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As shown in Figs. 2 and 3, our results support the need to focus more on the development of more usable and user-friendly authoring tools and tutors rather than developing more advanced authoring tools that are more expensive and complex. From Figs. 2 and 3, we noticed that the types of tutors which are developed by authoring tools are generally one of the following: i) constraint-based tutors; ii) example-tracing tutors; iii) dialog-based ITS; and iv) machine tutors. Of these, constraint-based tutors are supported by the most artificial intelligence techniques, which may be supported by the high dependence of such type of tutors on AI techniques and/or the design of the tutors to be more data-driven and data-driven in nature. In further research, we need to develop more usable and user-friendly authoring tools and tutors, which should not be difficult considering the growth of the user-friendly authoring tools and tutors in the market, as well as the wide adoption of machine learning in the automation industry. The growth of application programming interfaces (APIs) will also help popularize the use of machine learning. We also need more user-friendly authoring tools and tutors that are less time-consuming and less complicated to support. That will not be an issue since many experienced individuals are already using systems such as Scratch, which can be used to create authoring tools and tutors. The use of such user-friendly authoring tools and tutors will also help implement the features of artificial intelligence, such as the use of AI techniques in Artificial Intelligence-based authoring tools and tutors. Moreover, the designer, i.e., the tutor, and the user, i.e., the student, should be able to explore the available options to facilitate more effective learning. Our results also support the need to stimulate a more personalized learning experience that is better aligned with the learning preferences of the student.

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Rather than a lesson being determined by a teacher, a tutor learns on his or her own. Much of the learning process occurs through tutor-student interaction. In traditional learning settings, the student and instructor exchange "grades" to determine how much the student has learnt and how much more needs to be learnt, and it's typically the teacher who "rewards" the student for his or her efforts. This model is represented schematically in Figure 2.1 (a) below. In the tutoring setting, students are still expected to learn from each other, but the tutor is, in a sense, the "assignment manager" of the learning process, and the teacher is the "evaluator." Each tutor-student interaction helps to determine how much the student has learnt, and the tutor can provide immediate feedback that helps the student learn faster. This is the model represented schematically in Figure 2.1 (b) below. A tutor can interact with a student either through voice or through written (text) dialog (i.e., chat), or through a mixture of the two. Either mode of communication can be used to guide and assess the student's learning (the term "tutor" can also refer to the assessor or evaluator of the student's efforts; Figure 2.1 (a) and (b) should not be taken as mutually exclusive, as the evaluator can also perform the role of the tutor). Regardless of the type of interaction, success in a tutoring interaction depends on whether the feedback provided by the tutor is of sufficient quality to inform the student of whether the tutor considered the student's efforts adequate, and to guide the student in improving his or her efforts. Such feedback should not be limited to only a "yes-no" kind of feedback, which may be clear enough for a pair of listeners but not for many students, who may want to learn more. 5ec8ef588b

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