Dialogue as embodiment of strategies and theory

Core system:

Group members:

Quick recap about your system: Take about 3 minutes
- Wait, wait, what’s this system about again?
- Who is the learner group?
- What is/are the domains?

Consider the following questions:

1. TEACHING: Consider the view of teaching (or balance of the two views) implicitly or explicitly endorsed by your core system. You may also consider this in terms of high-level teaching goals (i.e. not specific to the domain).

Don’t go on your “general sense” of the system, please identify specific pieces of evidence for why you think this is the case. These might be...
- Reference to theories in system literature
- Stated project goals, pedagogic goals, other goals...
- Types of student-system interactions
- Things system chooses to address/ include
- What system chooses to exclude
- Anything else concrete about the system that you find relevant

Keep going, there are 2 more questions!
2. DIALOGUE: What type(s) of dialogue-based interactions are present in the system?

You might want to consider some of the things we have just covered in the lecture, such as:
- How “full” the dialogue seems to be
- Who has the initiative
- The type of inputs and outputs
- Example interactions, and any patterns or strategies they seem to include

You don’t need to know/discuss details of how the dialogue is processed or generated—not today’s problem.

3. Then consider the relationship between questions 1 and 2.
- How does the type of system dialogue reflect the teaching philosophy and/or goals?
- How does that dialogue “work” to support the teaching goals?
- To support other system goals?