

# SIGCHI Conference Proceedings Format

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## ABSTRACT DO THIS LAST

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H.5.m. Information Interfaces and Presentation (e.g. HCI): Miscellaneous

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## INTRODUCTION

Large classes, whether they are MOOCs or traditional lectures, face several problems in providing high quality education to students. Their size means that providing quality feedback and personalized attention to students is very difficult. Additionally students can easily become isolated and disengaged with the learning flow of the class. We propose a general method framework "Computer Directed Peer Tutoring", exemplified by the Calculus Co-Tutor, whose goal is to alleviate or reverse several of the traditional disadvantages of large classes.

We propose to do this by taking advantage of several theories in learning, most notably the Teacher's Dilemma and Space Repetition, to create a framework where we will utilize peer tutoring techniques to determine what are the appropriate "next" questions and what questions should be asked to make sure the students are retaining the information.

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**Figure 1.** With Caption Below, be sure to have a good resolution image (see item D within the preparation instructions).

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## CONCLUSION

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## ACKNOWLEDGMENTS

We thank CHI, PDC and CSCW volunteers, and all publications support and staff, who wrote and provided helpful comments on previous versions of this document. Some of the references cited in this paper are included for illustrative purposes only. **Don’t forget to acknowledge funding sources as well**, so you don’t wind up having to correct it later.

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