Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

Towards a Methodology for Incorporating Human-Computer Interaction Protocols in Knowledge-Based Systems

A dissertation presented in partial fulfilment of the requirements for the degree of Doctor of Philosophy in Computer Science at Massey University

Elizabeth Angela Kemp

1995

006.33 Kem

PCRO

Abstract

The research presented in this thesis describes the development of the FOCUS framework for use during the analysis stage of the knowledge-based system life cycle. The application of FOCUS (FunctiOns and Communication facilities for USers) helps the knowledge engineer to tackle the important human-computer interaction issues that arise when building knowledge-based systems.

The motivation for this research arises from the complexity of the interaction process. Firstly, the functions that users require to help them to achieve their goals have to be identified. Secondly, adequate communication facilities must be provided so that users can run the knowledge-based system, understand its problem solving capabilities and ask questions about the underlying domain. The situation is further complicated if users have little in common; their domain and/or computing backgrounds might be quite different. Analysis of the literature indicates that human-computer interaction is an issue of some importance but that detailed guidelines are often lacking.

FOCUS has been developed to assist the knowledge engineer during the analysis phase of the knowledge-based system life cycle. FOCUS has five stages: problem specification, preliminary analysis, user analysis, functional specification and detailed analysis. It recognises that the intended users of an expert system in an organisation may not all want the same problem-solving capabilities; the major user groups are identified and the functional requirements of each group specified. Communication issues can then be considered for each group. At the same time the analysis of the organisation's needs and elicitation of knowledge are not neglected.

By the end of the analysis stage, the knowledge engineer has completed the conceptual model with its three components: the model of expertise, model(s) of communication and user requirements. A comprehensive picture can be built up of the users' application, explanation and interface needs. The resulting user models together with the model of communication are the basis at the design stage for developing an interface to provide users with the desired functionality.

The FOCUS process has been evaluated using student enrolment at Massey University as the domain. The purpose of the case study is not to build a knowledge-based system but to assess the value of FOCUS. It is suggested that a framework of this kind, for the analysis phase, should be structured, focused, open and practicable. Experience with FOCUS indicated that these criteria could all be met.

In summary, FOCUS integrates principles from the area of human computer interaction with a user-centred approach to knowledge-based systems development.

Acknowledgements

I would like to thank Professor Apperley, my chief supervisor, for his guidance and support throughout this research. In particular, I am grateful to him, during his time as head of the Department of Computer Science, for giving me the opportunity to carry out this research in a reasonable time frame.

I would also like to thank Chris Phillips, my second supervisor, for his sterling efforts in reading and correcting this thesis. The assistance of Elisabeth and Arthur Todd, John Hudson and Paul Clark is also appreciated. I am indebted as well to all the staff and students at Massey University who provided the data which enabled me to test out the ideas described in this thesis.

Finally, the love and support of my family has been crucial. I would like to thank Rebecca, Stephen and, especially, my husband Raymond, who always gave generously of his time to read the various drafts of the thesis.

Publications

The following publications all relate to the research carried out for this thesis:

Kemp, E. A. and Kemp, R. H. (1990). Integrating Expert Systems into an Information Systems Strategy. C. Yau (Ed.), *Proceedings of International Conference on Systems Management* (pp. 109-115), Hong Kong.

Kemp, E. A. (1990). Interface Issues in Expert Systems. *Proceedings of NZES 90* (pp. 145-158), Massey University, New Zealand.

Kemp, E. A. and Kemp, R. H. (1991). Explanation in knowledge-based systems: a user perspective. *Proceedings of IJCAI Workshop on explanation generation for knowledge-based systems* (pp. 57-80), The Netherlands: University of Twente.

Kemp, E. A. and Kemp, R. H. (1991). The management of the lifecycle in expert systems development. *International Journal of Information Resource Management*, 2(1), 11-23.

Kemp, E. A. (1992). Cognitive Ergonomics and the External Task. *Proceedings of 4th NZ Ergonomics Conference* (pp. 129-151), Massey University, New Zealand. Also in S. V. Burger and F. W. Darby (Eds.), *Human-Computer interaction in New Zealand* (pp. 50-70). New Zealand Ergonomics Society.

Kemp, E. A. (1992). Communicating with a knowledge-based system. P. Brezillan (Ed.), *Proceedings of ECAI-92 Workshop W15 " Improving the Use of Knowledge-Based Systems with Explanation"*, 92/91 (pp. 23-32), Paris: Institut Blaise Pascal.

Kemp, E. A. (1993). FOCUS: A User-Centered Approach to Expert Systems Development. In N. K. Kasabov (Ed.), *The First New Zealand International Two-Stream Conference on Artificial Neural Networks and Expert Systems* (pp. 188-191). Los Alamos, California: IEEE Computer Society Press.

Kemp, E. A., Todd, E. G., da Silva, A. and Gray, D. I. (1994). Knowledge acquisition applied to farmer decision making. *Proceedings of SPICIS 94* (pp. B7-B12), Singapore.

Table of Contents

Chapter 1 Introduction	3
1.1 The context of the research1.2 Interaction issues in knowledge-based systems1.3 The need for a framework1.4 Objectives of this research1.5 Thesis overview	3 4 5 8 9
Chapter 2 Communication Issues in Knowledge-based Systems	11
 2.1 Knowledge-based systems 2.1.1 Knowledge-based systems architecture 2.1.2 Knowledge-based development tools 2.1.3 Knowledge acquisition 2.1.4 Explanation facilities in knowledge-based systems 	11 12 14 14 16
2.2 Interaction issues in knowledge-based systems 2.2.1 Diverse backgrounds of users 2.2.2 Human-Computer communication 2.2.3 Interaction issues in knowledge-based systems	22 22 24 37
2.3 Conclusion	43
Chapter 3 A Study of Knowledge-Based Systems Usability	45
3.1 Introduction3.2 The APPLE system3.3 The survey3.4 Analysis of results3.5 Conclusion	45 46 48 52 64
Chapter 4 A Review of Knowledge-based Systems Life Cycles	67
 4.1 Software engineering paradigms 4.2 Life cycle issues in knowledge-based systems 4.2.1 The role of prototyping 4.2.2 The KADS methodology 4.2.3 An alternative to KADS 4.2.4 User-centred approaches 	67 68 70 76 82 83
4.3 Conclusion	87
Chapter 5 FOCUS	91
5.1 Introduction5.2 The FOCUS framework	91 94

 5.2.1 Problem specification 5.2.2 Preliminary analysis 5.2.3 User analysis 5.2.4 Functional specification 5.2.5 Detailed analysis 	96 97 98 100 102
5.2.5 Detailed analysis 5.3 Conclusion	111
Chapter 6 The FOCUS Framework Applied: Initial Analysis	113
6.1 Problem specification	113
6.1.1 The organisation model	114 115
6.2 Preliminary analysis 6.2.1 The extended organisation model	116
6.2.2 User issues	119
6.2.3 Model of expertise	121
6.3 User analysis	123
6.3.1 Further user issues	124
6.3.2 Model of expertise	142
6.4 Functional specification	143
6.4.1 Final organisation model	143
6.4.2 Task model	145
6.5 Conclusion	146
Chapter 7 The FOCUS Framework Applied: Detailed Analysis	147
7.1 Detailed Analysis	147
7.2 Further analysis of user needs	147
7.2.1 Survey of new students	148
7.2.2 Student problems	150
7.2.3 Task analysis	152
7.2.4 Student profile	153
7.3 Domain analysis7.4 Conceptual model	153 156
7.4.1 Model of expertise	150
7.4.2 Communication model	169
7.4.3 User requirements	171
7.5 Discussion	173
7.6 Conclusion	176
Chapter 8 FOCUS and Interface Design	177
8.1 Interface design in the context of FOCUS	177
8.2 Adding control to the communication model	179
8.3 Screen sequencing and organisation	181
8.4 Other interface considerations	182
8.5 Interface design	186
8.6 Conclusion	195

Chapter 9 Conclusions and further research	199
9.1 Summary of the research9.2 Review and evaluation of FOCUS9.3 Contribution of FOCUS9.4 Future research	199 200 203 206
References	209
Appendix A APPLE questionnaire	223
Appendix B APPLE questionnaire results	227
Appendix C Extract: "Communicating with a knowledge-based system"	229
Appendix D Enrolment at Massey University	235
Appendix E Enrolment questionnaire	239
Appendix F Enrolment questionnaire spreadsheet	
Appendix G Enrolment questionnaire analysis	265
Appendix H Enrolment questionnaire- responses	269
H1 Responses to Question 8 H2 Responses to Question 22 H3 Responses to Question 31	270 278 286
Appendix I Detailed analysis	291
 I1 Enrolment questionnaire - spreadsheet, 1993 I2 Student choice of paper I3 Information from Science handbook I4 Course outline for 59324 I5 Interview with the Dean of Science 	292 295 295 297 298
Appendix J Extended model of communication	301
Appendix K Storyboards	

Figures and Tables

Figures		
Figure 2.1	Expert systems components (Harmon and King, 1985)	13
Figure 2.2	Knowledge-based system users (Kemp, 1990)	23
Figure 2.3	Information technology acceptance model (Davis, 1993)	37
Figure 2.4	The modality framework (de Greef et al., 1988)	42
Figure 3.1	Standard question and answer format (Kemp et al., 1989)	46
Figure 3.2	Graded scale for uncertain answers (Kemp et al., 1989)	47
Figure 3.3	The Clarify option (Kemp et al., 1989)	47
Figure 3.4	The Why option (Kemp et al., 1989)	48
Figure 3.5	Presentation of results in graphical form (Kemp et al., 1989)	48
Figure 3.6	Student rating of domain knowledge	49
Figure 3.7	Question 17	51
0	Use of English phrases and sentences to input information	52
•	Use of direct manipulation to input information	53
	Presentation of conclusions in English phrases and sentences	54
-	Presentation of conclusions by numerical table	55
-	Indicating confidence in an answer by moving a pointer	56
	Indicating confidence in an answer by numerical input	56
	Helpfulness of Clarify	57
	Helpfulness of Why	58
	Question 12	60
•	Question 15	61
Figure 4.1	KADS Library of generic tasks (Hickman et al., 1989)	79
Figure 4.2	Human factors inputs to knowledge-based design	86
Figure 4.3	Components of analysis (Kemp and Kemp, 1991b)	87
Figure 5.1	Intermediate models (Wielinga et al., 1991)	92
Figure 5.2	FOCUS deliverables	94
Figure 5.3	The FOCUS framework	95
Figure 5.4	Domain knowledge versus computing background	99
Figure 5.5	Task model (Wielinga et al., 1991)	101
Figure 5.6	Components of the conceptual model	103
Figure 5.7	Domain layer for medical diagnosis (Hickman et al., 1989)	103
Figure 5.8	Inference layer for medical diagnosis (Hickman et al., 1989)	104
Figure 5.9	Task layer for medical diagnosis (Hickman et al., 1989)	104
Figure 5.10	Model of communication	106
Figure 5.11	One interface presentation style	109
Figure 5.12	Two interface presentation styles	109
Figure 5.13	Four interface presentation styles	110
Figure 6.1	Academic structure of Massey University	117
Figure 6.2	Important definitions in the lexicon	123
Figure 6.3	Concepts, attributes and relationships	122
Figure 6.4	Analysis of students by age	125
Figure 6.5	Analysis of students by faculty	125
Figure 6.6	Helpfulness of Faculty Handbook	134

Figure 6.7	Helpfulness of University Calendar	135
Figure 6.8	Extended domain layer	142
Figure 6.9	Task model	146
Figure 7.1	Sample course for Computer Science	155
Figure 7.2	Inference layer template	163
Figure 7.3	Textual description of enrolment inference layer (1)	164
Figure 7.4	Textual description of enrolment inference layer (2)	165
Figure 7.5	Inference structure diagram for student enrolment	166
Figure 7.6	Decomposition of Supply Paper Numbers	167
Figure 7.7	Developing the model of communication	170
Figure 7.8	Model of communication	170
Figure 8.1	Split screen interface	178
Figure 8.2	Top level of extended communication model	180
Figure 8.3	Decomposition of part of the extended communication model	180
Figure 8.4	System - user flows	181
Figure 8.5	Relationship between the two windows	183
Figure 8.6	Options in a pull-down menu	184
_	Extended communication model with options	185
_	"Getting started" screen	187
0	Information about the two windows	188
	Student and degree details	188
-	Basic template for "Paper Selection"	189
_	Student confirmation	190
	Undo paper selection dialogue box	190
	Definition of prerequisite	191
	Help - enter paper number	191
	"Course check" screen	192
	"Course check" problem	193
	"Farewell" screen	194
	"Advice Selection" screen	194
•	"Paper Information" screen	195
Figure 8.21	Timetable	196
Tables		F.4
Table 3.1	Analysis of each group by faculty	51
Table 3.2	Percentage of users satisfied with each presentation method	53
Table 3.3	Percentage of users satisfied with each output method	55
	Evaluation of methods for indicating confidence	57
	Usefulness of Clarify option	58
Table 3.6	Usefulness of Why option	59
Table 3.7	Evaluation of dialogue option	60
Table 3.8	Support for Biochemical option	61
Table 3.9	Support for pictorial option	62
Table 3.10	Percentage of each group responding at the 3-5 level	63
Table 4.1	Layers of a model of expertise (Hickman et al., 1989) Problem areas	78
Table 6.1		126
Table 6.2 Table 6.3	Analysis of problems by faculty Problems reported by students	127
Table 6.3	Problems reported by students Panking by order of usage	132
Table 0.4	Ranking by order of usage	133

Table 6.5	Student assessment of sources of information	133
Table 6.6	Student assessment of sources of assistance analysed by faculty	136
Table 6.7	Analysis of computer usage	137
Table 6.8	Analysis of software experience	137
Table 6.9	Analysis of interface preference	138
Table 6.10	Analysis of computerised enrolment system	139
Table 6.11	Evaluation of proposed features	140
Table 6.12	Analysis of student suggestions	141
Table 7.1	Analysis of intended usage of a computerised system	149
Table 7.2	Comparison of enrolment system preferences	150
Table 7.3	Comparison of usage of information sources	150
Table 7.4	Comparison of assessment of information sources	151