

Philip Yeeles

# **Nico: An Environment for Mathematical Expression in Schools**

Computer Science Tripos

Selwyn College

April 28, 2012



# Proforma

**Name:** Philip Yeeles  
**College:** Selwyn College  
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**Project Originator:** P. M. Yeeles (pmy22)  
**Supervisors:** Dr S. J. Aaron (sja55), A. G. Stead (ags46)

## Original Aims of the Project

The aim of the project was to develop an application in the Clojure programming language which would allow users to express mathematical calculations using a graphical notation. The software was to be able to generate an abstract syntax tree from the graphical notation, evaluate it and pass the results back to the application in under 300ms. An extension to the project was to conduct a user study to evaluate the utility of the software.

## Work Completed

I have successfully designed and implemented the application detailed in the previous section. That is, I have developed an application in which it is possible to express calculations using a graphical notation, that generates an abstract syntax tree from the language and that is able to parse the tree and return the results in

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<sup>1</sup>This word count was computed by `detex diss.tex | tr -cd '0-9A-Za-z \n' | wc -w`

under 300ms. I have also conducted a user study to assess whether or not the software is actually of use with regard to mathematics education.

## **Special Difficulties**

Learning the Clojure programming language.

## **Declaration of Originality**

I, Philip Michael Yeeles of Selwyn College, being a candidate for Part II of the Computer Science Tripos, hereby declare that this dissertation and the work described in it are my own work, unaided except as may be specified below, and that the dissertation does not contain material that has already been used to any substantial extent for a comparable purpose.

Signed

Date April 28, 2012



# Contents

<b>1</b>	<b>Introduction</b>	<b>1</b>
1.1	Motivations . . . . .	1
1.1.1	Evaluation of the Handwritten Approach . . . . .	2
1.1.2	Requirements of a Replacement System . . . . .	3
1.2	Technical Challenges . . . . .	3
1.3	Previous Work . . . . .	4
1.4	Summary . . . . .	4
<b>2</b>	<b>Preparation</b>	<b>7</b>
2.1	Requirements Analysis . . . . .	7
2.1.1	Current System . . . . .	7
2.1.2	Proposed System . . . . .	7
2.2	User Interface . . . . .	8
2.2.1	Prototyping . . . . .	9
2.3	Additional Tools . . . . .	15
2.3.1	Third-Party Tools . . . . .	16
2.4	Summary . . . . .	16
<b>3</b>	<b>Implementation</b>	<b>17</b>
3.1	Backend . . . . .	17
3.2	User Interface . . . . .	17
3.2.1	Metaphor . . . . .	17
3.2.2	Application . . . . .	17
3.3	Summary . . . . .	17
<b>4</b>	<b>Evaluation</b>	<b>19</b>
4.1	Backend Testing . . . . .	19
4.2	UI Evaluation . . . . .	19
4.3	Language Evaluation . . . . .	19
4.4	Summary . . . . .	19

<b>5</b>	<b>Conclusions</b>	<b>21</b>
	<b>Bibliography</b>	<b>23</b>
<b>A</b>	<b>Project Proposal</b>	<b>25</b>



# List of Figures

1.1	Illustrating the hidden dependencies and viscosity inherent in pre-algebra, handwritten arithmetic. The original calculation is shown in (a), has its otherwise-hidden dependencies highlighted in (b), and is altered slightly in (c). . . . .	2
2.1	Empress Alexandra II Sexah . . . . .	9
2.2	The prototype flowgraph-style language. . . . .	10
2.3	The prototype Sierpiński-triangle-based language. . . . .	13
2.4	The prototype circle-based language. . . . .	15

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# Chapter 1

## Introduction

The aim of this project has been to design and develop a notation and accompanying application to act as a learning aid for pre-algebra arithmetic by increasing visibility, reducing the number of hidden dependencies and making the flow of data obvious to the user. I have successfully developed such a system, intended initially for pupils in Year 5 (though extensible, through the creation of alternative question sets, to other age groups), and, as an extension, conducted a user study to assess its utility.

In this chapter, I will discuss my motivations for choosing this project, the pros and cons of the handwritten system it is attempting to augment, the technical challenges involved in developing such a system and related work that has previously been conducted with similar goals.

### 1.1 Motivations

My motivations behind this project lay in the limitations of the handwritten approach to solving mathematical problems that I had observed both in my own learning and in my own teaching experience. What follows is an evaluation of the pros and cons of the handwritten method of performing arithmetic calculations according to Blackwell and Green's "Cognitive Dimensions" framework [2], and a discussion of the properties a useful alternative notation should have.

$24+35=59$	$24+35=\textcolor{teal}{59}$	$24+35= \textcolor{teal}{59} \textcolor{teal}{49}$
$12+48=60$	$12+48=\textcolor{teal}{60}$	$12+48=\textcolor{teal}{60}$
$59+72=131$	$\textcolor{teal}{59}+72=\textcolor{teal}{131}$	$\textcolor{teal}{59} \textcolor{teal}{49}+72= \textcolor{teal}{131} \textcolor{teal}{121}$
$1+60=61$	$1+\textcolor{teal}{60}=\textcolor{teal}{61}$	$1+\textcolor{teal}{60}=\textcolor{teal}{61}$
$131+61=192$	$\textcolor{teal}{131}+\textcolor{teal}{61}=192$	$\textcolor{teal}{131} \textcolor{teal}{121}+\textcolor{teal}{61}= \textcolor{teal}{192} \textcolor{teal}{182}$
(a)	(b)	(c)

Figure 1.1: Illustrating the hidden dependencies and viscosity inherent in pre-algebra, handwritten arithmetic. The original calculation is shown in (a), has its otherwise-hidden dependencies highlighted in (b), and is altered slightly in (c).

### 1.1.1 Evaluation of the Handwritten Approach

There are a number of problems with handwritten, pre-algebra arithmetic that this project seeks to rectify. First of all, the fact that it is handwritten entails a high level of viscosity: it is difficult to make changes to a written calculation without sacrificing clarity. In particular, there is a lot of repetition viscosity involved in the modification of an existing piece of work; if a number is changed that is used in several calculations, then it is time- consuming to change it everywhere it appears in the working. If several calculations are dependent upon each other, then this entails a lot of knock-on viscosity in recalculating each stage after changing the number. This is exacerbated by the hidden dependencies between chained calculations in handwritten arithmetic (*Fig. 1.1*). The problem of hidden dependencies is made worse by the low juxtaposability of the system; although the notation is quite visible, in that every calculation can be seen easily on the page, juxtaposing two sets of calculations entails considerable premature commitment on the part of the user, as components cannot easily be edited or relocated due to the system's high viscosity. Whilst viscosity can be acceptable in some situations, it is harmful with regard to modification and exploration within a notational system, once again requiring a non-trivial amount of premature commitment on the part of the user. In many cases, it can actually quicker for the user to start all over again, as opposed to making the changes required to rectify their calculations.

Handwritten arithmetic does have one key advantage: it has a very low initial abstraction barrier. Other than learning the appropriate symbols for each operation and digit, and how to combine them, the traditional system of arithmetic allows a learner to begin using it almost immediately. Algebra, on the other hand, has a much higher abstraction barrier, requiring the much more abstract concept of a variable, rather than a set quantity, to be used effectively. Although it is possible to add abstractions to arithmetic by the use of secondary notation, there is no provision for

abstraction included in the primary notation. It can, therefore, be said that algebra is an *abstraction-hungry* system, whereas arithmetic is an *abstraction-hating* system. Without abstractions, arithmetic is easy to get started with, but can be a very verbose and inefficient notation with low visibility, as outlined above.

### 1.1.2 Requirements of a Replacement System

To improve upon the standard approach of listing the steps comprising a calculation, a system must acknowledge and try to overcome the drawbacks listed above. To this end, I have designed and developed a notational system and accompanying application that aims to overcome many of the disadvantages inherent in traditional, handwritten arithmetic. The intention of the system is to reduce viscosity, increase visibility and to remove many of the hidden dependencies that beleaguer the traditional method.

## 1.2 Technical Challenges

Developing such an application comprises two main challenges: developing a backend that is capable of creating, storing, editing, deleting, evaluating, nesting and calculations, and a graphical, user-facing frontend that is able to render calculations into the devised notation, and allow the user to perform operations upon the notation that affect the underlying calculation.

I chose to use the Clojure language as it provided many features that would prove to be useful over the course of the application's development. As a dialect of LISP, Clojure is a homoiconic programming language – that is, a programming language in which code is represented as a data structure – which made passing around and performing operations upon calculations themselves, rather than just their results, considerably easier. A calculation can simply be represented as a piece of code, which can then be utilised as needed.

As the user experience is so crucial to the success of the application, it was also important that there be well-established GUI libraries available. Clojure runs on the Java Virtual Machine (JVM), which puts Java's considerable standard library at one's disposal, whilst still being able to program in a LISP. As I am familiar with Java and the Swing GUI libraries, it was advantageous to be able to leverage this knowledge in designing the application's interface.

## 1.3 Previous Work

There already exists a wide variety of educational software for mathematics, but much of this is in the form of “games”, in which a series of mathematical problems to be solved is poorly disguised as a game – indeed, such problems would be more accurately said to be embedded into a game, rather than becoming the game themselves. Thus, the object becomes not to solve the problems, but to play the game that happens to surround the problems. Such software also does not often offer any means of solving the problems, other than the traditional pen-and-paper method (with a piece of paper next to the computer screen), or the mental approach. Hence, what the user is then presented with is essentially a game and a worksheet, awkwardly interleaved. In some cases, it is even possible for the user to simply press arbitrary buttons until they pass the questions, effectively removing the maths element of the game and replacing it with a series of short breaks in gameplay.

There also exist a few applications intended to represent calculations on a computer in novel ways. A relatively common approach to this has been to try to make on-screen calculations more like on-paper calculations. *Pi Cubed* takes this approach by trying to make complex calculations appear as they would be written in an exam or exercise book [6]. *Soulver*, conversely, tries to achieve this by simulating “back-of-the-envelope” calculations, whereby notes in English augment the calculation [7]. Another approach is that of the *Scrubbing Calculator* [11], which extends the *Soulver*-style environment by helping the user to solve equations by dragging values to increase and decrease them, showing how changing a value affects the overall result. Values can be linked by dragging a line between them, which means that they are two instances of the same value – hence dragging one changes the value at every location in which it appears. This is a neat means of visualising equations, but it, too, is not intended for use in education, and still requires the user to be able to formulate some kind of equation. The *Scrubbing Calculator* is more a tool for facilitating algebraic understanding, as opposed to arithmetic understanding; indeed, it is inherently a **calculator**, and so does not encourage thinking about how to work out the arithmetic parts of a calculation manually.

## 1.4 Summary

Existing educational “games” for mathematics either have too much focus on being a game, rather than helping to learn mathematics, or are such that the mathematical

element is circumventable. There exists software to aid in calculation and arithmetic by representing it clearly, but it is not intended for educational use, and often its purpose is to make on-screen calculations appear as one would handwrite them.

There is a niche for a tool for use in education that represents calculations in a visual manner, with a particular focus on making the method by which arithmetic problems are solved clear. My project aims to provide an environment in which the user can explore the many ways in which a problem can be solved using a novel graphical notation.





# Chapter 2

## Preparation

In this chapter I will discuss the work that was done prior to beginning the project proper. This includes learning the Clojure programming language and researching and auditioning graphical metaphors for calculation. This chapter comprises a requirements analysis, followed by an overview of the system architecture and a discussion of the additional tools used in the development of the project.

### 2.1 Requirements Analysis

#### 2.1.1 Current System

#### 2.1.2 Proposed System

##### 2.1.2.1 Overview

##### 2.1.2.2 Functional Requirements

To be an improvement upon the current system detailed above, the new system must satisfy the following properties:–

- lol

### 2.1.2.3 Non-Functional Requirements

The system must also satisfy a number of requirements outside of its basic functionality. These are listed below.

- lol

### 2.1.2.4 Use Case

## 2.2 User Interface

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## 2.2.1 Prototyping

### 2.2.1.1 Low-Fidelity Prototyping



Figure 2.1: Empress Alexandra II Sexah

### 2.2.1.2 Preliminary Designs

Some preliminary designs for the application and graphical language follow. First is a combined flowgraph representation and Read-Evaluate-Print-Loop (REPL) design. The second design uses the Sierpiński triangle as a basis for the visual metaphor. The final design is the circle-based language that eventually became the foundation for the rest of the project.

#### 2.2.1.2.1 Flowgraph Metaphor

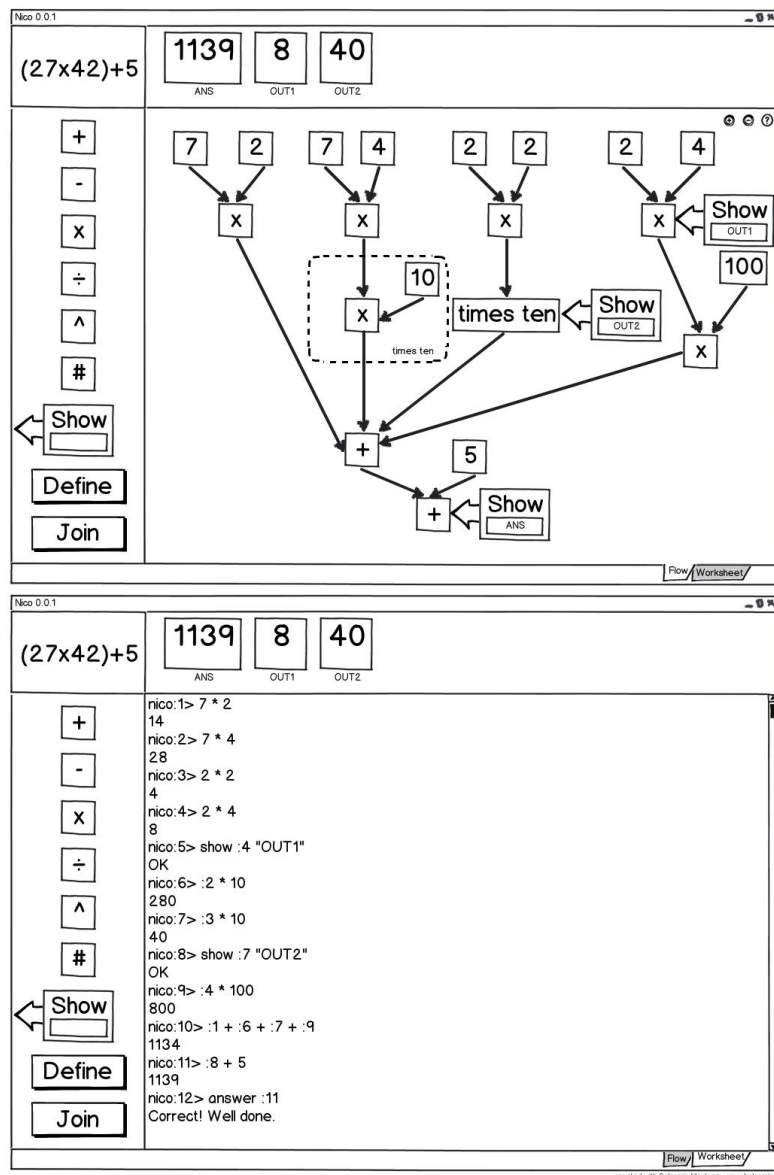


Figure 2.2: The prototype flowgraph-style language.

The flowgraph idea initially outlined in the project proposal and included in the low-fidelity prototypes above appears here as a more mature, revised prototype, showing two screens of a sample application. The top screen shows the proposed application manipulating the graphical language, whilst the bottom screen shows a REPL utilising a simple text-based language for users more comfortable with writing than the visual metaphor.

The application is comprised of one window containing several panels. The current

question being answered is displayed in the top left-hand corner. Below this, a scrollable panel running down the left side of the window contains the fundamental components of the notation: boxes representing numbers and operations, both provided and user-defined, with two buttons below to change the action of clicking the mouse (explained in greater detail below). A panel that runs along the top of the window contains output boxes, areas that display the result of a calculation at a user-determined point in the application. Further boxes appear here as the user demands them, by using the Show function. The ANS box is a specialised case of this, which displays what the user currently wishes to submit as the answer to the question. The canvas panel occupies the majority of the window, and this is the area in which the answer is constructed using the various components of the graphical language. In the top right-hand corner of the canvas are three buttons, to zoom in and out of the current calculation and to bring up a help window. For especially large or zoomed-in calculations, the canvas is scrollable. At the bottom of the window are two tabs, Flow and Worksheet. When Flow is selected, the graphical language is available for use in answering the question. When Worksheet is selected, the user is able to use a simple textual language in a REPL to answer the question.

Of all the prototypes shown here, this version of the graphical language is the most like a traditional programming language, in that it allows the user to define reusable functions, and includes functionality similar to print statements. The icons at the side of the application are used to select the desired function, from a set that includes addition, subtraction, multiplication, division, exponentiation, number input, Show, Define and Join. Addition, subtraction, multiplication, division and exponentiation are all dragged-and-dropped from the icons at the side to a point on the canvas, causing a box containing their respective functions to appear at that point. Number input (#) is similar, but the user inputs a number using the keyboard after the box is created. The box then contains that number. Show displays the output of the junction to which its arrow points, in the output box at the top of the screen with the label input by the user after placing it. If the box with the label does not yet exist, it is created next to the existing output boxes. Define and Join are not boxes to be dragged-and-dropped; they are modes of operation. When Define is activated, dragging the mouse on the canvas draws a box around sections of the diagram – the user is able to define functions by doing so, and by providing a label for the section of diagram that has been highlighted, a corresponding box can be dragged-and-dropped from the list of icons (as show in *Fig. 2.2* with the times ten function). When Join is active, dragging between two points on the canvas creates an arrow between them that means that the source of the arrow is used as an argument to the destination of the arrow. In defining functions, if arrows cross the

boundary of the definition box and they are incoming, input is required to future uses of the function. One outgoing arrow is allowed to indicate the output of the function. Using this notation, answers are submitted by Showing the output at a point in the calculation to the output box ANS.

This particular graphical language tries to have a very high visibility, minimising the number of hidden dependencies between calculations by making every connection explicit: as a dataflow representation of a calculation [2], the flow of information through the diagram is made very clear. This language is considerably less viscous than the handwritten method, as it is trivial (albeit not demonstrated in *Fig. 2.2*) to remove and replace a box or arrow in the diagram, as opposed to writing out a new set of calculations or replacing several instances of a component by crossing them out. Each box is able to be relocated on the canvas, increasing the juxtaposability of the system, and the user is able to define their own abstractions.

The textual language improves upon the traditional means of handwriting arithmetic by revealing otherwise-hidden dependencies using references to line numbers. As the target audience is not yet required to have formally learnt (or, indeed, encountered) algebra, this notation includes a function `:`, which takes a single number  $n$  as an argument and returns the result of the calculation performed on line  $n$ . Answers are submitted using a function `answer` that takes a single number (shown here using a line reference that is resolved to a number) as an argument. Other functions include addition, subtraction, multiplication, division and exponentiation, all of which take two or more numerical arguments and are used in the familiar infix form. A function `define` is also included, although not shown here. Finally, there is the `show` function, which behaves similarly to a print statement. It takes a numerical argument  $n$  followed by a string argument `str`, and displays  $n$  in the output box named `str` at the top of the screen. If there exists no such output box, it is created next to the existing boxes. Note that `answer n` is logically equivalent to `show n "ANS"`; the `answer` function was included here to increase clarity.

This design was abandoned as it was deemed to be too complex for the target audience (Year 5). The intention of this project is not to implement yet another programming language for learners, and by providing features like the REPL and function definition, the system unnecessarily overprovides. In addition to this, the flowgraph representation had a number of shortcomings. For example, it is not immediately clear in what order the arguments feed into an operation, which is confusing for non-commutative functions such as subtraction. Furthermore, the language is quite verbose. Although this is not inherently a disadvantage, a more

compact representation would be preferable, in order to make expressions written in the notations more readable to people other than the author.

### 2.2.1.2.2 Sierpiński Triangle Metaphor

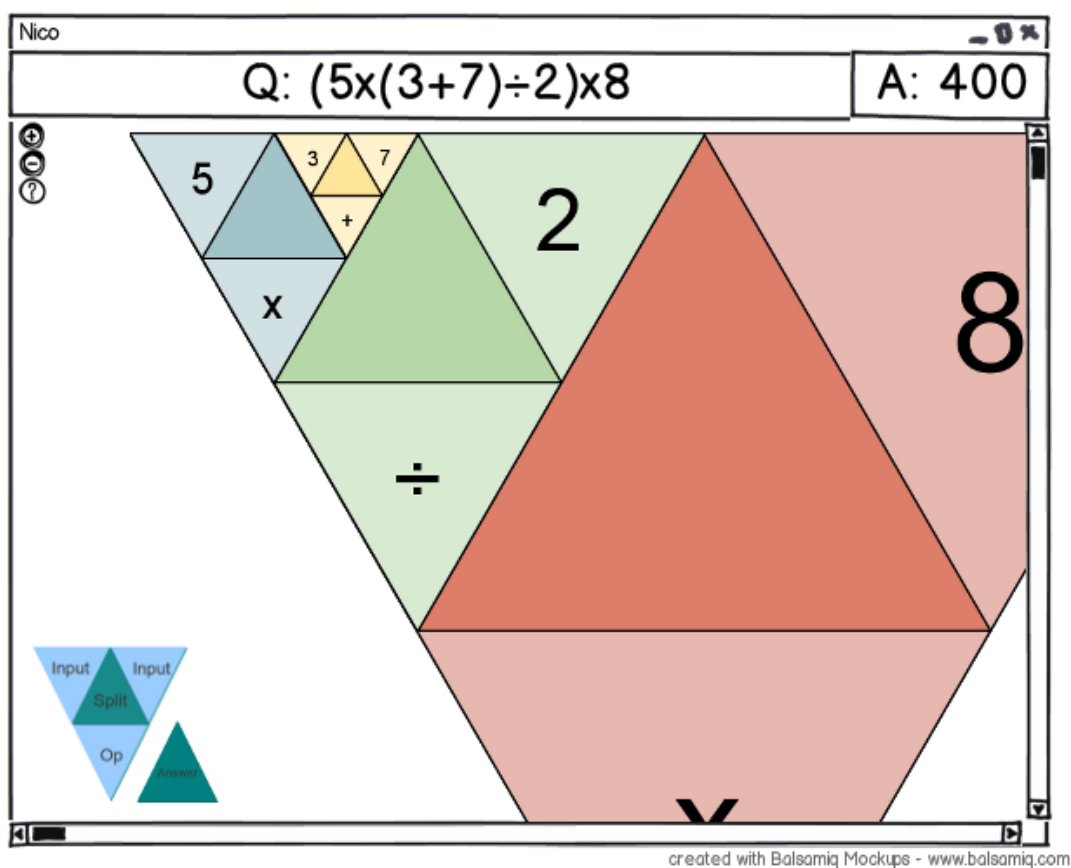


Figure 2.3: The prototype Sierpiński-triangle-based language.

This prototype uses a zooming instance of the Sierpiński triangle fractal as the basis of its notation. It is shown here manipulating a simple calculation.

The application consists of a single window containing two panels and a canvas area. The right-hand panel displays the current total of the calculation, and the other panel displays the question currently being answered. In the canvas area, there are buttons for zooming in and out, a help button and buttons controlling the composition of structures within the language. When a triangle has been selected by clicking on it, clicking the Op button presents the user with a choice of operations (namely +, -, × and ÷) to use in the bottom segment of the triangle.

Clicking either of the Input buttons allows the user to input a value into their respective sections, and clicking on the Split button creates a new triangle expression within the left-hand triangle.

This notational system is based around binary operations represented as the component triangles of a Sierpiński fractal, the logic behind this being that the fractal structure emphasises that each calculation is part of a larger whole. The notation is read by using the left and right sub-triangles as arguments (left first, right second) to the operation in the bottom triangle. The structure is colour-coded, such that each subexpression is a different colour to its precedent superexpression. This allows the user to abstract away subexpressions as units to be manipulated as any other input to an operation would be. The hidden dependencies of the handwritten method are greatly diminished in this manner, as viewing the internal structure of a calculation's subexpressions is simply a matter of zooming-in to the appropriate triangle. Viscosity is also considerably reduced, as making a change in one expression does not require the change to be made anywhere else, as the results of that expression are passed to the rest of the calculation. This does not completely remove viscosity, as a misrepresented value still has to be replaced several times if it appears in several different expressions, but this is still an improvement over handwriting. Indeed, the fact that calculations are editable more than once, by virtue of using a computer rather than paper, makes this less viscous than pen and paper. The system is quite visible, but has a very low juxtaposability, as all calculations are restricted to their respective places in the triangle template.

This design was ultimately abandoned as it was deemed to be awkward for a number of reasons, not least because it was based solely around binary operations, meaning that to solve the simple question  $1+2+3+4$ , one has to either calculate  $((1+2)+3)+4$ , which is inefficient, or mentally calculate that  $1+2+3=6$ , and then calculate  $6+4$ , which is obviously unacceptable for a system that intends to help the user express themselves mathematically. The severe lack of juxtaposability is also a problem: as each expression must fit into the larger structure, it is not possible to reorder them at will, without fundamentally altering the calculation being performed. In addition to this, a somewhat-informal survey of potential notations was conducted, asking approximately ten subjects to answer some sample questions in this notation and the circle-based notation (below). Subjects found this notation less clear, and were much better able to complete questions correctly using the circle notation.

#### 2.2.1.2.3 Circle Metaphor



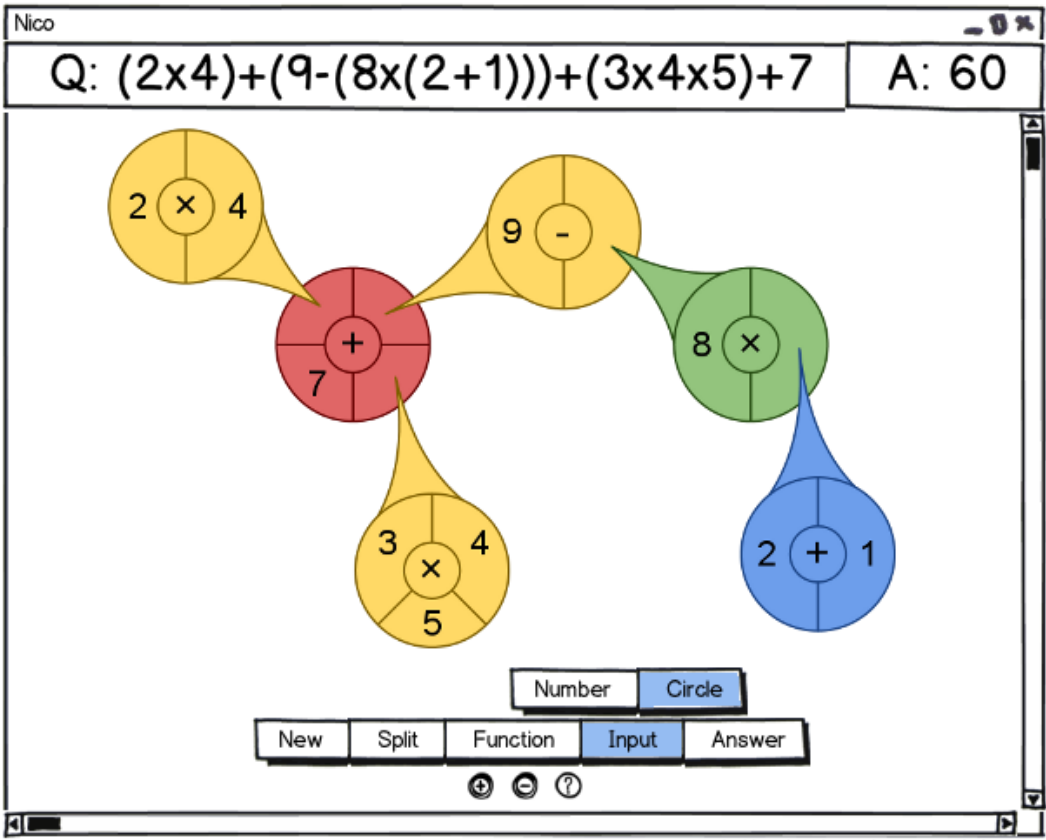


Figure 2.4: The prototype circle-based language.

This prototype uses a notation based around circles as individual units of calculation, linked in such a way as to indicate the flow of information. Although it is related to the flowgraph metaphor (above), it has a number of key differences.

The application

This notational system

This design was the one that was ultimately chosen as

## 2.3 Additional Tools

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### 2.3.1 Third-Party Tools

What follows is a list of the third-party tools that were used in the development of the project.

- Ubuntu Linux 10.04, Arch Linux 2010.05, Microsoft Windows 7
- Clojure 1.2.0
- Leiningen 1.6.1.1
- OpenJDK 6
- Seesaw 1.3.1-SNAPSHOT
- swank-clojure 1.3.4-SNAPSHOT
- GNU Emacs 23.1.1
- A modified version of Overtone's Emacs configuration [9], including:–
  - SLIME/SWANK (revision as of 15/10/2009)
  - clojure-mode 1.11.5
  - undo-tree 0.3.3
- Git 1.7.0.4
- GitHub
- Balsamiq Mockups
- Google Docs

## 2.4 Summary

# **Chapter 3**

## **Implementation**

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### **3.1 Backend**

### **3.2 User Interface**

#### **3.2.1 Metaphor**

#### **3.2.2 Application**

### **3.3 Summary**



# **Chapter 4**

## **Evaluation**

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### **4.1 Backend Testing**

### **4.2 UI Evaluation**

### **4.3 Language Evaluation**

### **4.4 Summary**



## **Chapter 5**

## **Conclusions**

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# **Appendix A**

## **Project Proposal**

The original project proposal follows.

# Nico: An Environment for Mathematical Expression in Schools

P. M. Yeeles, Selwyn College

Originator: P. M. Yeeles

18 October 2011

## Special Resources Required

- PWF account
- SRCF account
- GitHub account
- Toshiba Satellite L500-19X (Intel Pentium T4300 2.0GHz, 4GB RAM, 500GB disk)
- Samsung NC10 Plus (Intel Atom 1.66GHz, 1GB RAM, 250GB disk)

**Project Supervisors:** Dr S. J. Aaron & A. G. Stead

**Director of Studies:** Dr R. R. Watts

**Project Overseers:** Dr J. A. Crowcroft & Dr S. Clark

## Introduction

Discussions with local teachers have led me to hypothesise that educational software for mathematics could be used to reinforce learning by focussing on method, rather than on a numerical answer. My aim is to develop a problem-solving system aimed at pupils in year 5 in which the solution to a problem can be represented as a tree of operations – a block-based graphical language to describe mathematical method. The correctness of the solution is then assessed with respect to the structure of the tree. The application will be written in Clojure, using JavaFX 2 for the graphical elements, though if this becomes infeasible I will use either the Eclipse SWT or Swing with GUIFW. This dissertation will determine whether Nico offers an improvement regarding pupils' ability to recall the correct method for answering mathematical problems. The success of the project will be gauged by whether or not the software is able to generate an abstract syntax tree in Clojure from the graphical language and evaluate such a tree, passing the results back to the graphical application and displaying this to user in less than 300ms<sup>1</sup>. As an extension, I will distribute Nico with anonymous feedback forms to local schools, to determine if the software is actually of use in the classroom.

## Work that has to be done

The project breaks down into the following sections:-

1. Core system
  - a. A syntax for questions and a means of loading them
  - b. A set of basic functions available to the student
  - c. A means of inputting an answer that can be evaluated on-the-fly
  - d. A means of re-expressing the question to reflect how the student works (e.g.  $12 \times 34 \Rightarrow (10 \times 34) + (2 \times 34)$ )
  - e. A method of validating the answer
  - f. A means of tracking the current result of evaluating the method input so far
  - g. A system of hints for students who may not know where to start
2. GUI
  - a. A collection of drag-and-drop elements that can be used to construct a diagram representing how to solve the question

---

<sup>1</sup> *Interactive multimedia and next generation networks: Second International Workshop on Multimedia Interactive Protocols and Systems, MIPS 2004 Grenoble, France, November 2004, Proceedings (LNCS 3311)* by Roca and Rousseau has this to say on interactivity: "An abundance of studies into user tolerance of round-trip latency [...] has been conducted and generally agrees upon the following levels of tolerance: excellent, 0-300ms; good, 300-600ms; poor, 600-700ms; and quality becomes unacceptable [...] in excess of 700ms."

- b. A means of validating combinations of the drag-and-drop elements
  - c. A means of defining functions
  - d. A means of viewing documentation
3. Evaluation
  - a. Test software on non-technical but mathematically-able subjects
  - b. Evaluate the correctness of Nico's translations between diagram and code
4. Extensions
  - a. Create and distribute questionnaires to test classes
  - b. Collect and interpret data
  - c. Create a tutorial mode for new users

## Difficulties to Overcome

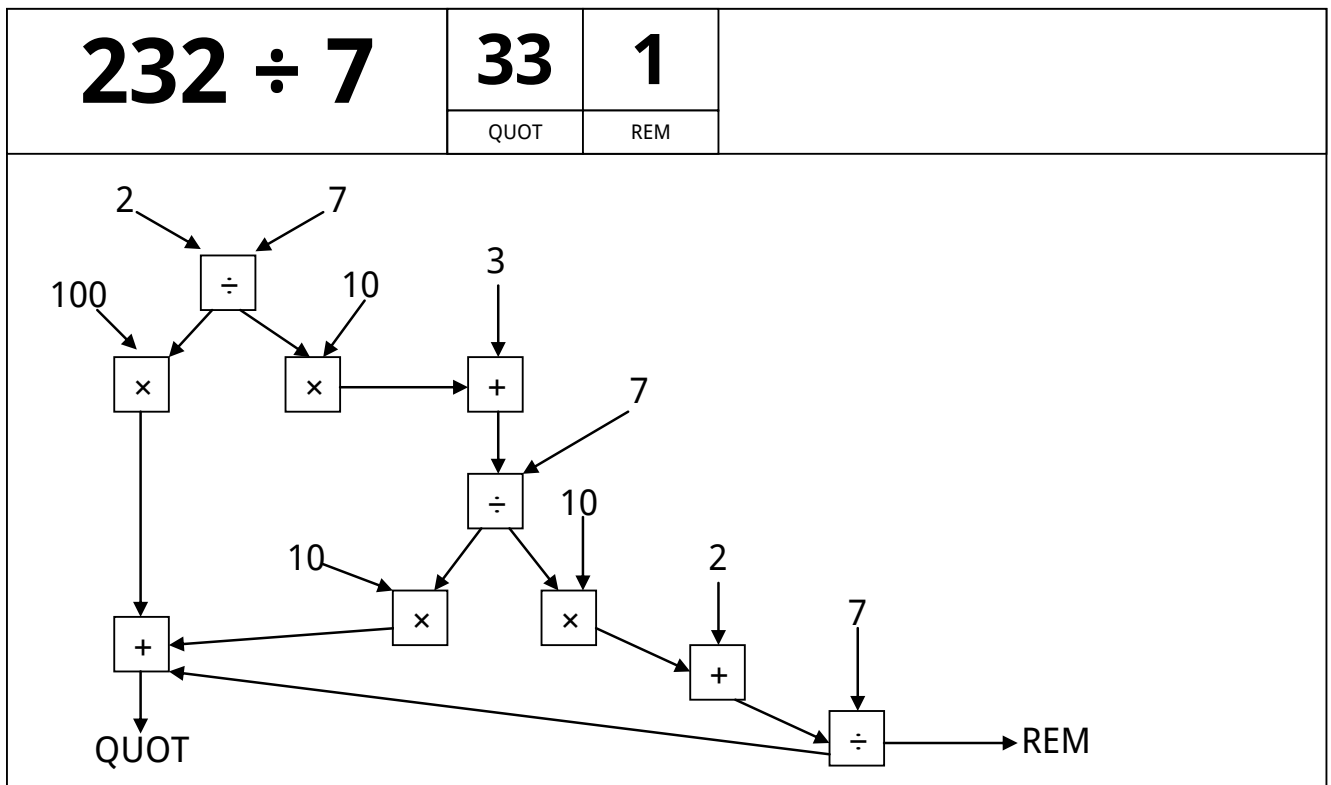
The following main learning tasks will have to be undertaken before the project can be started:

- Learn Clojure
- Become familiar with JavaFX 2
- Spend time designing the GUI and language

## Starting Point

I have spent some months learning Clojure, and continue to do so. I have a good working knowledge of Java and experience teaching Mathematics and IT in Years 4 to 6. The first two years of the undergraduate course have familiarised me with Java and its libraries, and thanks to Clojure's interoperability I will be able to leverage these skills for this dissertation. My experience in schools has allowed me to develop the idea for this dissertation, and has given me an insight into what resources are useful in the classroom.

Below is a mockup of what I aim for Nico to look like. Notice how the method is expressed in the form of a flowchart, with outputs (in this case two) for the answer. Arrows show the direction of input and output, and the QUOT and REM boxes show the result of evaluating the functions being passed to them. Ideally, the question "232 ÷ 7" would also change to reflect how the student breaks down the question.



The above solution would auto-generate the following abstract syntax tree represented in Clojure code:-

QUOT is the output of:-

```
(+
  (*
    100
    (:quot
      (div
        2
        7)))
  (*
    10
    (:quot
      (div
        (+
          (*
            (:rem
              (div
                2
                7))
            10)
          3)
        7)))
    (:quot
      (div
        (+
          (*
            (:rem
              (div
                (+
                  (*
                    (:quot
                      (div
                        2
                        7))
                    10)
                  3)
                7))
            10)
          2)
        7)))
```

REM is the output of:-

```
(:rem
  (div
    (+
      (*
        (:rem
          (div
            (+
              (*
                (:rem
                  (div
                    2
                    7))
                10)
              3)
            7))
        10)
      2)
    7))
```

This assumes that we have a function `div` that takes two arguments  $x$  and  $y$  and returns an associative map `{:quot q :rem r}` such that  $q$  is the quotient of  $x \div y$  and  $r$  is the remainder. Such a function will be included in the basic functions available to the user. Other functions of use would be addition, multiplication, subtraction, exponentiation, function definition and commenting (i.e. labels that are not evaluated), with options available in the question syntax (e.g. `:inhibit+ true`) to restrict arguments to a value of less than or equal to 10 (useful, for example, in questions on long multiplication, to prevent the student from simply giving `(* a b)` as the answer to  $a \times b$ ). Hence a possible means of representing the question above could be:-

```
{:title "232 ÷ 7"
 :topic "arithmetic"
 :answer {:quot 33
          :rem 1}
 :inhibit+ false
 :inhibit- false
 :inhibit* false
 :inhibitdiv true}
```

## Resources

This project requires little file space so my Toshiba PC's disk should be sufficient. I plan to use the same PC as well as my Samsung PC to work on the project, and to back my files up to the PWF, the SRCF and GitHub. I will be using Git for version control.

# Work Plan

Planned starting date is 27/10/2011.

## October 2011

27/10/2011 - 10/11/2011

Work begins. Start covering the problems outlined in *Difficulties to Overcome*. Design the look and feel of the language and application.

## November 2011

10/11/2011 - 24/11/2011

Design the question syntax. Implement the question interpreter. Implement the tree evaluator.

24/11/2011 - 08/12/2011

Implement the hints system. Begin work on the GUI.

## December 2011

08/12/2011 - 22/12/2011

Finish the non-language section of the GUI. Begin implementing the graphical language.

29/12/2011 - 12/01/2012

Finish implementing the graphical language and its interpreter.

## January 2012

12/01/2012 - 26/01/2012

Finish coding the core project. Begin extension work and evaluation.

26/01/2012 - 09/02/2012

Progress report written to be handed in by 03/02/2012. Preparation for presentation on 09/02/2012.

## February 2012

09/02/2012 - 23/02/2012

Finish evaluation. Begin drafting the dissertation.

23/02/2012 - 08/03/2012

Finish extension work. Continue drafting the dissertation and evaluate extension work.

## March 2012

08/03/2012 - 22/03/2012

Submit first draft of dissertation to supervisors by 16/03/2012. Begin redrafting on receipt of feedback.

22/03/2012 - 05/04/2012

Continuing redraft and resubmission of dissertation.

## April 2012

05/04/2012 - 19/04/2012

Continuing redraft and resubmission of dissertation.

19/04/2012 - 03/05/2012

Dissertation complete 01/05/2012.

**May 2012**

*03/05/2012 - 18/05/2012*

Dissertation complete. Final edits, corrections. Binding and submission.