

Explaining (how to improve) Diagnostic Reasoning

– *The FAMULUS Project* –

Please don't hesitate
to ask questions
during the talk!

Claudia Schulz

15/01/2020 XAI Seminar


FAMULUS

<http://famulus-project.de>



UBIQUITOUS
KNOWLEDGE
PROCESSING



TECHNISCHE
UNIVERSITÄT
DARMSTADT

NHS GP appointments just a tap away*



On mobile in minutes 24/7



In person at a choice of locations



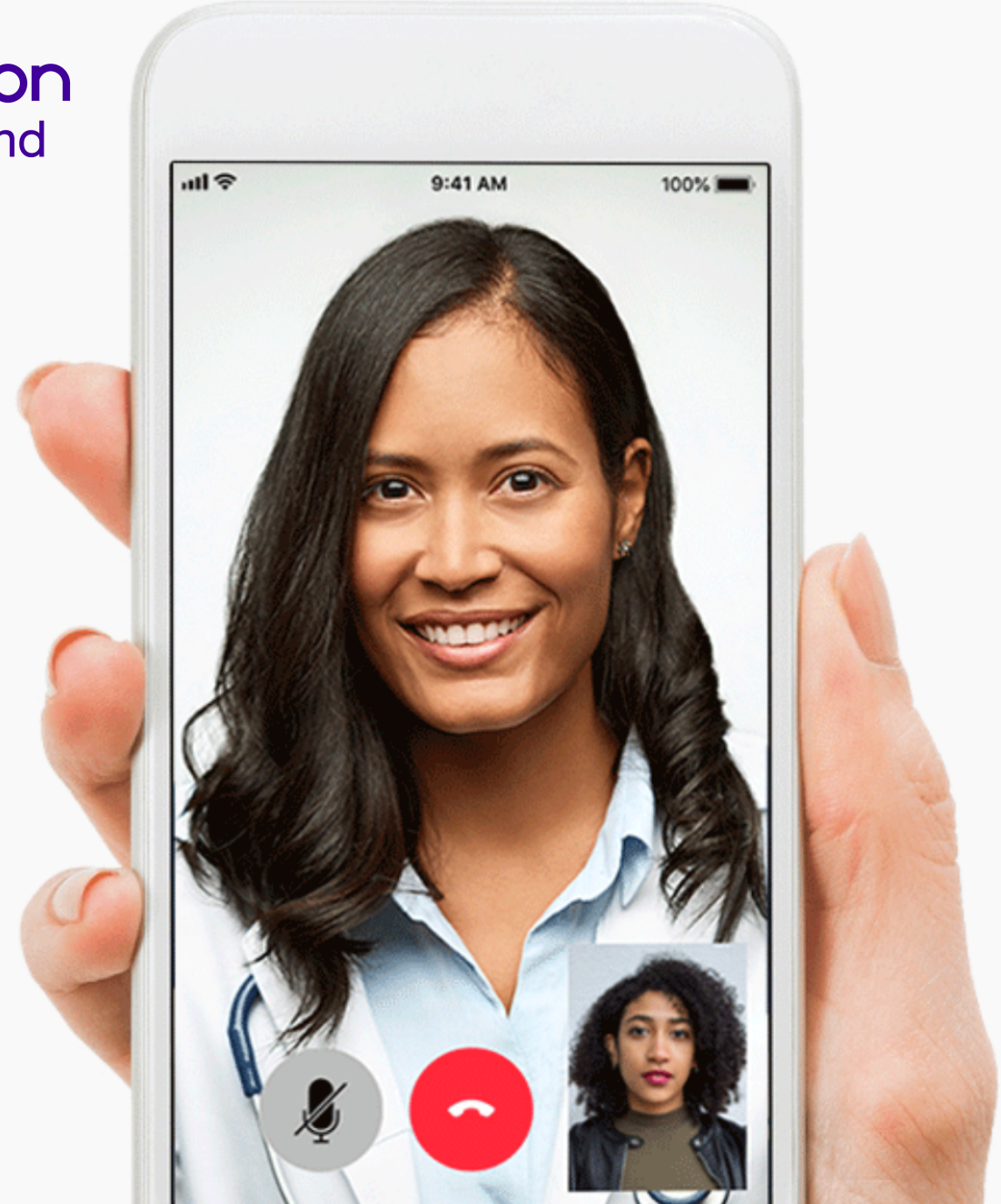
Free digital Healthcheck

Get Started

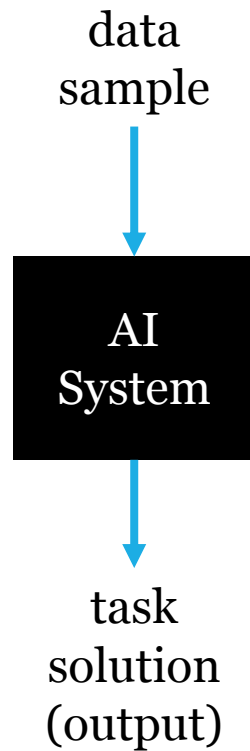
*To register you will need to switch from your current GP practice. Once an application is made, a registration period will apply before you are able to access the service. Available for people living or working within the catchment area of one of our clinic locations.



babylon
GP at hand



Explainable AI



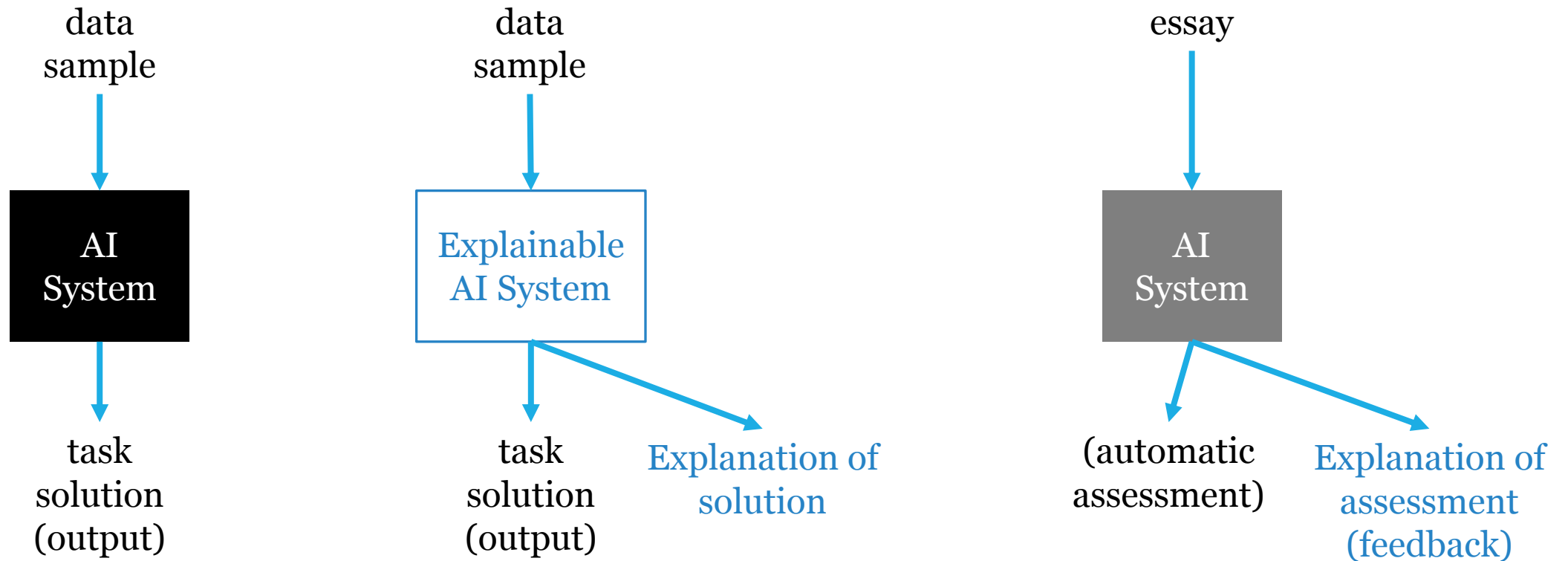
People with no idea
about AI, telling me my
AI will destroy the world



Me wondering why my
neural network is
classifying a cat as a dog..



Explainable AI



Learning Diagnostic Reasoning

Diagnostic Reasoning



Case Simulation

Carl Berner

Hege Inga ▾ Go to ? Help ↶

Jump to: [^ Card Top](#) [? Question](#) [✓ Answer](#)

Navigation ▾

The next morning you meet Mr. Berner again. After the EGD he was transferred to your ward.

[+ "Mr. Berner, how are you doing today?"](#)

Back at your computer you check for the EGD results (see image on the right):

Stomach: Fresh blood and clots in the stomach, otherwise no abnormalities.

Esophagus: Deep laceration (>2cm / >0.8 in) near the cardia. Injection of 6ml Suprarenin 1:10.000 and placing of three endoclip.

Duodenum: Fresh blood in the duodenum. In the descending duodenum a diverticulum (caliber < 2mm).

?

Question

Based on what you know so far - which of the following do you think are related to the laceration in the case of Mr. Berner?

✓

Multiple Choice Answer

A ☐ Alcohol abuse

B ☐ Coughing

C ☐ NSAID abuse

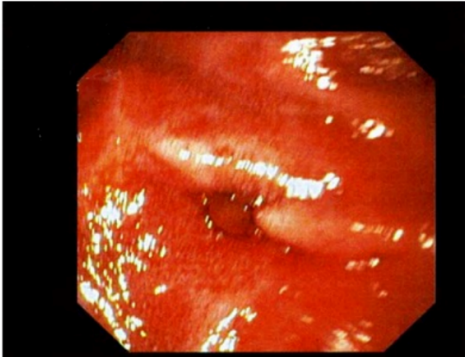
D ☐ Anticoagulation

E ☐ Eating disorder

F ☐ Reflux disease

> Submit

Tools/Resources ▾



Laceration

Expert

Feedback ^

<

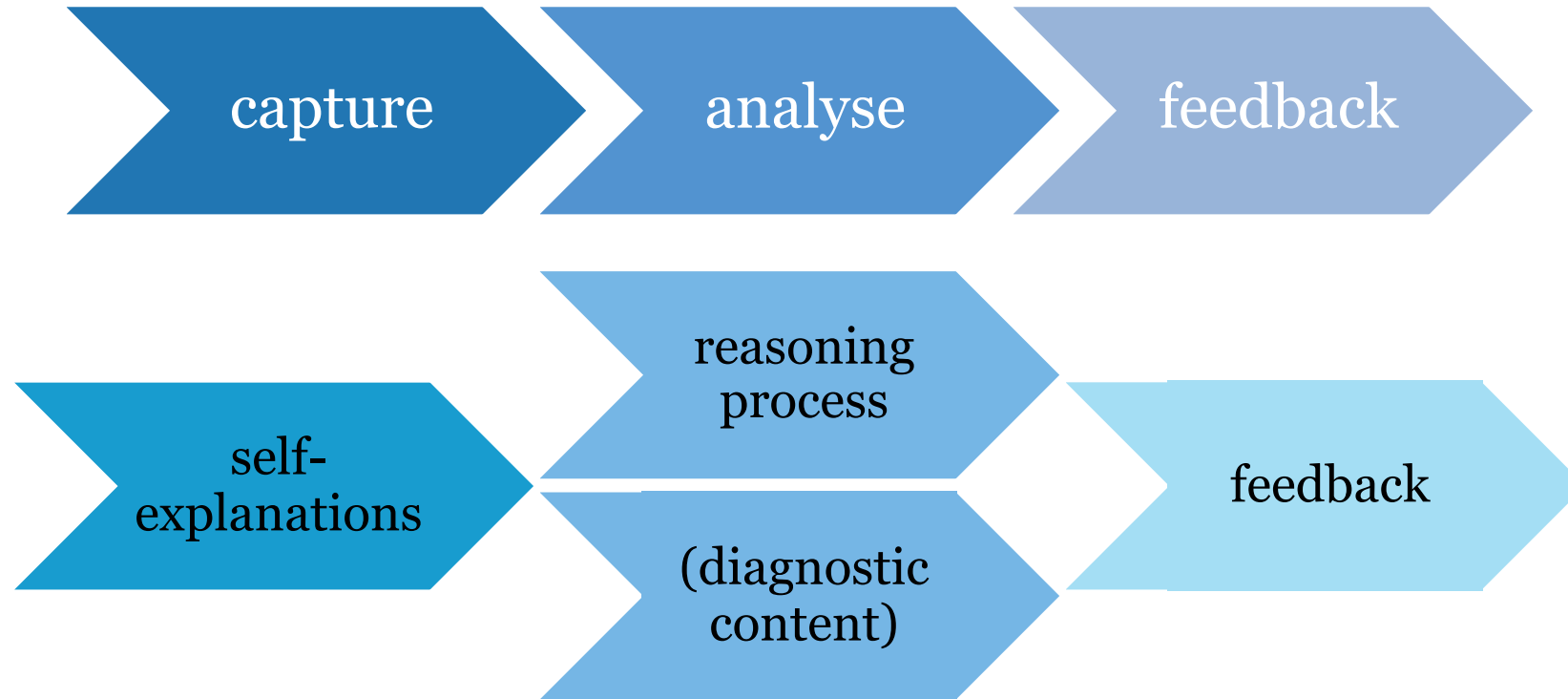
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Claudia Schulz | Explaining Diagnostic Reasoning

8

Individual Feedback

Diagnostic Reasoning

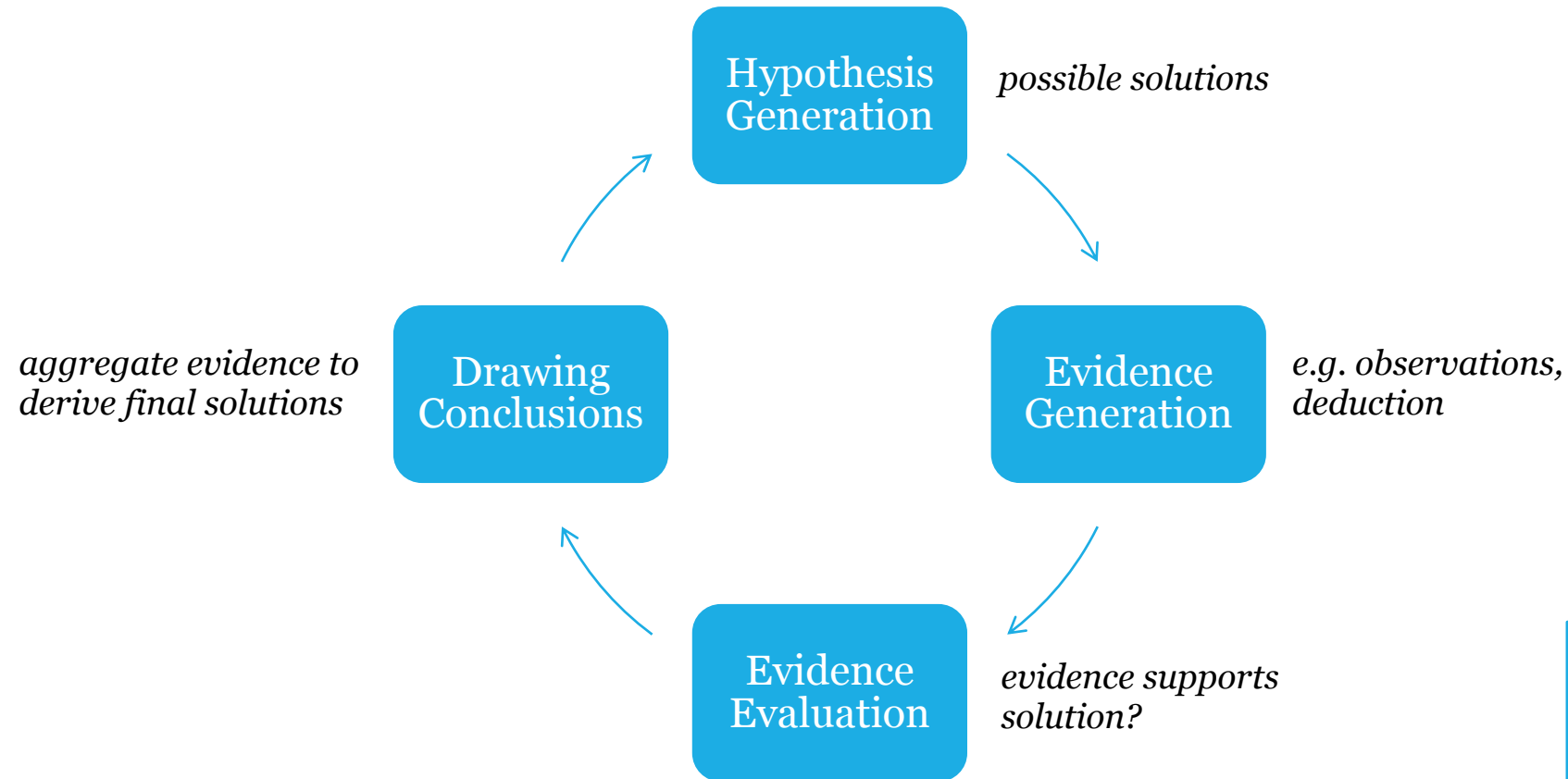


Capture: Self-Explanation



The patient reports to be lethargic and feverish.
From the anamnesis I learned that he had purulent tonsillitis and is still suffering from symptoms.
I first performed some laboratory tests and notice the decreased number of lymphocytes, which can be indicative of a bone marrow disease or an HIV infection.
The HIV test is positive.
However, the results from the blood cultures are negative, so it is a virus, parasite, or a fungal infection causing the symptoms.

Analyse: Reasoning Process



**Diagnostic reasoning steps
(epistemic activities)**
Fischer et al. 2014

Self-Explanation with Feedback

Feedback

Well done for thinking about different possible solutions, the generation of **hypotheses** is an important part of diagnosis. 👍


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Self-Explanation with Feedback

Feedback

Good that you  considered the different **observations** and test results.


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I first performed some laboratory tests and notice the decreased number of lymphocytes, which can be indicative of a bone marrow disease or an HIV infection.

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Self-Explanation with Feedback

Feedback

After collecting  and considering all evidence, you should decide on the most likely **diagnosis**. This is an important duty of a doctor.

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Self-Explanation with Reasoning Steps



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Hypothesis Generation
Evidence Evaluation

Evidence Generation
Drawing Conclusions

Detecting Diagnostic Reasoning Steps

- 1) Corpus Creation
- 2) Automatic Detection

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Corpus Creation

Schulz, Meyer, Gurevych. "[Challenges in the Automatic Analysis of Students' Diagnostic Reasoning](#)."
Proceedings of the 33rd AAAI Conference on Artificial Intelligence. 2019.

Corpus Creation

- Two domains:
 - Medicine Domain (MeD): 1131 self-explanations → 650 used
 - Teaching Domain (TeD): 976 self-explanations → 550 used
- (Domain) Expert annotators
- Cross-domain annotation scheme
 - Segmentation + classification
 - Easily adaptable to new domains
- German



INCEpTION

<https://inception-project.github.io/>

Active Learning

Session

Layer Named entity

Terminate

Recommendation

Text Illinois

Label LOC

Score 1

Delta 1

Accept Reject Skip

Learning History

Berkeley	http://www.wikidata.org/entity/Q404070	skipped	
Berkeley	http://www.wikidata.org/entity/Q168756	skipped	
Tesla	PER	accepted	
Tesla	PER	accepted	
Tesla	PER	accepted	
Tesla	PER	accepted	
Tesla	PER	accepted	
Science	OTH	rejected	
Tesla	PER	accepted	

Annotation

1 Barack Hussein Obama II born August 4, 1961) is an American politician who served as the 44th President of the United States of America from 2009 to 2017 .

2 The first African American to assume the presidency, he was previously the junior United States Senator from Illinois from 2005 to 2008.

3 He served in the Illinois State Senate from 1997 until 2004.

Illinois Senate

upper chamber of the Illinois General Assembly, the legislative branch of the government of the state of Illinois in the United States

Layer Surface form

Annotation Delete Clear

Layer Named entity

Text Illinois

identifier illi

valu

Illinois

Illinois Senate

Illinois River

Governor of Illinois

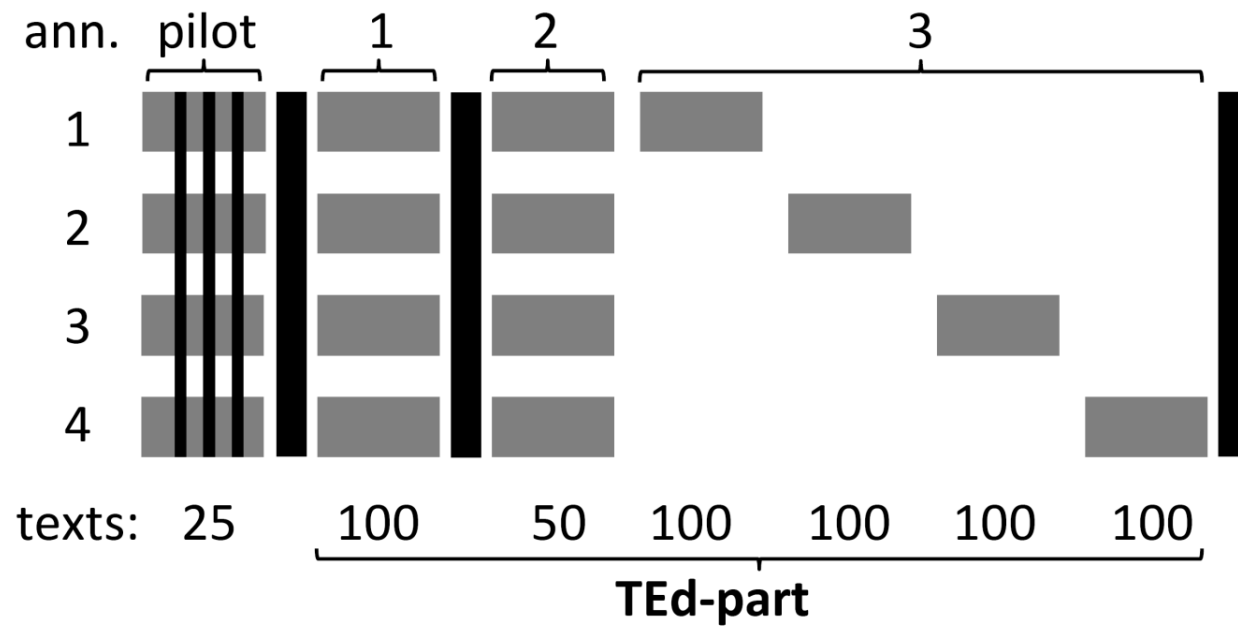
Alton

Illinois Country

Illinois Territory



Corpus Creation



Inter-Annotator Agreement

Domain	α_U	α_U -HG	α_U -EG	α_U -EE	α_U -DC	α_U -segment	$\uparrow\alpha_U$ -pair	$\downarrow\alpha_U$ -pair
medicine	0.67	0.60	0.65	0.75	0.56	0.86	0.71	0.62
teaching	0.65	0.43	0.56	0.75	0.49	0.82	0.67	0.63

Table 1: Inter annotator agreement (IAA) in terms of Krippendorff's α_U .

Inter-Annotator Agreement

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Table 1: Inter annotator agreement (IAA) in terms of Krippendorff's α_U .

Domain	α_U -HG&DC	α_U -EE&DC	α_U -HG&EE	α_U -EG&EE	α_U -EG&HG	α_U -EG&DC
medicine	0.71	0.85	0.78	0.78	0.61	0.56
teaching	0.62	0.81	0.77	0.72	0.47	0.48

Table 2: IAA (α_U) when merging epistemic activities. Bold indicates a value higher than both single activities.

Corpus Statistics

- majority vote (4/5, 3/4) + annotator meeting
- MeD av. length: 63.8 tokens
- TeD av. Length: 100.2 tokens

		EG	EE	HG	DC
MeD	#	219	2124	623	493
	av. #	0.35	3.27	0.96	0.76
	av len.	10.1	11.6	9.0	16.0
TeD	#	354	2671	311	444
	av. #	0.64	4.86	0.57	0.81
	av. len.	12.4	12.1	13.5	15.4

Table 3: Corpus statistics in terms of absolute number (#), average number per text (av. #), and average number of tokens (av. len), where EE/EG (and similar) denotes an overlap of an EG and EE segment.



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Corpus Statistics


- majority vote (4/5, 3/4) + annotator meeting
- MeD av. length: 63.8 tokens
- TeD av. Length: 100.2 tokens

The x-ray and the subsequent MRI confirmed a vertebral body fracture

		EG	EE	HG	DC	EG/EE	HG/DC	DC/EE	EG/HG	HG/EE	EG/DC
MeD	#	219	2124	623	493	5	4	342	0	12	4
	av. #	0.35	3.27	0.96	0.76	—	—	—	—	—	—
	av len.	10.1	11.6	9.0	16.0	3.8	8.5	9.8	—	5.7	6.8
TeD	#	354	2671	311	444	8	2	143	3	8	3
	av. #	0.64	4.86	0.57	0.81	—	—	—	—	—	—
	av. len.	12.4	12.1	13.5	15.4	7.9	22.0	10.9	6.0	11.1	11.7

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Detecting Diagnostic Reasoning Steps

- 
- 1) Corpus Creation
 - 2) Automatic Detection

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Hypothesis Generation
Evidence Evaluation

Evidence Generation
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Automatic Detection of Diagnostic Reasoning Steps

Schulz, Meyer, Gurevych. "[Challenges in the Automatic Analysis of Students' Diagnostic Reasoning](#)."
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Automatic Detection

3 Challenges:

1. segments of arbitrary length (C1),
2. distinguishing different epistemic activity types (C2)
3. overlapping epistemic activity segments (C3)

Multi-class sequence labelling

$$C = (\{B, I\} \times A) \cup \{O\}$$

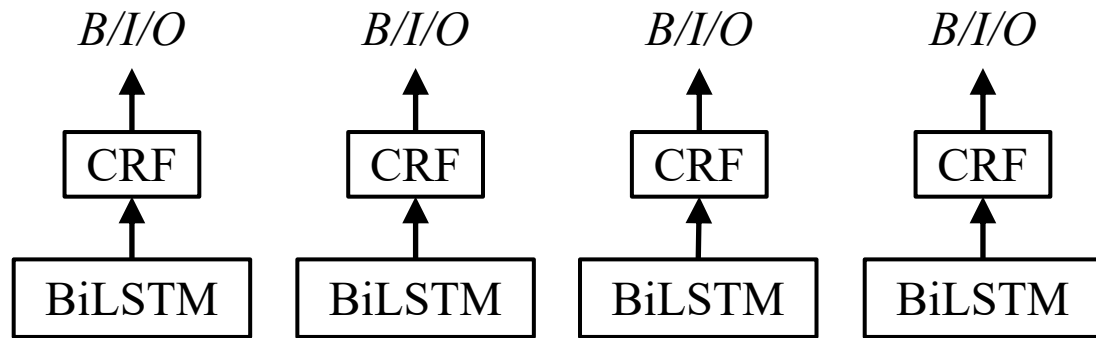
$$A = \{HG, EG, EE, DC\}$$

→ multi-label problem: $C' \subset C$

Approach: 3 problem transformations

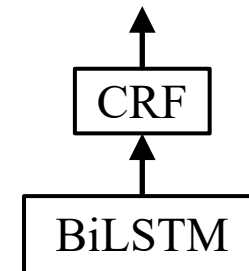


Problem Transformations

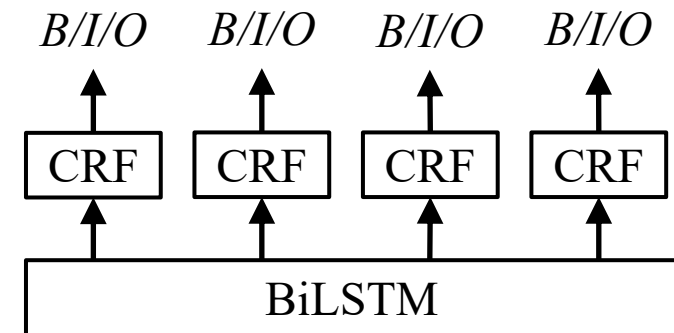


SEPARATE:
multiple (single-label)
multi-class problems

$B/I/O - B/I/O - B/I/O - B/I/O$



CONCAT:
unique (single-label)
multi-class problem



MULTI-OUTPUT:
Multidimensional
classification problem

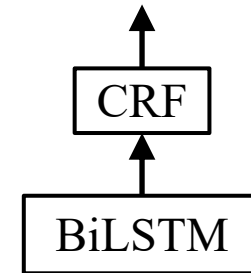
Baseline Transformations

1. PREF-BASELINE: unique (single-label) multi-class problem

- Without overlaps
- Using preference order: $DC > HG > EG > EE$

2. MAJ-BASELINE: I-EE for all tokens

B/I/O – EG/EE/HG/DC



Evaluation Metrics



- Hamming Loss

$$HL = \frac{1}{|\mathcal{X}|} \sum_{x \in \mathcal{X}} \frac{1}{|C|} \sum_{c \in C} \mathbf{xor}(y_{x,c}, \hat{y}_{x,c})$$

$$y_{x,c} = \begin{cases} 1 & \text{if token } x \text{ has label } c \\ 0 & \text{otherwise} \end{cases}$$

- C1 (Segmentation)

$$M_S(a) = \text{macro-}F1(C_a, \mathcal{X})$$

for $a \in A = \{HG, EG, EE, DC\}$

$$C_{HG} = \{B - HG, I - HG, O - HG\}$$

- C2 (Type Distinction)

$$M_A = \text{macro-}F1(\mathcal{P}(A), \mathcal{X})$$

- C3 (Overlaps)

$$M_O(a) = \text{macro-}F1(C_a, \mathcal{X}_{\text{overlap}})$$

Automatic Detection: Results

$$HL = \frac{1}{|\mathcal{X}|} \sum_{x \in \mathcal{X}} \frac{1}{|C|} \sum_{c \in C} \mathbf{xor}(y_{x,c}, \hat{y}_{x,c})$$

	Architecture	<i>HL</i>	<i>M_S</i>				<i>M_A</i>	<i>M_O</i>			
		all	EG	EE	HG	DC	all	EG	EE	HG	DC
MeD	MULTI-OUTPUT	0.07	71.60	80.20 ⁺	69.28	65.32	22.21 ⁺	63.09	66.39 ⁺	45.50	44.76
	SEPARATE	0.07	70.87	80.24 ⁺	68.53	65.80	21.25 ⁺	63.15	65.31 ⁺	50.26	49.26
	CONCAT	0.06 ⁺⁺⁺	71.05	79.96 ⁺	69.36	65.18	23.01 ⁺⁺	67.86	66.43 ⁺	44.51	45.40
	PREF-BASELINE	0.07	70.02	75.46	69.32	65.74	19.77	52.91	38.87	46.34	49.03
	MAJ-BASELINE									1	1.39
	human upper bound									8	76.50
TeD	MULTI-OUTPUT	0.07	76.38	79.47 ⁺	57.05	57.52	18.34	54.68	78.89 ⁺⁺⁺	32.09	36.11
	SEPARATE	0.07	76.38	79.47 ⁺	57.05	57.52	18.34	54.68	78.89 ⁺⁺⁺	32.09	36.11
	CONCAT	0.06 ⁺⁺	78.71 ⁺	79.07 ⁺	57.12	62.53 ⁺	21.68 ⁺⁺⁺	56.75	68.75 ⁺	32.51	51.97 ⁺
	PREF-BASELINE	0.06	77.60	77.21	55.67	61.02	18.93	57.25	45.15	36.62	49.71
	MAJ-BASELINE	0.11	31.75	23.11	32.03	30.97	4.42	31.21	30.75	32.61	6.28
	human upper bound	0.03	93.29	90.71	81.77	82.11	30.58	78.68	88.99	79.96	95.04

Conclusion: No distinction possible between neural architectures!

Automatic Detection: Results

$$M_S(a) = \text{macro-F1}(C_a, \mathcal{X})$$

		HL	M_S				M_A	M_O			
Architecture		all	EG	EE	HG	DC	all	EG	EE	HG	DC
MeD	MULTI-OUTPUT	0.07	71.60	80.20 ⁺	69.28	65.32	22.21 ⁺	63.09	66.39 ⁺	45.50	44.76
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	MAJ-BASELINE	0.11	32.70	23.49	30.48	29.96	4.25	33.13	31.00	32.61	1.39
	human upper bound	0.04	85.61	90.25	86.37	85.58	35.06	100.00	76.15	91.38	76.50
TeD	MULTI-OUTPUT	0.07	78.53	78.87 ⁺	57.16	61.77	19.96 ⁺	58.42	71.98 ⁺	32.61 ⁺	47.10
	SEPARATE	0.07	76.38	79.47 ⁺	57.05	57.52	18.34	54.68	78.89 ⁺⁺⁺	32.09	36.11
	CONCAT	0.06 ⁺⁺	78.71 ⁺	79.07 ⁺	57.12	62.53 ⁺	21.68 ⁺⁺⁺	56.75	68.75 ⁺	32.51	51.97 ⁺
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Automatic Detection: Results

$$M_S(a) = \text{macro-F1}(C_a, \mathcal{X})$$

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	MAJ-BASELINE	0.11	32.70	23.49	30.48	29.96	4.25	33.13	31.00	32.61	1.39
	human upper bound	0.04	85.61	90.25	86.37	85.58	35.06	100.00	76.15	91.38	76.50
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Automatic Detection: Results

$$M_S(a) = \text{macro-}F1(C_a, \mathcal{X})$$

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	human										76.50
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	human upper bound	0.03	93.29	90.71	81.77	82.11	30.58	78.68	88.99	79.96	95.04

Conclusion: Neural architectures perform segmentation reasonably well!

Automatic Detection: Results

Upper Bound: 62.5

$$M_A = \text{macro-F1}(\mathcal{P}(A), \mathcal{X})$$

	Architecture	HL	M_S				M_A	M_O			
		all	EG	EE	HG	DC	all	EG	EE	HG	DC
MeD	MULTI-OUTPUT	0.07	71.60	80.20 ⁺	69.28	65.32	22.21 ⁺	63.09	66.39 ⁺	45.50	44.76
	SEPARATE	0.07	70.87	80.24 ⁺	68.53	65.80	21.25 ⁺	63.15	65.31 ⁺	50.26	49.26
	CONCAT	0.06 ⁺⁺⁺	71.05	79.96 ⁺	69.36	65.18	23.01 ⁺⁺	67.86	66.43 ⁺	44.51	45.40
	PREF-BASELINE	0.07	70.02	75.46	69.32	65.74	19.77	52.91	38.87	46.34	49.03
	MAJ-BASELINE										1.39
	human upper bound										76.50
TeD	MULTI-OUTPUT	0.07	78.55	78.87	57.18	61.77	19.98	58.42	71.98	32.81	47.10
	SEPARATE	0.07	76.38	79.47 ⁺	57.05	57.52	18.34	54.68	78.89 ⁺⁺⁺	32.09	36.11
	CONCAT	0.06 ⁺⁺	78.71 ⁺	79.07 ⁺	57.12	62.53 ⁺	21.68 ⁺⁺⁺	56.75	68.75 ⁺	32.51	51.97 ⁺
	PREF-BASELINE	0.06	77.60	77.21	55.67	61.02	18.93	57.25	45.15	36.62	49.71
	MAJ-BASELINE	0.11	31.75	23.11	32.03	30.97	4.42	31.21	30.75	32.61	6.28
	human upper bound	0.03	93.29	90.71	81.77	82.11	30.58	78.68	88.99	79.96	95.04

Conclusion: Distinction of different reasoning steps is highly challenging!

Automatic Detection: Results

Upper Bound: 62.5

$$M_A = \text{macro-}F1(\mathcal{P}(A), \mathcal{X})$$

	Architecture	HL	M_S				M_A	M_O			
		all	EG	EE	HG	DC	all	EG	EE	HG	DC
MeD	MULTI-OUTPUT	0.07	71.60	80.20 ⁺	69.28	65.32	22.21 ⁺	63.09	66.39 ⁺	45.50	44.76
	SEPARATE	0.07	70.87	80.24 ⁺	68.53	65.80	21.25 ⁺	63.15	65.31 ⁺	50.26	49.26
	CONCAT	0.06 ⁺⁺⁺	71.05	79.96 ⁺	69.36	65.18	23.01 ⁺⁺	67.86	66.43 ⁺	44.51	45.40
	PREF-BASELINE	0.07	70.02	75.46	69.32	65.74	19.77	52.91	38.87	46.34	49.03
	MAJ-BASELINE									1	1.39
	human upper bound									8	76.50
TeD	MULTI-OUTPUT	0.07	76.38	79.47 ⁺	57.05	57.52	18.34	54.68	78.89 ⁺⁺⁺	32.09	36.11
	SEPARATE	0.07	76.38	79.47 ⁺	57.05	57.52	18.34	54.68	78.89 ⁺⁺⁺	32.09	36.11
	CONCAT	0.06 ⁺⁺	78.71 ⁺	79.07 ⁺	57.12	62.53 ⁺	21.68 ⁺⁺⁺	56.75	68.75 ⁺	32.51	51.97 ⁺
	PREF-BASELINE	0.06	77.60	77.21	55.67	61.02	18.93	57.25	45.15	36.62	49.71
	MAJ-BASELINE	0.11	31.75	23.11	32.03	30.97	4.42	31.21	30.75	32.61	6.28
	human upper bound	0.03	93.29	90.71	81.77	82.11	30.58	78.68	88.99	79.96	95.04

Conclusion: Overlapping segments are highly challenging!

Automatic Detection: Results

Upper Bound: 62.5

$$M_A = \text{macro-F1}(\mathcal{P}(A), \mathcal{X})$$

	Architecture	HL	M_S				M_A	M_O			
		all	EG	EE	HG	DC	all	EG	EE	HG	DC
MeD	MULTI-OUTPUT	0.07	71.60	80.20 ⁺	69.28	65.32	22.21 ⁺	63.09	66.39 ⁺	45.50	44.76
	SEPARATE	0.07	70.87	80.24 ⁺	68.53	65.80	21.25 ⁺	63.15	65.31 ⁺	50.26	49.26
	CONCAT	0.06 ⁺⁺⁺	71.05	79.96 ⁺	69.36	65.18	23.01 ⁺⁺	67.86	66.43 ⁺	44.51	45.40
	PREF-BASELINE	0.07	70.02	75.46	69.22	65.74	19.77	52.01	28.87	46.24	49.03
	MAJ-BASELINE										1.39
	human upper bound										76.50
TeD	MULTI-OUTPUT	0.07	78.53	78.87 ⁺	57.16	61.77	19.96 ⁺	58.42	71.98 ⁺	32.61 ⁺	47.10
	SEPARATE	0.07	76.38	79.47 ⁺	57.05	57.52	18.34	54.68	78.89 ⁺⁺⁺	32.09	36.11
	CONCAT	0.06 ⁺⁺	78.71 ⁺	79.07 ⁺	57.12	62.53 ⁺	21.68 ⁺⁺⁺	56.75	68.75 ⁺	32.51	51.97 ⁺
	PREF-BASELINE	0.06	77.60	77.21	55.67	61.02	18.93	57.25	45.15	36.62	49.71
	MAJ-BASELINE	0.11	31.75	23.11	32.03	30.97	4.42	31.21	30.75	32.61	6.28
	human upper bound	0.03	93.29	90.71	81.77	82.11	30.58	78.68	88.99	79.96	95.04

Conclusion: No architecture wins!

Detecting Diagnostic Reasoning Steps

- ✓ 1) Corpus Creation
- ✓ 2) Automatic Detection

The patient reports to be lethargic and feverish.
From the anamnesis I learned that he had purulent tonsillitis and is still suffering from symptoms.
I first performed some laboratory tests and notice the decreased number of lymphocytes, which can be indicative of a bone marrow disease or an HIV infection.
The HIV test is positive.
However, the results from the blood cultures are negative, so it is a virus, parasite, or a fungal infection causing the symptoms.

Hypothesis Generation
Evidence Evaluation

Evidence Generation
Drawing Conclusions

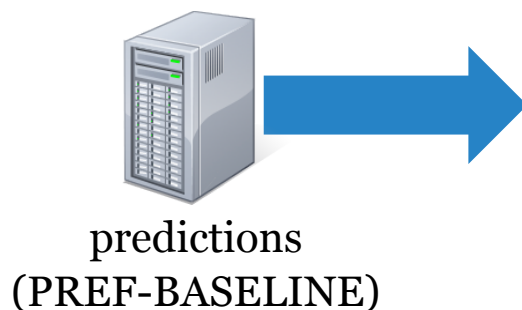


Annotating the 2nd half of self-explanations

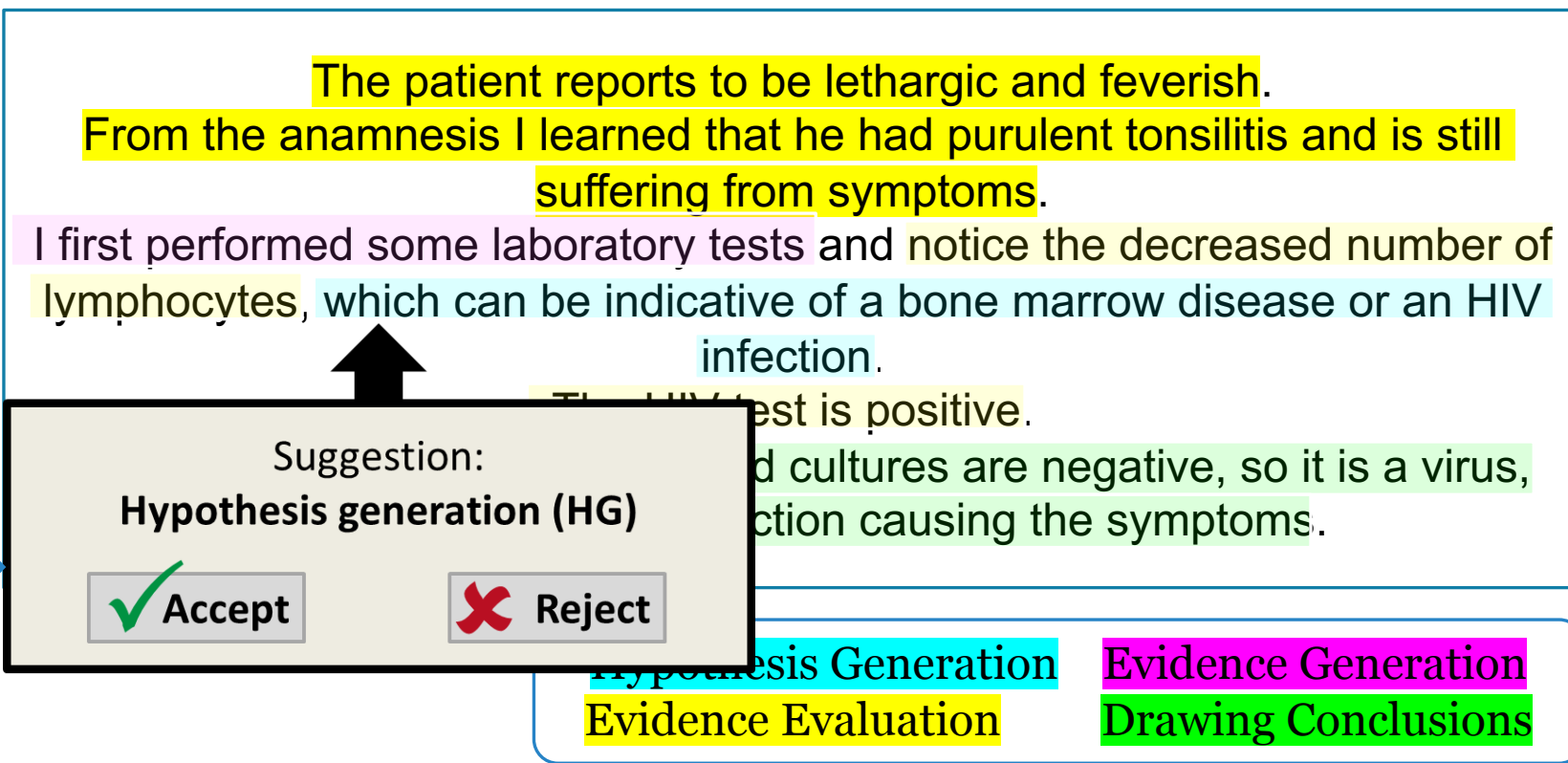
Schulz, et al. "[Analysis of Automatic Annotation Suggestions for Hard Discourse-Level Tasks in Expert Domains.](#)"

Proceedings of the 57th Annual Meeting of the Association for Computational Linguistics. 2019.

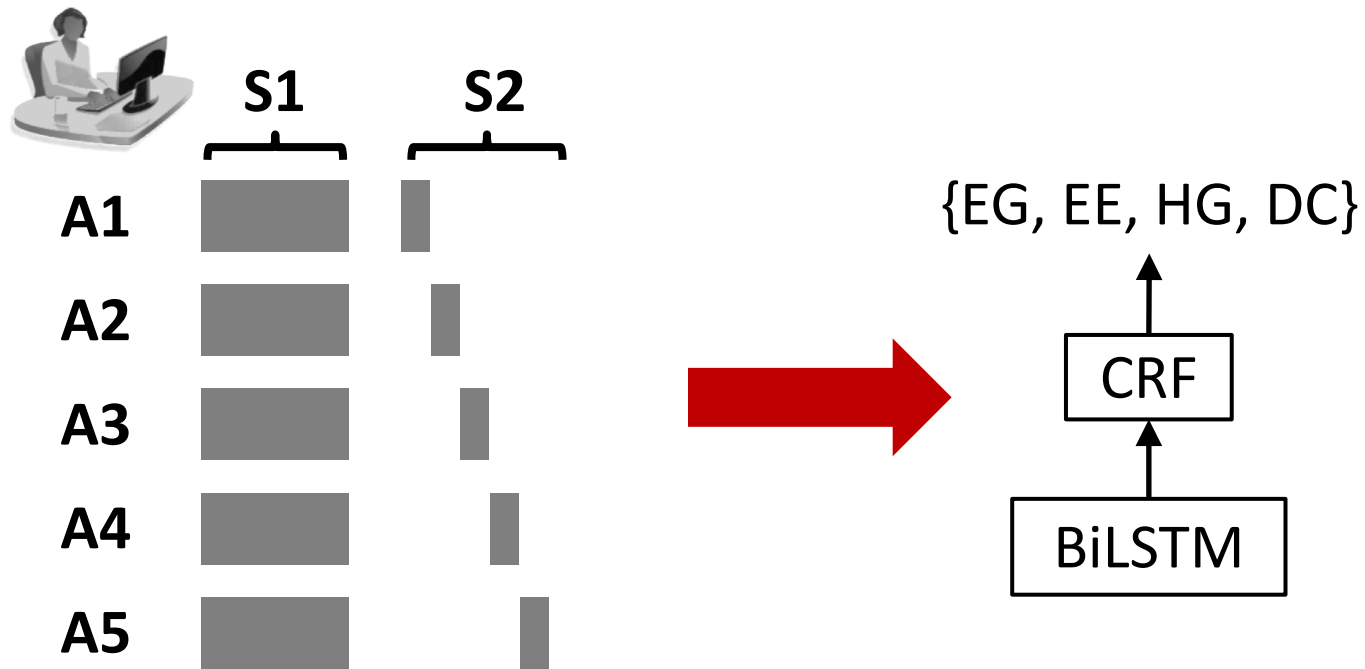
Extending the Corpus



INCEpTION









Training Data and Suggestion Quality








univ(ersal) model: $F_1 \approx .63$
pers(onalized) models: $F_1 \approx .55$


Annotation Suggestions in INCEpTION



 Annotation Home CIS: Pädagogik - EDAs RecoTrue (3) Help schulz Log out (automatically in 29 min)

Document
 Open
 Prev.
 Next
 Export
 Settings

Page
 First
 Prev.
1
 Next
 Last

Script
 LTR/RTL





Help
 Guidelines

Workflow
 Reset
 Finish

CIS: Pädagogik - EDAs RecoTrue (3)/3CVE6SB_2_7.txt

Showing 1-5 of 5 sentences [document 2 of 44]

Annotation



1 Durch die Beobachtung von Tobias im Unterricht und dem Gespräch mit seinen Eltern,
wird klar, dass Tobias offenbar große Probleme hat an einer Sache dranzubleiben,
sei es an Aufgaben in der Schule oder an Hausaufgaben die zuhause auszuführen sind .
Neben der Konzentrationschwäche und Hyperaktivität fällt auf das Tobias Probleme hat sich an Regeln zu halten.

2 Da dies vermehrt und schon seit der ersten Klasse auftritt, kann von ADHS gesprochen werden.

3 Weshalb sich diese Hyperaktivität in der 2ten Klasse verstärkt ist unklar.

4 Hierzu müsste Tobias weiter beobachtet werden.

5 Um aber einen weiteren Leistungsabfall zu verhindern, sollten Maßnahmen getroffen werden.

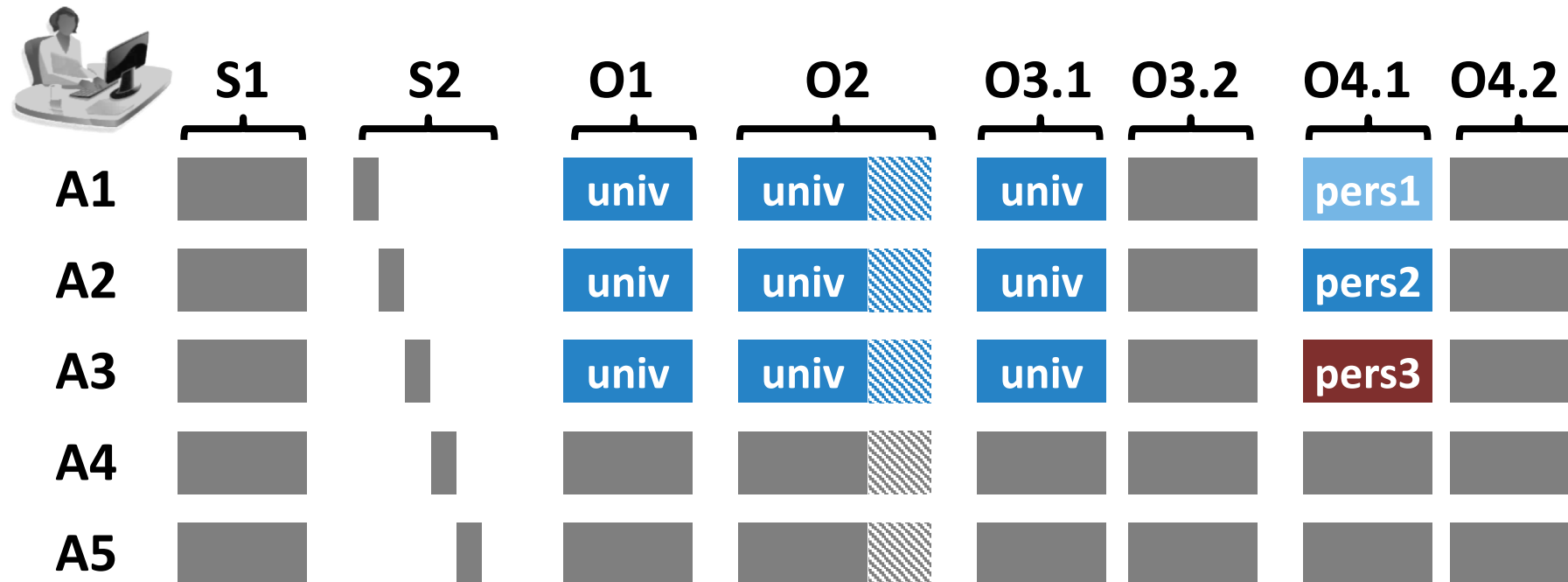
Layer ED Aktivität
*Create a **ED Relation** relation by drawing an arc between annotations of this layer.*

Annotation Delete Clear
Text Durch die Beobachtung von Tobias im Unterricht
Alle ☐
Evidenz
Typ EvidenzGener...

Claudia Schulz | Explaining Diagnostic Reasoning

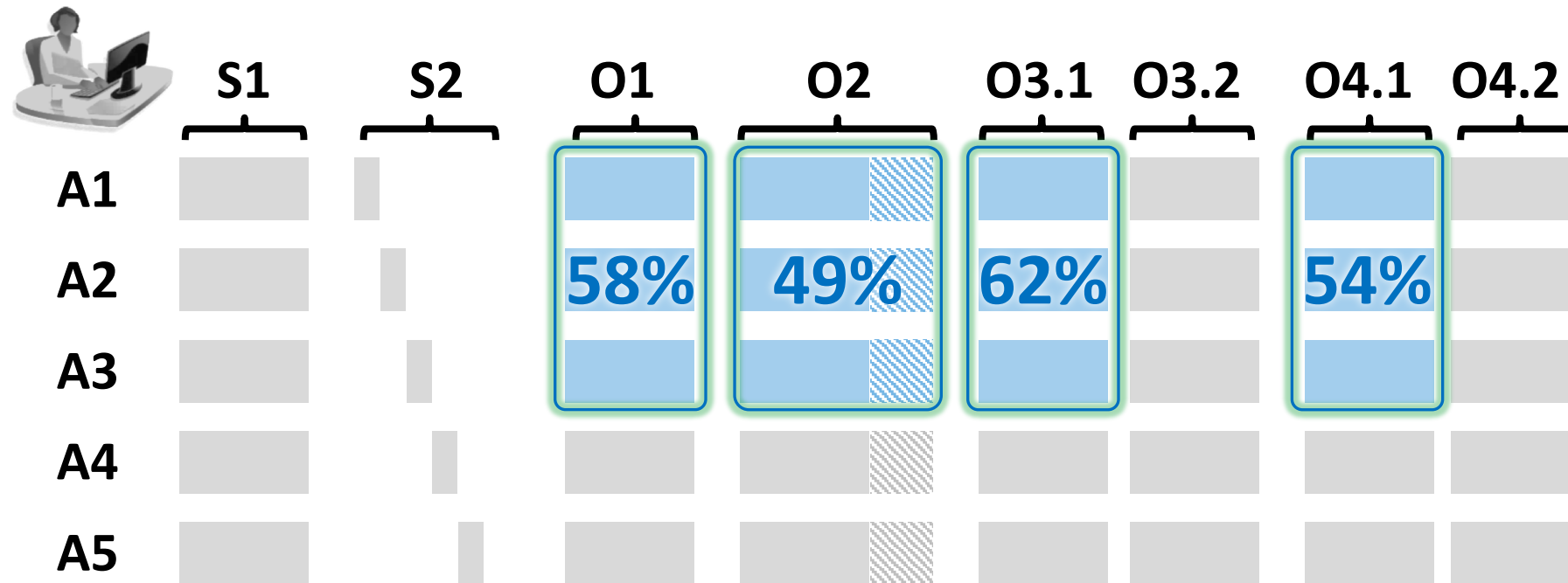
46

Annotation Suggestions - Setup



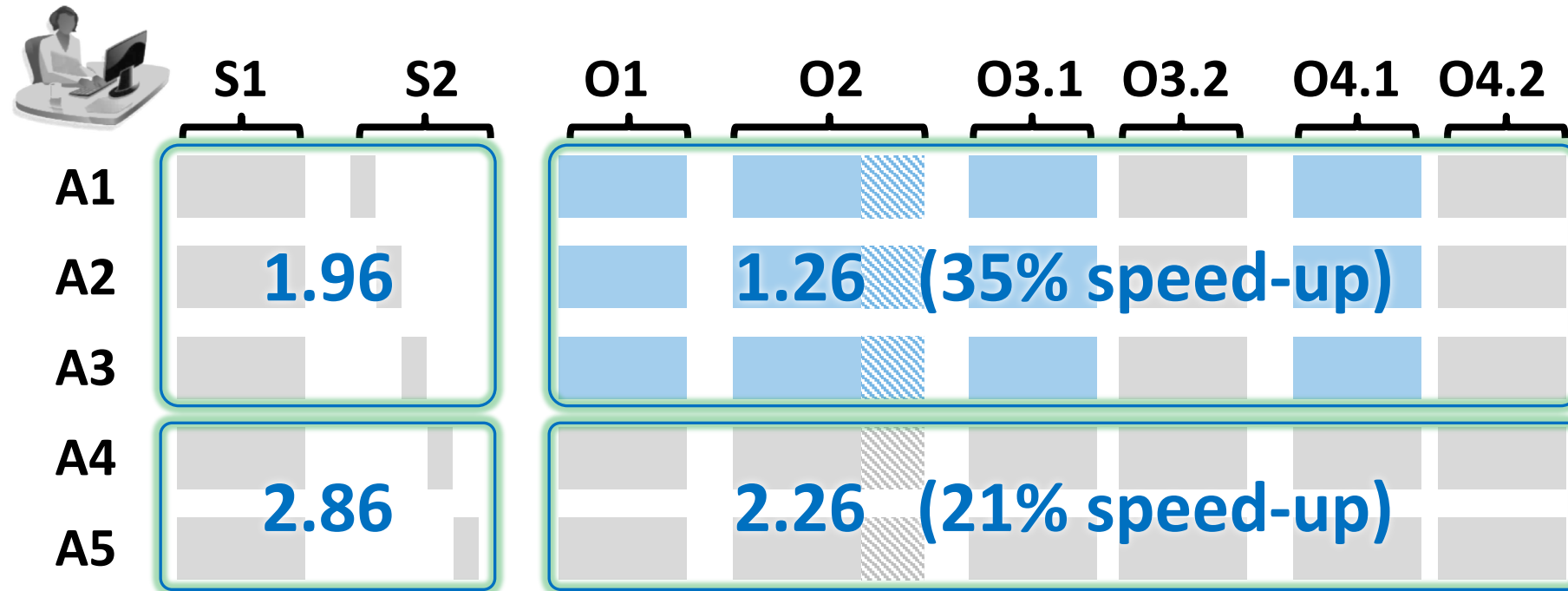
Usefulness of Annotations

[Percentage of accepted suggestions]



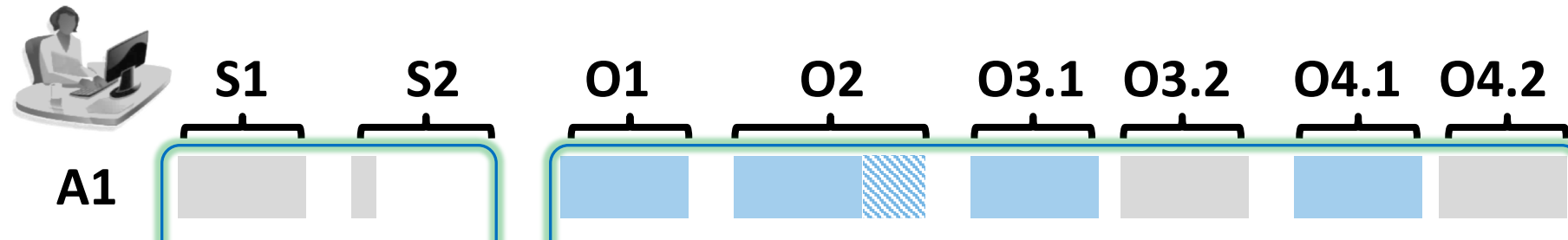
Annotation Time

[Minutes per text]



Reliability of Annotations

[Krippendorff's α]



Conclusion: Annotation suggestions are helpful for experts and yield faster and more reliable annotations!

A4



0.67

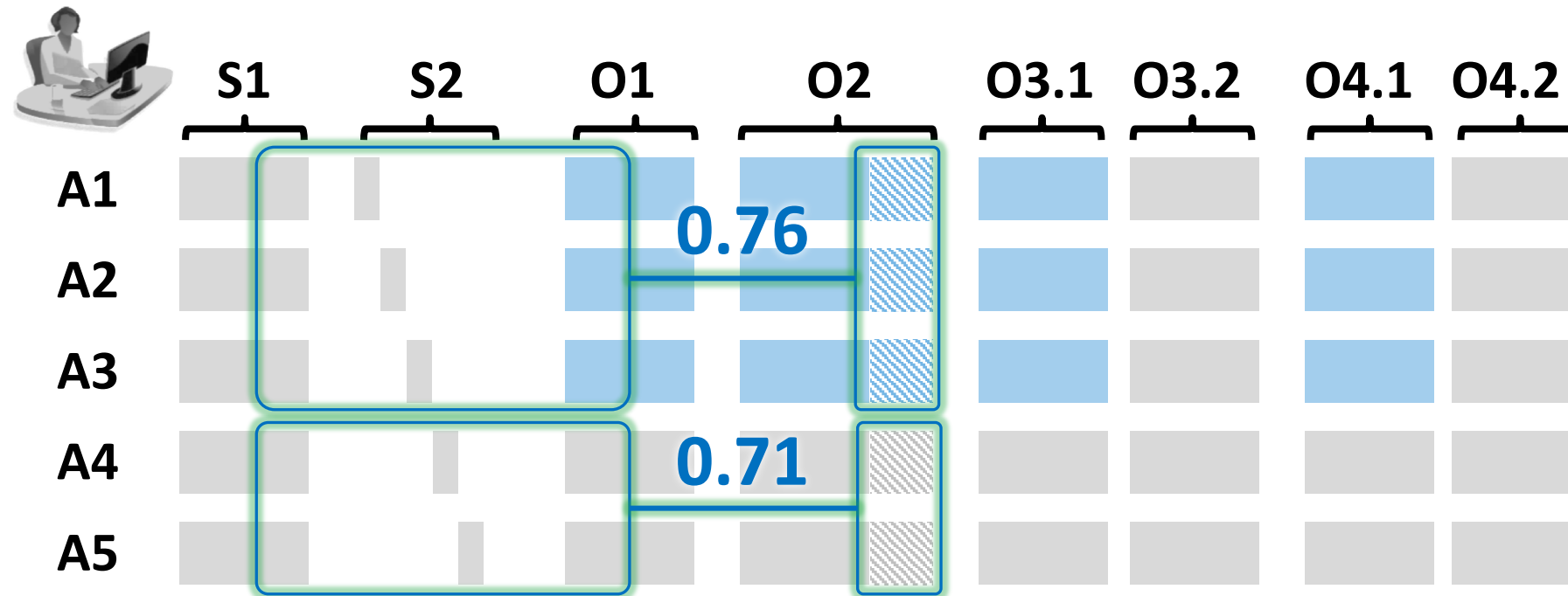
A5



0.48

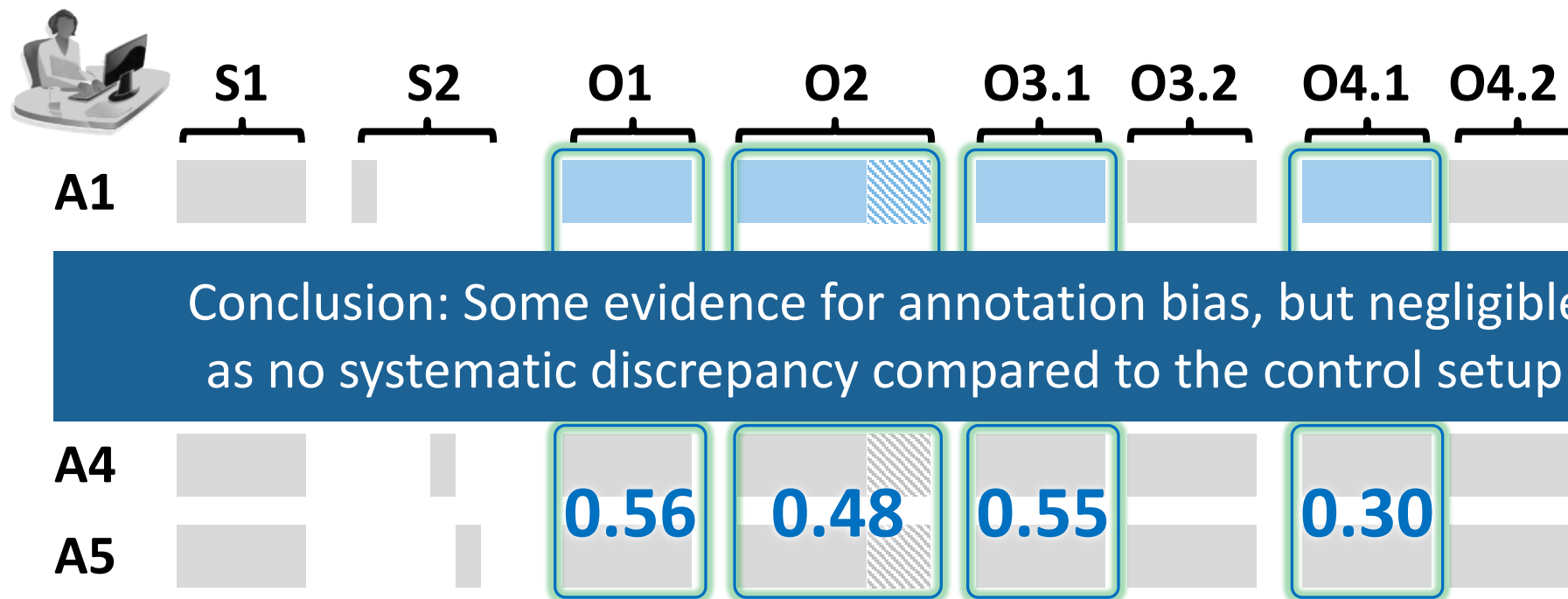
Intra-Annotator Consistency

[Krippendorff's α]



Human / Suggestion Model Agreement

[Krippendorff's α]

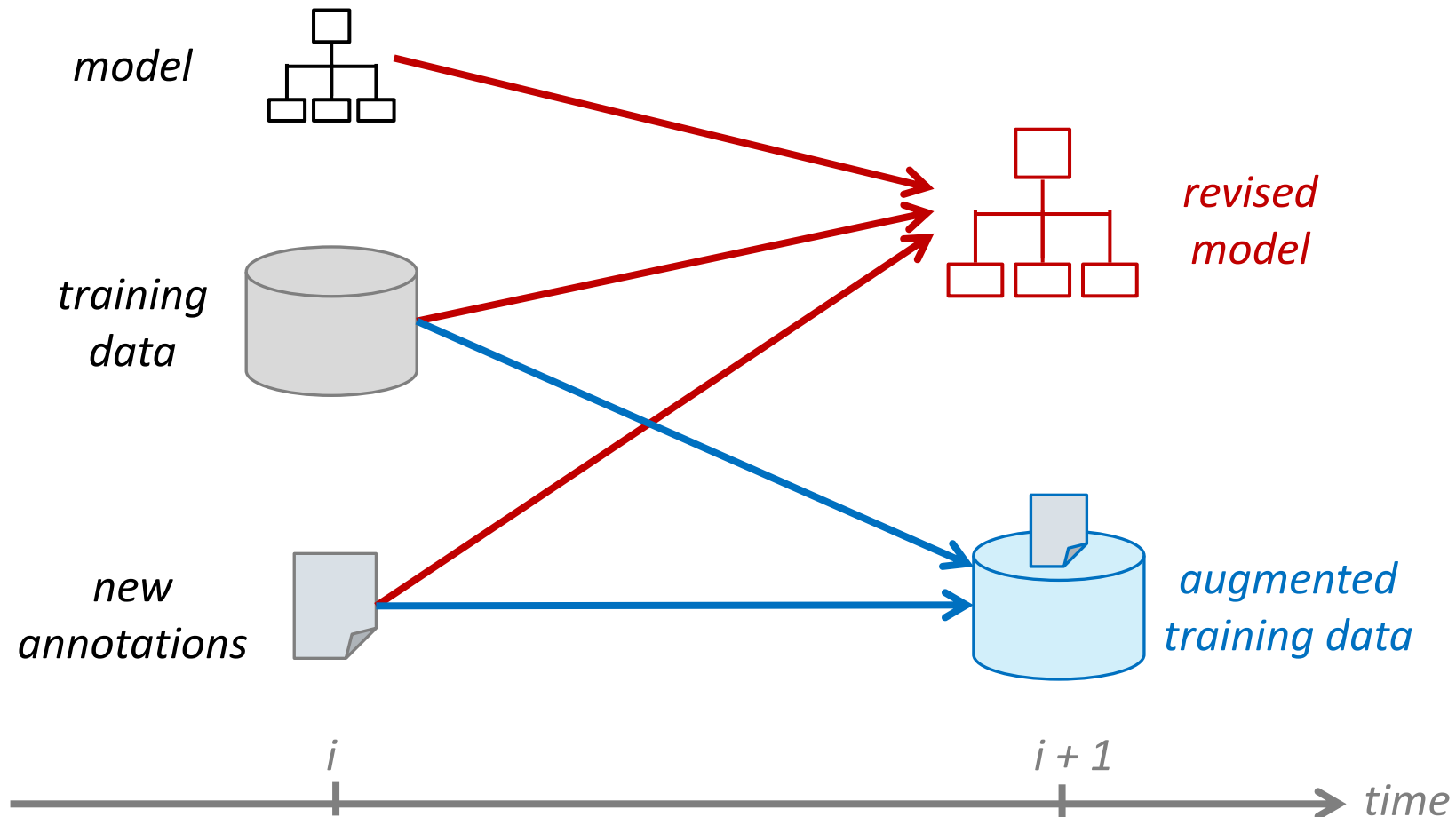


Iterative Model Training

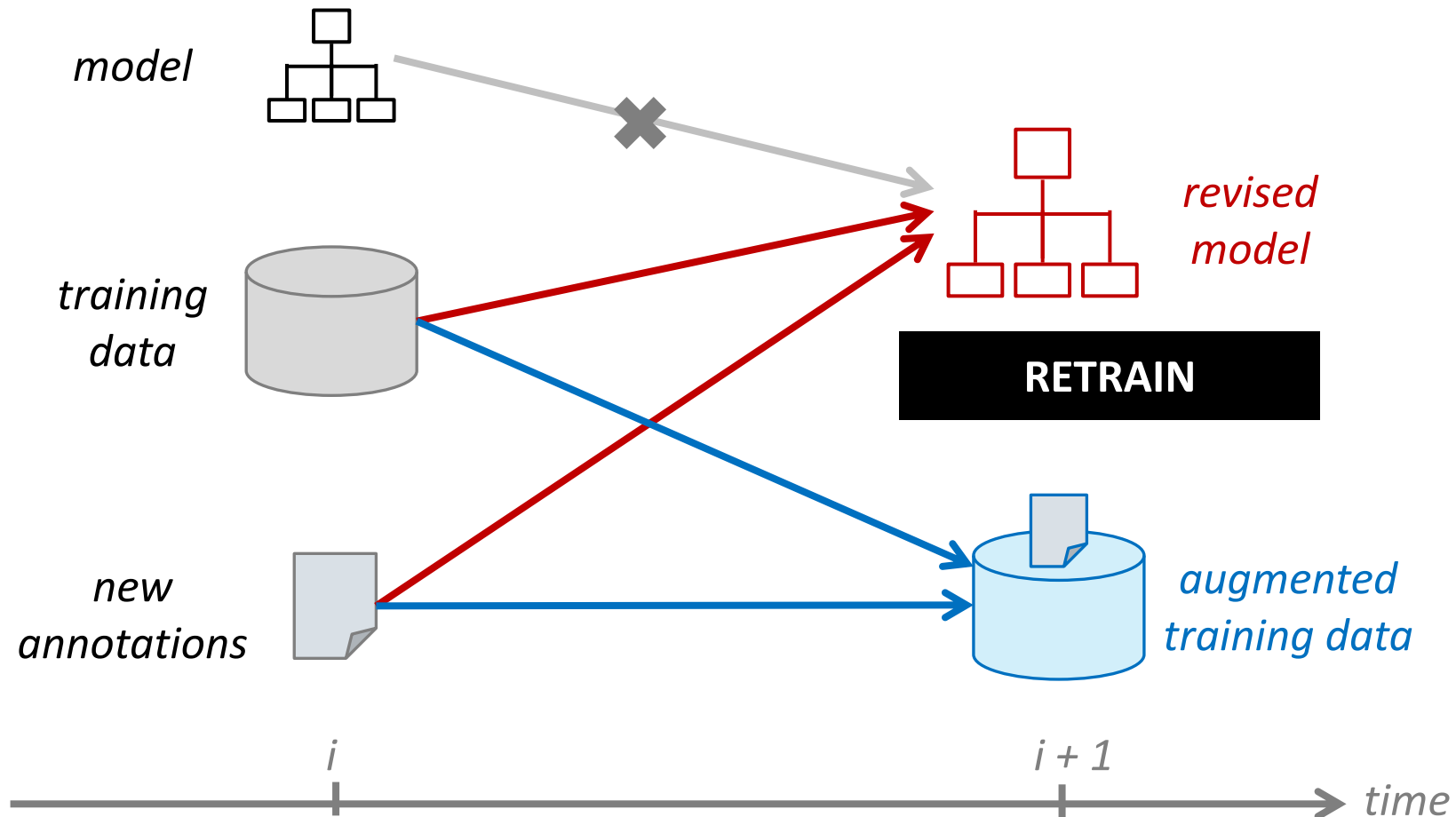
Schulz, et al. "[Analysis of Automatic Annotation Suggestions for Hard Discourse-Level Tasks in Expert Domains.](#)"

Proceedings of the 57th Annual Meeting of the Association for Computational Linguistics. 2019.

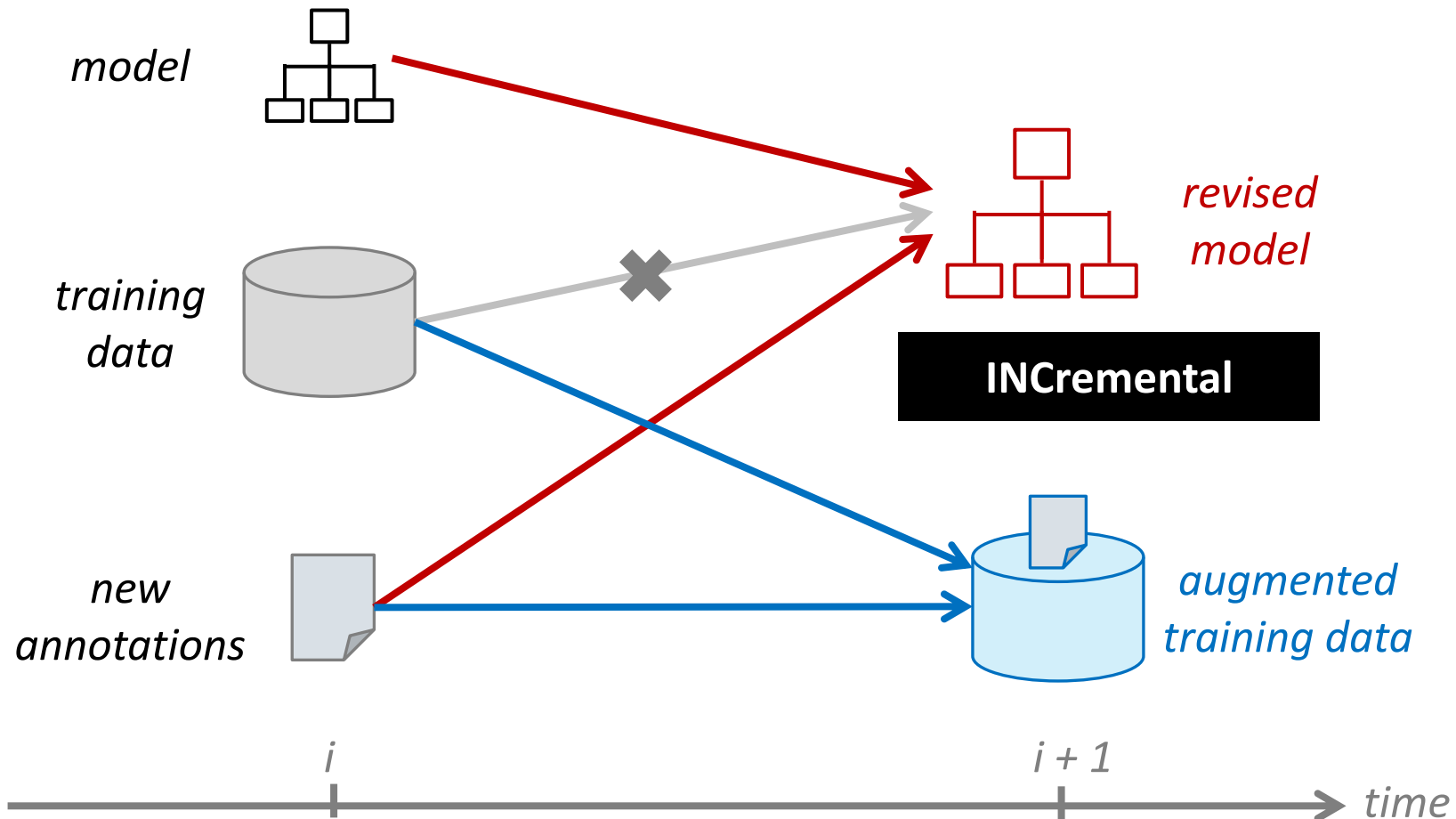
Iterative Model Training



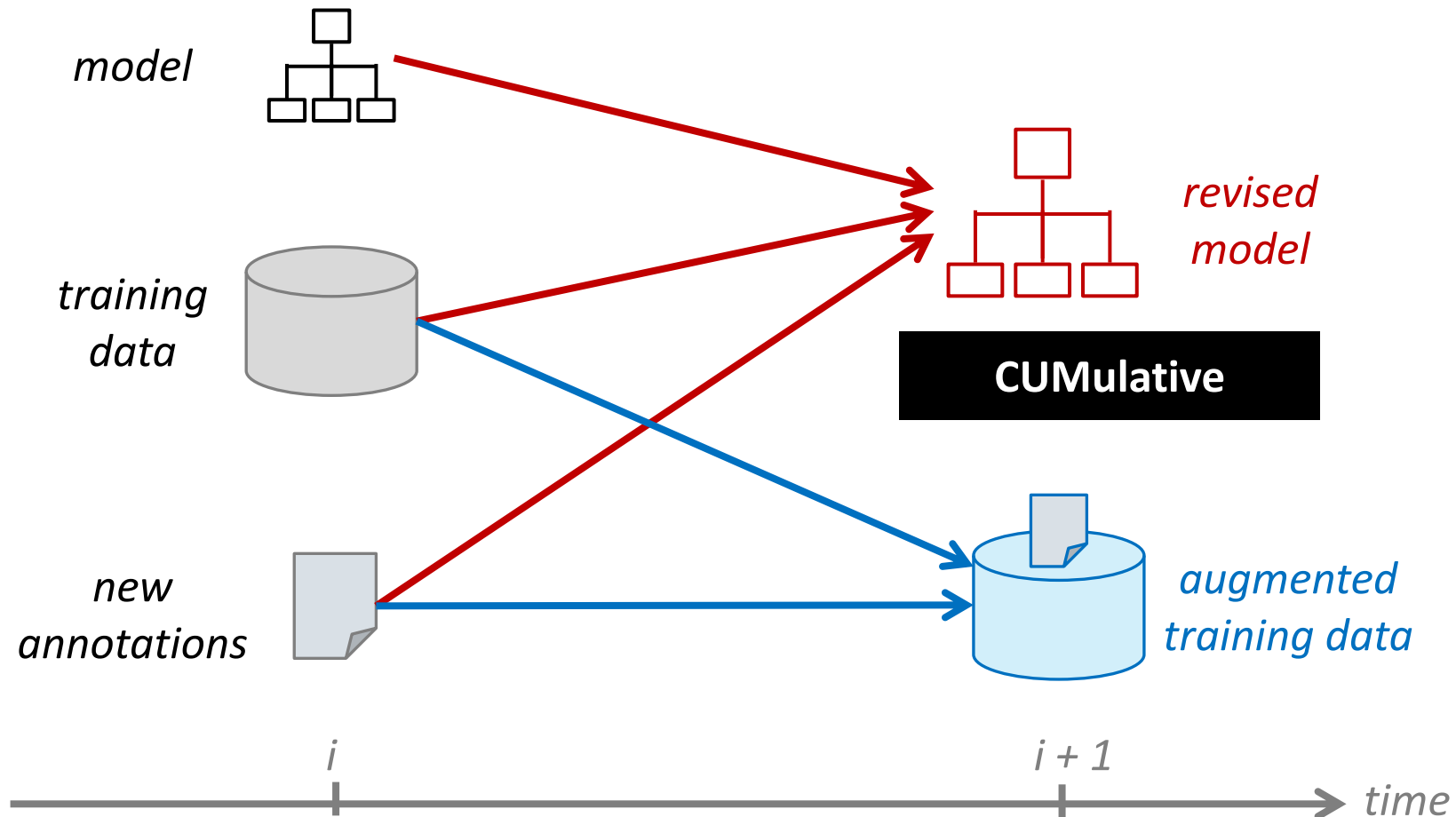
Iterative Model Training



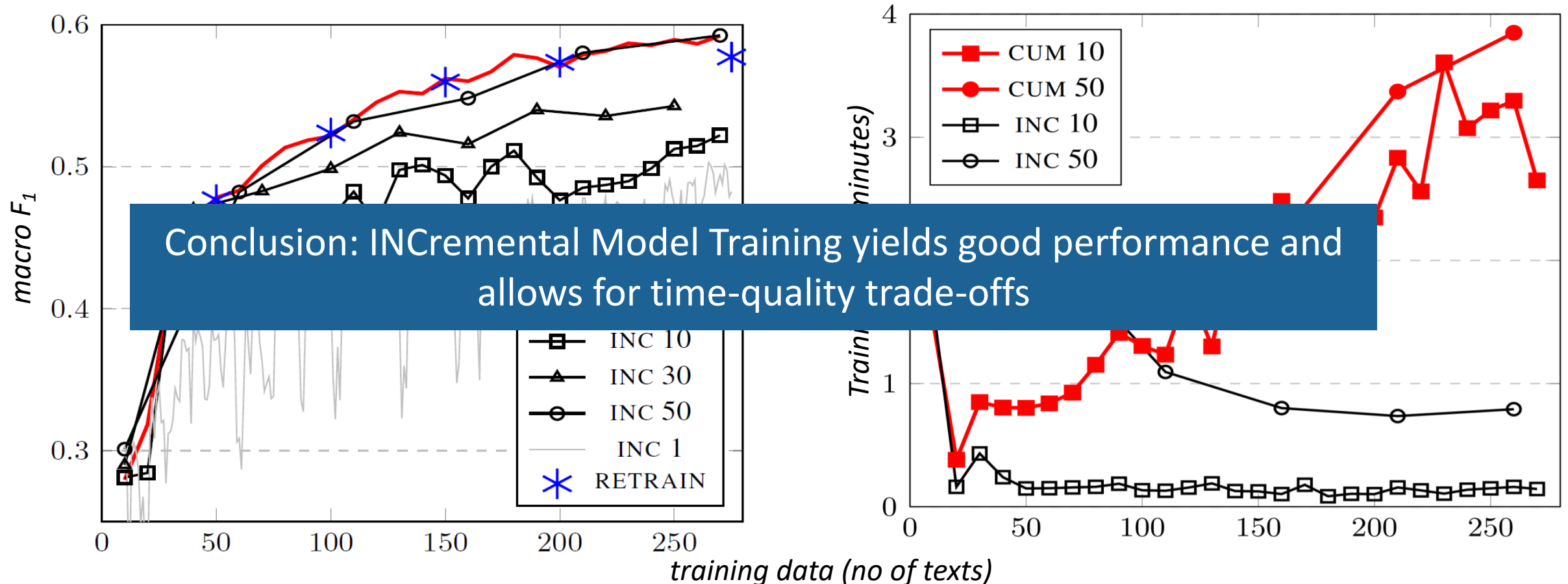
Iterative Model Training



Iterative Model Training



Model Performance



Automatic Feedback on Diagnostic Reasoning

Detecting Diagnostic Reasoning Steps

- ✓ 1) Corpus Creation
- ✓ 2) Automatic Detection

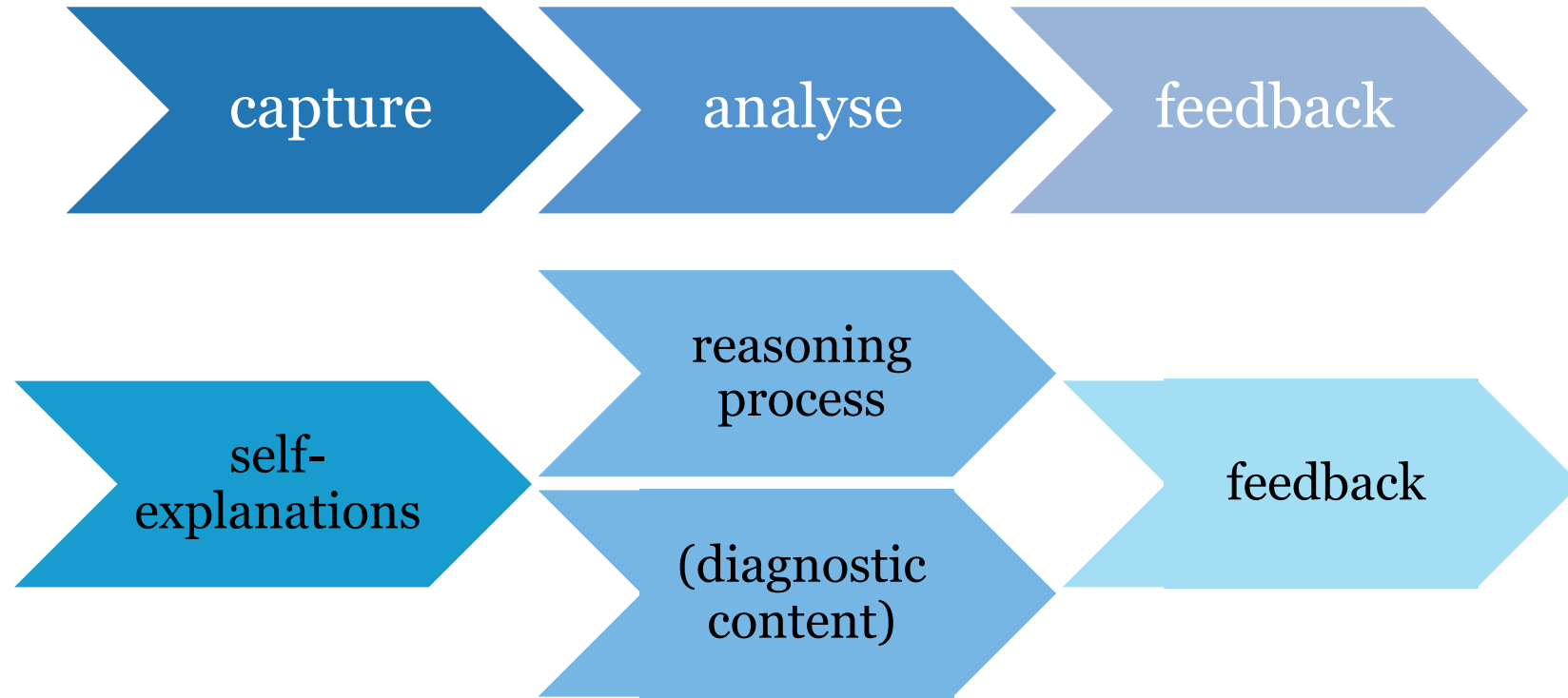
The patient reports to be lethargic and feverish.
From the anamnesis I learned that he had purulent tonsillitis and is still suffering from symptoms.
I first performed some laboratory tests and notice the decreased number of lymphocytes, which can be indicative of a bone marrow disease or an HIV infection.
The HIV test is positive.
However, the results from the blood cultures are negative, so it is a virus, parasite, or a fungal infection causing the symptoms.

Hypothesis Generation
Evidence Evaluation

Evidence Generation
Drawing Conclusions

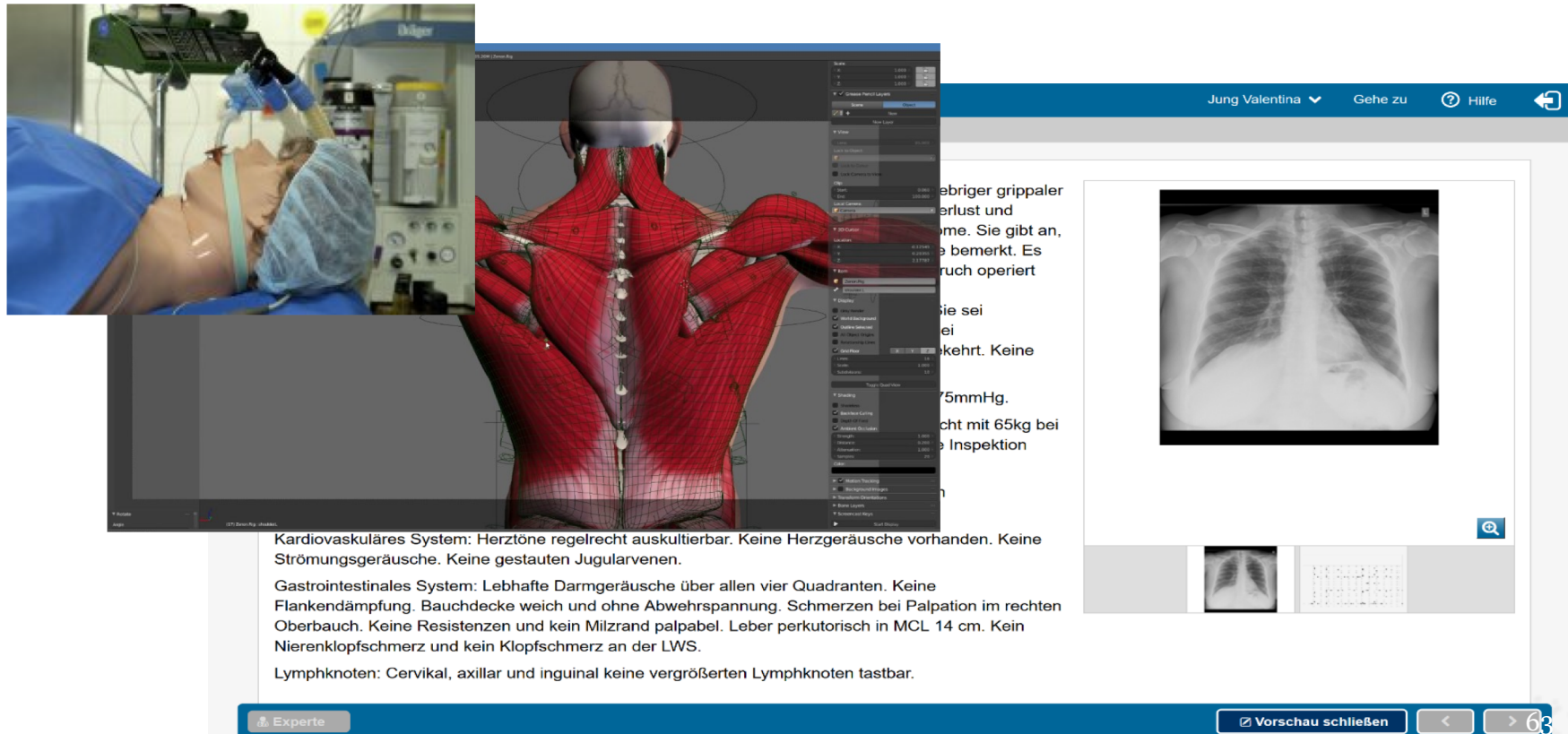
Adaptive Feedback

Diagnostic Reasoning



The screenshot displays the CASUS eLearning platform interface, featuring several overlapping windows with educational content:

- Einleitung (Introduction):** A window on the left with a sidebar containing a list of topics (A through U) and checkboxes for selection. The main content area contains text about teaching Tobias, an 8-year-old student.
- Elterngespräch (Parent Interview):** A window in the middle-left showing a dialogue between a parent and a teacher. The text includes: "Wie alle Eltern bitten Sie Sie hierfür zu finden ist, im Q seine Schulleistungen in Sie: Schön, dass Sie he können Sie mir zuerst e Mutter: Gerne - ich würd Hausaufgaben so gewis Vater: Ja, das finde ich e Mutter: Nun ja, außer er Sie: In den Hausaufgaben Mutter: Ja, genau, wenn der ersten Klasse... ich dann schon am nächste Vater: Naja, so schnell k Sie: Wie ist es mit dem i Mutter: Ich habe gehört, langsam und deshalb m Sie: Wie verlief denn se Mutter: Er hatte auch d Vater: Oh ja, da hat er in Mutter: Nun ja, und insg Sie: Ja, das bemerke ich Über das Lesen und Sc unterstützen.
- Schülerarbeiten (Student Work):** A window in the middle-right showing a list of student work items. One item is highlighted: "Sie haben beobachte wiederholten Erinner Was möchten Sie als Zurück zum Menü".
- Klassenarbeit - Rechtschreibung (Classroom Work - Spelling):** A window in the foreground showing a spelling exercise. It includes a calendar icon for the 31st and two tasks:
 - Aufgabe 1:** "Schreibe auf was ich dir diktiere." (Write down what I dictate to you). The text is handwritten: "Wir bewaifen einen Obstsalat zu. Wir waschen und schneiden das Obst. Wir schneiden es in Stücke. Wir geben alles in eine große Schüssel. Wir geben Zitronensaft dazu. Wir rühren das Salat." (We throw an fruit salad. We wash and cut the fruit. We cut it into pieces. We put everything in a large bowl. We add lemon juice. We stir the salad.)
 - Aufgabe 2:** "Schreibe in Silben! Beispiel: Wun-der-tü-te" (Write in syllables! Example: Wun-der-tü-te). The text is handwritten: "Regenschirm: Re-gen-schirm, Kinderkino: Kind-er-ki-no, Film: Fil-m, Hund: Fil-m, Leberwurst: Le-ber-wurst, Augen: Aug-en." (Raincoat: Re-gen-schirm, Children's cinema: Kind-er-ki-no, Film: Fil-m, Dog: Fil-m, Liverwurst: Le-ber-wurst, Eyes: Aug-en.)
- Klassenarbeit - Rechtschreibung (Classroom Work - Spelling):** A window in the background showing a spelling exercise with a list of words and checkboxes for selection.



The screenshot displays the CASUS eLearning platform interface. On the left, there is a 3D anatomical model of a human torso, showing the back and neck area. To the right of the model, there is a list of symptoms and a list of findings. The symptoms list includes: "Leichter grippaler Infekt", "Gewichtsverlust und Appetitlosigkeit", "Sie gibt an, keine Schmerzen zu bemerken. Es wurde keine Operation durchgeführt", "Sie sei nicht krank", "Sie kehrt. Keine Schmerzen", "75mmHg", "Gewicht mit 65kg bei der Inspektion", and "n". The findings list includes: "Kardiovaskuläres System: Herztöne regelrecht auskultierbar. Keine Herzgeräusche vorhanden. Keine Strömungsgeräusche. Keine gestauten Jugularvenen.", "Gastrointestinales System: Lebhaftes Darmgeräusche über allen vier Quadranten. Keine Flankendämpfung. Bauchdecke weich und ohne Abwehrspannung. Schmerzen bei Palpation im rechten Oberbauch. Keine Resistenzen und kein Milzrand palpabel. Leber perkutorisch in MCL 14 cm. Kein Nierenklopfeschmerz und kein Klopfeschmerz an der LWS.", and "Lymphknoten: Cervikal, axillär und inguinal keine vergrößerten Lymphknoten tastbar."

On the right side of the interface, there is a chest X-ray image. Below the X-ray, there is a button labeled "Vorschau schließen" and a page number "63".

Automatic Feedback

student's self-explanation

☑ Textaufgabe

Die Körperliche Untersuchung war unauffällig. Allerdings waren im Labor die Entzündungswerte und Leberwerte auffällig. Der dicke Tropfen war negativ, daher war **Malaria** als Diagnose ausgeschlossen. Die Hepatitis Serologie war positiv und damit die Diagnose gesichert.

Vielen Dank für Ihre Antwort!

Fallübersicht

Die 36-jährige Frau Hoffmann stellt sich vor, mit einem seit einer Woche bestehenden grippalen Infekt. Als zusätzliche Symptome gibt sie Abgeschlagenheit, Appetitverlust, Übelkeit und Diarrhoe an. Sie war vor einem Monat ins Sansibar, vor der Reise wurde eine Gelbfieberimpfung durchgeführt.

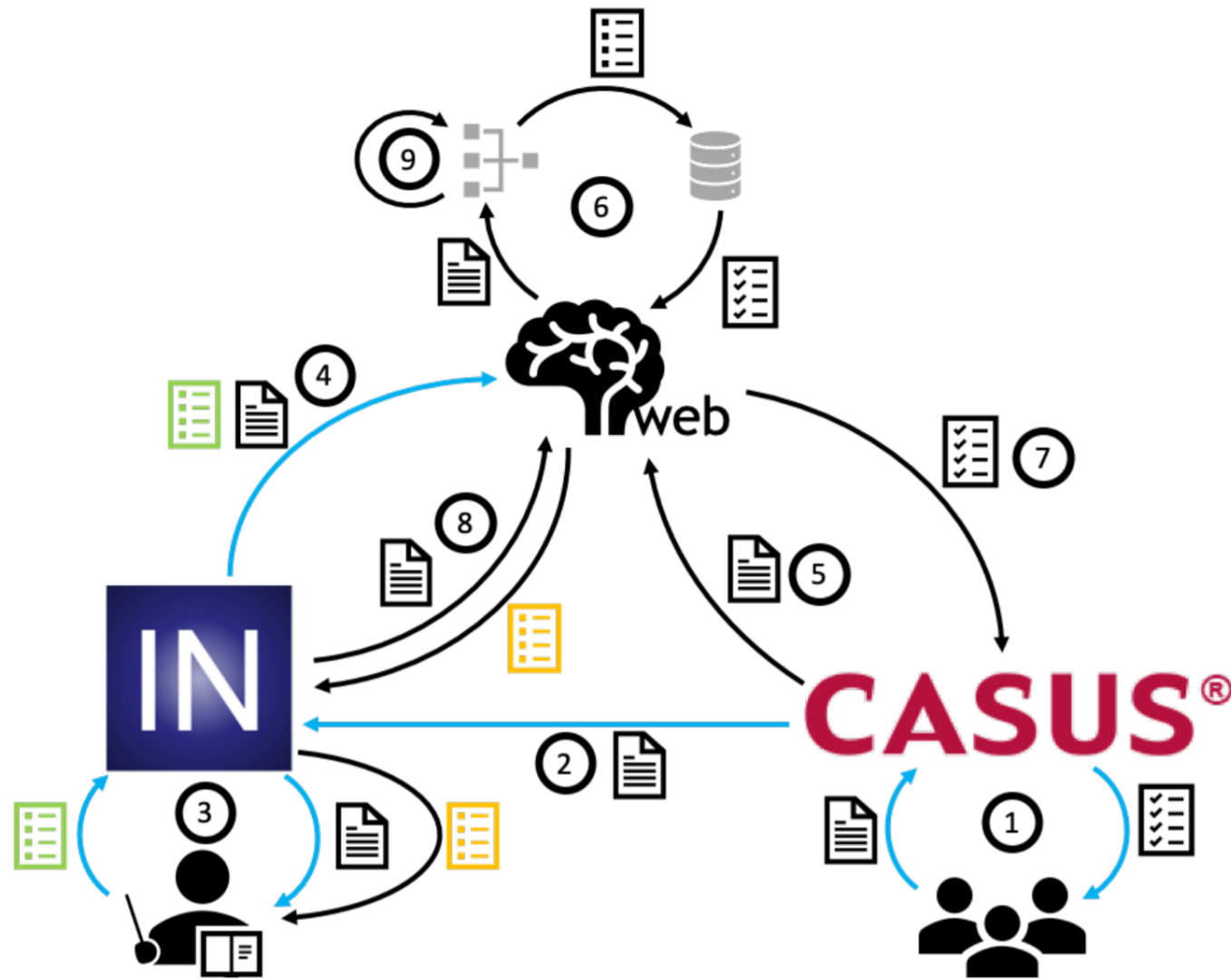
Rückmeldung zu Differentialdiagnose

☞ Bei einem einwöchigen grippalen Infekt mit Gliederschmerzen und Abgeschlagenheit wäre zunächst eine Influenza-Infektion denkbar gewesen. Für einen grippalen Infekt ist die Symptomatik allerdings zu langanhaltend, da dieser meist nach 3 Tagen abklingt.

☞ Bei einer Diarrhoe hättest du auch eine Darmerkrankung, wie die Gastroenteritis, vermuten sollen.

👁 Nicht schlecht, dass du eine Tropenkrankheit differentialdiagnostisch in Betracht gezogen hast. Möglich wären zB. Malaria, Dengue Fieber, Cholera etc.

automatic adaptive feedback



Wrapping Up

Explaining how to improve Diagnostic Reasoning

- Collect Self-Explanations
- Annotate Diagnostic Reasoning Steps
 - Train model for annotation suggestions → ease and speed-up
- Train Model for Detecting Reasoning Steps
- Use Model for Automatic Feedback



[My publications](#)

<http://www.famulus-project.de/>

<https://inception-project.github.io/>

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clauschulz1812@gmail.com