



Intro and motivation

Adaptive Decision Support Systems



Introduction

Bart Knijnenburg

Current: Clemson University

Assoc. Prof. in Human-Centered Computing

University of California, Irvine

PhD in Informatics

Carnegie Mellon University

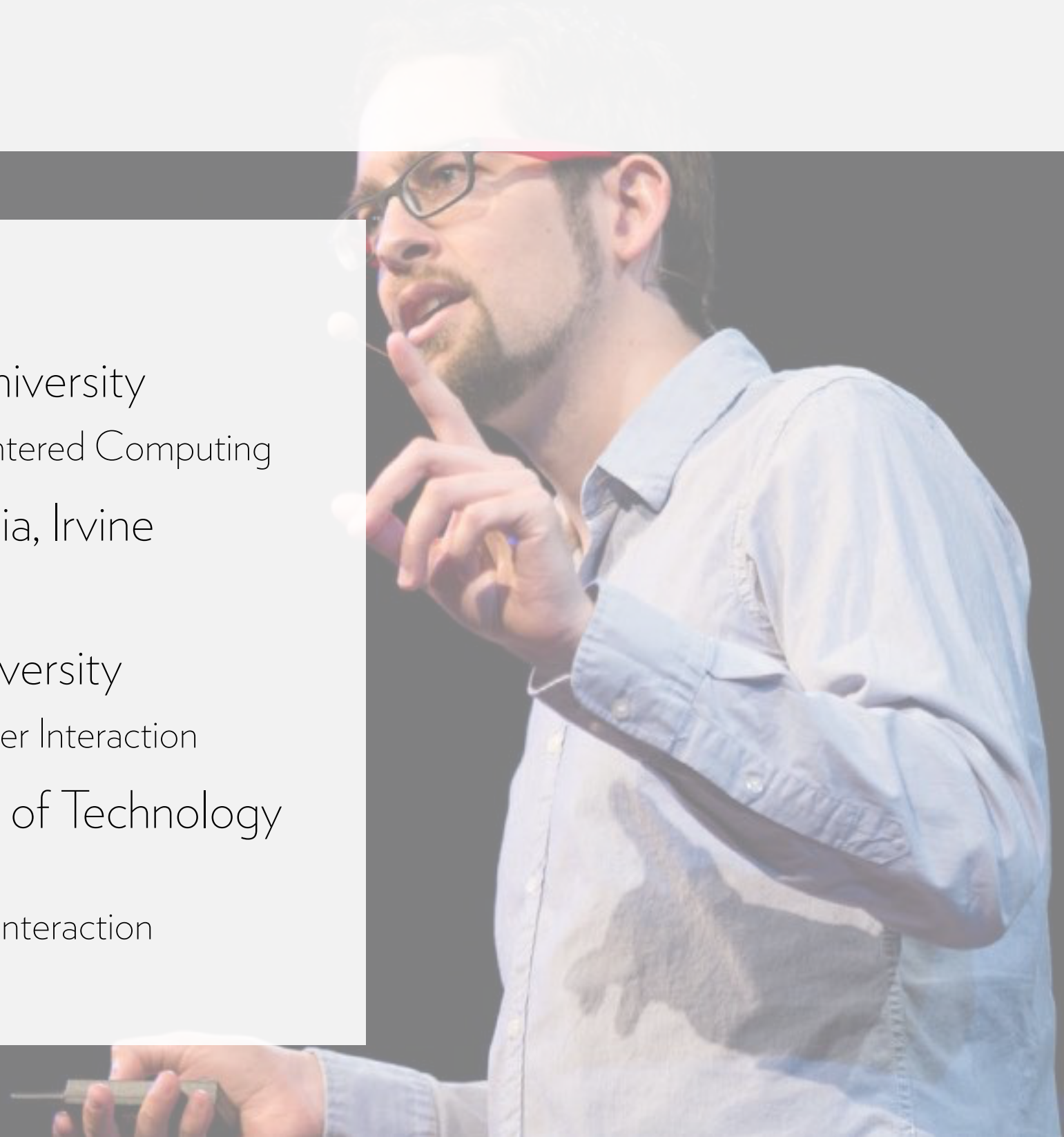
Master in Human-Computer Interaction

Eindhoven University of Technology

Researcher & teacher

MS in Human-Technology interaction

BS in Innovation Sciences





Introduction

Hobbies:

Running

Photography

Design

Cycling (more of a lifestyle)

Also: taking care of Tolga!

My 3-year old kid





So who are you?

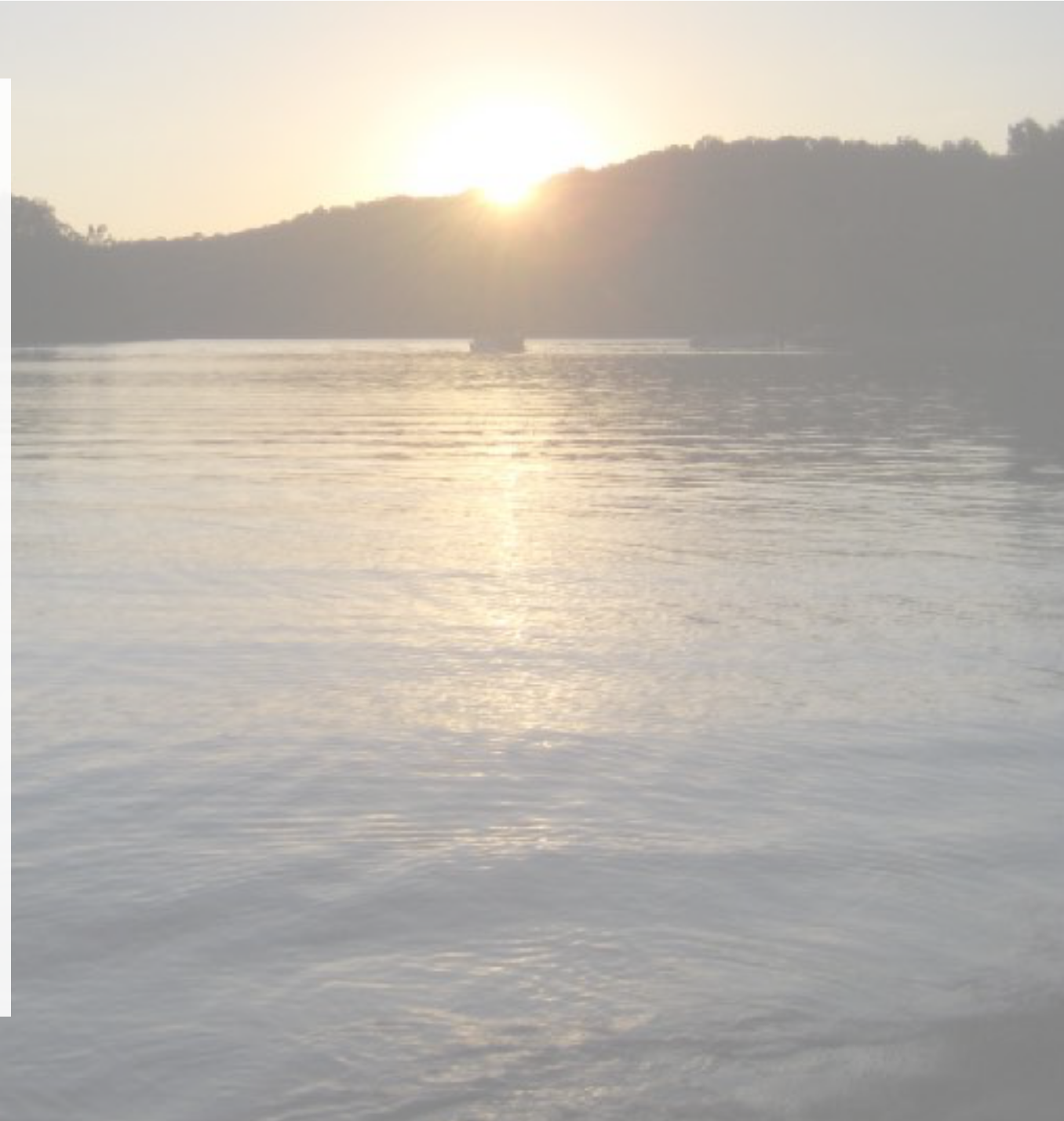
Please introduce yourself!

Field of study?

Master or PhD? Year?

Interests? Goals?

What do you want to get
out of this class?





Why “ADSS”?

What are “adaptive decision support systems” and why should I study them?



Why “ADSS”?





A man with a shaved head, wearing a white shirt and a dark jacket, is speaking at a podium. The podium has a logo that reads "NYU STERN" and "NEW YORK UNIVERSITY - LEONARD N. STERN SCHOOL OF BUSINESS". The background is a light-colored wall with a grid pattern.

“The algorithm accounts for only 5% of the commercial success of our recommender systems [...] The interactive components of a recommender account for about 50%”



Being **accurate**
is not enough

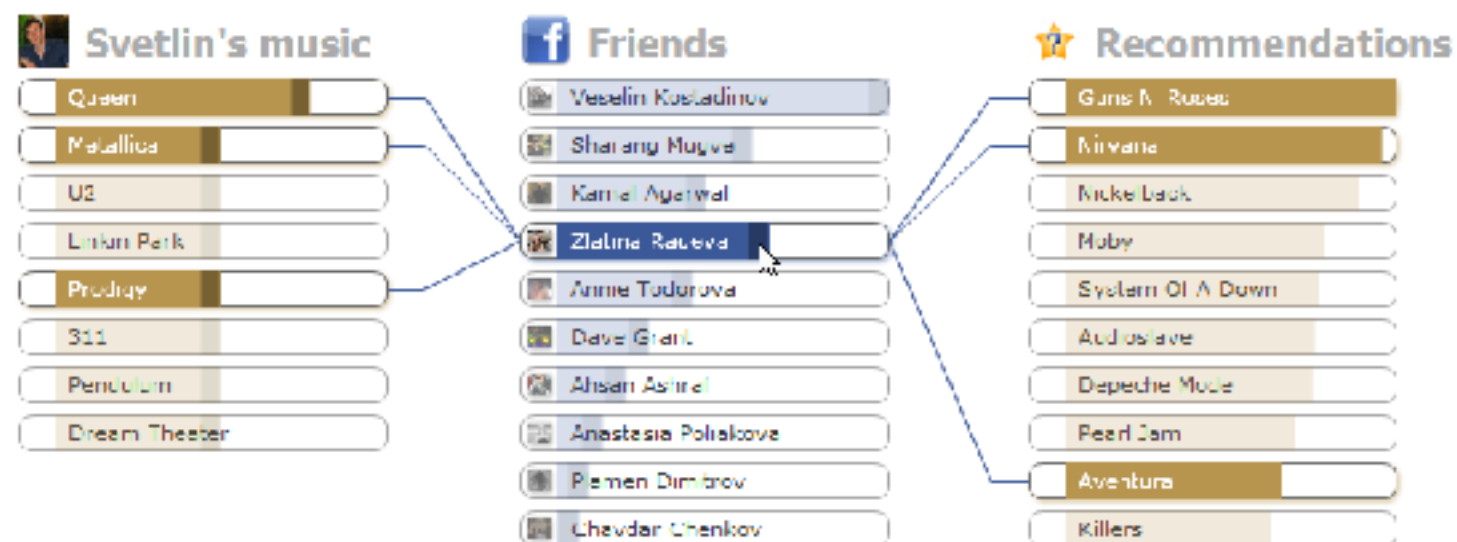
Behaviorism
is not enough



Rating
is not enough

Enough is enough!





To find similar products with better values than this one

 **Canon PowerShot S2 IS Digital Camera** [Add to saved list](#)

\$424.15
Canon, 5.3 M pixels, 12x optical zoom, 16 MB memory, 1.8 in screen size, 2.97 in thickness, 404.7 g weight. [detail](#)

The product being critiqued

We have the following

1. Less Optical Zoom and Thinner and Lighter Weight [Explain](#) [Show Products](#)
2. Different Manufacturer and Lower Resolution and Cheaper [Explain](#) [Show Products](#)
3. Larger Screen Size and More Memory and Heavier [Explain](#) [Show Products](#)

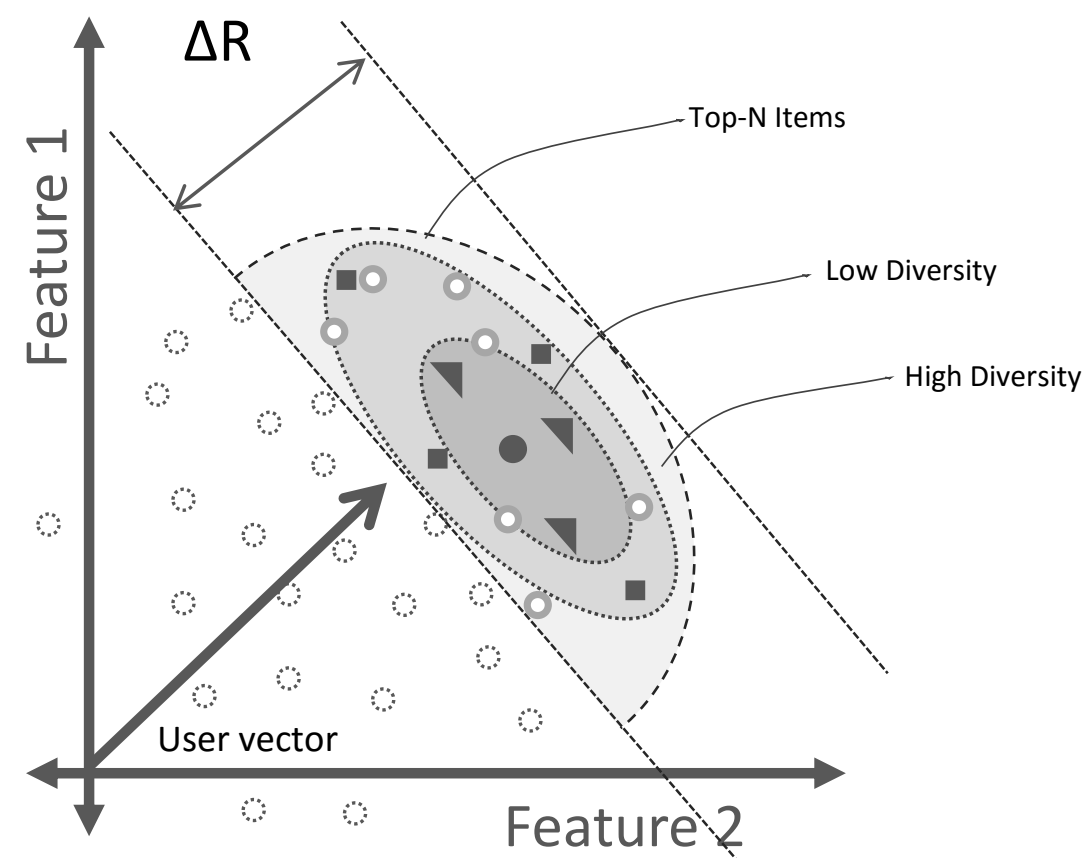
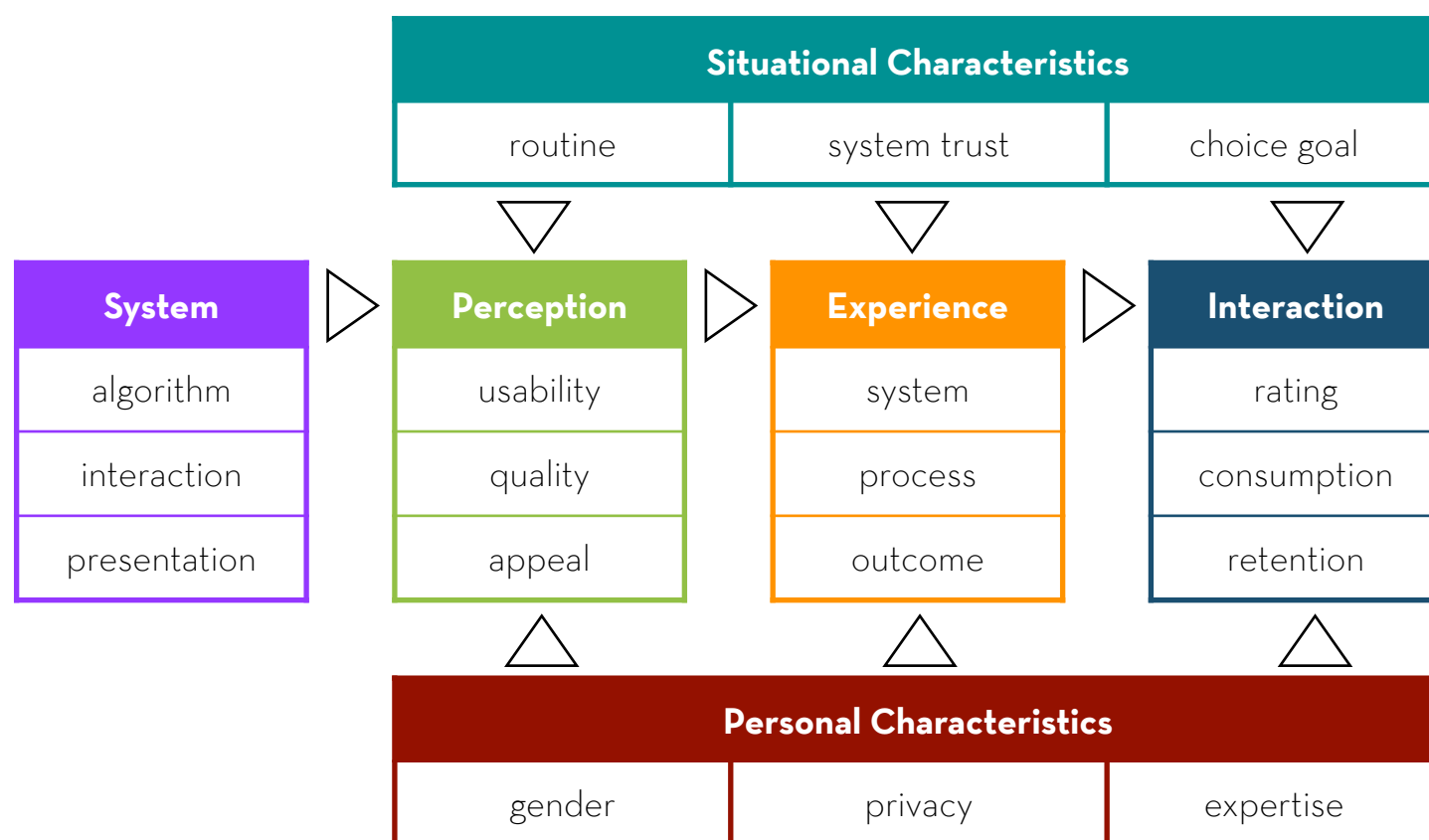
System-suggested compound critiques

OR would you like to improve some value(s) by yourself?

	Keep	Improve	Take any suggestion
Manufacturer	☒ Canon	☐ Sony dropdown	☐
Price	☒ \$424.15	☐ less expensive dropdown	☐
Resolution	☒ 5.3 M pixels	☐ higher dropdown	☐
Optical Zoom	☒ 12x	☐ more zoom dropdown	☐
Removable Flash Memory	☒ 16 MB	☐ more memory dropdown	☐
LCD Screen Size	☒ 1.8 in	☐ larger dropdown	☐
Thickness	☒ 2.97 in	☐ thinner dropdown	☐
Weight	☒ 404.7 g	☐ lighter dropdown	☐

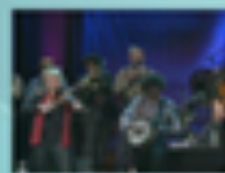
[Show Results](#) [Reset](#)

User-initiated critiquing facility

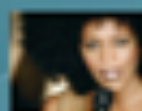
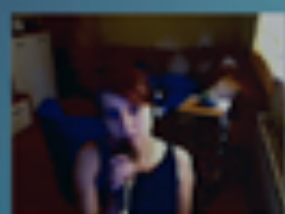




Suche in ClipClub



EMPFOHLEN

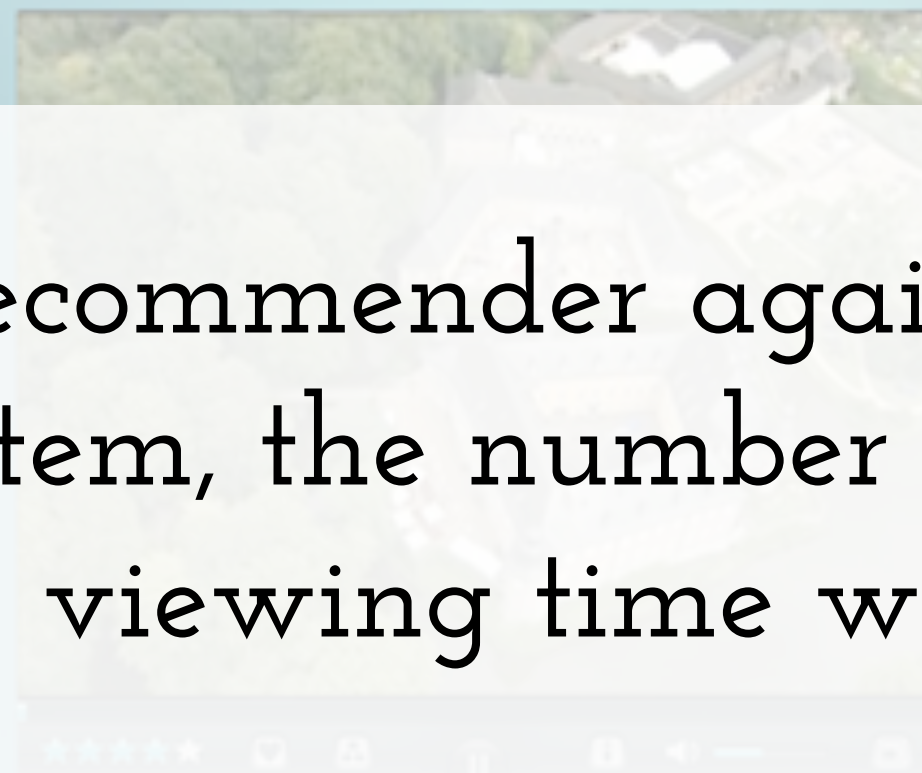




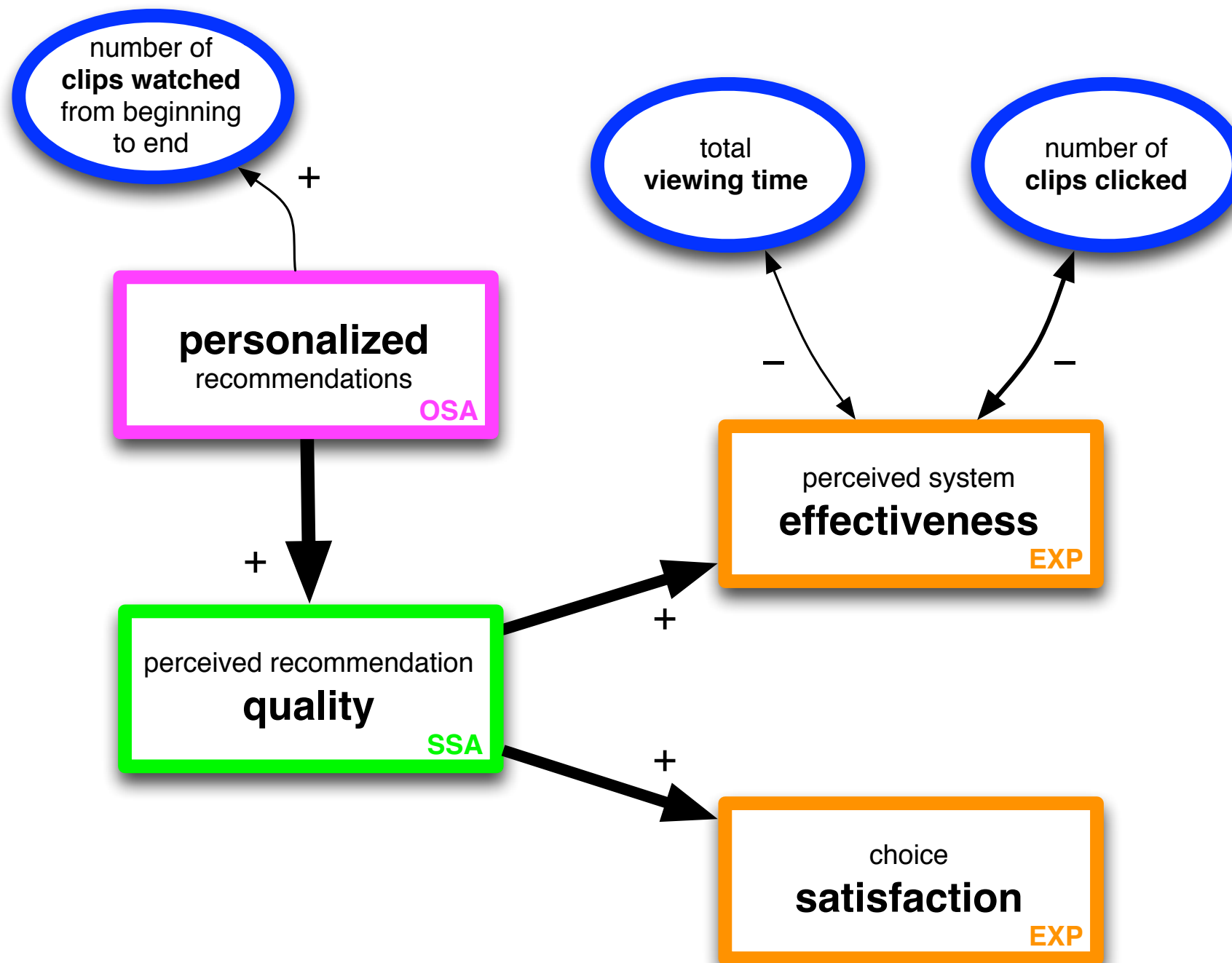
Suche in ClipClub



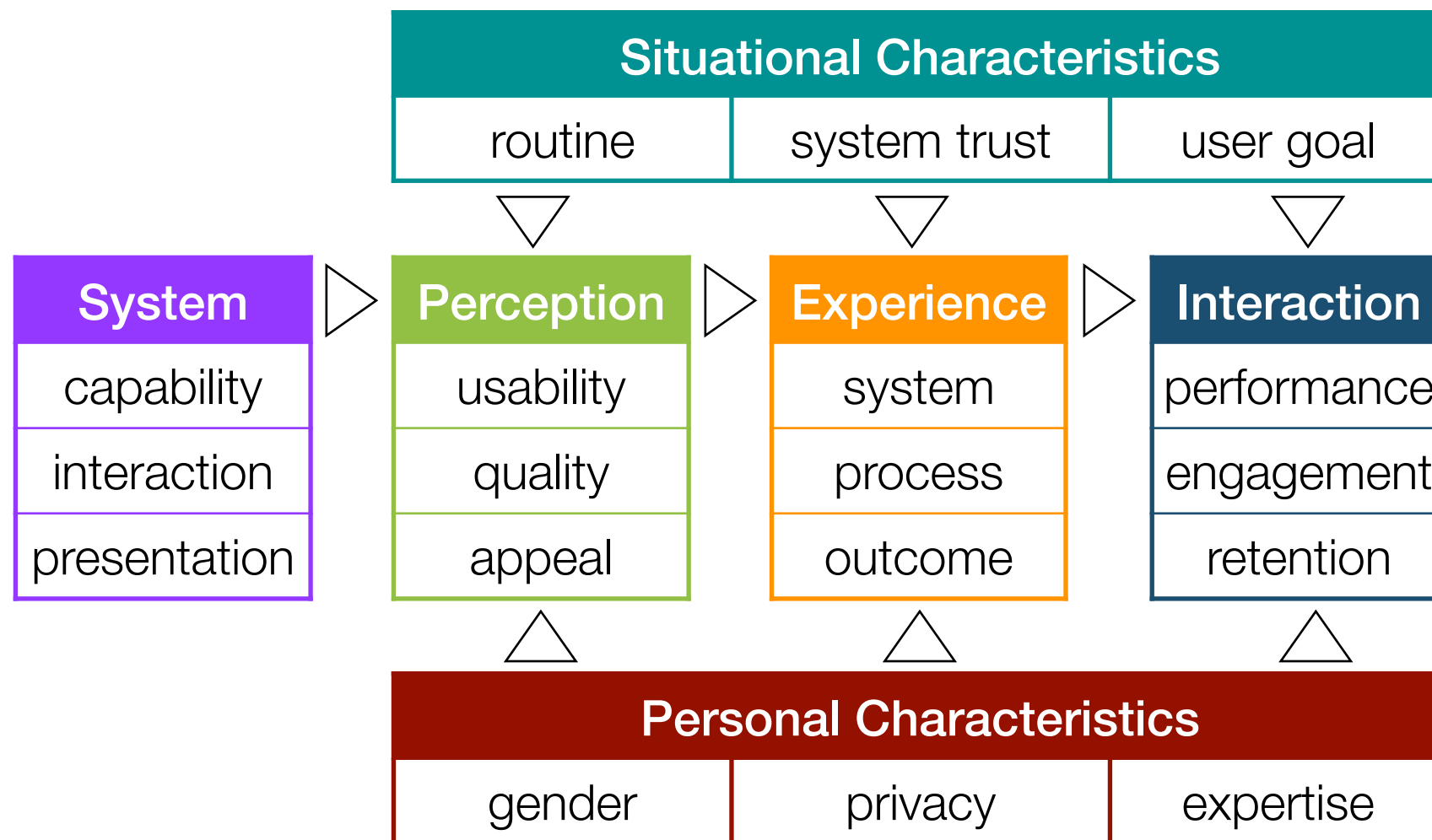
EMPFOHLEN



“Testing the recommender against the random videoclip system, the number of clicked clips and total viewing time went **down!**”



Knijnenburg et al.: "Receiving Recommendations and Providing Feedback", EC-Web 2010



Knijnenburg et al.: "Explaining the user experience of recommender systems", UMUAI 2012

Knijnenburg and Willemsen: "Evaluating recommender systems with user experiments",
Recommender Systems Handbook 2016



YAHOO NEWS

NETFLIX

AMAZON

HUFFINGTON POST

WASHINGTON POST

YOU

GOOGLE

FLIPBOARD

A close-up photograph of a woman with long, dark brown hair and light-colored eyes. She is blowing a large, translucent pink bubble that partially obscures her face. The background is a solid, light blue color. Overlaid on the image is the text 'Beware of the Bubble' in a white, sans-serif font. The word 'Bubble' is highlighted in a bright orange color.

Beware of the Bubble

Filter bubbles are the new





How I Learned to Stop Worrying and Love the Bubble

Braaaains





The background of the slide is a composite image. On the left, there is a man with dark, curly hair wearing a white button-down shirt, standing in front of green foliage with small blue flowers. On the right, there is a man with short, dark hair wearing a dark grey button-down shirt, standing in front of a blue body of water under a clear sky. A large, semi-transparent white rectangle is centered over the image, containing the text.

“Is [the recommender] providing recommendations that help the user achieve the goals they have for their life, or is it reinforcing behavior that detracts from those goals?”



Why this course?

What is this course about and why are you teaching it?



Why this course?

Our goal: With the help of recommender systems technology, design, implement* and evaluate systems that:

support rather than replace **decision-making**

attempt to cover users' tastes, plural

focus on exploration and preference development rather than consumption



Why this course?

I presented this idea to the NSF as part of my CAREER proposal

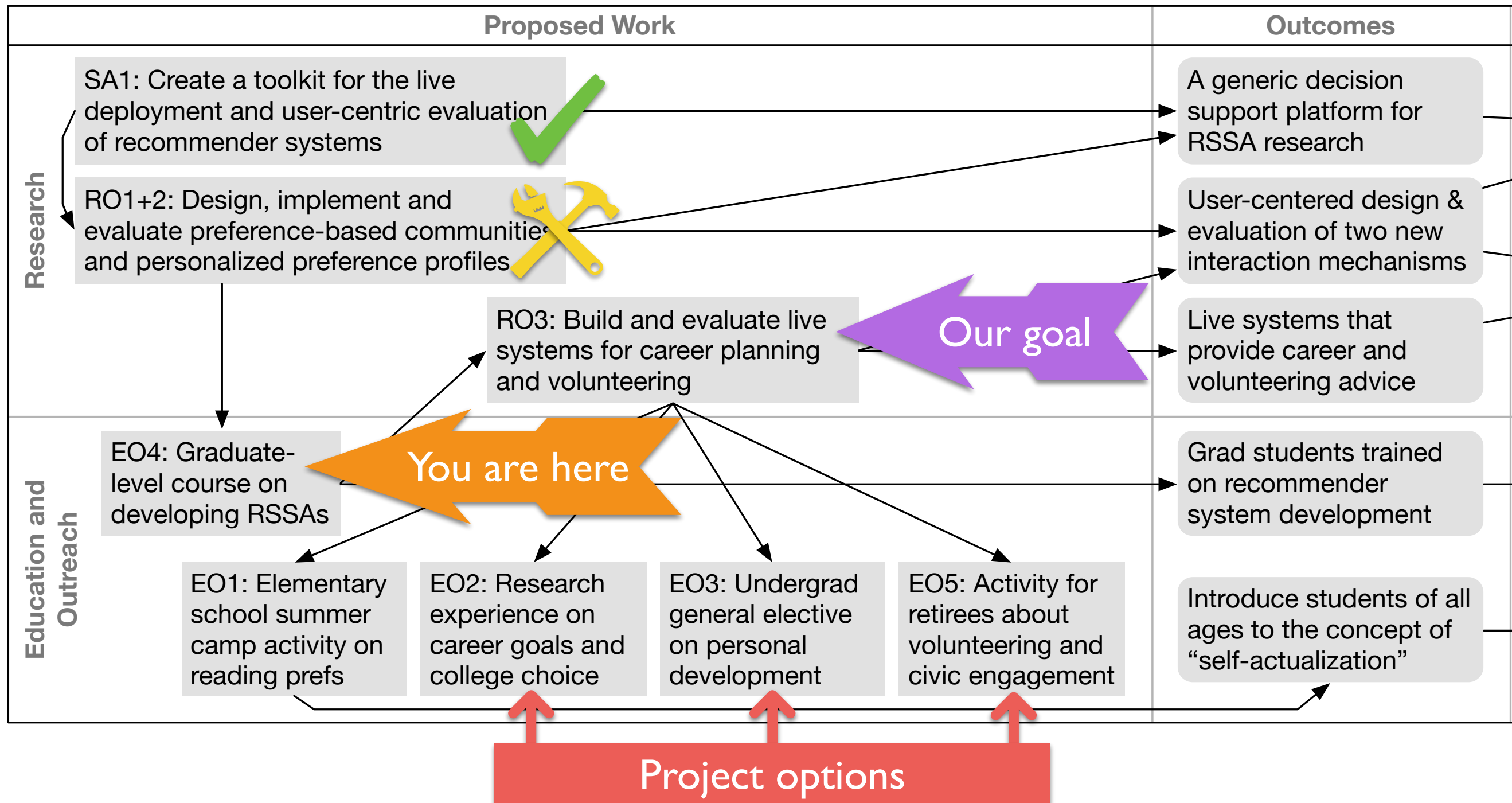
They liked it so much that they funded it!

(after 3 tries 😊)

The CAREER project consists of **research** activities and **education and outreach** activities...

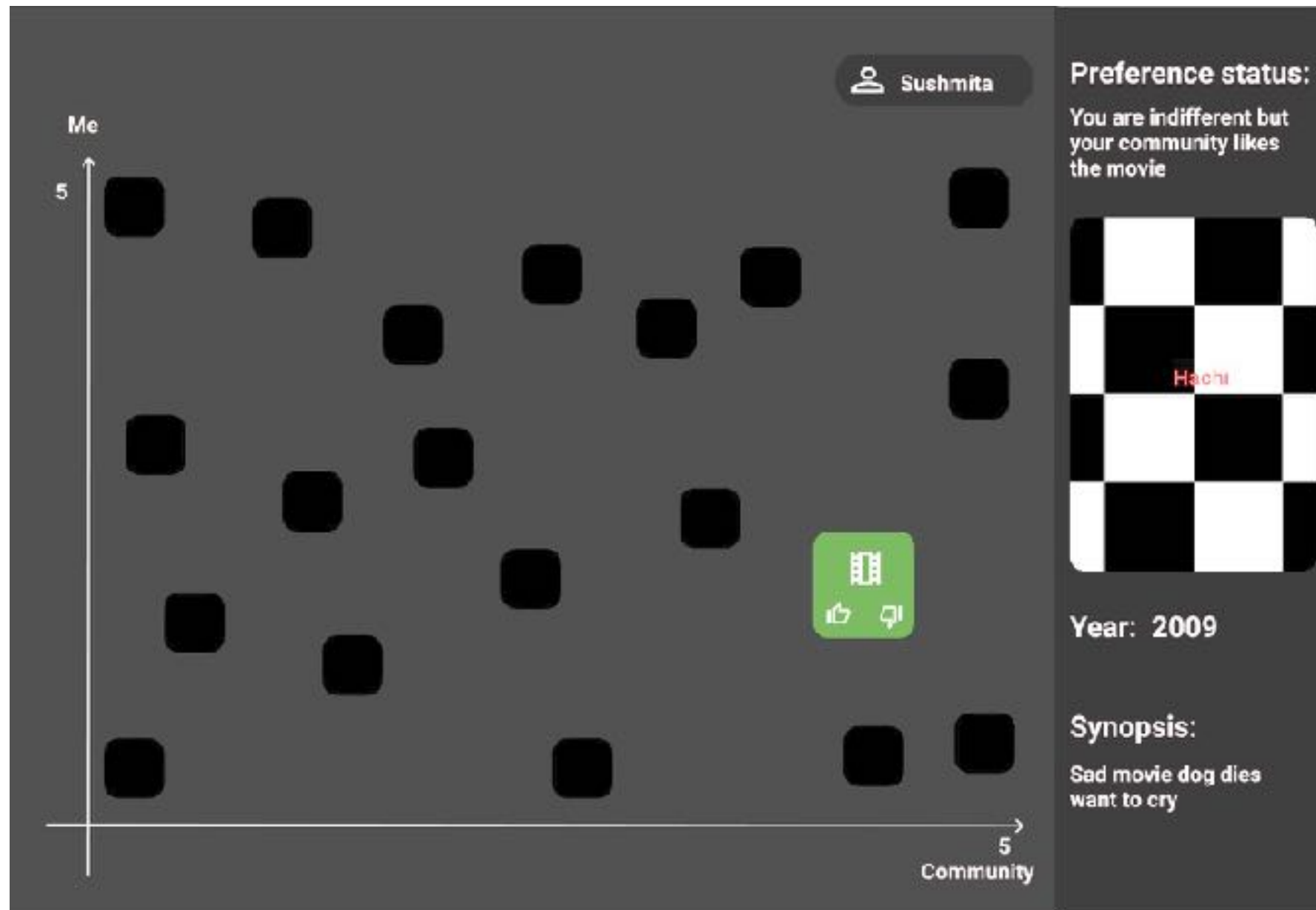


Why this course?





Profiles





Communities

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☐

Advisor Name

Keeping Up with Science is undoubtedly the most important SciFi film of the

TICK

☐

Advisor 2

Keeping Up with Science is undoubtedly the most important SciFi film of the

☐

Advisor 3

Keeping Up with Science is undoubtedly the most important SciFi film of the

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Advisor 4

Keeping Up with Science is undoubtedly the most important SciFi film of the

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Advisor 5

Keeping Up with Science is undoubtedly the most important SciFi film of the

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Advisor 6

Keeping Up with Science is undoubtedly the most important SciFi film of the

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Advisor 7

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Advisor 8

Keeping Up with Science is undoubtedly the most important SciFi film of the

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Advisor 9

Keeping Up with Science is undoubtedly the most important SciFi film of the

☐

Advisor 10

Keeping Up with Science is undoubtedly the most important SciFi film of the

Advisor's Recommendation

Keeping Up with Science is undoubtedly the most important SciFi film of the last decade; from the plotline to to the cast, every element of this project is a masterpiece. This should be the next movie on your list!

☆

☆

☆

☆

☆

ACCEPT RECOMMENDATION

REJECT RECOMMENDATION



Career planning

High school / college students will:

- complete the O*NET Interest Profile

- complete Clemson's Core Competencies survey

...and then use the developed tools to:

- visually explore their interests and competences
(personalized preference profiles)

- discuss their career goals (and college applications) with
similar others (preference-based communities).



Volunteering

College students / retirees will:

- complete the Volunteer Functions Inventory scale

...and then use the developed tools to:

- explore volunteering opportunities (personalized preference profiles)

- discuss and coordinate volunteering activities (preference-based communities)



Course structure

What are we going to do in this course?



Course structure

Syllabus/schedule and readings at www.usabart.nl/ADSS

You can put the schedule on your calendar with 1 click!

Canvas for everything else

Make sure you get the announcements in your email!



Course structure

Introduction (weeks 1-5):

Introduction to recommender systems and algorithms (lots of videos to watch)

User-centric aspects of recommender systems (lots of papers to read)

Goal: introduce the paradigm of “recommender systems for self-actualization”



Course structure

Development (weeks 2-4 and 4-6):

The TA will give hands-on tutorials in the use of our live recommender system toolkit

Introduction to the Lenskit back-end (Python) and our custom front-end (node.js + React)

Goal: modify our recommender with an “interesting change” (assignment 1)



Course structure

Mechanisms and user research (weeks 6+7 and 7-9):

Introduction to “personalized preference profiles” and “preference-based communities”

Teach methods for grounded user research

Goal: work with your team to conduct user research on your chosen user group and choice domain (assignment 2)



Course structure

Design (weeks 9-12):

Interpret your user research to design a “solution”

Goal: Work with your team to come up with (assignment 3):

A new system, implementing an existing interaction mechanism, that is designed to *specifically* support the target user group in the specified choice domain **OR**

A new interaction mechanism that provides generic decision support, but is *especially* suitable to support the selected user group in the specified choice domain



Course structure

User-centric evaluation (weeks 8-12 and 13-16):

Introduction to controlled user experiments

Introduction to think-aloud usability testing

Goal: depends on your design:

If you designed a system, your team will conduct a think-aloud study (assignment 4A)

If you designed an interaction mechanism, your team will design a controlled experiment (assignment 4B)



Course structure

User-centric readings (weeks 9-15):

Lectures on preference elicitation and expertise, choice overload and diversification, inspectability and control, alternative algorithms, emotions, and privacy

Goal: Get a broader understanding of some of the existing user-centric recommender systems research

Note: For these + some of the initial readings you will submit a short reading reflection



Course structure

Final: term paper:

You will write up your user research, design, and think aloud / user experiment design in a term paper

Must include an introduction motivating the work, a background section with related work, a methods and results section detailing the work, and a discussion and conclusion reflecting on your findings

Goal: Write a recommender systems research paper

Optional: submit your paper to a conference or workshop!



Tips

How can I succeed in this class?



Tips

Read the assigned readings *before* class

I assume that you have read them!

Keep the reading reflections simple

They are graded as [missing, fail, pass, pass+], where the latter is a bonus

There are 12 reflection opportunities, but you only have to submit 10 in total (you are allowed to miss 2 of them)



Tips

Group work: All group members should participate equally

There will be a peer assessment quiz after each assignment

If someone did less work, we may grade that person differently

Still, learning how to work effectively as a group is part of the learning objectives

Making sure everyone does their work is your job, not mine!



Tips

Start assignments early

Interviews and user tests take effort and planning, creating designs takes time

The process is iterative so you cannot do it all at once

Truly collaborate

Don't just delegate tasks between group members

Important parts of most assignments must be done together (up to 3 hrs/wk)

Make sure you schedule (a) weekly meeting time(s)!



Tips

Make your group work fun

Start meetings with small talk, get to know each other!

No plagiarism!

Learn how to properly cite: <http://bit.ly/citeproper>

“Faking” an interview/test is considered plagiarism!

Submit an IRB if you want to publish your work

I can help with this



Before we adjourn

A few things to do before Monday



Before we adjourn

Fill out the “Knowledge and preference pre-test” on Canvas!

We will use your answers in the group formation process

Install the following tools/packages on your machine for the hands-on tutorial:

Python 3 (and a Python environment manager)

node.js v16

NPM v8

React v18

NVM, latest stable build (optional)



Questions...