Betty’s Brain (BB) Workshop

Activity: Use Betty’s Brain in small groups
1. Read these questions first, so you know what type of information on which to focus
2. Step through the tutorial. *Ignore the cringe-worthy dialogue if you can...*
3. Go to your assigned domain module. You will need to close and then re-start BB
4. Teach Betty at least part of the material, so that you can quiz her (etc.)
5. Guide your group’s exploration with the list of questions—*up to you how to organise group, how to record, what you think “counts” as evidence!*
6. Groups will report back to the class on some questions

Groups:
1, 6: Demo topic—No support
2, 4: Demo topic—Quiz hint support
3, 5: Demo topic—Skill training support

Some helpful tips:
- TUTORIAL: You can’t shut the program in the middle of the tutorial, you must finish the dialogue OR force quit BB through your task manager.
- INTERNET: You need an active internet connection to use BB. If you lose the connection, you may get error messages. FYI: your work is saved and you can re-start.

General questions for all groups
(*** means we will discuss this at the end of class. We can discuss un-starred questions if groups ran into trouble with these, but it would be better to ask for help during the work time.)

1. **What are the components of the system?** (Think about the parts the user can see, not the underlying, implementation-level architecture).
   a) Describe the components briefly
   b) What is the function of each?

2. **What TYPES of user actions are possible in BB?** (Think about categories of actions, not individual low-level actions like “add link to map”)
   a) Describe the action categories briefly
   b) What is their function?

3. **What is the role of Mr. Davis (teacher-agent)...**
   a) With respect to Betty?
   b) With respect the the student-teacher?

4. **Constructing and representing knowledge (two related issues):**
   a) How does BB help the human user construct knowledge? (BB project goal #1)
      - Give specific examples of how and where this is done. Try to find more than one!
   b) How does BB make knowledge, reasoning processes “transparent” to the human user?
      - Give specific examples of how and where this is done. Try to find more than one!

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1 Using demo topic because far simpler, has less material. Other topics are quite large, and would take quite a bit of “start-up time” in order to get to quizzing Betty.
5. **Describe the typical session that a student-teacher might have with Betty.**
   a) What type of things would s/he do?
   b) Where do you think they will spend the most time?

   *This should be a fairly high-level description about types of activities, not a list of specific actions. Try for a paragraph of text.*

**Group-specific questions:**

**Groups 1, 6: The BB researchers claim that teaching is an inherently problem-solving activity.**
   • In the course of doing this exercise (i.e. your group collectively teaching Betty), do you think you had to make decisions and engage in problem solving?
   • What kind of decisions or problems were they?
   • Give examples.

**Groups 2, 4: You worked with the demo topic including “Quiz hint support”.**
   • What does “quiz hint support” mean, exactly? Give an example.
   • How might quiz-hint support contribute to the BB project goals and/or to student learning?

**Groups 3, 5: You worked with the demo topic including “Skill training support”**
   • What does “skill training support” mean, exactly? Give an example.
   • How might skill-training support contribute to the BB project goals and/or to student learning?