

# YouEDU: Addressing Confusion in MOOC Discussion Forums by Recommending Instructional Video Clips

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## ABSTRACT

In Massive Open Online Courses (MOOCs), struggling learners often seek help by posting questions in discussion forums. Unfortunately, given the large volume of discussion in MOOCs, instructors may overlook these learners' posts, detrimentally impacting the learning process and exacerbating attrition. In this paper, we present YouEDU, an instructional aid that automatically detects and addresses confusion in forum posts. Leveraging our publicly-available Stanford MOOCPosts corpus, we train a heterogeneous set of classifiers to classify forum posts across multiple dimensions. In particular, classifiers that target sentiment, urgency, and other descriptive variables inform a single classifier that detects confusion. We then employ information retrieval techniques to map confused posts to minute-resolution clips from course videos; the ranking over these clips accounts for both video-clickstream data and textual similarity between posts and closed captions. We measure the performance of our classification model in multiple educational contexts, exploring the nature of confusion within each; we also evaluate the relevancy of materials returned by our ranking algorithm.

## Keywords

ACM proceedings, L<sup>A</sup>T<sub>E</sub>X, text tagging

## 1. INTRODUCTION

- \* Proliferation of MOOCs
- \* Volume of posts high
- \* Difficult to get a birds-eye view of the course, difficult to address it.

- \* Work looking into sentiment thus far is limited by datasets
- \* Work has been done on confusion, but not so much on MOOCs (save RosAI)
- \* Work into intelligently intervening + aiding the instructor
- \* Previous work has found forum to perhaps not be the most useful, even

\* We suspect that the forum's perceived lack of usefulness is not intrinsic but rather lack of attention lack of instructor tools + isolation from other parts of the classroom.

\* We accordingly set out to address both of these problems – mining for affect gives instructors a pulse on the state of the course, and linking to videos marries forum and other course resources.

\* Why video snippets as opposed to videos? [1] – in a retrospective study of four edX courses, the maximum median engagement, regardless of video length, was six minutes.

The remainder of this paper is organized as follows. We examine related work in section two, present the Stanford MOOCPosts corpus in section three, sketch the architecture of YouEDU in section four, detail YouEDU's constituent classification and recommendation phases, evaluating both and interpreting results in sections five and six, and propose future work in section seven.

## 2. RELATED WORK

## 3. THE STANFORD MOOCPOSTS CORPUS

A precondition to automatically detecting affect in MOOC discussion forums was manually identifying it; given that no publicly-available corpus of tagged MOOC discussion forum posts existed prior to our research, we set out to create our own. The outcome of our data compilation and curation was the Stanford MOOCPosts dataset: a corpus composed of 29,604 anonymized learner forum posts from eleven Stanford University public online classes. Freely available to academic researchers, the MOOCPosts dataset was designed to enable computational inquiries into the nature of both affect and content in MOOC discussion forums.

Each post in the MOOCPosts dataset was scored across six dimensions – confusion, sentiment, urgency, question, answer, and opinion – and subsequently augmented with additional metadata. In this section, we detail the data collection methodology, defining each of the six dimensions along the way, and briefly present some insights gleaned by mining the set.

### 3.1 Methodology: Compiling the Dataset

Nine judges from oDesk were hired to ...

### 3.2 Insights and Discussion

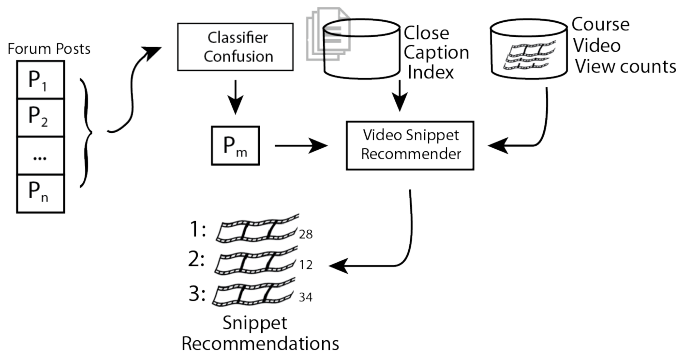
We report insights gleaned into the nature of affect, etc. across these courses.

### 3.2.1 Relationship between Variables

In this section, we report the pairwise correlations between variables to 1) shed some light into the nature of each and also 2) to motivate a YouEDU design choice.

## 4. YOUEDU: DETECT AND RECOMMEND

YouEDU is a personalized intervention system that recommends educational video clips to learners. Figure 1 illustrates the key steps that comprise YouEDU. YouEDU takes as input a set  $P$  of forum posts, processing them in two distinct phases: (I) detection and (II) recommendation. In the first phase, we apply a classifier to each post in  $P$ , outputting a subset  $P_c$  consisting of posts in which the classifier detected confusion. The confusion classifier functions as a *combination* classifier in that it combines the predictions from classifiers trained to predict other post-related qualities.



**Figure 1:** YouEDU Architecture. The YouEDU pipeline consists of two phases: post classification and video snippet recommendation.

The second phase takes  $P_c$  as input and, for each confused post in  $p \in P_c$ , outputs a ranked list of educational video snippets that address the object of confusion expressed in  $p$ . In particular, for a given post, the recommender produces an initial ranking across a number of one-minute video clips by computing a similarity metric between the post and closed caption sections. The ranking of videos in the retrieved set is then further informed by video-clickstream data.

While YouEDU outputs minute-resolution video clips, it does not necessarily guarantee that these clips fully address the exhibited confusion – indeed, several minutes of instructional content are often required to explain a single concept. Rather, the video snippets collectively form an ad-hoc index. For example, say that for a given post, YouEDU outputs three video snippets with start times  $s_1, s_2, s_3$ , in order of decreasing relevance, and say that these snippets were contained in videos  $v_1, v_2, v_3$ , respectively,  $v_1, v_2, v_3$  not necessarily unique. In order to clarify his or her confusion, the author of the post should begin watching video  $v_1$  at  $s_1$  – the learner can autonomously set the end time of the snippet, and can move on to the next video, start time pair if any confusion still lingers.

In the following two sections, we delve further into both phases of YouEDU, describing them in detail and relating the results of empirical evaluations.

## 5. PHASE I: DETECTING CONFUSION

In this section, we present the model used to classify confusion. At a high-level, we use a coordinated combination of classifiers ...

### 5.1 Classifier Design

#### 5.1.1 Feature Space

Here’s an intuition of what we figured might be helpful across all variables ...

- \* Bag of Words
- (\* Specific Bigrams / words / trigrams? Time permitting)
- \* Pre-processing Steps
- \* Features Extracted / Generated

#### 5.1.2 A Combination of Hypotheses

- \* Classifier Combination – Overview
- \* Our particular implementation
- \* Subclassifiers Variable-Specific Features
- \* Training, use gold values, testing, use predicted values
- \* Combination Step Logistic Regression Layer

### 5.2 Evaluation

- \* educational contexts
- \* metrics used
- \* results
- \* implications

## 6. PHASE II: RECOMMENDING CLIPS

### 6.1 The Recommendation Algorithm

#### 6.1.1 Retrieval

#### 6.1.2 Ranking

### 6.2 Evaluation

Two experts were hired ...

## 7. FUTURE WORK

Future work might focus on strengthening the link between the classifiers and the recommendation system; in particular, it would behoove us to devise a way to filter our set of confused posts to a subset for which recommendation makes sense. Additionally, we might want to make our classifiers better and index back into the previous course to retrieve answers for courses. Deploying this system live is another thing that we might do.

YouEDU’s two phases need not be packaged together; in an online setting, they could operate as independent, complementary services. The output of Phase I could be presented directly to instructors, many of whom express interest in understanding activity in discussion forums [2]. As for Phase II, the recommendation system might live as a search-box of sorts: learner would type natural language queries in which they voiced their confusion, and our system would serve them relevant resources.

## 8. CONCLUSION

YouEDU takes an initial step towards building automated confusion intervention ...

## 9. ACKNOWLEDGMENTS

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