

# Contents

<b>1 Introduction</b>	<b>1</b>
1.1 Outlook . . . . .	5
<b>2 Systems for Collaboration</b>	<b>7</b>
2.1 Shared-workspace user interfaces . . . . .	8
2.2 Dialogue user interfaces . . . . .	11
2.3 Collaboration through dialogue interfaces . . . . .	13
2.4 Collaboration through shared workspaces . . . . .	18
2.5 Summary . . . . .	22
<b>3 Shared Cardspaces</b>	<b>23</b>
3.1 Partial synchronization of user interfaces . . . . .	24
3.2 Intelligent support . . . . .	27
3.3 Shared workspaces with visual languages . . . . .	34
3.4 Action messages . . . . .	38
3.5 Operational semantics for card languages . . . . .	41
3.6 Applications . . . . .	45
3.6.1 Querying a relational database: <i>Database Query</i> . . . . .	46

3.6.2	Error diagnosis for derivatives: <i>Deriv</i> . . . . .	47
3.6.3	Computer player for puzzle solving: <i>Turtle Puzzle</i> . . . . .	49
3.6.4	Controlling an agent in a microworld: <i>Turtle Maze</i> . . . . .	50
3.6.5	Controlling turn-taking with Petri nets: <i>Petri Net</i> . . . . .	53
3.7	Further Work . . . . .	53
3.8	Summary . . . . .	55
<b>4</b>	<b>Analysis Systems</b> . . . . .	<b>57</b>
4.1	First approaches . . . . .	57
4.1.1	The system MARCO . . . . .	58
4.1.2	The system DEGREE . . . . .	60
4.1.3	The system COLER . . . . .	61
4.1.4	Comparison of first approaches . . . . .	62
4.2	Process-oriented learner modeling . . . . .	63
4.2.1	Discussion on process-oriented learner modeling . . . . .	68
4.3	Plan recognition . . . . .	70
4.3.1	Situation calculus . . . . .	71
4.3.2	Task analysis . . . . .	73
4.3.3	Discourse analysis . . . . .	75
4.3.4	Discussion on plan recognition . . . . .	77
4.4	Conclusions . . . . .	78
4.5	Summary . . . . .	79

<b>5 Activity Recognition</b>	<b>81</b>
5.1 Action-based collaboration analysis . . . . .	82
5.2 Actions and operators . . . . .	83
5.3 Workspace actions . . . . .	87
5.4 Situations . . . . .	90
5.5 Recognition of abstracted actions . . . . .	93
5.6 Recognition of composed actions . . . . .	95
5.7 External actions . . . . .	100
5.8 Summary . . . . .	102
<b>6 Activity Hierarchy</b>	<b>105</b>
6.1 Basic actions . . . . .	106
6.2 Relation actions . . . . .	108
6.3 Phase actions . . . . .	112
6.4 Transrelation actions . . . . .	113
6.5 Indicator actions . . . . .	115
6.6 Sequence actions . . . . .	116
6.7 Interaction actions . . . . .	118
6.8 Summary . . . . .	121
<b>7 Applications and Tests</b>	<b>125</b>
7.1 Example analysis . . . . .	125
7.2 Applications . . . . .	129
7.2.1 Turtle puzzle . . . . .	130

7.2.2	Donald puzzle . . . . .	134
7.2.3	Planning graph . . . . .	136
7.2.4	Discussion graph . . . . .	137
7.3	Visualization . . . . .	139
7.4	Tests . . . . .	145
7.4.1	Test setting and procedure . . . . .	145
7.4.2	Evaluation of the tests . . . . .	151
7.5	Summary . . . . .	160
<b>8</b>	<b>Discussion and Summary</b>	<b>161</b>
8.1	Discussion on activity recognition . . . . .	163
8.1.1	Comparison to process-oriented learner modeling . . . . .	163
8.1.2	Issues concerning plan recognition . . . . .	165
8.2	Discussion on the activity hierarchy . . . . .	170
8.3	Major contributions . . . . .	172
	<b>References</b>	<b>175</b>