FADML PROJECT

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Problem Statement: Addressing the decreasing attention span among University Students

Problem Description: Students in the 21st Century do not have the same attention span as students had 10 to 20 years ago. On average, a student's attention time span today lies between 10-15 minutes. However, any University curriculum has a lecture lasting as long as 50-60 minutes. This creates a scenario where students partially comprehend the concepts taught in the class lecture and ultimately lose interest in the class curriculum. Students often become more stressed and anxious about their academic performance, which ultimately affects their mental health. From a teacher's perspective, this creates emotions ranging from disappointment and frustration to concern.

Addressing The Problem: According to researchers, one of the important techniques to handle this situation is to have a more engaging session. However, this is easier said than done. To decipher which methodology of teaching would ensure proper engagement of students without compromising their learning quotient is a task in itself. Another important aspect includes fostering a positive and inclusive culture in the class. However, this involves getting into the students' zone of engagement and resonating with them. Students' zone of engagement varies according to personality. While some would feel that a live demonstration-based class would be more fruitful, others are of the opinion that it would make more sense to draw mythological analogies and examples. While some focus on the reality of how things are, others might be more inclined towards imagining the possibilities of how things could be. Some of the students would be extroverted and prefer outspoken presentations, while others might be introverted and would prefer a research-based assignment. We intend to identify the personalities of students in a classroom using Myers-Briggs Personality Trait Identification. This would be done by the use of Surveys. Post identification, we would use k-means clustering to cluster the personalities on verticals across 4 axes: (1) Decision Making, (2) Information Intake, (3) Outward/Inward Focus, (4) Preference of Outer Life. The cluster density could then be analysed to decide which methodology a teacher should adopt to suit and appeal to the majority of the students present in the class.

As our future plan we intend to extent our model to personality prediction(This would be done when we have enough data points to train our model efficiently using XG-Boost clustering)