

Improving feedback for a web-based marking system

Paul Thomson



Fourth Year Project Report

Software Engineering

School of Informatics

University of Edinburgh

2013

Abstract

This thesis will discuss the work done towards improving the feedback provided supplied to users of the Infandango system. By applying machine learning methods to submission data from a previous year a model is created which can provide a single score to the user, representing their progress so far. A discussion of the efficacy of different machine learning methods will provide reasons for choosing one model over the others. This will then be integrated with the Infandango system, providing a visual mechanism to display the score.

Declaration

I declare that this thesis was composed by myself, that the work contained herein is my own except where explicitly stated otherwise in the text, and that this work has not been submitted for any other degree or professional qualification except as specified.

(Paul Thomson)

Table of Contents

1	Introduction	1
2	Background	3
2.1	Infandango	3
2.1.1	Current feedback	3
2.1.2	Current data	4
2.2	Literature	4
2.2.1	Programming Assessment	5
2.2.2	Visualisation	5
2.2.3	Machine Learning	6
3	Design	9
3.1	Language and Tools	9
3.2	Proposed Design	10
3.2.1	Model	10
3.2.2	Visualisation	14
3.3	Integration with Infandango	14
4	Choosing a model	15
4.1	Feature selection	15
4.1.1	Question Identity	15
4.2	Preliminary models	16

4.2.1	Classifiers	16
4.2.2	Regression	17
4.3	Training and optimising	17
4.3.1	K-fold cross validation	17
4.4	Results	17
4.5	Conclusion	17
5	Implementation	19
6	Evaluation	21
7	Conclusion	23
	Bibliography	25

Chapter 1

Introduction

Infandango is an open source web-based system for automated grading of Java code submitted by students[10]. The aim of this project is to improve the feedback provided to students by using machine learning methods to display a visual representation of their current progress. In chapter 3 the design process will be discussed, justifying primary aspects of the design. Chapter 4 will be reserved for discussing the process through which the final model was chosen, documenting the results of various analyses. Implementation of the feedback device with the current Infandango system will be explained in Chapter 5 and the report will end with a conclusion and summary of the work.

Chapter 2

Background

2.1 Infandango

Infandango is an automated web-based marking system for student submitted programming exercises. A student can view the list of warm-up, optional and core exercises and choose to submit a file for one of them. This file is then compiled and tested by Jester in a sandbox. Between the web frontend and Jester there is a PostgreSQL database which stores the source code of each submission and the score information for each marked submission. Each question has a label: **warmup** questions are simple questions which can be skipped if the user feels confident, **core** questions are questions which the user is highly encouraged to try and may affect the end coursework mark, and **optional** questions are provided for particularly interested students.

2.1.1 Current feedback

The primary source of feedback in Infandango is displayed in Figure 2.1. Each submission is marked with a set of JUnit tests and the fraction of these tests which are correct is displayed. This fraction is converted into a percentage and displayed on a red (0 - 40%), orange (40%-70%) or green (70%-100%) background. More general feedback is also available which displays similar information but the results are displayed by

week rather than by question.

2.1.2 Current data

The system has been used with the first year Java programming course at the University of Edinburgh, for a few years. The database information for these years has been kept and retains all the information about submissions: marks, submission time, number of resubmissions. This information for one year has been anonymised and made available for use. This has only happened for one year because the questions have changed since previous years and therefore the data would be inconsistent with the current questions.

2.2 Literature

Khan Academy[4] is a website which provides users with online education material:

Our online materials cover subjects ranging from math and finance to history and art. With thousands of bite-sized videos, step-by-step problems and instant data[1]

A blog post[8] written by David Hu about Khan Academy demonstrates that different feedback measures can affect user performance significantly. Khan Academy gives users certain kinds of exercises, for example choosing the appropriate position on a number scale. It can then generate endless variations of this problem for the user to continue attempting until they are deemed proficient¹. The original Khan Academy system required a user to get 10 consecutive exercises of a certain type correct before they can be deemed proficient at that type of exercise. In an attempt to improve this system, a logistic regression model is used to calculate the probability that a user passes the next exercise successfully, with a threshold of 94% representing the new proficiency level. Over a 6 day period 10% of users tested the new method. Users of the new system earned 20.8% more proficiencies, attempted 15.7% more exercises and required 26% less exercises per proficiency. Hu summarises by saying the boost seems

¹A proficiency is earned when a user is deemed to be "proficient" at a certain kind of exercise

to come from allowing users to move on from exercises which they already proficient at, without requiring them to complete their streak thus wasting time on something they already understand. Although the current system does not require perfection like Khan Academy did, it is possible that users are more reluctant to move on from exercises in which they get a minor error, and have just less than 100%. Providing encouragement for the user to move on is one aim of this feedback design.

2.2.1 Programming Assessment

In *Automated Evaluation of Programming Assignments*[9], Kaushal and Singh describe various measures used as part of an automated marking system: regularity, efficiency, integrity and accuracy. Notably, Infandango only gives feedback on one of these areas, accuracy. The paper tracks the change in these measures as students use the system and find that there is a general improvement on all categories when feedback is based on these measurements. This shows that accuracy is not the only measurement that should be used to provide feedback and these are possibilities to be considered for Infandango.

2.2.2 Visualisation

In his book *Visual Display of Quantitative Information*[11], Edward Tufte discusses methods of efficiently and suitably displaying information. In chapter 4 Data-Ink and Graphical Redesign, Tufte introduces the idea of Data-Ink: The amount of "ink" which is actually used to represent the data you are interested in. In Tufte's words:

Data-ink is the non-erasable core of a graphic, the non-redundant ink arranged in response to the variation in the numbers represented.

Given that data-ink is unavoidable and desirable information, designers should strive towards a high data-ink ratio, removing as much non-information ink as possible to avoid overwhelming the data. Tufte then continues by giving examples where redundant information is desirable, explaining that it should not always be removed.

Above all else show the data. Maximize the data-ink ratio. Erase non-data-ink. Erase redundant data-ink. Revise and edit.

These principles shall be considered when designing the visualisation of the feedback score.

2.2.3 Machine Learning

7 - [core]	Safer Fixed Divider	4 / 5	(80%)
8 - [core]	Safer Quadratic Solver	5 / 5	(100%)
9 - [core]	Squares Loop	12 / 13	(92%)
10 - [optional]	Lopsided Number Triangle	0 / 1	(0%)
11 - [optional]	Gambler's Ruin	0 / 2	(0%)

Figure 2.1: This is a crop of what will be displayed to the user for a given week

Chapter 3

Design

The literature has shown us that machine learning methods can be useful in generating feedback for students, and this can be combined with a visual display for intuitive understanding. The first design decision to be made is the language and libraries to be used when writing the program.

3.1 Language and Tools

Two languages are immediate possibilities for implementation: Java[5] and Python[6]. Java because I had the most experience with it and some parts of Infandango are written in Java. Most of Infandango was, however, written in Python with which I also had experience. Due to the emphasis the project has on machine learning, R[7] was another appropriate language. The final decision was to use Python with scikit-learn[3] and pybrain[2] libraries: this provides the simplest integration with Infandango (since the parts with which this will need to be integrated are written in Python) and the libraries provide a variety of machine learning methods.

3.2 Proposed Design

Using the data from a previous year a model will be trained using machine learning methods. The model will output a value which will be displayed somewhere in the Infandango system. In Chapter 4 these potential models will be explored further, leading to a decision on which is the best to use in Infandango.

3.2.1 Model

The Infandango system is similar to the Khan Academy system and so the method Khan Academy uses is an appropriate starting point. Infandango allows a user to submit many solutions for an exercise, and so does Khan Academy. However, there are two properties that distinguish Khan Academy from Infandango:

- For each exercise, the next solution submitted is for the same kind of question but the details are randomly generated
- A solution is a binary feature: correct or incorrect

This means a user can keep submitting solutions to an exercise even after they get one solution correct. However, in Infandango once a user gets 100% there is no reason for the user to submit another solution because they have already perfected that exercise. The second difference means our data will be numerical instead of binary and this needs to be considered when designing the model. The first difference is significant, and requires a change in granularity of the data: instead of measuring progress on a submission-by-submission basis, the focus should be on the final mark a user will achieve for an exercise. So instead of trying to predict the score for the next *submission*, try to predict the final score for the next *question*.

With an idea of how the model was going to work, some exploratory work was done on the data. Although users are encouraged to answer all questions, they do not receive marks directly for each question. This makes missing data a potential problem. Figure

3.1 shows the submission rates for all the questions. It shows that submission rates can get as low as around 10% for some questions. Figure 3.2 shows the submission rates for only core questions. The submission rates are on average higher than for non-core questions. Combined with the fact that users are likely to have more motivation for core questions (since they potentially count towards their final mark) data from now on will only be considering core questions.

With the amount of missing data still being significant changing to yet another level of granularity was considered: predicting on a week-by-week basis. Using this method there could be a lot less missing data: take the average of all the questions for a week to get the score for that week. This means there will still be a data point for a student if they miss one question, and they would have to have no solutions for all questions in a week to get no score for a week. Comparing Figure 3.3 to Figure 3.2 a rise in the amount of data points can be seen. On average there is about 115 data points for a given week, and about 100 data points for a given question.



Figure 3.1: Submission rates for all questions

Although this does provide slightly higher yield there are disadvantages to predicting on a week-by-week basis:

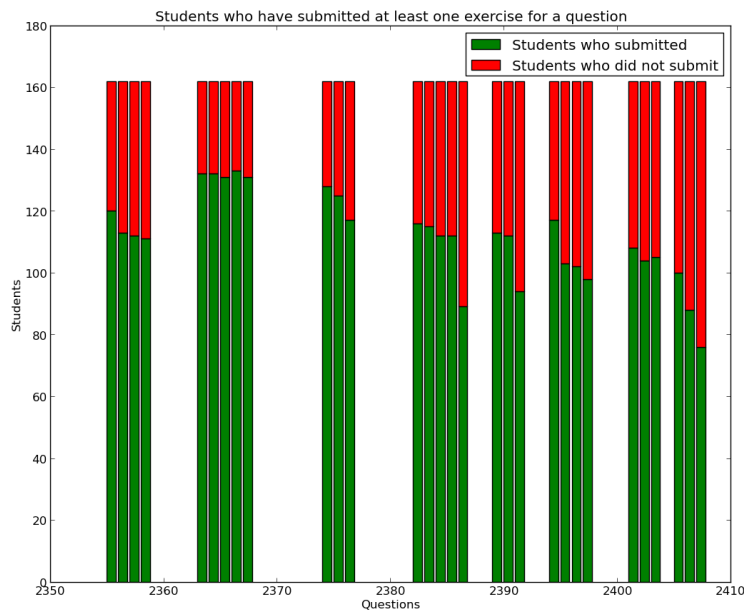


Figure 3.2: Submission rates for only core questions

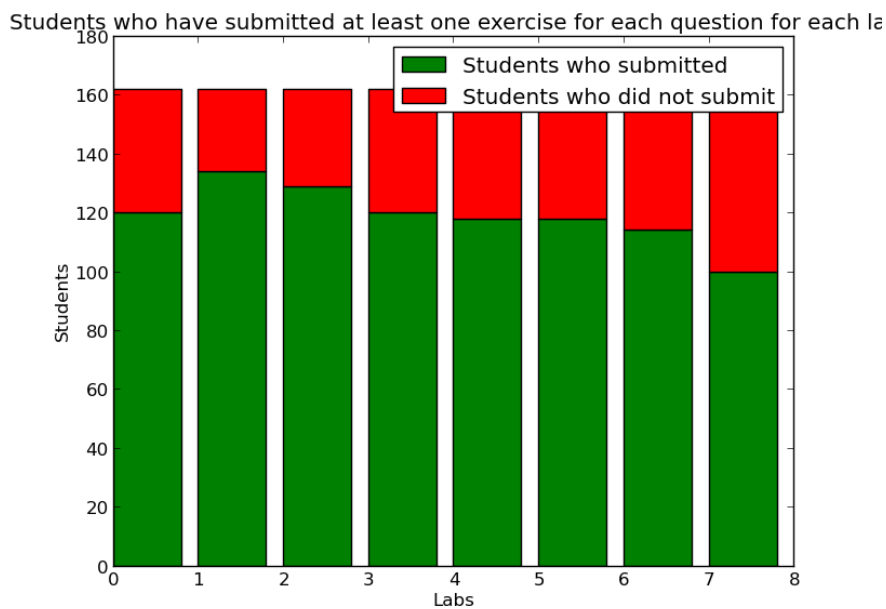


Figure 3.3: Submission rates for at least one question per week

1. It would take a week before there was even one data point to start giving feedback from
2. Feedback would only be updated weekly. After a student has been working on questions for a few days the feedback is likely to be outdated
3. A separate model would need to be trained for each week. To predict the score for week 3 you want to use two features: the score for weeks 1 and 2. For week 8 you would like to use all the available features: weeks 1 to 7. Having a variable number of features means having different models for each week

Problems 1 and 2 are not really present if prediction is done question-by-question. Problem 3, however is still present: a new model needs to be trained for each question. A solution to this problem will be discussed later.

3.2.1.1 Identity based features

Starting with the Khan Academy model and adapting it based on Infandango and the available data a model can be proposed for Infandango: For each question, train a new model which takes all previous questions as input features. The model then tries to predict the score for that question.

3.2.1.2 Moving Window

Previously an assumption has been made: the identity of the question is necessary. While the identity of the question is likely to be important it is not necessary and removing this constraint allows a simple, singular alternative model to be proposed: The model always has N features and tries to predict the score of the $N+1$ question. For the simplicity of the following description $N = 5$ will be assumed. There are 5 input features. The features will be decided based on their locality to the output feature: if we want to make a prediction for question 6 then the input features will be questions 1, 2, 3, 4 and 5. All the input features occur before question 6 because when a student is

completing questions they are much more likely to do them in order, and so questions 7, 8 and 9 are not likely to present when making predictions. Although this approach does remove the significant information of the identity of the questions it is simple to implement and it also provides a lot more training data: There are 30 questions, and so using this approach for each student there would be 25 potential training examples. However, using the previous model there would only be 1 item for each model.

3.2.2 Visualisation

3.3 Integration with Infandango

The final step in completing the project is to integrate the system with Infandango. This is a non-trivial task whose outcome will determine the future usability of this addition to the system. Infandango uses Django to generate the information which is displayed via HTML and CSS. This includes information such as the submissions and the scores received for each submission. The feedback score is of a similar nature so, in line with the design of Infandango, the feedback score will be displayed using HTML and CSS after being generated via Django. The precise details of this integration will be discussion in Chapter 5.

Chapter 4

Choosing a model

In Chapter 3 two models were described which could be used in this scenario. This section will discuss the process of training and testing them, resulting in a choice of the most suitable model for the problem.

4.1 Feature selection

The first action to be taken when creating a model is to determine the features. The features determine the inputs to the model; the data which the model can use to learn and predict.

4.1.1 Question Identity

The two models differ on essentially one issue: is the question identity retained by the input features? One model says yes: retain the identities of the questions by assigning an index of the input vector to the same question each time (which means a new model must be created for each question). The second approach says no: create a moving window of input features from the questions immediately before the question we want to predict. This approach is quite wasteful: If the model is predicting the score for question 20 then it takes the results from questions 14 - 19 and ignores the

other 13 questions. The model cannot take all the scores individually or it would be identical to the previous model, so a crude method of using all that extra data is to add an extra feature which is the numerical average of the unused data.

4.2 Preliminary models

Deciding on the models to use is a difficult process. However, since `sklearn` provides algorithms optimised for speed, most models are very quick to train and test. This allows the option of starting with a variety of models, evaluating how they behave against each other. The models can be split into two categories, depending on the type of data the expect and output.

4.2.1 Classifiers

Classifiers attempt to identify the class a student should be assigned to depending on the input features. Notably, these classes should be discrete but what the models are trying to predict is a continuous percentage. To resolve this problem some sort of discretisation needs to be performed to change a percentage into a class. The granularity of this discretisation is important as it determines the amount of accuracy that can be achieved.

A natural discretisation is already present in the current design: the visualisation on the webpage. The visualisation uses 9 blocks to display the score. For the sake of this application, further accuracy would be lost when the information is displayed. So, in order to use classifiers on this problem, the output feature (the question we want to predict) will be discretised into one of 9 classes, distributed evenly over the range 0-100

4.2.2 Regression

Unlike the classifiers, no adaptations need to be made to the data before supplying it to the regression models.

4.3 Training and optimising

4.3.1 K-fold cross validation

4.4 Results

4.5 Conclusion

Chapter 5

Implementation

Chapter 6

Evaluation

Chapter 7

Conclusion

Bibliography

- [1] <http://khanacademy.desk.com/customer/portal/articles/337790-what-is-khan-academy->.
- [2] <http://pybrain.org/>.
- [3] <http://scikit-learn.org>.
- [4] <https://www.khanacademy.org/>.
- [5] <http://www.java.com/>.
- [6] <http://www.python.org/>.
- [7] <http://www.r-project.org/>.
- [8] D. Hu. How khan academy is using machine learning to assess student mastery, Nov 2011. <http://david-hu.com/2011/11/02/how-khan-academy-is-using-machine-learning-to-assess-student-mastery.html>.
- [9] R. Kaushal and A. Singh. Automated evaluation of programming assignments. In *Engineering Education: Innovative Practices and Future Trends (AICERA), 2012 IEEE International Conference on*, pages 1–5, july 2012.
- [10] E. K. Mike Hull, Dan Powell. Infandango: Automated grading for student programming.
- [11] E. R. Tufte. *Visual explanations : images and quantities, evidence and narrative* / Edward R. Tufte. Cheshire, Conn. : Graphics Press, 1997., 1997.