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The Role of Automation in Undergraduate Computer Science Education

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Concepts in this article

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Article: The Role of Automation in Undergraduate Computer Science

- Background:
  - Grading is a very time-consuming element of teaching
  - Automated grading has advantages
    - Students can submit programs online where they are automatically graded
    - Students receive relatively fast feedback
    - Students can submit multiple times, can make corrections and, ideally, better learn concepts
- Objective: Look at effect of automatic grading on learning and other outcomes

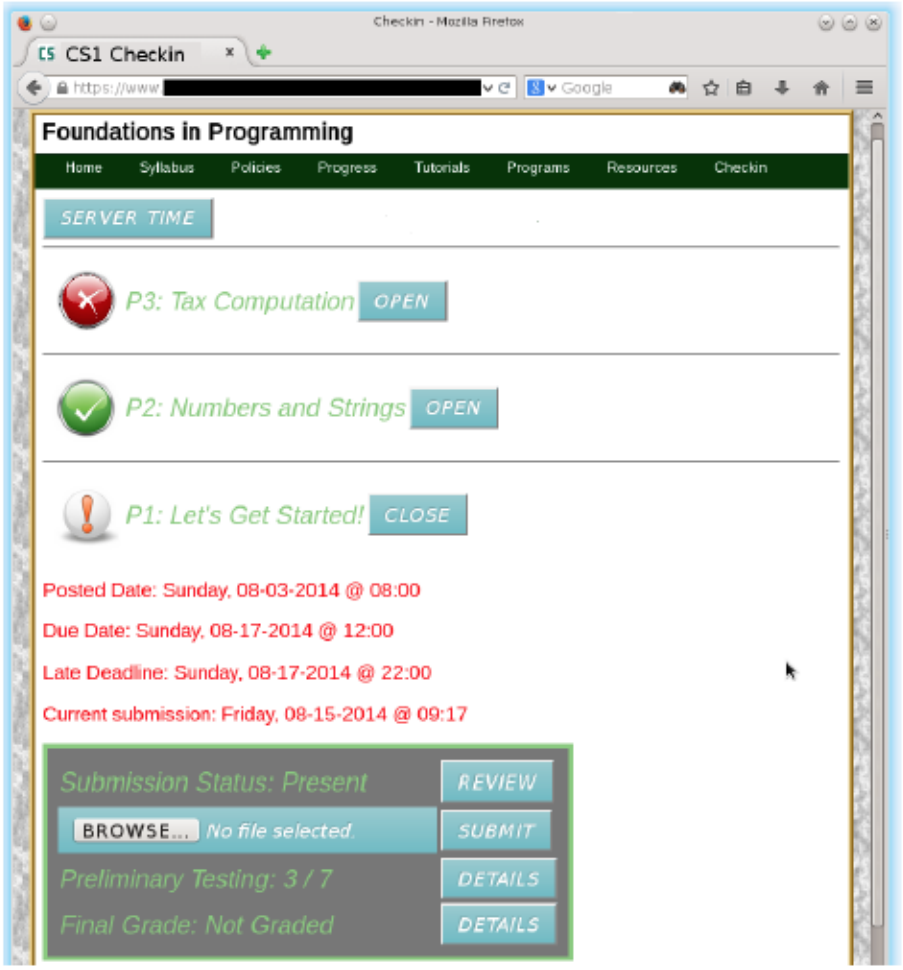

Figure 3: Automated Program Grading Interface.

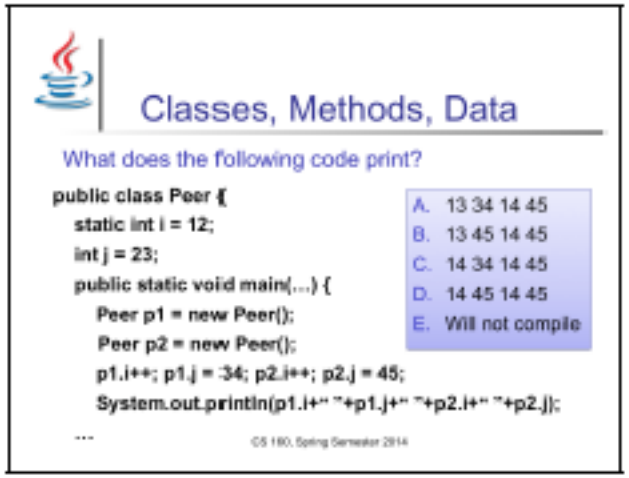

Figure 4: Peer Instruction Example Question.

Semester	Zeros Included	Mean	Median	Sample Size	Stddev	Variance	Increase	Statistical Significance
Spring 2013	Yes	66.1	71.0	234	20.3	410.4	+0.0%	base semester
Spring 2013	No	68.5	71.0	234	16.2	264.0	+0.0%	base semester
Fall 2013	Yes	70.3	76.3	252	24.1	582.7	+6.4%	$t = 2.07$ $p = 0.0388$
Fall 2013	No	75.7	79.0	252	14.7	216.3	+10.6%	$t = 5.04$ $p < 0.0001$
Spring 2014	Yes	73.9	78.0	232	20.5	422.3	+11.8%	$t = 4.11$ $p < 0.0001$
Spring 2014	No	77.6	78.0	232	12.5	156.8	+13.3%	$t = 6.63$ $p < 0.0001$

Figure 5: Analysis of Exam Scores.

Semester	Statistic	Average
Spring 2013	Submissions	231
	Per Student	1.11
Fall 2013	Submissions	677
	Per Student	2.95
Spring 2014	Submissions	856
	Per Student	4.11

Figure 7: Comparison of Submission Rates.

Conclusions

- Article contributions: the combined adoption of new pedagogic techniques (automated grading + peer instruction)
  - improves the average final exam scores and overall grade.
  - decreases the student withdrawal rate.
  - improves student attendance.

- Limitations
  - Cannot directly separate effect from automated grading vs. peer instruction
  - Are students just better over time (uncontrolled extraneous variable)?

- Additional observations
  - Automated grading has an unforgiving nature
  - Some students throw submissions at automated grading

Project idea: development of an automated tool for learning *R* programming

R programming and *swirl*

- *R* (http://www.r-project.org) is a free environment for statistical computing and graphics
- *R* is an interpreted language
- Many *packages* are available for specialized analyses (http://cran.r-project.org/web/packages/)
- Swirl (http://swirlstats.com) is a package where you can "learn R, in R."
  - Questions are hard-coded
  - This makes *swirl* appropriate for learning but not for practice and/or assessment

Proposed project

- Develop a swirl-based package that generates template-based problems to help students practice *R* programming and data analysis concepts

- Question templates that use random variable names and/or values:

  - Question: Create a vector named 'x' that stores the values 3 and 11.
  - Solution: x = c(3,11)

- Improvement: values in red above are randomly generated each time.

Questions:

1. What is the best way to learn a new programming language?

2. How do I create a package in R with this changes?

3. How do I implement the random number generation

   Question: Create a vector named 'x' that stores the values <INT1,1,20> and <INT2,1, 20>

   Solution: x = c(INT1, INT2)