Modeling hint use and response accuracy in learning environments

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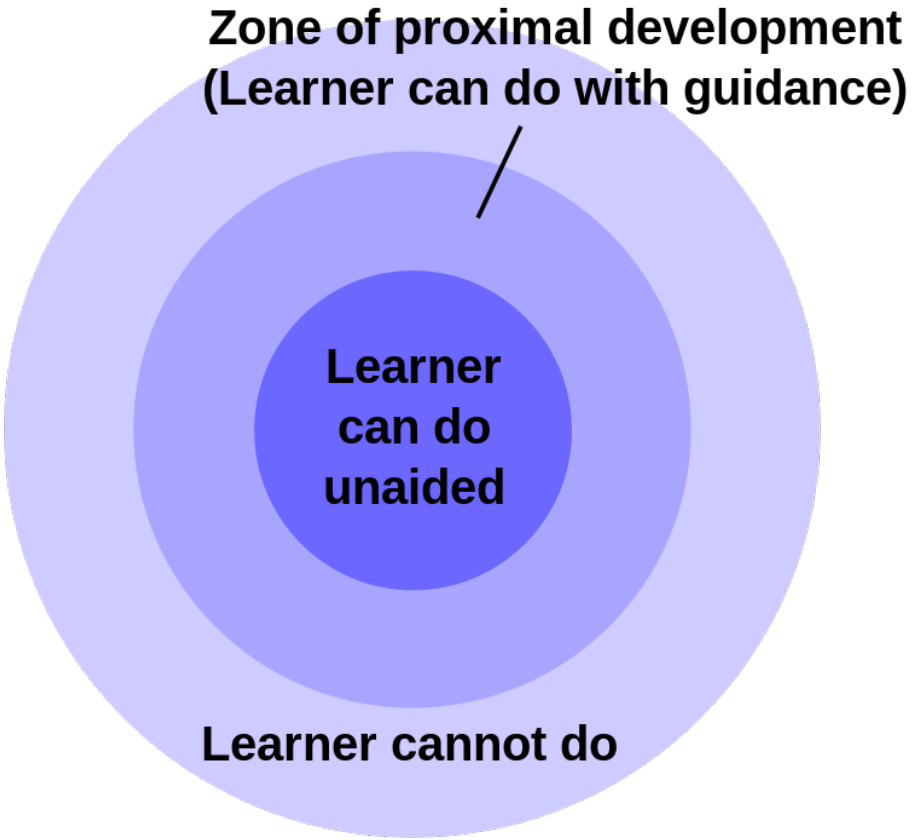
Outline

Zone of proximate development (L. Vygotsky)



Adaptive learning systems

- Adaptive learning systems are designed to dynamically adjust the level or type of learning material based on an individual learner's abilities or skill attainment (and other characteristics)
- Some features
  - Learner-controled navigation
  - Interactivity
  - Gamification
  - Transparency
- Monitoring of the development of learners' skills is crucial to adapt the learning material to their level

Scaffolds in adaptive learning systems

Two ways of giving hints

1. A scaffold/hint/help message is presented if a learner provides an incorrect response
2. A hint can be requested by the learner before providing a response

Hints after an incorrect response

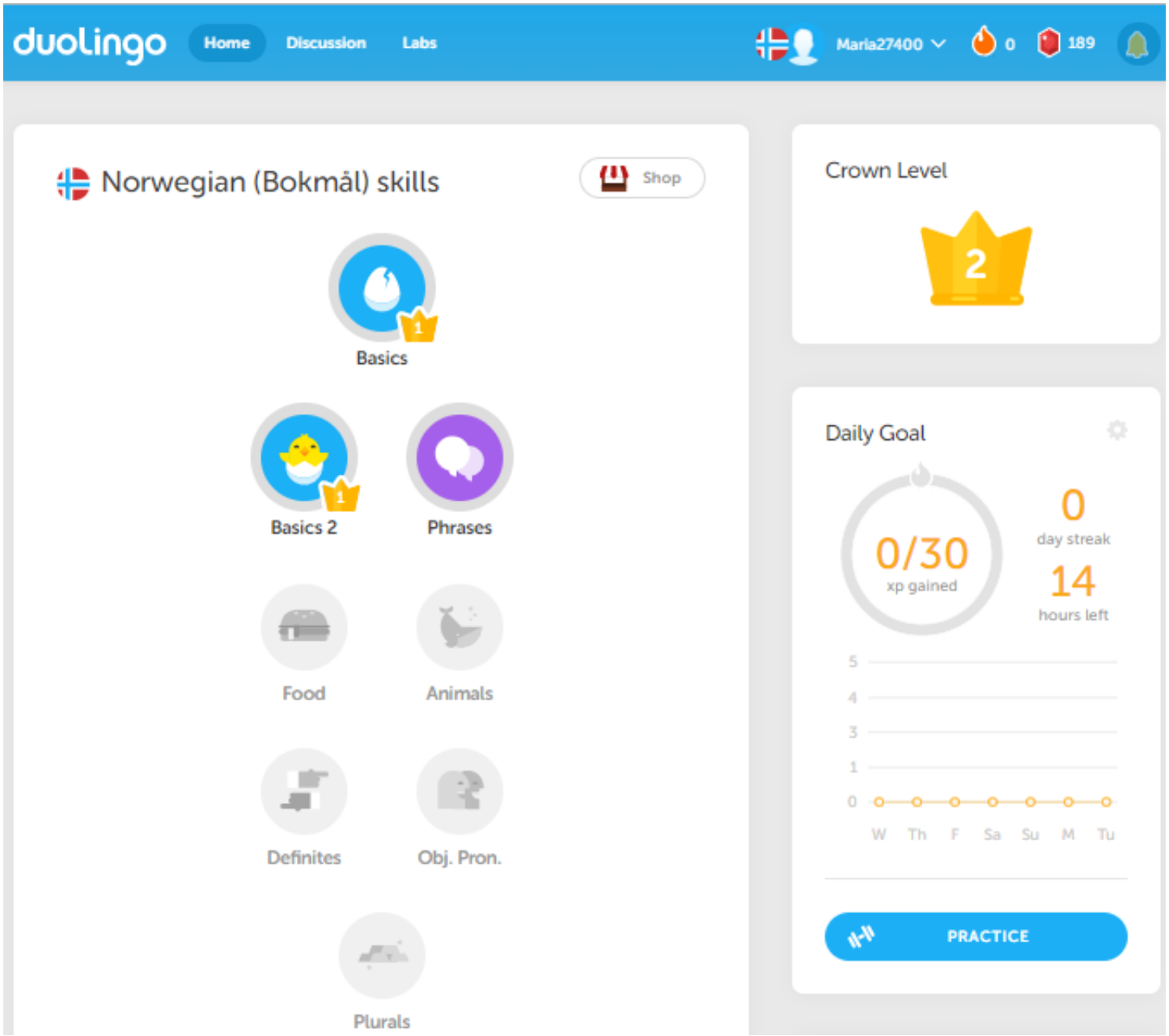
- Whether a hint is provided (Y_i=1 if yes, and $Y_i = 0$) is fully determined by the response accuracy on the first attempt to solve the item ($Y_i = 1$ if and only if $X_{i1} = 0$)
- Hints do not provide additional information about ability over and above accuracy on the first attempt
- If a hint was presented, then extra accuracy data would be available (second attempt)
- Polytomous IRT models (i.e., 3 - correct without any hints, 2 - correct after one hint, 1 - correct after two hints, 0 - incorrect), see e.g., Lee, Palazzo, Warnakulasooriya, Pritchard (2008)

Hints on demand

- Learners themselves decide whether to use hints on an item which gives them for freedom and control over their learning process
- Hint use is not directly linked to response accuracy
- Hint use itself might be informative about ability
- Other individual differences between the learners might be also affecting hint use

Duolingo: Adaptive language learning system

- Launched in 2012 (Carnegie Mellon University spinoff)
- More than 200 millions learners globally
- 73 language courses
- Free content


duolingo
Home
Discussion
Labs
Maria27400
0
189
Norwegian (Bokmål) skills
Shop
Basics
Basics 2
Phrases
Food
Animals
Definites
Obj. Pron.
Plurals
Crown Level
2
Daily Goal
0/30
xp gained
0
day streak
14
hours left
5
4
3
1
0
W
Th
F
Sa
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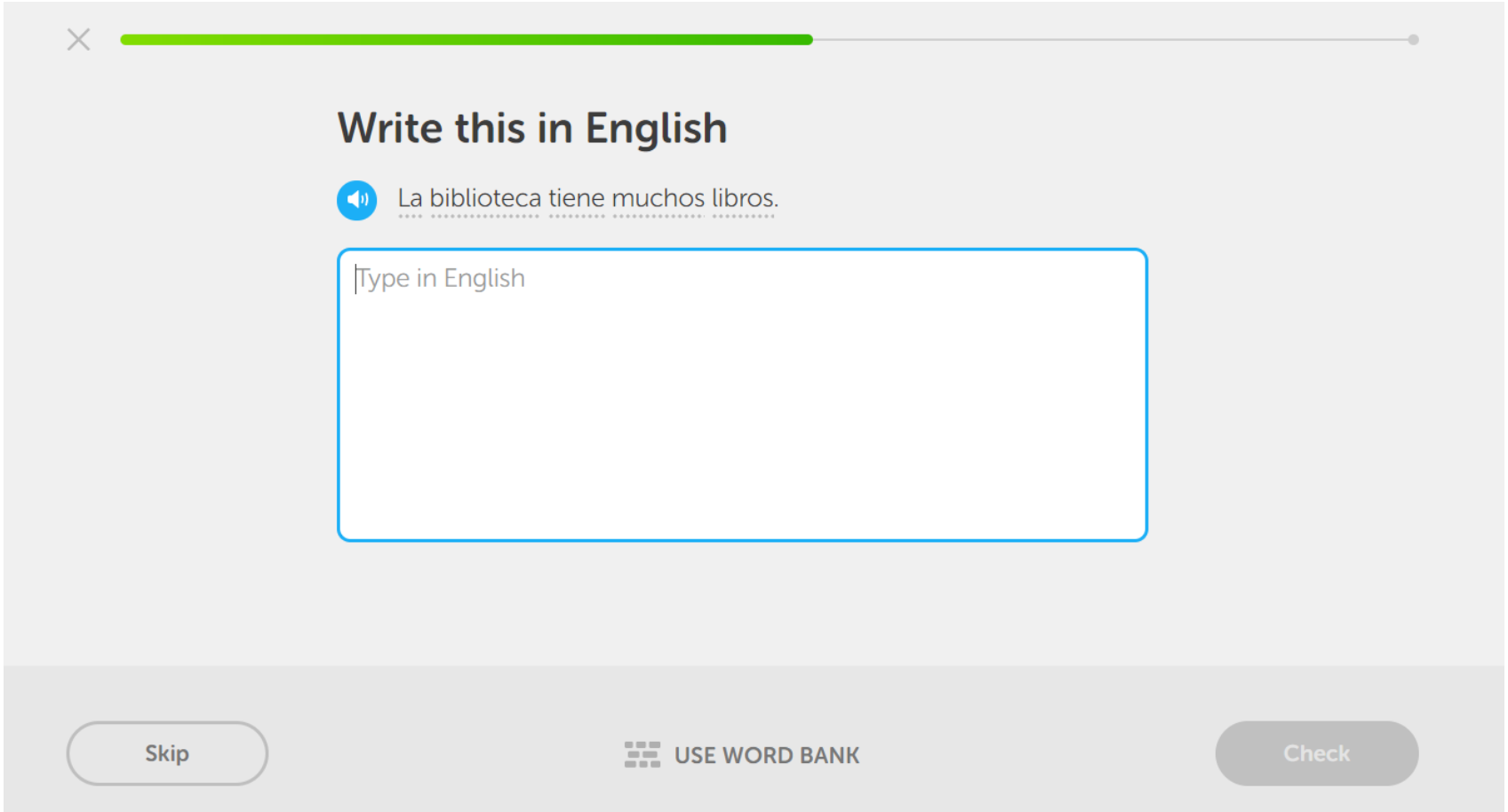
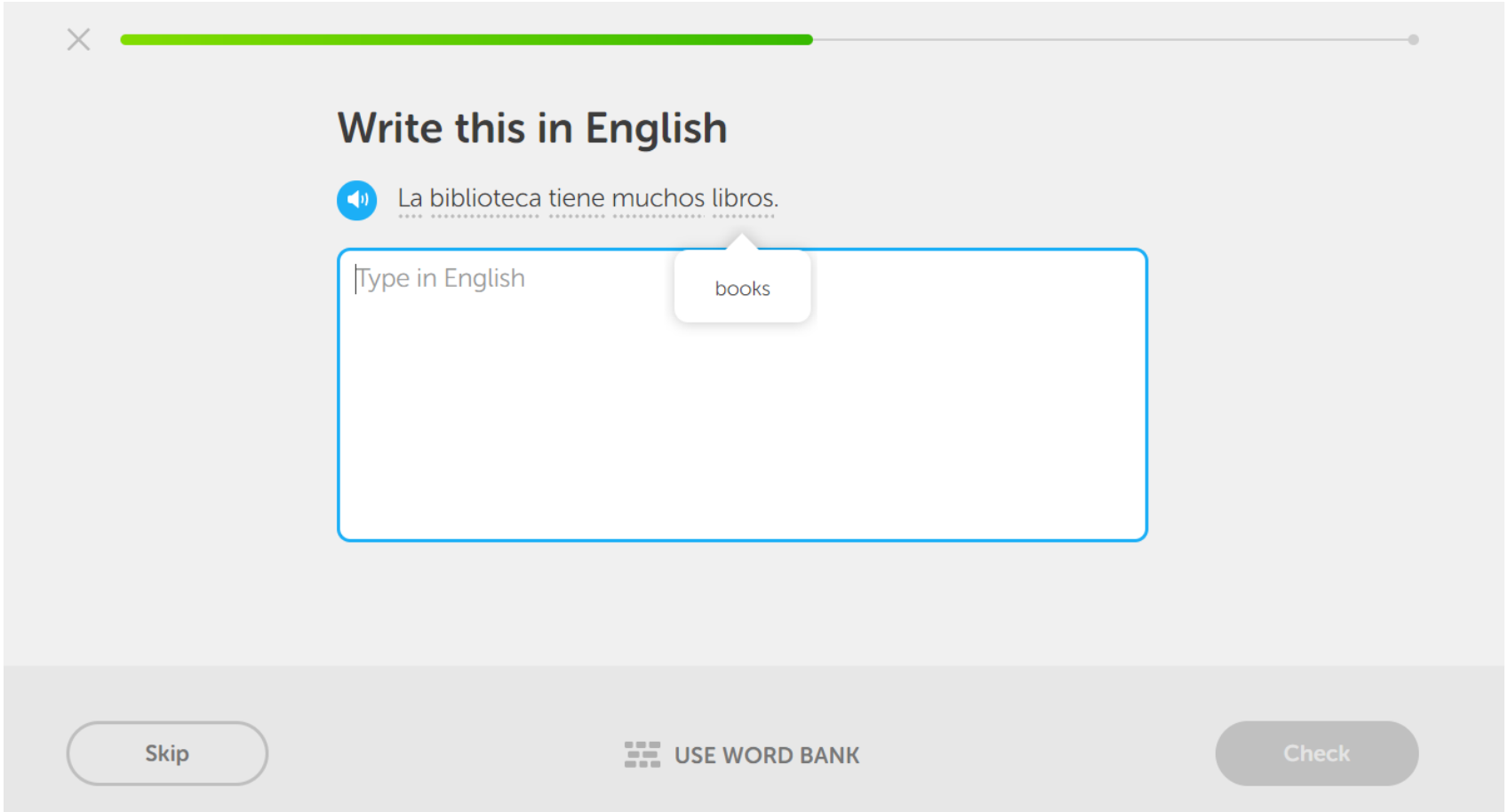
M
Tu
PRACTICE

Hints in Duolingo



Hints in Duolingo



Duolingo data

- Data from newly registered active users between November 9th, 2015 and December 8th, 2015
- For each course data from a single platform
- Translation items from a foreign language
- Only full sentences with at least 3 non-article words
- Some items were removed to avoid large overlap between words in the sentences
- Items and persons were removed if there were no sufficient observations
- Extremely easy items, items with low discrimination, and items with extremely low hint use were removed

Duolingo data sets

- Data set 1: Learning Spanish from English
  - 951 learners
  - 66 items
- Data set 2: Learning English from Portuguese
  - 3250 learners
  - 58 items

Example items

Translate from Spanish to English:

- Yo como arroz con pollo.
- ¿Quién soy yo?
- Él no es vegetariano.
- El verano es una estación.
- Él es un hombre como tú.

Translate from English to Portuguese

- The cat is his.
- I have a tomato and an apple.
- We have a mouse.
- The girl has a mouse.
- Today it is hot.

Hints as process data

Borrowing ideas from response time modeling:

- Process data can be included in the scoring rule for ability such that ability would be estimated based both on product data (accuracy) and process data
- Signed residual time model (Maris & van der Maas, 2012):

$$S = \sum_i (2x_i - 1)(d - t_i);$$

S - total score, x_i - accuracy, t_i - response time, d - time limit

- Fast-correct is better than slow-correct, but fast-incorrect is worse than slow-incorrect
- An IRT model in which the score is the sufficient statistic for ability can be derived

Item scores based on accuracy and hint use

- X_i - accuracy on the item (1 - correct, 0 - incorrect), Y_i - hint use (1 - at least one hint was used, 0 - no hints were used)
- Four outcomes on each items based on accuracy and hint use, each matching a score

$$S_{pi} = \begin{cases} 0 \text{ if } X_{pi} = 0; Y_{pi} = 0; \\ 1 \text{ if } X_{pi} = 0; Y_{pi} = 1; \\ 2 \text{ if } X_{pi} = 1; Y_{pi} = 1; \\ 3 \text{ if } X_{pi} = 1; Y_{pi} = 0: \end{cases}$$

IRT model derived from the sufficiency of the total score

- $\sum_i S_{pi}$ as a sufficient statistic for the person parameter;
- $\sum_p S_{pi}$ as a sufficient statistic for the item parameter.

$$\Pr(S_i = s \mid \quad) = \frac{\exp(s(\quad - \quad_i))}{\sum_{t=0}^{3} \exp(t(\quad - \quad_i))};$$

- ability latent variable, $\quad_i$ - difficulty of item i

Differences in discriminatory power

- Items might differ in the strength of the relationship between the item score and ability
- Extend the model in the same way as the Rasch model or the Signed-residual-time model have been extended

$$\Pr(S_i = s \mid) = \frac{\exp(s \ _i(\ _i))}{\sum_{t=0}^{3} \exp(t \ _i(\ _i))};$$

$_i$ - discrimination parameter of item i

Conditional accuracy: Model property

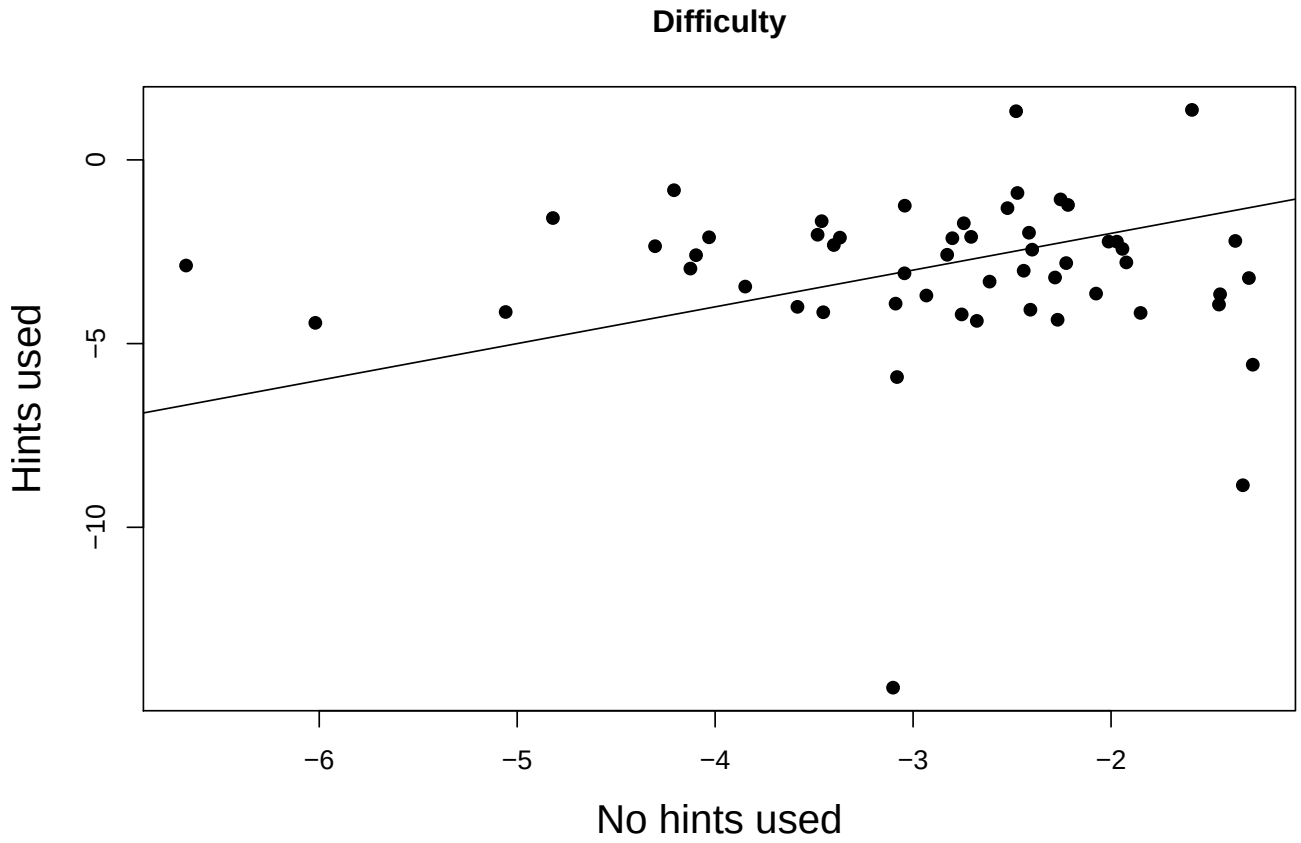
$$\Pr(X_i = 1 j \quad ; Y_i = 1) = \frac{\exp(\quad _i(\quad \quad _i))}{1 + \exp(\quad _i(\quad \quad _i))}$$

$$\Pr(X_i = 1 j \quad ; Y_i = 0) = \frac{\exp(3 \quad _i(\quad \quad _i))}{1 + \exp(3 \quad _i(\quad \quad _i))}$$

- The conditional accuracy functions differ only in discrimination (higher if hints were not used), but not in difficulty
- The difficulty of the item is the point on the ability scale where all four outcomes are equally likely

Conditional accuracy: What is found in the data

2PL model is fitted to the accuracy data without hints and to the accuracy data with hints separately



Relaxing the model: additional item parameters

Each item has three threshold parameters matching the four outcomes

$$\Pr(S_i = s \mid) = \frac{\exp(s \quad i \quad + \quad is)}{\sum_{t=0}^{3} \exp(t \quad i \quad + \quad it)};$$

$is \qquad 0$

Hint use on different items: Model property

- The model predicts a general positive correlation between response accuracies on different items (positive manifold), but does not predict it for hint use on different items
- Y_i and Y_j on two different items are positively correlated when $X_i = X_j$, but negatively correlated when $X_i \neq X_j$

$$\Pr(Y_i = 1 \mid X_i = 1; \ ) = \frac{\exp(\quad _i \ + \ _{i2} \quad _{i3})}{1 + \exp(\quad _i \ + \ _{i2} \quad _{i3})};$$

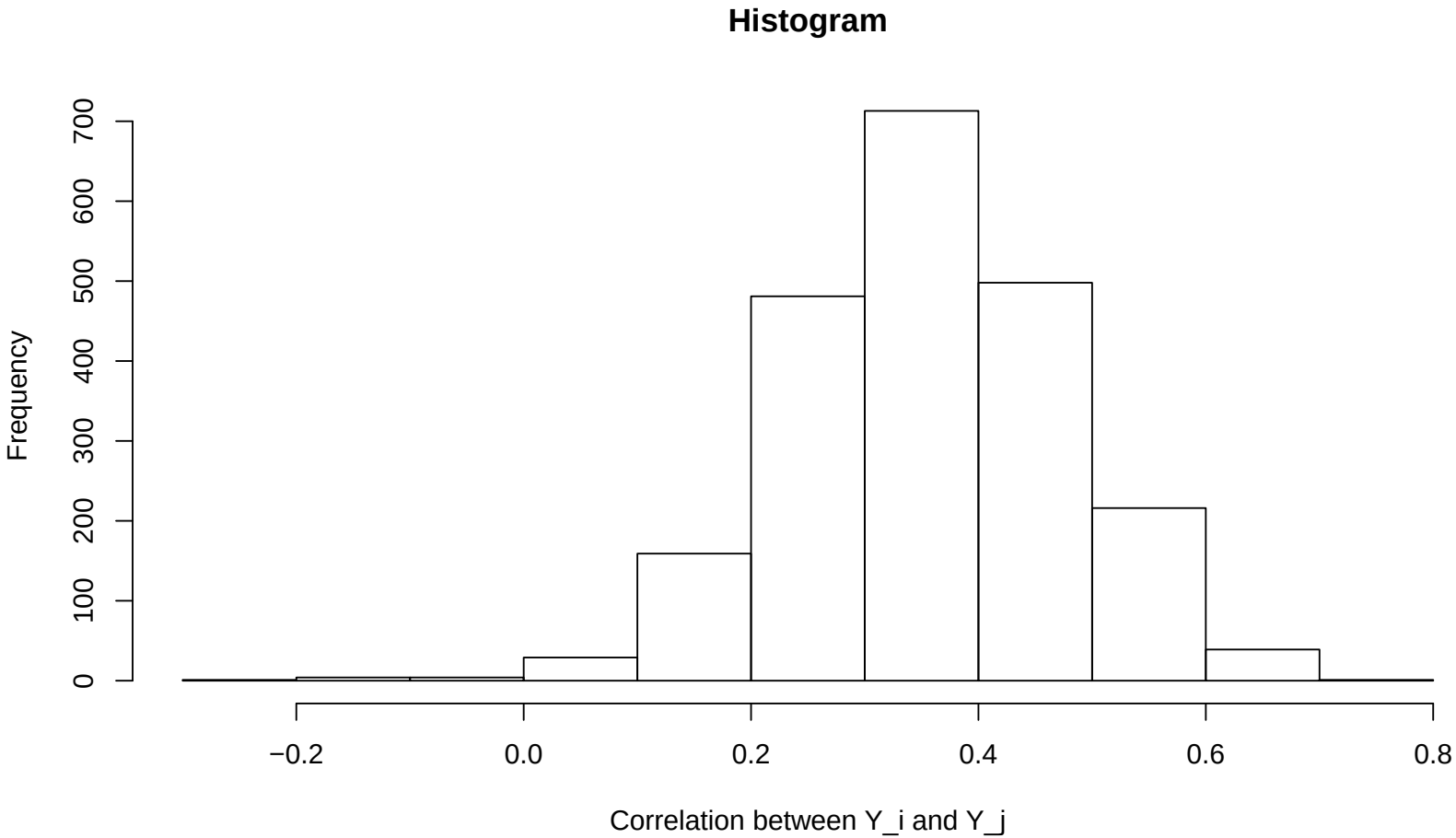
is negatively related to ability, while

$$\Pr(Y_j = 1 \mid X_j = 0; \ ) = \frac{\exp(\ _j \ + \ _{j1})}{1 + \exp(\ _j \ + \ _{j1})}$$

is positively related to ability.

Hint use on different items: What is found in the data

Tetrachoric correlations between hint use variables on different items



Extending the model: additional source of individual differences

Multidimensional nominal response model (Takane & De Leeuw, 1987; Thissen & Cai, 2016)

$$\Pr(S_i = s\,j\ ;\ ) = \frac{\exp(s\ _i\ +\ I\,(s\ 2\ f1;2g)\ _i\ +\ _{is})}{\sum_{t=0}^{3}\exp(t\ _i\ +\ I\,(t\ 2\ f1;2g)\ _i\ +\ _{it})}$$

- extra latent variable accounting for the differences in hint use, $_i > 0$ is the loading for this latent variable

	Scores for	Scores for
Incorrect w/o hints	0	0
Incorrect w hints	1	1
Correct w hints	2	1
Correct w/o hints	3	0

Alternative scoring rules

1. Incorrect with hints is better than incorrect without a hint
2. Incorrect responses with and without a hint are the same
3. Incorrect without hints is better than asking for a hint

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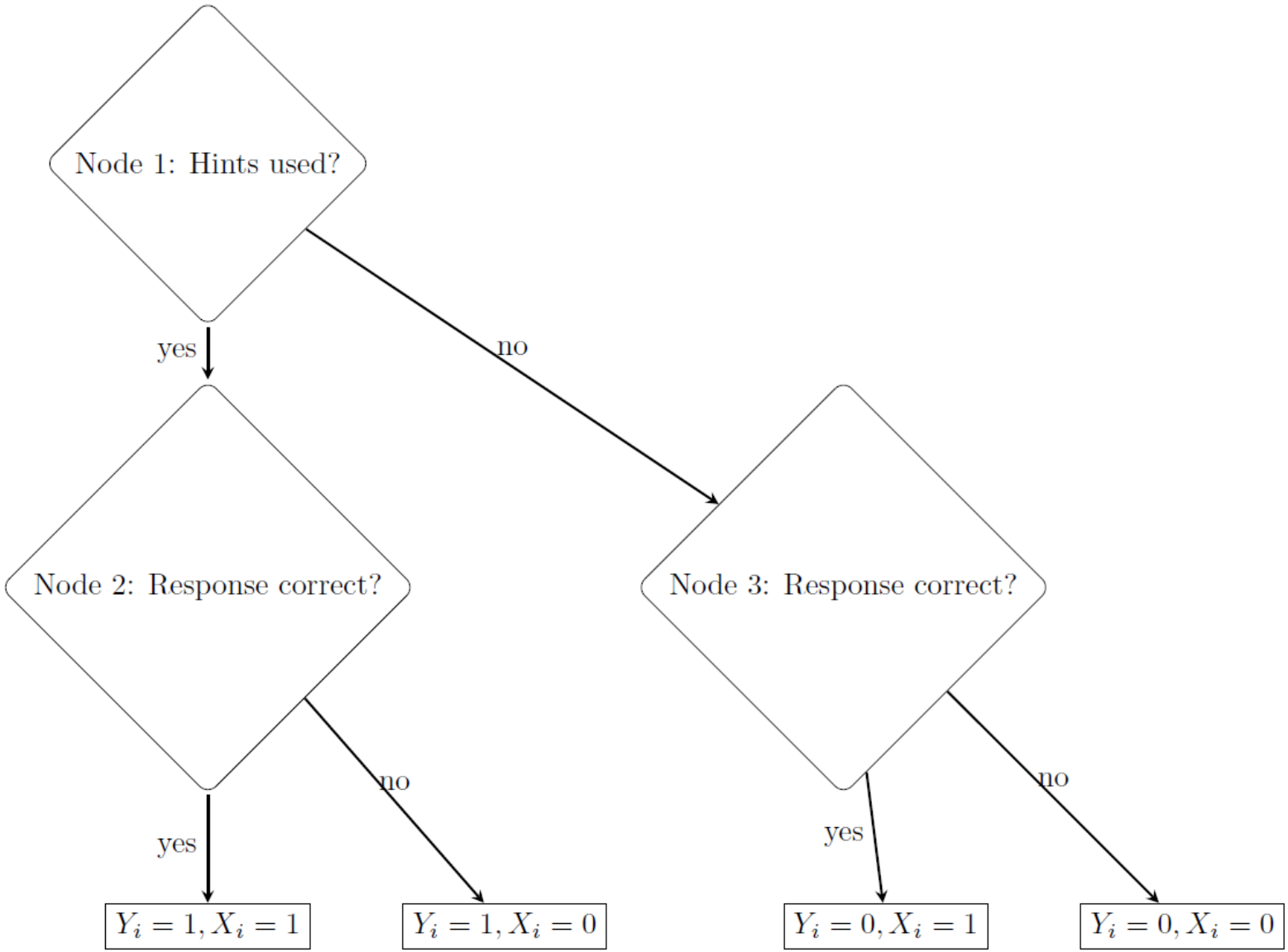
Scores for ability dimensions

	Alternative 1	Alternative 2	Alternative 3
Incorret w/o hints	1	0	2
Incorrect w hints	0	0	0
Correct w hints	2	1	1
Correct w/o hints	3	2	3

Alternative approach: IRTrees



IRTree for hint use

- Probabilities at each node are modeled with the 2PL

$$\Pr(X_i = 0; Y_i = 0 \mid \theta; \;) = \frac{1}{1+\exp(\lambda_i\eta+\gamma_i)} \frac{1}{1+\exp(\alpha_{0i}\theta_0+\beta_{0i})}$$

$$\Pr(X_i = 0; Y_i = 1 \mid \theta; \;) = \frac{\exp(\lambda_i\eta+\gamma_i)}{1+\exp(\lambda_i\eta+\gamma_i)} \frac{1}{1+\exp(\alpha_{1i}\theta_1+\beta_{1i})}$$

$$\Pr(X_i = 1; Y_i = 1 \mid \theta; \;) = \frac{\exp(\lambda_i\eta+\gamma_i)}{1+\exp(\lambda_i\eta+\gamma_i)} \frac{\exp(\alpha_{1i}\theta_1+\beta_{1i})}{1+\exp(\alpha_{1i}\theta_1+\beta_{1i})}$$

$$\Pr(X_i = 1; Y_i = 0 \mid \theta; \;) = \frac{1}{1+\exp(\lambda_i\eta+\gamma_i)} \frac{\exp(\alpha_{0i}\theta_0+\beta_{0i})}{1+\exp(\alpha_{0i}\theta_0+\beta_{0i})}$$

- Potentially different latent variables might be active depending on the outcome of Node 1, and also the item parameters might also be different, otherwise constraints may be imposed $_0 = \;_1;\; _{0i} = \;_{1i};\; _{0i} = \;_{1i}$

Fitting models to Duolingo data (English from Portuguese)

- For models with single $_i$ we wrote EM-algorithm in R, all other models we estimated using R-package mirt
- Divide-by-total models
  1. {0123} scores for , single
  2. {0123} for , 3 $_i$s
  3. {0123} for , [0110] for , 3 $_i$s
  4. {1023} for , [0110] for , 3 $_i$s
  5. {0012} for , [0110] for , 3 $_i$s
  6. {2013} for , [0110] for , 3 $_i$s
- IRTree models
  1. $_0 = {}_1$, $_{0i} = {}_{1i}$, $_{0i} = {}_{1i}$
  2. $_0 = {}_1$, $_{0i} \neq {}_{1i}$, $_{0i} = {}_{1i}$
  3. $_0 = {}_1$, $_{0i} = {}_{1i}$, $_{0i} \neq {}_{1i}$
  4. $_0 = {}_1$, $_{0i} \neq {}_{1i}$, $_{0i} \neq {}_{1i}$
  5. $_0 \neq {}_1$, $_{0i} \neq {}_{1i}$, $_{0i} \neq {}_{1i}$

10-fold cross validation

Model	LL in testing data
Scoring-rule-based models	
$\mathbf{a} = [0; 1; 2; 3]$, no $_i$, single $_i$	-14627.31
$\mathbf{a} = [0; 1; 2; 3]$, single $_i$	-14557.70
$\mathbf{a} = [0; 1; 2; 3]$, three $_i$s	-13141.73
$\mathbf{a} = [0; 1; 2; 3]$, $\mathbf{b} = [0; 1; 1; 0]$, three $_i$s	-11924.42
$\mathbf{a} = [1; 0; 2; 3]$, $\mathbf{b} = [0; 1; 1; 0]$, three $_i$s	-11933.00
$\mathbf{a} = [0; 0; 1; 2]$, $\mathbf{b} = [0; 1; 1; 0]$, three $_i$s	-11921.60
$\mathbf{a} = [2; 0; 1; 3]$, $\mathbf{b} = [0; 1; 1; 0]$, three $_i$s	-11908.37
IRTree models	
$_0 = {}_1$, $_{0i} = {}_{1i}$, $_{0i} = {}_{1i}$	-12001.43
$_0 = {}_1$, $_{0i} \neq {}_{1i}$, $_{0i} = {}_{1i}$	-11951.00
$_0 = {}_1$, $_{0i} = {}_{1i}$, $_{0i} \neq {}_{1i}$	-11970.82
$_0 = {}_1$, $_{0i} \neq {}_{1i}$, $_{0i} \neq {}_{1i}$	-11943.81
$_0 \neq {}_1$, $_{0i} \neq {}_{1i}$, $_{0i} \neq {}_{1i}$	-11941.90

Some additional results

- The item slopes on the additional dimension were rather strong - mean of 1.69, ranging from 0.59 to 2.76
- and were not correlated (estimate of .05)

Discussion

- Different strategies for joint modeling of hint use and accuracy
- Hint use is informative of ability
- Hint use depends not only on ability but also on some additional personal characteristics
- Further research into the person predictors for the hint-use latent variable is needed
- Information about learners' tendency to use or not use hints may be used in the adaptive learning systems to give additional feedback to students and customize their learning paths
- Response times or other process data may also be included in the model using similar modeling strategies

Thank you!

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