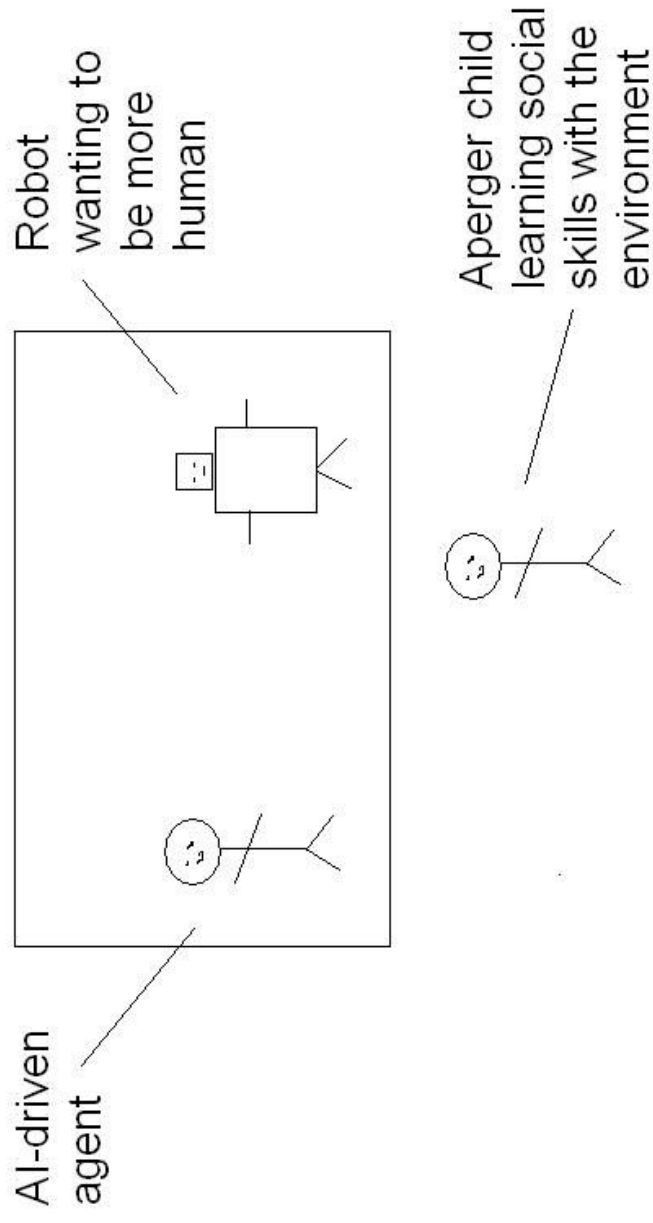


Echoes 3rd Meeting

Objectives

- Specify research questions
- Define hypotheses
- Assumptions
- Findings

Task



About the agent

- Looks
- Underpinning model
- AI

Agent's levels of challenge

- We need a representation of the child
- Characters who has personality and intentions?
- Task? Advantages and disadvantages (technology, task)
- Component (technology)

- 2 ways of “appropriate” :
 - Identify with a character
 - A virtual representation of the child in a virtual world.
- Student learning through teaching – good idea. Also collaboration. However it is complex setup.
- Emotion, facial capture and put it in the avatar – immediate externalization. And interact with abstract objects.

The Environment

- Enables representation/projection of self (mirror world: ground level of social skill?)
- Another agent in the mirror world that tries to engage the child in an interaction about this; A 'buddy' avatar that engages the child in the discussion
- Engagement with object
- Reactive gaze system
- Progression through different aspects of representation/projection of self, say focus, on specific aspects of their face
- Triggers that bring aspects of tasks into focus /directing the interaction, but also allowing for exploration of different ways in which to achieve the same task (issue of motivation/demotivation; dealing with failure)
- Use the limitations(?) of the env to focus on the aspects of interaction

Component parts

- Reactive gaze system
- Playstation 3 technology; eyetoy

Difficulties/questions

- Motion capture (web cams)
 - Levels of accuracies?
 - Goals vs social interest of ASD players
- Immediacy of reward

1. Sand box (only self-mirroring)
2. transactional model (Cheepen)
3. interactive communication
 1. Routine engagement (hello, how are you/ scripted)
 2. Verbal self-reports
 3. Narrative engagement

Verbal expression of emotion

Doing → consequences on other people

Awareness of actions, then the consequences

Design for diversity!

Findings

- By engaging in social interaction using THIS kind of tool what behaviours does this facilitate in children with AS?
- What they do, what their abilities are, what are the difficulties, frequency of interactions as observed by parents and practitioners.
- Can children progress through the levels
- What do children do with the env rather than what it makes them do (revelatory exploration)?
- What do practitioners predict the behaviours of children after(?) use of env?
- What are the metrics for evaluating the impact? (we will evaluate the project in progress)