

ULAM Headless Course Format

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Glosarry

ADL Advanced Distributed Learning (ADL) Initiative from the Office of the United States Secretary of Defense.

cmi5 cmi5 is an xAPI Profile that provides rules for how online courses are imported, launched and tracked using a Learning Management System (LMS) and xAPI

JSON

JSON (JavaScript Object Notation) is a lightweight data-interchange format. It is easy for humans to read and write.

JSON Schema JSON Schema is a vocabulary that allows you to annotate and validate JSON documents.

LMS Learning management system (LMS): Software used for developing, using, and storing course content of all types.

LRS A Learning Record Store (LRS) is a data store system that serves as a repository for learning records collected from connected systems where learning activities are conducted. monolith architecture In software engineering, a monolithic application describes a single-tiered software application in which the user interface and data access code are combined into a single program from a single platform.

SCORM

Shareable Content Object Reference Model, is a set of technical standards for eLearning software products.

Separation of concerns

In computer science, separation of concerns (SoC) is a design principle for separating a computer program into distinct sections.

xAPI

The Experience API is an e-learning software specification that allows learning content and learning systems to speak to each other in a manner that records and tracks all types of learning experiences.

XML Extensible Markup Language; A markup language for coding web documents that allows designers to create their own customized tags for structuring a page.

ZIP ZIP is an archive file format that supports lossless data compression.

The Abstract

Current e-learning does have a huge technological dept and do not responding to market needs as fast as other segments. The main reason is the obsolete formats like SCORM that are widely used which does not separate data layer from presentation one. There is a need from market of existence of better formats.

The Introduction

Current e-learning formats does not separate data from presentation layers. Current e-learning content are not portable and are not designed to age well.

With separation of layers the content can be displayed in modern way everything some new devices is used. If SCORM courses where designed in this fashion back in 2000s it would be straight forward to convert them to any devices, like mobile phones, smartwatches, smart tvs, etc. Because of wrong design decision we're stuck with this format and obsolete courses.

Back in the days when Advanced Distributed Learning was creating SCORM adapting older AICC HACP desktop format most of the personal computers used the same browser, on the same operation system with common 1024x768 pixel resolution. If there were variation to this statement they were minimal. Browser were not able to do much more then to show server response in HTML format after client request. Everything showed in browser window was rendered by server and even if there was separation of layers it happened only on server side.

Organizations that are working on e-learning standards are responding to market needs very slowly. Their latest specification *cmi5*, which does solve many of the issues, is already 6 years old and not commonly adapted - the most popular format SCORM 2004 4th Edition was published in 2009.

The headless approach seems to be solving all of the issues that modern e-learning and LMSes do have. The separation of content and it's players allows to create courses that works well on any device and do age well. Course designed in this favour most likely will be able to be played on device not yet used.

Evolution of e-learning

History of e-learning formats

The most popular e-learning formats are created and managed by the Advanced Distributed Learning (ADL) Initiative from the Office of the United States Secretary of Defense.

Before e-learning was used in the web browser environment there was AICC's format created in 1993. First widely used format was AICC HACP released in 1998 which later evolved into SCORM 1.0 that was released in year 2000.

SCORM which is an abbreviation of Sharable Content Object Reference Model since this day is the most popular e-learning package standard. Since version 1.0 to latest SCORM 2004 4th Edition this format is a collection of standards and specifications for web-based e-learning. The format itself describes communications between client side content and a host system and how to package whole course into ZIP files that are called "Package Interchange Format."¹. Latter is a ZIP package that contains HTML files and XML manifest.

Since SCORM introduced many issues The Experience API, also known as Tin Can API or xAPI was released and later cmi5 format that provides a set of rules intended to achieve interoperability in a traditional Learning Management System environment.

xAPI specification removes content for it description, and allows the content to send "statements" based around [actor] [verb] [object], or "I – did – this" to a Learning Record Store (LRS) which can be part of Learning Management System but can live on their own or as part of another system.

¹[Technical Specification 4th Ed.](#). SCORM. Retrieved 2017-05-22.

The table below ² summarizes the comparison of each standard:

| Format | Released | Pages | Widely Used | Run- Time | Pack- aging | Meta- data | Sequen- cing | Works Cross Domain |
|----------------------------------|-------------------|-------|------------------------|--------------|----------------|---------------|-----------------|--------------------------|
| AICC HACP | Feb 1998 | 337 | Yes | Yes | Yes | No | No | Yes |
| SCORM 1.0 | Jan 2000 | 219 | No | Yes | Yes | Yes | No | No |
| SCORM 1.1 | Jan 2001 | 233 | No | Yes | Yes | Yes | No | No |
| SCORM 1.2 | Oct 2001 | 524 | Yes | Yes | Yes | Yes | No | No |
| SCORM 2004 “1st Edition” | Jan 2004 | 1,027 | No | Yes | Yes | Yes | Yes | No |
| SCORM 2004 2nd Edition | Jul 2004 | 1,219 | Yes | Yes | Yes | Yes | Yes | No |
| SCORM 2004 3rd Edition | Oct 2006 | 1137 | Yes | Yes | Yes | Yes | Yes | No |
| SCORM 2004 4th Edition | Mar 2009 | 1162 | Yes | Yes | Yes | Yes | Yes | No |
| IMS Common Cartridge | Oct 2008 | 135 | No | No | Yes | Yes | No | Yes |
| IMS LTI | May 2010 | 25 | In Academic LMSs | Yes | No | No | No | Yes |
| The Experience API (xAPI) | April 26, 2013 | 85 | Not Yet | Yes | Partial | No | No | Yes |
| cmi5 (a companion to xAPI) | June 1, 2016 | 48 | Not Yet | Yes | Yes | No | No | Yes |

What is Learning Management System - LMS

The most popular LMS is Moodle ³, released on 20 August 2002 because it's available for free as open course software, distributed under the GNU General Public License.

Moodle is program written in PHP that is being served by machine that use PHP. That means that all of the actions for administrators, course creators, students and any other roles does require to connect to machine (server) that serves Moodle. This is a monolith architecture, which means that all moodle components are PHP based working on one machine that parses moodle source code every time there is a request from the browser. Components of the program are interconnected and interdependent in a tightly-coupled architecture.

Most other popular LMS works very similar, as they monolith architecture is the most popular among the LMS

LMS Monolith Architecture

It the diagram below there is Moodle monolith architecture

All the LMS Features that includes

²[A timeline and description of the eLearning standards.. SCORM](#)

³[Moodle - Open-source learning platform | Moodle.org](#)

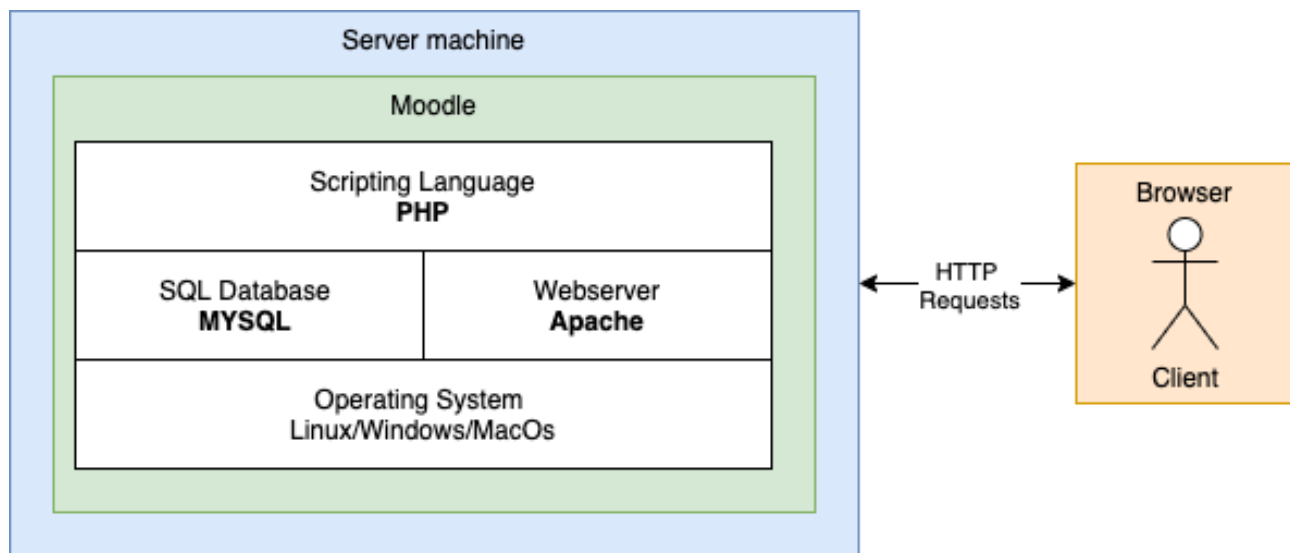


Figure 1: LMS monolith architecture. Moodle technical architecture

- Managing courses, users and roles
- Online assessment
- User feedback
- Synchronous and Asynchronous Learning
- Learning Analytics

are handled directly from the server, the response is prepared before being sent in HTML format by PHP preprocessor, the client gets the HTML already rendered document.

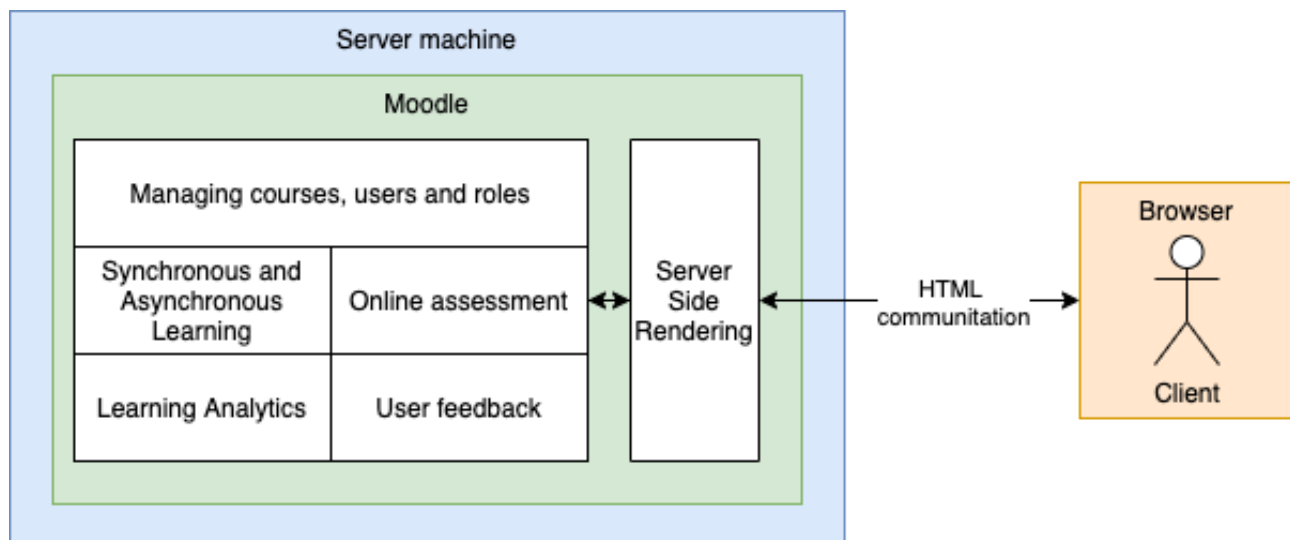


Figure 2: LMS monolith architecture. Moodle functional architecture

All the above means that Moodle and dedicated server is required all the time for all e-learning activities.

Process of publishing the course

Standard way of creating and publishing SCORM compliant course is to follow the steps

1. Creating of a course in an e-Learning authoring tool (like Adobe Captivate ⁴) or in from the LMS environment.
2. Course is published as a SCORM package, a ZIP file
3. SCORM package is being uploaded with LMS upload form and prepared to be published
4. LMS publish the course to the students. All results of activities are stored in the LMS

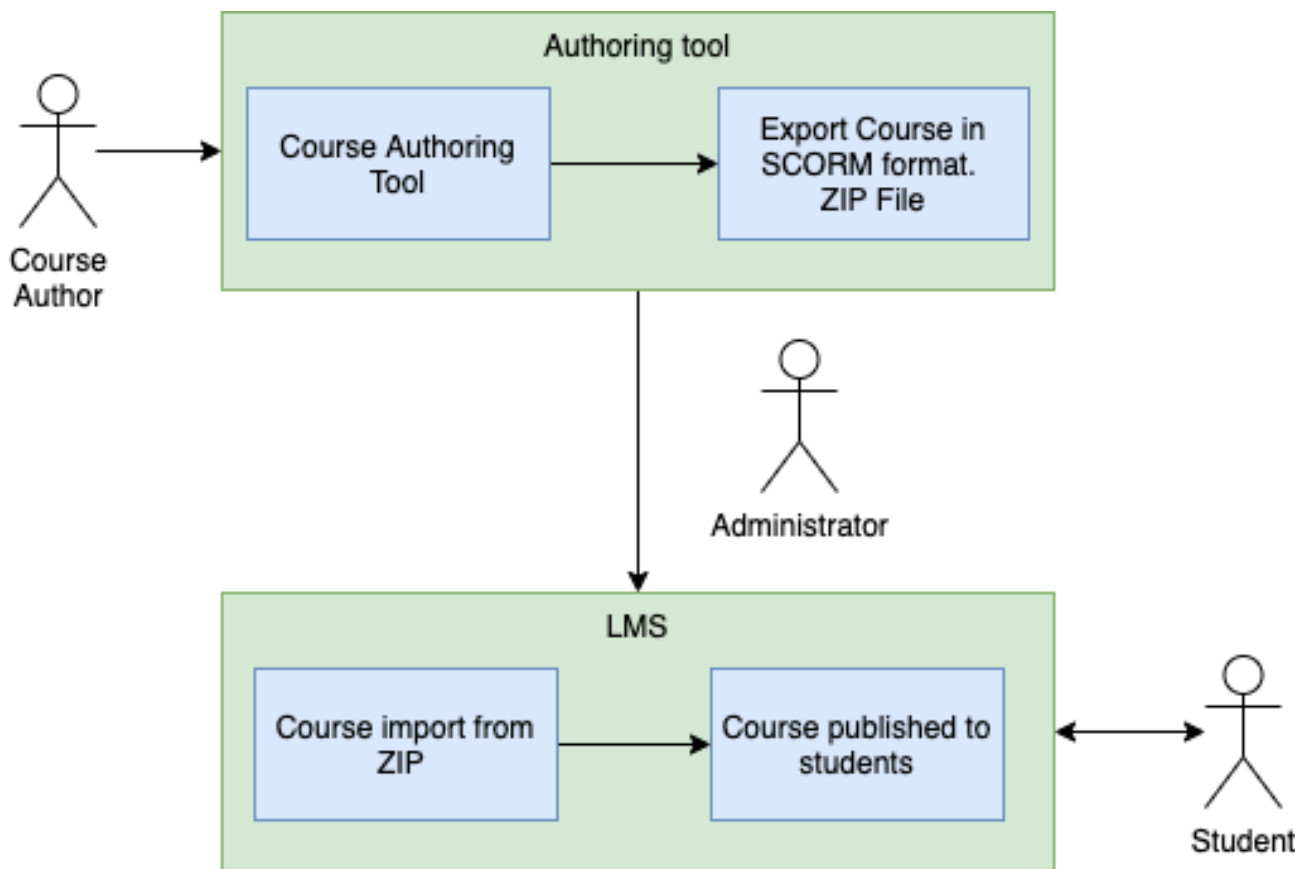


Figure 3: Process of publishing the course

The process above is one direction - which means that SCORM package is closed format, once published it cannot be changed. In order to make any changes, even amending simple typo, the whole process must be repeated - course needs to be changed in authoring tool, then uploaded, etc.

Introduction of Experience API (xAPI) and related technologies

One of the limitation of SCORM that decided about introducing extended formats was capability to track and trace activities from students only within the same LMS. That means that the course and LMS are inseparable.

xAPI specification removes content for its description, and allows the content to send “statements” based around [actor] [verb] [object], or “I – did – this” to a Learning Record Store (LRS) which can be part of Learning Management System but can live on their own or as part of another system. This was the first step for **Separation of concerns** in e-learning.

⁴Adobe Captivate

Learning Record Store LRS

A Learning Record Store is an external to course application that receives and sends data in JSON format from and to course runtime - it is an essential component in Experience API process flow. What's a big difference is that the specification does not tell how does course is being played (course runtime), it just defines that runtime does communicate with the interface (LRS) though xAPI Statements. The statements are open to extend, each implementation can introduce their own statements.

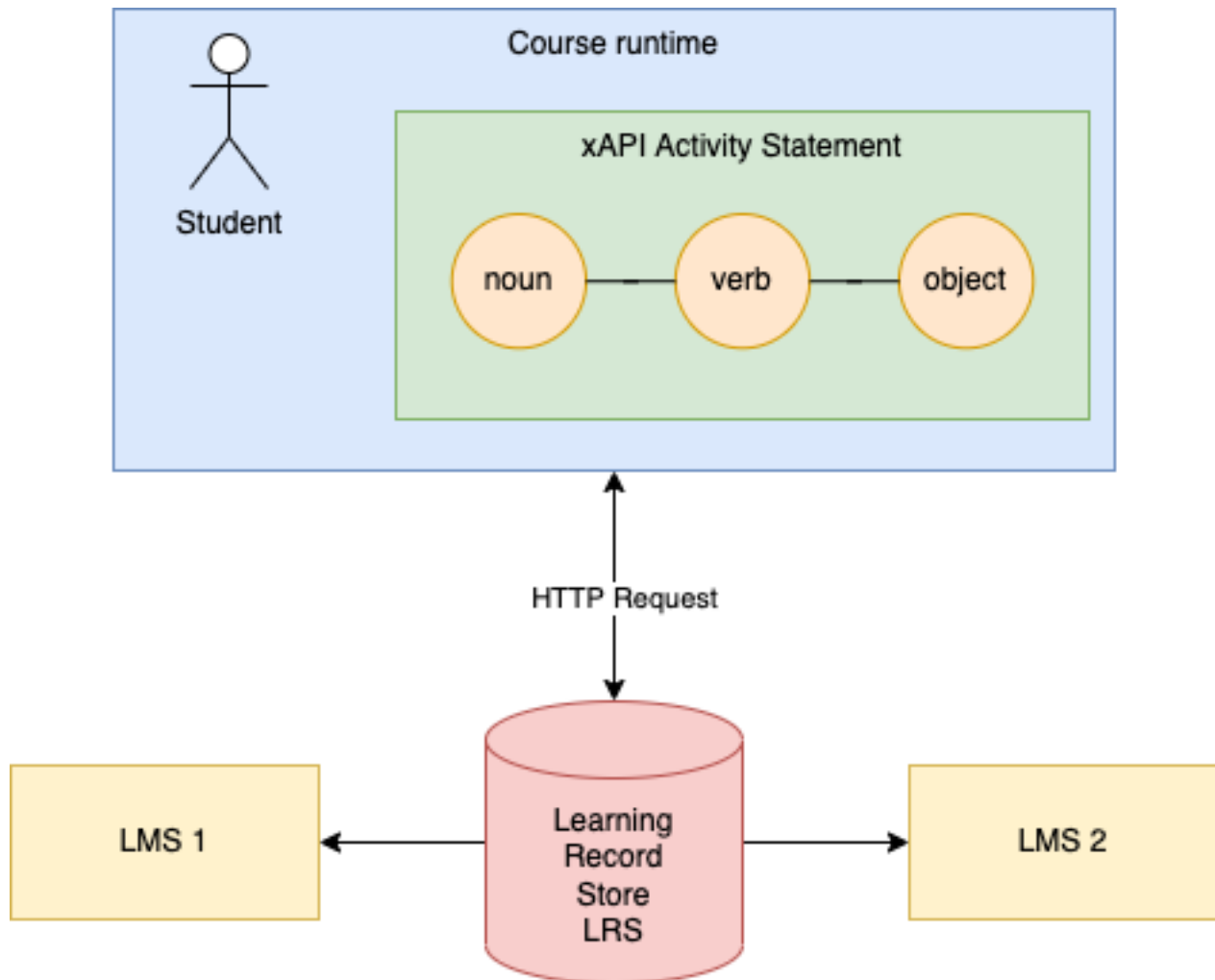


Figure 4: Experience API (xAPI) process flow with Learning Record Store (LRS)

cmi5 Specification

cmi5 is a “profile” for using the xAPI specification with traditional learning management (LMS) systems.⁵

The Specification of cmi5 is a set of rules providing all the capabilities of SCORM and xAPI. It is similar to SCORM in a way that it also contains XML file manifest, yet it does introduce the Assignable Unit (AU) - separately launchable learning content presentation. The AU is the unit of tracking and management. The AU collects data on the learner and sends it to the LMS.

⁵cmi5: Technical 101 Terminology.

⁶Conceptual Overview of cmi5

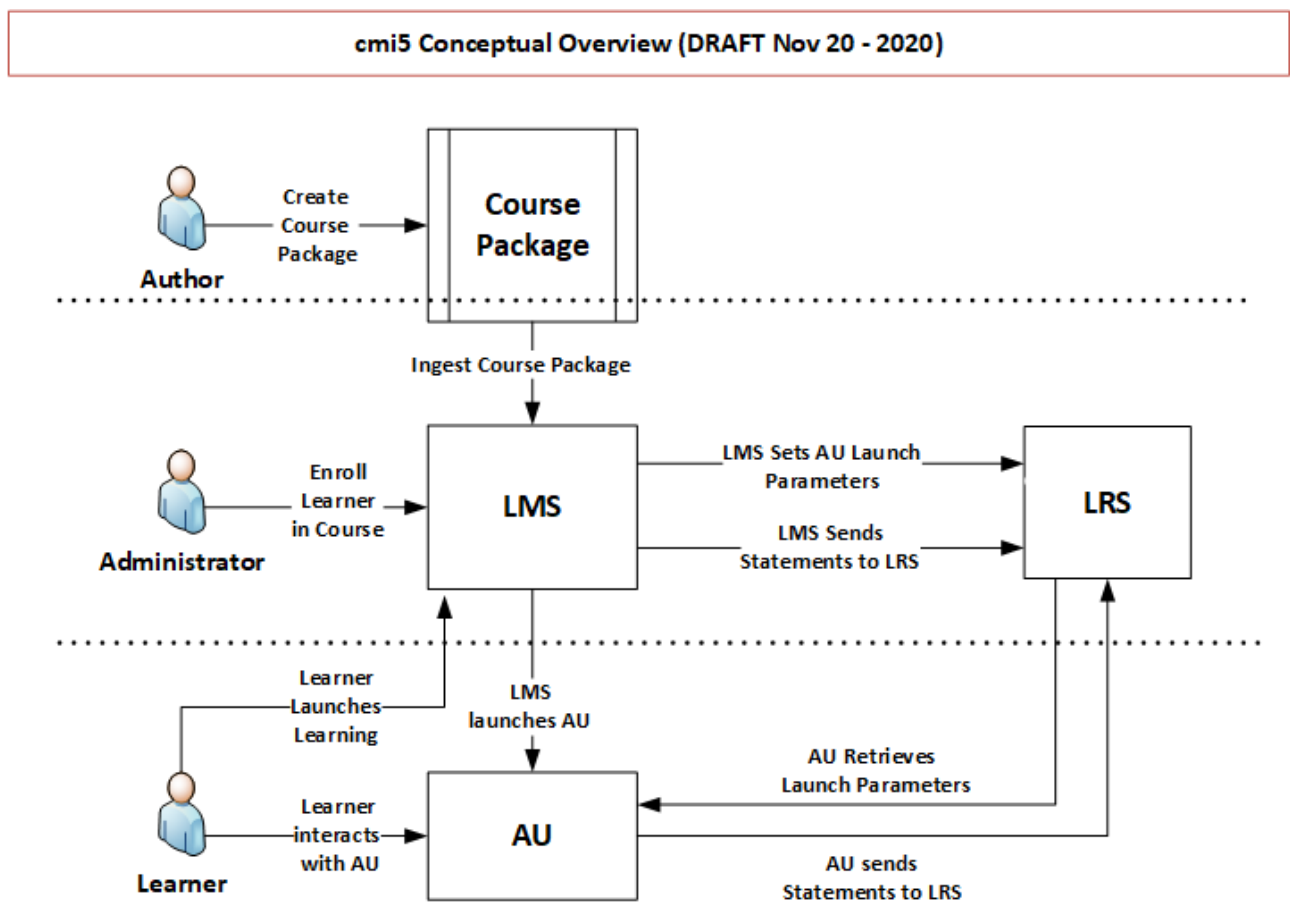


Figure 5: Conceptual Overview of cmi5 ⁶

cmi5 also requires Determine Launch Mode, defines some xAPI statements that must appear in correct order. The course itself describes **moveOn** rules

Setting that captures how a learner moves through the AUs/Blocks of a Course. Determines what is required for an AU to be considered “Satisfied”. Blocks are “Satisfied” when all of their direct descendent AUs or Blocks are “Satisfied”. The Course is “Satisfied” when all of its direct descendent AUs or Blocks are “Satisfied”.

7

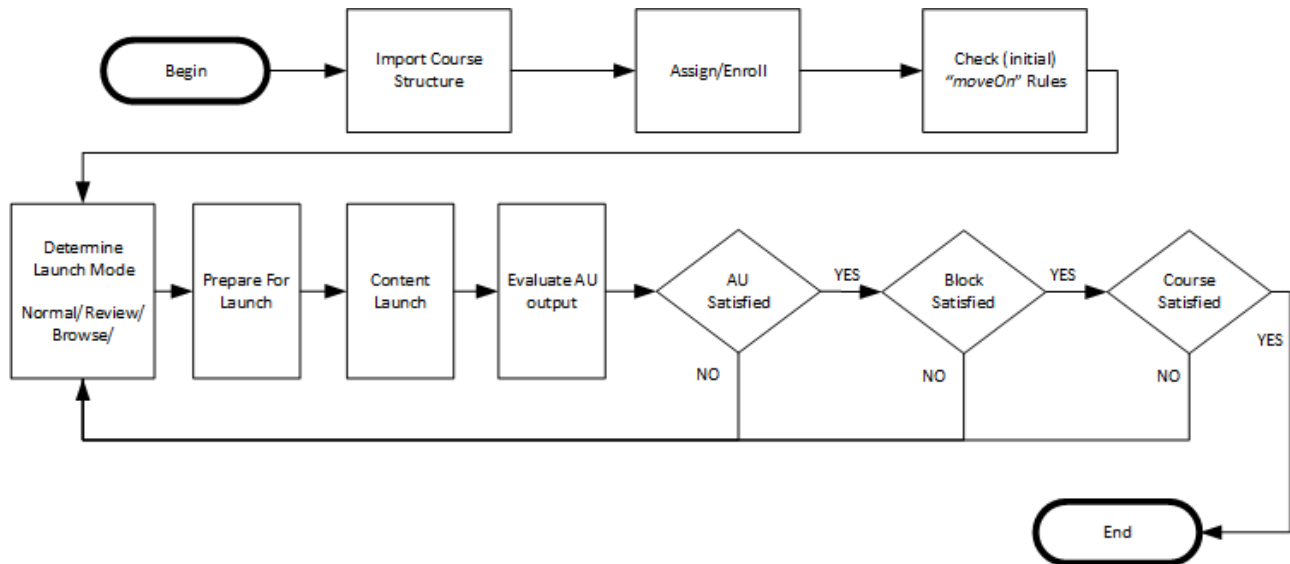


Figure 6: cmi5 Implementation Flow for an LMS ⁸

Limitations parts of current standards

Regardless of all the efforts for evolution of e-learning standard there are still limitations:

- SCORM is limited by design, there is no way to improve it implementing **Separation of concerns** design pattern.
- Even with latest standard cmi5 the **Separation of concerns** is not complete.
- Assignable Unit defines only entry URL for the content, but it does not define the content structure in any way.
- Specification of Assignable Unit (AU) require to have **launchURL** that basically is course starting point. There is no way to extend this to replace **launchURL** with the content itself.
- There is no separation of layers in content delivery. Presentation, data and logic layers are inseparable.
- Courses cannot be played offline as server is required all the time.
- Even though cmi5 provides **Mobile app launch support** functionality there is no specification for that, it is possible yet not defined.

⁷cmi5: Technical 101 Terminology.

⁸cmi5 Implementation Flow for an LMS

Separation of concerns

The main motivation of introducing new e-learning format is to allow to separate all of the e-learning components into independent elements and follow the **separation of concerns (SoC)** computer science design principle.

A design principle for breaking down an application into modules, layers, and encapsulations, the roles of which are independent of one another.⁹

Headless

Regular websites and web application works in the way that their own back-end (server side component) and front-end (graphical user interface). Each piece use the same code base and communicate directly on the server machine with each other, making the website as a whole.

Headless web application is an implementation of **separation of concerns (SoC)** design principle of the front-end as stand-alone piece of software, and the back-end that doesn't know anything about way the data that is served will be presented. All the communication happens through API as the bridge between both parts. All parts works separately technically (placed on separate servers) and functionally.

Headless LMS.

In opposition to Monolith LMS Architecture headless LMS is build upon API as a main component. All other components does communicate though this interface. In most cases API and Database are the only parts that require dedicated server.

In Monolithic architecture, frontend component, a presentation layers, requires specific know-how, example: you are obliged to use Moodle template system called Mustache In Headless architecture, frontend is framework agnostic. You can use any frontend framework you want. Furthermore you can use few at once, like React on one domain, vue for course details and Angular for admin panel on other domains.

Headless LMS Architecture

- **separation of concerns (SoC)** design principle, separate all of the components.
- only API require server
- admin panel is serverless
- user app is serverless
- application and admin panel are easy to replicate
- other view layouts (eg native mobile application) are easy to add without changes to other layers
- to implement courses for students there is no need to specialization knowledge.

A Headless LMS is a “Course Repository” that makes content accessible to any platform via an API. We provide blocks to build one, yet you're free to change those od use your own. Unlike a traditional LMS such as Moodle, a Headless LMS does not dictate where or how content is shown. Also you don't need any additional software to show a course - it's just a matter of API communication

⁹[Blockchain Networks: Token Design and Management Overview](#) NISTIR 8301. National Institute of Standards and Technology

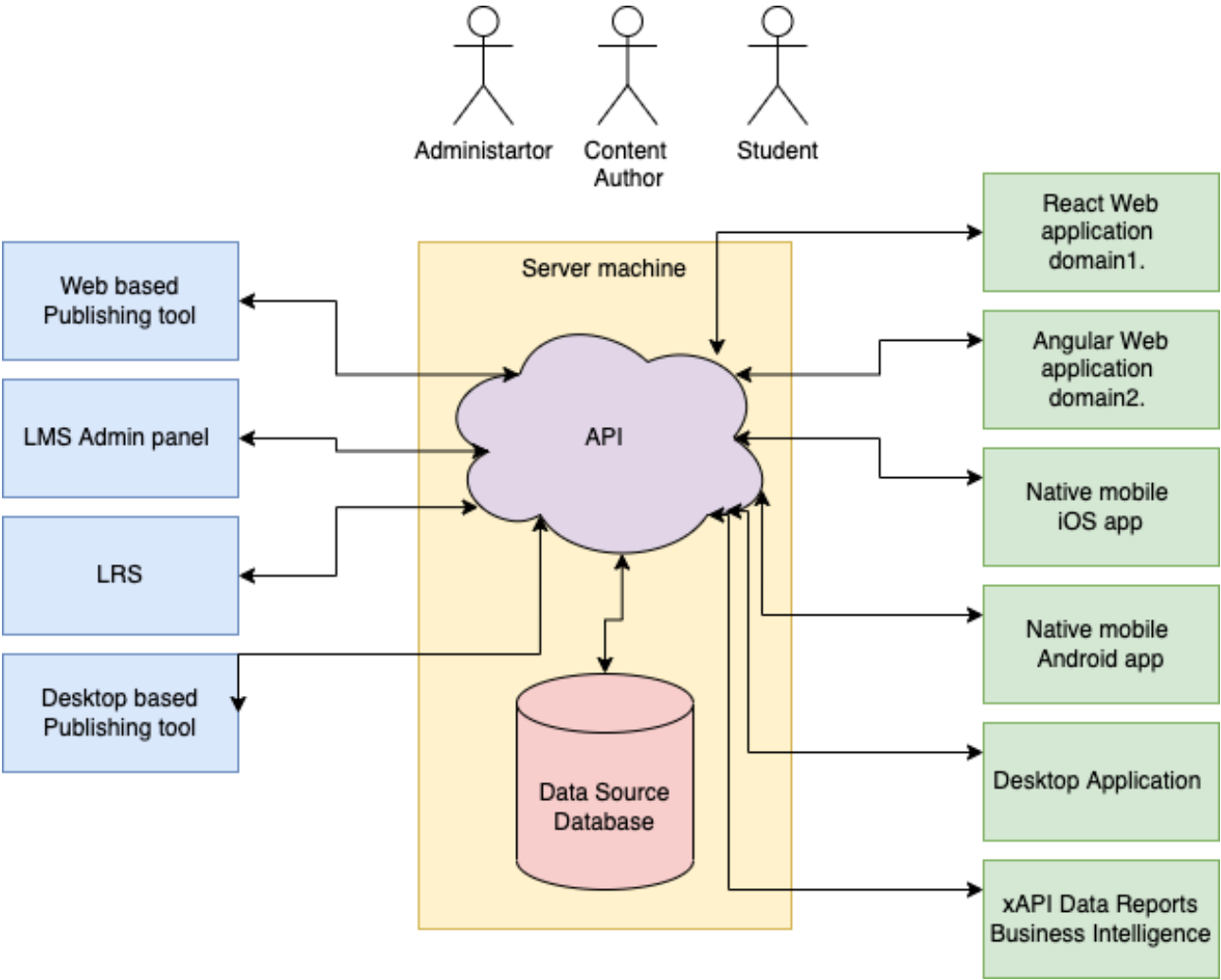


Figure 7: Architecture of headless LMS

A Headless LMS enables teams to deliver omnichannel experiences at scale, globally, without restrictions like templates, devices, or pre-defined technologies. A Headless LMS allows brands and companies to engage with users on any device and format. White label was never easier than with headless. A Headless LMS fits into any preferred tech stack or framework, including most popular ones like React, Angular, and Vue.

Limitations parts of current standards that Headless can improve

- Implementing **Separation of concerns** design pattern is complete.
- New headless formats can define content structure.
- Presentation, data and logic layers are separable.
- Courses cannot be played offline as server is not required all the time.
- Other presentation layouts are easy to add without changes to other layers so **Mobile app launch support** functionality is easily achievable.

ULAM Format.

Because of the existing limitation new format **ULAM Universal Learning Asynchronous Model** for course content is needed.

The main motivation for the above are the following statements.

Separation content layer from presentation layer.

All of the most popular e-learning format, mostly SCORM mix view, data and logic layer into one as inseparable. New format should separate all the layers to follow separation of concerns (SoC) design principle.

Use of JSON format instead of XML.

When SCORM was published for the first time JSON format did not exist. During evolution of standards ADL used JSON for xAPI. Comparing to XML JSON is light-weight and has an easy-to-parse data format requiring no additional code for parsing. It is more popular than XML¹⁰

Easy implementation.

Since SCORM first version implementing the format wasn't trivial for implementation. Until this day SCORM is the most popular, and latest format cmi5 has problems with adaptations¹¹. New format must be easy to implement.

Format that ages well.

SCORM does not age well. There are many courses that were created in the 2010s using obsolete Flash technologies, which are useless now because none of the browsers still support Flash Player. New format must be able to prevent this kind of issues and **Separation of concerns** design pattern is a solution, because it does separate course pure data from presentation.

Simple but open for extension.

New format must be open for extensions which implies that it is possible to create new features without changing old ones.

¹⁰[Google Trends XML vs JSON](#)

¹¹[An exciting time to watch xAPI and cmi5 adoption numbers](#)

Standalone.

New format package must be able to be played as course without any external services.

Headless.

The course itself does not know how it will be displayed for a student.

Using well design standards, reject obsolete ones.

From SCORM

- Content packaging as ZIP file
- Importing from ZIP
- Exporting as ZIP
- Sequencing

From xAPI

- usage of JSON Format
- xAPI Statements
- Learning Record Store

From cmi5

- Launch Method with `moveOn` Rules
- Manifest with blocks and Assignable Units (AU)
- 9 xAPI Verbs (Launched, Initialized, Completed, Passed, Failed, Abandoned, Waived, Terminated, Satisfied)

Definition

The course is packed in ZIP file that contains `content.json` manifest in main folder.

The course itself consists of at least one lessons which consists of at least one topic. Topic is describes by type and value.

The manifest contains the following:

General description of Course attributes

Course is defined by

| Attribute | | description | required |
|-------------|-----------------|---|----------|
| name | type | | |
| id | number string | Unique ID of the course. Can be used to identify during import process whether this is a new course or update | no |
| description | string | Description of the course | no |
| title | string | Title of the course | yes |
| base_price | number | Base price of the course. Value 0 means that it's free | no |
| lessons | array | List of lessons | yes |
| language | string | Unique ID of the language of the course. Preferred in ISO 639-1 format | no |
| subtitle | string | Subtitle of the course | no |
| summary | string | Summary | no |

| Attribute name | type | description | required |
|----------------|--------|--|----------|
| duration | string | How long does the course take. Preferred in ISO 8601 duration format | no |

Except of listed attributes the course can be described by unlimited additional fields.

General description of Lesson attributes

| Attribute name | type | description | required |
|----------------|-----------------|---|----------|
| id | number string | Unique ID of the course. Can be used to identify during import process whether this is a new lesson or update | no |
| title | string | Title of the lesson | yes |
| order | number | Sorting order | no |
| duration | string | How long does the lesson take. Preferred in ISO 8601 duration format | no |
| summary | string | Summary of the lesson | no |
| topics | array | List of Topics | yes |

Except of listed attributes the lesson can be described by unlimited additional fields.

General description of Topic attributes

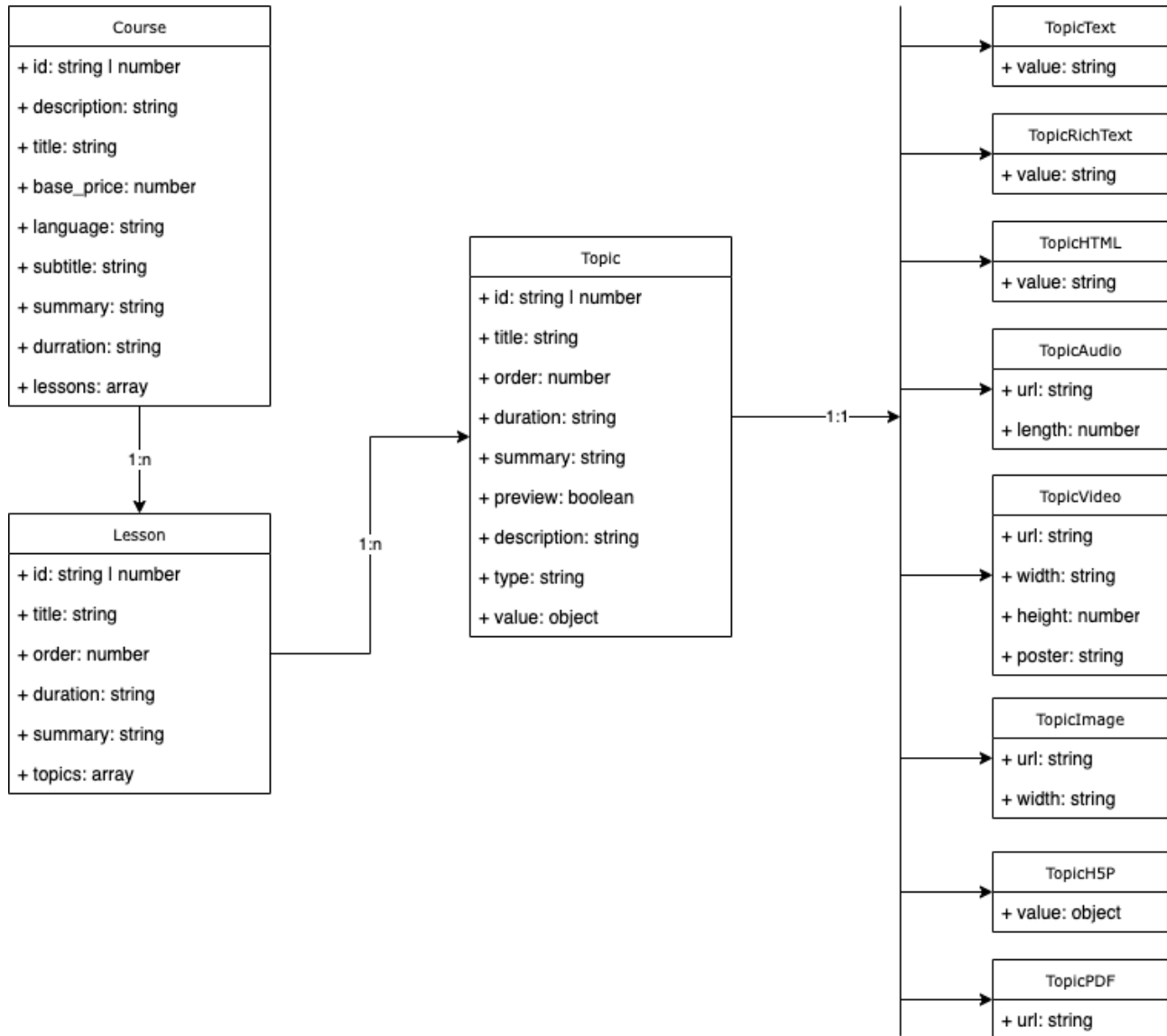
| Attribute name | type | description | required |
|----------------|-----------------|--|----------|
| id | number string | Unique ID of the course. Can be used to identify during import process whether this is a new topic or update | no |
| title | string | Title of the topic | yes |
| order | number | Sorting order | no |
| duration | string | How long does the lesson take. Preferred in ISO 8601 duration format | no |
| summary | string | Summary of the lesson | no |
| preview | boolean | Can user preview this Assignable Unit without launching the course | no |
| description | string | Description of the lesson | no |
| type | string | Type of Topic | yes |
| value | object | Value of the Topic depending on the Type | yes |

General description of Topic types

Topic is describes by type and value. In the first version of the format there are following Topic Types.

Topic type attribute is in string format with namespace, with default namespace `ulam`.

Topic type is an abstract type and polymorphic. This means that has different meaning based on the `type` value.

Figure 8: Structure of `ulam` course manifest

If the value of the Topic contains references (url) to assets (audio, video, images, etc), they must be placed with relative paths to main `content.json` file.

Text

- Namespace: `ulam\text`
- Value: Unformatted text with newlines

RichText

- Namespace: `ulam\richtext`
- Value: Formatted with Markdown text with newlines

HTMLText

- Namespace: `ulam\html`
- Value: Formatted with HTML text

Audio

- Namespace: `ulam\audio`
- Value: Reference to audio file

Video

- Namespace: `ulam\video`
- Value: Reference to Video file

PDF

- Namespace: `ulam\pdf`
- Value: Reference to PDF file

Image

- Namespace: `ulam\image`
- Value: Reference to Image file

H5P

- Namespace: `ulam\h5p`
- Value: Reference to H5P content

Validating

The manifest must be validated against JSON Schema file. The latest schema is always available in github repository¹².

¹²[Ulam Headless Format](#) Github repository.

Extending

Except of listed attributes the manifest can be extended by unlimited additional fields.

For example if there is need to describe course by video path or image it's a matter of adding new fields to the course attributes.

Topic Types

One of the most important motivation introducing new format was the ability to add without limits new type of Assignable Unit (AU) in ULAM called TopicTypes.

Each organization that wants to add new type should use it's own namespace for `type`.

This allows to add new topic types like

- Augmented Reality assets
- 3D Models
- 3D Panoramas
- 3D Movies
- Metaverse assets
- Specialized format for particular industries
- etc.

Example

The example below show a course with extended fields.

```
{
  "id": "f7e84b25e6f1f8d5e7dd3f1f438dd5f5",
  "title": "The title of coure.",
  "summary": "Summary.\n this is new line",
  "image_path": "course\\2\\repudiandae.jpg",
  "image_url": "https:\\\\api.escolalms.com\\\\\\storage\\course\\2\\repudiandae.jpg",
  "video_path": "course\\2\\repudiandae.mp4",
  "video_url": "https:\\\\api.escolalms.com\\\\\\storage\\course\\2\\repudiandae.mp4",
  "base_price": 0,
  "duration": "12H",
  "active": true,
  "subtitle": "Ratione nulla voluptate consequatur qui atque et rerum.",
  "language": "pl",
  "description": "Rerum numquam ut praesentium nostrum aut officia consequuntur",
  "level": "expert",
  "lessons": [{
    "title": "voluptas",
    "summary": "Qui aliquam aliquam dolor nihil.",
    "topics": [{
      "title": "beatae",
      "active": true,
      "preview": true,
      "type": "ulam\\richtext",
      "value": {
        "created_at": "2021-10-14T15:50:29.000000Z",
        "updated_at": "2021-10-14T15:50:29.000000Z",

```

```

        "value": "Aperiam magni saepe labore accusantium totam animi.\n=====
    },
    "summary": "Sit aut fuga repellendus velit harum esse.",
    "order": 5

}, {
    "title": "esse",
    "active": true,
    "preview": false,
    "type": "ulam\\image",
    "value": {
        "value": "topic\\23\\doloribus.jpg",
        "width": 640,
        "height": 480,
        "url": "https:\\\\api.escolalms.com\\\\storage\\topic\\23\\doloribus.jpg"
    },
    "summary": "Ipsa laboriosam.",
}]
}

```

More examples are available in github repository¹³.

Packaging.

Ulam package is similar to SCORM Package. It is zip file that consist of:

- validated `content.json` in main folder
- all the other assets that `content.json` attributes refer to. Those are relative paths

Import

LMS should be able to parse ZIP package, copy essential files, update theirs paths and save course, lessons and topics to database.

Export

LMS should be able to create ZIP package, with essential files, update theirs paths and save course, lessons and topics to `content.json`

comparison with cmi5

| | cmi5 | ulam |
|---------------------------------------|--------------------|--------------|
| use xAPI | yes | yes |
| Manifest format | xml | json |
| Defined course type structure | no | yes |
| Separation of concerns in course data | no | yes |
| Connection to LRS | required | not required |
| Mobile friendly | no (only tracking) | yes |
| Run-Time required | yes | no |

¹³[Ulam Headless Format](#) Github repository.

| | cmi5 | ulam |
|-----------------------------|------|-------------------|
| Content Package format | yes | yes |
| Definition of Course launch | yes | yes, same as cmi5 |
| Client Agnostic | yes | yes |
| Distributed Content | yes | no |
| Advanced activity tracking | yes | yes |
| Serverless | no | yes |

Frontent. Implementation

The implementation of ULAM courses are Frontend agnostic. This means that the format itself doesn't describe how to render the course.

The player should follow `cmi5` launch mode and `xAPI` verbs.

Once the frontend application receives the ULAM content from the LMS endpoint it should parse it and create tree of lessons and topics.

Topics Types

`topic_type` is like `xAPI` word, it can be anything, the standard doesn't specify this except of the reserved `ulam` namespace.

Topics Types Content Players

Once course is rendered, frontend should parse each topic type and display content depending on the type.

The course itself is headless so it doesn't know what kind of environment and device it is being played on.

Let take a video topic type as an example:

```
{
  "title": "esse",
  "type": "ulam\\video",
  "value": {
    "value": "topic\\/23\\/doloribus.mp4",
    "width": 640,
    "height": 480,
    "url": "https:\\/\\/api.escolalms.com\\/\\/storage\\/topic\\/23\\/doloribus.mp4"
  },
  "summary": "Ipsa laboriosam.",
}
```

The snippet above taken from ulam format means that this topic type is a video that has a dimension 640 width and 480 height.

There are many scenarios that this can be handled, as this depends on what is the course current context. Some examples include:

- HTML5 build-in video player (tag)
- iOS native application `AVPlayer`
- React/Vue/Angular video component

- React Native video component.

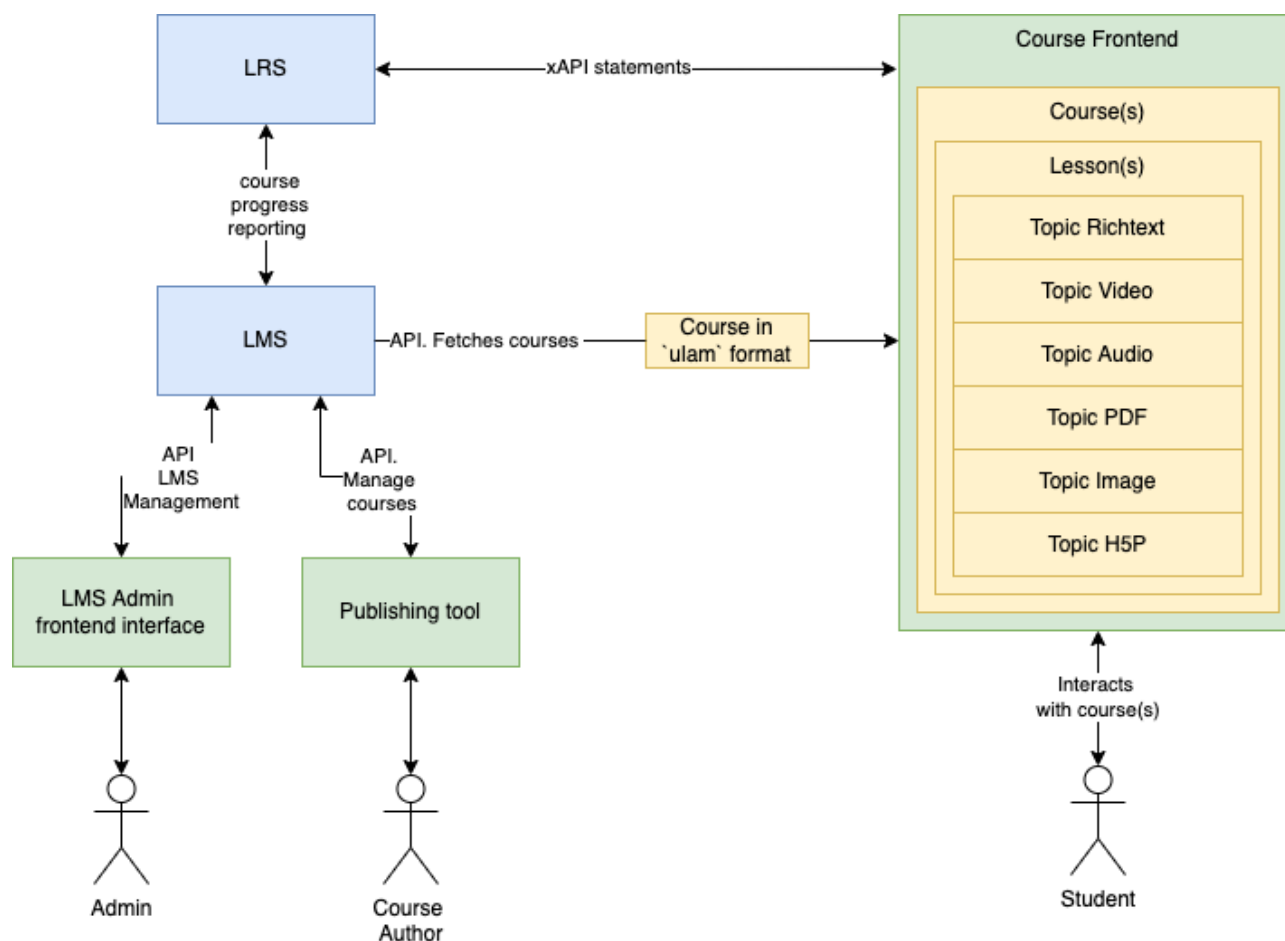


Figure 9: Implementation of Courses with `ulam` format

The Conclusions

The new format should be able to solve the issue that occurred during common e-learning lifespan. ULAM format is easy to use, implement, does age well and it's designed for extensions and plugins.

Future Work

The main focus on the ULAM format is in WELLS LMS system designed and implemented by EsolaLMS Ltd. The project is open source and available on github¹⁴.

At the moment there is no versioning of ULAM format as this is still proof of concept.

The Acknowledgements

Thank you XXX who edited this article.

Name ULAM comes from Stanislaw Ulam a Polish scientist in the fields of mathematics and nuclear physics, who worked with von John von Neumann on very first computer based computation methods.

¹⁴[Wellms LMS Github repositories](#).