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Learning Research and Development Center
University of Pittsburgh
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Research Areas

Natural language technology for educational applications.

Dialogue-based intelligent tutoring systems.

Analysis of natural language dialogue and discourse.

Knowledge representation and reasoning.

Software systems development

Education

University of Pittsburgh, Pittsburgh, PA. Ph.D., Intelligent Systems, 2000.	1994–2000
Carnegie Mellon University, Pittsburgh, PA. M.S., Computational Linguistics, 1994.	1992–1994
George Mason University, Fairfax, VA. M.S., Computer Science, 1991.	1988–1991
University of Virginia, Charlottesville, VA. B.S., Computer Science, 1980.	1976–1980

Academic Appointments

Research Associate, Learning Research and Development Center, University of Pittsburgh.	2002-present
National Library of Medicine Post-doctoral Fellow, Department of Biomedical Informatics, University of Pittsburgh.	2009-2010
Research Associate, Department of Biomedical Informatics, University of Pittsburgh.	2008-2009
Post-doctoral Research Associate, Learning Research and Development Center, University of Pittsburgh.	2000-2002
Intelligent Systems Program Faculty Affiliation, University of Pittsburgh.	2001-2009
Research Assistant, Intelligent Systems Program, University of Pittsburgh.	1994-1999
Research Assistant, Center for Machine Translation, Carnegie Mellon University.	1992-1994

Professional Appointments

Intern, Mitsubishi Electric Research Laboratories, Cambridge MA.	Summer 1994
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Systems Engineer, Artificial Intelligence Technical Center, MITRE, McLean VA.	1987–1994
Senior Software Analyst, E-Systems, Falls Church VA.	1984–1987
Software Analyst, E-Systems, Falls Church VA.	1981–1984

Funding

co-PI on NSF 2016018 “Automated Debriefing in Simulation-based Training of Paramedics: Comparing Self-guided to Agent Facilitated Debriefing’	2020-2023
co-PI on IES R305A150155 “Linking Dialogue and Student Modeling to Create an Enhanced Micro-Adaptive Tutoring System”	2015-2018
co-PI on IES R305A130441 “Exploratory Studies to Derive Policies for Adaptive Natural-language Tutoring in Physics ”	2013-2016
co-PI on IES R305A100163 “Improving a Natural-language Tutoring System that Engages Students in Deep Reasoning Dialogues about Physics ”	2010-2013
PI on NSF 0536959 in collaboration with NSF 0536968 to UIC “A Collaborative Dialogue Agent for Peer Learning Interactions”	2005-2009
Co-PI on NSF 0325054 “Tutoring Scientific Explanations via Natural Language Dialogue”	2004-2008
Co-PI through NSF SBE-0354420 to the Pittsburgh Science of Learning Center (PSLC) at Carnegie Mellon University and the University of Pittsburgh on “TuTalk: Infrastructure for authoring and experimenting with natural language dialogue in tutoring systems and learning research”	2004-2006
Co-PI on ONR N00014-00-1-0600 “Why2000: An intelligent tutoring system with natural language understanding”	2000-2005
NSF graduate student travel grant	1998

Honors

Best Student Paper (with M. Chi, K. VanLehn, D. Litman), User Modeling, Adaptation and Personalization Conference.	2010
Best Poster (with M. Chi, K. VanLehn, M. Hall), Educational Data Mining Conference.	2008
Second Best Paper (with C. Rosé, M. Ringenberg, S. Siler, K. VanLehn). Artificial Intelligence in Education Conference.	2001

Journal Articles

S. Katz, P. Albacete, I.A Chounta, P. Jordan, B. McLaren, D. Zapata-Rivera. Linking Dialogue with Student Modelling to Create an Adaptive Tutoring System for Conceptual Physics. <i>International Journal of Artificial Intelligence in Education</i> . online https://doi.org/10.1007/s40593-020-00226-y .	2021
C. Howard, B. Di Eugenio, P. Jordan and S. Katz. Exploring Initiative as a Signal of Knowledge Co-Construction During Collaborative Problem Solving. <i>Cognitive Science</i> . 41(6):1422-1449.	2017

- C. Howard, P. Jordan, B. Di Eugenio and S. Katz. Shifting the Load: A Peer Dialogue Agent that Encourages Its Human Collaborator to Contribute More to Problem Solving. *International Journal of Artificial Intelligence in Education: Special Issue on AI-supported Education in Computer Science*, 27:101-129. 2017
- M. Lipschultz, D. Litman, S. Katz, P. Albacete and P. Jordan. Predicting Semantic Changes in Abstraction in Tutor Responses to Students. *International Journal of Learning Technology*. 9(3):281-303. 2014
- M. Chi, K. VanLehn, D. Litman and P. Jordan. An Evaluation of Pedagogical Tutorial Tactics for a Natural Language Tutoring System: A Reinforcement Learning Approach. In *International Journal of Artificial Intelligence in Education for Special Issue on Best of ITS 2010*. 21(1-2):83-113. 2011
- M. Chi, K. VanLehn, D. Litman and P. Jordan. Empirically Evaluating the Application of Reinforcement Learning to the Induction of Effective and Adaptive Pedagogical Strategies. In *User Modeling and User-Adapted Interaction*. Special Issue on Data Mining for Personalized Educational Systems. 21(1-2):137-180. 2011
- K. VanLehn, A. Graesser, G. T. Jackson, P. Jordan, A. Olney and C. Rosé. When are Tutorial Dialogues More Effective than Reading? In *Cognitive Science* Vol. 31(1):3-62. 2007
- P. W. Jordan and M. A. Walker. Learning Content Selection Rules for Generating Object Descriptions in Dialogue. In *Journal of Artificial Intelligence Research* Vol. 24:157-194. 2005
- M. Makatchev, P. Jordan, and K. VanLehn. Abductive Theorem Proving for Analyzing Student Explanations and Guiding Feedback in Intelligent Tutoring Systems. In *Journal of Automated Reasoning for Special Issue on Automated Reasoning and Theorem Proving in Education*, Vol. 32(3):184-226. 2004
- B. Di Eugenio, P. W. Jordan, R. H. Thomason and J. D. Moore. The agreement process: an empirical investigation of human-human computer-mediated collaborative dialogues. *International Journal of Human Computer Studies*. Vol. 53(6)1017-1076. 2000
- P. W. Jordan, B. J. Dorr and J. W. Benoit. A First-Pass Approach for Evaluating Machine Translation Systems. *Machine Translation* Vol. 8. 1993

Conference Papers

- S. Katz, P. Albacete, P. Jordan, S. Silliman, T. Yang. MedDbriefer: A Debriefing Research Platform and Tool to Support Peer-led Simulation-based Training in Healthcare. In P. Blikstein, J. Van Aalst, R. Kizito, and K. Brennan (Eds.), *Proceedings of the Twenty-third International Conference of the Learning Sciences ICLS 2023*, Montreal, Canada, June 2023: International Society of the Learning Sciences. 2023
- S. Katz, P. Albacete, J. Gallagher, P. Jordan, T. Platt, S. Silliman, T. Yang. Comparing Alternative Approaches to Debriefing in a Tool to Support Peer-Led Simulation-Based Training. In *Intelligent Tutoring Systems: 18th International Conference, ITS 2022* (pp.88-94). 2022
- P. Albacete, P. Jordan, S. Katz, I.-A. Chounta & B. McLaren. The Impact of Student Model Updates on Contingent Scaffolding in a Natural-Language Tutoring System. In *Proceedings of the 20th International Conference on Artificial Intelligence in Education (AIED 2019)*. 2019

- S. Katz, P. Albacete, I.-A. Chounta, P. Jordan, D. Lusetich & B. McLaren. What Does It Mean to Provide the Right Level of Support During Tutorial Dialogue? In *Proceedings of the 14th International Conference on Intelligent Tutoring Systems (ITS 2018)*. 2018
- P. Albacete, P. Jordan, D. Lusetich, I.-A. Chounta, S. Katz & B. McLaren. Providing Proactive Scaffolding During Tutorial Dialogue Using Guidance from Student Model Predictions. In *Proceedings of the 19th International Conference on Artificial Intelligence in Education (AIED 2018)*. 2018
- P. Jordan, P. Albacete & S. Katz. A Comparison of Tutoring Strategies for Recovering from a Failed Attempt during Faded Support. In *Proceedings of the 19th International Conference on Artificial Intelligence in Education (AIED 2018)*. 2018
- P. Jordan, P. Albacete & S. Katz. Adapting step granularity in tutorial dialogue based on pretest scores. In *Proceedings of 18th International Conference on Artificial Intelligence in Education (AIED 2017)*, 137-148. 2017
- I.-A. Chounta, B. McLaren, P. Albacete, P. Jordan & S. Katz. The grey area: Towards a computational approach for modeling the zone of proximal development. In *Proceedings of EDM*. 2017
- I.-A. Chounta, P. Albacete, P. Jordan, S. Katz & B. McLaren. What can we learn from a grey area? a computational approach to model the zone of proximal development. In *Proceedings of ECTEL 2017*. 2017
- P. Albacete, P. Jordan & S. Silliman. A Tool to Assess Fine-grained Knowledge from Correct and Incorrect Answers in Online Multiple-choice Tests: An Application to Student Modeling. In *Proceedings of EdMedia*. 2017
- P. Jordan, P. Albacete & S. Katz. Exploring Contingent Step Decomposition in a Tutorial Dialogue System. In *Proceedings of the 24th Conference on User Modeling, Adaptation and Personalization (UMAP) - Late breaking papers*. 2016
- S. Katz, P. Jordan & P. Albacete. Exploring How to Adaptively Apply Tutorial Dialogue Tactics. In *Proceedings of the 16th IEEE International Conference on Advanced Learning Technologies - ICALT2016*. 2016
- S. Katz, P. Albacete & P. Jordan. Do summaries support learning from post-problem reflective dialogues? In *Proceedings of the 13th International Conference on Intelligent Tutoring Systems*. 2016
- P. Jordan, P. Albacete & S. Katz. Exploring the Effects of Redundancy within a Tutorial Dialogue System: Restating Students' Responses. In *Proceedings of the 16th Annual SIGdial Meeting on Discourse and Dialogue*. 2015
- P. Albacete, P. Jordan & S. Katz. Is a Dialogue-Based Tutoring System that Emulates Helpful Co-constructed Relations during Human Tutoring Effective? In *Proceedings of the 17th International Conference on Artificial Intelligence in Education (AIED 2015)*, 3-12. 2015
- P. Jordan, P. Albacete & S. Katz. When Is It Helpful to Restate Student Responses within a Tutorial Dialogue System? In *Proceedings of the 17th International Conference on Artificial Intelligence in Education (AIED 2015)*, 658-661. 2015
- M. Chi, P. Jordan & K. VanLehn. When is Tutorial Dialogue More Effective Than Step-based Tutoring? In *Proceedings of the 12th International Conference on Intelligent Tutoring Systems (ITS)*, 210-219. 2014

- P. Jordan, N.L. Green, C. Thomas & S. Holm. TBI-DOC: Generating Patient & Clinician Reports from Brain Imaging Data. In *Proceedings of the 8th International Conference on Natural Language Generation*. 2014
- S. Katz, P. Albacete, M.J. Ford, P. Jordan, M. Lipschultz, D. Litman, S. Silliman & C. Wilson. Pilot Test of a Natural-language Tutoring System for Physics that Simulates the Highly Interactive Nature of Human Tutoring. In *Proceedings of Artificial Intelligence in Education Conference*. Edited by K. Yacef and H.C. Lane. Memphis, July 2013. 2013
- P. Jordan, P. Albacete, M.J. Ford, S. Katz, M. Lipschultz, D. Litman, S. Silliman & C. Wilson. The Rimac Tutor - A Simulation of the Highly Interactive Nature of Human Tutorial Dialogue: An Interactive Event. In *Proceedings of Artificial Intelligence in Education Conference*. Edited by K. Yacef and H.C. Lane. Memphis, July 2013. 2013
- D. Mowery, P. Jordan, J. Wiebe, H. Harkema, J. Dowling, W. Chapman. Semantic Annotation of Clinical Events for Generating a Problem List. In *Proceedings of American Medical Informatics Association (AMIA) Symposium 2013*. 2013
- P. Jordan, S. Katz, P. Albacete, M. Ford, C. Wilson. Reformulating student contributions in tutorial dialogue. In *Proceedings of the 7th International Natural Language Generation Conference (INLG 2012)*. 2012
- D. Mowery, P. W. Jordan, J. Wiebe, W.W. Chapman, L. Liu. Does Domain Knowledge Matter for Assertion Annotation in Clinical Texts? In *IEEE Second International Conference on Healthcare Informatics, Imaging and Systems Biology (HISB): 136*. 2012
- M. Lipschultz, D. Litman, P. Jordan, S. Katz. Predicting changes in level of abstraction in tutor responses to students. In *Proceedings of the 24th International Florida Artificial Intelligence Research Society Conference, FLAIRS-24*. 2011
- M. Chi, K. R. Koedinger, G. J. Gordon, P. W. Jordan, K. VanLehn. Instructional Factors Analysis: A Cognitive Model For Multiple Instructional Interventions. In *Proceedings of EDM 2011*. pp.61-70. 2011
- S. Katz, M. Ford, P. Jordan, D. Litman. Rimac: A Natural-language tutoring system that engages students in deep reasoning dialogues about physics. SREE Spring 2011 poster presentation. 2011
- P. Jordan, D. Mowery, J. Wiebe and W. Chapman. Annotating conditions in clinical narratives to support temporal classification. In *Proceedings of American Medical Informatics Association (AMIA) Symposium 2010*. 2010
- C. Kersey, B. Di Eugenio, P. Jordan, S. Katz. KSC-PaL: A Peer Learning Agent. In *Proceedings of 10th Intelligent Tutoring Systems Conference, ITS'2010*. pp.72-81. 2010
- M. Chi, K. VanLehn, D. Litman, and P. Jordan. Inducing Effective Pedagogical Strategies Using Learning Context Features. In *Proceedings of Eighteenth International Conference on User Modeling, Adaptation, and Personalization (UMAP)*, Hawaii. 2010
- P. Jordan, D. Litman, M. Lipschultz and J. Drummond. Evidence of Misunderstandings in Tutorial Dialogue and their Impact on Learning. In *Proceedings 14th International Conference on Artificial Intelligence in Education (AIED)*, Brighton, UK, July. 2009
- C. Kersey, B. Di Eugenio, P. Jordan, and S. Katz. Knowledge Co-construction and Initiative in Peer Learning Interactions . In *Proceedings of 14th International Conference on Artificial Intelligence in Education*. 2009

- M. Chi, P. Jordan, K. VanLehn and D. Litman. To Elicit Or To Tell: Does It Matter? 2009
In *Proceedings 14th International Conference on Artificial Intelligence in Education (AIED)*, Brighton, UK, July..
- M. Chi, P. Jordan, K. VanLehn and B. Hall. Reinforcement learning-based feature 2008
selection for developing pedagogically effective tutorial dialogue tactics. In *Proceedings of 1st International Conference on Educational Data Mining*.
- P. Jordan and D. Litman. Minimal feedback during tutorial dialogue. In *Proceedings 2008
of ITS 2008*.
- P. Jordan, B. Hall, M. Ringenberg, Y. Cui and C.P. Rosé. Tools for Authoring a 2007
Dialogue Agent that Participates in Learning Studies. In *Proceedings of Artificial Intelligence in Education (AIED 2007)*.
- P. Jordan. Topic Initiative in a Simulated Peer Dialogue Agent. In *Proceedings of 2007
Artificial Intelligence in Education (AIED 2007)*.
- P. Jordan, M. Makatchev, U. Pappuswamy, K. VanLehn and P. Albacete. A Natural 2006
Language Tutorial Dialogue System for Physics. In *Proceedings of the 19th International FLAIRS conference*.
- M. Makatchev, K. VanLehn, P. Jordan, and U. Pappuswamy. Representation and 2006
Reasoning for Deeper Natural Language Understanding in a Physics Tutoring System. In *Proceedings of the 19th International FLAIRS conference*.
- P. Jordan, P. Albacete and K. VanLehn. Taking Control of Redundancy in Scripted 2005
Tutorial Dialogue. In *Proceedings of Int. Conference on Artificial Intelligence in Education, AIED2005*, pp. 314-321.
- U. Pappuswamy, D. Bhembé, P. Jordan, and K. VanLehn. A Multi-Tier NL- 2005
Knowledge Clustering for Classifying Students' Essays. In *Proceedings of 18th International FLAIRS Conference*, pp 62-67.
- U. Pappuswamy, D. Bhembé, P. Jordan, and K. VanLehn. A Supervised Clustering 2005
Method for Text Classification. In *Proceedings of Computational Linguistics and Intelligent Text Processing: 6th International Conference (CICLing)*, LNCS, vol 3406, pp 704-714.
- M. Makatchev, P. Jordan and K. VanLehn. Modeling Students' Reasoning about 2004
Qualitative Physics: Heuristics for Abductive Proof Search. In *Proceedings of Intelligent Tutoring Systems Conference*, Maceó, Brazil, Springer LNCS, vol 3220, pp 699-709.
- P. Jordan, M. Makatchev and K. VanLehn. Combining Competing Language Under- 2004
standing Approaches in an Intelligent Tutoring System . In *Proceedings of Intelligent Tutoring Systems Conference*, Maceó, Brazil, Springer LNCS, vol 3220, pp 346-357.
- P. Jordan. Using Student Explanations as Models for Adapting Tutorial Dialogue, In 2004
Proceedings of the 17th International FLAIRS Conference, pp 905-910.
- M. Makatchev, P. Jordan, U. Pappuswamy, and K. VanLehn. Abductive Proofs as 2004
Models of Students' Reasoning about Qualitative Physics. In *Proceedings of International Conference on Cognitive Modelling*, Pittsburgh, USA, Lawrence Erlbaum Associates Publishers, Mahwah, New Jersey, pp. 166-171.
- P. Jordan, M. Makatchev, and K. VanLehn. Abductive Theorem Proving for Analyz- 2003
ing Student Explanations. *Proceedings of Artificial Intelligence in Education (AIED 2003)*.

- K. VanLehn, P. Jordan, C. P. Rosé, et al. The architecture of Why2-Atlas: A coach for qualitative physics essay writing. In: Cerri, SA, Gouarderes, G, Paraguacu, F (Eds.) *Intelligent Tutoring Systems (ITS 2002)*, 6th International Conference. 2002
- P. W. Jordan, C. P. Rosé, K. VanLehn. Tools for Authoring Tutorial Dialogue Knowledge. *Proceedings of Artificial Intelligence in Education (AIED 2001)*. 2001
- C. Rosé, P. Jordan, M. Ringenber, S. Siler, K. VanLehn, and A. Weinstein. Interactive Conceptual Tutoring in Atlas-Andes *Proceedings of Artificial Intelligence in Education (AIED 2001)*. 2001
- P. W. Jordan and M. A. Walker. Learning Attribute Selections for Non-Pronominal Expressions. *Proceedings of Association for Computational Linguistics (ACL 2000)*. 2000
- P. W. Jordan. Can Nominal Expressions Achieve Multiple Goals?: An Empirical Study. *Proceedings of Association for Computational Linguistics (ACL 2000)*. 2000
- P. W. Jordan. Influences on Attribute Selection in Redescriptions: A Corpus Study. *Proceedings of Cognitive Science 2000*. 2000
- B. Di Eugenio, P. W. Jordan, J. D. Moore and R. H. Thomason. An Empirical Investigation of Proposals in Collaborative Dialogues. *Proceedings of COLING and Association for Computational Linguistics (COLING-ACL'98)*. Montreal, Canada. 1998
- P. W. Jordan and M. A. Walker. Deciding to Remind During Collaborative Problem Solving: Empirical Evidence for Agent Strategies. *Proceedings of American Association for Artificial Intelligence (AAAI-96)*, Portland, OR. 1996
- P. W. Jordan. Using Terminological Knowledge Representation Languages to Manage Linguistic Resources. *Proceedings of Association for Computational Linguistics (ACL-96)*, Student Session Santa Cruz, CA. 1996
- K. Baker, A. Franz, P. Jordan, T. Mitamura and E. Nyberg. Coping with Ambiguity in a Large-Scale Machine Translation System. *Proceedings of International Conference on Computational Linguistics (COLING-94)*. 1994
- K. Baker, A. Franz, and P. Jordan. Coping with Ambiguity in Knowledge-based Natural Language Analysis. *Proceedings of Florida Artificial Intelligence Research (FLAIRS-94)*. 1994

Workshop Papers

- I.-A. Chounta, B. McLaren, P. Albacete, P. Jordan & S. Katz. Analysis of Human-to-Human Tutorial Dialogues: Insights for Teaching Analytics. In *The 4th International Workshop on Teaching Analytics at Ec-Tel 16*. 2016
- S. Katz, P. Albacete & P. Jordan. Summarization during Tutoring: Implications for Developing Micro-Adaptive Tutoring Systems. In *Proceedings of ITS Workshop on Pedagogy That Makes A Difference: Exploring Domain-Independent Principles across Instructional Management Research within the ITS Community*. 2014
- P. Jordan, P. Albacete, M.J. Ford, S. Katz & M. Lipschultz. Eliciting student explanations during tutorial dialogue for the purpose of providing formative feedback. In *Proceedings of AIED Workshop on Formative Feedback in Interactive Learning Environments*. 2013
- M. Lipschultz, D. Litman, P. Jordan, S. Katz. Evaluating Learning Factors Analysis. In *UMAP 2012 Proceedings of the 20th conference on User Modeling, Adaptation and Personalization*. Montreal. 2012

- C. Kersey, B. Di Eugenio, P. Jordan, and S. Katz. KSC-PaL: A Peer Learning Agent that Encourages Students to take the Initiative . NAACL-HLT 2009 Workshops. In *Proceedings of 4th Workshop on Innovative Use of NLP for Building Educational Applications*. 2009
- C. Kersey, B. Di Eugenio, P. Jordan, and S. Katz. Modeling Knowledge Co-Construction for Peer Learning Interactions. In *Proceedings of 9th International Conference on Intelligent Tutoring Systems, Student Research Workshop*. Montreal, Canada. 2008
- K. VanLehn, P. Jordan, D. Litman. Developing pedagogically effective tutorial dialogue tactics: Experiments and a testbed. In *Proceedings of SLaTE Workshop on Speech and Language Technology in Education ISCA Tutorial and Research Workshop*. 2007
- C. Kersey, B. Di Eugenio, P. Jordan and S. Katz. Collaboration in Peer Learning Dialogues. Presented at DECALOG - The 2007 Workshop on the Semantics and Pragmatics of Dialogue. 2007
- P. Jordan, M. Ringenber, B. Hall. Rapidly Developing Dialogue Systems that Support Learning Studies. In *Proceedings of ITS06 Workshop on Teaching with Robots, Agents, and NLP*. 2006
- P. Jordan, M. Makatchev and U. Pappuswamy. Relating Student Text to Ideal Proofs: Issues of Efficiency of Expression. In *Proceedings of AIED 2005 Workshop on Mixed Language Explanation in Learning Environments (XLANG)*, pp. 43-50. 2005
- M. Makatchev, B. Hall, P. Jordan, U. Pappuswamy, and K. VanLehn. Mixed Language Processing in the Why2-Atlas Tutoring System. In. *Proc. of Workshop on Mixed Language Explanations in Learning Environments, AIED2005*, Amsterdam, Netherlands. 2005
- U. Pappuswamy, P. Jordan, and K. VanLehn. Resolving Discourse Deictic Anaphors in Tutorial Dialogues. In *Proceedings of Constraints in Discourse*. Dortmund University, Germany, 96-103. 2005
- M. Makatchev, P. Jordan, U. Pappuswamy and K. VanLehn. Abductive Proofs as Models of Qualitative Reasoning. In *Proceedings of Workshop on Qualitative Reasoning*, pp. 11-18. 2004
- P.W. Jordan. Feature Sharing in the Generation and Interpretation of Nominals in Dialogue. *Proceedings of AAAI Spring Symposium on Natural Language Generation in Spoken and Written Dialogue* March, 2003. 2003
- P.W. Jordan, M. Makatchev and U. Pappuswamy. Extended Explanations as Student Models for Guiding Tutorial Dialogue. *Proceedings of AAAI Spring Symposium on Natural Language Generation in Spoken and Written Dialogue*, March, 2003. 2003
- P.W. Jordan. Tag-sets for the generation of nominals in collaborative dialogue. Presented at ISLE Workshop on Dialogue Tagging for Multi-Modal Human Computer Interaction. 2002
- P. W. Jordan, K. VanLehn. Discourse Processing for Explanatory Essays in Tutorial Applications. *3rd SIGdial Workshop on Discourse and Dialogue*. 2002
- P. W. Jordan, S. Siler. Student Initiative and Questioning Strategies in Computer-Mediated Human Tutoring Dialogues. *ITS 2002 Workshop on Empirical Methods for Tutorial Dialogue Systems*. 2002

- P. W. Jordan. An Empirical Study of the Communicative Goals Impacting Nominal Expressions. *Proceedings of the ESSLLI workshop on The Generation of Nominal Expressions*. 1999
- P. W. Jordan and B. Di Eugenio. Control and Initiative in Collaborative Problem Solving Dialogues. *Proceedings of the AAAI Spring Symposium on Computational Models for Mixed Initiative*, Stanford, CA. 1997
- P. W. Jordan and R. H. Thomason. Refining the Categories of Miscommunication. *Proceedings of AAAI Workshop on Detecting, Repairing, and Preventing Human-machine Miscommunication*, Portland, OR. 1996
- R. H. Thomason and P. W. Jordan. Empirical Methods in Discourse: Limits and Prospects. *Proceedings of the AAAI Spring Symposium on Empirical Methods in Discourse Interpretation and Generation*. Stanford, CA. 1995

Book Chapters

- S. Katz, P. Albacete, P. Jordan, D. Lusetich, I.-A. Chounta and B. McLaren. Operationalizing the Contingent Scaffolding of Human Tutors in an Intelligent Tutoring System. In Craig, S. D., editor(s), *Tutoring and Intelligent Tutoring Systems*, pp 187-220. Nova Science Publishers. 2018
- P. W. Jordan. Contextual Influences on Attribute Selection for Repeated Descriptions. *Information Sharing: Reference and Presupposition in Language Generation and Interpretation*. edited by Kees van Deemter and Rodger Kibble, pgs 295-328, CSLI Publications, Stanford CA. 2002
- B. J. Dorr, P. W. Jordan and J. W. Benoit. A Survey of Current Paradigms in Machine Translation. *Advances in Computers*. edited by Marvin V. Zelkowitz. Vol. 49, Academic Press. 1999

Other Publications

- A. Graesser, K. VanLehn, C. Rosé, P. Jordan and D. Harter. Intelligent Tutoring Systems with Conversational Dialogue, *AI Magazine*, volume 22, number 4, pp 39-52. 2001
- M. A. Walker and P. W. Jordan. Design-World: A testbed of communicative action and resource limits. *ACM SIGART Special Issue on Artificial Intelligence Education*. edited by Kumar and Hearst. Vol. 6(2). 1995
- P. Jordan, K. Keller, R. Tucker, and D. Vogel. Software Storming: Combining Rapid Prototyping and Knowledge Engineering. *Computer* Vol. 22(5). 1989

Theses

- P.W. Jordan. Intentional Influences on Object Redescriptions in Dialogue: Evidence from an Empirical Study, PhD thesis, University of Pittsburgh, Intelligent Systems Program 2000

P.W. Jordan. Determining the Temporal Ordering of Events in Discourse. Masters thesis, Carnegie Mellon University, Computational Linguistics Program 1994

PhD Mentors

Richmond Thomason, University of Michigan, PhD supervisor.
 Marilyn Walker, University of California Santa Cruz, PhD committee member.
 Johanna Moore, University of Edinburgh, PhD committee member.
 Martha Pollack, Cornell, PhD committee member.

Academic Supervisory Duties

A Mentor for Graduate Student Michael Lipschultz, Computer Science Department, University of Pittsburgh	2011-2013
A Mentor for Graduate Student Danielle Mowery, Department of Biomedical Informatics, University of Pittsburgh	2009-2011
A Mentor for Graduate Student Min Chi, Intelligent Systems Program, University of Pittsburgh	2008-2010
Dissertation Committee Member for Cynthia Kersey, Computer Science Department, University of Illinois at Chicago	2007-2009
Dissertation Committee Member for Hua Ai, Intelligent Systems Program, University of Pittsburgh	2008-2009
MS Project Committee Member for Noboru Matsuda, Hua Ai and Sung-Young Jung, Intelligent Systems Program, University of Pittsburgh	2003-2008
Comprehensive Exam Committee Member for R. Charles Murray and Sung-Young Jung, Intelligent Systems Program, University of Pittsburgh	2001-2009
LRDC project supervisor for 2 ISP Graduate Students, 2 CS Graduate Students, and 1 Staff Programmer	2008
LRDC project supervisor for 3 ISP Graduate Students, 1 CS Graduate Student, 1 Linguistics Research Associate, 2 Psychology Research Associates and 2.5 Staff Programmers	2005-2007
LRDC project supervisor for 2 ISP Graduate Students, 1 Linguistics Research Associate, 1 Psychology Research Associate, and 2 Staff Programmers	2004-2005
LRDC project supervisor for 3 Staff Programmers, 2 Linguistics Research Associates and 1 ISP Graduate Student	2001-2004

Synergistic Activities

Reviewer for the journals Computational Linguistics, User Modeling and User-Adapted Interaction, Journal of Artificial Intelligence Research, Cognitive Science, Linguistic Issues in Language Technology, Discourse Processes, International Journal of Artificial Intelligence in Education, Language and Cognitive Processes, Current Directions in Psychological Science, New Review of Hypermedia and Multimedia, Transactions on Learning Technologies and ACM Transactions on Intelligent Systems and Technology. Reviewer for the conferences of Association for Computational Linguistics, COLING, SIGDIAL, AI in Education, ITS, ECTEL, FLAIRS, Interspeech and Cognitive Science. Program Committee Member and Reviewer for various ACL, EACL and AAAI workshops	2001-present
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United Way 21 and Able Project, Member of Complex Needs Group	2016-present
PA Department of Human Services, Member of Supporting Families Workgroup	2016
Member of Adults with Complex Transitions (ACT) Committee, which is loosely affiliated with the United Way 21 and able Project	2015
A founding member of the Dreams Unlocked Initiative, which is developing a new educational/social program for adults with complex special needs	2014-present
Co-presenter at the 15th Biennial Conference of the International Society for Augmentative and Alternative Communication (ISAAC) in Pittsburgh, PA	2012
Wrote book review for journal Computational Linguistics	2006
Co-organizer for AIED Workshop on Mixed Language Explanation in Learning Environments	2005
Information Officer for SIGDIAL, the Special Interest Group on Discourse and Dialog	1999-2001
Student Session Chair, The 35th Annual Meeting of the Association for Computational Linguistics and 8th Conference of the European Chapter for Computational Linguistics, Madrid Spain	1997
Research Science Institute mentor. RSI is a program for high school math and science students	1991