A Project Report on

Spaced Repetition Based Adaptive E-Learning Framework

Submitted in partial fulfillment of the requirements
of the degree of

Bachelor of Engineering

in

Information Technology

by

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Approval Sheet

This Project Report entitled ***"Spaced Repetition Based Adaptive E-Learning Framework"*** Submitted by ***"Neelay Umrotkar (16104041), Varun Godambe (17104040), Amit Kharwal (17104045)"*** for the partial fulfillment of the requirement for award of a degree ***Bachelor of Engineering*** in ***Information Technology*** from ***University of Mumbai***.

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Date:

CERTIFICATE

This is to certify that the project Synopsis entitled ***"Spaced Repetition Based Adaptive E-Learning Framework"*** Submitted by ***"Neelay Umrotkar (16104041), Varun Godambe (17104040), Amit Kharwal (17104045)"*** for the partial fulfillment of the requirement for award of a degree ***Bachelor of Engineering*** in ***Information Technology*** to the University of Mumbai, is a bonafide work carried out during academic year 2021-22.

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Acknowledgement

I have great pleasure in presenting the report on **"Spaced Repetition Based Adaptive E-Learning Framework"** I take this opportunity to express my sincere thanks towards my guide **Uttam Kolekar** & Co-Guide **Vishal Badgujar** Department of IT, APSIT thane for providing the technical guidelines and suggestions regarding line of work. I would like to express my gratitude towards his constant encouragement, support and guidance through the development of project.

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Declaration

I declare that this written submission represents my ideas in my own words and where others' ideas or words have been included, I have adequately cited and referenced the original sources. I also declare that I have adhered to all principles of academic honesty and integrity and have not misrepresented or fabricated or falsified any idea/data/fact/source in my submission. I understand that any violation of the above will be cause for disciplinary action by the Institute and can also evoke penal action from the sources which have thus not been properly cited or from whom proper permission has not been taken when needed.

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Abstract

With global education moving towards online education, we see a lot of emerging techniques to help facilitate paradigm shift. Memorization being a fundamental part of the process of learning, we focus on making memorizing an efficient task for students. We plan to make use of 2 emerging methodologies that help us memorize and retain information better in the long term. These are: Spaced Repetition: this technique helps in retaining information efficiently. Adaptive Learning: This will help us make the process of learning personalized, so that the user is always challenged just enough to enable growth. To help users stay consistent, we plan to add game-like elements to the system to help facilitate regular use which will lead to better results.

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List of Abbreviations

sm2:	Supermemo 2
EB:	Ease Bonus Co-efficient
SDS:	Same Difficulty Score
I:	Interval

Chapter 1

Introduction

We intend to develop a system that helps students memorize and retain information in a systematic and efficient way. In order to do this, we decided to use techniques like Spaced Repetition[14], Adaptive Learning and in conjecture with these, we plan to add game like elements to keep the users' interest so as to not miss out on practice. Below, we've explained how each of these techniques mentioned above will play a part in our project.

Spaced repetition is a technique for efficient memorization which uses repeated reviews of content following a schedule determined by the spaced repetition algorithm to improve long term retention. We review information in the form of cards of information, at gradually increasing intervals. For example, if you answer a card correctly, the algorithm will repeat that card less frequently, whereas if you get the answer wrong, it'll be asked more frequently. Learning through rote memorization is tedious and ineffective.

Adaptive learning instead of a static and rigid learning system which forces everyone to follow the same learning pattern, you're given a personalized experience. If the learner takes a test, the algorithm can adapt the training according to the answers given. Doing badly on certain questions can trigger the system to push relevant content to the learner, or the overall performance could determine which learning path they take. Adaptive learning refers to measuring and responding to each activity while a student progresses in the material assigned by their instructor. When combined with data from student interactions, it is able to present the best content (right type, right amount, right level) for that moment in time to keep the student engaged. Flexible adaptive learning can help preserve the content regardless if you're teaching on campus, online or a mixture of both. Rooted in several learning science principles like spacing, chunking, and interleaving, create mini- cycles of questions that create smaller, easier to absorb chunks" of content. If students continue to struggle with a concept, they are more likely to encounter repeating questions.

Learning Curve: Two of the most common methods we see in the market are:
1) Pimsleur Method[19]: Here you are asked to retain information learned after a predefined interval, without taking into account your performance in the previous review. This method is extremely restrictive and one-dimensional.
2) Leitner Method: Here, a few different intervals in terms of boxes, are predetermined. Let's say we have the intervals of 1, 2, 4, 8, and 16 days. Every new piece of information starts in the 1 -Day Interval Box. If the user remembers the information after 1 day, the information

gets put in the 2 - Day Interval Box. If the user remembers the information after 2 days, it gets promoted to the 4-Day Interval Box[17], so on and so forth. If at any moment, the user fails to recall the information, then the piece of information gets shifted to the previous interval box.This method was a massive upgrade over the Pimsleur Method. But it can still be made even better by using another method.

For reference purposes, we selected Anki, a popular spaced repetition system. It is an open-source software that uses flash cards to aid in memorization. It is based on SuperMemo-2 which is a learning method that makes it possible to learn fast and retain memories for years. Using Anki you can either make your one deck of cards or use from the over 750+ add-ons available in their database. One of the major drawbacks of Anki is that its app design is not very visually appealing, resembling pre-2000 windows.

To overcome this we propose the gamification of the memorization process, making it more appealing and also interactive. One such tool for gamified testing is Clozemaster. Clozemaster is a cross-platform for language learning which focuses on vocabulary building with the help of contextual learning." It is often marketed as the application you use after you're done using Duolingo," another language learning app that targets absolute beginners and aims to help them learn a language using the Leitner Method". The workings of Clozemaster are not something to be interested, however, the implementation of the idea along with all the various game-like elements is worth looking at. It features the following The very design[16] of clozemaster is shaped in a way to make it feel like a game, even though what it tries to tackle is an advanced language learning problem. Elements that we found extremely necessary and helpful[18]:

- Colorful Design
- Progress Bars
- Daily Goals
- Personal Stats
- Leaderboards

Chapter 2

Literature Review

In literature [1], the author focuses a significant chunk of itself on explaining the difference between personalized learning and adaptive learning, where, adaptive learning focuses on individual differences, individual performance and adaptive adjustment whereas personalized learning focuses on all of these but with the addition of personal needs. This here, makes a big difference. As our system focuses more on memorization and learning rather than teaching, one of the things we can adopt from this research is a feedback system which helps specialists and teachers cater to the student's needs better.

In literature [2], the author provides us with a primitive idea of how spaced repetition helps students perform better and how gamification helps to have students engaged during the process of learning and how it also helps them return to the process regularly which in turn also helps us understand just how effective spaced repetition is. We do plan to implement game-like features in our project to showcase similar results of engaging and retaining students to the learning process. We would also, as is regularly done with any spaced repetition program, expose students to maintenance and acquisition cards.

In literature [3], the author's model captures what the student has learned once a module is completed, and estimates how well he can recall this knowledge at any given time. Spaced repetition is a key component of the student model. Over time, the strength of a skill will decay in the student's long-term memory, and this model helps the student manage his practice schedule. The spacing effect is people remembering things more effectively if they use spaced repetition as opposed to cramming. We are given a brief exposure to primitive spaced repetition methods such as the Pimsleur Method and the Leitner Method. The main research that happens in the paper is related to the Ebbinghaus Forgetting Curve and how the researchers tweaked the original curve to make a model that more performs better when calculating the knowledge half -life. We will be using the Ebbinghaus Curve model to has our Half-life calculations on.

In literature [4], the author provides and details an adaptive learning platform which was implemented from scratch and used for undergraduate courses related to digital systems and computers. Students differ in their learning capabilities and it will be difficult to provide a tailored education, especially in large classes. Different technology solutions have been proposed to deal with this challenge. Rule based approaches use pre-determined branching architectures based on his response to questions. If a question is answered correctly, the

system could issue a more challenging question which is pre-determined. The system can issue an easier question or hints or other assistance if the question is answered wrongly. Algorithmic mechanisms use mathematical models for inferring student's ability level perform real- time content adaptation. This paper helped us reinforce that adaptive learning does indeed help students memorize and learn better.

In literature [5], our takeaway is to increase the amount of content available for the user thereby reducing the chances of repetition in the same session while also removing the chances of the user cramming all the content of the application in one go, thereby maintaining the integrity of the spaced repetition-based system.

In literature [6], the author focuses on the effects of adaptive learning in the domain of language learning and teaching. In adaptive learning, learner's interaction with previous content determines subsequent content. Hence a sort of personalization is seen. Digital flashcards are used to incorporate automated spaced repetitions of the targets learning item. Since the system is individualized, it can adapt relatively easily in response to small amounts of data. Stated to be a 'hot concept' that is 'poised to reshape education' in Webley magazine. As we intend to make the application based on digital flashcards, we can use the idea of creating algorithms to determine the order, frequency and difficulty of the next learning item based upon their previous exposure to it.

In literature [12], a centralized system is proposed which will act as a portal for both students and instructors where the instructors can curate content according to their student's needs and the students can access this content. The performance of students on using this content will then be available to the instructors to then modify their offered content. The constant cycle of content modification according to the needs of the student and analysis of the student's performance greatly interest us. Keeping content relevant will be an important part of the memorization process and so will the analysis.

In literature [13], The literature ponders over how our traditional learning systems could implement a cloud-computing based e-learning system. It discusses the advantages of cloud-computing based architecture such as high availability which is definitely a value that we hold important in our own implementation.

Chapter 3

Objectives

We have identified the following as our project objectives:

1. To design an adaptive algorithm that takes user performance into account in order to adapt the next question's levels.
2. To design a space repetition algorithm that takes user's specific quiz performance into account.
3. To integrate Adaptive and Spaced repetition algorithms for the proposed system.
4. To add game design elements to make the layout appealing.
5. To create a cross-platform application interface.

Chapter 4

Project Design

4.0.1 Existing System Architecture.

SM-2 stands for Super Memo 2[?], which is a spaced repetition algorithm. It was developed my P.A Wozniak. It has multiple versions right from SM-0 to SM-18. Despite these versions, SM-2 remains the most popular. In its calculations, it takes into account factors such[20] as the "repetition number," "easiness factor" and "interpretation interval." Here, repetition

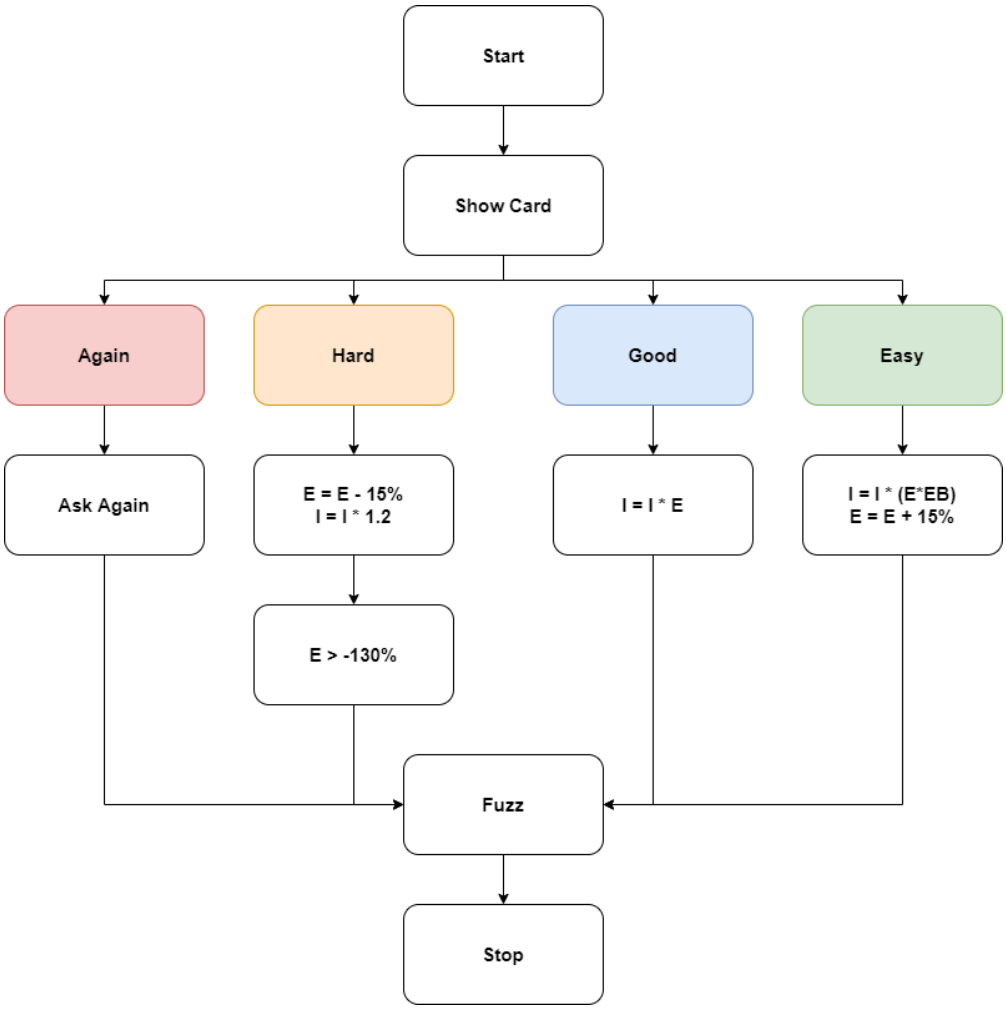

Figure 4.1: Existing System Architecture.

number refers to how many times a certain element has been repeated. Easiness factor refers to how quickly the interval between each repetition increases. Inter-repetition interval refers to the amount of time between repetitions.

In Anki, they use a tweaked version of the SM-2 spaced repetition algorithm. Once the flashcard is showed on the screen, the user is given 4 options. If the user selects the "Repeat" option, the card is repeated again after the deck is done, and the Ease is decreased by 20 percent points. If the user selects the "Hard" option, the Interval is multiplied by 1.2 and the ease is increased by 15 percent points. If the user selects "Good" option, the interval is multiplied by ease, the Interval remains the same. If the user selects the "Easy" option, the Interval is multiplied by Ease * Easy bonus and Ease is increased by 15 percentage points. Here. It is made that if the person is having difficulty with a certain question, it is repeated more often. The minimum time interval is never less than a day.
Although Anki covers the basics of spaced repetition very well, it lack interest building elements. To cover this, we looked at another language learning tool available on devices as well as on the web called "Clozemaster"[**?**]. Clozemaster is a tool that helps people learn and memorize vocabulary, but their approach to the same is very different. Where Anki uses the same only cards with a very toned-down visual environment, Clozemaster uses a lot of game-like elements to keep the user's interest. Although they don't used a proper spaced repetition system, the visual language that they use is something that can be learnt from.

4.0.2 Proposed Architecture

In our enhanced Spaced Repetition based Adaptive Learning Framework, we start of with the user being showed a flashcard. The user has been assigned default values of SDS and Interval. And the questions have the value of DL. Once shown the flashcard, the user has 3 options:

Retry: If the user selects this option, first, his SDS is reduced by 1. Next it is checked if the

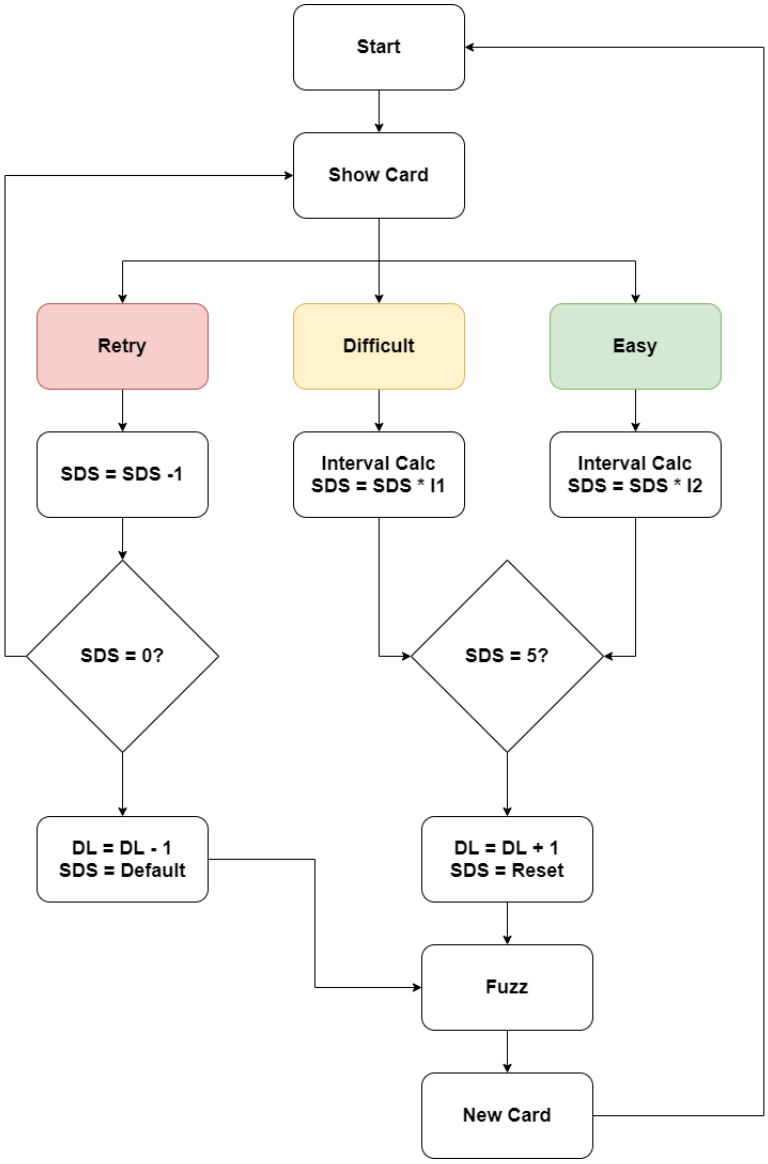

Figure 4.2: Proposed Architecture.

SDS is equal to Zero. If it is, it means that the user hasn't been able to answer 5 questions of the same difficulty. In short, the questions are too difficult for him. In this case, the DL is reduced by one to ease the user and the SDS returns to 1. Now, new cards of the reduced difficulty are produced.

Difficult: Here, if the user selects this option, the interval is calculated using our half-life calculations based on Ebbinghaus' Forgetting Curve equations and the SDS is increased by

0.5.

Easy: Here, if the user selects this option, the Interval is again calculated using the half-life formula and the SDS is increased by 1.
In both Difficult and Easy options, if the SDS is equal to 5, the DL is increased by 1 thus producing new questions that are more challenging in nature to keep the user challenged.In our implementation, we use the half-life calculations to adjust the time intervals according to the needs of every individual.

Another objective we want to achieve is a design that keeps the user engaged. For this we decided to add game-like elements to our interface. Surface level designs that help us retain users. For this, we plan to implement the following elements:
• Leader boards (Local and Global): Here the user will be able to see how they match up

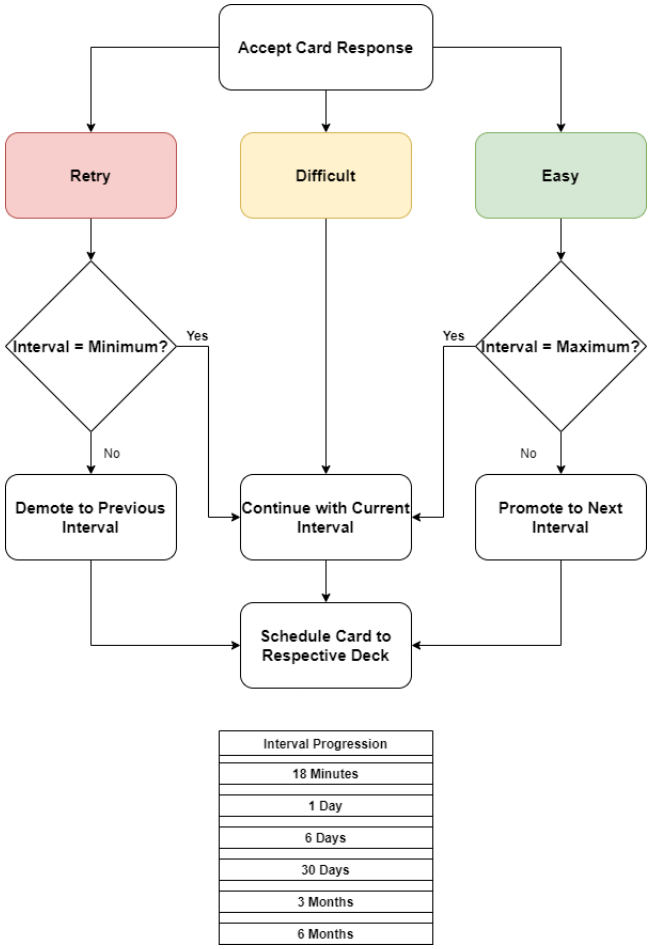

Figure 4.3: Interval.

to the local and global high scores. This will help them keep motivated.
• Friend's List: Here the user can see their friends. On clicking on their profile, they can see an overview of how their friends perform as compared to themselves.
• Statistical Analysis Page: Here the user can see their performance on different scales across all their subscriptions. Suggestions will also be provided such that the user can improve.

• Progress Bars: Here the user can see a summary of how far they've completed various topics.
• Achievement Awards: For every milestone, users will be awarded an award. This is a positive reinforcement technique that will help students be consistent.
The interval is decided on the basis of how the user responds with their selection of a difficulty with regards to the question they face. Following the Forgetting Curve mapping by Ebbinghaus[15], we decided to stick to major milestones on the timeline as the interval progression. As shown in the table below, we start with the first repetition after 18 minutes of going over the card for the first time. This is followed by a repetition after 1 day, which is then followed by a repetition after 6 days, 30 days, 90 days and finally 180 days at which point of time, the interval continues to be 180 days. The basic structure follows that of the proposed infrastructure wherein the user is presented with 3 different difficulties and further repetition-interval calculations are done depending on the difficulty chosen.
Retry: if the user selects this option, first we check if the current interval is equal to the minimum interval which is 18 minutes. If it is, the interval will continue to remain 18 minutes till the next repetition. If the repetition is not the minimum 18 minutes, the interval will be demoted to the previous interval. For example, if the current interval is 30 days, it will be demoted to 6 days.
Difficult: If the user selects this option, there will be no changes in the interval. It will remain the same.
Easy: If the user selects this option, first we check if the current interval is equal to the maximum interval which is 180 days. If it is, the interval will continue to remain 180 days. If the repetition is not the maximum, the interval will be incremented to the next interval. For example, if the current interval is 30 days, it will be incremented to 90 days.

4.0.3 UML Diagram

Use-case Diagram

A UML use case diagram is the primary form of system/software requirements for a new software program underdeveloped. Use cases specify the expected behavior (what), and not the exact method of making it happen (how). Use cases once specified can be denoted both textual and visual representation (i.e. use case diagram). A key concept of use case modeling is that it helps us design a system from the end user's perspective. It is an effective technique for communicating system behavior in the user's terms by specifying all externally visible system behavior.
This Diagram gives you a list of all the actors and the actions they perform, namely the actors are admin, users, firebase and the repository.

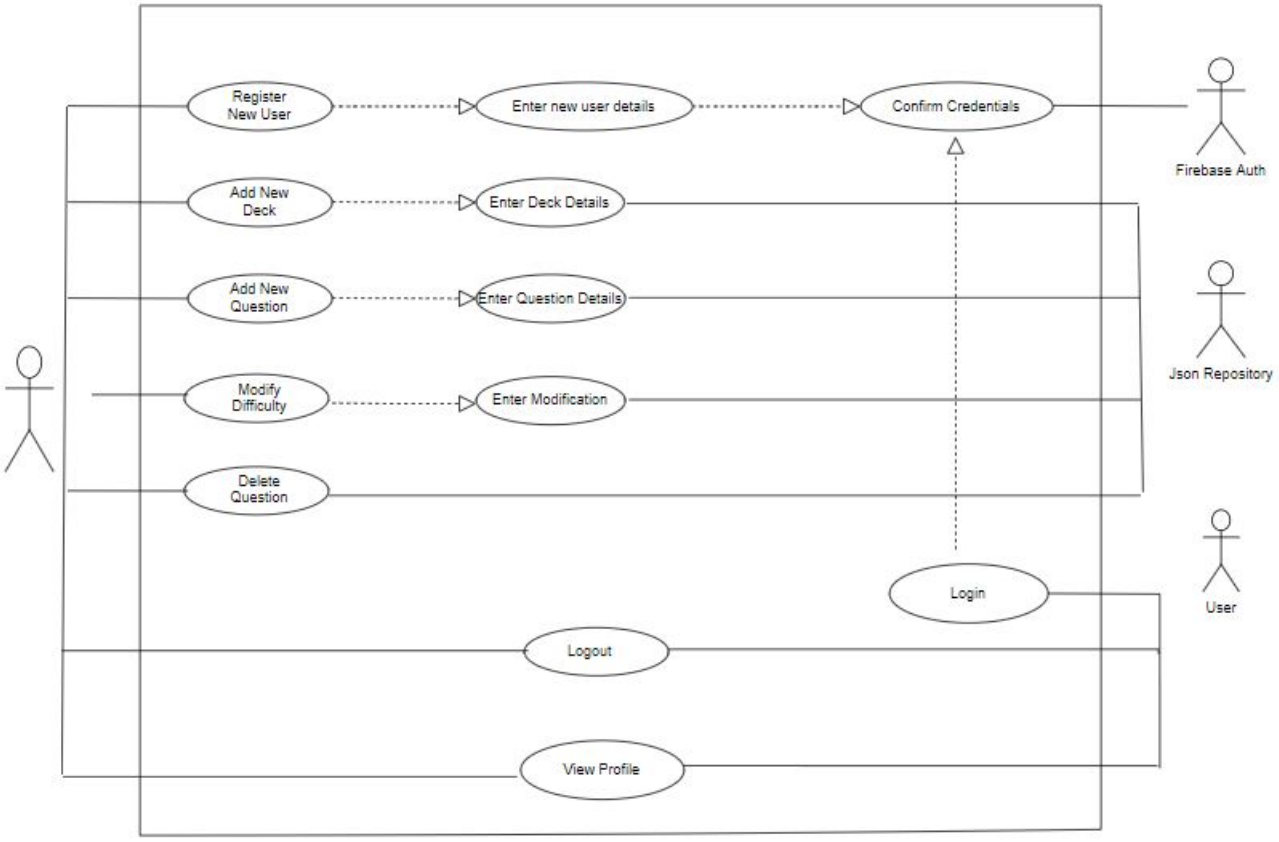

Figure 4.4: Usecase Diagram.

Sequence Diagram

UML Sequence Diagrams are interaction diagrams that detail how operations are carried out. They capture the interaction between objects in the context of a collaboration. Sequence Diagrams are time focus and they show the order of the interaction visually by using the vertical axis of the diagram to represent time what messages are sent and when.

This diagram gives you the sequence of the actions performed by the application to fetch and display the questions on the flashcard based on the user performance.

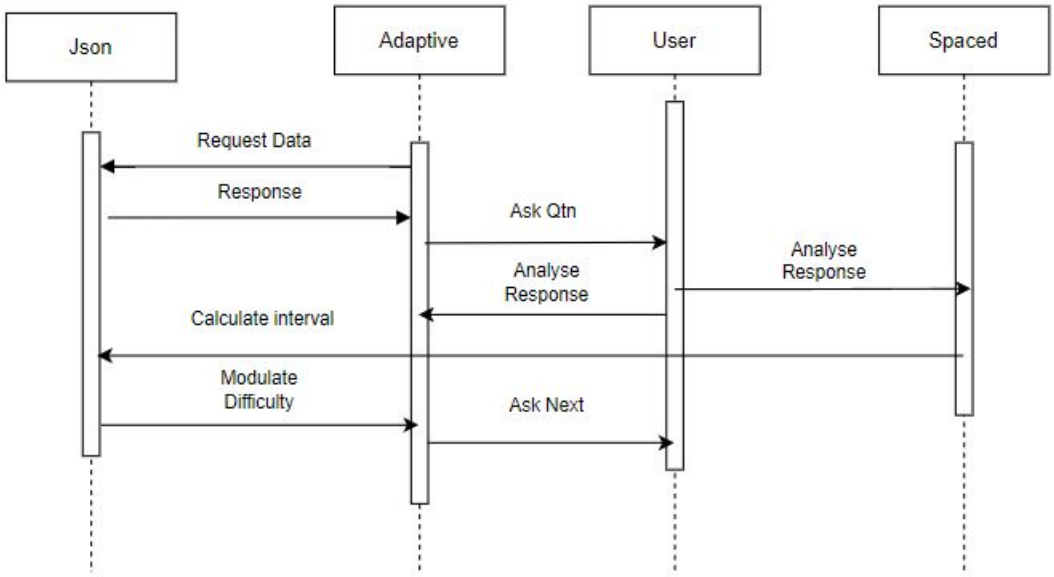

Figure 4.5: Application.

This Diagram gives you the sequence of the authentication process that goes on the the background whenever a user tries to login or create a new account.

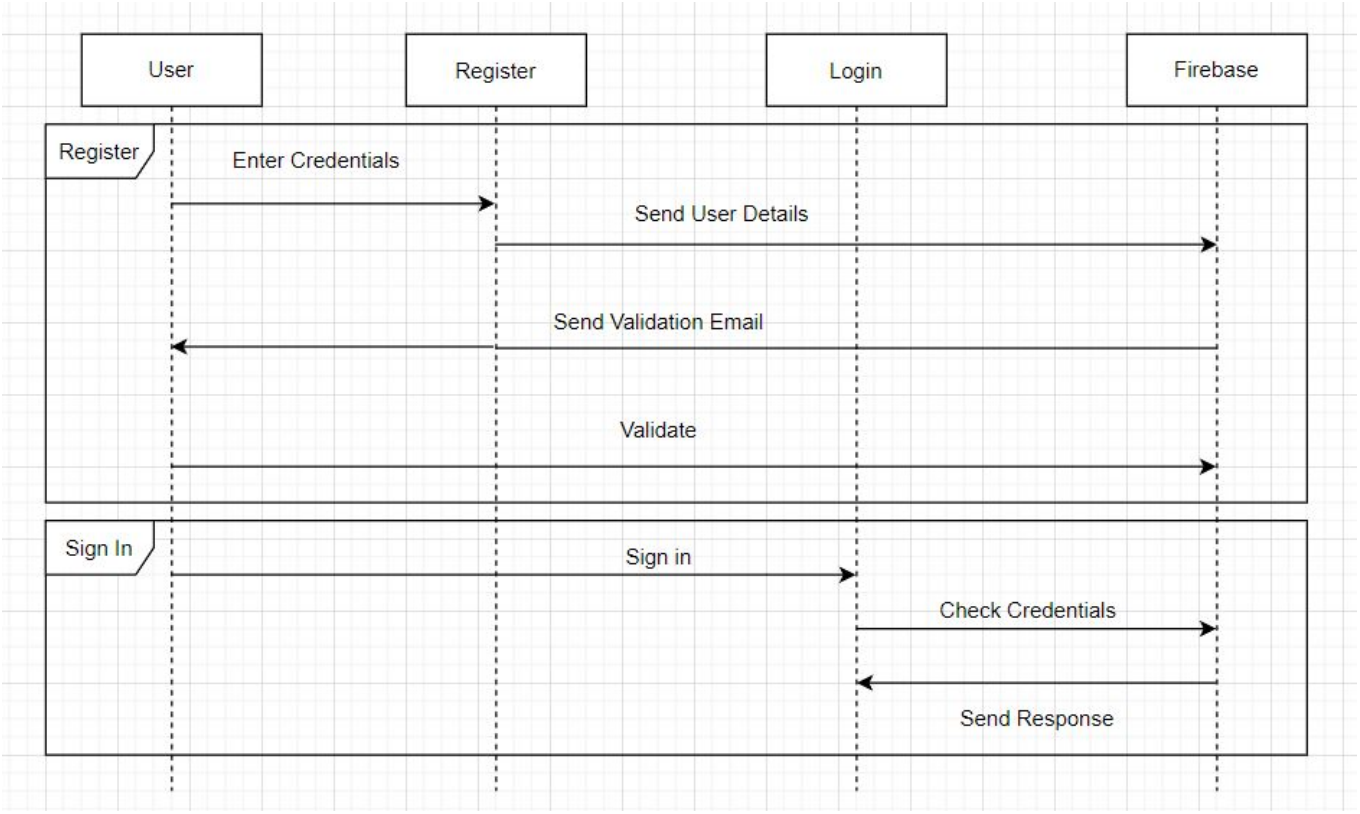

Figure 4.6: Authentication.

Class Diagram

Class diagram describes the attributes and operations of a class and also the constraints imposed on the system. The class diagrams are widely used in the modeling of objectoriented systems because they are the only UML diagrams, which can be mapped directly with object-oriented languages.

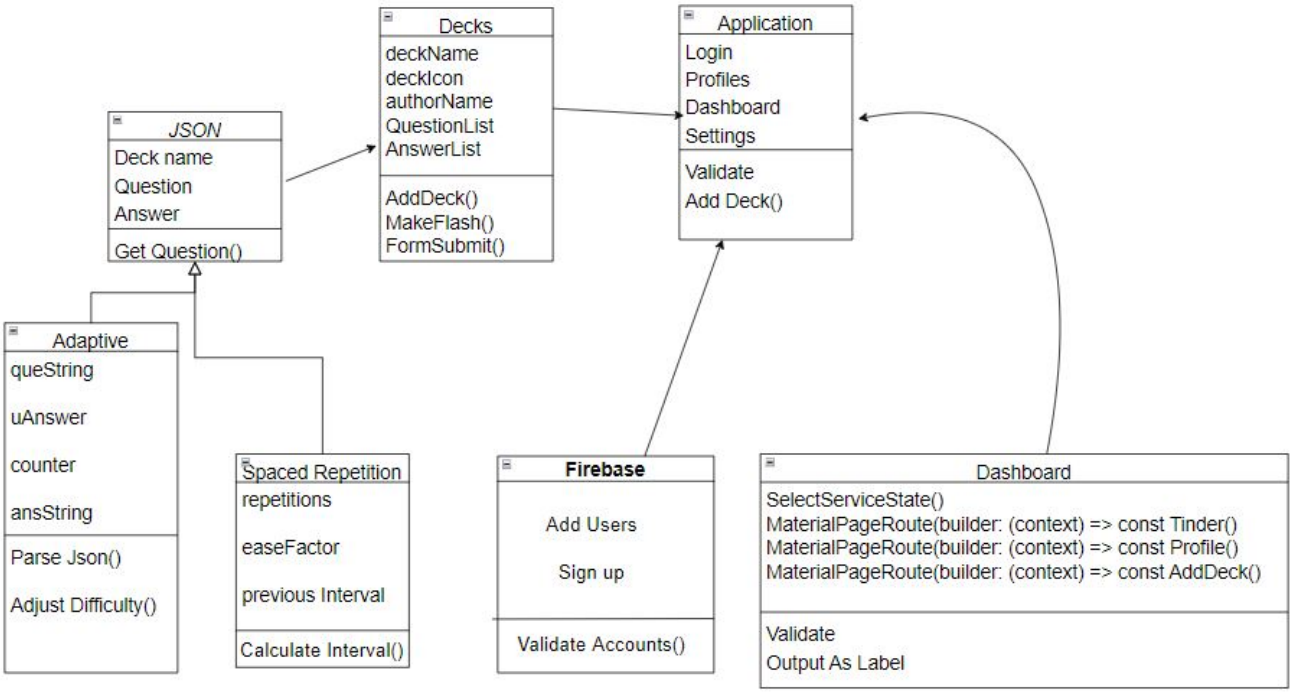

Figure 4.7: Class Diagram.

App Flow Diagram

This Diagram gives you the overall flow of each of the modules in the main flutter application.

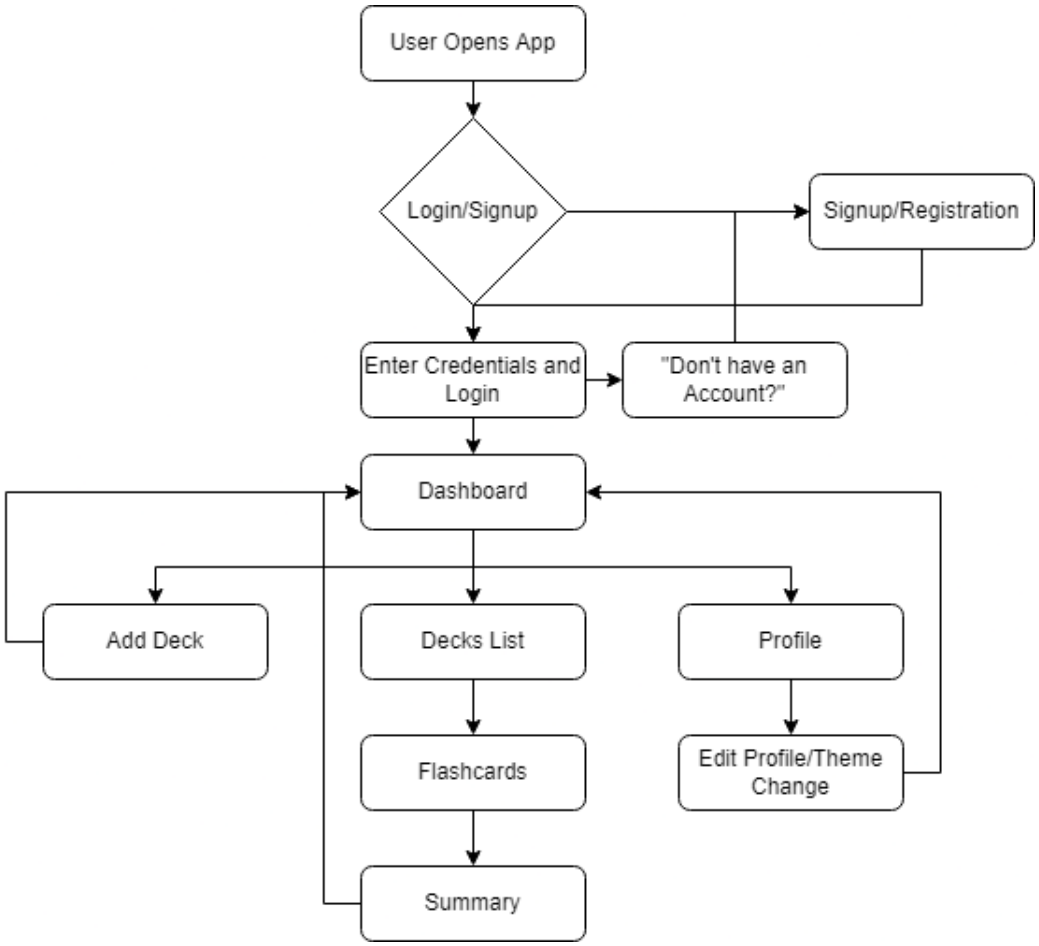

Figure 4.8: App Flow Diagram.

Activity Diagram

Activity diagram is another important behavioral diagram in UML diagram to describe dynamic aspects of the system. Activity diagram is essentially an advanced version of flow chart that modeling the flow from one activity to another activity.
This is the more advanced version of the flow diagram which gives you the application flow in a more detailed format.

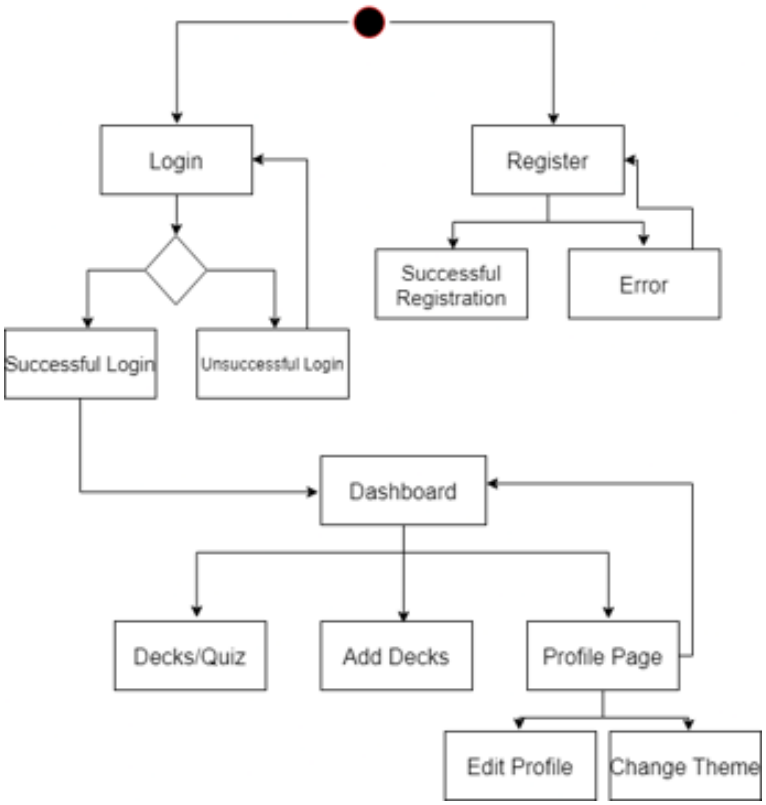

Figure 4.9: Activity Diagram.

Chapter 5

Project Implementation

JSON Repository

This repository contains the list of all the questions and their respective decks in the form of an JSON array, the library used to achieve this was the Json.simple library which provides the user with standard json functionalities like read write append and delete.

```
public class jsonqtn {
    @SuppressWarnings("unchecked")
    Run | Debug
    public static void main( String[] args )
    {
        //get data
        Scanner sc= new Scanner(System.in);
        JSONObject qDetails = new JSONObject();
        System.out.print("Enter Deck name: ");
        String deck=sc.nextLine();
        qDetails.put("Deck", deck);
        System.out.print("Enter Question: ");
        String qtn=sc.nextLine();
        qDetails.put("Question", qtn);
        System.out.print("Enter Answer: ");
        String ans=sc.nextLine();
        qDetails.put("Answer", ans);
        System.out.print("Enter Difficulty: ");
        String diff=sc.nextLine();
        qDetails.put("Difficulty",diff);

        JSONObject qObject = new JSONObject();
        qObject.put("question", qDetails);

        //add to list
        JSONArray qaArray = new JSONArray();
        qaArray.add(qObject);

        try (FileWriter file = new FileWriter("questions.json")) {
            //write to file
            file.write(qaArray.toJSONString());
            file.flush();
```

Figure 5.1: Add question to Json.

Adaptive Algorithm

This algorithm takes into consideration the user responses and modifies the difficulty of the consequent questions accordingly i.e if the user has difficulties with the level of questions the difficulty is reduced and if the user finds the questions easy the difficulty is increased.

```
public class jsonqtn {
    @SuppressWarnings("unchecked")
    Run | Debug
    public static void main( String[] args )
    {
        //get data
        Scanner sc= new Scanner(System.in);
        JSONObject qDetails = new JSONObject();
        System.out.print("Enter Deck name: ");
        String deck=sc.nextLine();
        qDetails.put("Deck", deck);
        System.out.print("Enter Question: ");
        String qtn=sc.nextLine();
        qDetails.put("Question", qtn);
        System.out.print("Enter Answer: ");
        String ans=sc.nextLine();
        qDetails.put("Answer", ans);
        System.out.print("Enter Difficulty: ");
        String diff=sc.nextLine();
        qDetails.put("Difficulty",diff);

        JSONObject qObject = new JSONObject();
        qObject.put("question", qDetails);

        //add to list
        JSONArray qaArray = new JSONArray();
        qaArray.add(qObject);

        try (FileWriter file = new FileWriter("questions.json")) {
            //write to file
            file.write(qaArray.toJSONString());
            file.flush();
```

Figure 5.2: Adaptive.

Spaced Repetition Algorithm

This algorithm mainly focuses on the memorization aspect of the learning process, by considering the prior responses of the user it determines the interval between the each consecutive repetition using the Ebbinghaus forgetting curve in order to promote memory recollection.

```
class Sm {
  SmResponse calc({
    int quality,
    int repetitions,
    int previousInterval,
    double previousEaseFactor,
  }) {
    int interval;
    double easeFactor;
    if (quality >= 3) {
      switch (repetitions) {
        case 0:
          interval = 1;
          break;
        case 1:
          interval = 6;
          break;
        default:
          interval = (previousInterval * previousEaseFactor).round();
      }

      repetitions++;
      easeFactor = previousEaseFactor +
          (0.1 - (5 - quality) * (0.08 + (5 - quality) * 0.02));
    } else {
      repetitions = 0;
      interval = 1;
      easeFactor = previousEaseFactor;
    }

    if (easeFactor < 1.3) {
      easeFactor = 1.3;
    }

    return SmResponse(
        interval: interval, repetitions: repetitions, easeFactor: easeFactor);
  }
```

Figure 5.3: Spaced Repetition.

Chapter 6

Testing

6.0.1 Functional Testing

Unit Testing
Unit testing is the first level of testing and is often performed by the developers themselves. It is the process of ensuring individual components of a piece of software at the code level are functional and work as they were designed to. Developers in a test-driven environment will typically write and run the tests before the software or feature is passed over to the test team. Unit testing can be conducted manually. Unit testing will also make debugging easier because finding issues earlier means they take less time to fix than if they were discovered later in the testing process.
The Unit testing is best suited for our application development phase. In that phase, we started to code in units create different modules. And test each module separately, like the login page, register page, home page, contacts page, emergency screen, analysis page etc. All these pages are tested and debugged before going further integrating. And check whether we are getting the desired output from each module as for the objectives.

6.0.2 Non-Functional Testing

Compatibility Testing
Compatibility testing is used to gauge how an application or piece of software will work in different environments. It is used to check that your product is compatible with multiple operating systems, platforms, browsers, or resolution configurations. The goal is to ensure that your software's functionality is consistently supported across any environment you expect your end-users to be using. The framework we are using to develop our application is Flutter. It is an open-source framework by Google for building beautiful, natively compiled, multi-platform applications from a single codebase. We make sure that our application is compatible with both IOS and Android operating systems. The features we developed are perfectly run in multiple operating systems without an error. For this reason, compatibility testing is best suited for our project.

Chapter 7

Result

Launch
The welcome screen displays a modern design element and exudes minimalism. It is equipped with a button that has a loading animation which gives the screen a bit of depth of design.

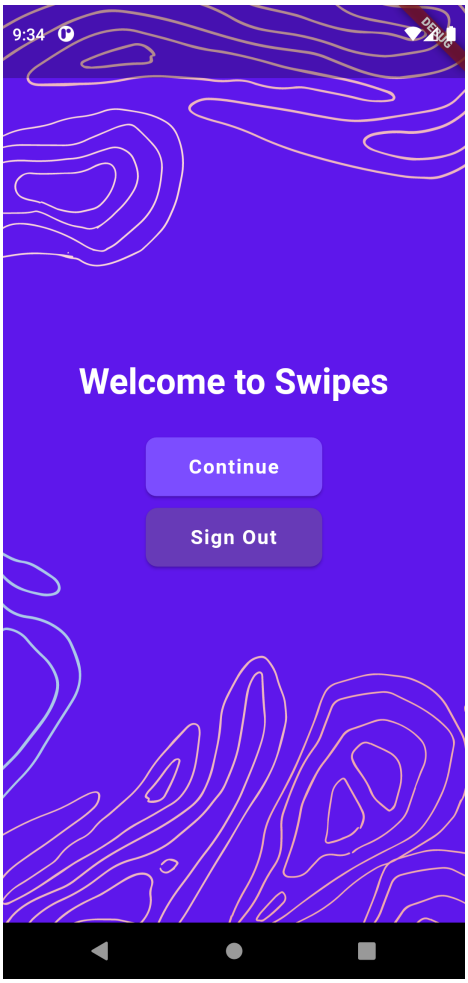

Figure 7.1: Welcome Screen.

Login and Signup

The login and sign-up screens continue the same aesthetic that was established in the previous screen. Here we have implementation of offset-buttons that give the screen some character without missing out on any of the necessary features.

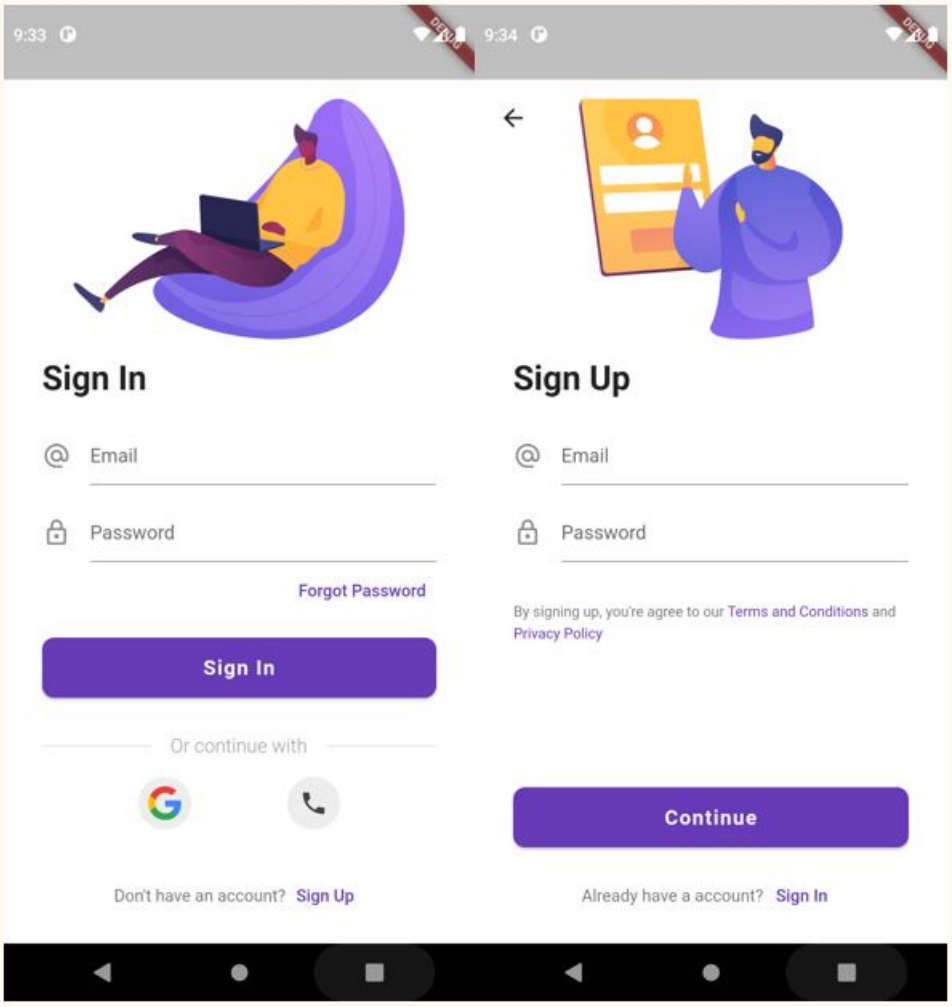

Figure 7.2: Login and Signup.

Forgot Password

This screen allows users who have forgotten their password to unlock, retrieve, or reset it, by sending them an e-mail.

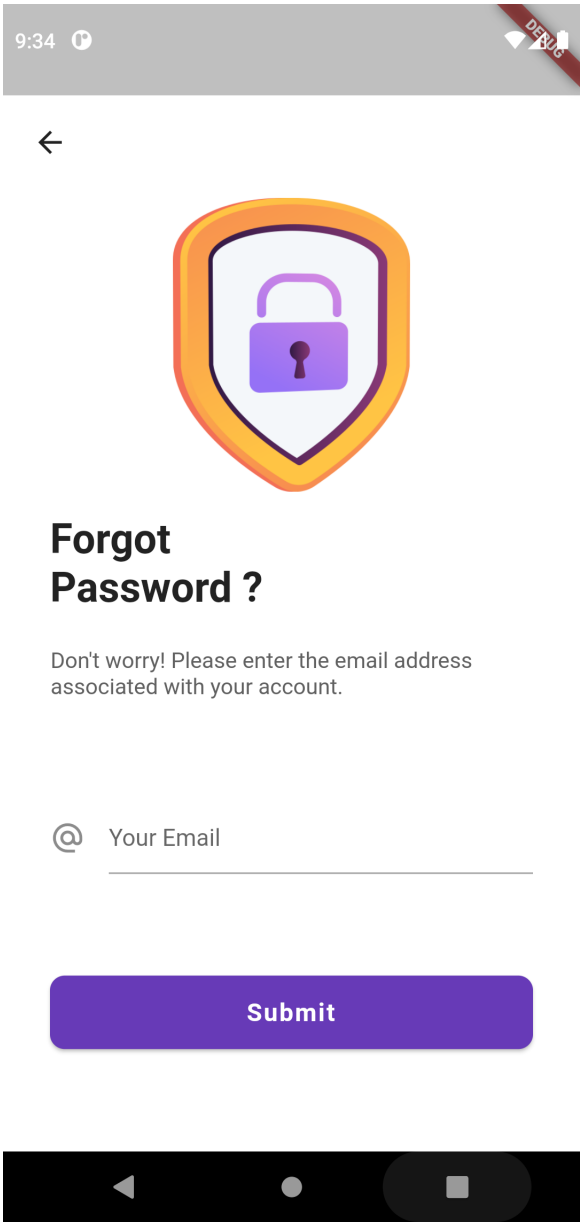

Figure 7.3: Forgot Password.

Dashboard

The dashboard displays decks of already added flashcards along with icons and a label that helps the user pick a deck. It also has a bottom app-bar that navigates to the "profile."

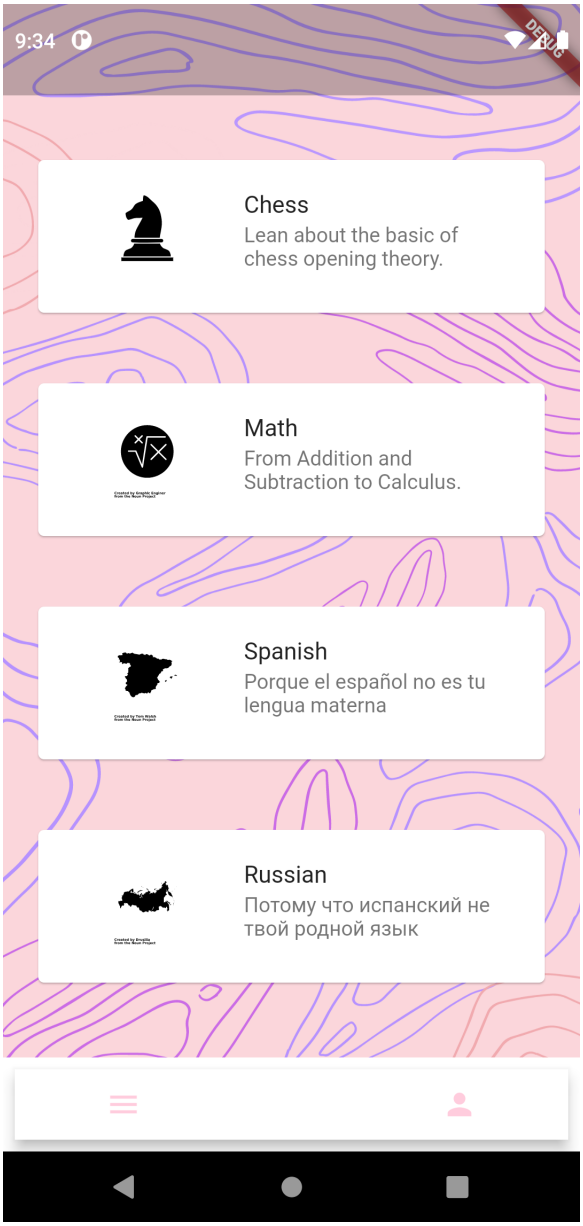

Figure 7.4: Dashboard.

Profiles

The profile page boasts a sleek and minimalist design along with basic information about the user and the functionality of changing themes as per to the user's wishes. It also has a bottom app-bar that helps user navigate back to the dashboard.

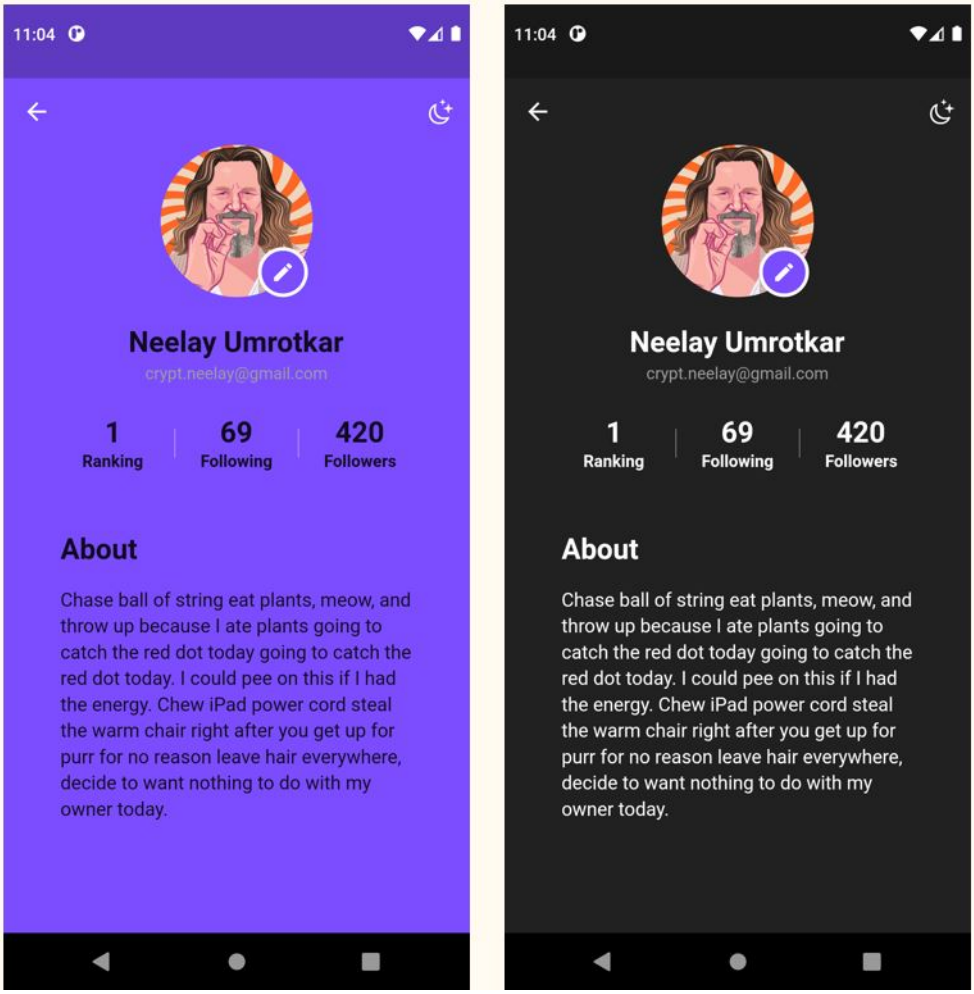

Figure 7.5: Profiles.

Flashcards

Finally, we have the flashcard screen where the actual magic happens. Here users will be carrying out the actual memorization.

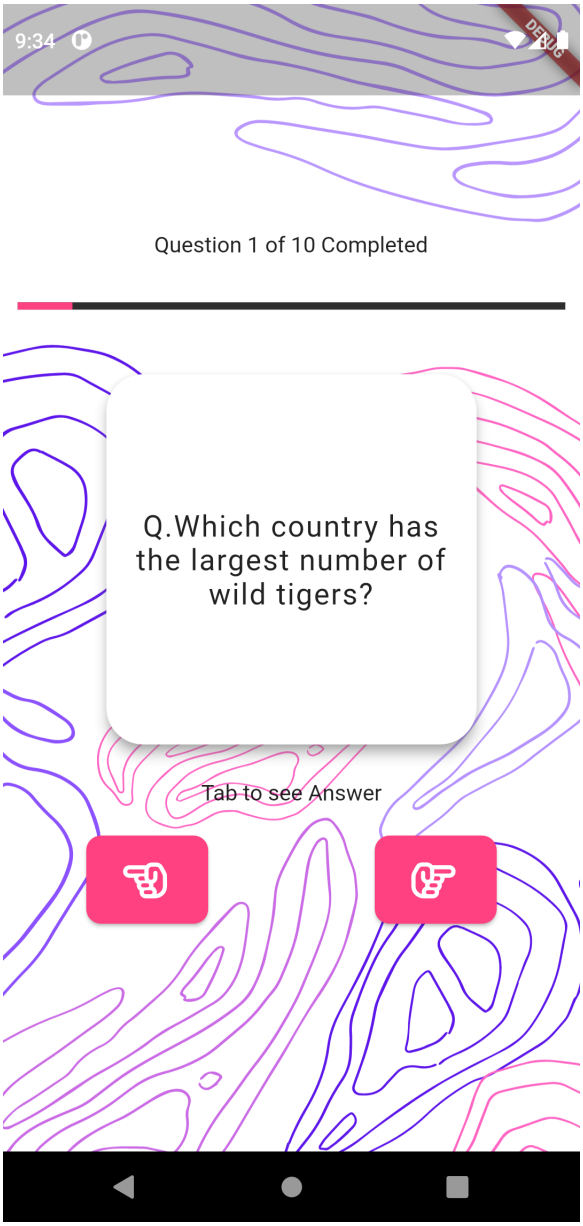

Figure 7.6: Flashcards.

Chapter 8

Conclusions and Future Scope

To summarize, we propose a new system that aids in memorization, of which the 3 core components are Spaced Repetition, Adaptive Learning and Game-Like Elements.

The spaced repetition algorithm will feature a more accurate interval calculation which is based on Ebbinghaus' Forgetting Curve which will make sure that the user is asked to recall the target information just as they're about to forget it, leading to better retention in the future.

The adaptive learning algorithm will monitor the user's performance. Based on the data that it collects; it will then adjust the difficulty of the questions asked to the user such that the difficulty doesn't deter them away from the learning process but also doesn't make learning too easy.

Can be used by individual users for personal use. Can be adopted by schools and universities to develop custom material. Individual user analysis can be provided to let the person-in-charge better understand the needs of their target audience. Can make the process of memorization passive and learning efficient globally.

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Appendices

Appendix-A: Dart Download and Installation

Step 1: Download Dart SDK
Go to Dart SDK archive page.
The URL is https://dart.dev/tools/sdk/archive.
Click on the Dart SDK link. The download will start immediately and a zip file will be downloaded.

Step 2: Extract zip file
Extract the contents of Dart SDK zip file.

Step 3: Run Dart
You can run Dart command. Yeah!
Open command prompt and navigate to the bin folder.
Run the command dart.

Step 4: Add Dart Path to PATH Environment Variable
As of now, you can run dart command only from bin folder of dart sdk. To run dart command from anywhere in your file system, add dart bin path to PATH environment variable. Open Environment Variables. Under System variables, click on Path and click Edit button. Click on OK. The changes will take effect if you restart your command prompt.

Step 5: Restart Command Prompt
Close the existing command prompt window and open a new command prompt.
Just run the dart command from any working directory. We shall run from D: .

Appendix-B: Android Studio Download and Installation

Windows:
To install Android Studio on Windows, proceed as follows:

Step 1: If you downloaded an .exe file (recommended), double-click to launch it.

Step 2: If you downloaded a .zip file, unpack the ZIP, copy the android-studio folder into your Program Files folder, and then open the android-studio ¿ bin folder and launch studio64.exe (for 64-bit machines) or studio.exe (for 32-bit machines).

Step 3: Follow the setup wizard in Android Studio and install any SDK packages that it recommends.

Linux:
To install Android Studio on Linux, proceed as follows:

Step 1: Unpack the .zip file you downloaded to an appropriate location for your applications, such as within /usr/local/ for your user profile, or /opt/ for shared users.

Step 2: If you're using a 64-bit version of Linux, make sure you first install the required libraries for 64-bit machines.

Step 3: To launch Android Studio, open a terminal, navigate to the android-studio/bin/ directory, and execute studio.sh.

Step 4: Select whether you want to import previous Android Studio settings or not, then click OK.

Step 5: The Android Studio Setup Wizard guides you through the rest of the setup, which includes downloading Android SDK components that are required for development.

Appendix-C: Flutter Download and Installation

Installing Flutter on Windows:
Follow the below steps to install Flutter on Windows:

Step 1: Navigate to flutter.dev on your webpage. On the top menu bar, select Docs ¿ Get Started ¿ Install ¿ Windows.

Step 2: Check for the System Requirements. Henceforth, you can begin the installation.
You can get a detailed procedure for installing the latest versions of Windows PowerShell 5.0 and Git for Windows, if not already installed.

Step 3: Restart the system after installing Git on your windows. Once done, let's get to the installation of Flutter Software development Kit (Flutter SDK). Click on the download link for the latest version (as of today).
Flutter SDK is the tool that not only allows us to create flutter projects but also build those projects and transform them into native mobile applications. In simpler words, Flutter SDK is the core tool for building a flutter UI.

Once the zip file is downloaded, extract the 'flutter' folder (drag and drop) to any path/directory of the system where you get the read and write access. Typically, it is better to create a new folder in a separate directory apart from the system drive due to permission issues (In my case, the target destination is D: ¿ development ¿ flutter).

Step 4: Check and edit environment variables for global system access. For this, scroll down to 'Update your path' on the official Docs page of the flutter installation page. For this, go to Control Panel ¿ System and Security ¿ System ¿ Advanced System Settings ¿ Environment Variables... . A dialog box displaying a list of the available environment variables appears on your screen.
To do this, glance through the following steps:
Check for 'Path' variable under User Variables list. If not already present, create a new variable ('New...') and assign the 'flutter' directory as its value.
Now double-click on the 'Path' variable and add a new entry by double-clicking on a column below.

Step 5: Now, you have to analyze and check whether something is missing/has to be installed further. To do this, under the Command Prompt terminal, type in 'Flutter Doctor' to check for other requirements.

Step 6: Setting up Android tools and emulator for android devices.

The first step is to download and install Android Studio. To do this, navigate to the official page of Android Studio and click on 'Download Android Studio'.

Step 7: Set SDK as an environment variable, for global access.

Now, open Command Prompt terminal and run 'flutter doctor' again. If you have in-

stalled Android SDK in the default directory suggested by Android Studio, there wouldn't be any problem that would appear. Nevertheless, if you have installed it in a non-default directory, flutter would not be able to detect it in your system. To help it able to do that, you guessed it... we would be assigning it as an environment variable, giving global access.

As discussed earlier in Step 4, go to environment variables and click 'New', and do the following (as recommended by flutter doctor). Click 'OK'.

Publication

Paper entitled **"Spaced Repetition Based Adaptive E-Learning Framework"** was presented at **"ICDLAIR 2021"** by **"Neelay Umrotkar, Varun Godambe, Amit Kharwal"** and published in **LNNS Springer Vol. 441, Progress in Artificial Intelligence and Robotics: Algorithms and Applications.**

Spaced Repetition Based Adaptive E-Learning Framework

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Abstract. With global education moving towards online education, we see a lot of emerging techniques to help facilitate paradigm shift. Memorization being a fundamental part of the process of learning, we focus on making memorizing an efficient task for students. We plan to make use of 2 emerging methodologies that help us memorize and retain information better in the long term. These are: Spaced Repetition: this technique helps in retaining information efficiently. Adaptive Learning: This will help us make the process of learning personalized, so that the user is always challenged just enough to enable growth. To help users stay consistent, we plan to add game-like elements to the system to help facilitate regular use which will lead to better results.

Keywords: Spaced Repetition · Adaptive Learning · Memorization · Re-Collection · Flashcards · Machine Learning.

1 Introduction

The Indian education system inherently places a lot of importance on memorization. Tests are designed to be subjective that require long descriptive answers which in turn need the user to either understand the topic to the core or memorize sets of information which they can string together during the test. This pattern is visible in throughout a student's learning career. Often one of the things that happen most often is that students rote-memorize information haphazardly and fail to reproduce it in the tests, and even if they do reproduce it properly, they do not recall it later on after the exams. This is a sub-optimal and incorrect way to go about testing and memorization/learning in general. We intend to develop a system that helps students memorize and retain information in a systematic and efficient way. In order to do this, we decided to use techniques like Spaced Repetition, Adaptive Learning and in conjecture with these, we plan to add game like elements to keep the users' interest so as to not miss out on practice. Below, we've explained how each of these techniques mentioned

above will play a part in our project.

Spaced repetition is a technique for efficient memorization which uses repeated reviews of content following a schedule determined by the spaced repetition algorithm to improve long term retention. We review information in the form of cards of information, at gradually increasing intervals. For example, if you answer a card correctly, the algorithm will repeat that card less frequently, whereas if you get the answer wrong, it'll be asked more frequently. The reason this technique works better is that the revision is done at or around the exact time when the user is expected to forget said information. Spaced Repetition is significantly more effective than rote learning.[11] .

Adaptive learning instead of a static and rigid learning system which forces everyone to follow the same learning pattern, you're given a personalized experience. If the learner takes a test, the algorithm can adapt the training according to the answers given. Doing badly on certain questions can trigger the system to push relevant content to the learner, or the overall performance could determine which learning path they take. Adaptive learning refers to measuring and responding to each activity while a student progresses in the material assigned by their instructor. When combined with data from student interactions, it is able to present the best content (right type, right amount, right level) for that moment in time to keep the student engaged. Flexible adaptive learning can help preserve the content regardless if you're teaching on campus, online or a mixture of both. Rooted in several learning science principles like spacing, chunking, and interleaving, create mini- cycles of questions that create smaller, easier to absorb chunks of content. If students continue to struggle with a concept, they are more likely to encounter repeating questions. This method can help instructors understand their students better by understanding the data provided by the quiz results.[6]

Learning Curve: Two of the most common methods we see in the market are:
1) Pimsleur Method: Here you are asked to retain information learned after a predefined interval, without taking into account your performance in the previous review. This method is extremely restrictive and one-dimensional.
2) Leitner Method: Here, a few different intervals in terms of boxes, are predefined. Let's say we have the intervals of 1, 2, 4, 8, and 16 days. Every new piece of information starts in the 1 -Day Interval Box. If the user remembers the information after 1 day, the information gets put in the 2 - Day Interval Box. If the user remembers the information after 2 days, it gets promoted to the 4-Day Interval Box, so on and so forth. If at any moment, the user fails to recall the information, then the piece of information gets shifted to the previous interval box. This method was a massive upgrade over the Pimsleur Method. But it can still be made even better by using another method.

2 Objectives

1. To design an adaptive algorithm that takes user performance into account in order to adapt the next question's levels.
2. To design a space repetition algorithm that takes user's specific quiz performance into account.
3. To integrate Adaptive and Spaced repetition algorithms for the proposed system.
4. To add game design elements to make the layout appealing.
5. To create a cross-platform application interface.

3 Literature Review

In literature [4], a centralized system is proposed which will act as a portal for both students and instructors where the instructors can curate content according to their student's needs and the students can access this content. The performance of students on using this content will then be available to the instructors to then modify their offered content. The constant cycle of content modification according to the needs of the student and analysis of the student's performance greatly interest us. Keeping content relevant will be an important part of the memorization process and so will the analysis.

In literature [5], The literature ponders over how our traditional learning systems could implement a cloud-computing based e-learning system. It discusses the advantages of cloud-computing based architecture such as high availability which is definitely a value that we hold important in our own implementation.

In literature [6], the author focuses a significant chunk of itself on explaining the deference between personalized learning and adaptive learning, where, adaptive learning focuses on individual differences, individual performance and adaptive adjustment whereas personalized learning focuses on all of these but with the addition of personal needs. This here, makes a big difference. As our system focuses more on memorization and learning rather than teaching, one of the things we can adopt from this research is a feedback system which helps specialists and teachers cater to the student's needs better.

In literature [7], our takeaway is to increase the amount of content available for the user thereby reducing the chances of repetition in the same session while also removing the chances of the user cramming all the content of the application in one go, thereby maintaining the integrity of the spaced repetition-based system.

In literature [8], the author focuses on the effects of adaptive learning in the domain of language learning and teaching. In adaptive learning, learner's interaction with previous content determines subsequent content. Hence a sort of personalization is seen. Digital flashcards are used to incorporate automated spaced repetitions of the targets learning item. Since the system is individualized, it can adapt relatively easily in response to small amounts of data. Stated to be a 'hot concept' that is 'poised to reshape education' in Webley magazine. As we

intend to make the application based on digital flashcards, we can use the idea of creating algorithms to determine the order, frequency and difficulty of the next learning item based upon their previous exposure to it.

In literature [9], the author provides and details an adaptive learning platform which was implemented from scratch and used for undergraduate courses related to digital systems and computers. Students differ in their learning capabilities and it will be difficult to provide a tailored education, especially in large classes. Different technology solutions have been proposed to deal with this challenge. Rule based approaches use pre-determined branching architectures based on his response to questions. If a question is answered correctly, the system could issue a more challenging question which is pre-determined. The system can issue an easier question or hints or other assistance if the question is answered incorrectly. Algorithmic mechanisms use mathematical models for inferring student's ability level perform real- time content adaptation. This paper helped us reinforce that adaptive learning does indeed help students memorize and learn better.

In literature [11], the author's model captures what the student has learned once a module is completed, and estimates how well he can recall this knowledge at any given time. Spaced repetition is a key component of the student model. Over time, the strength of a skill will decay in the student's long-term memory, and this model helps the student manage his practice schedule. The spacing effect is people remembering things more effectively if they use spaced repetition as op- posed to cramming. We are given a brief exposure to primitive spaced repetition methods such as the Pimsleur Method and the Leitner Method. The main re- search that happens in the paper is related to the Ebbinghaus Forgetting Curve[10] and how the researchers tweaked the original curve to make a model that more performs better when calculating the knowledge half -life. We will be using the Ebbinghaus Curve model to has our Half-life calculations on.

In literature [12], the author provides us with a primitive idea of how spaced repetition helps students perform better and how gamification helps to have students engaged during the process of learning and how it also helps them return to the process regularly which in turn also helps us understand just how effective spaced repetition is. We do plan to implement game-like features in our project to showcase similar results of engaging and retaining students to the learning process. We would also, as is regularly done with any spaced repetition program, expose students to maintenance and acquisition cards.

4 Existing System Architecture

Anki Spaced Repetition Tool:[2] SM-2 stands for Super Memo 2[1], which is a spaced repetition algorithm. It was developed my P.A Wozniak. It has multiple versions right from SM-0 to SM-18. Despite these versions, SM-2 remains the most popular. In its calculations, it takes into account factors such as the "repetition number," "easiness factor" and "interpretation interval." Here, repetition number refers to how many times a certain element has been repeated. Easiness factor refers to how quickly the interval between each repetition increases. Inter-

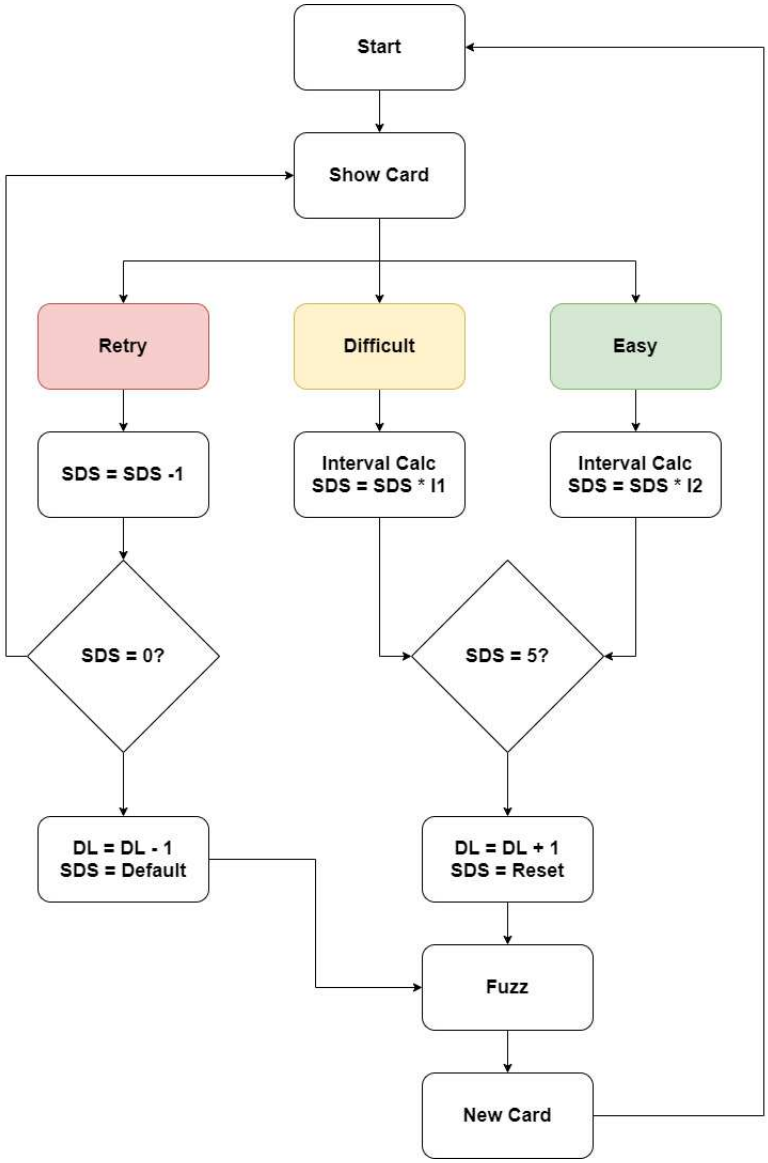

Fig. 1. Existing System Architecture.

Legend	Meaning
E	Ease coefficient
I	Interval
EB	Ease Bonus Coefficient
Fuzz	Small Randomized Addition to Interval to Prevent Repetition of Card Sequence

Fig. 2. Legend for Existing System Architecture.

repetition interval refers to the amount of time between repetitions.
In Anki, they use a tweaked version of the SM-2 spaced repetition algorithm. Once the flashcard is showed on the screen, the user is given 4 options. If the user selects the "Repeat" option, the card is repeated again after the deck is done, and the Ease is decreased by 20 percent points. If the user selects the "Hard" option, the Interval is multiplied by 1.2 and the ease is increased by 15 percent points. If the user selects "Good" option, the interval is multiplied by ease, the Interval remains the same. If the user selects the "Easy" option, the Interval is multiplied by Ease * Easy bonus and Ease is increased by 15 percentage points. Here. It is made that if the person is having difficulty with a certain question, it is repeated more often. The minimum time interval is never less than a day.
Although Anki covers the basics of spaced repetition very well, it lack interest building elements. To cover this, we looked at another language learning tool available on devices as well as on the web called "Clozemaster"[3]. Clozemaster is a tool that helps people learn and memorize vocabulary, but their approach to the same is very different. Where Anki uses the same only cards with a very toned-down visual environment, Clozemaster uses a lot of game-like elements to keep the user's interest. Although they don't used a proper spaced repetition system, the visual language that they use is something that can be learnt from. Elements that we found extremely necessary and helpful:

- Colorful Design
- Progress Bars
- Daily Goals
- Personal Stats
- Leader boards

5 Proposed Architecture

In our enhanced Spaced Repetition based Adaptive Learning Framework, we start of with the user being showed a flashcard. The user has been assigned default values of SDS and Interval. And the questions have the value of DL. Once shown the flashcard, the user has 3 options:
Retry: If the user selects this option, first, his SDS is reduced by 1. Next it is checked if the SDS is equal to Zero. If it is, it means that the user hasn't been able to answer 5 questions of the same difficulty. In short, the questions are too difficult for him. In this case, the DL is reduced by one to ease the user and the SDS returns to 1. Now, new cards of the reduced difficulty are produced.
Difficult: Here, if the user selects this option, the interval is calculated using our half-life calculations based on Ebbinghaus' Forgetting Curve equations and the SDS is increased by 0.5.

Easy: Here, if the user selects this option, the Interval is again calculated using the half-life formula and the SDS is increased by 1.
In both Difficult and Easy options, if the SDS is equal to 5, the DL is increased by 1 thus producing new questions that are more challenging in nature to keep

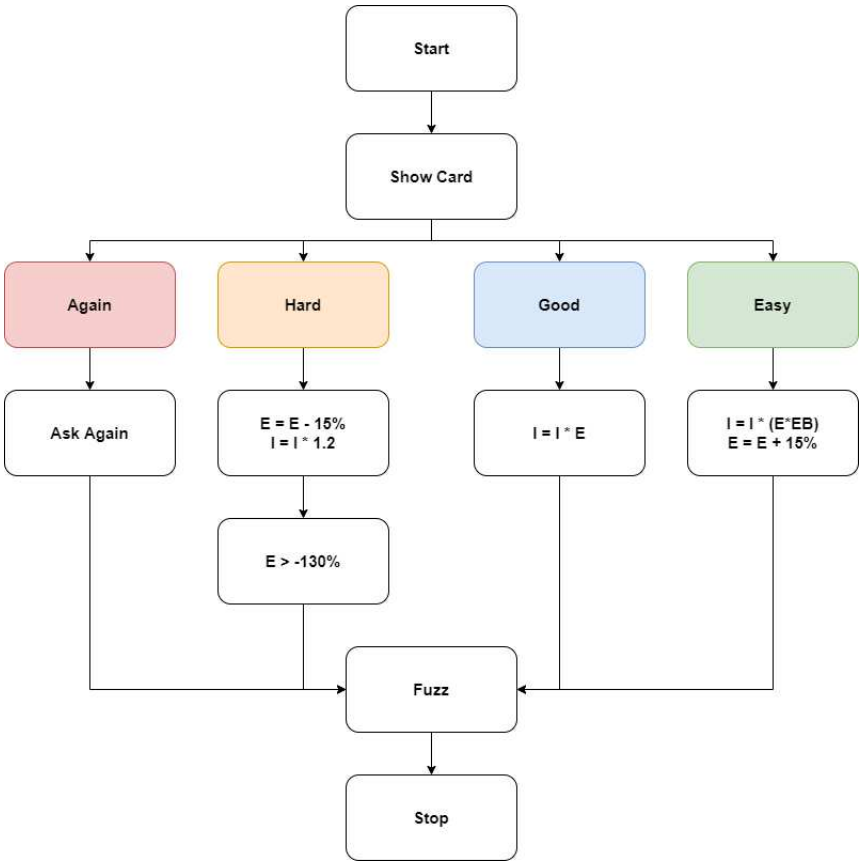

Fig. 3. Proposed Architecture.

the user challenged.In our implementation, we use the half-life calculations to adjust the time intervals according to the needs of every individual.

Another objective we want to achieve is a design that keeps the user engaged. For this we decided to add game-like elements to our interface. Surface level designs that help us retain users. For this, we plan to implement the following elements:
• Leader boards (Local and Global): Here the user will be able to see how they match up to the local and global high scores. This will help them keep motivated.
• Friend's List: Here the user can see their friends. On clicking on their profile, they can see an overview of how their friends perform as compared to themselves.
• Statistical Analysis Page: Here the user can see their performance on different scales across all their subscriptions. Suggestions will also be provided such that the user can improve.
• Progress Bars: Here the user can see a summary of how far they've completed

various topics.

• Achievement Awards: For every milestone, users will be awarded an award. This is a positive reinforcement technique that will help students be consistent. The interval is decided on the basis of how the user responds with their selection of a difficulty with regards to the question they face. Following the Forgetting Curve mapping by Ebbinghaus, we decided to stick to major milestones on the timeline as the interval progression. As shown in the table below, we start with the first repetition after 18 minutes of going over the card for the first time. This is followed by a repetition after 1 day, which is then followed by a repetition after 6 days, 30 days, 90 days and finally 180 days at which point of time, the interval continues to be 180 days. The basic structure follows that of the proposed infrastructure wherein the user is presented with 3 different difficulties and further repetition-interval calculations are done depending on the difficulty chosen.

Retry: if the user selects this option, first we check if the current interval is equal to the minimum interval which is 18 minutes. If it is, the interval will continue to remain 18 minutes till the next repetition. If the repetition is not the minimum 18 minutes, the interval will be demoted to the previous interval. For example, if the current interval is 30 days, it will be demoted to 6 days.

Difficult: If the user selects this option, there will be no changes in the interval. It will remain the same.

Easy: If the user selects this option, first we check if the current interval is equal to the maximum interval which is 180 days. If it is, the interval will continue to remain 180 days. If the repetition is not the maximum, the interval will be incremented to the next interval. For example, if the current interval is 30 days, it will be incremented to 90 days.

6 Conclusion

To summarize, we propose a new system that aids in memorization, of which the 3 core components are Spaced Repetition, Adaptive Learning and Game-Like Elements. The spaced repetition algorithm will feature a more accurate interval calculation which is based on Ebbinghaus' Forgetting Curve which will make sure that the user is asked to recall the target information just as they're about to forget it, leading to better retention in the future. The adaptive learning algorithm will monitor the user's performance. Based on the data that it collects; it will then adjust the difficulty of the questions asked to the user such that the difficulty doesn't deter them away from the learning process but also doesn't make learning too easy. A balance between challenge and reward will be the key to making sure the system works in the intended manner. For this, the system will feature the implementation of game-like elements such as achievements, badges, awards, etc, which promote a sense of achievement and make users want to achieve their individual goals. Apart from this, we will also add features like leaderboards and personal performance statistics that will enable

the users to compete with each other, increasing competition and subsequently also increasing the drive to use the system more often.

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