

# Acquiring Conceptual Knowledge about How Systems Behave

Jochem Liem<sup>1</sup>, Bert Bredeweg<sup>1,\*</sup>, Floris Linnebank<sup>1</sup>, René Bühling<sup>2</sup>,  
Michael Wißner<sup>2</sup>, Jorge Gracia del Río<sup>3</sup>, Wouter Beek<sup>1</sup>, and Asunción Gómez Pérez<sup>3</sup>

<sup>1</sup> University of Amsterdam, Informatics Institute, Amsterdam, Netherlands  
B.Bredeweg@uva.nl

<sup>2</sup> University of Augsburg, Multimedia Concepts and Applications, Augsburg, Germany

<sup>3</sup> Universidad Politécnica de Madrid, Ontology Engineering Group, Madrid, Spain

There is a need for software that supports learners in actively dealing with theoretical concepts by having them create models and perform concept prediction and explanation (e.g. [3,4,5]). DynaLearn seeks to address this by developing a domain independent Interactive Learning Environment (ILE) based on Qualitative Reasoning (QR) [1]. The QR vocabulary fits the nature of *conceptual* knowledge, and the explicit representation of these notions in the software provides the handles to support an automated communicative interaction that actually discusses and provides feedback at the *conceptual* level.

DynaLearn seeks to provide an instrument for studying the characteristics under which learners develop conceptual knowledge, particularly for ill-defined domains. The DynaLearn ILE offers a suite of technical advances for educational research. The following features can be manipulated (see [2] for design specifications). (i) *Use-levels* adapt the interface and tool interaction to tailor for groups of a specific age or experience. (ii) Different types of *knowledge-based feedback*, such as recommending terminology, model quality feedback, and suggestions for model improvements. (iii) Learner interaction through *virtual characters* with roles such as student, peer, teacher, critic and quizmaster. More specifically the following features will be demonstrated during the interactive event: (a) Workbench and its multiple use-levels, (b) Basic help, (c) Grounding, (d) Teachable agent, and (e) Quiz. The audience will be allowed to work with the software as if they were students.

## References

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\* Corresponding author.