Ryuya Uda (Tokyo University of Technology, Japan)</i>	

A Verifiable Secret Sharing Scheme without Using Multi-Party Computations	845
<i>Takumi Makino (Hiroshima City University), Yoko Kamidoi (Hiroshima City University), and Shin'ichi Wakabayashi (Hiroshima City University, Japan)</i>	
vSwitchGuard: Defending OpenFlow Switches Against Saturation Attacks	851
<i>Samer Khamaiseh (Midwestern State University), Edoardo Serra (Boise State University), and Dianxiang Xu (University of Missouri – Kansas City)</i>	

SETA

CUDAsmith: A Fuzzer for CUDA Compilers	861
<i>Bo Jiang (Beihang University, China), Xiaoyan Wang (Beihang University, China), W. K. Chan (City University of Hong Kong), T. H. Tse (The University of Hong Kong, Hong Kong), Na Li (CAST), Yongfeng Yin (Beihang University, China), and Zhenyu Zhang (Chinese Academy of Sciences, China)</i>	
How Much Support Can API Recommendation Methods Provide for Component-Based Synthesis?	872
<i>Jiaxin Liu (National University of Defense Technology), Binbin Liu (National University of Defense Technology), Wei Dong (National University of Defense Technology), Yating Zhang (National University of Defense Technology), and Daiyan Wang (National University of Defense Technology)</i>	
A Drift Propensity Detection Technique to Improve the Performance for Cross-Version Software Defect Prediction	882
<i>Md Alamgir Kabir (City University of Hong Kong, Hong Kong), Jacky W. Keung (City University of Hong Kong, Hong Kong), Kwabena E. Bennin (Blekinge Institute of Technology, Sweden), and Miao Zhang (City University of Hong Kong, Hong Kong)</i>	
Smart Contracts Vulnerability Auditing with Multi-semantics	892
<i>Zhen Yang (City University of Hong Kong, China), Jacky Keung (City University of Hong Kong, China), Miao Zhang (City University of Hong Kong, China), Yan Xiao (National University of Singapore, Singapore), Yangyang Huang (City University of Hong Kong, China), and Tik Hui (City University of Hong Kong, China)</i>	
Blocking Bug Prediction Based on XGBoost with Enhanced Features	902
<i>Xiaoyun Cheng (Harbin Engineering University), Naming Liu (Harbin Engineering University), Lin Guo (Harbin Engineering University), Zhou Xu (Chongqing University), and Tao Zhang (Macau University of Science and Technology)</i>	
Order in Chaos: Prioritizing Mobile App Reviews using Consensus Algorithms	912
<i>Layan Etaiwi (Polytechnique Montreal, Canada), Sylvie Hamel (Université de Montréal, Canada), Yann-Gaël Guéhéneuc (Concordia University, Canada), William Flageol (Concordia University, Canada), and Rodrigo Morales (Concordia University, Canada)</i>	

An Empirical Investigation into the Effects of Code Comments on Issue Resolution	921
<i>Qiwei Song (Southeast University), Xianglong Kong (Southeast University), Lulu Wang (Southeast University), and Bixin Li (Southeast University)</i>	
Code Inspection Support for Recurring Changes with Deep Learning in Evolving Software	931
<i>Krishna Teja Ayinala (University of Nebraska at Omaha), Kwok Sun Cheng (University of Nebraska at Omaha), Kwangsung Oh (University of Nebraska at Omaha), Teukseob Song (Mokwon University), and Myoungkyu Song (University of Nebraska at Omaha)</i>	
MCFL: Improving Fault Localization by Differentiating Missing Code and Other Faults	943
<i>Zijie Li (University of CAS, Institution of Software, CAS, China), Long Zhang (University of CAS, Institution of Software, CAS, China), Zhenyu Zhang (State Key Lab. of Computer Sciences, Institution of Software, CAS, China), and Bo Jiang (Beihang University, China)</i>	
A Tool for Non-Intrusive and Privacy-Preserving Developers' Programming Activity Data Collection	953
<i>Yue Cao (State Key Laboratory for Novel Software Technology, Nanjing University, China), Liang Wang (State Key Laboratory for Novel Software Technology, Nanjing University, China), Zhiwen Zheng (State Key Laboratory for Novel Software Technology, Nanjing University, China), and Xianping Tao (State Key Laboratory for Novel Software Technology, Nanjing University, China)</i>	
Accuracy Improvement for Neural Program Synthesis via Attention Mechanism and Program Slicing	963
<i>Yating Zhang (National University of Defense Technology), Wei Dong (National University of Defense Technology), Daiyan Wang (National University of Defense Technology), Binbin Liu (National University of Defense Technology), and Jiaxin Liu (National University of Defense Technology)</i>	
CNN-Based Model for Chinese Information Processing and Its Application in Large-Scale Book Purchasing	973
<i>Chi Guo (Wuhan University, China), Peilin Yu (Wuhan University, China), Wenfei Guo (Wuhan University, China), and Xiaxian Wang (Wuhan University, China)</i>	
Software Product Line Configuration and Traceability: An Empirical Study on SMarty Class and Component Diagrams	979
<i>Thais Nepomuceno (State University of Maringá, Brazil), Edson Oliveira Jr (State University of Maringá, Brazil), Ricardo Geraldi (PUCPR, Brazil), Andreia Malucelli (PUCPR, Brazil), Sheila Reinehr (PUCPR, Brazil), and Marco A. Graciotto Silva (Federal University of Technology, Brazil)</i>	
Recovering Software Product Line Architecture of Product Variants Developed with the Clone-and-Own Approach	985
<i>Jihyun Lee (Jeonbuk National University, Jeonju, Korea), Taeyoung Kim (Jeonbuk National University, Jeonju, Korea), and Sungwon Kang (KAIST, Daejeon, Republic of Korea)</i>	

IRBFL: An Information Retrieval Based Fault Localization Approach	991
<i>Zheng Li (Beijing University of Chemical Technology, China), Xue Bai (Beijing University of Chemical Technology, China), Haifeng Wang (Beijing University of Chemical Technology, China), and Yong Liu (Beijing University of Chemical Technology, China)</i>	
A Dynamic Resource Allocation Framework for Apache Spark Applications	997
<i>Kewen Wang (University of Connecticut, USA), Mohammad Maifi Hasan Khan (University of Connecticut, USA), and Nhan Nguyen (University of Connecticut, USA)</i>	
Boot Log Anomaly Detection with K-Seen-Before	1005
<i>Johan Garcia (Karlstad University, Sweden) and Tobias Vehkajarvi (Karlstad University, Sweden)</i>	
Mining Timing Constraints from Event Logs for Process Model	1011
<i>Zhenyu Zhang (San Diego State University), Chunhui Guo (California State University, Los Angeles), and Shangping Ren (San Diego State University)</i>	
Model Checking Software in Cyberphysical Systems	1017
<i>Marjan Sirjani (Malardalen University), Edward A. Lee (University of California Berkeley), and Ehsan Khamespanah (University of Tehran)</i>	
Developing Safe Smart Contracts	1027
<i>Sajjad Rezaei (University of Tehran), Ehsan Khamespanah (University of Tehran), Marjan Sirjani (Malardalen University), Ali Sedaghatbaf (Malardalen University), and Siamak Mohammadi (University of Tehran)</i>	
Application of Blockchain for Trusted Coordination in Collaborative Software Development	1036
<i>Stephen S. Yau (Arizona State University) and Jinal S. Patel (Arizona State University)</i>	

SISA

Smart-Power: A Smart Cyber-Physical System to Detect IoT Security Threat through Behavioral Power Profiling	1041
<i>AKM Jahangir Majumder (University of South Carolina Upstate), Jared D. Miller (University of South Carolina Upstate), Charles B. Veilleux (University of South Carolina Upstate), and Amir A. Asif (Holcombe Department of Electrical and Computer Engineering, Clemson University)</i>	
A Smart Cyber-Human System to Support Mental Well-Being through Social Engagement	1050
<i>AKM Jahangir Majumder (University of South Carolina Upstate), Jack Wilson Dedmond (Division of Mathematics and Computer Science University of South Carolina Upstate Spartanburg), Sean Jones (Division of Mathematics and Computer Science University of South Carolina Upstate Spartanburg), and Amir A. Asif (Holcombe Department of Electrical and Computer Engineering, Clemson University)</i>	
WoTnectivity: A Communication Pattern for Different Web of Things Connection Protocols	1059
<i>Manel Mena (University of Almería, Spain), Javier Criado (University of Almería, Spain), Luis Iribarne (University of Almería, Spain), and Antonio Leopoldo Corral Liria (University of Almería, Spain)</i>	

A Smart IoT Security System for Smart-Home Using Motion Detection and Facial Recognition	1065
<i>AKM Jahangir Majumder (University of South Carolina Upstate) and Joshua Aaron Izaguirre (University of South Carolina Upstate, SC, USA)</i>	
Blockchain in the Internet of Things: Architectures and Implementation	1072
<i>Oscar Delgado-Mohatar (Universidad Autonoma de Madrid, Spain), Ruben Tolosana (Universidad Autonoma de Madrid, Spain), Julian Fierrez (Universidad Autonoma de Madrid, Spain), and Aythami Morales (Universidad Autonoma de Madrid, Spain)</i>	

Student Research Symposium

On Semantic Organization and Fusion of Trajectory Data	1078
<i>Zhenhu Chen (Qingdao Agricultural University, China), Xingang Wang (Qingdao Agricultural University, China), Heng Li (Qilu University of Technology, Shandong Academy of Sciences, China), and Hu Wang (Qilu University of Technology, Shandong Academy of Sciences, China)</i>	

Fast Abstracts

Usable Everlasting Encryption using the Pornography Infrastructure (Fast Abstract)	1082
<i>Enka Blanchard (Digitrust, Loria, Université de Lorraine) and Siargey Kachanovich (Corpy & Co.)</i>	
Using the PerFECt Framework to Establish an Onlife Community for Theatre in Mathematics to Teach Principles of Computing	1084
<i>Nektarios Moumoutzis (Institute of Mathematics & Informatics, Bulgarian Academy of Sciences (IMI-BAS)), Dessislava Paneva-Marinova (Institute of Mathematics & Informatics, Bulgarian, Academy of Sciences (IMI-BAS), Sofia, Bulgaria), Chara Xanthaki (Computer Science Teacher in Secondary Education, Chania, Greece), Polyxeni Arapi (Lab. of Distr. Multimedia Inf. Systems & Applications, School of Electrical and Computer Engineering, Technical University of Crete (TUC/MUSIC), Chania, Greece), Nikos Pappas (Lab. of Distr. Multimedia Inf. Systems & Applications, School of Electrical and Computer Engineering, Technical University of Crete (TUC/MUSIC), Chania, Greece), and Stavros Christodoulakis (Lab. of Distr. Multimedia Inf. Systems & Applications, School of Electrical and Computer Engineering, Technical University of Crete (TUC/MUSIC), Chania, Greece)</i>	
Mobile Technology to Improve Physical Activity Among School-Aged Children in the United Arab Emirates	1086
<i>Amina Al-Marzouqi (University of Sharjah - United Arab Emirates), Nabeel Al-Yateem (University of Sharjah - United Arab Emirates), Syed Azizur Rahman (University of Sharjah - United Arab Emirates), Sheikh Iqbal Ahamed (Marquette University - USA), and Mohammad AlShabi (University of Sharjah - United Arab Emirates)</i>	
Analysing Privacy-Preserving Constraints in Microservices Architecture	1089
<i>Inna Vistbakka (Åbo Akademi University, Finland) and Elena Troubitsyna (KTH - Royal Institute of Technology, Sweden)</i>	

Abuse of the Cloud as an Attack Platform	1091
<i>Moitrayee Chatterjee (Texas Tech University), Prerit Datta (Texas Tech University), Faranak Abri (Texas Tech University), Akbar Siami Namin (Texas Tech University), and Keith S. Jones (Texas Tech University)</i>	
Compliance Requirements Checking in Variable Environments	1093
<i>Sara Sartoli (University of North Georgia), Sepideh Ghanavati (University of Maine), and Akbar Siami Namin (Texas Tech University)</i>	
Enhancing Proactive Control Mobile and Web Software Security Education with Hands-on Labware	1095
<i>Hossain Shahriar (Kennesaw State University), Kai Qian (Kennesaw State University), Atef Shalan (Georgia Southern University), and Fan Wu (Tuskegee University)</i>	
Google Scholar vs. Dblp vs. Microsoft Academic Search: An Indexing Comparison for Software Engineering Literature	1097
<i>Rubia Fatima (Tsinghua University, P.R.China), Affan Yasin (Tsinghua University, P.R.China), Lin Liu (Tsinghua University, P.R.China), and Jianmin Wang (Tsinghua University, P.R.China)</i>	
The Use of Grey Literature and Google Scholar in Software Engineering Systematic Literature Reviews	1099
<i>Rubia Fatima (Tsinghua University, P.R.China), Affan Yasin (Tsinghua University, P.R.China), Lin Liu (Tsinghua University, P.R.China), and Jianmin Wang (Tsinghua University, P.R.China)</i>	
Attacks and Mitigation Techniques for Iris-Based Authentication Systems	1101
<i>Laeticia Etienne (Kennesaw State University) and Hossain Shahriar (Kennesaw State University)</i>	
Does This Code Change Affect Program Behavior? Identifying Nonbehavioral Changes with Bytecode	1103
<i>Aoi Maejima (Osaka University), Yoshiki Higo (Osaka University), Junnosuke Matsumoto (Osaka University), and Shinji Kusumoto (Osaka University)</i>	
The Effect of Cognitive Load in Code Reading on Non-Programming Specific Environment	1105
<i>Hideaki Azuma (Osaka University, Japan), Shinsuke Matsumoto (Osaka University, Japan), Hidetake Uwano (National Institute of Technology, Japan), and Shinji Kusumoto (Osaka University, Japan)</i>	
A Study on Bottleneck Bandwidth Estimation Based on Acknowledge Reception on TCP BBR	1107
<i>Kanon Sasaki (Kogakuin University) and Saneyasu Yamaguchi (Kogakuin University)</i>	
Toward Ordering the Set of Modifications to Solve a Maintenance Request	1109
<i>Gustavo Villavicencio (Universidad Católica de Santiago del Estero, Argentina)</i>	
A Real-Time and Low-Cost Flash Flood Monitoring System to Support Transportation Infrastructure	1111
<i>Haroon Malik (Marshall University, Huntington, USA) and Wael Zatar (Marshall University, Huntington, USA)</i>	

Smart SE: Smart Systems and Services Innovative Professional Education Program	1113
<i>Hironori Washizaki (Waseda University), Kenji Tei (Waseda University), Kazunori Ueda (Waseda University), Hayato Yamana (Waseda University), Yoshiaki Fukazawa (Waseda University), Shinichi Honiden (Waseda University), Shoichi Okazaki (Waseda University), Nobukazu Yoshioka (National Institute of Informatics), and Naoshi Uchihira (Japan Advanced Institute of Science and Technology)</i>	
Towards Fast Data-Driven Smooth Path Planning with Fair Curves	1115
<i>Victor Parque (Waseda University) and Tomoyuki Miyashita (Waseda University)</i>	
Towards Software Value Co-Creation with AI	1117
<i>Hironori Washizaki (Waseda University / National Institute of Informatics / SYSTEM INFORMATION / eXmotion)</i>	
Value Driven Process Towards Software Engineering for Business and Society (SE4BS)	1119
<i>Hironori Washizaki (Waseda University / National Institute of Informatics / SYSTEM INFORMATION / eXmotion), Junzo Hagimoto (Takumi Business Place Corporation), Kazuo Hamai (NTT Comware Corporation / IIBA Japan Chapter), Mitsunori Seki (Growth Architectures & Teams, Inc.), Takeshi Inoue (Software Consultant), Shinya Taniguchi (Seiko Epson Corporation), Hiroshi Kobayashi (SYSTEM INFORMATION, CO., LTD.), Kenji Hiranabe (ESM, Inc.), and Eiichi Hanyuda (Mamezou Co., Ltd.)</i>	
Binary Similarity Analysis for Vulnerability Detection	1121
<i>Zeming Tai (Waseda University), Hironori Washizaki (Waseda University), Yoshiaki Fukazawa (Waseda University), Yurie Fujimatsu (Toshiba Corporation), and Jun Kanai (Toshiba Corporation)</i>	
Cache-Sharing Distributed Service Registry for Highly Dynamic V2X Environments	1123
<i>HyeongCheol Moon (Korea Advanced Institute of Science and Technology, Republic of Korea), KyeongDeok Baek (Korea Advanced Institute of Science and Technology, Republic of Korea), and In-Young Ko (Korea Advanced Institute of Science and Technology, Republic of Korea)</i>	
Using Recurrent Neural Network for Intelligent Prediction of Water Level in Reservoirs	1125
<i>Juntao Zhang (University of Nottingham, China), Ziyue Zhang (University of Nottingham, China), Ying Weng (University of Nottingham, UK), Simon Gosling (University of Nottingham, UK), Hui Yang (Ningbo Water Resources Bureau, China), Chenggang Yang (Ningbo Water Resources Bureau, China), Wenjie Li (Ningbo Water Resources Bureau, China), and Qun Ma (Ningbo Water Resources Bureau, China)</i>	
Towards a Modular and Customisable Model-Based Architecture for Autonomous Drones	1127
<i>Matheus Ladeira (LIAS Lab - ISAE ENSMA), Yassine Ouhammou (LIAS Lab - ISAE ENSMA), and Emmanuel Grolleau (LIAS Lab - ISAE ENSMA)</i>	
VRvisu++: A Tool for Virtual Reality-Based Visualization of MRI Images	1129
<i>Sandeep Reddivari (University of North Florida) and Jason Smith (School of Computing)</i>	
Learning Environment Containerization of Machine Learning for Cybersecurity	1131
<i>Hossain Shahriar (Kennesaw State University), Kai Qian (Kennesaw State University), and Hao Zhang (Kennesaw State University)</i>	

COMPSAC 2020 Workshops

ADMNET

On Delay Bounds and Measurements: A COTS Testbed for Network Performance Experimentation 1133 <i>Bruno Cattelan (TU Kaiserslautern, DISCO , Distributed Computer Systems Lab) and Steffen Bondorf (Ruhr University Bochum, Faculty of Mathematics, Center of Computer Science)</i>	
Mechanism of Cyclic Performance Fluctuation of TCP BBR and CUBIC TCP Communications 1139 <i>Kouto Miyazawa (Kogakuin University, Japan), Saneyasu Yamaguchi (Kogakuin University, Japan), and Aki Kobayashi (Kogakuin University, Japan)</i>	
Cache Management with Fadvice Based on LFU 1145 <i>Naomichi Fukuda (Kogakuin University Graduate School), Taisei Miura (Kogakuin University Graduate School), Kenichi Kourai (Kyushu Institute of Technology), and Saneyasu Yamaguchi (Kogakuin University Graduate School)</i>	
On the Optimal Cache Allocation in Information-Centric Networking 1151 <i>Jo Hagikura (Kwansei Gakuin University), Ryo Nakamura (Fukuoka University), and Hiroyuki Ohsaki (Kwansei Gakuin University)</i>	
On the Performance of End-to-End Routing in Complex Networks with Intermittent Links 1157 <i>Michika Ohnishi (Kwansei Gakuin University, Japan), Chuta Minamiguchi (Kwansei Gakuin University, Japan), and Hiroyuki Ohsaki (Kwansei Gakuin University, Japan)</i>	
MECPerf: An Application-Level Tool for Estimating the Network Performance in Edge Computing Environments 1163 <i>Chiara Caiazza (University of Florence), Leonardo Bernardi (University of Pisa), Marco Bevilacqua (University of Pisa), Alessandro Cabras (University of Pisa), Claudio Cicconetti (IIT-CNR), Valerio Luconi (IIT-CNR), Gabriele Sciurti (University of Pisa), Elisabetta Senore (University of Pisa), Emilio Vallati (University of Pisa), and Alessio Vecchio (University of Pisa)</i>	
Routing and Capacity Optimization Based on Estimated Latent OD Traffic Demand 1169 <i>Takumi Uchida (International Christian University, Japan), Keisuke Ishibashi (International Christian University, Japan), and Kensuke Fukuda (National Institute of Informatics, Japan)</i>	
Adaptive OS Switching for Improving Availability During Web Traffic Surges: A Feasibility Study 1176 <i>Katsuya Matsubara (Future University Hakodate, Japan) and Yuhei Takagawa (Future University Hakodate, Japan)</i>	

AIML

Using Blockchain Technologies to Improve Security in Federated Learning Systems 1183 <i>Andrew Ronald Short (University of West Attica, Greece), Helen C. Leligou (University of West Attica, Greece), Michael Papoutsidakis (University of West Attica, Greece), and Efstathios Theocharis (University of West Attica, Greece)</i>	
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An Empirical Study on Algorithmic Bias	1189
<i>Sajib Sen (University of Memphis), Dipankar Dasgupta (University of Memphis), and Kishor Datta Gupta (University of Memphis)</i>	
Bat Algorithm Method for Automatic Determination of Color and Contrast of Modified Digital Images	1195
<i>Akemi Galvez (Toho University, Japan & University of Cantabria, Spain), Andres Iglesias (Toho University, Japan & University of Cantabria, Spain), Eneko Osaba (Tecnalia Basque Research and Technology Alliance (BRTA), Spain), and Javier Del Ser (TECNALIA, Basque Research and Technology Alliance (BRTA), Spain & University of Basque Country, Spain)</i>	
Unification of Machine Learning Features	1201
<i>Jayesh Patel (Rockstar Games)</i>	

AIOT

Transtracer: Socket-Based Tracing of Network Dependencies Among Processes in Distributed Applications	1206
<i>Yuuki Tsubouchi (SAKURA internet Inc.), Masahiro Furukawa (Hatena Co., Ltd.), and Ryosuke Matsumoto (SAKURA internet Inc.)</i>	
Discrimination of Sugarcane Varieties by Remote Sensing: A Review of Literature	1212
<i>Priscila M. Kai (Universidade Federal de Goias), Ronaldo M. da Costa (Universidade Federal de Goias), Bruna M. de Oliveira (Universidade Federal de Goias), Deborah S. A. Fernandes (Universidade Federal de Goias), Juliana Felix (Universidade Federal de Goias), and Fabrizio Soares (Southern Oregon University, Universidade Federal de Goias)</i>	
Few-Shot Ontology Alignment Model with Attribute Attentions	1218
<i>Jingyu Sun (NTT Software Innovation Center, NTT Corporation), Susumu Takeuchi (NTT Software Innovation Center, NTT Corporation), and Ikuo Yamasaki (NTT Software Innovation Center, NTT Corporations)</i>	
Proposal of a Logical Sensor Architecture using WoT-Based Edge Microservices	1223
<i>Kazuki Miyagoshi (Osaka University, Japan), Yuuichi Teranishi (National Institute of Information and Communications Technology, Osaka University, Japan), Tomoya Kawakami (Fukui University, Osaka University, Japan), Tomoki Yoshihisa (Osaka University, Japan), and Shinji Shimojo (Osaka University, Japan)</i>	

BDCAA

SLA+: Narrowing the Difference between Data Sets in Heterogenous Cross-Project Defection Prediction	1229
<i>Jie Wu (Chongqing University), Yingbo Wu (Chongqing University), Min Zhou (Chongqing University), and Xiaoling Jiang (Chongqing University)</i>	
TRUSTD: Combat Fake Content using Blockchain and Collective Signature Technologies	1235
<i>Zakwan Jaroucheh (Edinburgh Napier University), Mohamad Alissa (Edinburgh Napier University), William J Buchanan (Edinburgh Napier University), and Xiaodong Liu (Edinburgh Napier University)</i>	

Reconstructing Compound Affective States using Physiological Sensor Data	1241
<i>Piyush Saxena (Direct Supply), Sarthak Dabas (Marquette Univeristy), Devansh Saxena (Marquette University), Nithin Ramachandran (Direct Supply), and Sheikh Iqbal Ahamed (Marquette University)</i>	
Towards Aggregation Based I/O Optimization for Scaling Bioinformatics Applications	1250
<i>Jack Stratton (Western Washington University), Michael Albert (Western Washington University), Quentin Jensen (Western Washington University), Max Ismailov (Western Washington University), Filip Jagodzinski (Western Washington University), and Tanzima Islam (Texas State University)</i>	

CCR

Deep Learning for Visual Segmentation: A Review	1256
<i>Jiaying Sun (Yangzhou University), Yujie Li (Fukuoka University), Huimin Lu (Kyushu Institute of Technology), Tohru Kamiya (Kyushu Institute of Technology), and Seichi Serikawa (Kyushu Institute of Technology)</i>	
Data Analytics for the COVID-19 Epidemic	1261
<i>Ranran Wang (Zhongnan University of Economics and Law), Gang Hu (Zhongnan University of Economics and Law), Chi Jiang (Zhongnan University of Economics and Law), Huimin Lu (Kyushu Institute of Technology), and Yin Zhang (University of Electronic Science and Technology of China)</i>	
Kiwifruit Leaf Disease Identification Using Improved Deep Convolutional Neural Networks	1267
<i>Bin Liu (Northwest A&F University), Zefeng Ding (Northwest A&F University), Yun Zhang (Sun Yat-sen University), Dongjian He (Northwest A&F University), and Jinrong He (Yan'an University)</i>	

CDS

Smartphone Sensors for Modeling Human-Computer Interaction: General Outlook and Research Datasets for User Authentication	1273
<i>Alejandro Acien (Universidad Atonoma de Madrid), Aythami Morales (Universidad Autónoma de Madrid), Ruben Vera-Rodríguez (Universidad Autonoma de Madrid), and Julian Fierrez (Universidad Autonoma de Madrid)</i>	
Remote Assessing Children's Handwriting Spelling on Mobile Devices	1279
<i>Jaline Mombach (Universidade Federal de Goias), Fábio Diniz Rossi (Instituto Federal Farroupilha), Juliana Felix (Universidade Federal de Goias), and Fabrizio Soares (Southern Oregon University; Universidade Federal de Goias)</i>	
Estimation of Grasp States in Prosthetic Hands using Deep Learning	1285
<i>Victor Parque (Waseda University) and Tomoyuki Miyashita (Waseda University)</i>	

DADA

- An Approach to Improving the Effectiveness of Data Augmentation for Deep Neural Networks .. 1290
Seunghui Jang (Towson University, USA), Ki Yong Lee (Sookmyung Women's University, South Korea), and Yanggon Kim (Towson University, USA)
- Data-Driven Adaptive Regularized Risk Forecasting 1296
You Liang (Ryerson University), Aerambamoorthy Thavaneswaran (University of Manitoba), Zimo Zhu (University of Manitoba), Ruppa K. Thulasiram (University of Manitoba), and Md. Erfanul Hoque (University of Manitoba)
- Modeling of Short-Term Electricity Demand and Comparison of Machine Learning Approaches for Load Forecasting 1302
Behrouz Banitalebi (University of Manitoba), Srimantoorao S. Appadoo (University of Manitoba), Aerambamoorthy Thavaneswaran (University of Manitoba), and Md. Erfanul Hoque (University of Manitoba)
- Portfolio Optimization Using a Novel Data-Driven EWMA Covariance Model with Big Data 1308
Zimo Zhu (University of Manitoba), Aerambamoorthy Thavaneswaran (University of Manitoba), Alexander Paseka (University of Manitoba), Julieta Frank (University of Manitoba), and Ruppa Thulasiram (University of Manitoba)
- Dynamic Data Science Applications in Optimal Profit Algorithmic Trading 1314
You Liang (Ryerson University), Aerambamoorthy Thavaneswaran (University of Manitoba), Na Yu (Ryerson University), Md. Erfanul Hoque (University of Manitoba), and Ruppa K. Thulasiram (University of Manitoba)
- Ensemble Learning for Detecting Fake Reviews 1320
Luis Gutierrez-Espinoza (Texas Tech University), Faranak Abri (Texas Tech University), Akbar Siami Namin (Texas Tech University), Keith S. Jones (Texas Tech University), and David R. W. Sears (Texas Tech University)
- Ensemble Random Forests Classifier for Detecting Coincidentally Correct Test Cases 1326
Shuvalaxmi Dass (Texas Tech University), Xiaozhen Xue (Adobe Inc.), and Akbar Siami Namin (Texas Tech University)
- Seq2Image: Sequence Analysis using Visualization and Deep Convolutional Neural Network 1332
Neda Tavakoli (Georgia Institute of Technology)

DBDM

- Intelligent Application Switch and Key-Value Store Accelerated by Dynamic Caching 1338
Tomoaki Kanaya (Kogakuin University Graduate School), Akihiro Nakao (Tokyo University), Shu Yamamoto (Tokyo University), Masato Oguchi (Ochanomizu University), and Saneyasu Yamaguchi (Kogakuin University)
- Experimenting and Assessing a Distributed Privacy-Preserving OLAP over Big Data Framework: Principles, Practice, and Experiences 1344
Alfredo Cuzzocrea (University of Calabria), Vincenzo De Maio (TU Wien), and Edoardo Fadda (Politecnico di Torino)

Towards Efficient and Secure Analysis of Large Datasets	1351
<i>Stelvio Cimato (Università degli studi di Milano, Italy) and Stefano Nicolò (Università degli studi di Milano, Italy)</i>	
A Framework for Fast MapReduce Processing Considering Sensitive Data on Hybrid Clouds	1357
<i>Shun Kawamoto (Hiroshima City University, Japan), Yoko Kamidoi (Hiroshima City University), and Shin'ichi Wakabayashi (Hiroshima City University, Japan)</i>	

ESAS

A Case for Semantic Annotation Of EHR	1363
<i>Sreenivasan M (National Institute of Technology Calicut) and Anu Chacko (National Institute of Technology Calicut)</i>	
An Evaluation of Reverse Image Search Performance of Google	1368
<i>Yiltan Bitirim (Eastern Mediterranean University, North Cyprus, via Mersin 10, Turkey), Selin Bitirim (Eastern Mediterranean University, North Cyprus, via Mersin 10, Turkey), Duygu Celik Ertugrul (Eastern Mediterranean University, North Cyprus, via Mersin 10, Turkey), and Onsen Toygar (Eastern Mediterranean University, North Cyprus, via Mersin 10, Turkey)</i>	
Capturing Causal Knowledge from Authoritative Medical Ontologies	1373
<i>Hengyi Hu (George Mason University) and Larry Kerschberg (George Mason University)</i>	
Modeling an AR Serious Game to Increase Attention of ADHD Patients	1379
<i>Saad Alqithami (Albaha University, Saudi Arabia)</i>	
Remote Heart Rate and Heart Rate Variability Detection and Monitoring from Face Video with Minimum Resources	1385
<i>Kazi Shafiul Alam (Marquette University, USA), Lin He (Marquette University, USA), Jiachen Ma (Marquette University, USA), Dipranjan Das (Marquette University, USA), Mike Yap (Conscious, Canada), Boris Kerjner (Conscious, Canada), Siam Rezwana (Johns Hopkins University, USA), Anik Iqbal (Marquette University, USA), and Sheikh Iqbal Ahamed (Marquette University, USA)</i>	

ICT4SmartGrid

Impacts of Size and History Length on Energetic Community Load Forecasting: A Case Study	1391
<i>Mickael Tits (CETIC - Centre d'Excellence en Technologies de l'Information et de la Communication, Belgium), Benjamin Bernaud (CETIC - Centre d'Excellence en Technologies de l'Information et de la Communication, Belgium), Amel Achour (CETIC - Centre d'Excellence en Technologies de l'Information et de la Communication, Belgium), Maher Badri (CETIC - Centre d'Excellence en Technologies de l'Information et de la Communication, Belgium), and Lotfi Guedria (CETIC - Centre d'Excellence en Technologies de l'Information et de la Communication, Belgium)</i>	

Optimization of Large-Scale Commercial Electric Vehicles Fleet Charging Location Schedule Under the Distributed wind Power Supply	1398
<i>Teng Long (Tsinghua University, China) and Qing-Shan Jia (Tsinghua University, China)</i>	
GAMES: A General-Purpose Architectural Model for Multi-energy System Engineering Applications	1405
<i>Luca Barbierato (Politecnico di Torino), Daniele Salvatore Schiera (Politecnico di Torino), Edoardo Patti (Politecnico di Torino), Enrico Macii (Politecnico di Torino), Enrico Pons (Politecnico di Torino), Ettore Francesco Bompard (Politecnico di Torino), Andrea Lanzini (Politecnico di Torino), Romano Borchiellini (Politecnico di Torino), and Lorenzo Bottaccioli (Politecnico di Torino)</i>	
Optimal Configuration and Placement of PV Systems in Building Roofs with Cost Analysis	1411
<i>Matteo Orlando (Politecnico di Torino), Lorenzo Bottaccioli (Politecnico di Torino), Edoardo Patti (Politecnico di Torino), Enrico Macii (Politecnico di Torino), Sara Vinco (Politecnico di Torino), and Massimo Poncino (Politecnico di Torino)</i>	

IEESD

A Resource-Saving Approach for Adding Redundancy to a Network-on-Chip System	1417
<i>Osadchuk Andriy (Technische Universität Ilmenau, Germany), Däne Bernd (Technische Universität Ilmenau, Germany), and Fengler Wolfgang (Technische Universität Ilmenau, Germany)</i>	
Anomaly Detection for Automotive Diagnostic Applications Based on N-Grams	1423
<i>Marcel Rumez (Karlsruhe University of Applied Sciences, Germany), Jinghua Lin (Karlsruhe University of Applied Sciences, Germany), Thomas Fuchß (Karlsruhe University of Applied Sciences, Germany), Reiner Kriesten (Karlsruhe University of Applied Sciences, Germany), and Eric Sax (Karlsruhe Institute of Technology, Germany)</i>	

MediComp

Techniques and Equipment for Automated Pupillometry and its Application to Aid in the Diagnosis of Diseases: A Literature Review	1430
<i>Higor Pereira Delfino (Instituto de Informatica, Universidade Federal de Goiás), Ronaldo Martins da Costa (Universidade Federal de Goiás), Juliana Felix (Universidade Federal de Goiás), João Gabriel Junqueira da Silva (Universidade Federal de Goiás), Hedenir Monteiro Pinheiro (Universidade Federal de Goiás), Vilson Soares de Siqueira (Universidade Federal de Goiás), Eduardo Nery Rossi Camilo (Fundação Banco de Olhos de Goiás), Deborah Silva Alves Fernandes (Universidade Federal de Goiás), and Fabrizzio Soares (Southern Oregon University, Universidade Federal de Goiás)</i>	

EmCARE Applications in Managing the Emotional Skills of Children and Adolescents in the United Arab Emirates	1434
<i>Nabeel Al-Yateem (University of Sharjah - United Arab Emirates), Syed Azizur Rahman (University of Sharjah - United Arab Emirates), Amina Al-Marzouqi (University of Sharjah - United Arab Emirates), Sheikh Iqbal Ahamed (Marquette University - USA), and Mohammad AlShabi (University of Sharjah - United Arab Emirates)</i>	
A Comparative Evaluation of Heart Rate Estimation Methods using Face Videos	1438
<i>Javier Hernandez-Ortega (Universidad Autonoma de Madrid, Spain), Julian Fierrez (Universidad Autonoma de Madrid, Spain), Aythami Morales (Universidad Autonoma de Madrid, Spain), and David Diaz (Universidad Autonoma de Madrid, Spain)</i>	
A Two-Step Password Authentication System for Alzheimer Patients	1444
<i>Jamesa Hogges (Kennesaw State University), Hossain Shahriar (Kennesaw State University), Sweta Sneha (Kennesaw State University), and Sheikh Ahamed (Marquette University)</i>	
Automatic Orientation Identification of Pediatric Chest X-Rays	1449
<i>Afonso Fonseca (Universidade Federal de Goias), Gabriel Silva Vieira (Instituto Federal Goiano - Campus Urutai), Juliana Felix (Universidade Federal de Goias), Paulo Freire Sobrinho (Universidade Federal da Grande Dourados), Áurea Valéria Pereira Silva (Universidade do Estado do Mato Grosso), and Fabrizio Soares (Southern Oregon University; Universidade Federal de Goiás)</i>	
Exploiting Ensemble Classification Schemes to Improve Prognosis Process for Large for Gestational Age Fetus Classification	1455
<i>Faheem Akhtar (Beijing University of Technology, China; Sukkur IBA University, Pakistan), Jianqiang Li (Beijing University of Technology, China), Pei Yan (University of Aizu, Japan), Azhar Imran (Beijing University of Technology, China), Gul Muhammad Shaikh (Sukkur IBA University, Pakistan), and Chun Xu (Xinjiang University of Finance and Economics, China)</i>	
CHOCSLAT: Chinese Healthcare-Oriented Computerised Speech & Language Assessment Tools	1460
<i>Dave Towey (University of Nottingham Ningbo China, People's Republic of China), Lixian Jin (University of Nottingham Ningbo China, People's Republic of China), Hua Zhu (University of Birmingham, U.K), Jiaye Zhu (University of Birmingham, Birmingham, U.K), Kangming Feng (University of Nottingham Ningbo China, People's Republic of China), Huili Geng (University of Nottingham Ningbo China, People's Republic of China), Jing Lu (University of Nottingham Ningbo China, People's Republic of China), Tianyi Yu (University of Nottingham Ningbo China, People's Republic of China), and Yu Wang (University of Nottingham Ningbo China, People's Republic of China)</i>	
Multi-frame Dimensionality-Reduction Difference Method for Extracting Key Frames of Video ...	1466
<i>Shuaipeng Cai (Beijing University of Posts and Telecommunications, China), Qinyan Zhang (Beijing University of Posts and Telecommunications, China), Qing Wang (Tsinghua University, China), Yi Lei (Beijing Dfusion Co., Ltd., China), and Jijiang Yang (Tsinghua University, China)</i>	

MVDA

Scalable Impact Range Detection against Newly Added Rules for Smart Network Verification	1471
<i>Yutaka Takita (Fujitsu Laboratories Limited), Masatake Miyabe (Fujitsu Laboratories Limited), Hiroshi Tomonaga (Fujitsu Laboratories Limited), and Naoki Oguchi (Fujitsu Laboratories Limited)</i>	
Dynamic Fault Management in Service Function Chaining	1477
<i>Shih-Ying Song (National Chiao Tung University, Taiwan) and Fuchun Joseph Lin (National Chiao Tung University, Taiwan)</i>	
Message-Passing Based Communication via Synchronous Execution (Channels)	1483
<i>Nayef H. Alshammari (De Montfort University, United Kingdom)</i>	

NETSAP

Divider: Delay-Time Based Sender Identification in Automotive Networks	1490
<i>Shuji Ohira (Nara Institute of Science and Technology), Araya Kibrom Desta (Nara Institute of Science and Technology), Tomoya Kitagawa (Nara Institute of Science and Technology), Ismail Arai (Nara Institute of Science and Technology), and Fujikawa Kazutoshi (Nara Institute of Science and Technology)</i>	
Scan-Based Self Anomaly Detection: Client-Side Mitigation of Channel-Based Man-in-the-Middle Attacks Against Wi-Fi	1498
<i>Sheng Gong (The University of Tokyo, Japan), Hideya Ochiai (The University of Tokyo, Japan), and Hiroshi Esaki (The University of Tokyo, Japan)</i>	
Anomalous IP Address Detection on Traffic Logs Using Novel Word Embedding	1504
<i>Satoru Koda (Fujitsu Laboratories LTD., Japan), Yusuke Kambara (Fujitsu Laboratories LTD., Japan), Takanori Oikawa (Fujitsu Laboratories LTD., Japan), Kazuyoshi Furukawa (Fujitsu Laboratories LTD., Japan), Yuki Unno (Fujitsu Laboratories LTD., Japan), and Masahiko Murakami (Fujitsu Laboratories LTD., Japan)</i>	
Attack Intention Estimation Based on Syntax Analysis and Dynamic Analysis for SQL Injection	1510
<i>Kotomi Kuroki (NTT Secure Platform Laboratories), Yo Kanemoto (NTT Secure Platform Laboratories), Kazufumi Aoki (NTT Secure Platform Laboratories), Yasuhiro Noguchi (Shizuoka university), and Masakatsu Nishigaki (Shizuoka university)</i>	

OER

The Development of Emerging Technological Applications for Not-for-Profit Organizations in Capstone Projects: A Case in Scout Association of Hong Kong	1516
<i>Cheuk Hang Au (The University of Sydney) and Richard Wing Cheung Lui (The Hong Kong Polytechnic University)</i>	

Model-Driven-Design of NREN Bridging Application: Case Study AfgREN	1522
<i>Salim Saay (Lero - The SFI Software Research Centre, University of Limerick, Limerick, Ireland) and Tiziana Margaria (CSIS and Lero -The SFI Software Research Centre, University of Limerick, Limerick, Ireland)</i>	
A Virtual Reality OER Platform to Deliver Phobia-Motivated Experiences	1528
<i>Denis Stepanov (University of Nottingham Ningbo China, People's Republic of China), Dave Towey (University of Nottingham Ningbo China, People's Republic of China), Tsong Yueh Chen (Swinburne University of Technology, Australia), and Zhi Quan Zhou (University of Wollongong, Australia)</i>	

QUORS

Refactoring Software in the Automotive Domain for Execution on Heterogeneous Platforms	1534
<i>Hugo Andrade (Chalmers University of Technology), Ivica Crnkovic (Chalmers University of Technology), and Jan Bosch (Chalmers University of Technology)</i>	
Comprehensive Review of Collaborative Network Attacks in MANET	1542
<i>Olufemi Fasunlade (University of Portsmouth, United Kingdom), Shikun Zhou (University of Portsmouth, United Kingdom), and David Sanders (University of Portsmouth, United Kingdom)</i>	
An Intelligent Health Analysis Approach to Detecting Potential Threats with Health Data Reuse	1546
<i>Fengbao Ma (Beijing Institute of Fashion Technology), Hongji Yang (Leicester University), William C. Chu (Tunhai University), and Qinyun Liu (Bath Spa University)</i>	
SoCeR: A New Source Code Recommendation Technique for Code Reuse	1552
<i>Md Mazharul Islam (Missouri State University) and Razib Iqbal (Missouri State University)</i>	

SAPSE

Cloud: A Platform to Launch Stealth Attacks	1558
<i>Moitrayee Chatterjee (Texas Tech University), Prerit Datta (Texas Tech University), Faranak Abri (Texas Tech University), Akbar Siami Namin (Texas Tech University), and Keith S. Jones (Texas Tech University)</i>	
Advanced, Privacy-Preserving and Approximate Big Data Management and Analytics in Distributed Environments: What is Now and What is Next	1564
<i>Alfredo Cuzzocrea (University of Calabria)</i>	

SCA

Smart Contract Microservitization	1569
<i>Siyuan Wang (Beihang University), Xuehan Zhang (Beihang University), Wei Yu (Beihang University), Kai Hu (Beihang University), and Jian Zhu (Beihang University)</i>	

Smart Computing Applications Using BLE and Mobile Intercloud Technologies	1575
<i>Yik Him Ho (The Hong Kong Polytechnic University, Hong Kong),</i>	
<i>Yerkezhan Sartayeva (The Hong Kong Polytechnic University, Hong Kong),</i>	
<i>Chak Pang Chiu (The Hong Kong Polytechnic University, Hong Kong), and</i>	
<i>Henry C. B. Chan (The Hong Kong Polytechnic University, Hong Kong)</i>	

SDIM

Making More Extensive and Efficient Typo-Tolerant Password Checkers	1581
<i>Enka Blanchard (Digitrust, Loria, Université de Lorraine)</i>	
Handwritten Signature Authentication Using Smartwatch Motion Sensors	1589
<i>Gen Li (The University of Tokyo) and Hiroyuki Sato (The University of Tokyo)</i>	
Centralized Control of Account Migration at Single Sign-On in Shibboleth	1597
<i>Satsuki Nishioka (Kyoto University) and Yasuo Okabe (Kyoto University)</i>	
Keystroke Biometrics in Response to Fake News Propagation in a Global Pandemic	1604
<i>Aythami Morales (Universidad Autonoma de Madrid), Alejandro Acien (Universidad Autonoma de Madrid), Julian Fierrez (Universidad Autonoma de Madrid), John V. Monaco (Naval Postgraduate School), Ruben Tolosana (Universidad Autonoma de Madrid), Ruben Vera (Universidad Autonoma de Madrid), and Javier Ortega-Garcia (Universidad Autonoma de Madrid)</i>	
Password Guessing-Based Legacy-UI Honeywords Generation Strategies for Achieving Flatness .	1610
<i>Muhammad Ali Fauzi (Norwegian University of Science and Technology (NTNU), Norway), Bian Yang (Norwegian University of Science and Technology (NTNU), Norway), and Edlira Martiri (Norwegian University of Science and Technology (NTNU), Norway)</i>	
Identity Management and Access Control for the GNSS Community within a European Research Infrastructure	1616
<i>José Manteigueiro (C4G - Collaboratory for Geosciences), Paul Crocker (Institute of Telecommunications), and Carlos Barrico (INESC Coimbra)</i>	

SECE

A Proposal for Edge Application Framework for Smart Factory	1622
<i>Masaki Sakai (Shibaura Institute of Technology, Japan), Tsuyoshi Nakajima (Shibaura Institute of Technology, Japan), and Kazuya Takahashi (Edgexcross consortium)</i>	
Performance Modeling of Publish/Subscribe Middleware Components	1628
<i>Aleksandar Antonic (University of Zagreb) and Martina Antonic (University of Zagreb)</i>	

SESS

- A Neural Network for Interpolating Light-Sources 1634
Simon Colreavy-Donnelly (De Montfort University), Stefan Kuhn (De Montfort University), Fabio Caraffini (De Montfort University), Stuart O'Connor (De Montfort University), Zacharias Anastassi (De Montfort University), and Simon Coupland (De Montfort University)
- A NIS Directive Compliant Cybersecurity Maturity Assessment Framework 1641
George Drivas (University of Piraeus), Argyro Chatzopoulou (APIROPLUS Solutions), Leandros Maglaras (De Montfort University), Costas Lambrinouidakis (University of Piraeus), Allan Cook (De Montfort University), and Helge Janicke (De Montfort University)
- Analysing Petri Nets in a Calculus of Context-Aware Ambients 1647
Francois Siewe (De Montfort University, United Kingdom), Vasileios Germanos (De Montfort University, United Kingdom), and Wen Zeng (De Montfort University, United Kingdom)
- MRFS: A Multi-resource Fair Scheduling Algorithm in Heterogeneous Cloud Computing 1653
Hamed Hamzeh (Bournemouth University), Sofia Meacham (Bournemouth University), Kashaf Khan (British Telecom), Keith Phalp (Bournemouth University), and Angelos Stefanidis (Bournemouth University)
- Interaction with Smartwatches Using Gesture Recognition: A Systematic Literature Review 1661
Thamer Horbylon Nascimento (Instituto Federal Goiano; Universidade Federal de Goiás), Cristiane B. R. Ferreira (Universidade Federal de Goiás), Wellington G. Rodrigues (Universidade Federal de Goiás), and Fabrizio Soares (Southern Oregon University; Universidade Federal de Goias)

SIS-SS

- LESAR: Localization System for Environmental Sensors using Augmented Reality 1667
Atsushi Tagami (KDDI Research, Japan) and Zhishu Shen (KDDI Research, Japan)
- A Systematic Literature Review of Machine Learning-Based Disease Profiling and Personalized Treatment 1673
Ricardo Buettner (Aalen University, Germany), Florian Klenk (Aalen University, Germany), and Marc Ebert (Aalen University, Germany)
- Optimizing MAC Layer Performance for Wireless Sensor Networks in eHealth 1679
Anwar Khan (Institute of Business Administration), Shama Siddiqui (DHA Suffa University), and Sayeed Ghani (Institute of Business Administration)
- GSP for Virtual Sensors in eHealth Applications 1683
Mehmet Ali Erturk (Istanbul University, Istanbul) and Luca Vollero (Università Campus Bio-Medico di Roma)

SoNeC

- Understanding Veterans Expression of Anger Using Social Media Analysis 1689
Nadiyah Johnson (Marquette University), Joseph Coelho (Marquette University), Md Fitrat Hossain (Marquette University), Thomas Kissane (Marquette University), Wylie Frydrychowi (Marquette University), Madiraju Praveen (Marquette University), Zeno Franco (Medical College of Wisconsin), Katinka Hooyer (Medical College of Wisconsin), Priyanka Annapureddy (Marquette University), and Sheikh Iqbal Ahamed (Marquette University)
- Differentially Private Generation of Social Networks via Exponential Random Graph Models 1695
Fang Liu (University of Notre Dame, IN, USA), Evercita Eugenio (Sandia National Laboratories, CA, USA), Ick Hoon Jin (Yonsei University, Seoul, Korea), and Claire Bowen (Urban Institute, Washington, D.C.)
- Visualization for Analyzing Usage Status from Dialogue Systems 1701
Yosuke Seki (Tokushima University)
- Predicting the Political Polarity of Tweets Using Supervised Machine Learning 1707
Michelle Voong (Univ. of Connecticut), Keerthana Gunda (Univ. of Connecticut), and Swapna S. Gokhale (Univ. of Connecticut)

SSML

- Blockchain-Based Transaction Management in Smart Logistics: A Sawtooth Framework 1713
Guido Perboli (Politecnico di Torino), Vittorio Capocasale (Politecnico di Torino), and Danilo Gotta (TIM)
- Taxi Demand Prediction using an LSTM-Based Deep Sequence Model and Points of Interest 1719
Bahman Askari (Leibniz University Hanover, Germany), Tai Le Quy (Leibniz University Hanover, Germany), and Eirini Ntoutsis (Leibniz University Hanover, Germany)
- The European Concept of Smart City: A Taxonomic Analysis 1725
Guido Perboli (Politecnico di Torino, Italy), Stanislav Fedorov (Politecnico di Torino, Italy), and Mariangela Rosano (Politecnico di Torino, Italy)
- Estimating e-Consumers' Attitude Towards Parcel Locker Usage 1731
Ionut Alexandru Mitrea (Politecnico di Torino, Italy), Giovanni Zenezini (Politecnico di Torino, Italy), Alberto De Marco (Politecnico di Torino, Italy), Filippo Maria Ottaviani (Politecnico di Torino, Italy), Tiziana Delmastro (LINKS Foundation, Italy), and Cristiana Botta (LINKS Foundation, Italy)
- A Blockchain Token Economy Model for Financing a Decentralized Electric Vehicle Charging Platform 1737
Vladislav Aistov (University of Mannheim), Benedikt Kirpes (University of Mannheim), and Micha Roon (Share&Charge Foundation)

STA

Testing Convolutional Neural Network using Adversarial Attacks on Potential Critical Pixels	1743
<i>Bo-Ching Lin (National Chiao Tung University, Taiwan), Hwai-Jung Hsu (Feng Chia University, Taiwan), and Shih-Kun Huang (National Chiao Tung University, Taiwan)</i>	
A Hybrid Algorithms Construction of Hyper-Heuristic for Test Case Prioritization	1749
<i>Zheng Li (Beijing University of Chemical Technology, China), Yanzhao Xi (Beijing University of Chemical Technology, China), and Ruilian Zhao (Beijing University of Chemical Technology, China)</i>	
A Method to Mask Dynamic Content Areas Based on Positional Relationship of Screen Elements for Visual Regression Testing	1755
<i>Yu Adachi (Software Innovation Center, NTT, Tokyo, Japan), Haruto Tanno (Software Innovation Center, NTT, Tokyo, Japan), and Yu Yoshimura (Software Innovation Center, NTT, Tokyo, Japan)</i>	

STPSA

sshr: An SSH Proxy Server Responsive to System Changes without Forcing Clients to Change	1761
<i>Hirofumi Tsuruta (SAKURA internet Inc.) and Ryosuke Matsumoto (SAKURA internet Inc.)</i>	
Security and Privacy Analysis of Wearable Health Device	1767
<i>Chi Zhang (Kennesaw State University), Hossain Shahriar (Kennesaw State University), and A B M Kamrul Riad (Kennesaw State University)</i>	
Understanding Social Engineers Strategies from the Perspective of Sun-Tzu Philosophy	1773
<i>Affan Yasin (Tsinghua University, P.R.China), Rubia Fatima (Tsinghua University, P.R.China), Lin Liu (Tsinghua University, P.R.China), Jianmin Wang (Tsinghua University, P.R.China), and Raian Ali (Hamad Bin Khalifa University, Qatar)</i>	
Hands-on Lab on Smart City Vulnerability Exploitation	1777
<i>Andrew Gomez (Kennesaw State University), Hossain Shahriar (Kennesaw State University), Victor Clincy (Kennesaw State University), and Atef Shalan (Georgia Southern University)</i>	
A Method for Assessing the Reliability of Business Processes that Reflects Transaction Documents Checking for each Department	1783
<i>Takafumi Komoto (National Institute of Informatics), Kokichi Futatsugi (Japan Advanced Institute of Science and Technology), and Nobukazu Yoshioka (National Institute of Informatics, Japan)</i>	
An Improved Design Scheme for Perceptual Hashing Based on CNN for Digital Watermarking ...	1789
<i>Zhaoxiong Meng (Kanagawa University, Japan), Tetsuya Morizumi (Kanagawa University, Japan), Sumiko Miyata (Shibaura Institute of Technology, Japan), and Hirotsugu Kinoshita (Kanagawa University, Japan)</i>	
Evolutionary Algorithms for Vulnerability Coverage	1795
<i>Shuvalaxmi Dass (Texas Tech University) and Akbar Siami Namin (Texas Tech University)</i>	

A Formal Analysis of Moving Target Defense	1802
<i>Muhammad Abdul Basit Ur Rahim (University of North Carolina at Charlotte), Qi Duan (University of North Carolina at Charlotte, NC), and Ehab Al-Shaer (University of North Carolina at Charlotte, NC)</i>	
A Novel Gesture Detection Technique to Increase Security in NFC Contactless Smartcards	1808
<i>Daniel Pérez Asensio (Technical University of Madrid, Spain) and Antonio Pérez Yuste (Technical University of Madrid, Spain)</i>	
Author Index	1815

Teaching Mathematics in Scientific Bachelor Degrees Using a Blended Approach

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Abstract—Mathematics plays a pivotal role in most scientific disciplines, being them meant both inside and outside academic contexts, with applications in a large part of the jobs nowadays, and also in several situations of everyday life. If on one hand this is well recognized, as an expression like the *queen of the sciences* show, on the other hand it is usually not among the students' preferred subjects, both from the liking and the interest points of view. Furthermore, it is still partly believed that Mathematics cannot be properly learnt by everyone, since it is perceived that, for really mastering it, a specific personal attitude is necessary. Considering all this, we designed a course in which the approach is considerably devoted to applications, being it directed at students of a scientific bachelor program not mainly focused on Mathematics, and problem solving, that is the contextualization of problems in real life situations. For this purpose, we made use of technologies such as a Learning Management System integrated with an Advanced Computing Environment and an Automated Assessment System. It has been observed that the students, which are taking a program in Biotechnology, gained curiosity and interest in the subject, thus allowing in turn a better proficiency. Since interaction between learners is promoted, the students are made active users of the contents, and their learning paths can be adapted according to the personal needs. They have been able to improve also the self-consciousness of their skills. This has been an important achievement especially for (but not limiting to) their future as scientists, considering the role transversal skills play in science, such as teamwork or flexibility. Finally, the students were specifically able to recognize how the problem solving approach will help them in both university and job careers, and how the use of the software has been helpful too.

Keywords — *advanced computing environment; automated assessment system; blended learning; contextualized problems; learning management system; problem solving; teaching Mathematics; virtual learning environment.*

I. INTRODUCTION

To design a Mathematics course for students of a scientific faculty, but not strictly devoted to the *hardest* STEM disciplines such as Mathematics, Physics or Computer Science, results to be a challenging task, since they are, and in particular Mathematics is, perceived as “obstacles” through their studies. Indeed, these students generally do not put them at the top of their liking scale, and these subjects are often tackled with a lack of interest, thus making appropriate for teachers to motivate well why they are important and to arouse interest around them. On the other hand, even among academics it is sometimes believed

that these disciplines are not within reach for all learners, or alternatively that they are not subjects to be treated in depth within curricula which are not geared to any specific domain. This leads to consider the exam of Mathematics a little more than a “necessary step” through graduation, resulting in difficulties ranging from procrastination to repeated failure. In this paper we will devise a strategy helping the students of a scientific faculty which is focused on other disciplines, namely Molecular Biotechnology and Health Sciences, to gain a proper interest, and thus to efficiently develop competencies, mainly in Mathematics. These students are going to use the competencies relative to this subject, which include knowledge and abilities, in their applications, so the proper tools have to be known. A way to deal with the passage from theory to practice that proved to be successful in several other contexts is given by the problem solving approach, in which real life situations are modeled into mathematical problems. Indeed, Mathematics is the discipline *par excellence* developing problem solving competencies, since a large number of phenomena can be explained in terms of relations between quantities. On the other hand, digital competencies will be also of much use: if one wants to study a modeled real situation in the 21st century, he/she is usually not called to doing computations by hand, for several reasons such as the time that can be saved by relying on computers. As a consequence, what has to be asked to the students can be focused on solving strategies, rather than verifying how much they are able to compute. The paper is structured as follows: Section II contains an overview about the state of the art around the main trends implied by our study. In Section III the research question is explicitly presented, while in Section IV an extensive description of the methodology is depicted. Section V is devoted to the presentation of the course we devise, while in Section VI the results with the relative discussion are provided. Finally, Section VII presents some final remarks.

II. STATE OF THE ART

A. Blended learning

One of the concepts which more recently arose in the panorama of modern learning techniques, with a remarkable interest from the researchers' and teachers' community, is the one called *blended learning*. One of the ways to define it is as an approach to education in which a student learns, at least partially, through the delivery of content and instruction via digital and online media, where the student is able to control some elements of his/her track, relative to time, place, path or

pace; and at least partially in a supervised brick-and-mortar location away from home, provided that the modalities along each student's learning path within a course or subject are connected in an integrated learning experience [1, 2]. It is natural to observe that blended learning is highly context dependent, being the right equilibrium concerning personal and online contact between teachers and students not the same for every discipline. Therefore, the concept has been interpreted differently over time and disciplines. Terms as *hybrid learning*, *personalized learning*, *technology-enabled (enhanced) learning*, and *differentiated instruction*, have been used sometimes as synonyms of blended learning [3]. The existing research on blended learning is divided. Some authors point that blended learning concerns mindset and pedagogy rather than technology [4]. On the contrary, some other authors emphasize how blended learning concerns learning design and course delivery rather than learning itself [5], thus focusing more on the technological aspects of the technique. This is brought to the point that the term *blended teaching* is proposed as a replacement for blended learning, while institutional strategies are considered. However, regardless of any differences in interpretation or practice, the increased internet access of the latest years, paired with the systematic use of mobile platforms, is revealing pivotal in the obtainment of UNESCO's Sustainable Development Goals [6], both in developing and developed countries.

B. STEM Education

The disciplines involved in the STEM acronym, that are Science, Technology, Engineering and Mathematics, are not meant to be separate. Indeed, real-world applications make use of them in a cohesive way: a saying state that science without engineers is just philosophy, and engineering without scientists is just impossible. This is consistent, for example, with the design and the production of electronic devices of common use. Consequently, it is proper not to treat them as discrete subjects, but on the contrary to integrate them in an interdisciplinary approach. One of the challenges relative to the STEM education is to attract students toward these disciplines: several developed countries are reporting shortages of workers, although starting salaries for entry-level STEM jobs are on average considerably higher than the average relative to other jobs, and there are usually good possibilities to move up [7, 8]. STEM education has to begin in the first phases of schooling, since even from the primary school it is important to catch the interest of the children in these disciplines, in an age in which they are more prone to make new interests. On the other hand, it has to be taken into account that several students change the core subjects of their studies during time: it is not uncommon to see students following a track in Humanities at the high school, and then switching to a scientific program at the university. Since nonscientific tracks cannot usually give the same preparation in STEM compared to scientific tracks, it is important for them to give a solid training at the beginning of the university studies, in order to allow them to achieve their goals regardless of the gaps in their previous studies.

It is noteworthy that the University of Turin, in the latest years, carried on several research on new technologies in STEM teaching and learning [9, 10, 11]. A model of automatic

formative assessment, which has been particularly tested with high schools, was also developed [10, 12].

C. Applications and Problem solving

One of the obstacles interposing between a student and his/her proficient learning of Mathematics is often a low interest for the subject. Indeed, it is frequent for them to think that Mathematics is not of much use in real life, thus considering it secondary with respect to other disciplines, regardless of the intrinsic difficulty which can be also higher for the latter ones. In order to overcome this obstacle, it is useful to help the students understand the real meaning of the topics studied, which can interest them in what lies behind a certain dynamics that can be described by means of mathematical tools. Starting points can be given to students, with the purpose of introducing themes which otherwise would not catch the right interest; the abstract concepts of Mathematics are linked with real situations, better if related to one or more disciplines constituting the core of their study program [13]. For example, biologists could discover what Biomathematics is and its importance in the study of the populations' evolution, and so on.

III. RESEARCH QUESTION

In light of what we established in the previous sections, the research question, motivating our study and its relative analysis, can be formulated as follows: *how can we help the students of a scientific program, which is however not mainly focused on Mathematics, in developing mathematical competencies?* In the rest of the paper we will give a possible answer, based on a certain methodology able to provide results which are discussed accordingly to the goal implied by the question.

IV. METHODOLOGY

We asked students to submit two questionnaires, an initial one in which students were asked to answer, among other questions, about their knowledge on Math technologies, and a final one in which they have to review the experience with the same methodology, along with more general questions about the subjects and the topics of the course, such as Mathematics and Statistics themselves, but also Computer Science competencies and problem solving approach. The analysis relative to how much the students took the activities proposed was developed by using data from both the Learning Management System (LMS) and the grades.

A. Advanced Computing Environment

An Advanced Computing Environment (ACE), is a software which allows to take advantage of both the user-friendliness of an interface, and the representation possibilities of scientific (e.g. mathematical) objects in a simple and functional manner. ACEs possess also graphical and interactive features, allowing to draw figures ranging from simple graphs of functions to animations, and to interact with them through proper options. This allows the students to improve their reasoning, thanks to the possibility to make numeric and symbolic computations, geometric views in two and three dimensions, actions on interactive components where the results can be analyzed by changing proper parameters in a handy way, thus developing computational thinking [14]. The student is thus helped in checking his/her learning process. For the development of our

course, we made use of the ACE *Maple* [15], which allows the creation of interactive files.

B. Automated Assessment System

An Automated Assessment System (AAS) has several advantages: for example, it allows the possibility to do tests on a regular basis, by showing personalized feedbacks and monitoring the learning process through an extended span of time. In Mathematics, it could be useful to ask the students to explicitly write formulas, equations, sets, or other mathematical entities, which forms the solution or the intermediate steps of the solution of a given problem, rather than ask them to choose between a few choices in a multiple choice setting, which is not always appropriate [16, 17]. In order to allow an automatic system to evaluate correctly whether a mathematical entity is expressed correctly, an ACE could be used, being it able to recognize the set of the correct forms of a given expression (which are often more than one). The AAS *Möbius Assessment* [18] allows to take advantage of both an AAS and an ACE. By maintaining fixed the structure of the question, and modifying only the numerical values, they allow the students to learn from their errors. Hence, the error becomes part of the learning process [19]. An important feature of *Möbius Assessment* is the availability of the so-called *adaptive questions*, that are multipart questions in which a tailored path is proposed to the student depending on his/her answers. This methodology allows to introduce immediate feedbacks that are very useful in terms of formative assessment. Several studies [20] agree on the fact that a feedback is really effective if it can hastily inform on the correctness of the given answer, if it is not too long (otherwise, the students would tend not to read it), if it is specific for the considered answer, but, even more important, if it guides the students to the solution through an active process, which is the case here. They can give them even more self-consciousness on which they are really doing when studying, paired with the ability to learn more efficiently and to be personally involved in their improvement [21].

V. MATHEMATICS FOR BIOTECHNOLOGISTS

We now describe how the course is designed relatively to the methodology just presented. Around 180 undergraduate students, from the first year in Biotechnology are asked to follow a course named *Matematica e Biostatistica con Applicazioni Informatiche* (Mathematics and Biostatistics with Computer Science Applications). This is a course meant to give them Mathematical competencies but also digital and problem solving competences (soft skills) useful in their subsequent studies and during their career. In a regular classroom, 36 hours of Mathematics (mainly Linear Algebra and Calculus) and 16 hours of Biostatistics were provided. Additionally, we provide the students 12 hours in a room equipped with computers; during them, they were able to work with the ACE. Finally, 12 final hours were provided as exercises specifically targeted on the impending exam.

In the online course, apart from general info, students were encouraged to take part in various activities, often involving the ACE or the AAS. There is a section for every topic (vector calculus, matrix algebra, univariate calculus, integrals...), generally containing *Maple* worksheets with interactive

components (presented in Section IV.A) and *Möbius Assessment* tests (depicted in Section IV.B).

The final exam was constituted by 12 questions, 8 relative to Mathematics, and 4 in reference with Biostatistics, in order to reflect roughly the proportion of the hours devoted to both sets of topics. Students have been able to obtain the maximum grade with a quota of correct answers around 85%, which has been considered adequate given the context. Students were also asked to write a term paper with the ACE, that was meant to be discussed after the exam with the AAS in an oral session, and which has been able to modify the grade obtained there. In this paper, a practical problem seen during the course, had to be considered and extended, in order to highlight what the student had been able to acquire both in terms of the subjects and the use of the ACE. The teachers were able to monitor, thanks to the data given by the platform [22], the activities undertaken by the students, the errors they committed, and to intervene whether some theoretical or practical concepts resulted to be particularly difficult for the students.

VI. RESULTS AND DISCUSSION

We first analyze the results of the questionnaires, by comparing how certain opinions changed before taking the course versus after taking the course. In this and in the subsequent tables, evaluations were given in a scale from 1 (not at all) to 5 (very much).

TABLE I. SELF-EVALUATION ABOUT PROBLEM SOLVING APPROACH

Problem solving approach	Before course		After course		Diff
	Avg.	S. D.	Avg.	S. D.	
It helps learning the theory	3.60	0.94	3.66	1.14	0.06
It helps career in university	3.59	0.98	3.93	1.03	0.34
It helps career in job market	3.49	1.06	3.62	1.08	0.13

It is worthy to note that the best improvement occurred while asking about their university career: *if I study Mathematics also with problems posed in certain contexts, do I obtain a better outlook on my academic future?* The students gave credits also while asking about a better learning of the theoretical part of the course, and about obtaining a better outlook on their future in the job market, but with slightly lower results. The latter is probably motivated by their young age, and the perception of that market as “far” for them. Indeed, they will take at least two year and a half to obtain a bachelor’s degree, and many of them will continue studies as graduates, so their vision of the job market could be still a bit blurry. Table II shows how the AAS was better recognized by the students after having taken the course. In particular, the students did come to appreciate how it has been useful to solve exercises with random generated parameters, which in turn allowed them to simulate repeatedly tests that were constructed essentially similar, in terms of structure, to which it would have been the final exam. Also, the feature of being assessed immediately, not requiring a manual checking of the correctness of the answers, which moreover is not always available on exercises taken from textbooks, has been perceived as notably good.

TABLE II. SELF-EVALUATION ABOUT THE USE OF AN AAS

AAS	Before course		After course		Diff
	Avg.	S. D.	Avg.	S. D.	
It guarantees more equality	3.21	0.92	3.21	1.18	0.00
Random parameters are good	3.11	1.10	3.72	0.96	0.61
Immediate evaluation is good	4.05	0.78	4.24	0.95	0.19
Repeated simulation is good	3.95	0.71	4.21	0.82	0.26
Better understanding of errors	3.53	0.96	3.66	1.11	0.13

As a partial weakness, we would be able to mention that, although its evaluation is generally positive (i.e. above the *midpoint* 3) too, students were a bit more worried about equality. Indeed, we gave them also the chance to freely write some comments and observations on the overall perception of the course. In some of the posts they wrote, doubts about the possibility of being excessively penalized by wrong calculations emerged. The AAS is nevertheless capable to handle, from a symbolic point of view, several syntaxes, and from a numeric point of view, answers within a user-defined margin of error. Analogously, a question can be constructed such that answers relative to intermediate steps are required and give partial grades in case of errors elsewhere, even without making use of adaptive capabilities. It is likely that the students were used to write the extended solution of a problem in a setting in which their whole production during a test was read by the teacher. Thus, the idea of being evaluated only on answers to specific questions was somewhat “new” for them, which sparked some moderate mistrust among part of the class. Table III shows how their competencies in Mathematics and Statistics were perceived before and after having taken the course. We note a steady increase in the use of an ACE, which is also supported by the answers to another question, asked only at the end of the course: *in your opinion, how much the competencies acquired by using the ACE Maple will be useful in your future professional career?* That question resulted in an average of 2.97 and in a standard deviation of 0.94, confirming a perception which is very near the midpoint globally speaking, and moderately positive for some of the students. But, apart from the improvement, the score is still the lowest among the competencies. This is due to the difficulties in recovering from its very low counterpart belonging to the initial questionnaire, in which emerged how a consistent part of the students lacked a proper consideration of ACEs in the high school.

Let us analyze now how much the students took the activities proposed. Regarding the tests with the AAS, 13 different tests relative to single topics were made available (9 on Mathematics and 4 on Biostatistics), along with a general test on Biostatistics, and a test designed to simulate in the structure the final exam. Until the date of the first call, an average of 25.15 students, with a standard deviation of 7.61, took the specific tests. For the tests on Mathematics the average was 27.44 and the standard deviation 7.73, while for the tests on Biostatistics the two indices were respectively 20 and 4.62. The general tests saw 13 students taking the one on Biostatistics and 26 students taking the exam simulation. These results can be compared with the number of students who took the exam on the first call: 20.

TABLE III. SELF-EVALUATION ABOUT COMPETENCIES

Self-evaluation on:	Before course		After course		Diff
	Avg.	S. D.	Avg.	S. D.	
Theoretical knowledge	3.49	0.78	3.55	0.69	0.06
Computations	3.93	0.74	3.97	0.87	0.04
Graphics	3.53	0.91	3.62	0.90	0.09
Data analysis	3.18	0.94	3.48	0.87	0.30
Use of an ACE	1.76	0.97	2.62	0.68	0.86
Problem solving approach	2.99	1.02	3.28	0.96	0.29
Interdisciplinarity	3.09	0.93	3.45	0.91	0.36

It has to be noted that a relevant number of students decided to take the exam later for reasons not related to the structure of the course. Indeed, many of them want to retake the admission test in Medicine and Surgery, which will take place in September, in order to try studying as physicians rather than biotechnologists. Since in the Medicine and Surgery program there is not an exam in Mathematics concerning the topics constituting our course, they prefer to focus in the first place on other exams, such as Physics, which is present in that program, and can be generally transferred from one career to another if taken with success. But in our opinion this is not a limitation: on the contrary, in a certain sense, we ensure that the students considered for our survey are genuinely interested in a career as biotechnologists, thus validating our considerations about studying Mathematics while following another scientific program to obtain a degree in it (and not for different purposes in relation with other careers). We see that the number of students which took the simulation is higher than the amplitude of the group taking the exam, with 19 students taking both the simulation and the exam on the first call; in general, students taking the activities proposed were more eager to take the exam as soon as possible. On the other hand, some specific tests saw an even larger participation, for example the test on Vectors was taken by 43 students. This can be explained by inferring that a part of the cohort was interested in training but not in giving the exam as early as possible, by deciding this either at the beginning or during the course, possibly after having noted that more individual study was required for them. This is consistent with the personalized learning path capabilities of the blended learning paradigm.

TABLE IV. NUMBER OF STUDENTS TAKING AAS TESTS

Vectors	43	3D curves and surfaces	21
Linear Algebra	38	Differential equations	22
Univariate functions	27	Descriptive statistics	24
Univariate integrals	26	Probability	24
3D analytic geometry	23	Random variables	16
Bivariate functions	24	Inferential statistics	16
Bivariate integrals	23	Specific average	25.15
General biostatistics	13	Exam simulation	26

Table IV shows the number of students taking the various tests.

Concerning the worksheets with the ACE, we note an average number of students that opened at least once the resources which exceeds too the 20 students taking the exam on the first call. Table V shows how many users had access for every topic; for the sake of compactness, applications in Computer Science were regrouped as two topics, one relative to theory and one in reference with the solving of exercises and problems, both constituted by 4 worksheets, and of which average numbers are given:

TABLE V. NUMBER OF STUDENTS ACCESSING ACE RESOURCES

Vectors	65	Comp. Sci. Appl. (avg.th)	33.25
Linear Algebra	74	Comp. Sci. Appl. (avg.ex)	29.25
Univariate functions	95	Weighted average	44

An important feature relative to both cases is given by multiple access. Indeed, several students choose to open the resources more than once, which in the case of the AAS is consistent with the paradigm of the learning through errors which motivates the creation of questions with random parameters. Nevertheless, also if we consider the ACE, accessing multiple times to a certain resource means with all chance that the student wants to control its pace. For example, the first time it could simply viewed, while the second time a use of the interactive capabilities occurs; and this is again a trait of the blended learning scheme. Table VI show some examples of the ratio between the total number of accesses to a certain resource (by counting multiple accesses from the same student as different ones), and the number of students accessing it (whose data come from Tables IV and V), thus giving the average number of times a student opened it.

TABLE VI. AVERAGE NUMBER OF ACCESSES TO NOTABLE RESOURCES

AAS: Vectors	2.53	ACE: Vectors	1.94
AAS: Linear Algebra	2.68	ACE: Linear Algebra	1.53
AAS: Exam simulation	3.65	ACE: Univar. Functions	1.97

In the period October 2019 – February 2020 the number of weekly global accesses to the LMS by students was around 1,000. There were two maximums, one of more than 1,200 interventions in the last week of November, near the end of the classroom hours, and a second one of more than 2,500 readings in the week of January immediately preceding the first call.

We give now a brief overview of the term papers which students were asked to write with the ACE: they show how them profitably acquired both problem solving and digital competencies, as it was the goal of the given task. Fig. 1 shows an excerpt from one of these term papers: we see how a problem concerning a colony of bacteria, which can be solved in the first place with fixed values of the variables involved (this would be a “traditional” exercise, so we do not show it here), can be easily generalized to arbitrary values for them, thanks to the ACE

capabilities. Indeed, a form allows to enter the data needed, such as initial number of bacteria, formula for food per capita, and two other coefficients, and to obtain as a result a plot of the number of bacteria versus time. Students were able to create these interactive files with some help from teachers and tutors but also with a considerably autonomous work, thus proving to have gained competencies in both of the aforementioned fields.

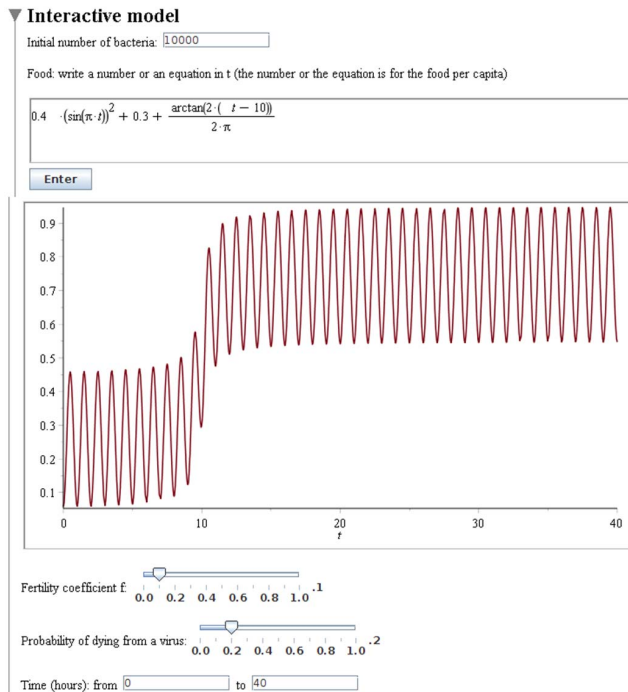


Fig. 1. An excerpt from a term paper redacted with the ACE, regarding a model about a colony of bacteria

Finally, let us analyze the grades: by considering the ones relative to the exam with the AAS, before the modifications due to the paper term with the ACE (which were slight, although submitting that paper was mandatory for taking the exam), in reference with the first call, every student has been sufficient, being the lowest grade (among the group of twenty) a 21 out of 30.

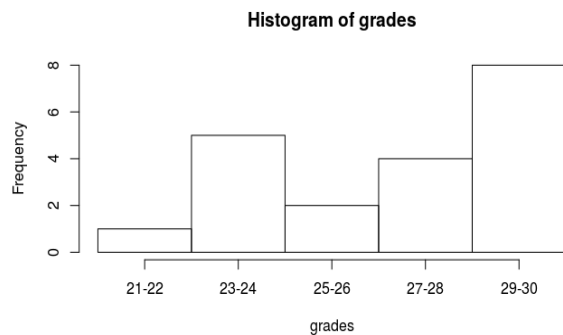


Fig. 2. Exam with the AAS: distribution of the grades.

This is a result which is surprising in a certain sense, since usually in programs of the area relative to biology and medicine, to which Biotechnology belongs, the percentage of failures in

the Mathematics exam (or in the first one, provided that there are more exams on the subject) is considerably higher than 5%, thus giving one or more fail every 20 students. On the other hand, 5 out of 20 students took a grade of 30 out of 30, with 4 of them taking even a laude, which was awarded to students obtaining an exact evaluation higher than 30; again, we found that students taking the activities proposed took generally higher grades. Fig. 2 shows the distribution of the grades.

VII. CONCLUSIONS

We have seen how with the use in conjunction of a problem solving approach, a Learning Management System (LMS), an Advanced Computing Environment (ACE), and an Automated Assessment System (AAS), we were able to obtain promising results in the teaching of a course in Mathematics for non-mathematicians. Indeed, students from a program in Biotechnology, representing disciplines considerably different from the *hardest* STEM ones, were able to do better. This is to be meant in at least a double sense: on one hand, students achieved better grades, obtaining a collective result that was significantly above the expectations which were based on the outcome of the previous years, in which students had to take the exam “on paper”, not in an interactive format, after following a traditionally structured course. On the other hand, they improved their consideration of the problem solving approach, and more in general of studying Mathematics, recognizing the importance of the aid given by the ACE and the AAS. In some sense, this is even more important, since the students were able to valorize their general capabilities on the subject, which can be useful both for possible subsequent mathematical courses, and for future jobs in a scientific context. In particular, these results gave a positive answer in terms of whether the use of blended learning during the course by teachers and tutors had been effective for students: indeed, they were able to improve their self-evaluation, their competencies, and finally their grades. As future work, a challenging idea could be to extend what we have done here for programs and departments even more distant from Mathematics than Biotechnology. Indeed, some competencies given by the mathematical sciences belong to the area of the transversal skills, that can be useful throughout academic contexts and outside them, and in particular for students taking a linguistic program or in Humanities. On the other hand, the use of the AAS has been adopted also in these disciplines, since parameters and adaptiveness can be fine-tuned in order to work also with words and phrases [23], and in Computer Science [24]. This means that, if a proper setting will be designed, students would be able to deal with the very same system they already know from their other disciplines, while studying or taking an exam in Mathematics.

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Author Index

Abd El Ghany, Mohamed A.	717	Annapureddy, Priyanka	1689
Abdul Basit Ur Rahim, Muhammad	1802	Antonic, Aleksandar	1628
Abri, Faranak	1091, 1320, 1558	Antonic, Martina	1628
Achour, Amel	1391	Antonino, Riccardo	345
Acien, Alejandro	1273, 1604	Aoki, Kazufumi	1510
Adachi, Yu	1755	Aoshima, Tomohisa	61
Adda, Mehdi	699	Apiletti, Daniele	133
Ahamed, Sheikh	693, 1444	Appadoo, Srimantoorao S.	1302
Ahamed, Sheikh I	361	Arai, Ismail	1490
Ahamed, Sheikh Iqbal	746, 1241, 1385, 1689	Arapi, Polyxeni	1084
Ahmed, Shameem	429, 439	Artusi, Carlo Alberto	625
Ahmed, Syed Ishtiaque	746	Asif, Amir A.	1041, 1050
Aistov, Vladislav	1737	Askari, Bahman	1719
Akbiyik, M. Eren	636	Attanasio, Giuseppe	133
Akhtar, Faheem	1455	Au, Cheuk Hang	1516
Akhter, Shaheen	746	Aygun, Elif	636
Alam, Kazi Shafiul	1385	Ayinala, Krishna Teja	931
Albayram, Yusuf	778	Azizur Rahman, Syed	711, 741, 1086, 1434
Albert, Michael	1250	Azuma, Hideaki	1105
Alexiadis, Anastasios	654	Badri, Maher	1391
Ali, Raian	1773	Baek, KyeongDeok	1123
Alissa, Mohamad	1235	Bai, Xue	991
Al-Marzouqi, Amina	741, 1086, 1434	Banitalebi, Behrouz	1302
Al Marzouqi, Amina	711	Banno, Ryohei	575
Almujally, Nouf	455	Baralis, Elena	133
Alonso Jr, Miguel	376	Barbierato, Luca	1405
Alqithami, Saad	1379	Barrico, Carlos	1616
AlShabi, Mohammad	741, 1086, 1434	Beaulieu-Jones, Brett	664
Al-Shaer, Ehab	1802	Beckmann, Moritz	499
Alshammari, Nayef H.	1483	Behnam, Moris	87
Alves, Lucas V.	674	Bennin, Kwabena E.	882
Al-Yateem, Nabeel	741, 1086, 1434	Bernardi, Leonardo	1163
An, Jingyi	277, 394	Bernardino Andrade, João Pedro	36
Anastassi, Zacharias	1634	Bernaud, Benjamin	1391
Andrade, Hugo	1534	Bernd, Däne	1417
Andreozzi, Matteo	79	Bevilacqua, Marco	1163
Andriy, Osadchuk	1417	Biadgie, Yenewondim	386

Bile Hassan, Ismail	165	Celik Ertugrul, Duygu	1368
Bine, Laila Milainny Siqueira	103	Cerquitelli, Tania	133, 345
Bine, Wuigor Ivens Siqueira	103	Chacko, Anu	1363
Bitirim, Selin	1368	Chakraborty, Aditya	42
Bitirim, Yiltan	1368	Chan, Ada	196
Blanchard, Enka	418, 1082, 1581	Chan, Henry	196
Blazquez-Merino, Manuel	158	Chan, Henry C.B.	113
Boavida, Marta	30	Chan, Henry C. B.	1575
Boldrer, Manuel	18	Chan, W. K.	861
Bompard, Ettore Francesco	1405	Chang, Hojin	555
Bondorf, Steffen	601, 1133	Chang, Yuan-Hao	42
Boos, Anna	517	Chatterjee, Moitrayee	1091, 1558
Borchiellini, Romano	1405	Chatzopoulou, Argyro	1641
Borzì, Luigi	625	Chen, Cheng-hsu	759
Bosch, Jan	1534	Chen, Chih-You	545
Botta, Cristiana	1731	Chen, Lihao	768
Bottaccioli, Lorenzo	1405, 1411	Chen, Shuo-Han	42
Boudy, Jerome	705	Chen, Tsong Yueh	1528
Bouzouane, Abdenour	699	Chen, Yan	334
Bowen, Claire	1695	Chen, Zhenhu	1078
Buchanan, William J	1235	Cheng, Kwok Sun	931
Buettner, Ricardo	489, 517, 729, 735, 1673	Cheng, Xiaoyun	902
Bull, Christopher	644	Cheshmehzangi, Ali	523, 529
Cabras, Alessandro	1163	Chiu, Carter	483
Cagliero, Luca	95, 133	Chiu, Chak Pang	1575
Cai, Shuaipeng	1466	Chiusano, Silvia	133
Caiazza, Chiara	1163	Christodoulakis, Stavros	1084
Camilo, Eduardo Nery Rossi	1430	Chu, Wiilliam C.	1546
Campos Ferro Junior, Raimundo Juracy	36	Chu, WillIam Cheng-Chung	759
Canale, Lorenzo	95	Chung, Tae-Sun	386
Cao, Yue	953	Cicconetti, Claudio	1163
Capocasale, Vittorio	1713	Cimato, Stelvio	1351
Caraffini, Fabio	1634	Claeys, Garrett	439
Castro, Manuel	158	Clincy, Victor	1777
Cattelan, Bruno	601, 1133	Coban, Cagan S.	636
Celestino Junior, Joaquim	36	Coelho, Joseph	1689
		Colreavy-Donnelly, Simon	1634

Coman, Emil N	778	Diaz, David	1438
Conboy, Frances	79	Ding, Yepeng	798
Cook, Allan	1641	Ding, Zefeng	1267
Corral Liria, Antonio Leopoldo	1059	Dipal, Dipranjan Das	746
Coupland, Simon	1634	Dong, Bo	207, 235, 277, 334, 394
Coutinho, Emanuel Ferreira	705	Dong, Jingtao	768
Criado, Javier	1059	Dong, Wei	872, 963
Crnkovic, Ivica	1534	Drivas, George	1641
Crocker, Paul	1616	Duan, Qi	1802
Cuzzocrea, Alfredo	1344, 1564	Duarte, Paulo	705
Dabas, Sarthak	361, 1241	Ebert, Marc	1673
da Costa, Leonardo F.	674	Erturk, Mehmet Ali	1683
da Costa, Ronaldo M.	1212	Esaki, Hiroshi	1498
Dalsen, Jen	184	Etaiwi, Layan	912
Danielis, Peter	499	Etienne, Laetitia	1101
Danielsson, Jakob	87	Eugenio, Evercita	1695
Das, Dipranjan	1385	Fadda, Edoardo	1344
Dasgupta, Dipankar	1189	Fahim, Md Abdullh Al	778
Dass, Shuvalaxmi	1326, 1795	Fall, Doudou	10
Datta, Amarjit	473	Farinetti, Laura	95
Datta, Prerit	1091, 1558	Fasunlade, Olufemi	1542
Dawson, Anais	439	Fatima, Rubia	1097, 1099, 1773
Daza, Roberto	172	Fauzi, Muhammad Ali	1610
de Campos, Gustavo A. L.	674	Fedorov, Stanislav	1725
de Castro Rodrigues, Diego	400	Felix, Juliana	1212, 1279, 1430, 1449
Dedmond, Jack Wilson	1050	Feng, Kangming	1460
Delgado-Mohatar, Oscar	1072	Feng, Xiangyang	311
Delmastro, Tiziana	1731	Fernandes, Deborah S. A.	1212
Del Ser, Javier	1195	Fernandes, Deborah Silva Alves	1430
De Maio, Vincenzo	1344	Ferreira, Cristiane B. R.	1661
De Marco, Alberto	1731	Ferreira da Costa, Leonardo	36, 654
de Melo, Rodrigo T.	674	Ferrin, Matthew	429
Deneke, Wesley	439	Fierrez, Julian	172, 1072, 1273, 1438, 1604
de O. Araujo, Eriko W.	674	Flageol, William	912
de Oliveira, Bruna M.	1212	Fonseca, Afonso	1449
de Siqueira, Vilson Soares	1430	Fontanelli, Daniele	18, 30
de Souza, Jerffeson T.	674	Fouad, Mariam	717

França da Silva, Thyanne	36	Gosling, Simon	1125
Francine Barbosa, Ellen	123	Gotta, Danilo	1713
Franco, Zeno	1689	Granitzer, Michael	790
Frank, Julieta	1308	Grolleau, Emmanuel	1127
Freire Sobrinho, Paulo	1449	Guedria, Lotfi	1391
Frydrychowi, Wylie	1689	Guéhéneuc, Yann-Gaël	912
Fu, Xiaoxiang	73	Gueye, Assane	511
Fuchß, Thomas	1423	Gunda, Keerthana	1707
Fujimatsu, Yurie	1121	Guo, Chi	973
Fujiwara, Kazunori	826	Guo, Chunhui	1011
Fukazawa, Yoshiaki	1113, 1121	Guo, Lin	902
Fukuda, Kensuke	1169	Guo, Wenfei	973
Fukuda, Naomichi	1145	Gupta, Kishor Datta	1189
Furukawa, Kazuyoshi	1504	Gurgunoglu, Doga	636
Furukawa, Masahiro	1206	Guri, Mordechai	808
Futatsugi, Kokichi	1783	Gutierrez-Espinoza, Luis	1320
Gabasova, Levi	418	Haddad, Hisham	684
Galvez, Akemi	1195	Hagikura, Jo	1151
Gan, Ernst Gunner	322	Hagimoto, Junzo	1119
Gao, Yuda	334	Hamai, Kazuo	1119
Garchery, Mathieu	790	Hamel, Sylvie	912
Garcia, Johan	1005	Hamzeh, Hamed	1653
Garcia-Loro, Felix	158	Hanyuda, Eiichi	1119
Garza, Paolo	133	Haque, Munirul M.	746
Geng, Huili	1460	Haque, Nur Imtiazul	376
Gentner, Tobias	735	Harai, Hiroaki	592
Geraldi, Ricardo	979	Hardin, Caroline D.	184
Germanos, Vasileios	1647	Hariz, Mossaab	705
Ghanavati, Sepideh	1093	Harkanson, Russell	483
Ghani, Sayeed	1679	He, Dongjian	1267
Gingras, Guillaume	699	He, Jingsha	255
Giobergia, Flavio	133	He, Jinrong	1267
Gokhale, Swapna S.	1707	He, Lin	1385
Gomes Furtado, Rogério	400	Helal, Sumi	644
Gomez, Andrew	1777	Hernandez-Ortega, Javier	172, 1438
Gong, Sheng	1498	Higo, Yoshiki	1103
Gopi, Varun P.	467	Hiranabe, Kenji	1119

Hiroyuki, Ohsaki	619	Iribarne, Luis	1059
Ho, Yik Him	113, 1575	Ishibashi, Keisuke	1169
Hoefel, Bradley	439	Islam, Md Mazharul	1552
Hofmann, Jannic	489	Islam, Md Saiful	693
Hogges, Jamesa	1444	Islam, Tanzima	1250
Honary, Mahsa	644	Ismailov, Max	1250
Honiden, Shinichi	1113	Izaguirre, Joshua Aaron	1065
Hooyer, Katinka	1689	Jägemar, Marcus	87
Hoque, Md. Erfanul	1296, 1302, 1314	Jagodzinski, Filip	1250
Horbylon Nascimento, Thamer	1661	Jang, Hojoung	42
Hossain, Md Delwar	10	Jang, Seunghui	1290
Hossain, Md Fitrat	1689	Janicke, Helge	1641
Hossain, Nazia	408	Jaroucheh, Zakwan	1235
Hou, Ziqiang	255	Jensen, Quentin	1250
Hsu, Hwai-Jung	1743	Jensen, Theodore	778
Hu, Gang	1261	Ji, Xiangting	207
Hu, Hengyi	1373	Jia, Qing-Shan	1398
Hu, Kai	1569	Jiang, Bo	861, 943
Huang, Baoqi	535	Jiang, Chi	1261
Huang, Shih-Kun	1743	Jiang, Xiaoling	1229
Huang, Shunqiao	42	Jin, Akio	460
Huang, Yangyang	892	Jin, Ick Hoon	1695
Huang, Zhiping	334	Jin, Lixian	1460
Huebner, Michael	717	Jin, Rize	386
Huf, Alexis	262	Jinzenji, Kumi	460
Hui, Tik	892	Jo, Ju-Yeon	369, 483
Hurson, Ali R.	143	Johnson, Nadiyah	1689
Hussein, Mahmoud	67	Jones, Keith S.	1091, 1320, 1558
Ider, Duygu	636	Jones, Sean	1050
Iglesias, Andres	1195	Joy, Mike	455
Imamoglu, Huseyin Ziya	636	Junqueira da Silva, João Gabriel	1430
Imran, Azhar	1455	Kabir, Md Alamgir	882
Inoue, Hiroyuki	10	Kachanovich, Siargey	1082
Inoue, Takeshi	1119	Kadobayashi, Youki	10
Iqbal, Anik	746, 1385	Kai, Priscila M.	1212
Iqbal, Razib	1552	Kambara, Yusuke	1504
Iqbal Ahamed, Sheikh	711, 741, 1086, 1434	Kamidoi, Yoko	845, 1357

Kamiya, Tohru	1256	Kobayashi, Aki	1139
Kanai, Jun	1121	Kobayashi, Hiroshi	1119
Kanaya, Tomoaki	1338	Koda, Satoru	1504
Kanemoto, Yo	1510	Komoto, Takafumi	1783
Kang, Sungwon	985	Konda, Roshan	754
Kapogiannis, Georgios	523, 529	Kondo, Uchio	565
Karne, Ramesh	555	Kong, Xianglong	921
Kashiwazaki, Hiroki	607	Kotani, Daisuke	817
Kawai, Eiji	592	Kourai, Kenichi	51, 833, 1145
Kawakami, Tomoya	1223	Kriesten, Reiner	1423
Kawamoto, Shun	1357	Krishnaswami Sreedhar, Bharathwaj	26
Kazutoshi, Fujikawa	1490	Kuhn, Stefan	1634
Kerjner, Boris	1385	Kuroki, Kotomi	1510
Kerschberg, Larry	1373	Kusumoto, Shinji	1103, 1105
Keung, Jacky	892	Ladeira, Matheus	1127
Keung, Jacky W.	882	Lam, Nicholas	439
Khamaiseh, Samer	851	Lambrinouidakis, Costas	1641
Khamespanah, Ehsan	1017, 1027	Lanzini, Andrea	1405
Khan, Anwar	1679	Lee, Edward A.	1017
Khan, Kashaf	1653	Lee, Jaejoon	644
Khan, Mohammad Maifi Hasan	778, 997	Lee, Jihyun	985
Kibrom Desta, Araya	1490	Lee, Ki Yong	328, 1290
Kim, Taeyoung	985	Lee, Ming-Chang	322
Kim, Wonjin	328	Lei, Yi	1466
Kim, Yanggon	328, 1290	Leligou, Helen C.	1183
Kim, Yoohwan	369, 483	Le Quy, Tai	1719
Kimata, Takashi	592	Li, Bixin	921
Kinoshita, Hirotsugu	1789	Li, Dongyang	817
Kirchhoff, Michael	245	Li, Gen	1589
Kirpes, Benedikt	1737	Li, Heng	1078
Kissane, Thomas	1689	Li, Jianqiang	1455
Kitagawa, Tomoya	1490	Li, Lin	449
Kitaura, Keita	619	Li, Mengyuan	768
Klenk, Florian	1673	Li, Na	449, 861
Knoell, Moritz	489	Li, Wenjie	1125
Knoll, Alois	505	Li, Xiang	255
Ko, In-Young	1123	Li, Xuanya	235, 277

Li, Yujie	1256	Ma, Jiachen	1385
Li, Zheng	178, 991, 1749	Ma, Qun	1125
Li, Zijie	943	Macii, Enrico	1405, 1411
Liang, Tianxin	272	Maejima, Aoi	1103
Liang, You	225, 1296, 1314	Maglaras, Leandros	1641
Lima de Campos, Gustavo Augusto	36, 654	Mai, Victor	439
Lima Rocha, Cleilton	654	Majumder, AKM Jahangir	1041, 1050, 1065
Lin, Bo-Ching	1743	Makino, Takumi	845
Lin, Fangzhu	73	Malik, Haroon	1111
Lin, Fuchun Joseph	1477	Malucelli, Andreia	979
Lin, Jia-Chun	322	Manteigueiro, José	1616
Lin, Jinghua	1423	Marchisio, Marina	190, 201
Liu, Bin	1267	Marcos Borges, Moisés	400
Liu, Binbin	872, 963	Margaria, Tiziana	201, 1522
Liu, Fang	1695	Martin-Gutierrez, Sergio	158
Liu, Jiaxin	872, 963	Martins da Costa, Ronaldo	400, 1430
Liu, Jigang	165	Martiri, Edlira	1610
Liu, Lijun	768	Masum, Mohammad	684
Liu, Lin	1097, 1099, 1773	Matsubara, Katsuya	1176
Liu, Naming	902	Matsumoto, Junnosuke	1103
Liu, Qinyun	1546	Matsumoto, Ryosuke	565, 1206, 1761
Liu, Weichen	73	Matsumoto, Shinsuke	1105
Liu, Weidong	340	Matsushita, Hiroshi	839
Liu, Xiaodong	1235	Meacham, Sofia	1653
Liu, Xin	340	Melgaço Barbosa, Rommel	400
Liu, Yan	351	Mell, Peter	511
Liu, Yong	178, 991	Mena, Manel	1059
Long, Teng	1398	Meng, Zhaoxiong	1789
Lopiano, Leonardo	625	Metwally, Yousef	717
Loskan, Daniel	729	Mi, Lingyun	334
Lu, Huimin	1256, 1261	Miller, Jared D.	1041
Lu, Jing	1460	Minamiguchi, Chuta	1157
Lu, Yung-Hsiang	42	Mishra, Sripath	42
Luconi, Valerio	1163	Mitrea, Ionut Alexandru	1731
Lui, Richard Wing Cheung	1516	Miura, Taisei	1145
M, Sreenivasan	1363	Miyabe, Masatake	1471
Ma, Fengbao	1546	Miyagoshi, Kazuki	1223

Miyashita, Tomoyuki	1115, 1285	O'Connor, Stuart	1634
Miyata, Sumiko	1789	Oguchi, Masato	1338
Miyazawa, Kouto	1139	Oguchi, Naoki	1471
Mohammadi, Siamak	1027	Oh, Kwangsung	931
Moletta, Marco	1	Ohira, Shuji	1490
Mombach, Jaline	1279	Ohnishi, Michika	1157
Monaco, John V.	1604	Ohsaki, Hiroyuki	584, 613, 1151, 1157
Moon, HyeongCheol	1123	Oikawa, Takanori	1504
Morales, Aythami	172, 1072, 1273, 1438, 1604	Okabe, Yasuo	817, 1597
Morales, Rodrigo	912	Okazaki, Shoichi	1113
Morizumi, Tetsuya	1789	OliveiraJr, Edson	979
Morrow, Tyler	143	Olmo, Gabriella	625
Moumoutzis, Nektarios	1084	Ordouie, Navid	555
Muhammad Shaikh, Gul	1455	Orlando, Matteo	1411
Muhuri, Basana Rani	746	Ortega-Garcia, Javier	1604
Murakami, Masahiko	1504	Osaba, Eneko	1195
Muramoto, Tatsuya	460	Ota, Koki	153
Murugesan, Rajkumar	449	Ottaviani, Filippo Maria	1731
Nakajima, Tsuyoshi	153, 1622	Ouhammou, Yassine	1127
Nakamura, Ryo	1151	P., Palanisamy	467
Nakao, Akihiro	1338	Paik, Joon-Young	386
Naseeb, Chan	316	Palopoli, Luigi	18
Nau, Johannes	245	Paneva-Marinova, Dessislava	1084
Naznin, Mahmuda	408	Papoutsidakis, Michael	1183
Neghawi, Elie	351	Pappas, Nikos	1084
Neitzel, Timon	735	Parque, Victor	1115, 1285
Nepomuceno, Thais	979	Parveen, Shahana	746
Nguyen, Nhan	997	Paseka, Alexander	225, 1308
Nicolò, Stefano	1351	Pasini, Andrea	133
Nishigaki, Masakatsu	1510	Patel, Jayesh	1201
Nishioka, Satsuki	1597	Patel, Jinal S.	1036
Noguchi, Yasuhiro	1510	Patil, Shreyas Malakarjun	723
Nordlund, Natalie	361	Patti, Edoardo	1405, 1411
Nouacer, Reda	67	Pawar, Akshay	42
Ntoutsis, Eirini	1719	Peck, Sarah Marie	778
Nunes Dourado, Colandy	400	Perboli, Guido	1713, 1725
Ochiai, Hideya	10, 1498	Pereira Delfino, Higor	400, 1430

Pérez Asensio, Daniel	1808	Rossi, Fábio Diniz	1279
Perez-Molina, Clara	158	Ruiz, Linnyer Beatrys	103
Pérez Yuste, Antonio	1808	Rumez, Marcel	1423
Phalp, Keith	1653	Ryo, Nakamura	619
Pinheiro, Hedenir Monteiro	1430	Ryotaro, Matsuo	619
P. M., Harikrishnan	467	Saadawi, Tarek	833
Poellabauer, Christian	545	Saay, Salim	1522
Poncino, Massimo	1411	Sacchet, Matteo	190, 201
Pons, Enrico	1405	Sakai, Masaki	1622
Pradhan, Ambikeya	30	Sakumoto, Yusuke	584
Praveen, Madiraju	1689	Salvadori, Ivan	262
Qian, Kai	1095, 1131	San Cristobal, Elio	158
Qiao, Wenbo	340	Sanders, David	1542
Rabbani, Masud	711, 746	Sannomiya, Shuji	826
Rahman, Mohammad Ashiqur	376, 473	Santos Araújo, Matheus	36
Rahman, Shristee	711	Saqib, Mohammed	664
Ramachandran, Nithin	1241	Sartayeva, Yerkezhan	1575
Ramesh, Vinay Kumar Calastray	369	Sartoli, Sara	1093
Rao, Yunbo	386	Sasaki, Kanon	1107
Rasel, Mohammad	746	Sato, Akira	826
Raslan, Azzam	523, 529	Sato, Hiroyuki	798, 1589
Reddivari, Sandeep	1129	Sax, Eric	1423
Reinehr, Sheila	979	Saxena, Devansh	1241
Reisman, Sorel	113	Saxena, Piyush	361, 1241
Remogna, Sara	190	Schaeffer-Filho, Alberto E.	601
Ren, Shangping	1011	Schiera, Daniele Salvatore	1405
Renner, Alena	517	Schlaak, Pascal	505
Rezaei, Sajjad	1027	Schmitz, Georg	717
Rezwan, Siam	1385	Schulze, Jacob	735
Riad, A B M Kamrul	1767	Sciurti, Gabriele	1163
Richter, Johannes	245	Sears, David R. W.	1320
Rocha, Cleilton L.	674	Seceleanu, Tiberiu	87
Rodrigues, Wellington G.	1661	Sedaghatbaf, Ali	1027
Roessel, Jonas	489	Sedigh Sarvestani, Sahra	143
Roman, Fabio	190	Seki, Mitsunori	1119
Roon, Micha	1737	Seki, Yosuke	1701
Rosano, Mariangela	1725	Selker, Ted	418

Sen, Sajib	1189	Soron, Tanjir	746
Sennesh, Eli	418	Soundararajan, Nirmala	555
Senore, Elisabetta	1163	Stea, Giovanni	79
Serikawa, Seiichi	1256	Stefanidis, Angelos	1653
Serra, Edoardo	851	Stelle, Diego	400
Shahriar, Hossain 473, 684, 693, 1095, 1101, 1131, 1444, 1767, 1777		Stepanov, Denis	1528
Shahriar, Md Hasan	376	Stepita, Matthew	439
Shalan, Atef	1095, 1777	Stratton, Jack	1250
Shao, Wenpei	311	Streitferdt, Detlef	245
Sharmin, Moushumi	429, 439	Suda, Hiroki	153
Shen, Zhishu	1667	Sun, Jiaxing	1256
Shi, Bin	207, 334	Sun, Jingyu	1218
Shi, Yuanyuan	334	Svaigen, Alisson Renan	103
Shih, Chihhsiong	759	Sweeney, Forest	429
Shimojo, Shinji	607, 1223	Tadiello, Matteo	1
Short, Andrew Ronald	1183	Tagami, Atsushi	1667
Shudo, Kazuyuki	575	Tai, Zeming	1121
Shunmugam, Nagarajan	26	Takagawa, Yuhei	1176
Siami Namin, Akbar 1091, 1093, 1320, 1326, 1558, 1795		Takahashi, Kazuya	1622
Siddiqui, Shama	1679	Takakura, Hiroki	607
Siewe, Francois	1647	Takayama, Tokiko	51
Silva, Áurea Valéria Pereira	1449	Takeda, Takafumi	217
Silva, Marco A. Graciotto	979	Takeuchi, Susumu	1218
Simão de Deus, William	123	Takita, Yutaka	1471
Siqueira, Frank	262	Taniguchi, Shinya	1119
Sirjani, Marjan	1017, 1027	Tanno, Haruto	1755
Sjödin, Mikael	87	Tao, Xianping	953
Skodzik, Jan	499	Tavakoli, Neda	1332
Smith, Jason	1129	Tei, Kenji	1113
Sneha, Sweta	693, 1444	Teixeira de Melo, Rodrigo	654
So, Joseph C. H.	196	Teixeira de Souza, Jerffeson	654
Soares, Fabrizio 1212, 1279, 1430, 1449, 1661		Teranishi, Yuuichi	592, 1223
Soares de Siqueira, Vilson	400	Thavaneswaran, Aerambamoorthy .. 225, 1296, 1302, 1308, 1314	
Song, Myoungkyu	931	Theocharis, Efstathios	1183
Song, Qiwei	921	Thiruvathukal, George K.	42
Song, Shih-Ying	1477	Thomas, Anju	467
Song, Teukseob	931	Thulasiram, Ruppa	1308

Thulasiram, Rупpa K.	225, 1296, 1314	Viana, Windson	705
Tits, Mickael	1391	Vieira, Gabriel Silva	1449
Tizani, Walid	523, 529	Vieira Alves, Lucas	654
Tolosana, Ruben	172, 1072, 1604	Villavicencio, Gustavo	1109
Tomonaga, Hiroshi	1471	Vinco, Sara	1411
Tong, Li	723	Vistbakka, Inna	1089
Tovar, Edmundo	158	Vollero, Luca	1683
Towey, Dave	523, 529, 1460, 1528	Voong, Michelle	1707
Toygar, Onsen	1368	Votis, Konstantinos	654
Toyoda, Fumiya	584	Wakabayashi, Shin'ichi	845, 1357
Trevor, Edmundo	113	Wakisaka, Yuki	613
Triantafyllidis, Andreas	654	Wan, Pengyu	311
Troubitsyna, Elena	1089	Wang, Bingqian	272
Tse, T. H.	861	Wang, Daiyan	872, 963
Tsubouchi, Yuuki	1206	Wang, Haifeng	991
Tsugawa, Sho	613	Wang, Hu	1078
Tsuruta, Hirofumi	1761	Wang, Jiangtao	644
Tung, Ho Wai	196	Wang, Jianmin	1097, 1099, 1773
Tzovaras, Dimitrios	654	Wang, Jianming	386
Uchida, Takumi	1169	Wang, Kewen	997
Uchihira, Naoshi	1113	Wang, Liang	953
Uda, Ryuya	839	Wang, Lulu	921
Ueda, Kazunori	1113	Wang, May	664
Unno, Yuki	1504	Wang, May D.	287, 295, 723, 754
Uwano, Hidetake	1105	Wang, Qing	1466
Vacchetti, Bartolomeo	345	Wang, Ranran	1261
Vallati, Emilio	1163	Wang, Siyuan	1569
Variyath, Swetha	711	Wang, Xiaoyan	861
Vater, Johannes	505	Wang, Xiaxian	973
Vecchio, Alessio	1163	Wang, Xin	305
Vehkajarvi, Tobias	1005	Wang, Xingang	305, 1078
Veilleux, Charles B.	1041	Wang, Yu	1460
Veneruso, Alexander	439	Wang, Zhengyu	311
Ventura, Francesco	133	Wang, Zhiwen	235
Vera, Ruben	1604	Wannenwetsch, Kai	729
Vera-Rodriguez, Ruben	1273	Washizaki, Hironori	1113, 1117, 1119, 1121
Vhaduri, Sudip	545	Weber, Theodore	429

Wei, Rongzhe	235, 277, 394	Yang, Zhen	892
Weng, Ying	1125	Yap, Mike	1385
Werbet de Oliveira Araujo, Eriko	654	Yasin, Affan	1097, 1099, 1773
Wijesinha, Alexander	555	Yau, Stephen S.	1036
Wolfgang, Fengler	1417	Yin, Yongfeng	861
Wong, Adam	196	Yoshida, Kenichi	61, 217, 826
Wong, Simon	196	Yoshihisa, Tomoki	1223
Wu, Fan	1095	Yoshimura, Yu	1755
Wu, Hang	287, 295, 754	Yoshioka, Nobukazu	1113, 1783
Wu, Jie	1229	Youchen, Lai	759
Wu, Ting	73	Yu, Deli	178
Wu, Yingbo	1229	Yu, Lian	768
Wu, Yingchao	235	Yu, Na	1314
Wu, Yonghao	178	Yu, Peilin	973
Xanthaki, Chara	1084	Yu, Tianyi	1460
Xi, Yanzhao	1749	Yu, Wei	1569
Xiao, Chunhua	73	Zarif, Md Ishrak Islam	746
Xiao, Yan	892	Zatar, Wael	1111
Xu, Chun	1455	Zenezini, Giovanni	1731
Xu, Dianxiang	851	Zeng, Wen	1647
Xu, Zhendong	535	Zerhoudi, Saber	790
Xu, Zhou	902	Zha, Zhichao	394
Xue, Xiaozhen	1326	Zhang, Chen	768
Yamaguchi, Saneyasu	1107, 1139, 1145, 1338	Zhang, Chi	693, 1767
Yamamoto, Shu	1338	Zhang, Fa	207
Yamana, Hayato	1113	Zhang, Hao	1131
Yamasaki, Ikuo	1218	Zhang, Juntao	1125
Yamashita, Kazuyuki	613	Zhang, Long	943
Yamato, Kouki	833	Zhang, Miao	882, 892
Yan, Pei	1455	Zhang, Qinyan	1466
Yang, Bian	1610	Zhang, Tao	902
Yang, Chenggang	1125	Zhang, Xuehan	1569
Yang, Hongji	1546	Zhang, Yating	872, 963
Yang, Hui	1125	Zhang, Yin	1261
Yang, Jijiang	1466	Zhang, Yun	1267
Yang, Runze	535	Zhang, Zhenyu	861, 943, 1011
Yang, Yankan	535	Zhang, Ziyue	1125

Zhao, Bai	768
Zhao, Ruilian	1749
Zhao, Tongyu	305
Zheng, Hao	449
Zheng, Qinghua	207, 235, 277
Zheng, Zhiwen	953
Zhou, Min	1229
Zhou, Shikun	1542
Zhou, Xibo	272
Zhou, Zhi Quan	1528
Zhu, Hua	1460
Zhu, Jian	1569
Zhu, Jiaye	1460
Zhu, Ming	311
Zhu, Nafei	255
Zhu, Yuanda	664
Zhu, Yuanjun	73
Zhu, Zimo	225, 1296, 1308
Zhuang, Chengwen	305
Zippo, Raffaele	79