Riddle-building by rule



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(Based on work with Kim Binsted, Annalu Waller, Rolf Black, Dave O'Mara, Helen Pain, Ruli Manurung, Judith Masthoff, Mukta Aphale, Feng Gao, Wendy Moncur)

This talk:

- A practical application of riddlegeneration
- How the generator works (in brief)
- Audience participation build your own riddles

JAPE (1993 – 1996)

- The JAPE computer program produced punning riddles, e.g.:
 - What's the difference between leaves and a car?
 One you brush and rake, the other you rush and brake.
 - What do you get when you cross a monkey and a peach?
 - An ape-ricot.
 - What do you call a murderer with fibre?
 A cereal killer.

A practical application



Voice Output Communication Aids

- mainly aimed at "needs-based" communication
- interactions stilted
- little opportunity for independent vocabulary acquisition and word play
- some explorations with stored anecdotes or jokes

Humour and children with complex communication needs (CCN)

- Humour enhances children's linguistic & conversational skills, social interaction.
- Children with CCN have fewer opportunities for language-play & humour.
- They often (therefore?) have poorer humour and language skills.
- Encouraging such children to explore jokes might help?
- A software "playground" might allow this.

STANDUP Project (2003–2007)

The aim:

to design, build and evaluate software that enables children with CCN to experience language play through humour.

(System To Augment Non-speaker's Dialogue Using Puns)

University of Aberdeen + University of Dundee + University of Edinburgh

STANDUP Project

Design and build a pun generator which is:

- fast
- robust
- large scale
- usable by children with "complex communication needs"
- guidable by the user
- can be tailored to individual users

Computer-generated riddles

- What do you call a bright rabbit? A sunny bunny.
- What do you get when you cross a feeding with a heating system?
 A central eating.
- What do you call a heavenly body with an assembly line?
 - A manufacturing planet.
- What is the difference between a desolate amusement and a smart impact? One is a bleak show, the other is a chic blow.

The evaluation phase

- 14 sessions, spread over 8 weeks, in a specialneeds school, with 9 children.
- Children shown how to use the software, with assistance and guidance reduced over the period.
- Smaller trials with typically-developing (non-CCN) children.
- Results (qualitative) very positive:
 - children grasped the software quickly;
 - children enjoyed using software (and the jokes);
 - CCN children stimulated to interact with others as a result (anecdotal evidence from teachers and parents).











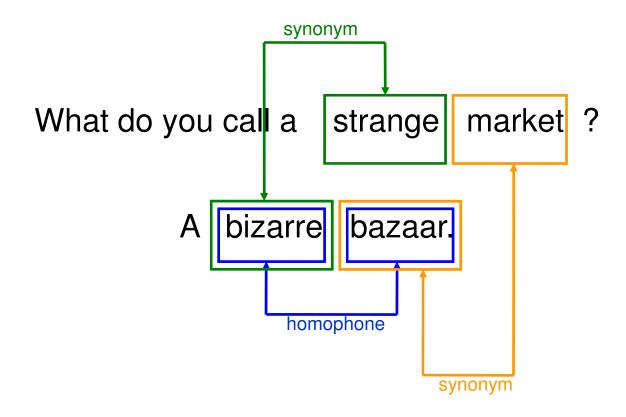
The Joking Computer Project (2009-2010)

- Enhance the STANDUP software with explanations of how it works.
- Make it into a public exhibit for children.
- Publicise research into computational humour.
- Run joke-building workshops with children.

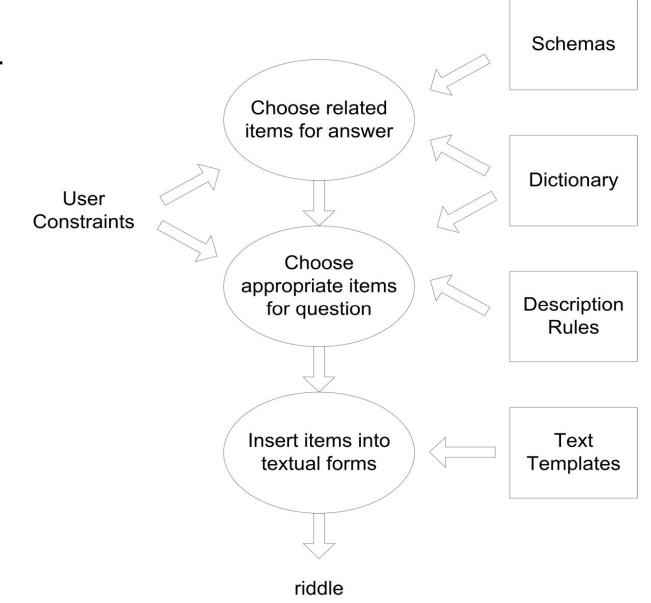
http://www.abdn.ac.uk/jokingcomputer

How does it work?

Example

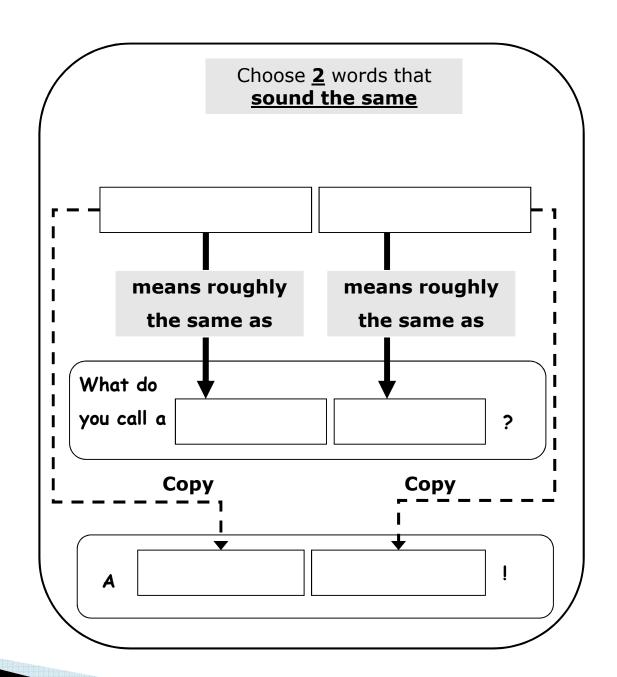


Overview of Riddle Generator

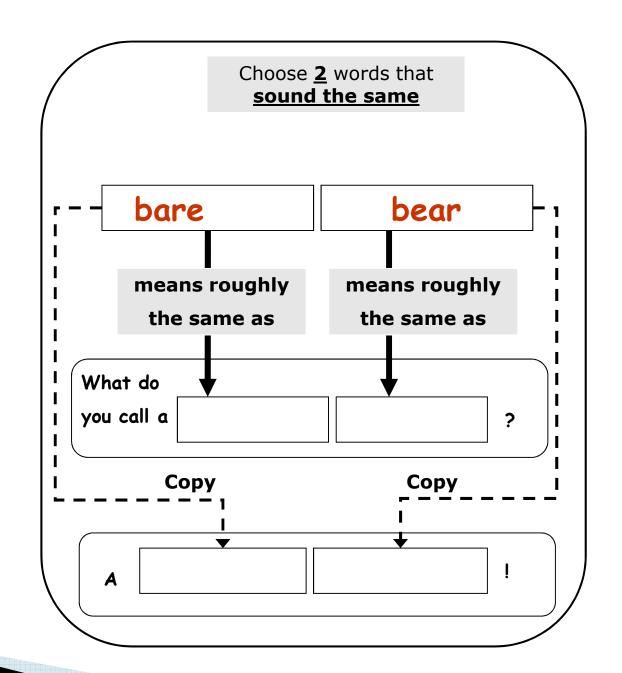




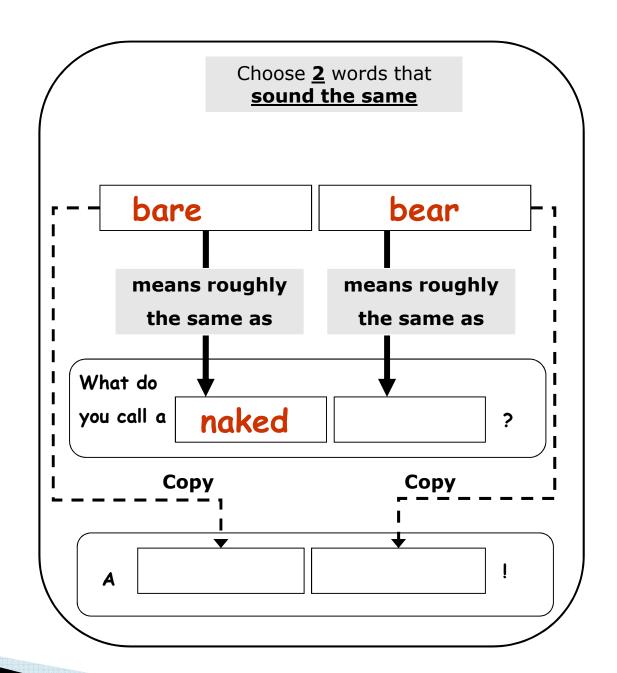




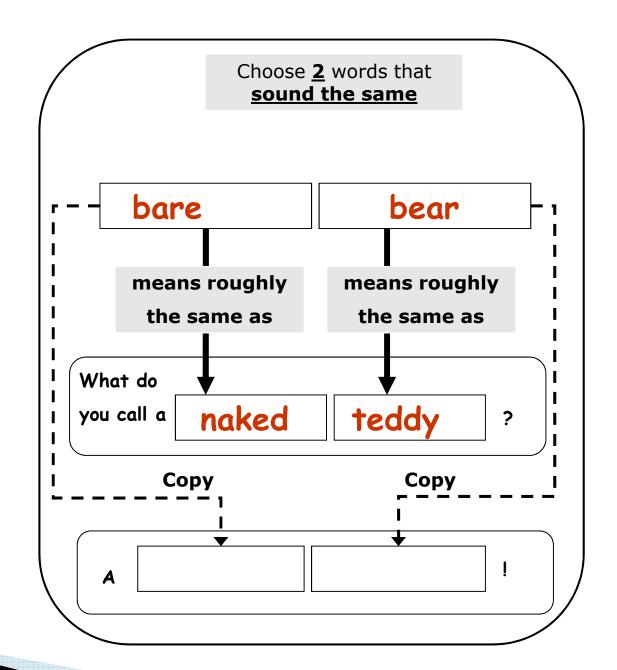




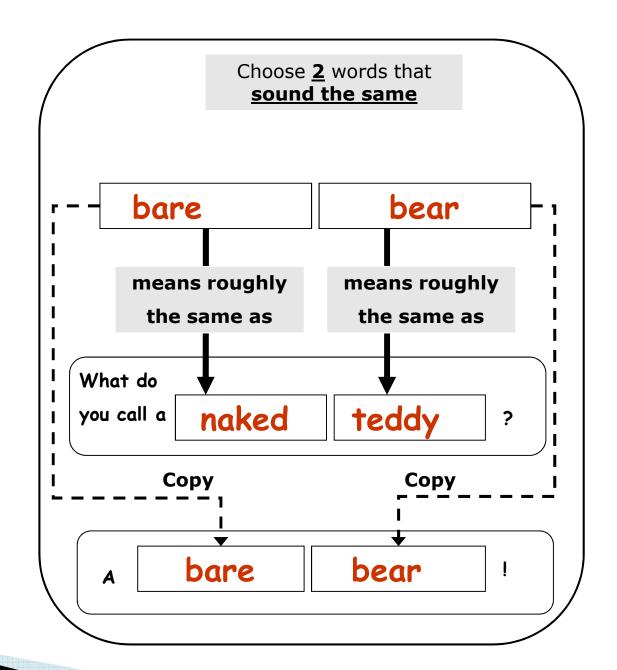












So here's my great gag....

What do you call a naked teddy?

A bare bear!



Now make your own jokes

- ▶ Fill in a Joke Recipe worksheet step-by-step.
- ▶ There are 3 different recipes to try.
- Make up as many jokes as you like!



If you get stuck...

- There is an example on the left of each Joke Recipe worksheet.
- There are examples of words to use on the back of each joke recipe.



http://www.abdn.ac.uk/jokingcomputer

The construction of a pun generator for language skills development

R. Manurung, G. Ritchie, H. Pain, A. Waller, D. O'Mara, R. Black (2008)

Applied Artificial Intelligence, 22(9) pp. 841-869.

Evaluating the STANDUP Pun Generating Software with Children with Cerebral Palsy

Annalu Waller, Rolf Black, David A. O'Mara, Helen Pain, Graeme Ritchie, Ruli Manurung (2009)

ACM Transactions on Accessible Computing (TACCESS)

Volume 1, Issue 3 (February 2009) Article No. 16.