



The Principle of Thorough Acquisition of Knowledge

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***Abstract:** To study these strategies and their development, we use a micro genetic method. Our application of the method allows extended observation of the acquisition of knowledge within a domain, of the strategies used to acquire this knowledge, and of the change in these strategies over time. The method also allows qualitative analysis of individuals and quantitative analysis of groups to be used in complementary ways.*

***Keywords:** quantitative analysis, progress took, complementary ways.*

Knowledge acquisition processes were examined at two age levels. Community college adults and preadolescents participated in two 30-45-min individual sessions each week over a 10-week period. Subjects worked on problems involving a broad range of content from both physical and social domains. A transfer design was situated within this microgenetic framework, for the purpose of assessing generality of strategies with the introduction of new content. Subjects of both ages showed progress across the 10 weeks in the level of strategies used as well as similarity in the form that this progress took.

Despite initial performance levels that did not vary greatly, children showed less strategic improvement than adults and inferior knowledge acquisition. Strategic progress was maintained by both groups when new problem content was introduced midway through the sessions. The results thus indicate significant generality of strategies and strategy change across content, as well as populations. A further indication of generality was the emergence of new strategies at about the same time in the social and physical domains, even though performance in the social domain overall lagged behind that in the physical domain. At the individual level, mixed usage of valid and invalid strategies was the norm.

This finding in an adult population suggests that this variability is a more general characteristic of human performance, rather than one unique to states of developmental transition. Another broad implication of this variability is that single-occasion assessment may provide an at best incomplete, and often misleading, characterization of an individual's approach. Still another implication is that at least part of variability in performance across content resides in the subject, rather than exclusively in the task. That superior strategies present in an individual's repertory are not always applied highlights the fact that more is involved in competent performance than the ability to execute effective strategies. Metastrategic competence-the ability to reflect on and manage strategic knowledge-and metacognitive competence-the ability to reflect on the content of one's knowledge-are emphasized as critical components of cognitive development. These competencies determine the strategies that are actually used, among those potentially available, and therefore the effectiveness of an individual's performance.

Finally, the presence of multiple strategies and multiple forms of competence greatly complicates the portrayal of developmental change. Rather than a unidimensional transition from a to b, the change process must be conceptualized in terms of multiple components following individual



(although not independent) paths. Experts are usually busy people and interviews held in the expert's work environment are likely to be interrupted. To maximize access to the expert and minimize interruptions it can be helpful to hold meetings away from the expert's workplace. Another possibility is to hold meetings after work hours and on weekends. At least initially, audiotape recordings ought to be made of the interviews because often times notes taken during an interview can be incomplete or suggest inconsistencies that can be clarified by listening to the tape. The knowledge engineer should also be alert to fatigue and limit interviews accordingly.

In early interviews, the format should be unstructured in the sense that discussion can take its own course. The knowledge engineer should resist the temptation to impose personal biases on what the expert is saying. During early discussions, experts are often asked to describe the tasks encountered in the domain and to go through example tasks explaining each step. An alternative or supplemental approach is simply to observe the expert on the job solving problems without interruption or to have the expert talk aloud during performance of a task with or without interruption. These procedures are variations of protocol analysis and are useful only with experts that primarily use verbal thought processes to solve domain problems.

For shorter term projects, initial interviews can be formalized to simplify rapid prototyping. One such technique is a structured interview in which the expert is asked to list the variables considered when making a decision. Next the expert is asked to list possible outcomes (solutions) from decision making. Finally, the expert is asked to connect variables to one another, solutions to one another and variables to solutions through rules.

A second technique is called twenty questions. With this technique, the knowledge engineer develops several scenarios typical of the domain before the interview. At the beginning of the interview, the expert asks whatever questions are necessary to understand the scenario well enough to determine the solution. Once the expert begins the questions, the expert is asked to explain why each question is asked. When the interviewer perceives a rule, he interrupts and restates the rule to ensure that it is correct.

A third technique is card sorting. In this procedure, the knowledge engineer prepares a stack of cards with typical solutions to problems in the domain. The expert is asked to sort the cards according to some characteristic important to finding solutions to the problem. After each sort, the expert is asked to identify the sorting variable. After each sort, the expert is asked to repeat the process based on another variable. Note that this technique is usually not as effective as the 2 previous.

In large projects, later interviews cannot be expected to be as productive as early interviews. Typically, later interviews should become increasingly structured and follow a cyclical pattern where bits of knowledge are elicited, documented and tested. During this phase of knowledge acquisition, the interviewer must begin methodically to uncover the more subtle aspects of the knowledge. Typically, this process is based on scenarios. By modifying the scenarios in different ways, the interviewer can probe the expert's sensitivity.

During interviews, it may be helpful to work at a whiteboard to flexibly record and order the exact phraseology of rules or other representations. It may also be helpful to establish recording conventions for use such as color-coding different aspects of a rule and using flags to note and defer consideration of significant but peripheral details.

Structured interviews should direct the course of a meeting to accomplish specific goals defined in advance. For instance, once a prototypic knowledge base is developed, the expert can be asked to evaluate it line by line. Other less obvious structures can be imposed on interviews, such as asking the expert to perform a task with limited information or during a limited period of time. Even these structured interviews can deviate from the session's intended goals. Sometimes such



deviations show subtleties in the expert's procedures and at other times the interview simply becomes sidetracked, requiring the knowledge engineer to redirect the session.

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