## **Explainability and Control for Adaptive E-Learning Systems**

AID RECIFE 2024



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## Algorithmic explainability



Darius Afchar, Alessandro Melchiorre, Markus Schedl, Romain Hennequin, Elena Epure, and Manuel Moussallam. 2022. Explainability in Music Recommender Systems. *Al Magazine* 43, 2: 190–208. <u>https://doi.org/10.1002/aaai.12056</u>



Alejandro Barredo Arrieta et al. 2020. Explainable Artificial Intelligence (XAI): Concepts, taxonomies, opportunities and challenges toward responsible AI. Information Fusion 58: 82–115. <u>https://doi.org/10.1016/j.inffus.2019.12.012</u>



Hassan Khosravi, Simon Buckingham Shum, Guanliang Chen, Cristina Conati, Yi-Shan Tsai, Judy Kay, Simon Knight, Roberto Martinez-Maldonado, Shazia Sadiq, and Dragan Gašević. 2022. Explainable Artificial Intelligence in education. Computers and Education: Artificial Intelligence 3: 100074. https://doi.org/10.1016/j.caeai.2022.100074

Scott M Lundberg and Su-In Lee. 2017. A Unified Approach to Interpreting Model Predictions. Advances in Neural Information Processing Systems.

https://proceedings.neurips.cc/paper/2017/file/8a20a8621978632d76c43dfd28b67767-Paper.pdf







## Algorithmic explainability



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#### Algorithmic explainability Human-centred explainability - - relates to AI AI SYSTEM Data-focused relates to XAI explanations Model-focused Understandability Target explanations Audience inference learning prediction Prediction Model Data < task representation are there target explanations what is the type of what is the scope of is the model associated with ground-truth incompleteness we try blackbox? the explanation? predictions? to overcome? informativeness global supervised local intrinsic post-hoc unsupervised fairness interpretability causality interactivity XAI AXIS ...

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## Human-centred explainability

Different people and contexts need different explainability solutions

**Goal:** Design tailored explanations and evaluate how they affect people's behaviour (e.g., trust, understanding, motivation)

## The XAI-ED Framework

stakeholders? Leaners, parents, teachers, What potential *pitfalls* need to be considered? technologists, educational Needless use of complex models, inaccurate researchers, educational or incomplete, explanations, misconceptions, admins and policy makers promoting misbehavior.

What approaches are used for presenting explanations? Globally self explaining like feature relevance or example based; locally self explaining like comparison based or counterfactual examples.

What AI models are commonly used? General additive models, decision trees, rule-based models, clustering and natural language processing.



Who are the main

What are the main benefits? Agency, student-teacher interactions, Al literacy, accountability and trust. Users How can educational AI tools be effective designed? Using user experiences, theory driven design, centered design, Al interfaces Al Models participatory and co-design, HCI and interaction design.

### **Educational AI systems**

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How good do you think you are at mathematics?

e right or wrong available. Wield uses your anesier to find suitable coercise

💡 Profisiont, vou score betar than average on matternat

Tapert: methemolies holds no second by you

Sdeanced beginner: beats exercises are no

🗣 Navios: you that have a fard line understa

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a+b

2,54 cm

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Correct Top-π!

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2,54 cm

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2,54 cm

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### No explanation

Jeroen Ooge, Shotallo Kato, and Katrien Verbert. 2022. Explaining Recommendations in E-Learning: Effects on Adolescents' Trust. In 27th International Conference on Intelligent User Interfaces (IUI '22), 93–105. <u>https://doi.org/10.1145/3490099.3511140</u>

## Questionnaire on trust

## Effects on trust

### Placebo explanations 1D trust beliefs Maak een aangeraden oefening van hetzelfde hoofdstuk Waarom deze oefening? Aangerade Defening 27 is aangeraden omdat he van Wiski dat zo heeft berekend. Trusting Multidimensional trust **Oefening** 45 **Real explanations** 1D trust Maak een aangeraden oefening van hetzelfde hoofdstuk oefening? Wiski denkt dat Viski verwacht dat je 1 of 2 pogingen nodio gaat Oef **Oefening 2**1

Competence

- Q1 Wiski is like an expert (for example, a teacher) for recommer exercises.
- Q2 Wiski has the expertise (knowledge) to estimate my math leve
- Q3 Wiski can estimate my math level.
- Q4 Wiski understands the difficulty level of math exercises well
- Q5 Wiski takes my math level into account when recommending

#### Benevolence

- Q6 Wiski prioritizes that I improve in math.
- Q7 Wiski recommends exercises so that I improve in math.
- Q8 Wiski wants to estimate my math level well.

Integrity

- Q9 Wiski recommends exercises as correctly as possible.
- Q10 Wiski is honest.
- Q11 Wiski makes integrous recommendations

Trust (one-dimensional)

Q12 I trust Wiski to recommend me math exercises.

#### Intention to return

- Q13 If I want to solve math exercises again, I will choose Wiski
- Q14 If I want to be recommended math exercises again, I will choose

#### Perceived transparency

Q15 I find that Wiski gives enough explanation as to why an exercise recommended.

Jeroen Ooge, Shotallo Kato, and Katrien Verbert. 2022. Explaining Recommendations in E-Learning: Effects on Adolescents' Trust. In 27th International Conference on Intelligent User Interfaces (IUI '22), 93–105. <u>https://doi.org/10.1145/3490099.3511140</u> MD trust

**MD** trust



Visual explanations can increase initial trust but may not be the most important factor for building it

Jeroen Ooge, Shotallo Kato, and Katrien Verbert. 2022. Explaining Recommendations in E-Learning: Effects on Adolescents' Trust. In 27th International Conference on Intelligent User Interfaces (IUI '22), 93–105. <u>https://doi.org/10.1145/3490099.3511140</u>





#### How is your new level determined?

Wiski estimates your level and the difficulty of exercises. Both change when solving exercises.

Your level remained similar after solving the exercise series. Then, it increased even further because of your feedback.



Trusting beliefs

## Final questionnaire: control

#### Control

- Q18 I feel in control of telling Wiski what I want.
- Q19 I don't feel in control of telling Wiski what I want.
- Q20 I don't feel in control of specifying and changing m
- Q21 Wiski seems to control my decision process rather t

#### Preference elicitation

- Q22 Wiski provides an adequate way for me to express n
- Q23 I found it easy to tell Wiski about my preferences.
- Q24 It is easy to learn to tell Wiski what I like.
- Q25 It required too much effort to tell Wiski what I like

#### Preference revision

- Q26 Wiski provides an adequate way for me to revise m
- Q27 I found it easy to make Wiski recommend different
- Q28 It is easy to train Wiski to update my preferences.
- Q29 I found it easy to alter the recommended exercises of
- Q30 It is easy for me to inform Wiski if I dislike/like reco
- Q31 It is easy for me to get a new set of recommended e

### 7-point Likert-type questions + open comments

## Final questionnaire: trust

Competence	
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- Q1 Wiski is like an expert (for example, a teacher) for
- Q2 Wiski has the expertise (knowledge) to estimate my
- Q3 Wiski can estimate my maths level.
- Q4 Wiski understands the difficulty level of maths exer
- Q5 Wiski takes my maths level into account when reco

#### Benevolence

- Q6 Wiski prioritises that I improve in maths.
- Q7 Wiski recommends exercises so that I improve in m
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#### Integrity

- Q9 Wiski recommends exercises as correctly as possibl
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Trust (one-dimensional)

Q12 I trust Wiski to recommend me maths exercises

#### Intention to return

- Q13 If I want to solve maths exercises again, I will choo
- Q14 If I want to be recommended maths exercises again

#### Transparency

- Q15 I understood why the exercises were recommended
- Q16 Wiski helps me understand why the exercises were
- Q17 Wiski explains why the exercises are recommended



# Trust in the platform Reflection on own mastery Reflection on recommendations







#### How is your new level determined?

Wiski estimates your level and the difficulty of exercises. Both change when solving exercises.

Your level remained similar after solving the exercise series. Then, it increased even further because of your feedback.



## Seeing the impact of control can increase initial trust, but control mechanisms by themselves do not necessarily







Jeroen Ooge, Maxwell Szymanski, Arno Vanneste, Robin De Croon, and Katrien Verbert. Steer, See Impact, Solve: How Learner Control and Visual Explanations Impact Learning, Motivation, and Trust. To be submitted.

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Exercise 23 Part 1 Types of sentences	Exercise level Easy	Completed before? No		2.	Exercises most s	Positive impact	level:	0
Exercise 12 Part 1 Subjects and finite verbs	Exercise level Easy	Completed before? No			Finite verbs			0
<b>Exercise 35</b> Part 1 Vowels and consonants	Exercise level Easy	Completed before? No		Excellent Coed	3. What if you	correctly fini	sh this serie	s?
Exercise 10 Part 1 Types of sentences	Exercise level Easy	Completed before? No		Voldsende 	Deel1 Subjects a finite vert	nd Types of sentences xercise series, vou wi	Vowels and consonants	0
					topics 'Subjects and fir 'Vowels and	hite verbs', 'Types of si consonants'. Keep go	entences' and ing!	
			Start sequence					



## Group discussions with teachers and people developing educational technologies

Jeroen Ooge, Maxwell Szymanski, Arno Vanneste, Robin De Croon, and Katrien Verbert. Steer, See Impact, Solve: How Learner Control and Visual Explanations Impact Learning, Motivation, and Trust. To be submitted.





Focus groups with teachers and educational experts Think-aloud sessions with adolescents

Jeroen Ooge, Maxwell Szymanski, Arno Vanneste, Robin De Croon, and Katrien Verbert. Steer, See Impact, Solve: How Learner Control and Visual Explanations Impact Learning, Motivation, and Trust. To be submitted.





More think-aloud sessions

Jeroen Ooge, Maxwell Szymanski, Arno Vanneste, Robin De Croon, and Katrien Verbert. Steer, See Impact, Solve:

How Learner Control and Visual Explanations Impact Learning, Motivation, and Trust. To be submitted.



## Final prototype for evaluation!

Jeroen Ooge, Maxwell Szymanski, Arno Vanneste, Robin De Croon, and Katrien Verbert. Steer, See Impact, Solve: How Learner Control and Visual Explanations Impact Learning, Motivation, and Trust. To be submitted.

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Anissa Faik. Bringing a New Perspective to the Classroom: Detecting and Explaining Student Outliers. Master's thesis, 2023.

	Explanation	ns	Control
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Maxwell Szymanski, Jeroen Ooge, Robin De Croon. Vero Vanden Abeele & Katrien Verbert. 2024. Feedback, Control, or Explanations? Supporting Teachers With Steerable Distractor-Generating AI. In *Proceedings of the 14th Learning Analytics and Knowledge Conference*, March 2024, 690–700, <u>https://doi.org/10.1145/3636555.3636933</u>

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Jeroen Ooge, Joran De Braekeleer, and Katrien Verbert. 2024. Nudging Adolescents Towards Recommended Maths Exercises with Gameful Rewards. In: Artificial Intelligence in Education. AIED 2024. Lecture Notes in Computer Science, vol 14830. Springer, Cham. <u>https://doi.org/10.1007/978-3-031-64299-9\_28</u>

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