

Peter Mark Hastings

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EDUCATION	Ph.D., Computer Science	University of Michigan	May, 1994
	Thesis: <i>Automatic Acquisition of Word Meaning from Context</i>		
	M.S., Computer Science	Johns Hopkins University	May, 1988
	B.S., Computer Science	Michigan State University	June, 1984

EMPLOYMENT HISTORY	<i>Associate Professor</i>	School of Computer Science, Telecommunications and Information Systems DePaul University	August 2001 – Present
	Taught courses in computer science, human-computer interaction, and introductory statistics. Major research projects involve intelligent tutoring for research methods and natural language processing. Promotion to Associate Professor with Tenure, 2006.		
	<i>Temporary Lecturer</i>	School of Informatics University of Edinburgh	October 1999 – August 2001
	Taught first year Artificial Intelligence Communications and Learning module, first year Human Communications course, and third year Artificial Intelligence, Psychology, and Linguistics Large Practical module.		
	Postdoctoral Research Fellow	Psychology Department University of Memphis	August 1998 – October 1999
	Performed research with Arthur C. Graesser in intelligent tutoring systems and natural language processing, funded by grants from the National Science Foundation and Census Bureau.		
	Visiting Professor	Department of Mathematical Sciences University of Memphis	August 1997 – May 1998
	Taught undergraduate computer literacy and graduate Natural Language Processing.		
	Adjunct Professor	Psychology Department University of Memphis	January – May 1997 August – December 1998
	Taught graduate Cognitive Science Seminars on Cognitive Models and Applications of Cognitive Linguistics.		
	Postdoctoral Research Fellow	Psychology Department University of Memphis	August 1996 – July 1998
	Researched and developed techniques for improving children's story writing using intelligent agents, funded by the McDonnell Foundation's Cognitive Studies for Educational Practice program.		
	Postdoctoral Research Fellow	Department of EECS University of Michigan	September 1994 - June 1996
	Developed tutorial materials for the Soar Cognitive Architecture.		

Graduate Student Teaching Assistant
University of Michigan

Department of EECS
September 1991 – April 1992
September 1993 – April 1994

Led lab sections for introductory computer science course.

Graduate Student Teaching Assistant
University of Michigan

Psychology Department
September – December 1992

Led a recitation section for introductory psychology course.

Graduate Student Research Assistant
University of Michigan

Department of EECS
September 1989 – May 1990

Developed natural language processing techniques for a large automobile manufacturer.

Research Scientist
National Security Agency

Ft. Meade, Maryland
June 1984 – August 1989

Developed a system to aid in a large information extraction task. Spent 9 months at Carnegie Mellon University's Center for Machine Translation studying language acquisition.

COURSES TAUGHT
AT DEPAUL

CSC 323 Data Analysis, Spring 2002
CSC 3/480 Foundations of Artificial Intelligence, Winter 2004
CSC 587 Cognitive Science
CSC 594 Topics in Artificial Intelligence, Spring 2003
CSC 3/457 Expert Systems, each Fall 2002 – 2009
CSC 3/458 Symbolic Programming, Spring 2004
CSC 599 Topics in Computer Science (independent study), Summer 2004
CSC 696 Master's Project, Spring 2003, Fall 2004, Winter 2004 (2),
Spring 2004 (2), Spring 2005, Fall 2006
GAM 228 Ethics in Cinema and Games, Winter 2009
HCI 360 User-Centered Evaluation, Spring 2002, Spring 2003
HCI 440 Usability Engineering, Fall 2004, Winter 2005, Spring 2005
HCI 450 Foundations of Human-Computer Interaction, Fall 2005, Fall 2006
HCI 460 Usability Evaluation Methods, Fall 2003, Winter 2003
HCI 590 Topics in HCI (independent study), Spring 2003 (2)
HON 207 Introduction to Cognitive Science, Winter 2007,
Spring 2007, Fall 2008, Fall 2009.
ISP 121 Math and Tech Literacy II, Fall 2008
ITS 427 Information Processing Models of Learning, Spring 2004, Spring 2005,
Fall 2008 as four-student independent study
ITS 431 Distance Learning technologies (independent study), Fall 2007
ITS 589 ITS Capstone, Fall 2008 as independent study

JOURNAL
PUBLICATIONS

Arnott, E., Hastings, P., and Allbritton, D., (2008). Research Methods Tutor: Evaluation of a Dialogue-Based Tutoring System in the Classroom. Behavioral Research Methods, 40:694-698.

Poulsen, R, Wiemer-Hastings, P., and Allbritton, D., (2007). Tutoring Bilingual Students with an Automated Reading Tutor that Listens. *Journal of Educational Computing Research*, 36(2).

Ng, B. and Wiemer-Hastings, P., 2005. Addiction to the internet and online gaming. *CyberPsychology and Behavior*, 8(2):110–113.

Britt, M. A., Wiemer-Hastings, P., Larson, A., and Perfetti, C., (2004). Using intelligent feedback to improve sourcing and integration in students' essays. *International Journal of Artificial Intelligence in Education*, 14, 359–374.

Robertson, J., Cross, B., MacLeod, H., and Wiemer-Hastings, P., (2004). Children's interac-

tions with animated agents in an intelligent tutoring system. *International Journal of Artificial Intelligence in Education*, 14, 335–357.

Wiemer-Hastings, K., Janit, A., Wiemer-Hastings, P., Cromer, S., and Kinser, J. (2004). Automatic classification of dysfunctional thoughts: A feasibility test. *Behavioral Research Methods, Instruments, and Computers*, 36(2), 203–212.

Graesser, A. C., Wiemer-Hastings, K., Kreuz, R., Wiemer-Hastings, P., & Marquis, K. (2000). QUAID: A questionnaire evaluation aid for survey methodologists. *Behavior Research Methods, Instruments, & Computers*, 32, pp. 254–262.

Graesser, A. C., Wiemer-Hastings, K., Wiemer-Hastings, P., Kreuz, R., & the Tutoring Research Group. (1999). AutoTutor: A simulation of a human tutor. *Journal of Cognitive Systems Research*, 1, 35–51.

REFEREED
CONFERENCE
PROCEEDINGS

Wiemer-Hastings, P., Allbritton, D., and Arnott, E. (2004). RMT: A Dialog-Based Research Methods Tutor with or without a Head. *Proceedings of Intelligent Tutoring Systems 2004, the Seventh International Conference*. Springer, Berlin.

Wiemer-Hastings, P., (2004). All parts are not created equal: SIAM-LSA. Member abstract in the *Proceedings of the 26th Annual Conference of the Cognitive Science Society*. Mahwah, NJ: Lawrence Erlbaum Associates.

Wiemer-Hastings, P., (2003). SIAM-LSA: An interactive activation model of sentence similarity. Member abstract in the *Proceedings of the 25th Annual Conference of the Cognitive Science Society*. Mahwah, NJ: Lawrence Erlbaum Associates.

Malatesta, K. and Wiemer-Hastings, P. (2002). Beyond the Short Answer Question with Research Methods Tutor. In *Proceedings of the 2002 Conference on Intelligent Tutoring Systems*.

Robertson, J. and Wiemer-Hastings, P. (2002). Feedback on children's stories via multiple interface agents. In *Proceedings of the 2002 Conference on Intelligent Tutoring Systems*.

Choi, F. Y. Y., Wiemer-Hastings, P., and Moore, J. (2001). Latent Semantic Analysis for Text Segmentation. In *Proceedings of the 2001 Conference on Empirical Methods in Natural Language Processing (EMNLP 2001)*, pp. 109–117.

Wiemer-Hastings, P. & Zipitria, I. (2001). Rules for Syntax, Vectors for Semantics. In *Proceedings of the 23rd Annual Conference of the Cognitive Science Society*, pp. 1112–1117. Mahwah, NJ: Lawrence Erlbaum Associates.

Wiemer-Hastings, P., (2000). Adding syntactic information to LSA. In *Proceedings of the 22nd Annual Conference of the Cognitive Science Society*, pp. 989–993. Mahwah, NJ: Lawrence Erlbaum Associates.

Graesser, A., Wiemer-Hastings, K., Wiemer-Hastings, P. and Kreuz, R. (2000). The gold standard of question quality on surveys: Experts, computer tools, versus statistical indices. In *Proceedings of the Section on Survey Research Methods of the American Statistical Association*, pp. 459–464, American Statistical Association.

Wiemer-Hastings, K., Wiemer-Hastings, P., Rajan, S., Graesser, A.C., Kreuz, R.J., & Karnavat, A. (2000). DP: A detector for presuppositions in survey questions. *Proceedings of the Sixth Applied Natural Language Processing Conference*, pp. 90–96. Association for Computational Linguistics.

Wiemer-Hastings, P., (1999). How Latent is Latent Semantic Analysis? In *Proceedings of the 16th International Joint Conference on Artificial Intelligence*, Stockholm, Sweden, pp. 932–937.

Wiemer-Hastings, P., Wiemer-Hastings, K., and Graesser, A. (1999). Improving an intelligent tutor's comprehension of students with Latent Semantic Analysis. In *Proceedings of the International Conference on Artificial Intelligence in Education*, Le Mans, France, pp. 535–542.

Wiemer-Hastings, P., Graesser, A., Harter, D., and the Tutoring Research Group, (1998). The foundations and architecture of AutoTutor. *Proceedings of the 4th International Conference on Intelligent Tutoring Systems*, San Antonio, TX pp. 334–343. Berlin: Springer-Verlag.

Wiemer-Hastings, P., Graesser, A., and Wiemer-Hastings, K. (1998). Inferring the meaning of verbs from context, *Proceedings of the Twentieth Annual Conference of the Cognitive Science Society* pp. 1142–1147. Mahwah, NJ: Lawrence Erlbaum Associates.

Graesser, A., Franklin, S., Wiemer-Hastings, P., and the Tutoring Research Group (1998). Simulating smooth tutorial dialogue with pedagogical value, *Proceedings of the 11th International Florida Artificial Intelligence Research Symposium*, Menlo Park, CA: AAAI Press.

Hastings, P. and Lytinen, S., (1994). Objects, Actions, Nouns, and Verbs. *Proceedings of the 16th Meeting of the Cognitive Science Society* pp. 397–402. Hillsdale, NJ: Erlbaum Associates.

Hastings, P. and Lytinen, S., (1994). The Ups and Downs of Lexical Acquisition, *Proceedings of the 12th National Conference on Artificial Intelligence* pp. 754–759. Menlo Park, CA: AAAI Press.

Hastings, P., Lytinen, S., and Lindsay, R. (1991). Learning words: Computers and kids. In *Proceedings of the 13th Annual Conference of the Cognitive Science Society*, Chicago IL, July 1991. Hillsdale, NJ: Lawrence Erlbaum Associates, pp. 251 – 256.

Hastings, P., Lytinen, S., and Lindsay, R. (1991). Learning words from context. In *Machine Learning: Proceedings of the Eighth International Workshop*, Chicago IL, June 1991. San Mateo, CA: Morgan Kaufmann Publishers, pp. 55 – 59.

OTHER REFEREED
PROCEEDINGS

Wiemer-Hastings, P., Arnott, E., and Allbritton, D., (2005). Initial results and mixed directions for Research Methods Tutor. In *AIED2005 - Supplementary Proceedings of the 12th International Conference on Artificial Intelligence in Education*, Amsterdam.

Wiemer-Hastings, P., (2004). The design and architecture of Research Methods Tutor, a second generation dialog-based tutor. In *Proceedings of the Intelligent Tutoring Systems 2004 Workshop on Dialog-based Intelligent Tutoring Systems*.

Vasalou, A., Ng, B., Wiemer-Hastings, P., and Oshlyansky, L., (2004). Human-moderated remote user testing: Protocols and applications. In *Proceedings of the 8th ERCIM Workshop, User Interfaces for All*.

Wiemer-Hastings, P., Allbritton, D., Efron, J., and Arnott, E. (2003). Research Methods Tutoring in the Classroom. In *AIED2003 - Supplementary Proceedings of the 11th International Conference on Artificial Intelligence in Education*, University of Sydney, Sydney Australia.

Wiemer-Hastings, P. and Glasswell, K. (2003) StoryStation: Agent-based scaffolding of metacognitive processes for writing. In *AIED2003 - Supplementary Proceedings of the 11th International Conference on Artificial Intelligence in Education*, University of Sydney, Sydney Australia.

Marineau, J., Wiemer-Hastings, P., Harter, D., Olde, B., Chipman, P., Karnavat, A., Pomeroy, S., Graesser, A.C., & TRG (2000). Classification of speech acts in tutorial dialog. In *Proceedings of the workshop on tutorial dialogue at the Intelligent Tutoring Systems 2000 conference*.

Wiemer-Hastings, P., Wiemer-Hastings, K., and Graesser, A. (1999). Approximate natural language understanding for an intelligent tutor, *Proceedings of the 12th International Florida*

Artificial Intelligence Research Symposium, pp. 192-196. Menlo Park, CA: AAAI Press.

Hastings, P., (1996). Implications of an Automatic Lexical Acquisition System, in S. Wermter, E. Riloff, G. Scheler, editors, *Connectionist, Statistical, and Symbolic Approaches to Learning for Natural Language Processing*, Springer-Verlag, Berlin.

Hastings, P., (1995). Use of Context in an Automatic Lexical Acquisition System, *Proceedings of the IJCAI workshop on Context in Natural Language Processing*, L. Iwanska, Chair, 1995.

S. Lytinen, R. Burrige, P. Hastings, and C. Huyck. Description of the LINK system used for MUC-5. In *Proceedings of the Fifth Message Understanding Conference*, Morgan Kaufmann Publishers, San Mateo, CA, 1993.

Lytinen, S., Bhattacharyya, S., Burrige, R., Hastings, P., Huyck, C., Lipinsky, K., McDaniel, E., and Terrell, K. (1992). The LINK system: MUC-4 test results and analysis. In *Proceedings of the Fourth Message Understanding Conference (MUC-4)*, McLean VA, June 1992. San Mateo, CA: Morgan Kaufmann Publishers, pp. 159-163.

Lytinen, S., Bhattacharyya, S., Burrige, R., Hastings, P., Huyck, C., Lipinsky, K., McDaniel, E., and Terrell, K. (1992). Description of the LINK system used for MUC-4. In *Proceedings of the Fourth Message Understanding Conference (MUC-4)*, McLean VA, June 1992. San Mateo, CA: Morgan Kaufmann Publishers, pp. 289-295.

Hastings, P. and Lytinen, S. (1991). Automatic Acquisition of Word Meanings. In *Proceedings of the AAAI Spring Symposium on Machine Learning of Natural Language and Ontology, Document D-91-09*, Palo Alto CA, April 1991. DFKI: University of Kaiserslautern, FRG.

Hastings, P., Lytinen, S. and Lindsay, R., (1991). Learning words from context. In *Machine Learning: Proceedings of the Eighth International Workshop*, pp. 55-59, Morgan Kaufmann, San Mateo, CA.

Hastings, P., Lytinen, S., and Lindsay, R. (1991). Psycholinguistic Implications of a Computational Language-Learning Model. In *Proceedings of the Workshop on Natural Language Learning of the 12th International Joint Conference on Artificial Intelligence*, Sydney, Australia, August 1991. Editors: D. Powers, L. Reeker, and B. Humm, pp. 35 - 41.

BOOKS, INVITED
ARTICLES

Hu, X., Cai, Z., Wiemer-Hastings, P., Graesser, A., and McNamara, D., (2007). Strengths, limitations, and extensions of LSA. In Landauer, McNamara, Dennis, & Kintsch (Eds.), *LSA: A Road to Meaning*, Erlbaum.

Poulsen, R. and Wiemer-Hastings, P., (2004). Effects of agent-based feedback on stories for struggling and advanced writers. Technical Report 04-012, DePaul University.

Wiemer-Hastings, P. (2004). Latent Semantic Analysis. In the *Encyclopedia of Language and Linguistics*, second edition. Elsevier, Oxford, UK.

Moore, J., and Wiemer-Hastings, P. (2003). Discourse in Computational Linguistics and Artificial Intelligence. To appear in the Handbook of Discourse Processes. A. Graesser, S. Goldman, and M. Gernsbacher, Eds. Mahwah, NJ: Lawrence Erlbaum Associates.

Graesser, A., Wiemer-Hastings, P. and Wiemer-Hastings, K., (2001). Constructing inferences and relations during text comprehension. In T. Sanders, J. Schilperoord, and W. Spooren, editors, *Text representation: Linguistic and psycholinguistic aspects*, pp. 249-271, Benjamins, Amsterdam.

Wiemer-Hastings, P. and Graesser, A., (2000). Select-a-Kibitzer: A computer tool that gives meaningful feedback on student compositions. In J. Psotka, Ed., *Special Issue of Interactive*

Learning Environments on the Use of LSA in Instruction, 8(2), 149-169.

Graesser, A., Wiemer-Hastings, P., Wiemer-Hastings, K., Harter, D., and the Tutoring Research Group, (2000). Using Latent Semantic Analysis to Evaluate the Contributions of Students in AutoTutor. In J. Psotka, Ed., *Special Issue of Interactive Learning Environments on the Use of LSA in Instruction*, 8(2), 129-147.

Graesser, A., Kennedy, T., Wiemer-Hastings, P., and Ottati, V. (1998). The Use of Computational Cognitive Models to Improve Questions on Surveys and Questionnaires. In M.G. Sirken, D.J. Hermann, and S. Schechter (Eds), *Cognition and survey research*. New York: Wiley.

Graesser, A.C., Kennedy, T., Wiemer-Hastings, P., & Ottati, V.C. (1999). The use of computational cognitive models to improve questions on surveys and questionnaires. In M.G. Sirken, T. Jabine, G. Willis, E. Martin, & C. Tucker (Eds.), *A new agenda for interdisciplinary survey research methods*, (p. 28). Hyattsville, MD: US Department of Health and Human Services.

Graesser, A. and Wiemer-Hastings, P. (1997). Review of "Children's Early Text Construction" by C. Pontecorvo, M. Orsolini, B. Burge, and L.B. Resnick. *American Journal of Psychology*.

Hastings, P. and Lytinen, S., (1994). Acquiring new words from context. *Heuristics: The Journal of Knowledge Engineering*.

JOURNAL
SUBMISSIONS IN
PREPARATION
REFEREED
CONFERENCE
PRESENTATIONS

Arnott, E., Wiemer-Hastings, P., and Allbritton, D. Intelligent Tutoring in the Real World: Preliminary results for RMT in Research Methods Courses.

Arnott, E., Hastings, P., and Allbritton, D., (2008). Research Methods Tutor: Evaluation of a Dialogue-Based Tutoring System in the Classroom Presented at the meeting of the Society for Computers in Psychology, November 2008, by the first author.

Arnott, E., Wiemer-Hastings, P., and Allbritton, D., (2004). RMT: A Dual-Purpose Tutoring System for Psychology Research Methods. Presented at the meeting of the Society for Computers in Psychology, Minneapolis, Minnesota, November 2004.

Arnott, E., Burkmier, M., and Wiemer-Hastings, P., (2004). The Chicago River e-learning system: Learning new material in a formal or personalized setting. Presented at the meeting of the Society for Computers in Psychology, Minneapolis, Minnesota, November 2004.

Wiemer-Hastings, K., Janit, A., Wiemer-Hastings, P., Cromer, S., and Kinser, J. (2003). Automatic Identification of Negative Biases in Interpreting Life Events. Presented at the meeting of the Society for Computers in Psychology, Vancouver, British Columbia, November 2003.

Allbritton, D., Wiemer-Hastings, P., Arnott, E., and Efron, J. (2003). Strategies for Research Methods Tutoring using Latent Semantic Analysis. Presented at the meeting of the Society for Computers in Psychology, Vancouver, British Columbia, November 2003.

Larson, A., Britt, A., and Wiemer-Hastings, P. (2003). Using intelligent feedback to improve sourcing and integration in students' essays. Presented at the meeting of the Society for Computers in Psychology, Vancouver, British Columbia, November 2003.

Wiemer-Hastings, P., Robertson, J., and Glasswell, K. (January 2003). Improving Student's Writing with StoryStation. Presented at the Winter Text Conference, Jackson Hole, Wyoming.

Wiemer-Hastings, P., (January, 2001). Improving LSA with Syntax, presented at the Winter Text Conference, Jackson Hole, Wyoming.

Wiemer-Hastings, K. and Wiemer-Hastings, P., (January, 2001). How to handle presuppositions in questions, presented at the Winter Text Conference, Jackson Hole, Wyoming.

Wiemer-Hastings, P., (July, 2000). Select-a-Kibitzer: A multi-agent architecture for giving feedback on student compositions, poster presented at Meeting of the Society for Text and Discourse, Lyon, France.

Wiemer-Hastings, P. Semantic and syntactic constraints of verbs. Poster presentation at Cognitive Linguistics '99. Stockholm, Sweden. July 11-16, 1999.

Wiemer-Hastings, P., Wiemer-Hastings, K., and Graesser, A. (1999) Using Latent Semantic Analysis to Evaluate Tutee Contributions. Presentation at Winter Text '99, Jackson, Wyoming.

Wiemer-Hastings, P. (1997). Beyond the Grammar-checker. Presentation at the conference of the National Council of Teachers of English, Detroit, Michigan.

Wiemer-Hastings, P., Graesser, A., and Wiemer-Hastings, K. (1997). Symbolic, Statistical, and Human Verb Acquisition. Poster in *Proceedings of the 19th Annual Conference of the Cognitive Science Society*, 1997.

Wiemer-Hastings, P. (1997). The role of different knowledge sources in lexical acquisition. Presentation at the Fifth European Congress of Psychology, Dublin, Ireland.

INVITED
PRESENTATIONS
AND COLLOQUIA

“Research directions for Educational/Serious Games,” NCSU Future of Games seminar series, April 2008.

“Research directions for Educational/Serious Games,” Indiana University Psychology Seminar, April 2008.

“Learning and technology,” Guest lecture in DePaul School for New Learning’s special topics course for the MA in Applied Technology program. October, 2005.

“From Tutoring to Turing: Latent Semantic Analysis as Cognitive Model and Budget Natural Language Understanding,” University of Minnesota, Duluth. September, 2004.

“From Tutoring to Turing: Latent Semantic Analysis as Cognitive Model and Budget Natural Language Understanding,” Northwestern University, Department of Psychology. February, 2004.

“From Turing to Tutoring: Latent Semantic Analysis as Cognitive Model and Budget Natural Language Understanding,” University of Buffalo, Cognitive Science Seminar. February, 2004.

“Research Methods Tutoring in the Classroom.” Research presentation to DePaul Instructional Technology Development. December, 2003.

“StoryStation: Multiple agents give children feedback on their stories” University of Illinois Chicago, Department of Psychology. September, 2002.

“What did that student say?” Understanding students with an approximate language understanding mechanism. DePaul University Department of Psychology. April, 2002.

“The uses of LSA in AutoTutor” Invited presentation at the Circle Research Group, Carnegie Mellon University and University of Pittsburgh, November 1999.

“Inferring the meanings of verbs from context” Invited presentation given at the Language Research Forum, The University of Memphis. April 15, 1998.

AWARDS AND
RECOGNITION

“Document Use and Evaluation Tutor.” Submitted to Institute for Education Sciences, September, 2008. Anne Britt, NIU Psychology, PI. Subcontractor.

“Creating a usable environment for teaching argument comprehension and production skills.” Institute for Education Sciences, 2005-2009. Anne Britt, NIU Psychology, PI. Subcontractor.

Submitted to the NSF Advanced Learning Technologies Program: “Increasing conceptual connection with mixed language tutoring,” March 2005, \$474,663. PI with D. Allbritton, DePaul Psychology. Not funded.

Submitted to the Institute for Education Sciences’ Cognition and Student Learning Research Grant Program: “Dialog-based Intelligent Tutoring for Supporting Research Methods Classes”. December, 2004, \$461,000. PI with D. Allbritton, DePaul Psychology. Not funded.

Submitted to the Institute for Education Sciences’ Cognition and Student Learning Research Grant Program: “Creating a usable environment for teaching argument comprehension and production skills”. December, 2004. Co-PI with A. Britt (NIU Psychology) and C. Wolfe (Miami U Psychology). Funded, started August 1, 2005.

Submitted to NSF Research on Learning and Education Program: “Intelligent Tutoring for Research Methods”. December, 2003. Not funded.

Awarded \$3000 grant from the DePaul Library to purchase textual training corpora for a variety of language processing research projects throughout CTI. December, 2003.

Awarded DePaul QIC Summer Stipend on Research Methods Tutor. March 2003.

December 2002 - June 2004: Research Methods Tutor. DePaul’s QIC grant with David Allbritton from the Psychology Department.

Submitted preproposal to NSF Research on Learning and Education Program: Agent-based scaffolding of metacognitive processes for writing. September, 2002.

October 2000 - May 2002: UK Engineering and Physical Sciences Research Council, Teaching Composition Skills via Feedback from Multiple Agents, £60,643, PI.

September 2000 - August 2005: US National Science Foundation, Promoting Active Reading Strategies to Improve Students’ Understanding of Science, D. MacNamara PI, *ad hoc* consultant.

September 2000 - August 2005: US Office of Naval Research, Why2K: A tutor that teaches mental models using natural language dialogs, \$1,168,700, K. VanLehn and A. Graesser PIs, *ad hoc* consultant.

September 2000 - August 2002: US National Science Foundation, Developing and testing a computer that critiques survey questions, \$205,900, A. Graesser PI, *ad hoc* consultant.

September 1998 - August 1999: US Bureau of Census, QUEST questionnaire evaluation tool, \$58,512, co-PI with Art Graesser and Roger Kreuz.

September 1997 - August 2000: US National Science Foundation, Simulating Tutors with Natural Dialog and Pedagogical Strategies, \$900,000, co-PI with Art Graesser, Stan Franklin, Max Garzon, Roger Kreuz, Doug Hacker, Barry Gholson, and Xiangen Hu.

August 1996 - July 1998: James S. McDonnell Foundation, Postdoctoral Research Grant: A Multimodal Writing Environment, \$59,400, PI with Art Graesser.

SERVICE WITHIN
CTI

Chair, ITS-PC, 2004 to present. Began efforts to terminate the program.

HCI-PC, 2004 to present. Responsible for HCI breadth exam. Participating in determining the new directions for the undergraduate and graduate programs. Creating assessment goals and objectives.

TLE committee, 2006 to present. Developing mechanism for rating and displaying best practices for teaching, especially with respect to distance learning.

PhD committee, 2003 to present. Involves evaluating and selecting applicants for the PhD program. Reviewed approximately 10 applicants per year.

Online Learning Committee member, 2005 to present.

Assessment Committee, 2006 to present. Liaison for MS ITS program. Helped reorganize assessment from goals-based to objectives-based.

Local Review Board, 2007 to present. Review proposals for human research within CTI.

International Affairs Committee member, 2005. Participated in new move to expand DL offerings worldwide: Global CTI.

Research Environment Committee, 2002 to 2008. Helped make decisions on how research can best be fostered in CTI. Exploring possibilities for publicizing CTI research on 1st floor video screens for students, faculty, and the general public.

Academic program review, 2002–2003. Collected and analyzed data about the Computer Science program, especially with respect to distance learning. Helped author report which resulted in a memorandum of understanding.

Co-leader of group to establish a unified, consistent and maintainable set of web pages which describes research in CTI for our students, potential collaborators from other institutions, and to support internal collaborative efforts. September 2002 - present. Implementation pending programmer availability.

Wrote a URC grant proposal for supporting the purchase of textual training material for a variety of research projects, including cross-language information retrieval, ASL, natural language processing. The grant was funded by the Library instead of the URC.

Co-authored proposal for new MS degree in Learning Technology Systems. Wrote syllabi for two new courses, and assisted in creation of curriculum. March, April 2003.

Participated in the Program Review process as part of the Computer Science subcommittee. Helped to plan our analyses, and assign tasks. Analyzed data on differences between DL and non-DL grades in a range of courses. Analyzed student opinions of satisfaction with CTI courses, and of the intellectual rigor of the program.

Routine service, 2001 to present. Academic advising, interviewing and attending job talks for potential part-time and full-time faculty, student recruitment efforts, special seminar preparation, AI research seminar organizer, CTI Faculty retreat, summer 2002.

SERVICE TO
DEPAUL

Honors Program substitute for Mobasher, 2008-2009.

Liberal Studies Program Self Society and Modern World committee member, 2005 to present. Participate in the evaluation and selection of new courses for the domain.

In particular, have served as a liaison with other CTI faculty who are making proposals for the domain. Presented the committees views on proposals in Fall 2005 to concerned CTI faculty.

Continuing to teach Honors course in Cognitive Science (HON 207) which I helped create in Fall 2006. Supplied readings, project ideas, and some programming for projects. Participating in current discussions to broaden the scope of the course to open it to other instructors.

Guest lecturer in DePaul School for New Learning's special topics course for the MA in Applied Technology program, entitled "Learning and technology." October, 2005.

Part of a committee discussing the creation of a center of excellence for learning at DePaul, led by EVP Kozak. Winter 2005.

Research presentation to DePaul Instructional Technology Development, entitled "Research Methods Tutoring in the Classroom." December, 2003.

PROFESSIONAL
SERVICE

Program committee member for AI and Education 2009 Conference.

Reviewer for IEEE Transactions on Learning Technologies, Jan 2009.

Reviewer for Florida AI Research Conference, Jan 2009.

Ad hoc Reviewer for Florida AI Research Conference, Jan 2008.

Ad hoc reviewer for the International Journal of AI in Education, Nov, 2007.

Program committee member for AI and Education 2007 Conference.

Program committee member for Midwest AI and Computer Science Conference, MAICS 2007.

Reviewer for Cognitive Science Conference, 2007.

Co-organizer of the tutorials track at the 2005 Artificial Intelligence in Education conference. July, 2005.

Reviewed grant proposal for the Engineering and Physical Sciences Research Council, United Kingdom, November 2004.

Reviewed article submission for the Iranian Journal of Electrical and Computer Engineering, January 2005.

Moderated a session at the annual meeting of the Society for Text and Discourse, Chicago, July, 2004.

Co-organizer of a workshop at the 2004 Intelligent Tutoring Systems conference on Dialog-based tutoring. March, 2004.

Program committee member for the workshop on Intelligent Tutoring Systems in the Classroom at AI in Education, 2003.

Member of the American Association for Artificial Intelligence, the Cognitive Science Society, the Association for Computational Linguistics, and the International Artificial Intelligence in Education Society.

Ad hoc reviewer for Discourse Processes Journal, the Cognitive Science Conferences, National

Science Foundation, AI and Education, and Intelligent Tutoring Systems.

Program committee member for the Cognitive Science and Semantics Workshop at Cognitive Science 2001.

Program committee member for AI and Education 2001 Conference.