

A watercolor illustration featuring several stylized robots and a woman. The robots are depicted in various colors and designs, including blue, red, and grey. One robot in the center has a blue body and a red head. Another robot on the right has a red body and a blue head. A woman with blonde hair, wearing a red top and an orange skirt, stands on the right side. The background is a light, textured surface.

Human AI Interaction

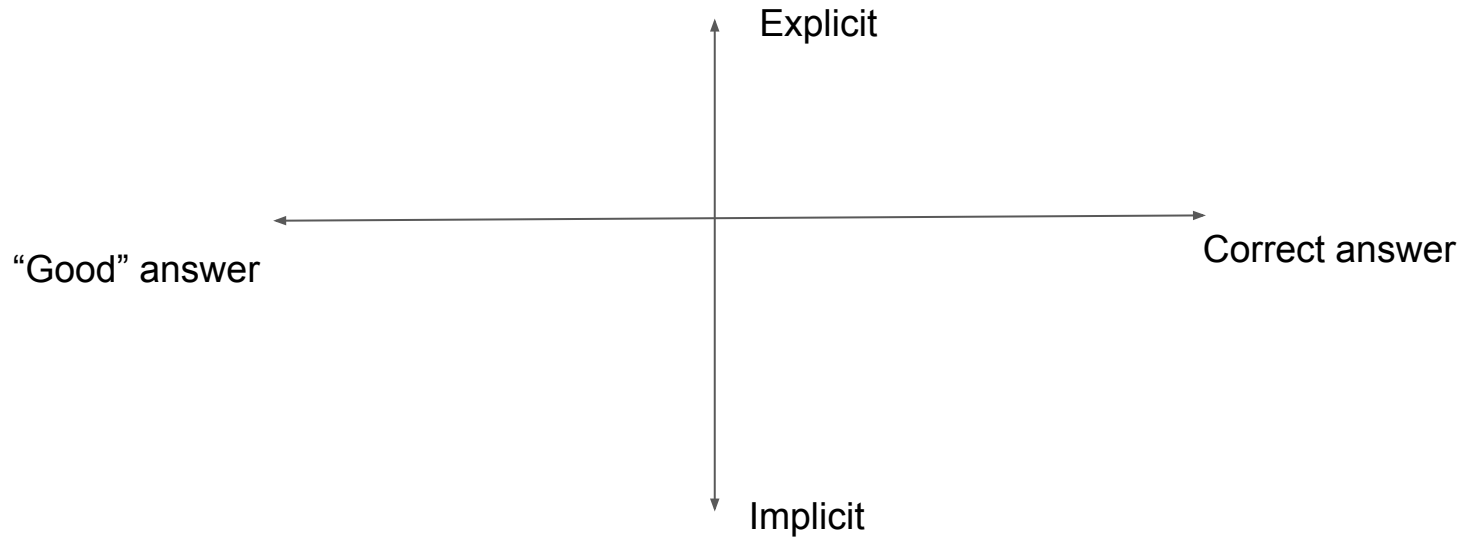
Lecture 6: Designing for feedback
aidesignclass.org

Announcements

Announcements:

- The first extra-credit assignment is online - Read a paper, write a reflection.
 - Mandatory for grad course, extra credit for undergrad course

Feedback framework (a 2-D space)



Other feedback frameworks (an n-D space!)

- Explicit vs. implicit (clicking a button vs. hovering on a link)
- High-confidence vs low-confidence (canceling a subscription vs. not using service)
- Immediate vs. batched (“I hate this ad” vs. “I like Facebook”)
- Comparative vs. individual item (“I like A more than B” vs. “I like A”)

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Whatever framework you choose, you need to decide:

- a) What to do right away
- b) What to do over time

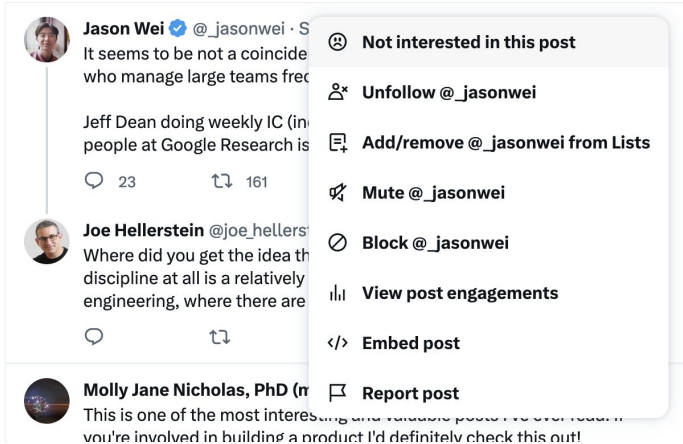
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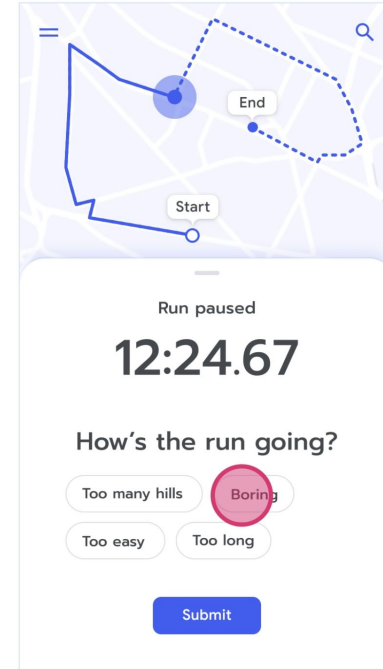
Whatever framework you choose, you need to decide:

- a) What to do right away (often a UX solution)
- b) What to do over time (often an ML solution)

Examples of getting explicit feedback

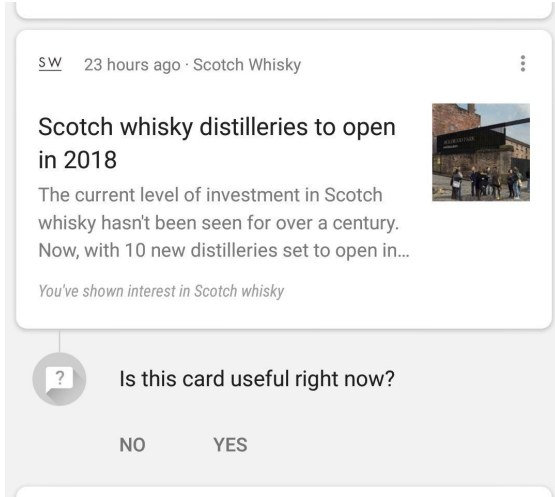


Get feedback on specific items

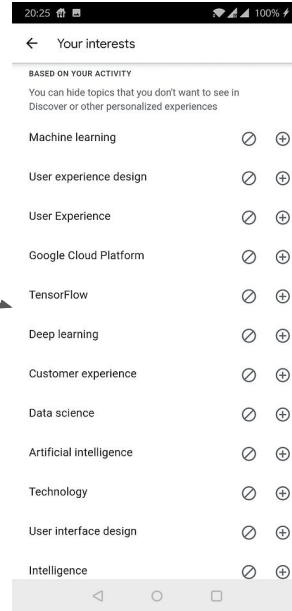


Get feedback on recent experience

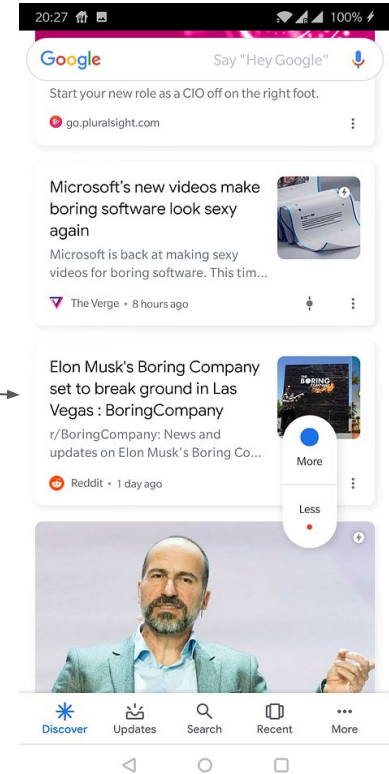
Examples of what to do over time



Get feedback on specific items

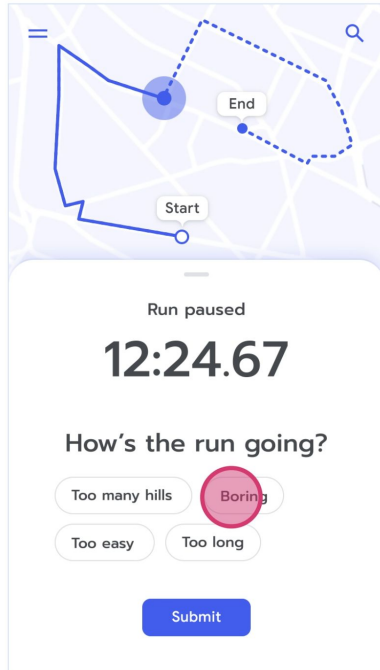


Generalize to topics

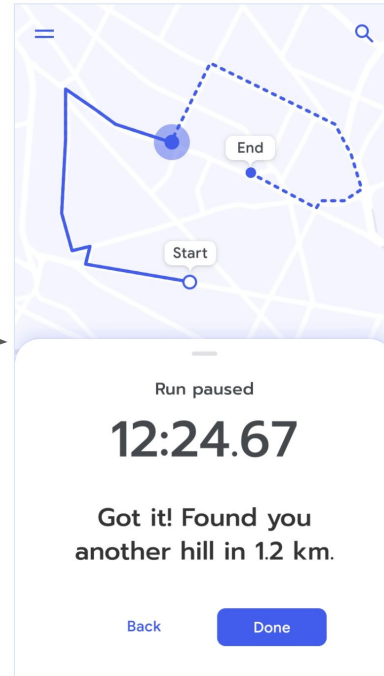


Create more personalized feed

Examples of what to do right away



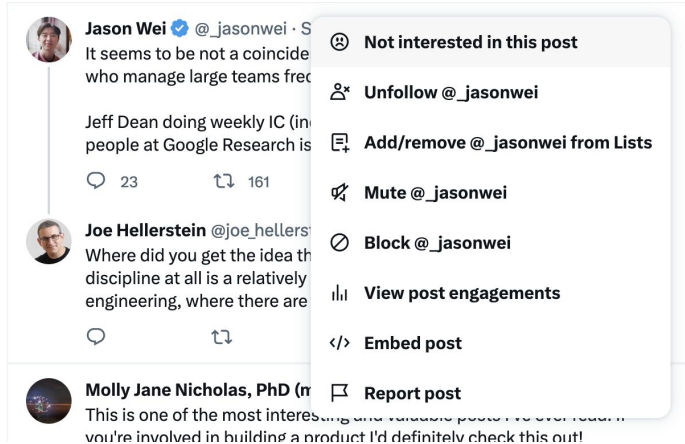
Get feedback on what is wrong



Fix immediately

<https://pair.withgoogle.com/chapter/feedback-controls/>

Failure of deciding what to do right away



Get feedback on specific items



BAD: Clicking “not interested” only hides the post, not the replies. (current)

Better: hide whole conversation

Best: ask user if we should hide other similar conversations

Common challenges with explicit feedback and solutions

- Your feedback interface doesn't collect useful feedback
 - Solution: think about what kinds of experiences the user might be having currently, and redesign interface
 - Solution: Change type of feedback:
 - Comparative feedback is easier to give, more accurate.
 - Immediate feedback is best for specific interactions, batched better for overall experience
 - Batched/aggregate feedback is best asked when there is no current task focus (e.g. after just finishing a task)

Explicit feedback challenges, continued

- If output is generated from an ML system, you may not be able to retrain the system immediately.
 - Solution: Generate multiple solutions, and filter based on feedback
- You need multiple examples to learn what the user truly meant (e.g. “Don’t show me scary movies” -> Does *Home Alone* count?)
 - Solution: Ask to clarify, or be conservative

Implicit feedback: Critical user journeys and interactions

- Without understanding the user journey, you can't understand implicit feedback
- Critical user journey: a *simplified* user journey, that focuses only on the most critical touchpoints
- Purchase journey (e.g. Amazon):
 - Homepage (awareness) -> Search/Browse (interest) -> See product page (activation) -> Click Buy (action) -> Fill out payment and checkout (completion)
- Tie each progression in the journey to a key interaction. For example:
 - awareness->interest (click Search or scroll)
 - interest -> activation (click product image)
 - activation->action (click Buy)

Implicit feedback: rely on key user interactions

- Tie each progression in the journey to a key interaction. For example:
 - awareness->interest (click Search or scroll)
 - interest -> activation (click product image)
 - activation->action (click Buy)
- Implicit feedback is then whether or not user performs an interaction
- **Tip:** If there is no natural “final” interaction, consider inserting one so you know if journey completed successfully
 - E.g. “Save” button

You try it (translate.google.com)

☰ Google Translate



🗨️ Text

🖼️ Images

📄 Documents

🌐 Websites

English - Detected English Spanish French ▾

↔️ Korean English Spanish ▾

I love learning about designing new interactions with Artificial Intelligence ✕

Showing translation for I love learning about designing new interactions with

🌟 **Artificial Intelligence**
Translate instead I love learning about designing new interactions with Artificial Intelligence

[Look up details](#)



78 / 5,000 ✎

나는 인공지능과의 새로운 상호 작용을 디자인하는 방법을 배우는 것을 좋아합니다. ☆

naneun ingong jineung-gwau saeloun sangho jag-yong-eul dijainhaneun bangbeob-eul baeuneun geos-eul joh-ahabnida.

[Look up details](#)



[Send feedback](#)



History



Saved



Contribute

Teardown 2: post-editing translation

- How do you do the suggestion in E?
- How do you do the pop-up in D?
- How do you learn from what the user chose?

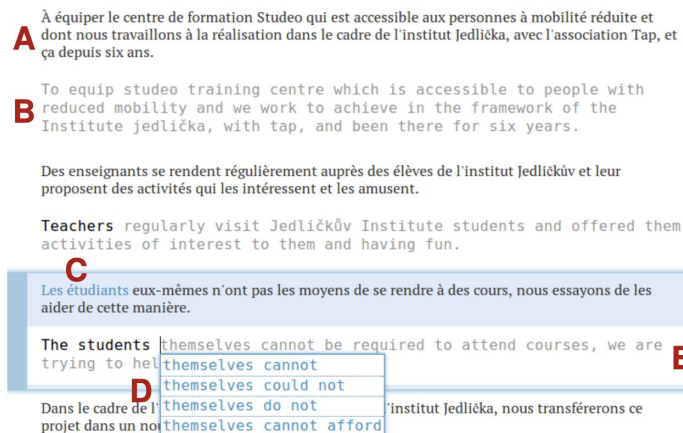
The screenshot displays a translation interface with three main sections. The top section, labeled 'A', shows the source text in French: 'À équiper le centre de formation Studeo qui est accessible aux personnes à mobilité réduite et dont nous travaillons à la réalisation dans le cadre de l'institut Jedlička, avec l'association Tap, et ça depuis six ans.' Below this, the target text in English is shown, labeled 'B': 'To equip studeo training centre which is accessible to people with reduced mobility and we work to achieve in the framework of the Institute jedlička, with tap, and been there for six years.' The middle section shows a French sentence: 'Des enseignants se rendent régulièrement auprès des élèves de l'institut Jedličkûv et leur proposent des activités qui les intéressent et les amusent.' Below it, the English translation is: 'Teachers regularly visit Jedličkûv Institute students and offered them activities of interest to them and having fun.' The bottom section is a blue-highlighted area containing a French sentence: 'Les étudiants eux-mêmes n'ont pas les moyens de se rendre à des cours, nous essayons de les aider de cette manière.' Below this, the English source text is: 'The students themselves cannot be required to attend courses, we are trying to help them.' A dropdown menu, labeled 'D', is open, showing four suggestions: 'themselves cannot', 'themselves could not', 'themselves do not', and 'themselves cannot afford'. To the right of the dropdown, a large red letter 'E' indicates the full translation suggestions area.

Figure 2: Main translation interface. The interface shows the full document context, with English source inputs (A) interleaved with suggested target translations (B). The sentence in focus is indicated by the blue rectangle, with translated source words shaded (C). The user can navigate between sentences via hot keys. The user can also hide/unhide the autocomplete dropdown (D) and full translation suggestions (E) by toggling the Escape key.

Teardown 2: post-editing translation

- How do you do the pop-up in D?

Try your own prompts!



A À équiper le centre de formation Studeo qui est accessible aux personnes à mobilité réduite et dont nous travaillons à la réalisation dans le cadre de l'institut Jedlička, avec l'association Tap, et ça depuis six ans.

B To equip studeo training centre which is accessible to people with reduced mobility and we work to achieve in the framework of the Institute jedlička, with tap, and been there for six years.

Des enseignants se rendent régulièrement auprès des élèves de l'institut Jedličkův et leur proposent des activités qui les intéressent et les amusent.

Teachers regularly visit Jedličkův Institute students and offered them activities of interest to them and having fun.

C Les étudiants eux-mêmes n'ont pas les moyens de se rendre à des cours, nous essayons de les aider de cette manière.

The students themselves cannot be required to attend courses, we are trying to help themselves cannot

D Dans le cadre de l'institut Jedlička, nous transférerons ce projet dans un no

E themselves could not themselves do not themselves cannot afford

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<https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=aff122ba957488c968e28959e7aeb66b5a68c276>

Teardown 2: post-editing translation

- How do you learn from what the user chose?

Change the prompt to make it a few-shot prompt!

The screenshot displays a translation interface with the following components:

- A**: Source text in French: "À équiper le centre de formation Studeo qui est accessible aux personnes à mobilité réduite et dont nous travaillons à la réalisation dans le cadre de l'institut Jedlička, avec l'association Tap, et ça depuis six ans."
- B**: Suggested target translation in English: "To equip studeo training centre which is accessible to people with reduced mobility and we work to achieve in the framework of the Institute jedlička, with tap, and been there for six years."
- Below B: A second source sentence in French: "Des enseignants se rendent régulièrement auprès des élèves de l'institut Jedličkův et leur proposent des activités qui les intéressent et les amusent." followed by its English translation: "Teachers regularly visit Jedličkův Institute students and offered them activities of interest to them and having fun."
- C**: A blue highlighted sentence in French: "Les étudiants eux-mêmes n'ont pas les moyens de se rendre à des cours, nous essayons de les aider de cette manière." Below it, the English source text is shown: "The students themselves cannot be required to attend courses, we are trying to help themselves cannot".
- D**: A dropdown menu showing suggestions: "themselves could not", "themselves do not", and "themselves cannot afford".
- E**: A large blue rectangle highlighting the source text in the previous step.

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Using feedback

- What should happen when you click the thumbs-up button?
- What should happen with thumbs-down button?

suggest three alternatives to a boring lecture for a college class

● Sure! Here are three alternatives to a traditional lecture for a college class:

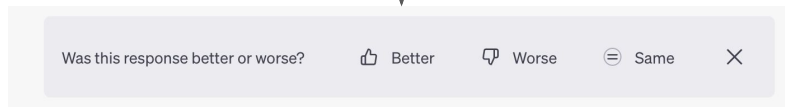
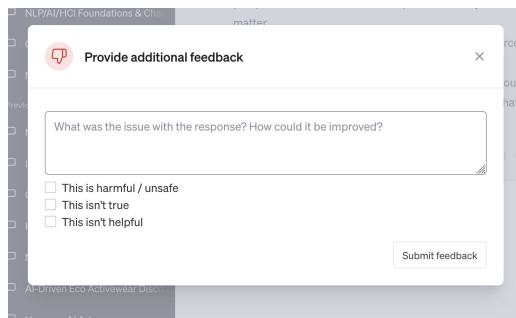
1. **Interactive Workshop:** Instead of a one-way lecture, consider an interactive workshop where students can engage in hands-on activities, discussions, and group exercises. This format encourages participation, fosters collaboration, and allows students to learn from each other. For example, you could create a simulation exercise that requires students to apply concepts they've learned in the course to solve a real-world problem.
2. **Flipped Classroom:** In a flipped classroom model, students watch lectures or read course materials before coming to class, and then use class time for active learning activities such as group projects, case studies, or peer review sessions. This approach allows students to work through complex problems together and get immediate feedback from their peers and instructor. You could also incorporate virtual guest speakers or video tutorials to supplement the course material.
3. **Gamification:** Gamify your course by incorporating game design elements such as points, badges, or leaderboards into the learning experience. This can make the course more engaging and motivating for students. For instance, you could create a friendly competition among students to see who can complete assignments the fastest or achieve the highest score on quizzes. You could also offer rewards for completing certain tasks or achieving specific milestones, such as extra credit or special privileges.



Using feedback: some options (not great!)

- What should happen with thumbs-down button?

ChatGPT (also regenerates response)



Bard

Why did you choose this rating? (optional)

Offensive / Unsafe

Not factually correct

Other

Provide additional feedback

Even when Bard Activity is off, feedback submitted will also include up to 72 hours of your conversations to help improve Bard. [Learn more](#)

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