Beetle-Grow: An Effective Intelligent Tutoring System to Support Conceptual Change

Citation for published version:

Digital Object Identifier (DOI):
10.1145/2876034.2893403

Link:
Link to publication record in Edinburgh Research Explorer

Document Version:
Peer reviewed version

Published In:
L@S '16 Proceedings of the Third (2016) ACM Conference on Learning @ Scale

General rights
Copyright for the publications made accessible via the Edinburgh Research Explorer is retained by the author(s) and / or other copyright owners and it is a condition of accessing these publications that users recognise and abide by the legal requirements associated with these rights.

Take down policy
The University of Edinburgh has made every reasonable effort to ensure that Edinburgh Research Explorer content complies with UK legislation. If you believe that the public display of this file breaches copyright please contact openaccess@ed.ac.uk providing details, and we will remove access to the work immediately and investigate your claim.
Beetle-Grow: An Effective Intelligent Tutoring System to Support Conceptual Change

Elaine Farrow
University of Edinburgh
School of Informatics
10 Crichton Street
Edinburgh, EH8 9AB, UK
elaine.farrow@ed.ac.uk

Johanna D. Moore
University of Edinburgh
School of Informatics
10 Crichton Street
Edinburgh, EH8 9AB, UK
j.moore@ed.ac.uk

Abstract
We will demonstrate the Beetle-Grow intelligent tutoring system, which combines active experimentation, self-explanation, and formative feedback using natural language interaction. It runs in a standard web browser and has a fresh, engaging design. The underlying back-end system has previously been shown to be highly effective in teaching basic electricity and electronics concepts.

Beetle-Grow has been designed to capture student interaction and indicators of learning in a form suitable for data mining, and to support future work on building tools for interactive tutoring that improve after experiencing interaction with students, as human tutors do.

We are interested in partnering with teachers and other education researchers to carry out large-scale user trials with Beetle-Grow in the classroom and remotely.

Author Keywords
intelligent tutoring; natural language; interaction data; conceptual learning; physics; electronics

Description of Demonstration
Our demonstration will showcase the Beetle-Grow intelligent tutoring system [3]. Student interaction data (Figure 1) and other indicators of learning are logged in a format suitable for data mining and as training data for
machine learning. The system can be accessed through a standard web browser and is designed for large-scale data collection, while also delivering a valuable learning experience in its own right.

The curriculum used in Beetle-Grow implements the conceptual change instructional approach [1] in the context of a simulated circuit workbench (Figure 2). This approach encourages students to think deeply about the phenomena that they observe and to attempt to infer the underlying explanatory principles in the domain. User studies have shown it to be highly effective, producing significant pre- to post-test learning gains [2].

Our demonstration will work through example exercises from the curriculum that illustrate the conceptual change approach. These examples include (a) using voltage to find a fault in a simple series circuit, (b) understanding the behavior of bulbs in a parallel circuit with multiple switches, and (c) a more complex exercise involving deducing possible wiring arrangements from observed behavior in the real world (Figure 3). We will also describe and discuss the student answers and indicators of learning collected in the online learning environment.

We will use a laptop computer for our demonstration and an external screen for display if possible. Attendees will also be encouraged to try out Beetle-Grow on their own mobile devices. It can be accessed at http://beetle-grow.inf.ed.ac.uk.

Acknowledgments
We thank the US Office of Naval Research for their financial support under Award number N000141410733, and our colleagues Myroslava Dzikovska, Mary Hutchison, and Edmund Farrow.

References