

Inferring Concept Prerequisite Relations from Online Educational Resources

PREREQ

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IAAI 2019

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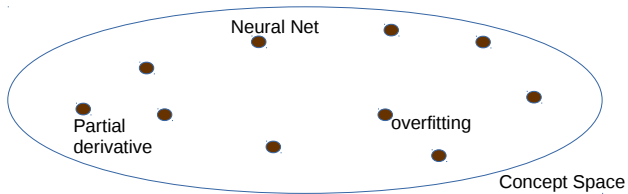
³IIT-B, India (*authors were intern at VideoKen)

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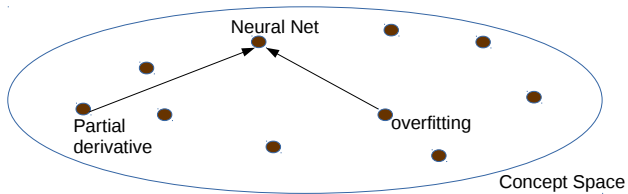
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2. PREREQ Algorithm
3. Experiments
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5. Conclusion

Introduction

Motivation



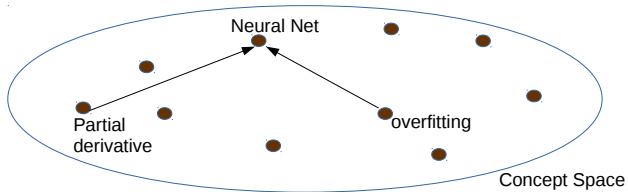
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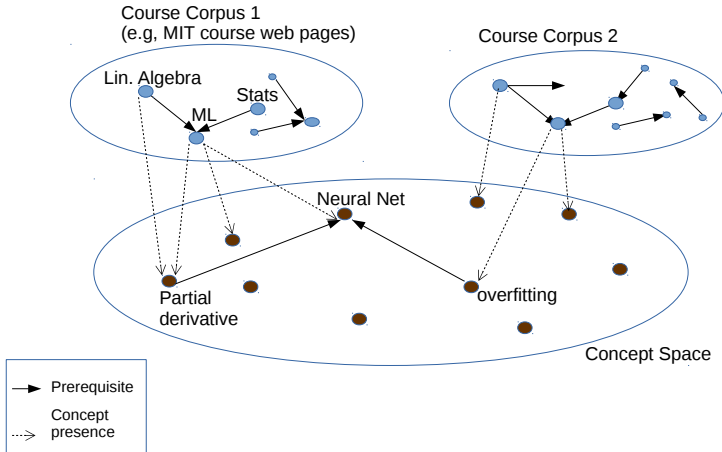
Concept Prerequisite plays a fundamental role in the following applications,

- Personalized online education
- Reading list generation
- Automatic curriculum planning
- Automatic evaluation of curriculum

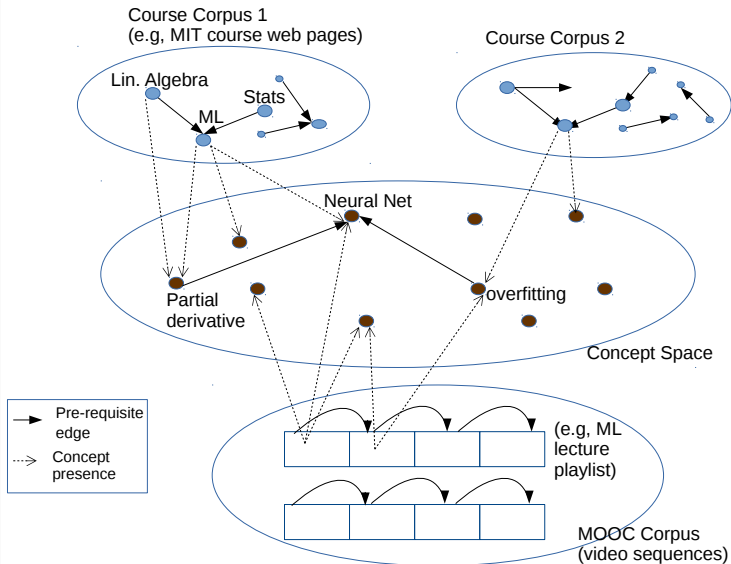
Problem Statement



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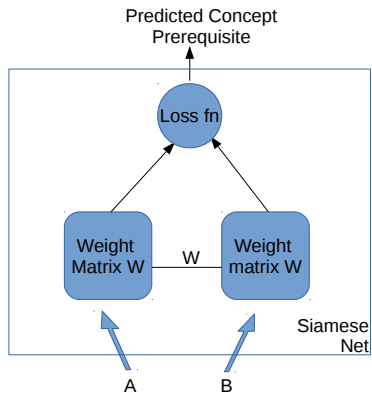


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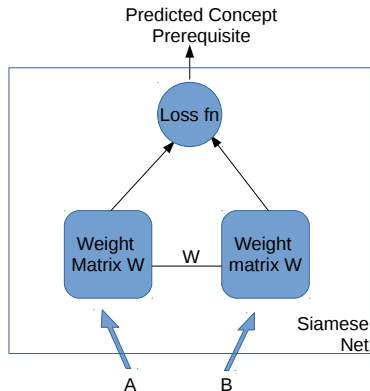


PREREQ Algorithm

Our Approach

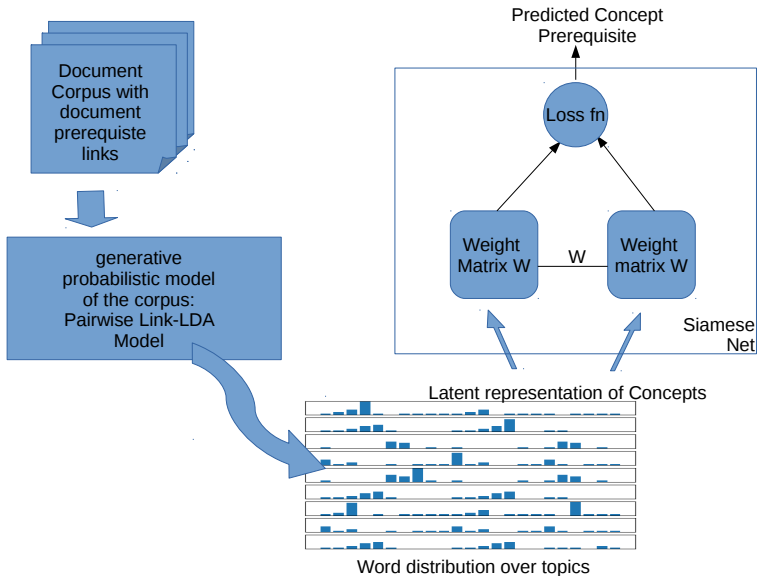


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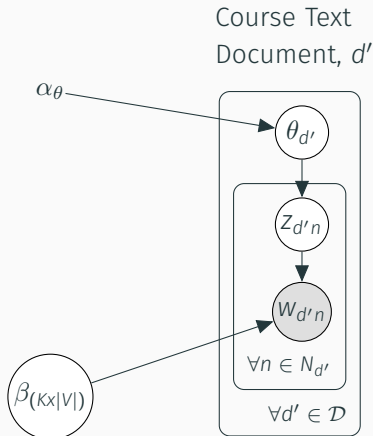


Problem: We do not have enough annotated data

Our Approach



Concept Representation: Pairwise-link LDA

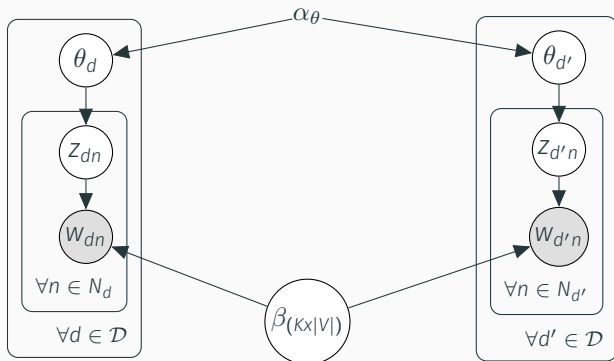


K = number of topics, V = vocabulary

Concept Representation: Pairwise-link LDA

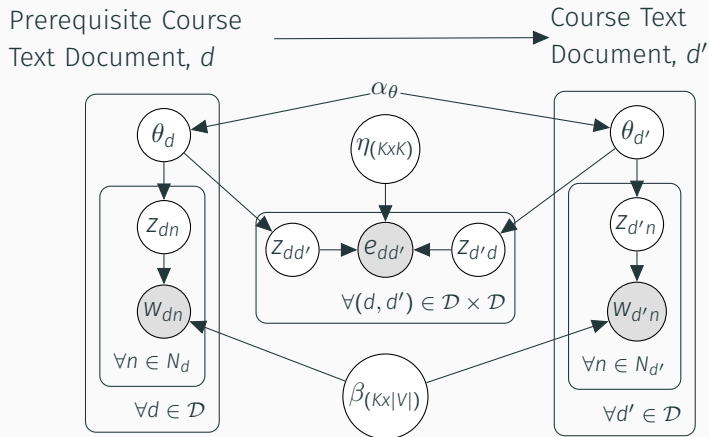
Prerequisite Course
Text Document, d

Course Text
Document, d'



K = number of topics, V = vocabulary

Concept Representation: Pairwise-link LDA



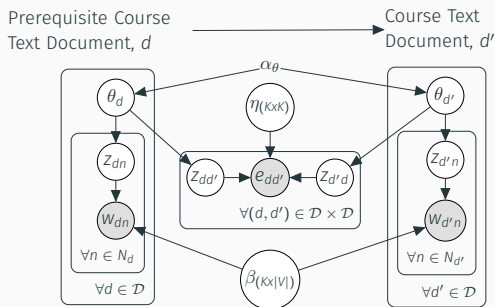
Observed prerequisite relation, $e_{dd'} \sim \text{Bernoulli}(\cdot | \eta_{z_{dd'}, z_{d'd}})$

K = number of topics, V = vocabulary

Pairwise-link LDA: Discriminatory Signal

Given, V is the vocabulary of n -grams concepts and K be number of topics,

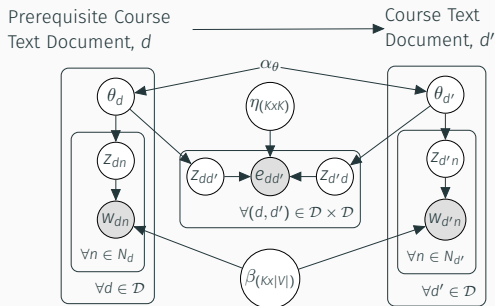
- $\beta_{K \times |V|}$, the word distribution over topics
- $\eta_{K \times K}$, the asymmetric relationship between each pair of topics.



Pairwise-link LDA: Discriminatory Signal

Given, V is the vocabulary of n -grams concepts and K be number of topics,

- $\beta_{K \times |V|}$, the word distribution over topics
- $\eta_{K \times K}$, the asymmetric relationship between each pair of topics.
- Using (β and η), we may predict $c_s \rightarrow c_t$ as $\beta_{c_s}^T \eta \beta_{c_t}$. Later mentioned as **Pairwise LDA**.



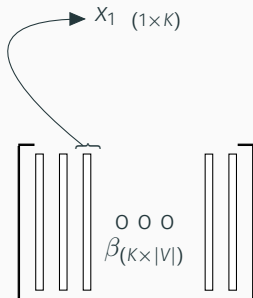
Pairwise-link LDA: Discriminatory Signal

Given, V is the vocabulary of n -grams concepts and K be number of topics,

- $\beta_{K \times |V|}$, the word distribution over topics
- $\eta_{K \times K}$, the asymmetric relationship between each pair of topics.
- Using $(\beta$ and $\eta)$, we may predict $c_s \rightarrow c_t$ as $\beta_{c_s}^T \eta \beta_{c_t}$. Later mentioned as **Pairwise LDA**.
- Using two different measures that use topics of the learned model, statistical hypothesis testings show that, **topics have enough signal to discriminate between related and unrelated documents**.

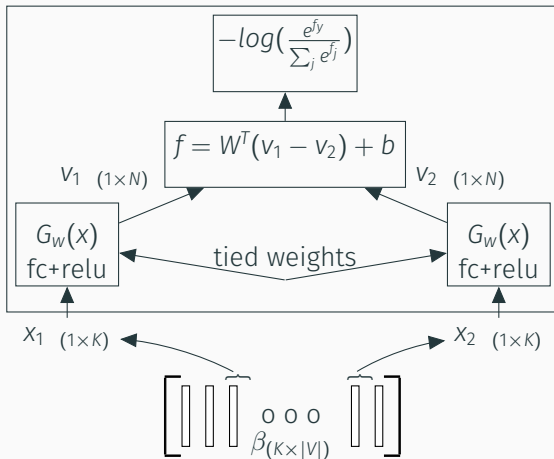
Concept Representation

Represent each concept as distribution over topics, from the learned Pairwise-link LDA model.



K = number of topics, V = vocabulary

Relationship Prediction: Siamese Network



K = number of topics, V = vocabulary

$y \in \{0, 1\}$ is the label of the corresponding ordered pair

Experiments

Datasets for Evaluation

Dataset	Number of Course/ Lecture Document	Number of Course Prerequisite Edges	Number of Concepts	Number of Concept Prerequisite Pairs
University Course Dataset [1]	654	861	365	1008
NPTEL MOOC Dataset ¹	382	1445	345	1008

¹<http://nptel.ac.in/>

[1] Recovering Concept Prerequisite Relations from University Course Dependencies, EAAI 2017

Experimental Settings

- Results are presented over 5-fold cross validation
- Evaluation metrics,

Precision = $\frac{\text{True positive}}{\text{True positive} + \text{False positive}}$, Recall = $\frac{\text{True positive}}{\text{True positive} + \text{False negative}}$
and,

F-measure = $2 \times \frac{\text{Precision} \cdot \text{Recall}}{\text{Precision} + \text{Recall}}$

Also,

Precision@K = $\frac{\sum_{i=1}^K \text{rel}(i)}{K}$, where $\text{rel}(\cdot)$ is a binary indicator of presence of the concept pair (c_s, c_t) in the ground truth

Code and Datasets, <https://github.com/suderoy/PREREQ-IAAI-19>

We did three sets of experiments,

- Performance evaluation against the baseline methods
- Effect of training data size
- Effectiveness of the learned representation

Performance Evaluation

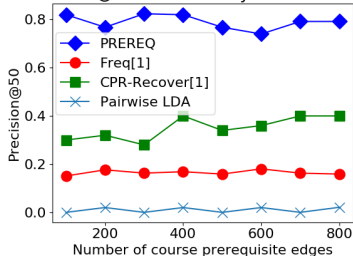
Dataset	University Course Dataset[1]			NPTEL MOOC Dataset		
Method	Precision	Recall	F-score	Precision	Recall	F-score
PREREQ	46.76	91.64	59.68	55.60	75.74	60.73
Pairwise LDA	98.27	16.42	28.14	48.43	10.47	17.22
CPR-Recover[1]	16.66	46.51	24.54	17.18	52.97	25.94
MOOC-RF[3]	43.70	53.43	50.95	59.74	56.48	58.07

[1] Recovering Concept Prerequisite Relations from University Course Dependencies, EAAI 2017

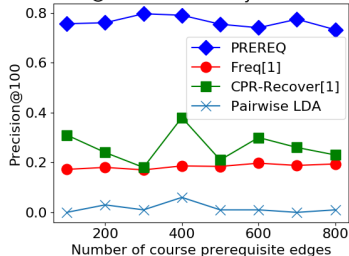
[3] Prerequisite Relation Learning for Concepts in MOOCs, ACL 2017

Evaluation: Precision@K over 5-fold cross validation

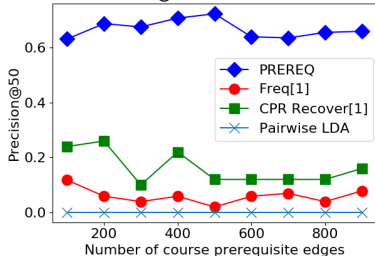
Precision@50 on University Course Dataset



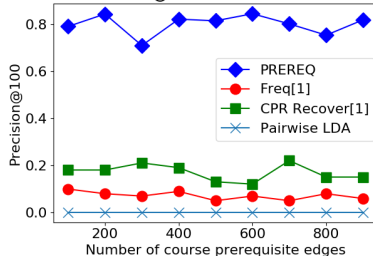
Precision@100 on University Course Dataset



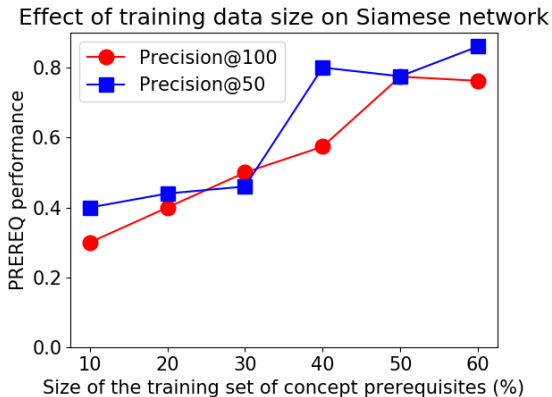
Precision@50 on MOOC Dataset



Precision@100 on MOOC Dataset

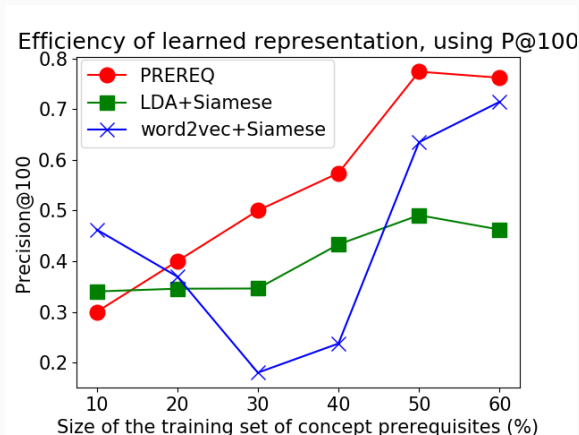


Effect of Training Data Size



Effect of training data size, averaged over multiple random train-test splits.

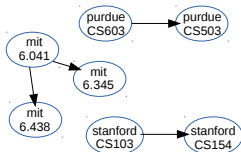
Efficacy of the Learned Representation



Comparison between different Concept Representations, averaged over multiple random train-test splits.

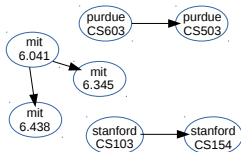
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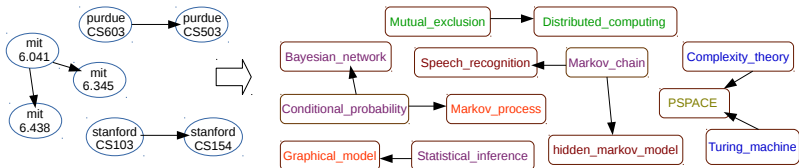
mit 6.041	An introduction to probability theory, and the modeling and analysis of probabilistic systems. Probabilistic models, conditional probability. Discrete and continuous random variables. Expectation and conditional expectation. Limit Theorems. Bernoulli and Poisson processes. Markov chains. Bayesian estimation and hypothesis testing. Elements of statistical inference. Meets with graduate subject 6.431, but assignments differ.
mit 6.438	Introduction to statistical inference with probabilistic graphical models. Directed and undirected graphical models, and factor graphs, over discrete and Gaussian distributions; hidden Markov models, ... junction tree algorithms; forward-backward ... algorithms. Variational methods, mean-field theory, and loopy belief propagation. ... and Chow-Liu algorithms.
mit 6.345	Automatic Speech Recognition. Introduces the rapidly developing fields of automatic speech recognition and spoken language processing. Topics include acoustic theory of speech production and perception, acoustic-phonetics, signal representation, acoustic and language modeling, search, hidden Markov modeling, robustness, ...
purdue_CS 603	Design and control of distributed computing systems (operating systems and database systems). Topics include principles of naming and location, atomicity, resource sharing, concurrency control and other synchronization, deadlock detection and avoidance, security, distributed data access and control, integration of operating systems and computer networks, distributed systems design, consistency control, and fault tolerance
purdue_CS 503	Basic principles of operating systems: addressing modes, indexing, relative addressing, indirect addressing, stack maintenance; implementation of multitask systems; control and coordination of tasks, deadlocks, synchronization, mutual exclusion; storage management, segmentation, paging, virtual memory; protection, sharing, access control; file systems; resource management; ... using and modifying a small operating system
stanford_CS 103	Mathematical foundations required for computer science, including propositional predicate logic, induction, sets, functions, and relations. Formal language theory, including regular expressions, grammars, finite automata, Turing machines, and NP-completeness. Mathematical rigor, proof techniques, and applications
stanford_CS 154	Introduction to Automata and Complexity Theory. This course provides a mathematical introduction to the following questions: What is computation? Given a computational model, ... problems can we hope to efficiently solve? In many cases we can give completely rigorous answers; ... able to classify computational problems in terms of their computational complexity (Is the problem regular? Not regular? Decidable? Recognizable? Neither? Solvable in P? NP-complete? PSPACE-complete?, etc.). ... technology, such as the Church-Turing Thesis and the P versus NP problem

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A Demo

Conclusion

Summary

Model PREREQ obtains concept representations through the Pairwise-Link LDA model, followed by, Siamese net based classifier to identify prerequisite relations.

Generic PREREQ can learn effectively from course webpages as well as unlabeled video playlists, using minimal training data.

Utility PREREQ can effectively utilize the large course corpora and MOOCs to solve a fundamental problem, essential for online educational technology applications.



C. Liang, J. Ye, Z. Wu, B. Pursel, and C. L. Giles.

Recovering concept prerequisite relations from university course dependencies.

In *AAAI*, 2017.



R. M. Nallapati, A. Ahmed, E. P. Xing, and W. W. Cohen.

Joint latent topic models for text and citations.

In *ACM SIGKDD*, 2008.



L. Pan, C. Li, J. Li, and J. Tang.

Prerequisite relation learning for concepts in moocs.

In *ACL*, volume 1, pages 1447–1456, 2017.

Pairwise Link-LDA: Generative Process

For each document $d \in \mathcal{D}$

$$\theta_d \sim \text{Dirichlet}(.|\alpha)$$

For each $w_n \in d$

$$z_n \sim \text{Multinomial}(.|\theta_d)$$

$$w_n \sim \text{Multinomial}(.|\beta_{z_n})$$

For each document pair (d, d')

$$z_{dd'} \sim \text{Multinomial}(.|\theta_d)$$

$$z_{d'd} \sim \text{Multinomial}(.|\theta_{d'})$$

$$e_{dd'} \sim \text{Bernoulli}(.|\eta_{z_{dd'}, z_{d'd}})$$

Topics in Related and Unrelated Documents

E_D be the set of document pairs (d_i, d_j) such that there is a prerequisite relation between d_i and d_j in either direction.

$\overline{E_D}$ be the set of document pairs (d_i, d_j) such that there is no prerequisite relation between d_i and d_j in either direction.

- Jaccard Index $\frac{\theta_i \cap \theta_j}{\theta_i \cup \theta_j}$ is significantly different between document pairs in the sets E_D and $\overline{E_D}$, using the University Course dataset[1], p-value: 1.54901e-51.
- Kullback-Leibler divergence $D_{KL}(\theta_i || \theta_j)$ between topics in the document pairs are significantly different between document sets E_D and $\overline{E_D}$, using the University Course dataset, p-value: 5.14549e-31.
- The tests suggest that inferred topics have discriminatory signal at the document level.