

Evaluation of feedback generated from agent-based social skills training systems



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A qualitative analysis on the comprehensibility, usability, and improvement points of the generated feedback

1. INTRODUCTION

- Chatbots are tools that leverage machine learning to interact with users in a conversational manner [1].
- One special communication case is a child helpline worker.
- Simulation of a child could provide significant improvement in quality of training.

2. SUBJECT OF STUDY: FEEDBACK GENERATED BY SUCH A CHATBOT

- A chatbot who simulates a child being bullied at school [2].
- Bot is based on the Belief-Desire-Intention model [3].
- End goal is gaining a sense of how constructive this feedback is.

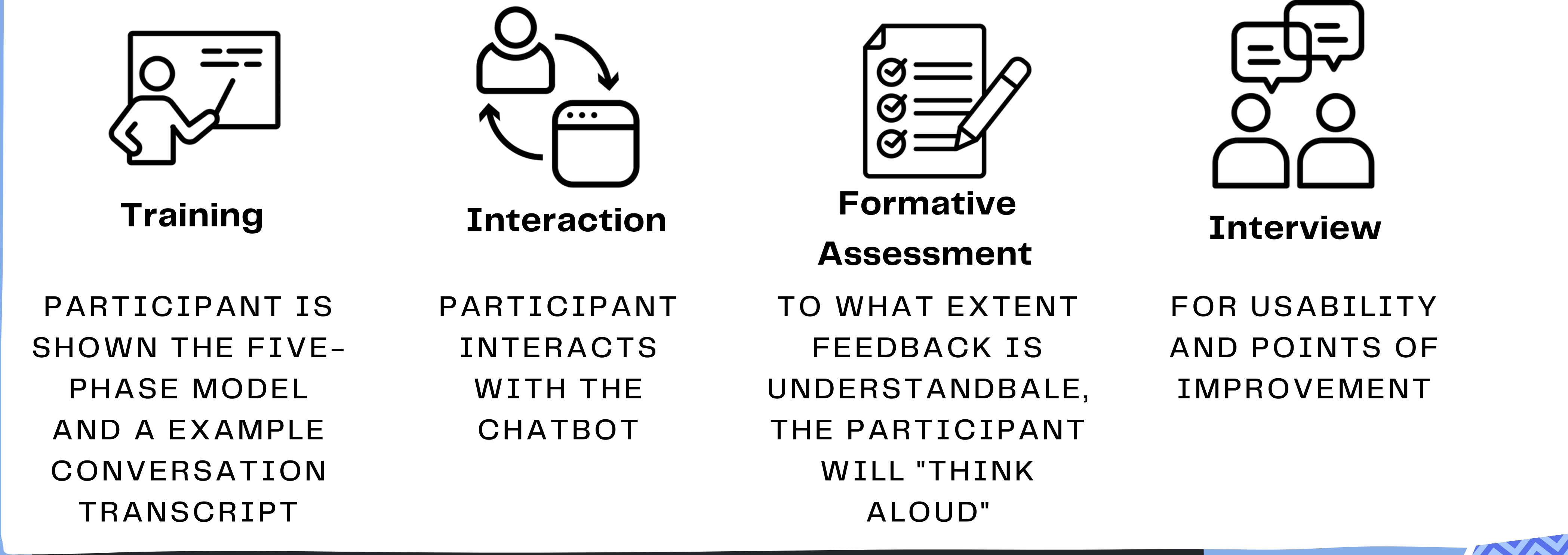
3. IMPORTANCE OF FEEDBACK

- De Kindertelefoon receives more chat based than call based conversations, with chats lasting 5x longer [4].
- Role playing is effective in acquiring counselling skills [5].
- Feedback is vital in this domain [6].

4. RESEARCH QUESTIONS

1. To what extent is the feedback understandable?
2. How do participants feel better prepared from reading the feedback?
3. What other features or aspects would make this feedback even more useful?

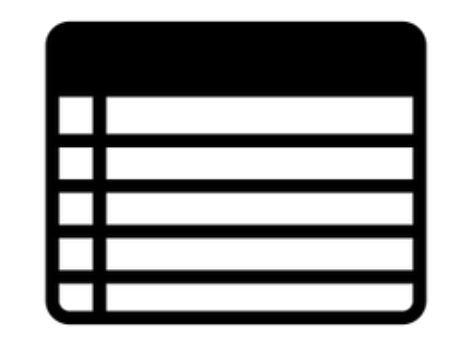
5. METHODOLOGY




6. RESULTS


Comprehensibility

FEEDBACK WAS UNDERSTANDABLE TO ALL THE PARTICIPANTS, EVEN WITH MOST OF THEM SKIPPING THE INITIAL INSTRUCTIONS ON HOW TO NAVIGATE IT.


THEY FOUND THE TABLE PARTICULARLY HELPFUL, AS IT GUIDES THEM ON PHASES


MORE GUIDANCE IS NEEDED WITH THE FEEDBACK REPORT



THE TRANSCRIPT WAS INFORMATIVE, BUT IT WAS NOT FOUND TO BE CONSTRUCTIVE


TRANSCRIPT READABILITY COULD BE IMPROVED BY ADDING COLOURS OR TABLES

Usefulness


PARTICIPANTS FELT THEY COULD "WORK AROUND" WITH THE MODEL

Points of Improvement


A MORE REALISTIC FIVE-PHASE MODEL


HAVING A GUIDE ON HOW TO PHRASE THEIR PROMPTS

7. CONCLUSIONS

The table was perceived as being a workaround for the virtual child, due to the chatbot limitations.

Improved comprehension from the bot and a more realistic Five-Phase Model would resemble a real-life scenario, although this is dependent on the implementation of the virtual agent.

Regarding extra guidance and suggestions, this was due to the lack of proper training from the participants.

Potential future work would include this feedback evaluation in case of a more advanced virtual child model.

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