

# VITA

## Natalie K. Person

---

Department of Psychology  
Rhodes College  
2000 North Parkway  
Memphis, TN 38112  
901-843-3988 (Office)  
901-756-1741 (Home)  
901-843-3427 (FAX)  
[person@rhodes.edu](mailto:person@rhodes.edu)

Institute for Intelligent Systems  
FedEx Institute of Technology  
University of Memphis  
365 Innovation Drive  
Memphis, TN 38152  
901-678-5247 (Office)  
901-678-1336 (FAX)  
[nperson@memphis.edu](mailto:nperson@memphis.edu)

---

### EDUCATION

1991 - 1994      The University of Memphis  
                         Ph.D. in Cognitive Psychology

1989 - 1990      Memphis State University  
                         M.S. in General Psychology

1983 - 1987      University of Mississippi  
                         B.A. in Psychology

---

### PROFESSIONAL HISTORY

August 2001 -      Associate Professor  
present              Department of Psychology  
                         Rhodes College

September 2003 -      Executive Director  
July 2005              Institute for Intelligent Systems  
                         FedEx Institute of Technology  
                         University of Memphis

August 2001 -      Coordinator of the Education Program  
August 2003              Rhodes College

August 1994-      Graduate Faculty  
present              Institute for Intelligent Systems & Department of Psychology  
                         University of Memphis

August 1994 -      Assistant Professor  
August 2001              Rhodes College  
                         Department of Psychology

.  
 .  
 .  
 .  
 .  
 .  
 .  
 .  
 .  
 .  
 June 2006\* - June 2007\* Principal Investigator  
 Project: NASA Stars in the Rhodes Learning Corridor: *Improving science, math, and technology in Memphis City Schools*  
 Funded by: U.S. Congressional Award

February 2005 - December 2007 Principal Investigator  
 Project: An Analysis of Expert Human Tutors (N000140510241)  
 Funded by: The Office of Naval Research

October 2001 - October 2004 Co-Principal Investigator  
 Project: Developing AutoTutor for Computer Literacy and Other Technical Domains (SBR 0106965)  
 Funded by: National Science Foundation (NSF),  
 Research on Learning and Education (ROLE) program

May 2000 – May 2005 Co-Principal Investigator  
 Project: Why2000: An Intelligent Tutoring System with Natural Language Dialog (N00014-00-1-0600)  
 Funded by: Department of Defense, Office of Naval Research,  
 Multidisciplinary Research Program of the University Research Initiative (MURI)

May 2000 – October 2002 Senior Research Consultant for the Institute for Computational and Discourse Technologies, a division of Thoughtware Technologies, Inc.  
 Project: A Conversational Agent for Human Subject Research Protocols (N61339-01-C1006 & AK-2-1801)  
 Funded by: Institute for Defense Analysis & ONR/NAWCTSD

October 1997- October 2001 Co-Principal Investigator  
 Project: Simulating Tutors with Natural Dialog and Pedagogical Strategies (SBR 9720314)  
 Funded by: National Science Foundation (NSF),  
 Learning and Intelligent Systems (LIS) program

June 1992 - June 1993 Grant Supervisor, Research Assistant  
 Dr. Arthur C. Graesser (Principal Investigator)  
 Project: Questioning Mechanisms During Tutoring, Conversation, and Human-Computer Interaction  
 Funded by: Department of Defense, Office of Naval Research  
 Department of Psychology and Mathematical Sciences  
 Memphis State University

January 1990 - January 1992 Grant Supervisor, Research Assistant  
 Dr. Arthur C. Graesser (Principal Investigator)  
 Project: Questioning Mechanisms During Complex Learning  
 Funded by: Department of Defense, Office of Naval Research  
 Department of Psychology and Mathematical Sciences  
 Memphis State University

January 1992 - May 1992 Lab Instructor (Research Methods & Design)  
 Department of Psychology  
 Memphis State University

January 1991-  
August 1992                      Statistics Instructor (course & lab)  
Department of Psychology  
Memphis State University

August 1988-  
May 1990                              Teacher  
Lamplighter Montessori School  
Memphis, TN 38106

---

## **PROFESSIONAL & HONORARY SOCIETIES**

AAAI (American Association of Artificial Intelligence)  
American Educational Research Association  
American Montessori Society  
American Psychological Society  
Society for Text and Discourse  
IEEE (Institute of Electrical and Electronics Engineers)  
IGEL (Society for the Empirical Study of Literature)  
Phi Kappa Phi  
Psi Chi (Chapter Advisor)  
TACTE (Tennessee Association of Colleges of Teacher Education)  
TALACTE (Tennessee Association of Liberal Arts Colleges of Teacher Education)

---

## **RESEARCH INTERESTS**

General areas of cognitive psychology, education, cognitive science, artificial intelligence, and psycholinguistics. More specific interests include tutoring, instructional technology, intelligent tutoring systems, conversational discourse, complex learning, question asking and answering, models of effective teaching, and affecting computing.

---

## **TEACHING INTERESTS**

Cognitive Psychology, Educational Psychology, Statistics, Research Methods and Design, Cognition and Instruction, Artificial Intelligence, Psychology of Language, Learning and Memory, Intelligence, Introduction to Psychology.

---

## **PUBLICATIONS**

Person, N. K., D'Mello, S., & Olney, A. (in press). Toward socially intelligent interviewing systems. In F. G. Conrad & M. F. Schober (eds.), *Envisioning the survey interview of the future*. Hoboken, NJ: Wiley and Sons, Inc.

Graesser, A. C., Jackson, G. T., Olney, A., Person, N. K., & Chipman, P. (in press). AutoTutor: A Tutoring System with an Animated Conversational Agent and Mixed-initiative Dialogue. In S. Chipman, A. C. Graesser, N. K. Person, and J. Moore (eds.), *The Gift of Tongues: True Natural Language Interaction for Intelligent Tutoring Systems*. Mahwah, NJ: Erlbaum.

Graesser, A.C., Person, N., Lu, Z., Jeon, M.G., & McDaniel, B. (2005). Learning while holding a conversation with a computer. In L. PytlikZillig, M. Bodvarsson, & R. Bruning (Eds.), *Technology-based education: Bringing researchers and practitioners together* (pp. 143-167). Greenwich, CT: Information Age Publishing.

Graesser, A. C., Hu, X., Person, N. K., Jackson, G. T., & Toth, J. (2004). Modules and information retrieval facilities of the Human Use Regulatory Affairs Advisor (HURAA). *International Journal on eLearning*, 29-39.

Jackson, G. T., Person, N. K., & Graesser, A. C. (2004). Adaptive tutorial dialogue in AutoTutor. In ITS 2004 Workshop Proceedings on Dialog-based Intelligent Tutoring Systems (pp. 9-13). Maceio, Brazil: Springer-Verlag.

Person, N. K., Hancock, J. T., Burke, D. R., & Graesser, A. C. (2004). A linguistic model that infers user states and traits. In ITS 2004 Workshop Proceedings on Social and Emotional Intelligence in Learning Environments. Maceio, Brazil Springer-Verlag.

Person, N. K., & Graesser, A. C. (2004). AutorTutor. In the 2004 BRIMS Proceedings. Washington, D.C.

Graesser, A. C., Jackson, G. T., Mathews, E. C., Mitchell, H. H., Olney, A., Ventura, M., Chipman, P., Franceschetti, D., Hu, X., Louwerse, M. M., Person, N. K., & The Tutoring Research Group (2003). Why/AutoTutor: A test of learning gains from a physics tutor with natural language dialog. *Proceedings of the 25th Annual Conference of the Cognitive Science Society*, Mahwah, NJ: Erlbaum.

Graesser, A. C., Moreno, K., Marineau, J., Adcock, A., Olney, A., & Person, N. K. (2003). AutoTutor improves deep learning of computer literacy: Is it the dialog or the talking head? In U. Hoppe, F. Verdejo, & J. Kay (Eds.), *Artificial intelligence in education: Shaping the future of learning through intelligent technology* (pp. 47-54). Amsterdam, IOS Press.

Person, N. K., & Graesser, A. C., & The Tutoring Research Group (2003). Fourteen facts about human tutoring: Food for thought for ITS developers. *AI-ED 2003 Workshop Proceedings on Tutorial Dialogue Systems: With a View Toward the Classroom* (pp. 335-344). Sydney, Australia.

Person, N. K., & Graesser, A. C. (2003). Pedagogical Agents and Tutors. In J. W. Guthrie (Ed.), *Encyclopedia of education* (2<sup>nd</sup> ed. Vol. 2 586-589). New York: Macmillan.

Graesser, A. C., & Person, N. K. (2003). Discourse, Cognitive Perspective. In J. W. Guthrie (Ed.), *Encyclopedia of education* (2<sup>nd</sup> ed., Vol. 4 1169-1172). New York: Macmillan.

Graesser, A. C., Jackson, G. T., Ventura, M., Mueller, J., Hu, X., Person, N. K. (2003) The Impact of Conversational Navigational Guides on the Learning, Use, and Perceptions of Users of a Web site. *Proceedings of the 2003 AAAI Spring Symposia on Natural Language Generation in Spoken and Written Dialogue*. (pp.9-14). Palo Alto, CA: AAAI Press.

Mathews, E. C., Jackson, G. T., Person, N. K., Graesser, A. C. (2003). Discourse Patterns in Why/AutoTutor. *Proceedings of the 2003 AAAI Spring Symposia on Natural*

*Language Generation in Spoken and Written Dialogue* (pp.97-103). Palo Alto, CA: AAAI Press.

Moreno, K. N., Person, N. K., Adcock, A. B., Van Eck, R. N., Jackson, G. T., & Marineau, J. C. (2002). Etiquette and efficacy in animated pedagogical agents: The role of stereotypes. *Proceedings of the AAAI Fall Symposium: Etiquette for Human Computer Work* (pp.77-80). Falmouth, MA: AAAI Press.

Graesser, A. C., Hu, X., Person, N. K., Jackson, G. T., and Toth, J. (2002). Modules and information retrieval facilities of the Human Use Regulatory Affairs Advisor (HURAA). In M. Driscoll and T. C. Reeves (Eds.), *Proceedings for E-Learning 2002: World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education* (pp. 353-360). Montreal, Canada: AACE. (Received Outstanding Paper Award)

Person, N. K., Erkel, M., Graesser, A. C., & The Tutoring Research Group (2002). AutoTutor passes the bystander Turing test. *Proceedings for E-Learn 2002: World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education* (pp. 778-782). Montreal, Canada: AACE.

Person, N. K., Graesser, A. C., & The Tutoring Research Group (2002). Human or computer: AutoTutor in a bystander Turing test. In S. A. Cerri, G. Gouarderes, & F. Paraguacu (Eds.) *Intelligent Tutoring Systems 2002 Proceedings* (pp. 821-830). Berlin: Springer-Verlag.

Graesser, A. C., Hu, X., Person, N. K., Stewart, C., Toth, J., Jackson, G. T., Susarla, S., & Ventura, M. (2002). Learning about the ethical treatment of human subjects in experiments on a web facility with a conversational agent and ITS components. In S. A. Cerri, G. Gouarderes, & F. Paraguacu (Eds.), *Intelligent Tutoring Systems 2002 Proceedings* (pp. 972-981). Berlin: Springer-Verlag.

Graesser, A. C., Person, N. K., & Hu, X. (2002). Improving comprehension through discourse processing. *New Directions in Teaching and Learning*, 89, 33-44.

Louwerse, M., Graesser, A. C., Hu, X., & Person, N. K. (2002). The role of intelligent tutoring systems in education: An overview of AutoTutor. *Proceedings of the 2002 Society for Information Technology & Teacher Education International Conference*. Nashville, TN.

Marineau, J., Olney, A., Louwerse, M., Person, N. K., Olde, B., Susarla, S., Chipman, P., Graesser, A.C., & TRG (2002). AutoTutor's log files and categories of language and discourse. In C. P. Rose and V. Eleven (Eds.), *Workshop Proceedings of Empirical Methods for Tutorial Dialogue Systems at ITS 2002* (pp. 85-92). San Sebastian, Spain.

Olney, A., Person, N. & Louwerse, M. (2002) AutoTutor: A conversational tutoring environment. *Proceedings of ACL 2002*. Philadelphia, PA.

Rajan, S., Craig, S. D., Gholson, B., Person, N. K., & Graesser, A. C. (2001). AutoTutor: Incorporating back-channel feedback and other human-like conversational behaviors into an intelligent tutoring system. *International Journal of Speech Technologies*, 4, 117-126.

Graesser, A. C., Hu, X., Person, N. K. (2001). Teaching with the Help of Talking Heads. *Proceedings of the IEEE International Conference on Advanced Learning Technologies* (pp. 460-461). Los Alamitos, CA: IEEE Computer Society.

Graesser, A. C., Hu, X., Susarla, S., Harter, D., Person, N. K., Louwerse, M., Olde, B., & The Tutoring Research Group (2001). AutoTutor: An Intelligent Tutor and Conversational Tutoring Scaffold. In J. D. Moore, C. L. Redfield, & W. L. Johnson (Eds.) *Artificial intelligence in education: AI-ED in the wired and wireless future* (pp. 47-49). Amsterdam, IOS Press.

Graesser, A.C., Person, N., Harter, D., & TRG (2001). Teaching tactics and dialog in AutoTutor. *International Journal of Artificial Intelligence in Education*, 12, 257-279.

Jackson, T., Mueller, J., Person, N., & Graesser, A.C. (2001). Assessing the pedagogical effectiveness and conversational appropriateness in three versions of AutoTutor. In J.D. Moore, C.L. Redfield, & W.L. Johnson (Eds.) *Artificial Intelligence in Education: AI-ED in the Wired and Wireless Future* (pp. 563-567). Amsterdam: OIS Press.

Person, N. K., Graesser, A. C., Bautista, L., Mathews, E. C., & The Tutoring Research Group (2001). Evaluating student learning gains in two versions of AutoTutor. In J. D. Moore, C. L. Redfield, & W. L. Johnson (Eds.) *Artificial intelligence in education: AI-ED in the wired and wireless future* (pp. 286-293). Amsterdam, IOS Press.

Person, N. K., Gholson, B., Craig, S. D., Hu, X., Stewart, C. O., & Graesser, A. C. (2001). HURAA: An interactive web-based agent that optimizes information retrieval in a multi-media environment. In C. Montgomerie & J. Viteli (Eds.) *Proceedings for ED-MEDIA 2001: World Conference on Educational Multimedia, Hypermedia and Telecommunications*. (pp. 1476-1481). Norfolk, VA: Association for the Advancement of Computing in Education.

Person, N. K., Graesser, A. C., Kreuz, R. J., Pomeroy, V., & The Tutoring Research Group (2001). Simulating human tutor dialog moves in AutoTutor. *International Journal of Artificial Intelligence in Education*, 12, 23-39.

Person, N. K., Graesser, A. C., Harter, D., Mathews, E. C., & The Tutoring Research Group. (2000). Dialog move generation and conversation management in AutoTutor. *Proceedings of the AAAI Fall Symposium: Building Dialogue Systems for Tutorial Applications* (pp. 45-51). Falmouth, MA: AAAI Press.

Graesser, A.C., Wiemer-Hastings, P., Wiemer-Hastings, K., Harter, D., Person, N., & The Tutoring Research Group (2000). Using latent semantic analysis to evaluate the contributions of students in AutoTutor. *Interactive Learning Environments*, 8, 129-148.

Graesser, A. C., Person, N. K., Harter, D., & The Tutoring Research Group (2000). Teaching tactics in AutoTutor. *ITS 2000 Proceedings of the Workshop on Modeling Human Teaching Tactics and Strategies* (pp. 49-57). Montreal, Canada.

Person, N. K., Bautista, L., Kreuz, R. J., Graesser, A. C., & The Tutoring Research Group (2000). The dialog advancer network: A conversation manager for AutoTutor. *ITS 2000 Proceedings of the Workshop on Modeling Human Teaching Tactics and Strategies*, 86-92). Montreal, Canada.

Person, N. K., Craig, C., Price, P., Hu, X., Gholson, B., Graesser, A. C., & The Tutoring Research Group (2000). Incorporating human-like conversational behaviors into

AutoTutor. *In the Agents 2000 Proceedings of the Workshop on Achieving Human-like Behavior in the Interactive Animated Agents* (pp. 85-92). Barcelona, Catalonia, Spain: ACM Press.

Person, N. K., Graesser, A. C., & The Tutoring Research Group (2000). AutoTutor's Conversational Behaviors. In the *Proceedings of the Third Workshop on Human-Computer Conversation* (pp. 130-135). Bellagio, Italy.

Person, N. K., Graesser, A. C., & The Tutoring Research Group (2000). Designing AutoTutor to be an effective conversational partner. In the *Proceedings for the 4<sup>th</sup> International Conference of the Learning Sciences* (pp. 246-253). Ann Arbor, MI.

Person, N. K., Graesser, A. C., Harter, D., & The Tutoring Research Group (2000). The Dialog Advancer Network: A mechanism for improving AutoTutor's conversational skills. In the *Proceedings for the 10<sup>th</sup> Annual Meeting of the Society for Text and Discourse* (pp.20-21). Lyon, France: University of Lyon 2.

Person, N. K., Klettke, B., Link, K., Kreuz, R. J., & The Tutoring Research Group (1999). The integration of affective responses into AutoTutor. *Proceedings of the International Workshop on Affect in Interactions* (pp. 167-178). Siena, Italy.

Person, N. K., & Graesser, A. C. (1999). Evolution of discourse in cross-age tutoring. In A. M.O'Donnell and A. King (Eds.), *Cognitive perspectives on peer learning* (pp. 69-86). Mahwah, NJ: Erlbaum.

Graesser, A. C., Bowers, C., Olde, B., White, K., & Person, N. K. (1999). Who knows what: Propagation of knowledge among agents in a literary storyworld. *Poetics: Journal of Empirical Research on Literature, the Media, and the Arts*, 26, 143-175.

Graesser, A. C., Bowers, C. A., Hacker, D. J., & Person, N. K. (1997). An anatomy of naturalistic tutoring. In K. Hogan & M. Pressley (Eds.), *Scaffolding student learning: Instruction approaches and issues* (pp. 145-184). Cambridge, MA: Brookline Books.

Graesser, A. C., Person, N. K., & Magliano, J. P. (1995). Collaborative dialogue patterns in naturalistic one-to-one tutoring sessions. *Applied Cognitive Psychology*, 9, 1-28.

Person, N. K., Kreuz, R. J., Zwaan, R., & Graesser, A. C. (1995). Pragmatics and pedagogy: Conversational rules and politeness strategies may inhibit effective tutoring. *Cognition and Instruction*, 13, 161-188.

Person, N. K., Graesser, A. C., Magliano, J. P., & Kreuz, R. J. (1994). Inferring what the student knows in one-to-one tutoring: The role of student questions and answers. *Learning and Individual Differences*, 6, 205-229.

Graesser, A. C., & Person, N. K. (1994). Question asking during tutoring. *American Educational Research Journal*, 31, 104-137.

Graesser, A. C., Person, N. K., & Johnston, G. S. (1993). Three obstacles in empirical research on aesthetic and literary comprehension. In R. J. Kreuz & M. S. MacNealy (Eds.), *Empirical approaches to literature and aesthetics*. Norwood, NJ: Ablex.

Graesser, A. C., Person, N. K., & Huber, J. D. (1993). Question asking during tutoring and in the design of educational software. In M. Rabinowitz (Ed.), *Cognitive*

*science foundations of instructional software* (pp. 149-172). Hillsdale, NJ: Lawrence Erlbaum Associates.

Graesser, A. C., Person, N. K., & Huber, J. D. (1992). Mechanisms that generate questions. In T. Lauer, E. Peacock, & A. C. Graesser (Eds.), *Questions and information systems* (pp. 167-187). Hillsdale, NJ: Lawrence Erlbaum Associates.

---

---

## **INVITED TALKS**

Person, N. K. (2005, April). AutoTutor: A Pedagogical Agent with Natural Language Capabilities. Invited talk at the New School for Social Research and Parsons School of Design. New York, NY.

Person, N. K. (2005, November). Understanding Users' Emotional States in Human-Computer Dialogues. Presented at the NSF Workshop Envisioning the Survey Interview of the Future. University of Michigan, Ann Arbor, MI.

Person, N. K. & Mathews, E. C. (2003, October). Academic Research and Project Management. Invited talk to the Memphis Chapter of the Project Management Institute. Memphis, TN.

Graesser, A. C., Person, N. K., & Louwerse, M. M. (2002, June). AutoTutor : Tutorial Dialog on a computer. Invited Symposium on Technology Innovations for Research on Language.

## **REFEREED CONFERENCE PRESENTATIONS**

Person, N. K., Lehman, B., & Ozbun, R. (2007, July). Pedagogical and Motivational Dialogue Moves Used by Expert Tutors. Presented at the 17th Annual Meeting of the Society for Text and Discourse. Glasgow, Scotland.

Person, N. K., & Mallott, L. (2007, July). Question Generation in Expert Tutoring. Presented at the 17th Annual Meeting of the Society for Text and Discourse. Glasgow, Scotland.

Person, N. K., Moses, J., Willson, W. (2007, April). Question asking in expert and non-expert tutoring sessions. Presented at the 2007 AERA Annual Meeting. Chicago, IL.

Person, N. K., Petschonek, S., Gardner, P. C., Bray, M. D., & Lancaster, W. (2005, July). Linguistic features of interviews about alcohol use in different conversational media. Presented at the 15th Annual Meeting of the Society for Text and Discourse. Amsterdam, The Netherlands.

Jackson, G. T., Person, N. K., & Graesser, A. C. (2004, September). Adaptive tutorial dialogue in AutoTutor. Presented at ITS 2004 Workshop on Dialog-based Intelligent Tutoring Systems. Maceio, Brazil.

Person, N. K., Hancock, J. T., Burke, D. R., & Graesser, A. C. (2004, August). A linguistic model that infers user states and traits. Presented at ITS 2004 Workshop on Social and Emotional Intelligence in Learning Environments. Maceio, Brazil.

Person, N. K., Graesser, A. C., Jackson, G. T., & Lin, D. (2004, August). Dialog sequences and feedback patterns that promote learning. Presented at the 14th Annual Meeting of the Society for Text and Discourse. Chicago, IL.

Person, N. K., & Graesser, A. C. (2004, May). AutorTutor. Presented at BRIMS Symposium on Software Agents with Natural Language Capabilities – Where Are We? Washington, D.C.

Graesser, A. C., Jackson, G. T. & Person, N. K. (2004, April). AutoTutor: An adaptive computer tutor that simulates human tutoring. Presented at the 2004 AERA Annual Meeting. San Diego, CA.

Person, N. K., Burke, D. R., Graesser, A. C. (2003, June). RudeTutor: A face-threatening agent. Presented at the 13<sup>th</sup> Annual Meeting of the Society for Text and Discourse. Madrid, Spain.

Mathews, E. C., Jackson, G. T., Person, N. K., & Graesser, A. C. (2003, March). Discourse Patterns in Why/AutoTutor. Presented at the 2003 AAAI Spring Symposium on Natural Language Generation in Spoken and Written Dialogue, Palo Alto, CA.

Jackson, G. T., Person, N. K., & Graesser, A. C. (2003, January). The relationship between dialog move type and student ability in AutoTutor. Presented at the Winter Conference on Discourse, Text, and Cognition, Jackson Hole, WY.

Moreno, K. N., Person, N. K., Adcock, A. B., Van Eck, R. N., Jackson, G. T., & Marineau, J. C. (2002, November). Etiquette and efficacy in animated pedagogical agents: The role of stereotypes. Presented at 2002 AAAI Fall Symposium: Etiquette for Human Computer Work, Falmouth, MA.

Graesser, A.C., Hu, X., Person, N.K., Jackson, G. T., & Toth, J. (2002, October). Modules and information retrieval facilities of the human use regulatory affairs advisor (HURAA). Presented at E-Learn 2002: World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education, Montreal, Canada: AACE.

Person, N. K., Erkel, M., Graesser, A. C., & the TRG (2002, October). AutoTutor passes the bystander Turing test. Presented at E-Learn 2002: World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education, Montreal, Canada: AACE.

Graesser, A. C., Hu, X., Olde, B. A., Ventura, M., Olney, A., Louwense, M., Franceschetti, D. R., Person, N.K. (2002, August). Implementing latent semantic analysis in learning environments with conversational agents and tutorial dialog. Presented at the 24th Annual Meeting of the Cognitive Science Society, Fairfax, VA.

Olney, A., Person, N. & Louwerse, M. (2002, July) AutoTutor: A conversational tutoring environment. Presented at the 2002 Association for Computational Linguistics 2002, Philadelphia, PA.

Graesser, A. C., Hu, X., Person, N. K., Stewart, C., Toth, J., Jackson, G. T., Susarla, S., & Ventura, M. (2002, June). Learning about the ethical treatment of human subjects in experiments on a web facility with a conversational agent and ITS components. Presented at Intelligent Tutoring Systems 2002, Biarritz, France.

Marineau, J., Olney, A., Louwerse, M., Person, N., Olde, B., Susarla, S., Chipman, P., Graesser, A.C., & TRG (2002, June). AutoTutor's log files and categories of language and discourse. Presented at the Workshop on Tutorial Dialogue Systems at ITS 2002, San Sebastian, Spain.

Person, N. K., Graesser, A. C., & The Tutoring Research Group (2002, June). Human or computer: AutoTutor in a bystander Turing test. Presented at Intelligent Tutoring Systems 2002, Biarritz, France.

Louwerse, M., Graesser, A., Hu, X., & Person, N. (2002, March). The role of intelligent tutoring systems in education: An overview of AutoTutor. Presented at the Society for Information Technology & Teacher Education, Nashville, TN.

Person, N. K., Graesser, A. C., Breitmeyer, A., Browder, L., Brownyard, K., & The Tutoring Research Group (2002, January). Human or Computer?: AutoTutor in a Bystander Turing Test. Presented at the Winter Conference on Discourse, Text, and Cognition, Jackson Hole, WY.

Ventura, M., Person, N. K., Jackson, G. T., Graesser, A. C., Hu, X., & Toth, J. (2002, January). Evaluating Learning Outcomes in an Interactive Web-based Learning System. Presented at the Winter Conference on Discourse, Text, and Cognition, Jackson Hole, WY.

Graesser, A. C., Hu, X., & Person, N. K. (2001, August). Teaching with the Help of Talking Heads. Presented at IEEE International Conference on Advanced Learning Technologies. Madison, WI.

Gravier, A., Perez, A., & Person, N. K. (2001, July). Repetition in Conversation. Presented at the 11<sup>th</sup> Annual Meeting of the Society for Text and Discourse, Santa Barbara, CA.

VanCleave, E., Kohl, A., & Person, N. K. (2001, July). The function of discourse markers in different conversation genres. Presented at the 11<sup>th</sup> Annual Meeting of the Society for Text and Discourse, Santa Barbara, CA.

Walters, M., & Person, N. K. (2001, July). Epistemological expressions in three types of conversations. Presented at the 11<sup>th</sup> Annual Meeting of the Society for Text and Discourse, Santa Barbara, CA.

Person, N. K., Gholson, B., Craig, S., Hu, X., Stewart, C. O., & Graesser, A. C. (2001, June). HURAA: An Interactive Web-based Agent that Optimizes Information Retrieval in a Multi-media Environment. Presented at ED-MEDIA 2001: World Conference on Educational Multimedia, Hypermedia & Telecommunications. Tampere, Finland.

Person, N. K., Graesser, A. C., & The Tutoring Research Group (2001, June). AutoTutor in Two Content Domains. Presented at Language and Technologies 2001: 2<sup>nd</sup> Annual Meeting of the North American Association for Computational Linguistics. Pittsburgh, PA.

Graesser, A. C., Hu, X., Susarla, S., Harter, D., Person, N. K., Louwerse, M., Olde, B., & the Tutoring Research Group (2001, May). AutoTutor: An Intelligent Tutor and Conversational Tutoring Scaffold. Presented at the 10<sup>th</sup> International Conference of Artificial Intelligence in Education. San Antonio, TX.

Person, N. K., Graesser, A. C., Bautista, L., Mathews, E. C., & The Tutoring Research Group (2001, May). Evaluating Student Learning Gains in Two Versions of AutoTutor. Presented at the 10<sup>th</sup> International Conference of Artificial Intelligence in Education. San Antonio, TX.

Jackson, G. T., Mueller, J. M., Person, N. K., & Graesser, A. C. (2001, May). Evaluating the Pedagogical Effectiveness and Conversational Appropriateness in Three Versions of AutoTutor. Presented at the 10<sup>th</sup> International Conference of Artificial Intelligence in Education. San Antonio, TX.

Person, N. K., Kreuz, R. J., Graesser, A. C., Rajan, S., Klettke, B., Pomeroy, V., Link, K., & The Tutoring Research Group (2001, April). An analysis of student learning gains after interacting with AutoTutor. Presented at the American Educational Research Association, Seattle, WA.

Person, N. K., Graesser, A. C., Jackson, G. T., Mathew, E. C., & The Tutoring Research Group (2001, January). Evaluating student learning outcomes for two versions of AutoTutor. Presented at the Winter Conference on Discourse, Text, and Cognition, Jackson Hole, WY.

Person, N. K., Graesser, A. C., Harter, D., Mathews, E. C., & The Tutoring Research Group (2000, November). Managing the tutorial interaction in AutoTutor. Presented at AAAI Fall Symposium Series, Falmouth, Massachusetts.

Person, N. K., Graesser, A. C., Harter, D., & The Tutoring Research Group (2000, July). The Dialog Advancer Network: A mechanism for improving Autotutor's conversational skills. Presented at the 10<sup>th</sup> Annual Meeting of the Society for Text and Discourse, Lyon, France.

Person, N. K., Graesser, A. C., & The Tutoring Research Group (2000, July). Controlling Autotutor's conversational behaviors. Presented at the Third Workshop on Human-Computer Conversation, Bellagio, Italy.

Graesser, A. C., Person, N. K., Harter, D., & The Tutoring Research Group (2000, June). Tactics in tutoring in AutoTutor. Presented at the ITS 2000 Workshop on Modeling Human Teaching Tactics and Strategies, Montreal, Canada.

Person, N. K., Bautista, L., Kreuz, R. J., Graesser, A. C., & The Tutoring Research Group (2000, June). "Hey, am I supposed to say something now?": Managing the dialog in AutoTutor. Presented at the ITS 2000 Workshop on Modeling Human Teaching Tactics and Strategies, Montreal, Canada.

Person, N. K., Graesser, A. C., & The Tutoring Research Group (2000, June). Designing AutoTutor to be an effective conversational partner. Presented at the 4<sup>th</sup> International Conference of the Learning Sciences. Ann Arbor, MI.

Person, N. K., Craig, C., Price, P., Hu, X., Gholson, B., Graesser, A. C., & The Tutoring Research Group. (2000, June) Incorporating human-like conversational behaviors into Autotutor. Presented at the Agents 2000 Workshop on Achieving Human-like Behavior in Interactive Animated Agents, Barcelona, Catalonia, Spain.

Graesser, A. C., Wiemer-Hastings, K., Wiemer-Hastings, P., Harter, D., Person, N., & Kreuz, R. (1999, November). Latent semantic analysis can reliably evaluate student contributions in AutoTutor. Presented at the 40th annual meeting of the Psychonomic Society, Los Angeles.

Person, N. K., & Weimer-Hastings, P. (1999, November). AutoTutor: Ungrounded and proud of it. Presented at AAAI Fall Symposium Series, Falmouth, Massachusetts.

Person, N. K., Klettke, B., Link, K., Kreuz, R. J., & The Tutoring Research Group (1999, October). The integration of affective responses into AutoTutor. Presented at the i3net Workshop on Affect in Interactions: Towards a New Generation of Interfaces, Siena, Italy.

Klettke, B., Person, N. K., Graesser, A., Link, K., & Kreuz, R. J. (1999, October). Integrating affect into AutoTutor's feedback responses. Presented at the i3net Workshop on Affect in Interactions: Towards a New Generation of Interfaces, Siena, Italy.

Person, N. K., Kreuz, R. J., Pomeroy, V., & Klettke, B. (1999, August). Autotutor's pedagogical effectiveness and conversational smoothness. Presented at the 9<sup>th</sup> Annual Society for Text and Discourse, Vancouver, Canada.

Person, N. K., Pomeroy, V., & Weeks, M. (1998, July). Tutor dialogue moves in naturalistic tutoring. Presented at the 8<sup>th</sup> Annual Society for Text and Discourse, Madison, WI.

Graesser, A. C., White, K. K., & Person, N. K. (1997, July). World knowledge and the situation model sometimes reign supreme in text comprehension and inference generation. Presented at the Workshop on Text Representation: Linguistic and Psycholinguistic Aspects, Utrecht, The Netherlands.

Graesser, A. C., Olde, B., White, K. K., & Person, N. K. (1997, November). Who knows what? Reconstructing character knowledge in literary short stories. Presented at the 38th Annual Meeting of the Psychonomics Society, Philadelphia, PA.

Person, N. K. (Invited Speaker) (1996, November). Evolution of discourse in cross-age tutoring. Presented at the Rutgers Invitations Symposium on Education, New Brunswick, NJ.

Person, N. K. (Symposium Chair) (1996, April). Human and computer tutoring. American Educational Research Association, New York, NY.

Person, N. K. (1996, April). Pedagogical strategies that are implemented during tutor-generated examples. Presented at the American Educational Research Association, New York, NY.

Graesser, A. C., & Person, N. K. (1995, July). Tutoring by humans and by computers. Presented at the Society for Text and Discourse, Albuquerque, NM.

Person, N. K. (1995, June). An analysis of the pedagogical strategies that are implemented during tutor-generated examples. Presented at the American Psychological Society, New York, NY.

Person, N. K., & Graesser, A. C. (1994, July). Examples generated by tutors in one-to-one tutoring sessions. Presented at the American Psychological Society, Washington, DC.

Person, N. K., Kreuz, R. J., & Graesser, A. C. (1994, July). Conversational rules and politeness strategies may inhibit effective tutoring. Paper presented at the Society for Text and Discourse, Washington, DC.

Person, N. K., & Graesser, A. C. (1994, April). Text, tutoring, and literacy. Presented at the American Educational Research Association, New Orleans, LA.

Person, N. K., & Graesser, A. C. (1993, June). Determining students' understanding in one-to-one tutoring sessions. Presented at the Society for Text and Discourse, Boulder, CO.

Graesser, A. C., Magliano, J. P., Person, N. K., & Kreuz, R. J. (1993, June). Dialogue patterns and questioning during naturalistic tutoring. Presented at the Society for Text and Discourse, Boulder, CO.

Person, N. K., & Graesser, A. C. (1992, June). Question asking in tutoring sessions. Presented at the American Psychological Society, San Diego, CA.

Person, N. K., Magliano, J., & Graesser, A. C. (1992, June). The impact of reader goals, aesthetic experience, and literary aptitude on reading times for short stories. Presented at the Society for Text and Discourse, San Diego, CA.

Graesser, A. C., Kreuz, R., & Person, N. K. (1992, June). The assumptions behind questions in discourse. Presented at the Society for Text and Discourse, San Diego, CA.

Person, N. K. (1992, May). A symposium on theatrical productions. At the 3rd conference of the International Association for the Empirical Study of Literature, Memphis, TN.

Graesser, A. C., Huber, J. D., & Person, N. K. (1991, November). Question asking in tutoring sessions. Presented at the Psychonomic Society Conference, San Francisco, CA.

---

## The Tutoring Research Group

The **Tutoring Research Group** (TRG) is an interdisciplinary research team that is currently being funded by the National Science Foundation, the Office of Naval Research, and several other government and Department of Defense agencies. The TRG is comprised of approximately 40 researchers from psychology, computer science, and education. I am a

co-founder of the TRG and currently serve as a Co-Principal Investigator on several grant projects.

---

## TUTORING RESEARCH GROUP PUBLICATIONS

Craig, S. D., Hu, X., Gholson, B., Marks, W., Graesser, A., & The Tutoring Research Group (2000). AutoTutor: A human tutoring simulation with an animated pedagogical agent interface. In P. Hamberger (Ed.), *Integrated command environments*. San Diego, CA: SPIE Proceedings Series.

Craig, S. D., Hu, X., Marks, W., Graesser, A. C., & The Tutoring Research Group (1999). Source monitoring among multiple virtual agents: A study of who said what. In G. Cumming, T. Okamoto, & L. Gomez (Eds.), *Advanced research in computers and communications in education: New human abilities for the networked society*, vol. 1 (pp. 141-148). Washington, DC: IOS Press.

Craig, S., Gholson B., Ventura, M., Graesser, A. C. & The TRG (2000). Listening in on dialogues and monologues in a virtual tutoring session: *Effects on questioning and vicarious learning*. *International Journal of Artificial Intelligence in Education*, 11, 242-253.

DiPaolo, R. E., Graesser, A. C., Hacker, D. J., White, H. A., & The Tutoring Research Group (2002). Hints in human and computer tutoring. In M. Rabinowitz (Ed.), *The impact of media on technology of instruction*. Mahwah, NJ: Erlbaum.

Garzon, M., & The Tutoring Research Group (1999). On Interactive Computation: Intelligent Tutoring Systems. In J. Pavelka, G. Tel, & M. Bartosek (Eds.), *Proceedings of SOFSEM'99 Theory and Practice of Informatics, Springer's Lecture Notes in Computer Science*, vol. 1725 (pp. 257-259). New York: Springer Verlag.

Graesser, A. C., Franklin, S., & Wiemer-Hastings, P. and The Tutoring Research Group (1998). Simulating smooth tutorial dialogue with pedagogical value. *Proceedings of the American Association for Artificial Intelligence* (pp. 163-167). Menlo Park, CA: AAAI Press.

Graesser, A. C., Karnavat, A., Pomeroy, V., Wiemer-Hastings, P., & The Tutoring Research Group (2000). Latent semantic analysis captures vestiges of causal, goal-oriented, and taxonomic structures. *Proceedings of the Cognitive Science Society*.

Graesser, A., 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.

Hu, X., Graesser, A. C., & The Tutoring Research Group (1998). Using WordNet and latent semantic analysis to evaluate the conversational contributions of learners in tutorial dialog. *Proceedings of the International Conference on Computers in Education*, Vol. 2 (pp. 337-341). Beijing, China: Springer.

Link, K. E., Kreuz, R. J., Graesser, A. C., & The Tutoring Research Group (2001). Factors that influence the perception of feedback delivered by a pedagogical agent. *International Journal of Speech Technology*, 4, 145-153.

Link, K., Pomeroy, V., DiPaolo, R., Rajan, S., Klettke, B., Bautista, L., Kreuz, R., Graesser, A.C., & The Tutoring Research Group (2000). The effectiveness of tutorial dialog in an automated conversational tutor. *Proceedings of the 10<sup>th</sup> Annual Meetings of the Society for Text and Discourse* (pp. 18-19). Lyon, France.

Marineau, J., Wiemer-Hastings, P., Harter, D., Olde, B., Chipman, P., Karnavat, A., Pomeroy, S., Graesser, A.C., & The Tutoring Research Group (2000). Classification of speech acts in tutorial dialog. *Proceedings of the workshop on modeling human teaching tactics and strategies at the Intelligent Tutoring Systems 2000 conference*. University of Quebec at Montreal, 65-71.

McCauley, L., Gholson, B., Hu, X., Graesser, A. C., & The Tutoring Research Group (1998). Delivering smooth tutorial dialogue using a talking head. *Proceedings of the Workshop on Embodied Conversation Characters* (pp. 31-38). Tahoe City, CA: AAAI and ACM.

Moreno, K.N., Klettke, B., Nibbaragandla, K., Graesser, A.C., & The Tutoring Research Group (2002). Perceived characteristics and pedagogical efficacy of animated conversational agents. In S. A. Cerri, G. Gouarderes, & F. Paraguacu (Eds.), *Intelligent Tutoring Systems 2002* (pp. 963-971). Berlin, Germany: Springer.

Olde, B. A., Franceschetti, D. R., Karnavat, Graesser, A. C. & The Tutoring Research Group (Aug., 2002). The right stuff: Do you need to sanitize your corpus when using latent semantic analysis? *Proceedings of the 24th Annual Conference of the Cognitive Science Society* (pp. 708-713). Mahwah, NJ: Erlbaum.

Olde, B. A., Hoeffner, J., Chipman, P., Graesser, A. C., & The Tutoring Research Group (1999). A connectionist model for part of speech tagging. *Proceedings of the 12th International Florida Artificial Intelligence Research Society Conference* (pp. 172-176). Menlo Park, CA: AAAI.

Price, P.A., Craig, S., Graesser, A., Marks, W., & The Tutoring Research Group (2000). The making of Marco: Incorporating lifelike behaviors into AutoTutor. *Proceedings of the Workshop on Conversational Agents at the Fourth International Conference on Autonomous Agents 2000* (pp. 93-96). Barcelona, Spain: ACM Press.

Rajan, S., Harter, D., Graesser, A.C., & The Tutoring Research Group (2000). Back channel feedback in human and intelligent tutoring systems. *Proceedings of the 10<sup>th</sup> Annual Meetings of the Society for Text and Discourse* (pp. 102-103). Lyon, France.

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

---

## REFERENCES

Arthur C. Graesser, Ph.D., Department of Psychology, University of Memphis, Memphis, TN 38152, 901-678-2742, [a-graesser@memphis.edu](mailto:a-graesser@memphis.edu)

Michael Schober, Ph.D., Department of Psychology, Chair, New School of Social Research, New York, New York. [schober@newschool.edu](mailto:schober@newschool.edu)

Marsha Walton, Ph.D., Department of Psychology, Rhodes College, Memphis, TN 38112, 901-843-3987, [Walton@rhodes.edu](mailto:Walton@rhodes.edu)

---