



MONET2

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Contract: Concerted Action / Thematic Network

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MONET Summer School

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Contents

CONTENTS	2
AUTHORS	3
1. INTRODUCTION	4
1.1. PURPOSE OF THIS DOCUMENT	4
1.2. SCOPE.....	4
1.3. OBJECTIVES OF THE SUMMER SCHOOL	4
2. SUMMER SCHOOL ORGANISATION	4
3. SUMMER SCHOOL ANALYSIS	5
4. REFERENCES	6
5. DOCUMENT HISTORY	6
ANNEX ONE – SUMMER SCHOOL QUESTIONNAIRE	7
ANNEX TWO – SUMMER SCHOOL QUESTIONNAIRE RESULTS	9

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1. Introduction

1.1. Purpose of this Document

This document will encapsulate the required efforts and the results of the MONET 2 Summer School. The 'Description of Work' states that;

The work of this task group will consist of:

- Finding a suitable location for the summer school (and making the necessary arrangements)
- Devising of a suitable syllabus and providing appropriate expert lecturers
- Organisation of the Summer School timetable
- Compilation of the Educational resource materials
- Exploration of the possibilities for accreditation and 'continuing professional development'

1.2. Scope

This document will briefly describe the work that was required to organise the Summer School and then discuss the event itself. The final section will be an analysis of the feedback that was received from the students themselves.

1.3. Objectives of the Summer School

- To inspire and prepare the next generation of researchers in the field of MBS&QR
- To convey to young industrialists the potential of MBS&QR technology for solving problems which arise from interactions with complex systems
- To inform participants of the types of problem that can be solved by application of MBS&QR
- To present a coherent and comprehensive overview of the main results and achievements of MBS&QR research
- To survey the state of the art in MBS&QR technology, highlight the problems and open issues, and point out the research opportunities for the near future
- Place MBS&QR in its context within the general area of AI and identify the interactions and synergies that can be obtained with other approaches

2. Summer School Organisation

The Project Office searched for a destination to hold the Summer School using many resources, including outsourcing to 'fee-free' conference venue finding companies. A date was needed that was amenable to all of the Community and the options that were available were unfortunately very narrow due to other conferences from May to August 2003, placing the Summer School in the first two weeks of September, slightly later than that of month 18 as specified in the Description of Work. After further consultation the first week 6th – 12th of September was selected as the preferred option. A suitable venue was located that could cater to our requirements and the Co-ordinating node then began to prepare the timetable and lectures in partnership with our members and guest lecturers.

The Summer School was open to both academic and industrial attendees, however the Project actively sought to ensure that there was as high a proportion of industrial students in attendance as possible. This was achieved through contacts with our Industrial Members.

The Summer School event schedule was constructed to focus upon the four Domain Application areas that are the basis of the MONET Project. The feedback from the Summer School during MONET 1 strongly suggested that the students wanted to have much more interaction with modelling and so a heavy practical element was included.

The final timetable is shown below.

Day	Session 1 09.00 – 10.45	Session 2 11.15 – 13.00	Session 3 14.00 – 15.45	Session 4 16.15 – 18.00	Evening 19.00 Approx
Sunday	Delegates arrive and settle into accommodation			Registration (18.00)	Welcome Event
Monday	Plenary Lecture (Ken Forbus) <u>Part One</u> and <u>Part Two</u>		<u>Modelling Practical Session</u> (Bert Bredeweg)		Q&A Drop in Session
Tuesday	<u>Ecology Modelling: Lecture Slides</u> and <u>Practical One</u> and <u>Practical</u> <u>Two</u> (Bert Bredeweg) and <u>Ecological Paper</u>		<u>Industrial Application</u> (Neal Snooke)		Q&A Drop in Session
Wednesday	<u>Diagnosis Lecture</u> (Peter Struss) and <u>Diagnosis Paper</u>		<u>Cognition Lecture</u> (Ken Forbus / Dedre Gentner)	Cultural Trip to Minos Palace, Knossos and Archaeological Museum, Iraklion	
Thursday	Diagnostic Practical (Peter Struss and Louise Travé-Massuyès)		<u>Bio-Medical</u> <u>Lecture</u> (George Coghill) and <u>Qoph Paper</u>	<u>Education</u> <u>Lecture</u> (Bert Bredeweg)	Gala Dinner
Friday	<u>'Challenges in</u> <u>MBR' Lecture</u> (Chris Price)	Concluding Panel Session with all available experts	Delegates depart		

Note: The underlined text above, denote the links on the website to the actual presentations or papers (http://monet.aber.ac.uk:8080/monet/summer_school_2003/summer_school.html). These are also available on the CD which accompanies this Report.

3. Summer School Analysis

At the end of the Summer School the Co-ordinators handed out feedback questionnaires (shown in Annex One: Summer School Questionnaire), the results of which are displayed graphically in Annex Two: Summer School Questionnaire Results. This section will give a brief overview of the responses to this questionnaire and will highlight the positive and negative comments from students. In this section any words or phrase in *italics* are those of Summer School students themselves.

The students were asked to give an overall mark out of ten for how they rated the value of the Summer School; the average mark given was 8.68. This gives a clear indication of the value that the students placed on the event as a whole. However, some students did

comment that the *lectures were too long and detailed* and that it was *hard to maintain concentration* in the long sessions. It was the intention of the organising committee that this would be a very involved course; the detail that went into the lecture notes and presentation slides was deliberate, in order for them to be used as a reference aid to the students in the future. We feel this was achieved and the result of question two bare this out, with nearly 54% of students stating that the complexity of the course was just right. On the positive side, other students commented that there were *stimulating lectures and discussions* and that the event was a *great opportunity to meet and interact with key players and new researchers*. One student stated that they thought that the *Lecturers should have made their interesting findings more the focus of their lectures*. This is one issue that will be considered if the MONET Summer School is repeated.

After the analysis of the feedback from the first MONET Summer School, we discovered that the students wanted to have much more hands on experience of the models and so for this event a large practical element was introduced to the timetable. However, just over a quarter of students stated that they thought there was still too much theory and they *would have appreciated more hands - on modelling sessions*; as well as the actual models the students also appeared interested in how *the application (themselves) work*. As an overall reference over 61% of students stated that the balance between theory and practical was 'just right'.

One statistic that was very encouraging was that nearly 72% of the students stated that their interest in MBS&QR had increased as a result of the MONET Summer School and nearly half stated that they could now see 'new ways' to implement MBS&QR in their work. Amongst some of the comments made were that the event had *helped my understanding of the area and sparked lots of thought / ideas* as well as giving *insights in new areas*. It was also interesting to note that one student stated that they *didn't realise there was so much research on this*. This is of particular interest because when we asked the students to rate their knowledge of MBS&QR before the Summer School out of five we got an average of 1.99, while at the end nearly 80% of the students stated that they had learned enough / a lot by attending the course.

We also asked for marks out of five for a range of issues, a brief overview of these results are given here. When asked to give a score for the direct usefulness that the Summer School had had to their research, the average mark returned was 3.56. The students gave the presentational material an average of 3.45, the general atmosphere of the school in enabling open discussion and exchange of views a 4.49 and the overall administration of the Summer School a score of 4.83.

4. References

N/A

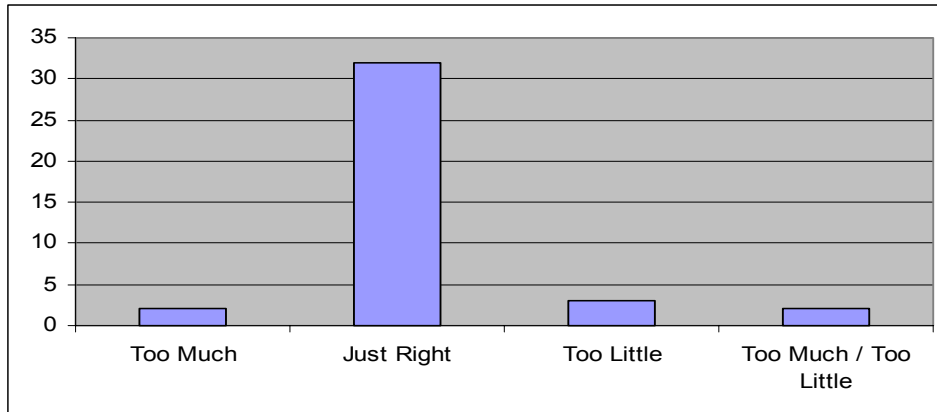
5. Document History

<i>Version</i>	<i>Date</i>	<i>Changes made to document</i>	<i>Changed by</i>
1.0	30 th September 2003	Draft of Document Sent to Directors	RIR
1.1	2 nd October 2003	Updated with Comments from JNT	RIR
	29 th October 2003	Further amendments made to section 3. Sent to CJP, NNS & JNT	
1.2	3 rd November 2003	Updated with comments from CJP & JNT	RIR

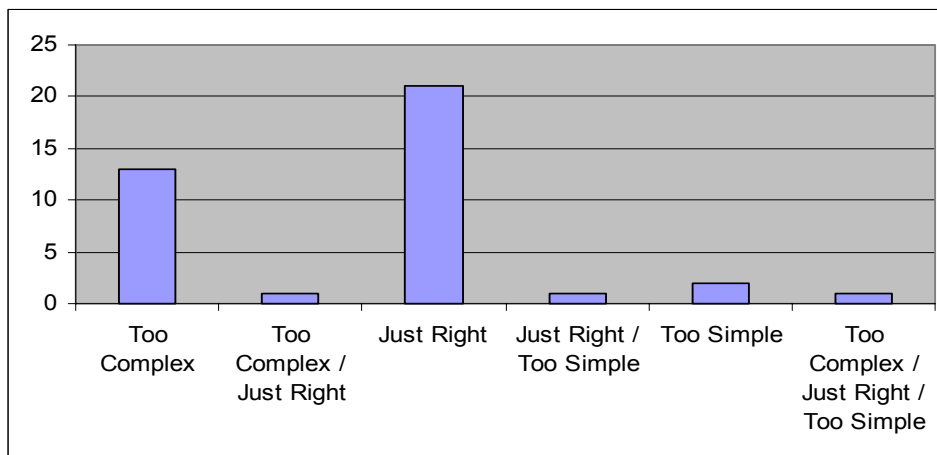
Annex Two – Summer School Questionnaire Results

Please note that some students ringed two answers and these are shown in the graphs below.

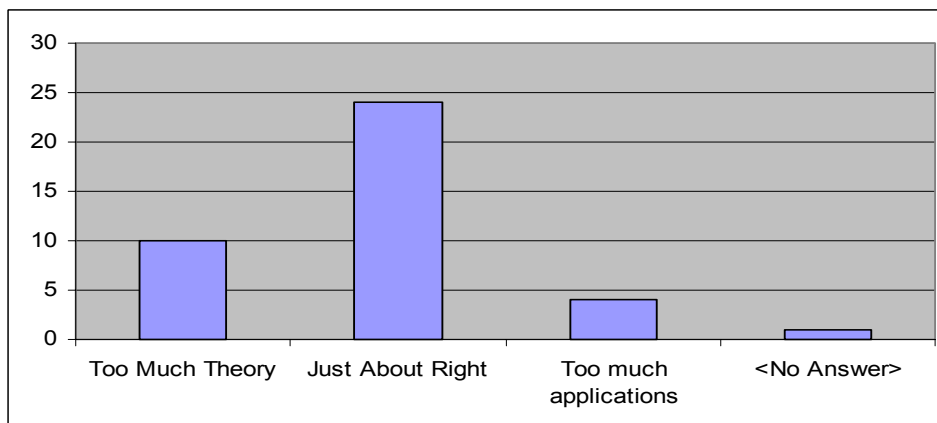
Q1. I found the amount of material taught during the MSS:



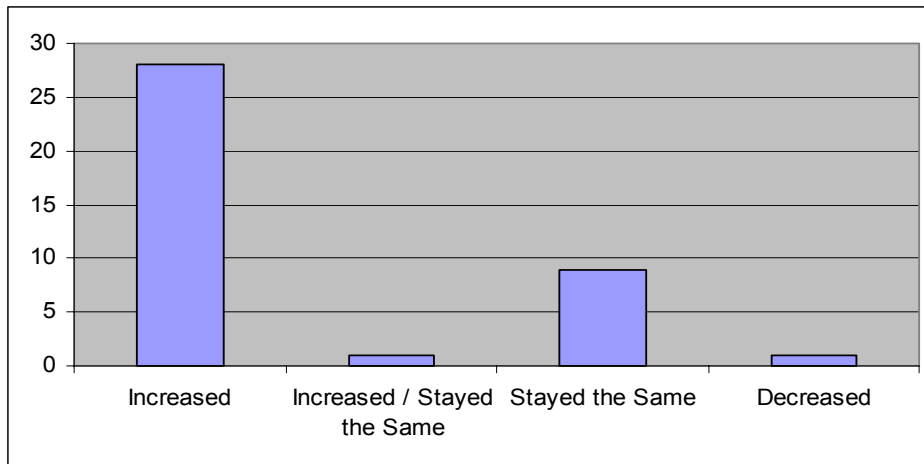
Q2. I found the complexity of material taught during the MSS:



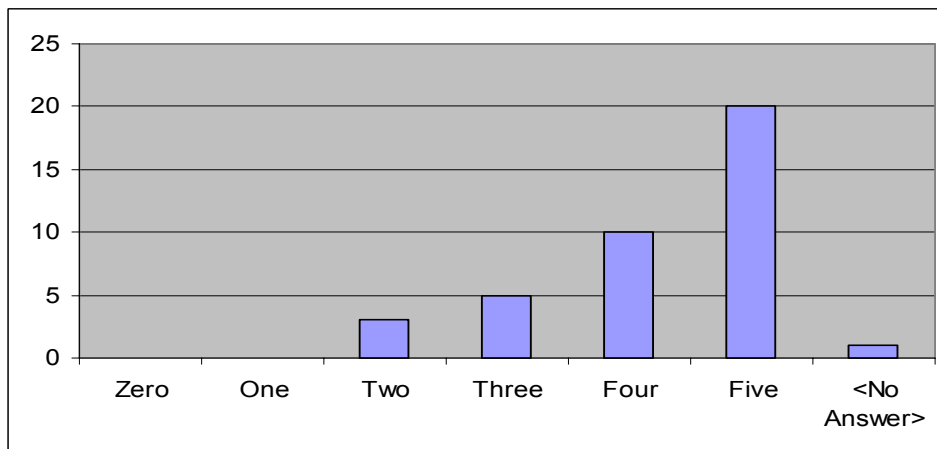
Q3. I found the balance between theory and practical applications during the lectures in the MSS:



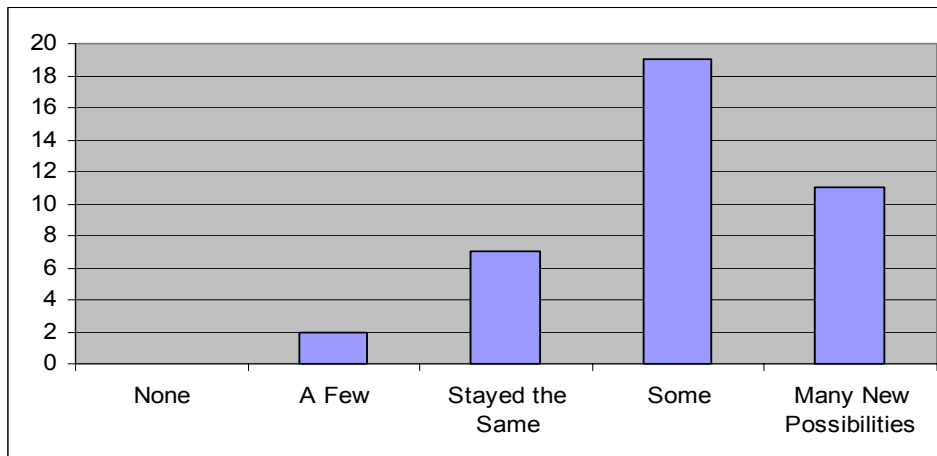
Q3 (a) Because of the MSS my interest in MBS/QR has:



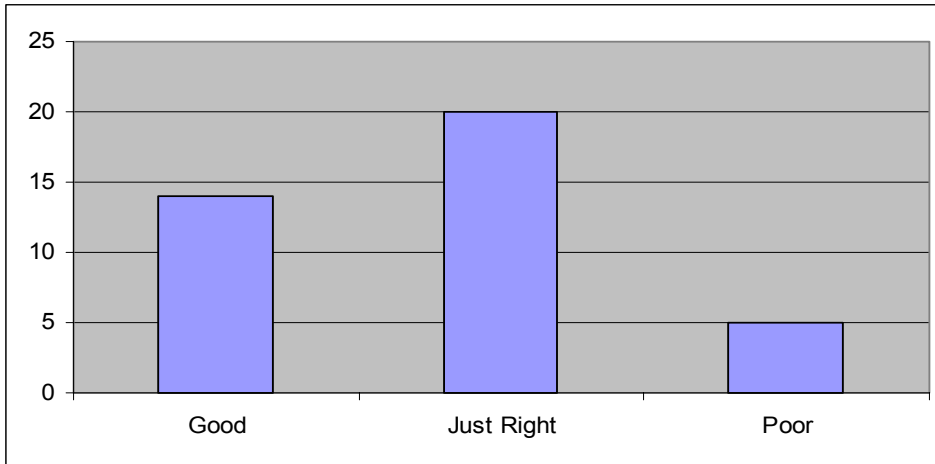
Q4. The changes/likelihood that I will use MBS/QR for my research and/or applications in the near future is:



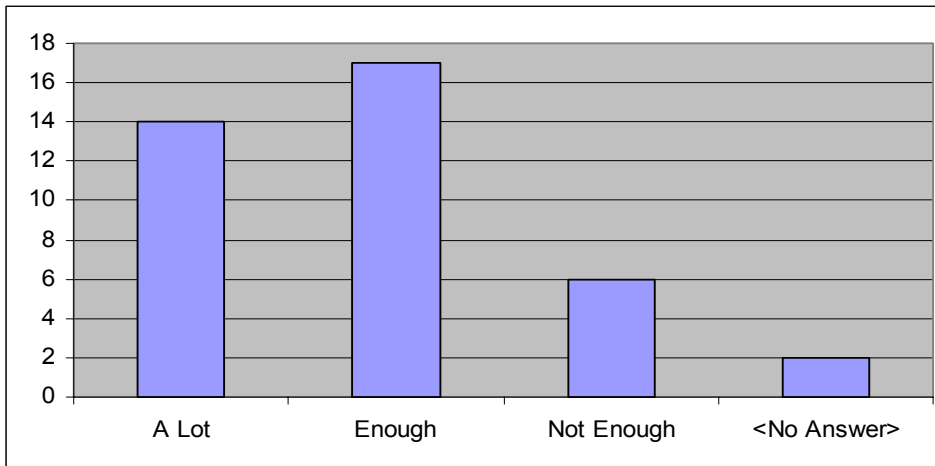
Q5. Due to the MSS I see new potential/possibilities for using MBS/QR techniques in my research and/or applications in the near future:



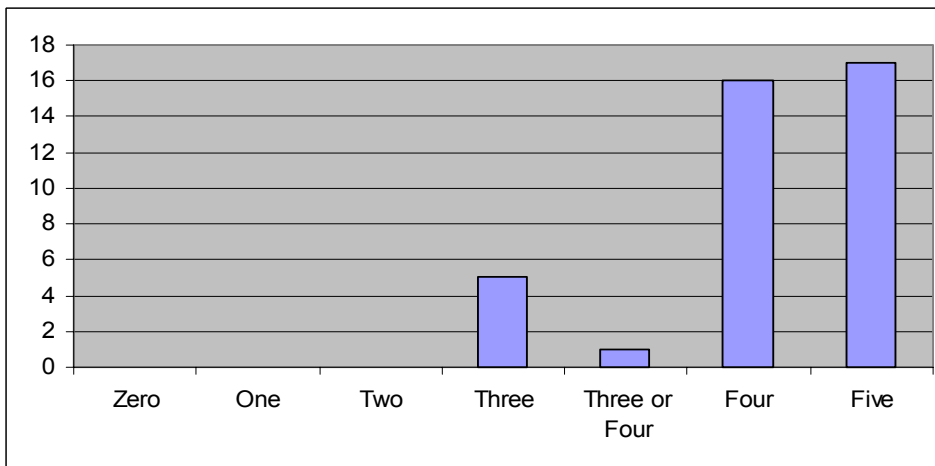
Q6. The scheduling of the lectures during the MSS was:



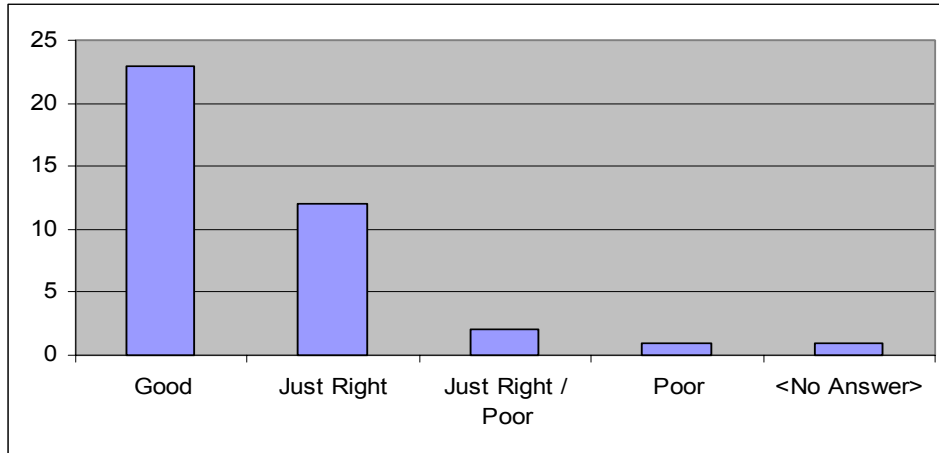
Q7. By attending the MSS I learned ... about MBS/QR:



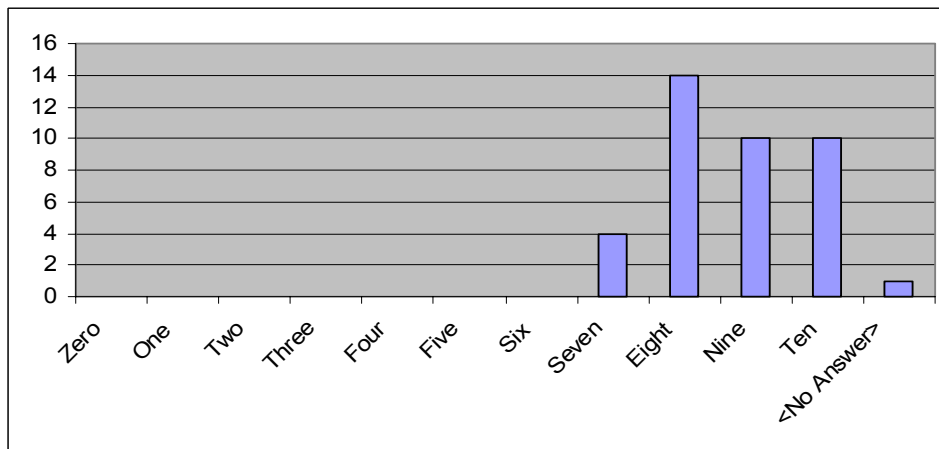
Q8. As an overall impression I found the MSS



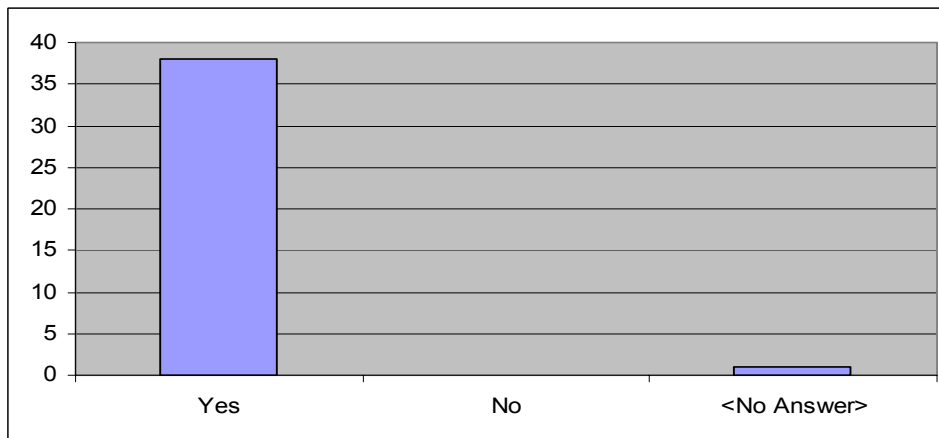
Q9. I found the hand-outs provided by the MSS:



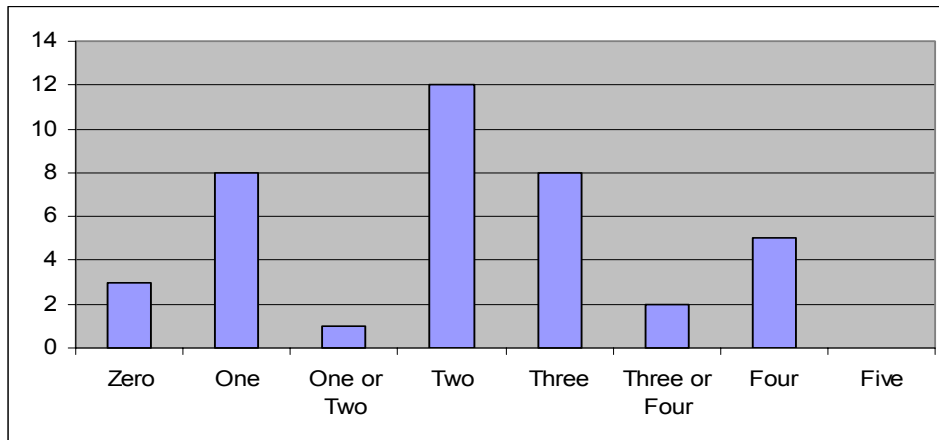
Q10. As an overall evaluation I would like to give the MSS the following grade (please give a number between 0 and 10):



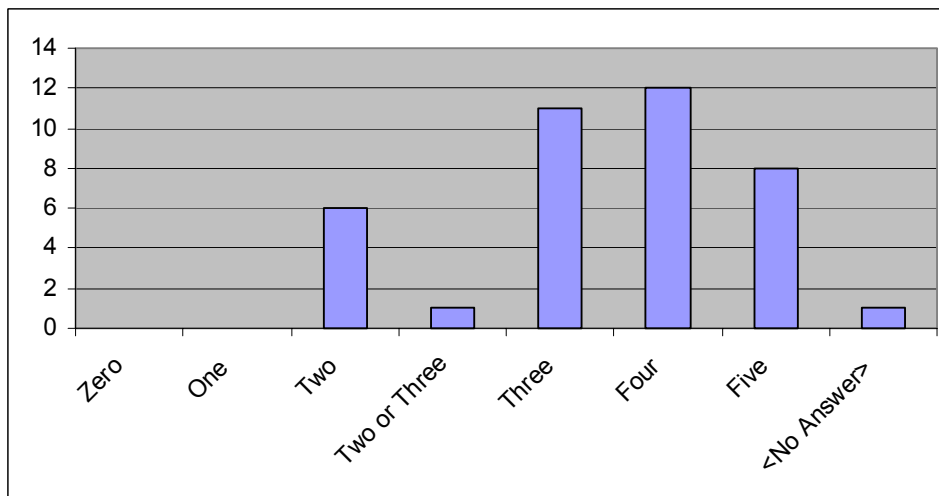
Q11. Should Monet organize more (summer) schools on MBS/QR?



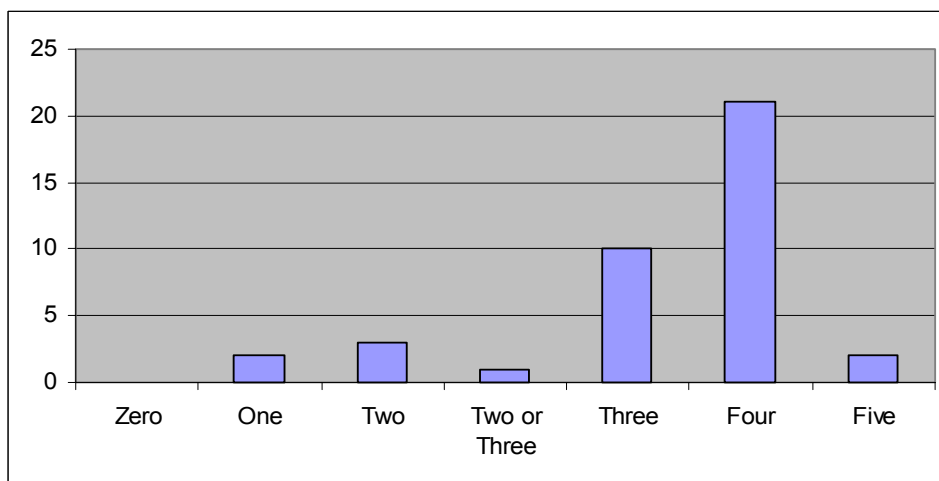
Q12. Please indicate your knowledge of MBS/QR before summer school:



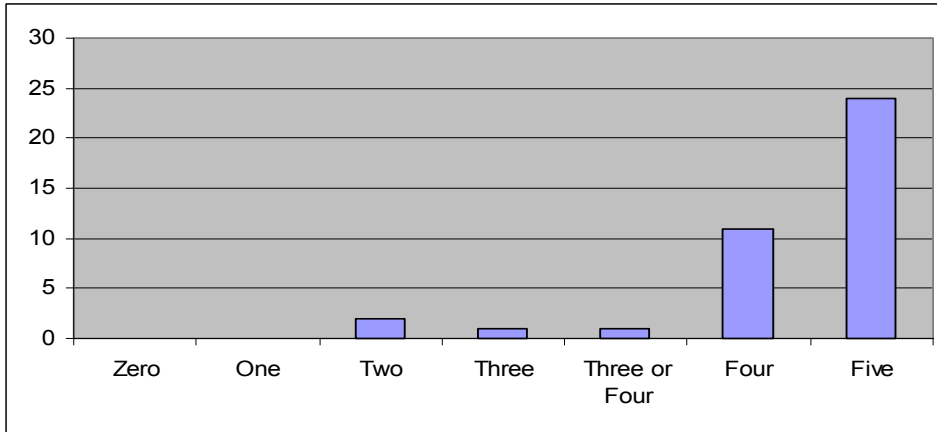
Q13. Of what use did you find the content of the summer school for your work/research?



Q14. How would you rate presentation of the material overall?



Q15. How conducive did you find the atmosphere of the school in enabling open discussion and exchange of views?



Q16. How would you rate the general administrative organisation of the school? (advance information, travel arrangements, daily organisation)

