Improving the efficiency of dialogue in tutoring
Time efficiency of ITS has not been studied
Study of how much interaction is needed to learn, and what is optimal
The authors suggest further studies should be done
Conclude that results will likely be different depending on many factors such as learner knowledge and complexity
There is evidence for an optimum, above which there is a dropoff
Decision - Weak Accept

- While the authors explained how the experiment was conducted, it was not clear why the experiments were conducted in this manner (left to be assumed by the reader)
- The authors’ conclusion that there may be an optimal amount of dialogue is well supported by the data
- Statistics were not sufficiently explained