# **G54GPP**

# **Project Proposal**

# *Literacy games for Key Stage 1 children with dynamic difficulty for individuals produced by machine learning techniques*

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## Background and Motivation

The most ideal way to teach children is that each child has their own personal tutor to teach the child one on one at their own pace. However this is not practical as there are not enough resources[]. The traditional classroom became the default method of teaching, with one teacher standing at the front of the classroom conveying information at a set rate for the whole class. This method has not greatly changed even with the evolution of technology, with classrooms still following the same format. “Slate evolved to paper and paper evolved to tablets\*\*\*\*, but it is still the same idea.”[] However, one of the new techniques are educational computer games.

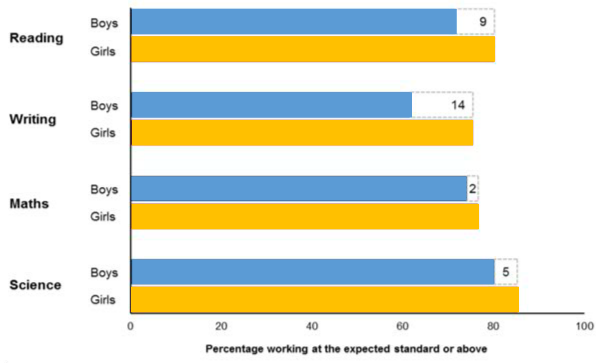
Computer games have made their way into the classroom as a way of interactive learning, but have their own problems. Looking at the existing market, BBC Bitesize [] is the most commonly platform within the British school system. These games lack replay ability, and have a fixed structure with little replay ability, as well as lacking variety. A small selection of games which would only be ideal for one single session. Other commercial products such as kidspell[] and purple Mash[] both follow the same format, but have a larger variety of games. The former however is based upon Adobe Flash Player [], which is soon to become an unsupported plugin, as well as being incompatible with IOS devices which have an X% share of tablets and mobile devices market[]. Schools are increasingly acquiring iPad’s in particular for educational purposes. kidSpell also includes adverts which are inappropriate for children.

Expanding beyond the issues with educational games, to the issues with education as a whole. Taking data from the 2017 \*\*\*\*\*\* Government thingy \*\*\*\*\*\*\* identifies a problem with the current mindset towards teaching. Education quality is assessed on whether a child reaches an expected standard which is set by the government.

**Figure 1 Figure 2**

**Source: Government Thingy 2017 []**

Of the charts in Figures 1 and 2, there is a clearly visible problem. For reading, **49%[]** are not at the appropriate level set by the government for their individual ability , and for writing, it is **48%[]**. Nearly half of all children in Key Stage 1 within England \*\*\*\* and Wales? \*\*\*\*\* are either below or above the standards, indicating that students are left behind or held back. This is a problem with the traditional teaching method, as the curriculum is designed for the average as apposed to the individual. Nearly half of pupils have their education compromised in some manner. Another issue identified within the data, is the discrepancy between boys and girls (Figure 3). Using the traditional teaching techniques, girls outperform boys considerably.



**Figure 3**

**Source: Government Thingy 2017 []**

In short, the “one size fits all”[] approach does not work for a vast proportion of children. To attempt to address this problem, we want to use the developments within Machine learning to provide a personalised educational experience. We want to produce a set of browser based Literacy games with an AI foundation designed to be played on iPads. The game’s will have a dynamic difficulty, i.e. the difficulty of each session that the child plays of a game will be based on their previous performance. As a child progresses through the games, the games will adapt. If a child struggles with a certain area, then the words within the games will evolve to focus on what they are struggling with. Likewise, if a child is excelling with certain words, the games will increase in difficulty to challenge them more. The games will change with the child, with a constant aim of increasing their literacy ability, but at their own pace.

## Aims and Objectives

This dissertation project builds upon one group member’s G52GRP project entitled “Savannah School” which produced four literacy based games with fixed difficulties, but the teacher had the ability to see statistics on each child’s progress.

Aims:

* To produce of a set of fun educational literacy based games
* The games must have an educational value
* The overall system should provide a personalised learning experience
* Teacher should be able to monitor each pupil’s progress

Objectives:

* To produce 9 professional HTML5 based games compatible with iPad’s
* Each game must be part of the curriculum, and will test either Reading, Spelling or Phonics.
* To Produce a teacher’s portal to monitor each child’s progress
* Implement Machine Learning techniques to provide a personalised experience
* Thorough user testing with children to asses practical application and benefits
* Ability for the games to be played as individuals, but also as a group activity.

## External Aspect and Impact

With a specific external focus on a local primary school within Nottingham, as well as applying IBM’s machine learning tools for educational use.

The greater impact is the research into whether the approach we take is successful, and the practicality and benefits to such a system. The impact could attitude to education as a whole. This project will be a proof of concept, and an evaluation of the general theme of machine learning in education.

## Workplan

Workplan is made up of an overall Gantt Chart with specific milestones.

## Milestones

|  |  |
| --- | --- |
| **Milestone** | **Date** |
| Website | 30/10/2017 |
| Nine Educational Games | 13/11/2017 |
| Unique Login System | 20/11/2017 |
| Teacher’s Portal | 20/11/2017 |
| Machine Learning | 19/02/2018 |
| User Testing | 16/04/2018 |
| Data Analysis | 24/04/2018 |

Gannt Chart

See Following Page.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Dates:** | 19/10/2017 | 16/10/2017 | 23/10/2017 | 30/10/2017 | 06/11/2017 | 13/11/2017 | 20/11/2017 | 27/11/2017 | 04/12/2017 | 11/12/2017 | 18/12/2017 | 25/12/2017 | 01/01/2018 | 08/01/2018 | 15/01/2018 | 22/01/2018 | 29/01/2018 | 05/02/2018 | 12/02/2018 | 19/02/2018 | 26/02/2018 | 05/03/2018 | 12/03/2018 | 19/03/2018 | 26/03/2018 | 02/04/2018 | 09/04/2018 | 16/04/2018 | 23/04/2018 |
| Nottingham University |  |  |  |  |  |  |  |  |  |  | Holiday | | | | Exams | |  |  |  |  |  |  |  | Holiday | | | |  |  |
| Local Primary Schools |  |  |  |  |  |  |  |  |  |  | Holiday | | |  |  |  |  |  |  |  |  |  |  |  | Holiday | | |  |  |
| **Tasks:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| General Research |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School and Council contact |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Equipment Gathering |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ethics and Proposal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| New Website |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Update Original Games |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Improved Stat. Tracking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Add New Games |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Secure Login Account System |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Teacher/Admin portal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Multiplayer Tasks |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| User Avatars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Game testing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Interim Report |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Word recognition M.L |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Specialised word selection M.L |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Machine Learning Testing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| User Testing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Data Analysis |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Presentation of data |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Acceptance Testing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## Bibliography

* National Curriculum
* CGPGrey – Digital Aristotle
* Links to existing solutions
* Existing Solutions suck
  + Out of date , flash , lack of replay ability, adverts
    - BBC Bitesize
    - Spelling one
    - Purple mash
* Problem with exams as a whole.
  + A benchmark, not suited for all
  + It’s how you are doing vs. every else, not your own individual learning
  + Too hard or Too Easy leaves the majority of students alienated (Gain some source for this)
    - <http://blogs.edweek.org/teachers/living-in-dialogue/2012/07/could_school_be_both_too_easy_.html>
    - <http://www.telegraph.co.uk/education/educationnews/9553764/Ofsted-mixed-ability-classes-a-curse-on-bright-pupils.html>
    - <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/647846/SFR49_2017_Main_text.pdf>