CSC311 Project

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1. k-Nearest Neighbor

(a)

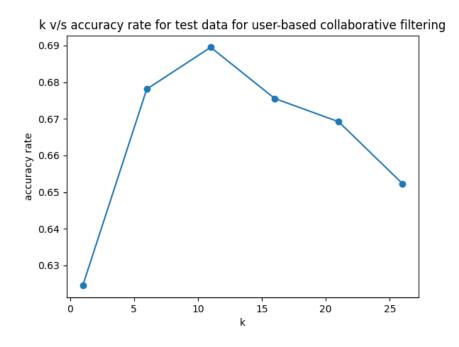
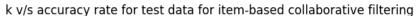


Figure 1

(b) The chosen k^* was $k^* = 11$ with 68.42 percent test accuracy.

(c)

The assumption for item-based filtering: If question 1 is correctly/incorrectly answered by a set of students A, question 2 will be similarly correctly/incorrectly answered by the same set of students.



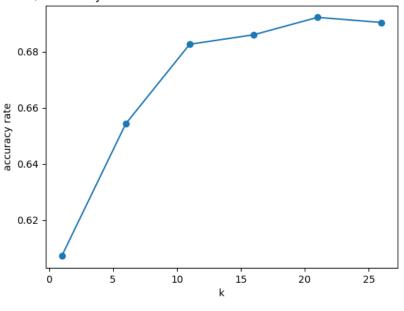


Figure 2

(d)

User-based filtering performs slightly better:

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Test performance for user based: 0.6841659610499576

Test performance for item based: 0.6816257408975445
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Figure 3

(e)

- Our assumption for user-based collaborative filtering does not necessarily hold true. For example, it is possible that students A and B have the same correct/incorrect answers on diagnostic questions as B but for the question that we're predicting, student A has prepared more compared to B and so performs better.
- Similarly, our second assumption for item-based collaborative filtering as well does not necessarily hold true. For example, it is possible that a set of questions have been similarly answered by a group of students but a different set of questions have not been similarly answered by the same group of students.
- Knn is also very sensitive to outliers or missing data. In our case, we do have a lot of missing data so it is bound to impact the performance of our knn algorithm.
- Some limitations of knn in general hold as well- computational cost, the curse of dimensionality in higher dimensions, and storage issues.

2. Item Response Theory

(a)

We assume that the $c_{i,j}$ are independent of each other. We define the sigmoid function as

$$\sigma(z) = \frac{e^z}{1 + e^z}$$

for all values $z \in \mathbb{R}$. We can then derive the log likelihood as follows,

$$\ell(\theta, \beta) = \log(p(\mathbf{C}))$$

$$= \log(p(\prod_{i,j} c_{i,j} \mid \theta_i, \beta_j))$$

$$= \log(\prod_{i,j} p(c_{i,j} \mid \theta_i, \beta_j))$$

$$= \log(\prod_{i,j:c_{i,j}=0} p(c_{i,j} \mid \theta_i, \beta_j)) \log(\prod_{i,j:c_{i,j}=1} p(c_{i,j} \mid \theta_i, \beta_j))$$

$$= \sum_{i,j:c_{i,j}=0} \log(p(c_{i,j} \mid \theta_i, \beta_j)) + \sum_{i,j:c_{i,j}=1} \log(p(c_{i,j} \mid \theta_i, \beta_j))$$

$$= \sum_{i,j:c_{i,j}=0} \log(1 - \sigma(\theta_i - \beta_j)) + \sum_{i,j:c_{i,j}=1} \log(\sigma(\theta_i - \beta_j))$$

For the following derivation we will use the fact that

$$\frac{d}{dz}\sigma(z) = \sigma(z)(1 - \sigma(z))$$

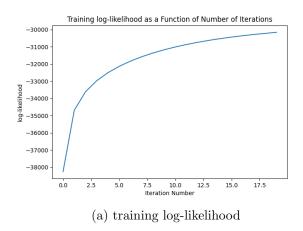
Then by chain rule and linearity of the derivative,

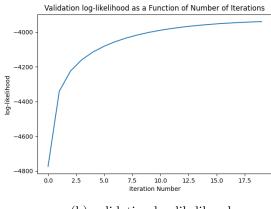
$$\begin{split} \frac{\partial \ell}{\partial \theta_i} &= \sum_{\substack{j: \text{student } i \text{ answers} \\ \text{question } j \text{ correctly}}} (1 - \sigma(\theta_i - \beta_j)) - \sum_{\substack{j: \text{student } i \text{ answers} \\ \text{question } j \text{ incorrectly}}} \sigma(\theta_i - \beta_j) \\ \frac{\partial \ell}{\partial \beta_j} &= -\sum_{\substack{i: \text{student } i \text{ answers} \\ \text{question } j \text{ correctly}}} (1 - \sigma(\theta_i - \beta_j)) + \sum_{\substack{i: \text{student } i \text{ answers} \\ \text{question } j \text{ incorrectly}}} \sigma(\theta_i - \beta_j) \end{split}$$

For any of the above sums, if the value is not reported in the matrix then it is simply excluded in the sum. In other words, we simply ignore the cases when $c_{i,j}$ is not a number.

(b)

My tuned hyperparamters are a learning rate of $\alpha = 0.01$ with 20 total iterations.





(b) validation log-likelihood

Figure 4

(c)

As reported by my code:

The final validation accuracy is 0.7064634490544736 The final testing accuracy is 0.7042054755856618

(d)

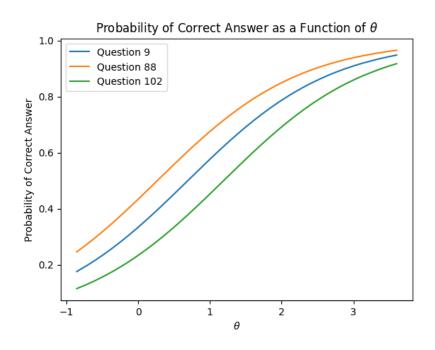


Figure 5

The curves represent the probability of a certain question being answered correctly as a function of student ability measured by variable θ .

The curves are increasing as expected because increased student ability should mean increased probability of the question being answered correctly. The curves also have an 'S' shape because the probability of a correct answer is calculated by a sigmoid function in the variable θ with some horizontal translation. Hence, we can see that our curves match the shape of $\sigma(z) = \frac{e^z}{1+e^z}$.

3. Neural Networks

(a)

Supervised learning vs unsupervised learning:

Neural networks is supervised learning method where we train the model on a large labeled dataset. While for ALS, it usually works on unsupervised learning cases where it generates predictions based on matrix decomposition.

Parameter Updates:

During the training process of neural network, it updates all of its parameters during one back propagation pass. While updating the ALS parameters requires splitting the parameters into Z and U, fixing the parameters Z, and update the other U. Therefore instead of updating all parameters, ALS alternately updates Z and U.

Linear vs non-linear:

The activation functions in neural networks creates such a non-linearity in the model, otherwise a multi-layer model can just be reduced to a single layer. While for ALS, it is a form of linear regression problem, so it is a linear method.

(b)

see part_a/neural_network.py

(c)

First we have tried with num_epoch = 10 and learning rates 0.01, 0.05, 0.09, the accuracy reached its highest at 0.6814 when k = 10 and learning rate = 0.09.

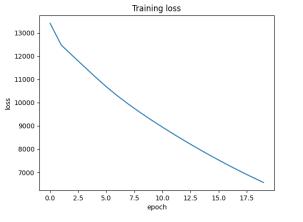
So we increased the number of epochs and decreased the learning rate to see if we can get a better accuracy.

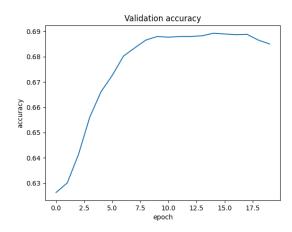
Then we tried epoch = 20, 30, 60 and learning rates ranges randomly from 0.001 to 0.05, and we realized that with a lower number of epoch (20) and a slightly higher learning rate at 0.03, it gives the best result with a validation accuracy of 0.6881 at k=50. Also when we have a large number of epoch (60) and a low learning rate of 0.01, it also gives promising validation accuracy(0.6854), which is slightly lower than the value given before.

Here are the best parameter settings we have tested out:

 $k^* = 50, num_epoch = 20, lr = 0.03$

(d)





- (a) Training loss vs number of iteration
- (b) Validation accuracy vs number of iteration

Figure 6

The training cost decreases as the number of iteration increases. The validation accuracy increases rapidly in the first few iterations, and then the curve converges to a plateau at around 0.68. After the 17th iteration, it starts to decrease by a tiny bit due to overfitting. Below is the test accuracy:

Test acc: 0.6788032740615297

Figure 7: Final test accuracy

(e)

We have implemented the regularization and tested the model with λ equal to [0.001, 0.01, 0.1, 1]. When $\lambda = 0.001$, it gives the best accuracy.

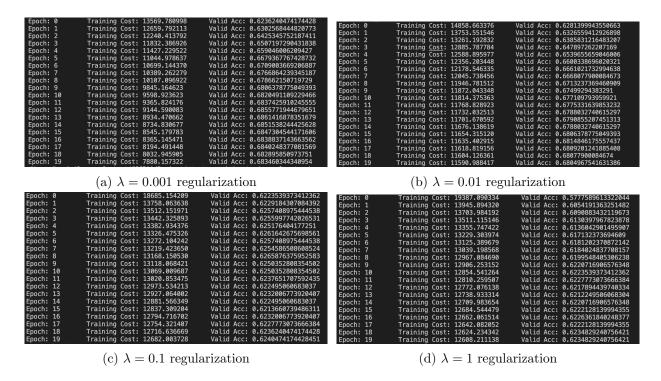


Figure 8: Model with regularization

Here are the best parameter settings we have tested out: $k^* = 50, num_epoch = 20, lr = 0.03, lamb = 0.001$

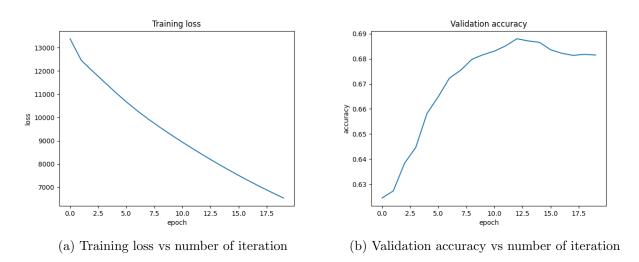


Figure 9: Model with regularization

Test acc: 0.6886819079875811

Figure 10: Final test accuracy

Based on the final test accuracy, the model with regularization penalty is slightly better than the model without regularization.

4. Ensemble

Validation accuracy: 0.7036409822184589 Testing accuracy: 0.7011007620660458

Figure 11: Ensemble final accuracy

First we imported the training, validation and test data, and sampled three training data with replacement from the original training data. The three bootstraps have the batch size same as the original training dataset. The base models we selected are three IRT models with learning rates: 0.005, 0.01, 0.015, and iterations 30, 30, 30 respectively. We trained the three IRT models using the three bootstrapped datasets generated previously, and used the trained beta and theta values to make predictions. For each model separately, ff the probability is greater or equal to 0.5, the prediction is considered a value 1, otherwise, it will be stored as 0. To predict the correctness, we took the generated 3 predictions and averaged the predicted correctness.

The predicted results based on the ensemble process does not give better results. The ensemble algorithm reduces variance by bootstrapping the train data and averaging the results, but it does not reduce the bias.

Part B: Modified IRT

1.

We will try to makes adjustments to the item response theory model introduced in part A to improve under-fitting. The IRT model introduced in part A is probabilistic model that tries to maximize a likelihood function. However, question subject is a data set available to us not being utilized. We can use this metadata to form some hypothesises to try and improve the performance of our model. We will assume students preform better in certain subjects better than others. Hence, we can assign a subject specific performance value to each student. We will also assume that if a subject is covered in a question, it is equal to all other subjects covered in that question i.e. each subject is equally weighted in the case of a question with multiple subjects. This is to make our model simpler.

So,

$$\theta = \begin{bmatrix} \theta_{11} & \theta_{12} & \theta_{13} & \dots & \theta_{1M} \\ \theta_{21} & \theta_{22} & \theta_{23} & \dots & \theta_{2M} \\ \vdots & \vdots & \vdots & \ddots & \vdots \\ \theta_{N1} & \theta_{N2} & \theta_{N3} & \dots & \theta_{NM} \end{bmatrix}$$

Where $\theta_{i,k}$ is student i's performance in subject k, N is the total number of students, and M is the total number of subjects.

We define,

$$p(c_{ijk} = 1 \mid \theta_{i,k}, \beta_j) = \frac{\exp(\theta_{i,k} - \beta_j)}{1 + \exp(\theta_{i,k} - \beta_j)}$$

Similarly to the question 2 from the last part, we can derive the log-likelihood $\log p(\mathbf{C} \mid \theta, \beta)$ and derivatives.

$$\begin{split} \ell(\theta,\beta) &= \sum_{i,j,k:c_{i,j}=0} \log(1-\sigma(\theta_{i,k}-\beta_{j})) + \sum_{i,j,k:c_{i,j}=1} \log(\sigma(\theta_{i,k}-\beta_{j})) \\ \frac{\partial \ell}{\partial \theta_{i,k}} &= \sum_{\substack{j: \text{student } i \text{ answers} \\ \text{question } j \text{ correctly} \\ \text{in subject } k}} (1-\sigma(\theta_{i,k}-\beta_{j})) - \sum_{\substack{j: \text{student } i \text{ answers} \\ \text{question } j \text{ incorrectly} \\ \text{in subject } k}} \sigma(\theta_{i,k}-\beta_{j}) \\ \frac{\partial \ell}{\partial \beta_{j}} &= -\sum_{\substack{i: \text{student } i \text{ answers} \\ \text{question } j \text{ correctly} \\ \text{in subject } k}} (1-\sigma(\theta_{i,k}-\beta_{j})) + \sum_{\substack{i: \text{student } i \text{ answers} \\ \text{question } j \text{ incorrectly} \\ \text{in subject } k}} \sigma(\theta_{i,k}-\beta_{j}) \end{split}$$

Finally, we define the probability that the question j with subjects \mathbf{k} is correctly answered by student i as

$$p(c_{ijk} = 1 \mid \theta_{ik}, \beta_j) = \max_{k} (p(c_{ijk} = 1 \mid \theta_{i,k}, \beta_j))$$

2. Model diagram

OVERALL IDEA:

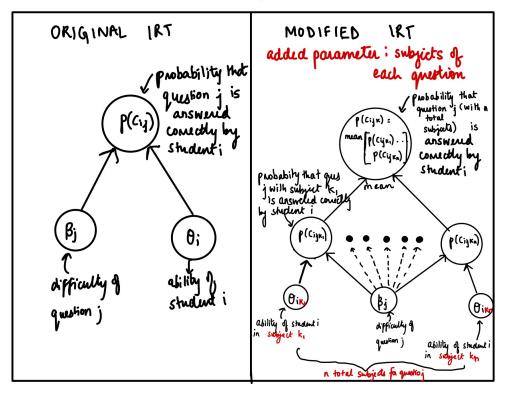


Figure 12

3. Comparison

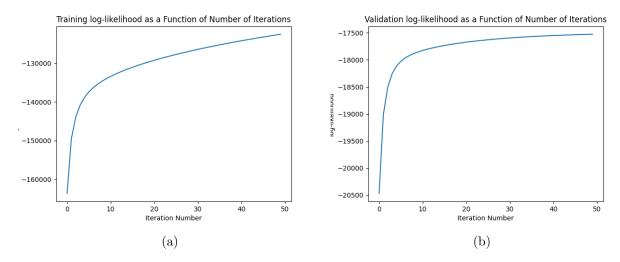


Figure 13

Model/Dataset	Validation	Test
Baseline IRT	0.7058989556872707	0.7064634490544736
Modified IRT	0.6916454981653966	0.6991250352808355

After modification, the accuracy of both validation set and test set dropped by 1%. The modification is not perfect and, we will discuss in the limitation section.

4. Limitations

- It is possible that in some cases, or for some questions, a subject is more emphasized or weighted higher than other subjects. In this case, our assumption doesn't hold true. To address this, we can add an additional dimension with a matrix that has weights of different subjects for each question depending on how much that subject is tested in the particular question.
- We have not considered the gender, date of birth, and premium pupil of the students in the model. These factors may potentially influence the prediction if there exists a correlation between them and their ability to solve a problem. One possible extension is to add all this information as a given factor to help us improve the prediction.
- We need a large amount of data to train if we want to get a good model. Since we group the questions into subjects based, therefore each question may have a small amount of data, and we need a large amount of data to train the model. In the theta matrix, we observe a large number of ones, which indicates data sparsity and 74% of all data are not modified from the initial value, that is a certain student has not performed in a certain subject of the question. The more data we have, the better model we can get. If we have a large amount of data, we can use cross-validation to get a better model. With fewer data in a question subject, one possible extension is to bootstrap the data to get more data to train the model.

Another possible extension is to use prior knowledge to help us get a better model, similar to Maximum A-Posteriori estimation, we can use prior knowledge on the question subjects to have a better model.

- The model is not flexible enough. The model we use is a linear model, which means the relationship between the response and the predictors is linear. One possible solution is to use a non-linear model, such as a neural network. However neural networks are more complicated and require more data to train.
- Another limitation is we have not considered the correlation between the subjects of the questions, in the question metadata, most questions are linked to multiple subjects. If some subjects are highly correlated, we have to consider the problem of multicollinearity. One possible extension is to add covariance between each subject (association between subjects) as given factor to help us improve the prediction.

Contributions:

Part A.1 Ananya

Part A.2 Jason

Part A.3 Guo

Part A.4 Guo

Part B.1 Jason

Part B.2 Ananya

Part B.3 Guo

Part B.4 Guo, Ananya, Jason