

“You tell, I do, and we swap until we connect all the gold mines!”

Jauwairia Nasir, Utku Norman, Barbara Bruno, Pierre Dillenbourg

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SPECIAL THEME

The special theme “Educational Technology” has been coordinated by Vassilis Katsouros (Athena Research and Innovation Centre) and Martin Hachet (Inria)

Introduction to the special theme

4 Educational Technology

by Vassilis Katsouros (Athena Research and Innovation Centre) and Martin Hachet (Inria)

6 A Logic-Based Affective Tutoring System

by Achilles Dougalis and Dimitris Plexousakis (ICS-FORTH)

7 Learning Introductory Programming with Smart Learning Environment

by Boban Vesin (University of South-Eastern Norway), Katerina Mangaroska and Michail Giannakos (NTNU)

9 Interoperable Education Infrastructures: A Middleware that Brings Together Adaptive, Social and Virtual Learning Technologies

by Christopher Krauss and Manfred Hauswirth (Fraunhofer FOKUS)

10 Fraunhofer IAIS IoT Programming Language NEPO® in the Open Roberta® Lab

by Thorsten Leimbach (Fraunhofer IAIS), Daria Tomala (Fraunhofer IAIS)

12 Modelling Student Learning and Forgetting for Optimally Scheduling Skill Review

by Benoît Choffin (LRI), Fabrice Popineau (LRI) and Yolaine Bourda (LRI)

13 Ontology-based Learning Analytics in Medicine

by Fabrice Jouanot (Univ. Grenoble Alpes), Olivier Palombi (Univ. Grenoble Alpes, CHU de Grenoble) and Marie-Christine Rousset (Univ. Grenoble Alpes, IUF)

15 Blockchain for Education: Lifelong Learning Passport

by Wolfgang Prinz, Sabine Kolvenbach and Rudolf Ruland (Fraunhofer FIT)

16 An Educational Platform for Logic-based Reasoning

by Dimitrios Arampatzis (FORTH-ICS), Maria Doulgeraki (FORTH-ICS), Michail Giannoulis (Univ. of Crete), Evropi Stefanidi (FORTH-ICS), and Theodore Patkos (FORTH-ICS)

17 Authoring Game-Based Learning Activities that are Manageable by Teachers

by Pedro Cardoso (FEUP/ FBAUP and INESC TEC), Leonel Morgado (Universidade Aberta and INESC TEC), and António Coelho (FEUP and INESC TEC)

19 LudiMoodle: Adaptive Gamification to Improve Learner Motivation

by Élise Lavoué (Université Jean Moulin Lyon 3)

20 Can Tangible Robots Support Children in Learning Handwriting?

by Arzu Guneyesu Ozgur, Barbara Bruno, Thibault Asselborn and Pierre Dillenbourg (EPFL)

22 “You Tell, I Do, and We Swap until we Connect All the Gold Mines!”

by Jauwairia Nasir, Utku Norman, Barbara Bruno and Pierre Dillenbourg (EPFL)

23 Gestures in Tangible User Interfaces

by Dimitra Anastasiou and Eric Ras (Luxembourg Institute of Science and Technology)

25 Kniwwelino: A Microcontroller-based Platform Introducing Children to Programming and Electronics

by Valérie Maquil and Christian Moll (Luxembourg Institute of Science and Technology)

26 Virtual Simulation Environment for Medical Training

by Thomas Luiz, Dieter Lerner, Dominik Schnier (Fraunhofer IESE)

27 Mixed Reality and Wearables in Industrial Training

by Ralf Klamma (RWTH Aachen University), István Koren (RWTH Aachen University) and Matthias Jarke (Fraunhofer FIT and RWTH Aachen University)

29 Personalized Interactive Edutainment in Extended Reality (XR) Laboratories

by Aris S. Lalos (ISI, ATHENA R.C.), Chairi Kiourt (ILSP, ATHENA R.C.), Dimitrios Kalles (Hellenic Open University) and Athanasios Kalogeras (ISI, ATHENA R.C.)

30 Music in Education through Technology

by Maximos Kaliakatsos-Papakostas, Kosmas Kritsis, Vassilis Katsouros (Institute for Language and Speech Processing, Athena Research and Innovation Centre)

32 Dance Education and Digital Technologies

by Katerina El Raheb and Yannis Ioannidis (“Athena” Research and Innovation Center and National and Kapodistrian University of Athens)

33 Intelligent Classroom: Materialising the Vision of Ambient Intelligence for Education

by Asterios Leonidis, Maria Korozi, Margherita Antona and Constantine Stephanidis (FORTH-ICS)

35 Innovative Monitoring of Learning Habits and Motivation in Undergraduate Mathematics Education

by Brigitta Szilágyi (Budapest University of Technology and Economics), Szabolcs Berezvai (Budapest University of Technology and Economics) and Daniel Horvath (EduBase Online Ltd.)

36 When a Master of Sciences on EdTech becomes an International Community

by Margarida Romero, Saint-Clair Lefèvre (UCA, INSPE, LINE) and Thierry Viéville (Inria)

38 DE-TEL - A European initiative for Doctoral Education in Technology-Enhanced Learning

by Mikhail Fominykh and Ekaterina Prasolova-Førland (NTNU)

39 Ethical Teaching Analytics in a Context-Aware Classroom: A Manifesto

by Romain Laurent (Univ. Grenoble Alpes/LaRAC), Dominique Vaufreydaz (Univ. Grenoble Alpes, CNRS, Inria, Grenoble INP, LIG), and Philippe Dessus (Univ. Grenoble Alpes/LaRAC)

RESEARCH AND INNOVATION

41 KANDINSKY Patterns: A Swiss-Knife for the Study of Explainable AI

by Andreas Holzinger (Medical University Graz and Alberta Machine Intelligence Institute Edmonton, Canada), Peter Kieseberg (University of Applied Sciences, St.Poelten) and Heimo Müller (Medical University Graz)

43 Building Reliable Storage Systems

by Ilias Iliadis (IBM Research – Zurich Laboratory)

45 Browse, Visualise, Analyse EU Procurement Data

by Ahmet Soylu and Till C. Lech (SINTEF)

46 More on 5G: Millimetre-Waves

by Gregor Dürrenberger (FSM) and Harry Rudin

ANNOUNCEMENTS

48 FMICS 2020: 25th International Conference on Formal Methods for Industrial Critical Systems

48 ERCIM Membership

49 ERCIM “Alain Bensoussan” Fellowship Programme

50 Dagstuhl Seminars and Perspectives Workshops

50 Tim Berners-Lee Launches Global Action Plan to Prevent “Digital Dystopia”

50 HORIZON 2020 Project Management

51 W3Cx Introduction to Web Accessibility – New Online Course

51 HAL is Opening Up to Software

51 David Chaum and Guido van Rossum awarded Dijkstra Fellowship

“You Tell, I Do, and We Swap until we Connect All the Gold Mines!”

by Jauwairia Nasir, Utku Norman, Barbara Bruno and Pierre Dillenbourg (EPFL)

The Project JUSThink has a double goal: (i), to help train the Computational Thinking skills of children with a collaborative, robot-mediated activity, (ii), to acquire insights about how children detect and solve misunderstandings, and what keeps them engaged with a task, the partner or a robot. The result? An abstract reasoning task with a few pedagogical tricks and a basic “robot CEO” that can keep 100 ten-year-olds engaged, and, in turns, frustrated and jubilant!

“Computational thinking (CT) is going to be needed everywhere. And doing it well is going to be a key to success in almost all future careers.” The words of Stephen Wolfram [L1] capture the urgency of the efforts to introduce CT into educational curricula before high school. In a parallel effort, robots are being increasingly used in educational settings around the globe, with some attempts to use robots to help students advance CT skills. However, finding pedagogical designs that can help develop such skills is quite challenging.

To address the current need, the “JUSThink” project [L2], started in September 2018 at the Computer-Human Interaction in Learning and Instruction (CHILI) Laboratory at École Polytechnique Fédérale de Lausanne (EPFL), aims to improve the computational thinking skills of children by exercising abstract reasoning with and through graphs, where graphs are posed as a way to represent, reason about and solve a problem. JUSThink builds on experience from earlier work [1] and aims to foster children’s understanding of abstract graphs through a collaborative problem-solving task, in a setup consisting of a QTrobot and touch screens as input devices (shown in Figure 1). JUSThink is being developed as part of EU’s Horizon 2020 ANI-MATAS Innovative Training Network that aims to improve the social interaction capabilities of robots for learning and education [L3].

In this activity, the design is scaffolded towards and inspired by pedagogical and learning theories of collaboration and constructivism whereas the role of the robot (an informed CEO, who still needs help) is partially inspired by the protégé effect. Furthermore, the design of the activity is motivated to surface cues relevant to (i) learners’ engagement with the task at hand, their partner and the

robot, and (ii) mutual understanding and misunderstandings between the learners. Given the importance of the aforementioned cues towards the pedagogical goal of the activity, the ultimate goal of JUSThink is to enable the design of a robot capable of understanding, monitoring and, if necessary, intervening.

For this purpose, we brought the setup to multiple international schools in Switzerland over a span of two weeks,

them the goal of the activity, which is to build railroads connecting all the company’s gold mines, distributed in the mountains of Switzerland, by spending as little money as possible as the company has a limited budget (hence, solving a “Minimum Spanning Tree” problem), and illustrates how they can interact with the setup. After the signal “Are you ready? Let’s go!”, the children are assigned two roles, with one of them drawing and erasing tracks while the other reasons about the moves based on

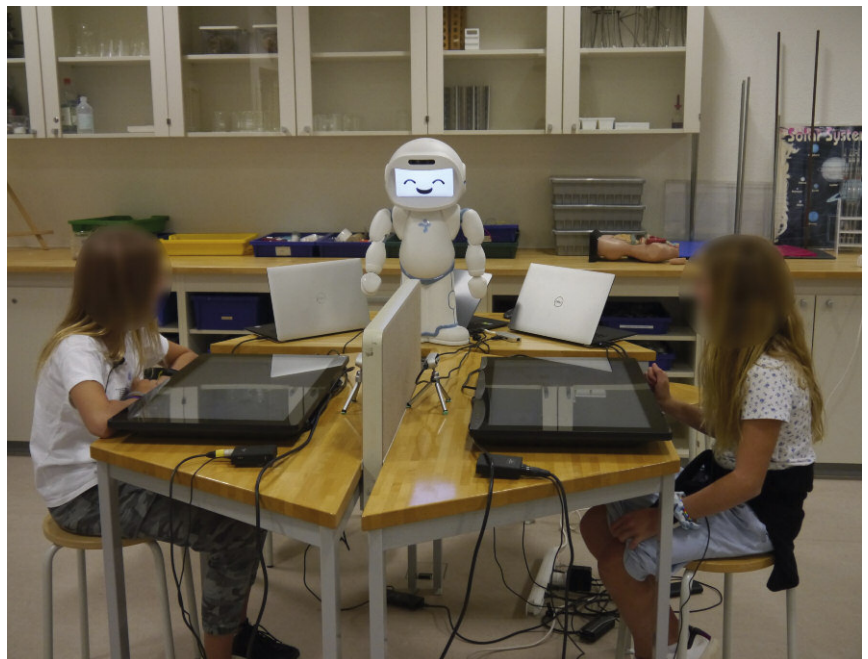


Figure 1: QTrobot welcomes children to the activity.

where around 100 children (age: $M = 10.5$, $SD = 1.36$; median = 10) participated in pairs to have a one hour interaction with the setup.

Children in pairs are welcomed to a setup as in Figure 1 by the QTrobot as the CEO of a gold-mining company looking to hire. After the robot’s welcome, the children introduce themselves to the robot and individually solve a brief test. Then, the robot tells

the costs shown, and the children swap the roles every two moves. Once they agree on a solution, children submit it to the robot CEO, that, in addition to giving them basic guidance and encouragement, tells them how close their solution is to the best possible solution. The collaborative turn-taking design, with a barrier between the children, each of whom always only having partial information, is inspired by two hypotheses: (i) partial information scaffold

folds towards collaboration when there is a shared goal, and (ii) justifying past and future moves verbally to self/partner based on cost can lead to an initial grounding for abstract reasoning.

The children, surprisingly, without exception, reported really enjoying the activity and expressed interest in integrating it within school activities even though they thought it was challenging. In addition to this, they really liked their robot CEO and found it to be knowledgeable, helpful and friendly.

For us as researchers, what now? To help improve the learning outcomes in this context of human-human-robot interaction, this user study and the multi-modal data collection is just the

beginning. We aim to extract relevant behaviours from the data generated (logs from the apps, facial and lateral videos, audio) and relate it to learning to explore models of engagement and mutual modelling in collaboration with Sorbonne University and Télécom Paris in France. Eventually, the generated models would lead to adapting the robot behaviour effectively in real time to advance learning as well as have appropriate human-human-robot interaction in educational contexts so that the next time we go to schools, we are one step closer to “Educational Technologies for the Future”.

Moral of the story: Children are more accepting of challenging educational activities than we think.

Links:

- [L1] <https://kwz.me/hEM>
- [L2] <https://kwz.me/hER>
- [L3] <http://www.animatas.eu/>

References:

- [1] J. Nasir, U. Norman, et al.: “Robot Analytics: What Do Human-Robot Interaction Traces Tell Us About Learning?,” IEEE RO-MAN 2019 Conference, 2019.

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