Recommendations For The Generalized Intelligent Framework for Tutoring Based On The Development Of The DeepTutor Tutoring Service

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Abstract. We present in this paper the design of DeepTutor, the first dialogue-based intelligent tutoring system based on Learning Progressions, and its implications for developing a Generalized Framework for Intelligent Tutoring. We also present the design of SEMILAR, a semantic similarity toolkit, that helps researchers investigate and author semantic similarity models for evaluating natural language student inputs in conversatioanl ITSs. DeepTutor has been developed as a web service while SEMILAR is a Java library. Based on our experience with developing DeepTutor and SEMILAR, we contrast three different models for developing a standardized architecture for intelligent tutoring systems: (1) a single-entry web service coupled with XML protocols for queries and data, (2) a bundle of web services, and (3) library-API. Based on the analysis of the three models, recommendations are provided.

Keywords: intelligent tutoring systems, computer based tutors, dialouge systems

1 Introduction

The General Framework for Intelligent Tutoring (GIFT; Sottilare et al, 2012) aims at creating a modular ITS/CBTS (intelligent tutoring systems/computer-based tutoring systems) framework and standards to foster "reuse, support authoring and optimization of CBTS strategies for learning, and lower the cost and skillset needed for users to adopt CBTS solutions for military training and education." GIFT has three primary functions: (1) to help with developing components for CBTS and whole tutoring systems; (2) to provide an instructional manager that integrates effective and exploratory tutoring principles and strategies for use in CBTS; and (3) to provide an experimental test bed to analyze the effectiveness and impact of CBTS components, tools, and methods. That is, GIFT is both a software environment and standardization effort. The availability of a GIFT software package suggests that for now the software environment has been given priority to standardization efforts. This paper intends to help make progress towards a GIFT standardization.

To that end, we present the design of DeepTutor (www.deeptutor.org; Rus et al, to appear), the first CBTS based on the emerging framework of Learning Progressions proposed by the science education research community (LPs; Corcoran, Mosher, & Rogat, 2009). LPs can be viewed as incrementally more sophisticated ways to think about an idea that emerge naturally while students move toward expert-level understanding of the idea (Duschl et al., 2007). That is, LPs capture the natural sequence of mental models and mental model shifts students go through while mastering a topic. It is this learner-centric view that differentiates LPs from previous attempts to reform science education. The LPs framework provides a promising way to organize and align content, instruction, and assessment strategies to give students the opportunity to develop deep and integrated understanding of science ideas.

DeepTutor is developed as a web service and a first prototype is fully accessible through a browser from any Internet-connected device, including regular desktop computers and mobile devices such as tablets. As of this writing, DeepTutor is designed as a bundle of two web services: (1) the tutoring service itself accessed by learners, and (2) the support service which includes everything else: authoring and content management, experiment management, user management, and instruction management. The latter service is viewed as a single service because there is a single-entry point of access for all these functions. The tutoring service exports its functionality through an XML-based protocol. Third party developers can use their own software development environments to design their own DeepTutor client and integrate it with the DeepTutor tutoring service; all they need is to understand and generate an XML-like protocol. The protocol can be seen as a query-language for accessing DeepTutor functionality.

We contrast the DeepTutor design with the design of another software environment, SEMILAR (www.semanticsimilarity.org; Rus et al., 2013), which can be used to author semantic similarity methods for semantic processing tasks, e.g. assessing students' natural language inputs in dialogue-based ITSs. SEMILAR, a SEMantic simILARity toolkit, has been designed as a Java library. Access to SEMILAR functionality is already available through a Java API (Application Programming Interface). Users can call semantic similarity methods as long as they link the SEMILAR library to their own Java programs. If a developer were to use SEMILAR from non-Java applications, a solution would be for the SEMILAR library to export its functionality through an XML-like protocol that is easily readable from any programming language. This latter integration solution is basically the export of functionality approach available in the DeepTutor tutoring service. SEMILAR has not been developed as a web service because it was initially developed for our own internal use. We have plans to make it available as a web service in the future. A GUI-based Java application has been developed as well and is currently tested to offer non-programmers easy access to the SEMILAR functionality.

The two designs, DeepTutor and SEMILAR, will help us discuss concretely three models for standardizing and implementing CBTS functionality to meet GIFT's goals: (1) a single-entry web service, e.g. the two DeepTutor services can be collated into one service as in a one-stop-shop concept; (2) a bundle of web services – the current DeepTutor design in which different functionality is accessed through different service points, and (3) a library of components accessed through an API. The three models share the common requirement of standardizing the communication between a client/user and provider of tutoring components/functions. While all three models have advantages and disadvantages, we favor the web services models for a Generalized Framework for Intelligent Tutoring as these models better suit the emerging world of mobile computing in which users are used to access services in the cloud over the network as opposed to downloading full applications on their local, energy-sensitive devices. Furthermore, the combination of a tutoring service and XML-based protocols for data and commands fits very well with recent standards for representing knowledge proposed by the Semantic Web community, standards for authoring behavior of dialogue systems (see the FLORENCE dialogue manager framework; Fabbrizio & Lewis, 2004), or previous work in the intelligent tutoring community (see CircSim's mark-up language; Freedman et al., 1998).

The rest of the paper is organized as in the followings. The next section provides an overview of the DeepTutor web service. Then, we describe the design of the SEMILAR library. We conclude the paper with Discussion and Conclusions in which we make recommendations for GIFT.

2 The Intelligent Tutoring Web Service DeepTutor

DeepTutor is a conversational ITS that is intended to increase the effectiveness of conversational ITSs beyond the interactivity plateau (VanLehn, 2011) by promoting deep learning of complex science topics through a combination of advanced domain modeling methods (based on LPs), deep language and discourse processing algorithms, and advanced tutorial strategies. DeepTutor currently targets the domain of conceptual Newtonian Physics but it is designed with scalability in mind (cross-topic, cross-domain).

DeepTutor is a problem solving coaching tutor. DeepTutor challenges students to solve problems, called tasks, and scaffolds their deep understanding of complex scientific topics through constructivist dialogue and other elements, e.g. multimedia items. DeepTutor uses the framework of Learning Progressions (LPs) to drive its scaffolding at macro- and micro-level (Rus et al, to appear). There is an interesting interplay among assessment, LPs, instructional tasks, and advanced tutoring strategies that is finely orchestrated by DeepTutor. The LPs are aligned with an initial, pre-tutoring assessment instrument (i.e., pretest) which students must complete before interacting with the system. Based on this first summative assessment, an initial map of students' knowledge level with respect to a topic LP is generated. The LPs encode both knowledge about the domain and knowledge about students' thinking in the form of models that students use to reason about the domain. The student models vary from naïve to weak to strong or mastery models. For each level of understanding in the LP a set of instructional tasks are triggered that are deemed to best help students make progress towards mastery, which coincides with the highest level of understanding modeled by the LP.

The task representation is completely separated from the executable code and therefore DeepTutor is compliant with the principles adopted by GIFT from Patil and Abraham (2010). Also, in accordance with GIFT principles (Sottilare et al., 2012), DeepTutor's pedagogical module interacts with the learner module (the Student) and adapts the scaffolding tasks and dialogue according to the learner's level of knowledge.

DeepTutor is an ongoing project. As of this writing, different modules are at different stages of maturity. For instance, our LP has been empirically validated based on data collected from 444 high-school student responses. Other components, e.g. the general knowledge module that can handle tasks related to general knowledge such as answering definitional questions ("What does *articulate* mean?"), is still in the works. The system as a whole will be fully validated in the next 6-12 months.

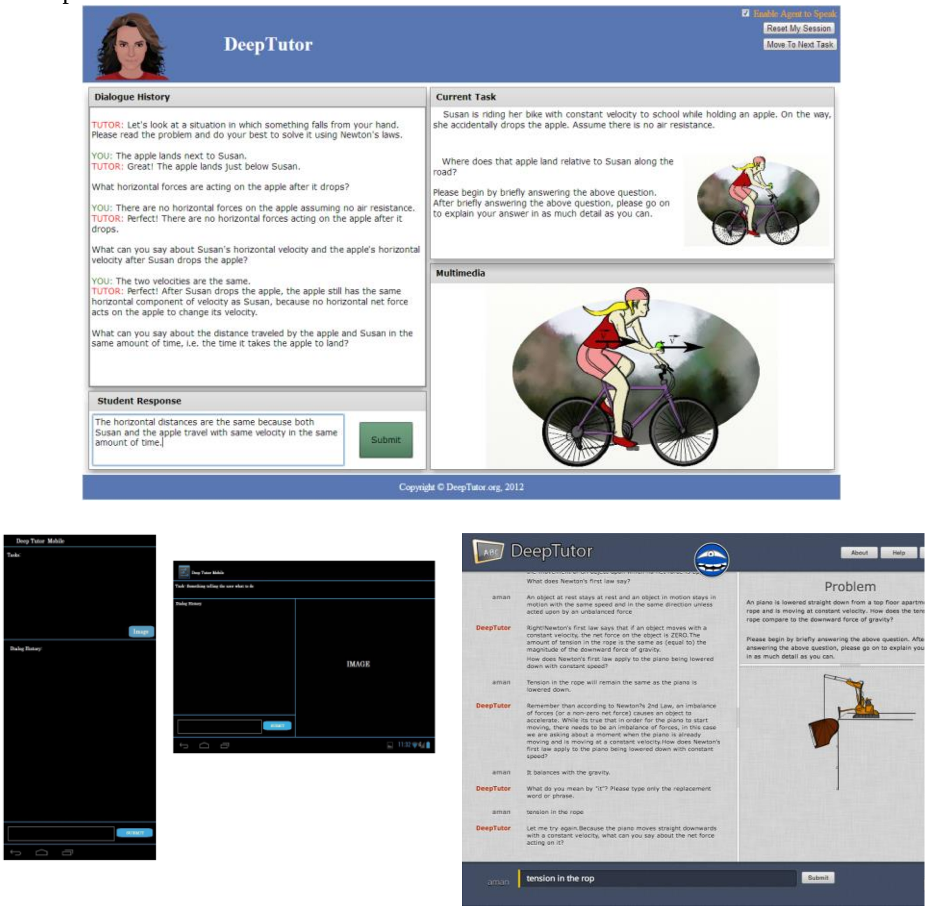
As already mentioned, DeepTutor has been designed as a web service accessible via HTML5-compatible clients, typically web browsers. The familiarity of users with web browsers and eliminating the need to install software packages (except the web browser) on each user's own computer environment makes it extremely convenient for users to access DeepTutor and at the same time opens up unprecedented economies of scale for tutoring research. For instance, during Spring 2013 DeepTutor has been successfully used by more than 300 high-school students[1] from their Internet-device of choice (outside of traditional classroom instruction or experimental lab): home computer, tablet, mobile phones, or library computer.

All communication between the client and the DeepTutor server is handled through an XML-like protocol. The protocol specifies both commands and data that both client and server can interpret. The client communicates user actions and data to the server and the server replies with appropriate responses. Currently, the responses are in the form of display commands and values for various tutoring elements that are visible to the user on screen. That is, the client simply uses the information to update the corresponding interface elements, e.g. to update the dialogue history box that users see with the most recent DeepTutor feedback response. The protocol contains sufficient information for learner software clients to display the elements of the standard DeepTutor interface, i.e. to implement a different learner view of the tutoring service. At the same time, the client uses the XML protocol to send the DeepTutor server important information about the user, e.g. user actions such as turning the talking head off, typed responses, time stamps, etc.

There are two major phases for learner clients to connect to the full DeepTutor system: the user authentication and initialization phase and the tutoring phase. In the authentication and initialization phase the user authenticates herself. A set of initiali-

[1] This group of students is different from the 444 student group used for validating the LP.

zation parameters are sent to the DeepTutor system as well. Currently, the initialization parameters are set from the instructor view of the system, e.g. the researcher/experimenter or instructor/teacher can set a particular instructional strategy to be used by the system for a particular user or groups of learners. We can imagine in the future that these parameters are set dynamically based on the student model retrieved from a persistent database of learner information.



TUTOR: Let's look at a situation in which something falls from your hand. Please read the problem and do your best to solve it using Newton's laws.

YOU: The apple lands next to Susan.
TUTOR: Great! The apple lands just below Susan.

What horizontal forces are acting on the apple after it drops?

YOU: There are no horizontal forces on the apple assuming no air resistance.
TUTOR: Perfect! There are no horizontal forces acting on the apple after it drops.

What can you say about Susan's horizontal velocity and the apple's horizontal velocity after Susan drops the apple?

YOU: The two velocities are the same.
TUTOR: Perfect! After Susan drops the apple, the apple still has the same horizontal component of velocity as Susan, because no horizontal net force acts on the apple to change its velocity.

What can you say about the distance traveled by the apple and Susan in the same amount of time, i.e. the time it takes the apple to land?

Susan is riding her bike with constant velocity to school while holding an apple. On the way, she accidentally drops the apple. Assume there is no air resistance.

Where does that apple land relative to Susan along the road?

Please begin by briefly answering the above question. After briefly answering the above question, please go on to explain your answer in as much detail as you can.

The horizontal distances are the same because both Susan and the apple travel with same velocity in the same amount of time.

What does Newton's first law say?

aman An object at rest stays at rest and an object in motion stays in motion with the same speed and in the same direction unless acted upon by an unbalanced force

DeepTutor Right!Newton's first law says that if an object moves with a constant velocity, the net force on the object is ZERO.The amount of tension in the rope is the same as (equal to) the magnitude of the downward force of gravity.
How does Newton's first law apply to the piano being lowered down with constant speed?

aman Tension in the rope will remain the same as the piano is lowered down.

DeepTutor Remember than according to Newton?s 2nd Law, an imbalance of forces (or a non-zero net force) causes an object to accelerate. While its true that in order for the piano to start moving, there needs to be an imbalance of forces, in this case we are asking about a moment when the piano is already moving and is moving at a constant velocity.How does Newton's first law apply to the piano being lowered down with constant speed?

aman It balances with the gravity.

DeepTutor What do you mean by "it"? Please type only the replacement word or phrase.

aman tension in the rope

DeepTutor Let me try again.Because the piano moves straight downwards with a constant velocity, what can you say about the net force acting on it?

An piano is lowered straight down from a top floor apartm
rope and is moving at constant velocity. How does the tens
rope compare to the downward force of gravity?

Please begin by briefly answering the above question. Afte
answering the above question, please go on to explain you
in as much detail as you can.

aman tension in the rop

Figure 1. Three DeepTutor clients showing three different renderings of the learner-view of the DeepTutor Service: the currently official learner view in DeepTutor (top), an under-development Android app (bottom left) and a client developed for a Masters project (bottom right).

Client applications that access the full DeepTutor tutoring system (not individual components) can be designed quite easily. The main reason is the current relatively simple but efficient interface that allows the learner to focus on the interactive tutorial dialogue. Figure 1 bottom shows on the left-hand side an Android-based app client for DeepTutor designed by a small team of 5 Computer Science undergraduate students as a semester-long class project. The app has an interface design for a vertical versus horizontal positioning of the mobile device. The right-hand side of Figure 1 includes another DeepTutor client designed by a Masters student in Computer Science as his Masters project on Human-Computer Interaction. It should be noted that more complex learner views are in the plans for DeepTutor.

For instance, we plan to add several supplemental instructional aids and monitoring and informing elements such as how many tasks are left to cover in the current session or game-like features such as showing what percentage of a learner's peers successfully finished the current task. The current interface of DeepTutor is as simple as it can be and it was intentionally kept this way. The goal was to reduce the number of on-screen distractors in order for the learner to focus on the tutorial dialogue. Adding more elements would make the interface richer which could distract the learners from the main tutorial interaction. It would be an interesting topic to investigate though.

We imagine that other users, e.g. developer of tutoring systems, may need to access to specific functionality/components of DeepTutor according to the GIFT goals. As an example, we can imagine someone willing to access the output of the assessment module to a given particular student input. As of this writing, the client-server protocol does not allow export of specific functionality. To allow export of functionality at a finer-grain level the current DeepTutor XML protocol must be extended such that the server provides developers/researcher clients output of specific modules, e.g. the assessment module. The exact format of the query and response must be clearly defined.

We believe that efforts to standardize access to GIFT-defined CBTS modules using XML protocols are best. The specification of these protocols needs to be done at different levels of abstractness such that the protocol is general enough to be applicable to all types of tutoring systems (at higher, more general levels of specification) and detailed enough for specific types of tutoring systems to be readily implementable by various groups. For instance, a general specification for querying the assessment module would include a general query element that indicates that an user input is needed together with a context variable which may contain other useful information for best assessing the student input (the context variable could be as simple as an user identifier and a session identifier or much more complex including a comprehensive list of factors that might impact assessment) and the format of the response from the assessment component of the tutoring service. This general specification can be further specified for *benchmark-based tutoring systems* (AutoTutor – Graesser et al., 2005, Guru – Olney et al. 2012; DeepTutor – Rus et al., to appear) as well as for *reasoning-based tutoring systems* (Why-Atlas; VanLehn et al., 2007). We use this broad categorization of tutoring systems to help us illustrate the need for further specifying general query formats. A *benchmark-tutoring system* is one that requires an expert-generated or benchmark response against which the student response is assessed (DeepTutor is such a system; Rus et al., to appear). *Reasoning-based systems* are able to infer the correct response automatically (Why-Atlas; VanLehn et al., 2007). For benchmark-tutoring systems the assessment query will need to pass (a pointer to) the benchmark response as one of the input parameters. For reasoning-based systems the benchmark response may not be needed but instead (a pointer to) a knowledge base.

In summary, a web service together with XML-based protocols may offer the best option for moving forward in GIFT. The advantage of using a web service solution with an XML-based protocol has the advantage of being easily extendable (new functionality can be added by simple adding new commands in the XML protocol). Another advantage is the decoupling the logical view from the actual implementation. The decoupling of functionality from actual implementation can be very useful. For example, the XML protocol can offer a GIFT-like view of the system with components so defined to meet GIFT standards while the actual, back-end implementation can be so designed to best fit particular types of ITSs. Sometimes refactoring and exporting functionality is conceptually challenging as for some tutoring systems there is a tight connection between components that GIFT suggest be separate. For instance, in LP-based ITSs such as DeepTutor, there is a tight relationship between learner models and the domain model because the domain is organized from a learner perspective (Rus et al., in press). Separating the learner model from the domain model is conceptually challenging and probably not recommended. The decoupling of functionality allows keeping the best implementation while offering differing views as required by standards.

The combination of web service/XML protocol is also more advantageous when it comes to updates and extensions. There is no need to download and recompile a client application with the latest version of a component or the whole tutoring system.

We conclude this section by noting that the service model can further be refined into two types of service-based models: single service versus bundle of services. The current DeepTutor model for tutoring services and components is a **bundle of services**. In this model the functionality of the various modules is available as separate web services, e.g. the assessment module could be a separate web service. There are some interesting aspects of the **bundle of services model**. For instance, in DeepTutor some functionality is offered through a combination of the two DeepTutor services: debugging capabilities are offered through a combination of the tutoring and support services. That is, a developer polishing various components has to use both services.

All services can eventually be bundled together in a single, deep service (containing many subservices) in which case we have a **single-entry web service model**. This model implements the concept of a one-stop-shop meaning users will have to remember only one service address from where they can access all components or the whole tutoring system.

3 The SEMILAR Library For Assessing Natural Language Student Inputs

Our SEMILAR (SEMantic similarity) toolkit, includes implementations and extensions of a number of algorithms proposed over the last decade to address the general problem of semantic similarity. SEMILAR includes algorithms based on Latent Semantic Analysis (LSA; Landauer et al., 2007), Latent Dirichlet Allocation (Blei, Ng, & Jordan, 2003), and lexico-syntactic optimization methods with negation handling (Rus & Lintean, 2012a; Rus et al., 2012b); Rus et al, in press). Due to space reasons, we do not present the set of methods available but rather discuss the design of SEMILAR as a Java library and its implications for using an akin design for GIFT.

The Java library design for SEMILAR has the advantage of being easily integrated as compiled code into Java applications which, at least in theory, should be platform independent. However, users have to download the whole package, install it, and then compile it with their tutoring systems. We call this **the library-API model** for a GIFT framework. Indeed, a GIFT framework based on the library-API model will require downloading and installing large software packages on various platforms by users of various technical backgrounds which may make the whole effort more challenging. For instance, the SEMILAR library and application is 300MB large (it includes large models for syntactic parsing among other things). SEMILAR can be regarded as a tutoring component for assessing students' natural language inputs. If ITS developers were to use SEMILAR as a library they have to download it and integrate it in their products in its current incarnation. They have to install and update the API when updates become available. In fact, this is how SEMILAR is currently integrated in DeepTutor. Changes in implementation, e.g. bug fixes, would require a new download and recompilation of the systems that rely on the library. When SEMILAR will be available as a web service, all is needed is understanding the API, in the form of an XML-based communication protocol, and connect to the tutoring service.

4 Discussion and Conclusions

We presented three models based on our experience with implementing a set of coherent functionalities related to intelligent tutoring systems and semantic processing. Each of the models has its own advantages and disadvantages. Ideally, all three should be adopted by GIFT. However, if it were to choose we believe that the service-based models are the best solution for an emerging world of mobile devices in which accessing software services in the cloud is the norm. The library-API and web service solutions are functionally equivalent with the former presenting more technical challenges for users with diverse backgrounds and computing environments and also being less suitable for a mobile computing world.

One apparent downside of the web service model is that potential developers cannot alter the code themselves in order to conduct research. This is just an apparent downside as a quick fix would be for each component to offer enough parameters, in the form of a switchboard, to allow potential users to alter behavior without the need to change the code. In fact, this solution should be preferred as users would not need to spend time to understand and alter the code, a tedious and error-prone activity.

Standardization efforts for XML-based protocols may start with previous efforts where available. For instance, the dialogue processing community has made attempts to standardize dialogue acts/speech acts, a major component in dialogue-based ITSs, for more than a decade. The resulting Dialogue Act Mark-Up in Several Layers (DAMSL) XML schema can be used as a start to standardize speech acts in dialogue ITSs.

In summary, we favor a **one-stop-shop service** model with **switchboard**-like facilities for implementing GIFT. Table 1 below illustrates the pros and cons of the three models discussed in this paper.

	One-Stop-Shop/Single-Entry Service	**Bundle of Services**	**Library**
Learning to use	EASY (programming language independent; the user can use his own programming language of choice)	EASY (same)	SOMEHOW CHALLENGING (need to install and update)
NO need to install and update on local machine	NO	NO	YES
Emerging mobile and cloud-computing fitness	EXCELLENT	EXCELLENT	POOR
Customization	VERY GOOD	VERY GOOD	EXCELLENT
Cost of Customization	LOW	MEDIUM	HIGH (error prone and time consuming understanding and changing someone else's code)
Extendible	EXCELLENT	EXCELLENT	GOOD

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Dan Ştefănescu: Dr. Dan Ştefănescu is a Postdoctoral Research Fellow in the Department of Computer Science of the University of Memphis and the Institute for Intelligent Systems (IIS). As a member of DeepTutor team, his main research activity is focused on Intelligent Tutoring Systems. Previously, Dr. Ştefănescu was a Senior Researcher at the Research Institute for Artificial Intelligence (RACAI) in Bucharest, Romania. He graduated from the Computer Science Faculty of ”A.I. Cuza” University of Iaşi in 2002 and obtained his MSc in Computational Linguistics from the same university in 2004. In 2010 he was awarded the PhD title (Magna Cum Laude) at the Romanian Academy for a thesis on Knowledge Extraction from Multilingual Corpora. He authored more than 50 papers in peer-reviewed journals and conference proceedings and successfully participated in various software competitions like the Question-Answering competitions organized by Conference and Labs of the Evaluation Forum (CLEF), Microsoft Imagine Cup and Microsoft Speller Challenge. His research work covers various Natural Language Processing topics like: Question Answering, Information Extraction, Word Sense Disambiguation, Connotation/Sentiment Analysis, Collocations/Terminology Identification, Machine Translation, or Query Alteration for Search Engines.