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Using dialogue features to predict trouble during collaborative learning

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Errors introduced by the publisher occurred in the above-mentioned article which was published in *User Modeling and User-Adapted Interaction* **15**(1–2): 85–134 (DOI 10.1007/s11257-004-5269-x). On page 97, Figure 6 should appear as shown below. The second to the last paragraph of Section 5.2 on page 124 should be changed to the one below. Lastly, the vitae for Frank Linton and Janet Hitzeman on pages 133 and 134 should be as listed below.

One general issue arose with our implementation. Pierce often interrupted too far past when a problem surfaced to be helpful. One could address this difficulty by lowering the activation threshold for the underlying rule. Setting the threshold too low, as shown above, can result in too many interruptions, an equally undesired outcome. While fine-tuning of Pierce's rules
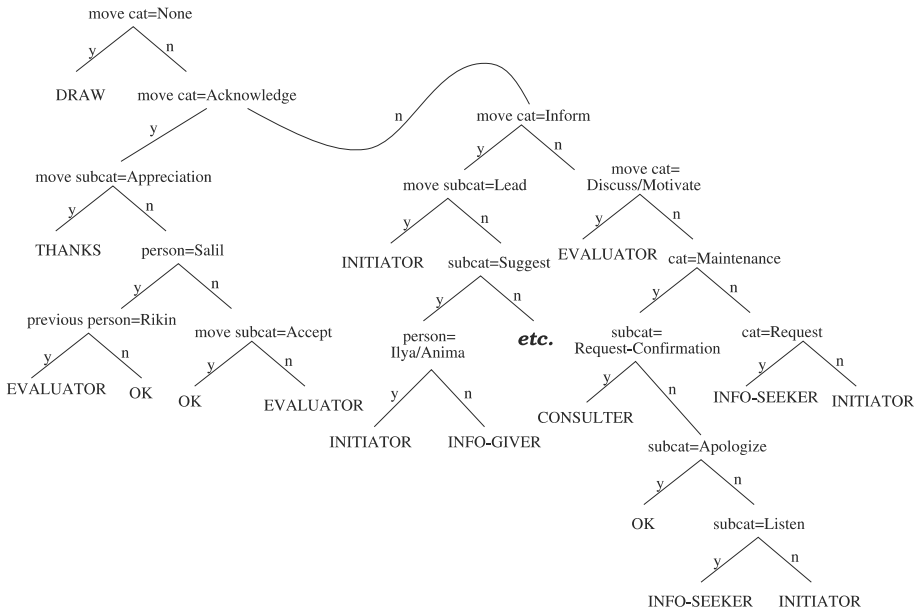

Fig. 6 A partial CART model.

and thresholds helped, a more in-depth natural language analysis of the student dialogue could lead to better interventions by a peer agent.

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