

# 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?