

Exercises are underused and seem to age; individual sampling of problems by topic might help



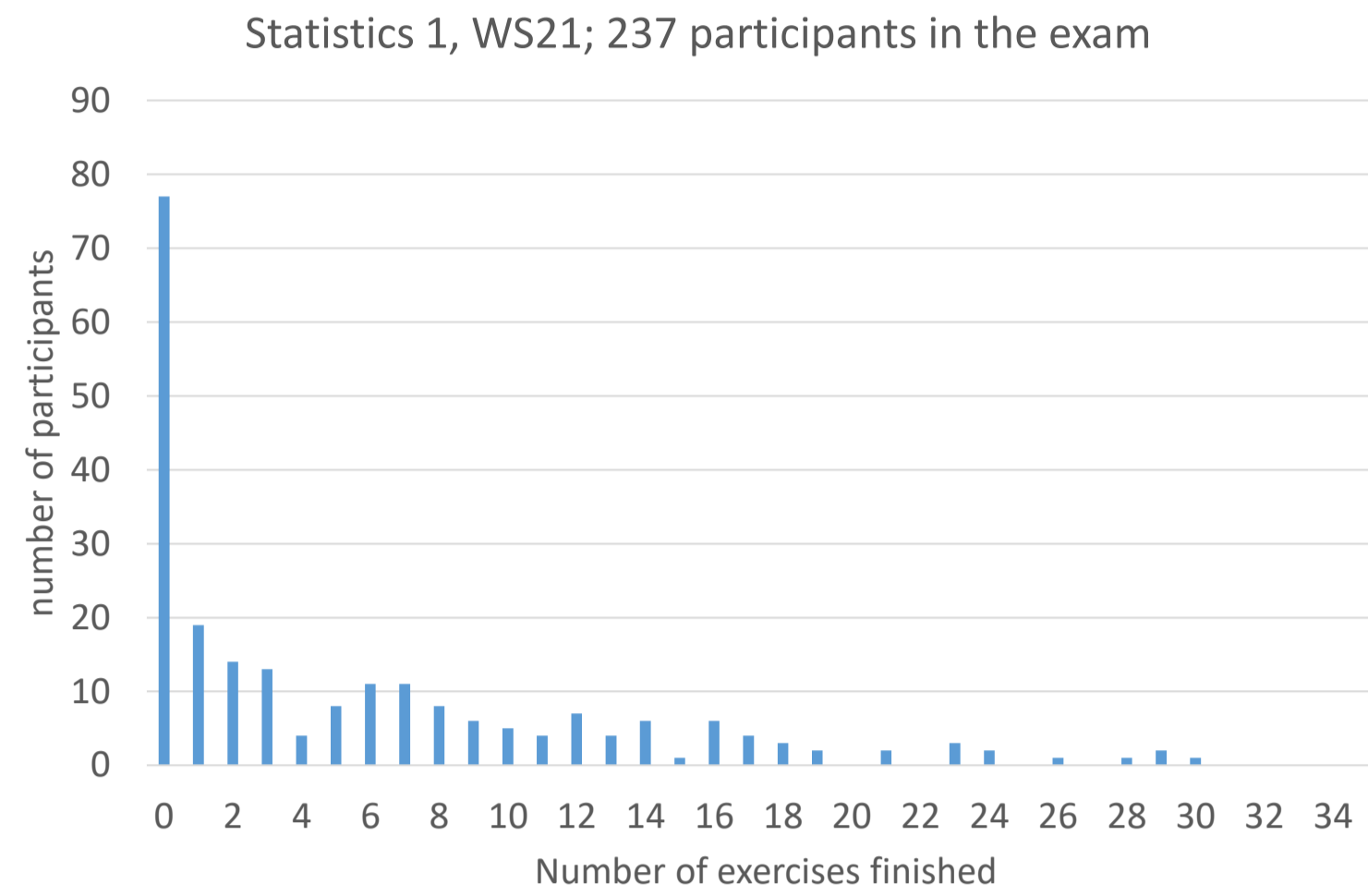
How do they use it?

Logfile analysis of learning material during exam preparation

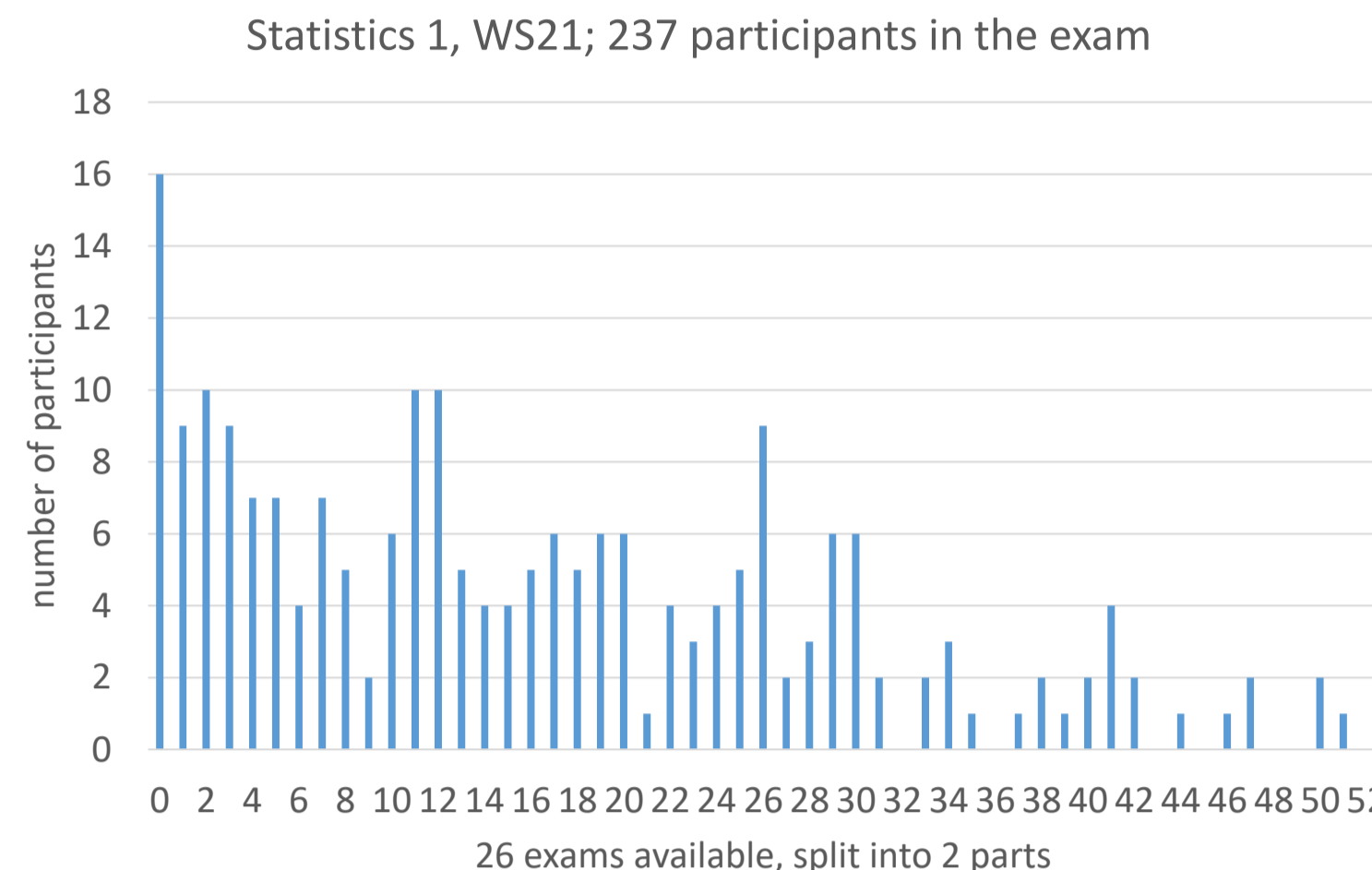
Rainer Scheuchenpflug & Alexander Hörnlein, Julius-Maximilians-Universität Würzburg, rainer.scheuchenpflug@uni-wuerzburg.de



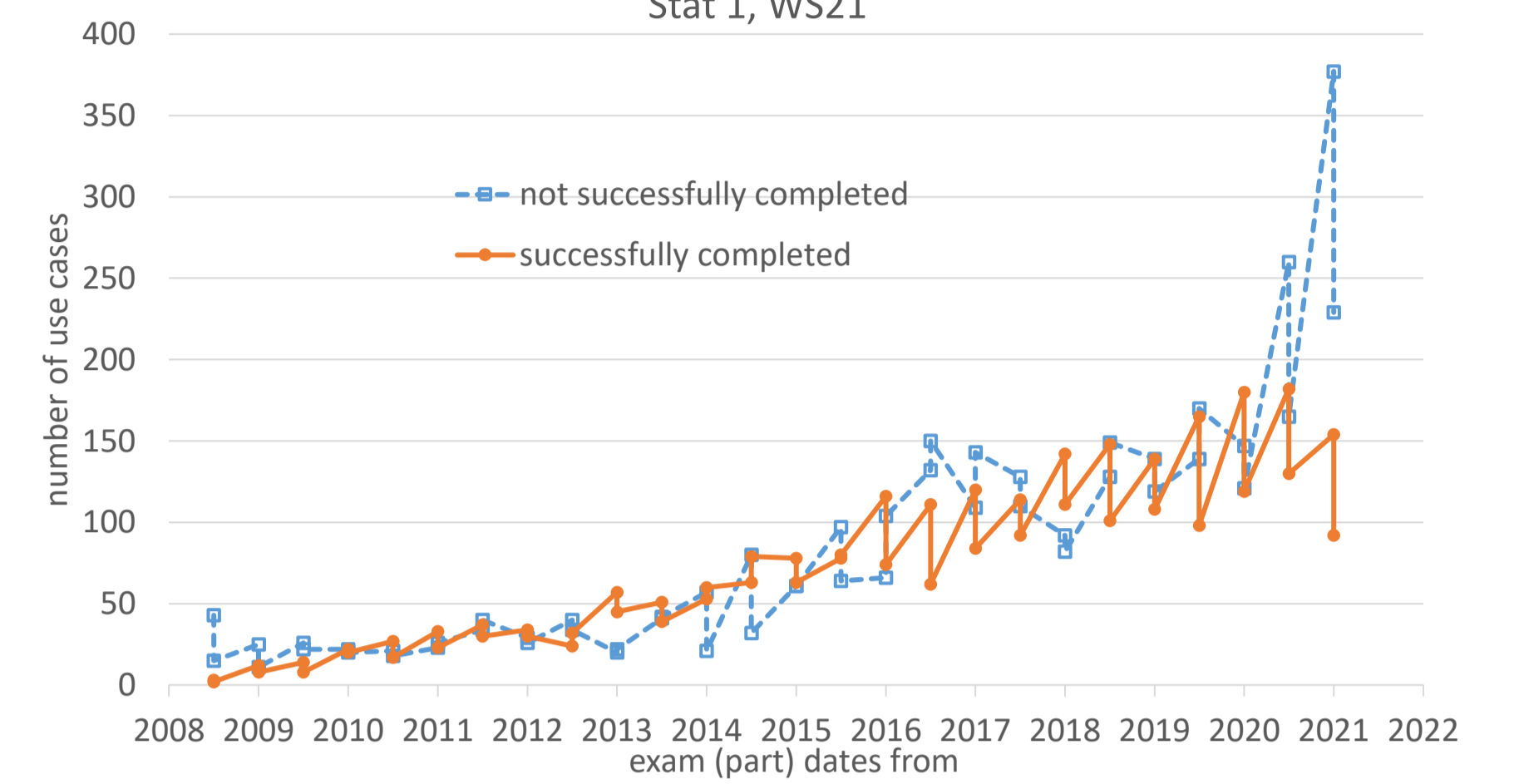
Specially designed exercises are mostly ignored



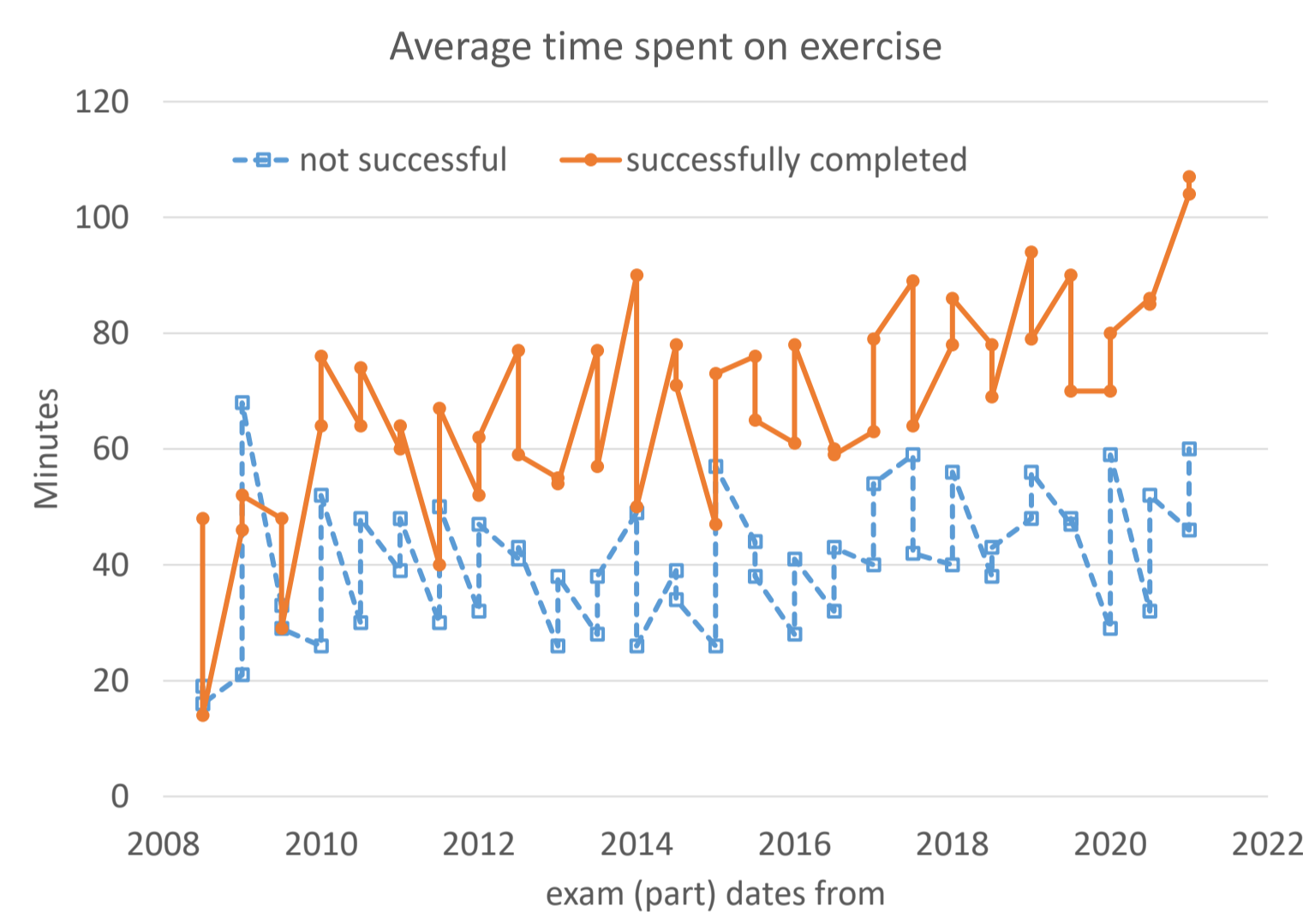
previous exams less so.



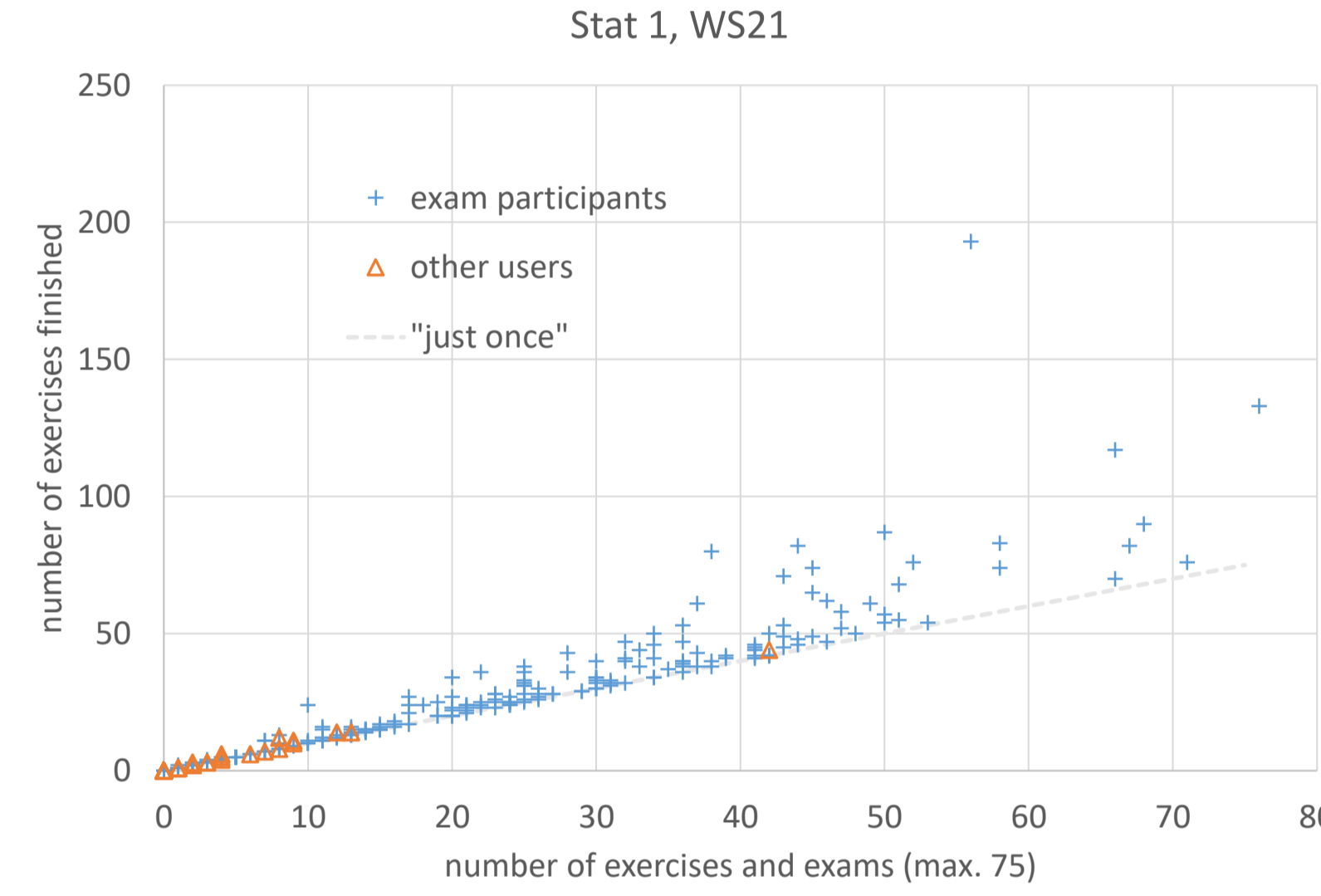
Previous exams "age"



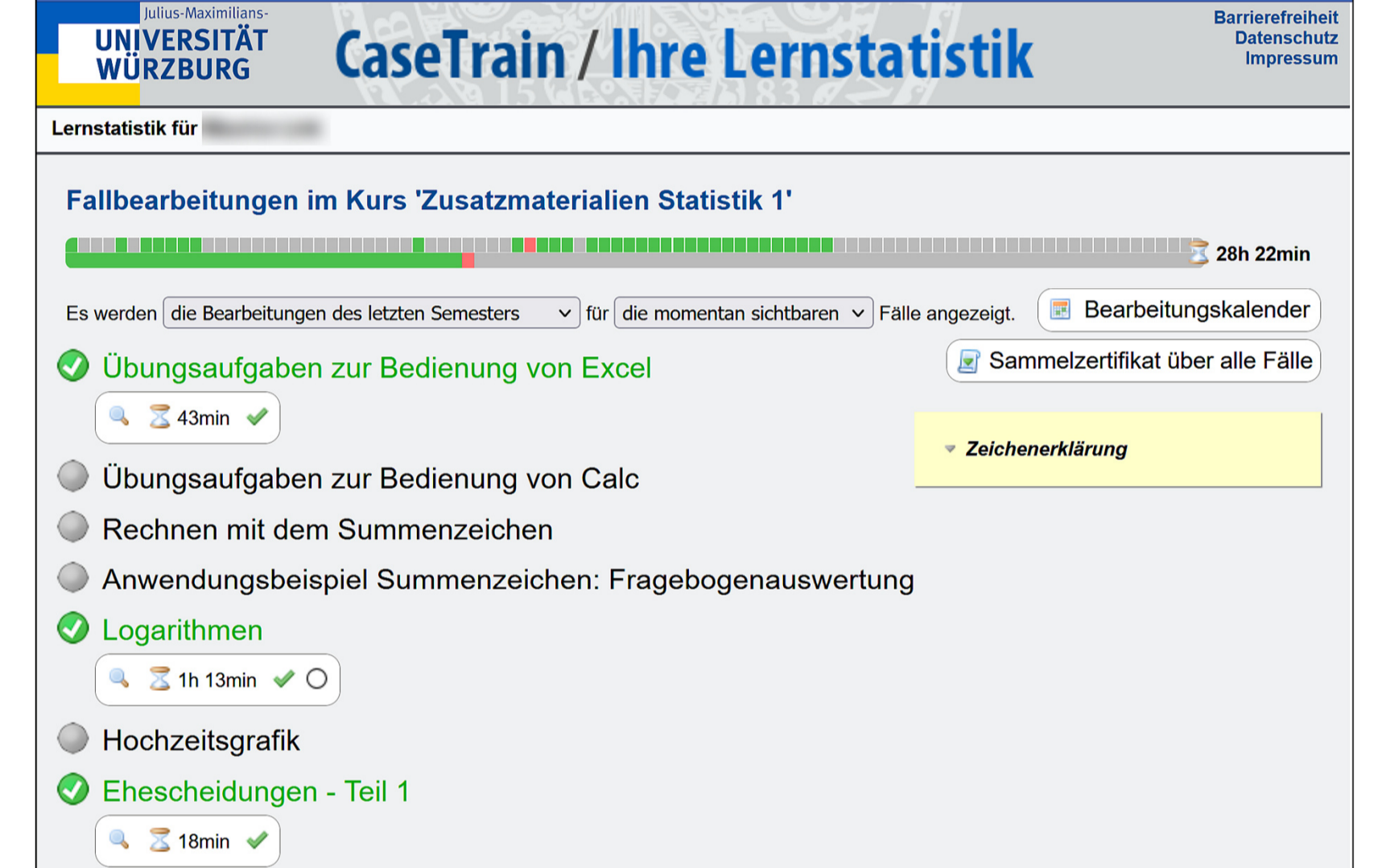
but are of similar difficulty.



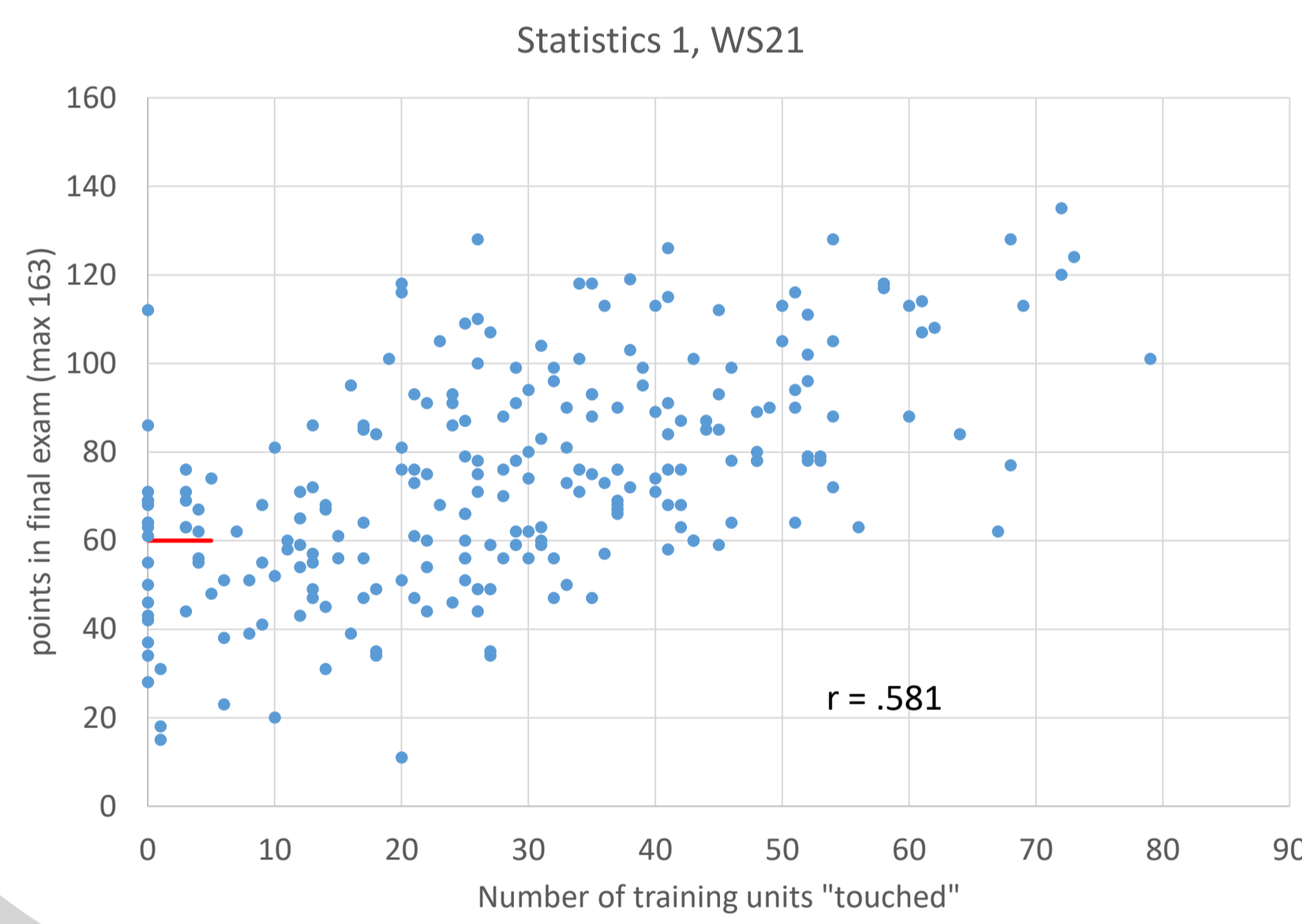
Training units are used only once (mostly).



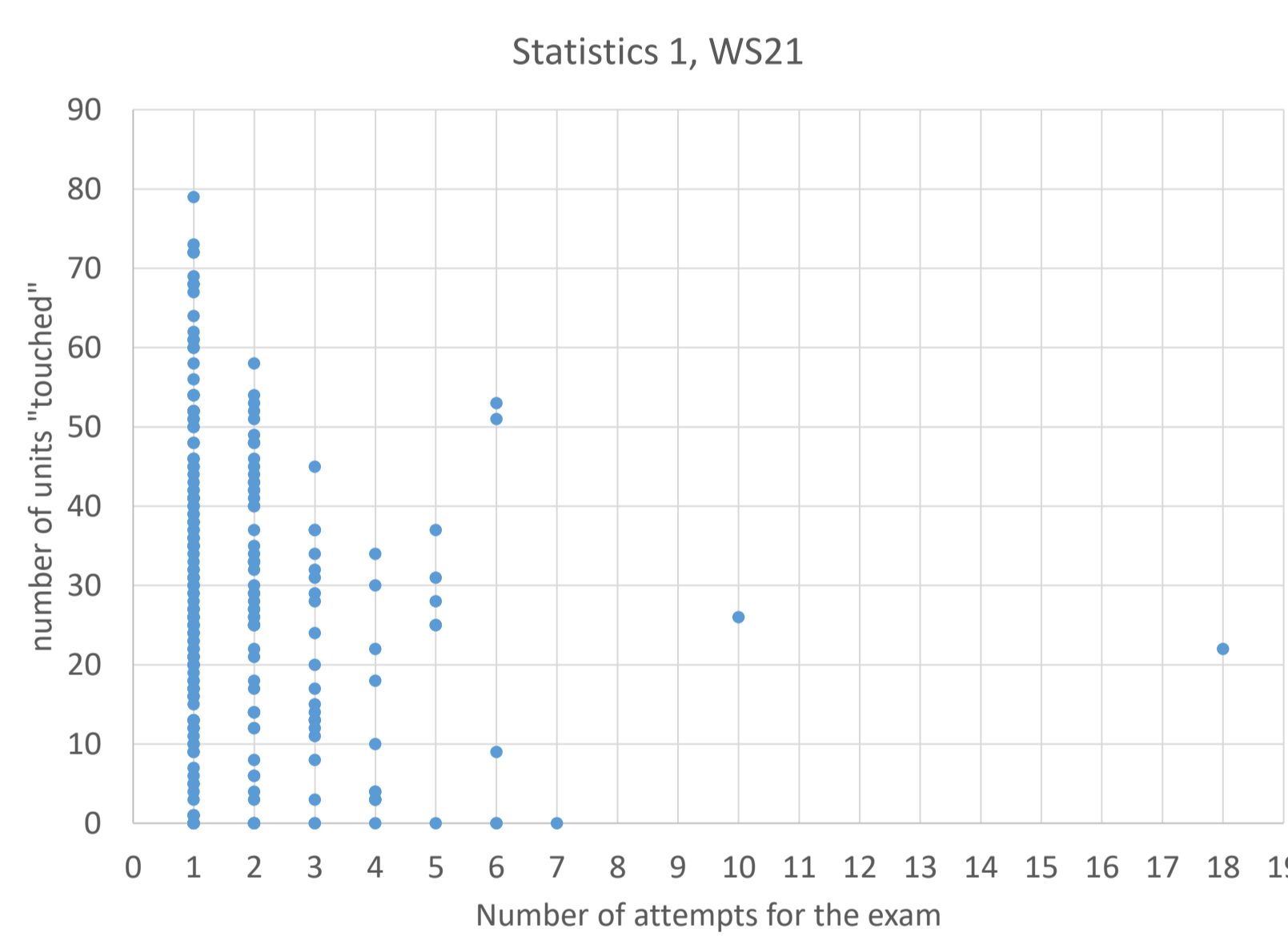
Possible reason: Feedback display?



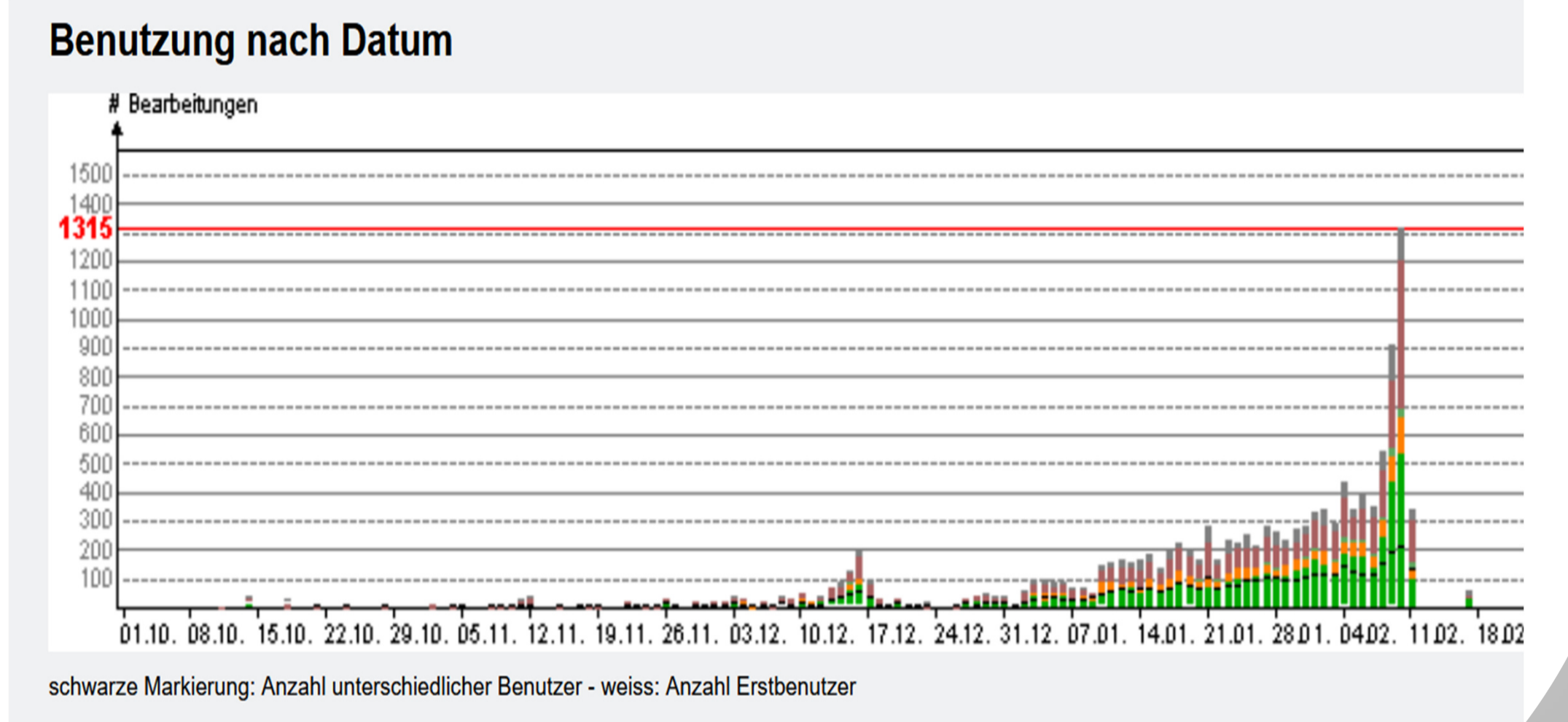
Exercises seem to help



but those most in need could use them more

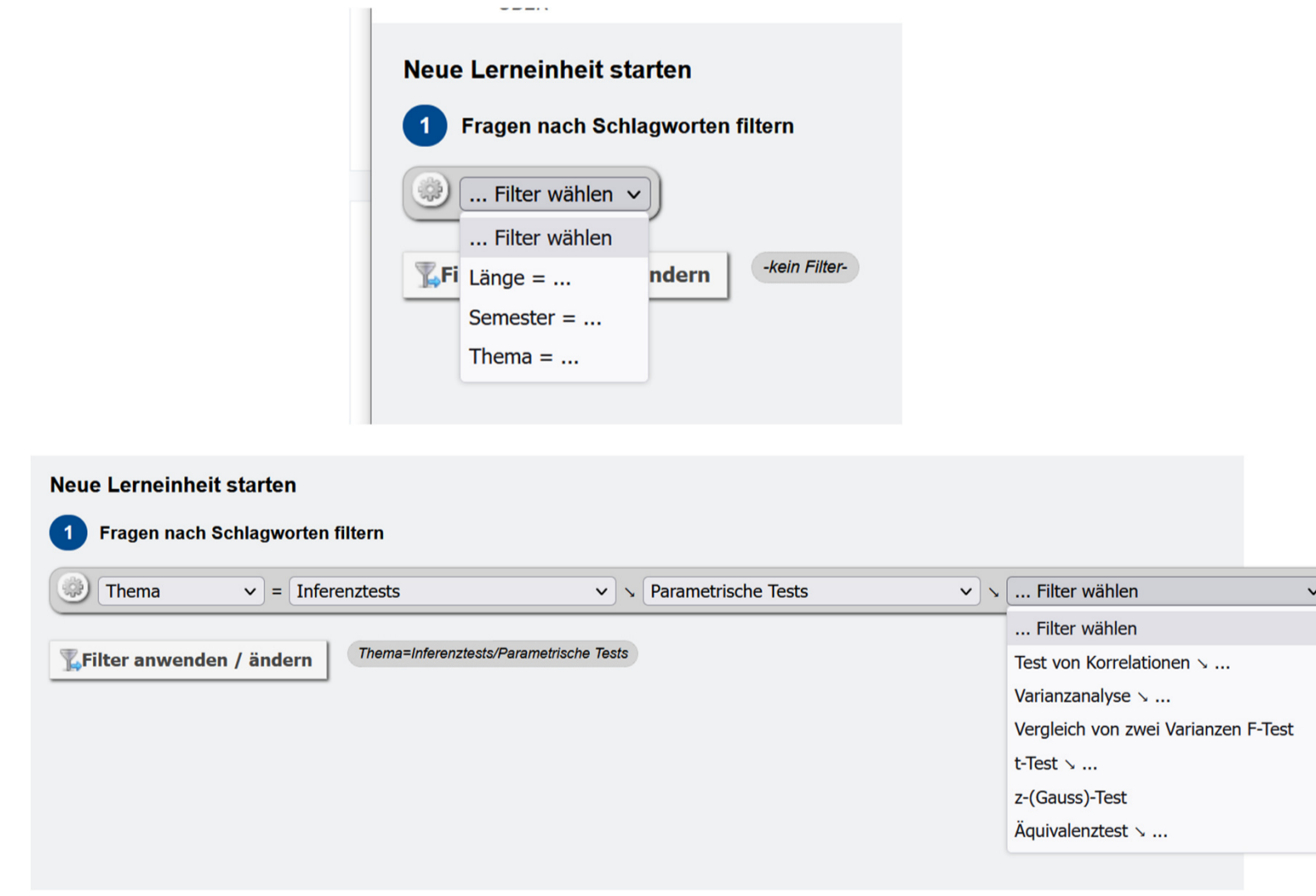
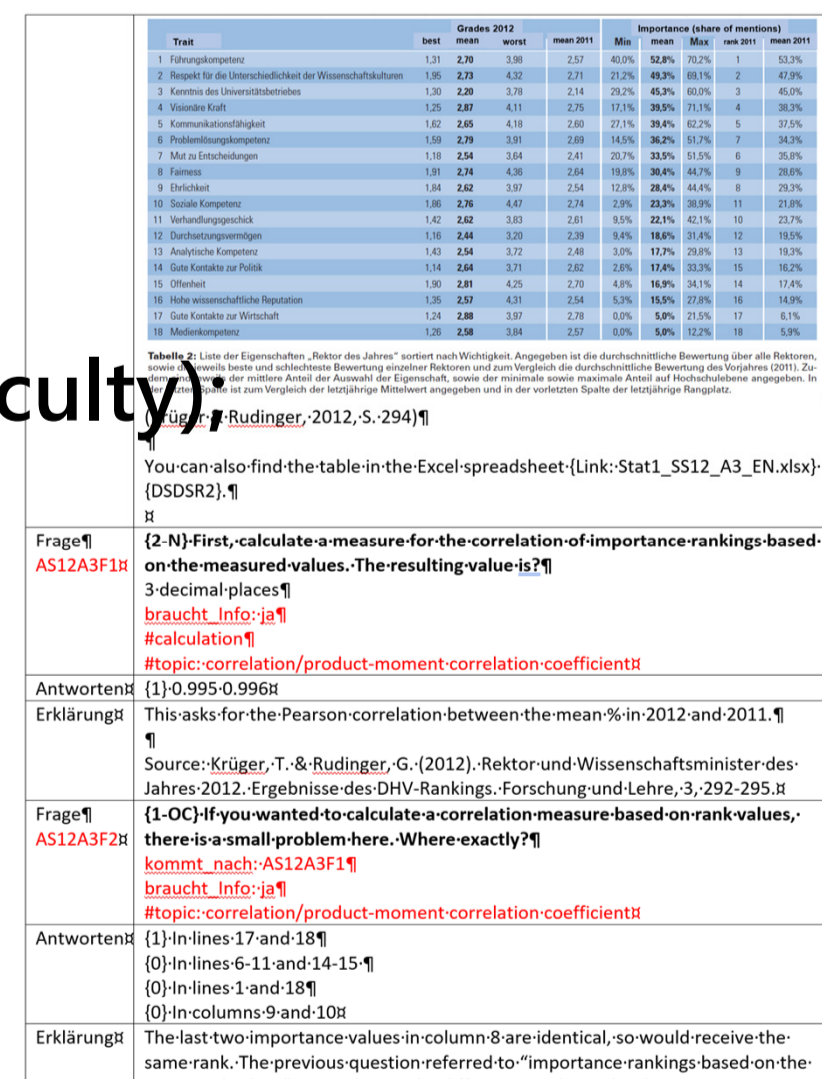


and perhaps earlier?



Intervention (implemented June 2023)

divide exams into single problems, augment with metadata (topic, competence, length, difficulty), program new interface in CaseTrain
 → Students can create individual problem collections, based on random sample for self-selected topic set
 → "Age" of problem is rendered irrelevant
 → new training options for students

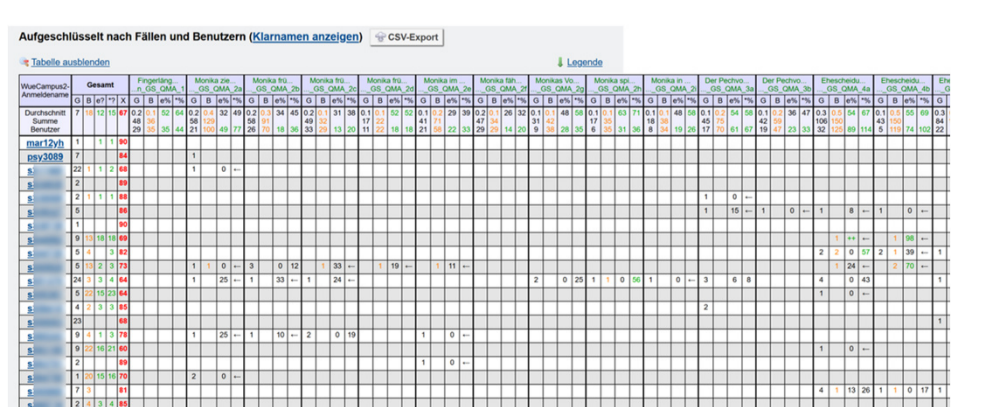


Further details

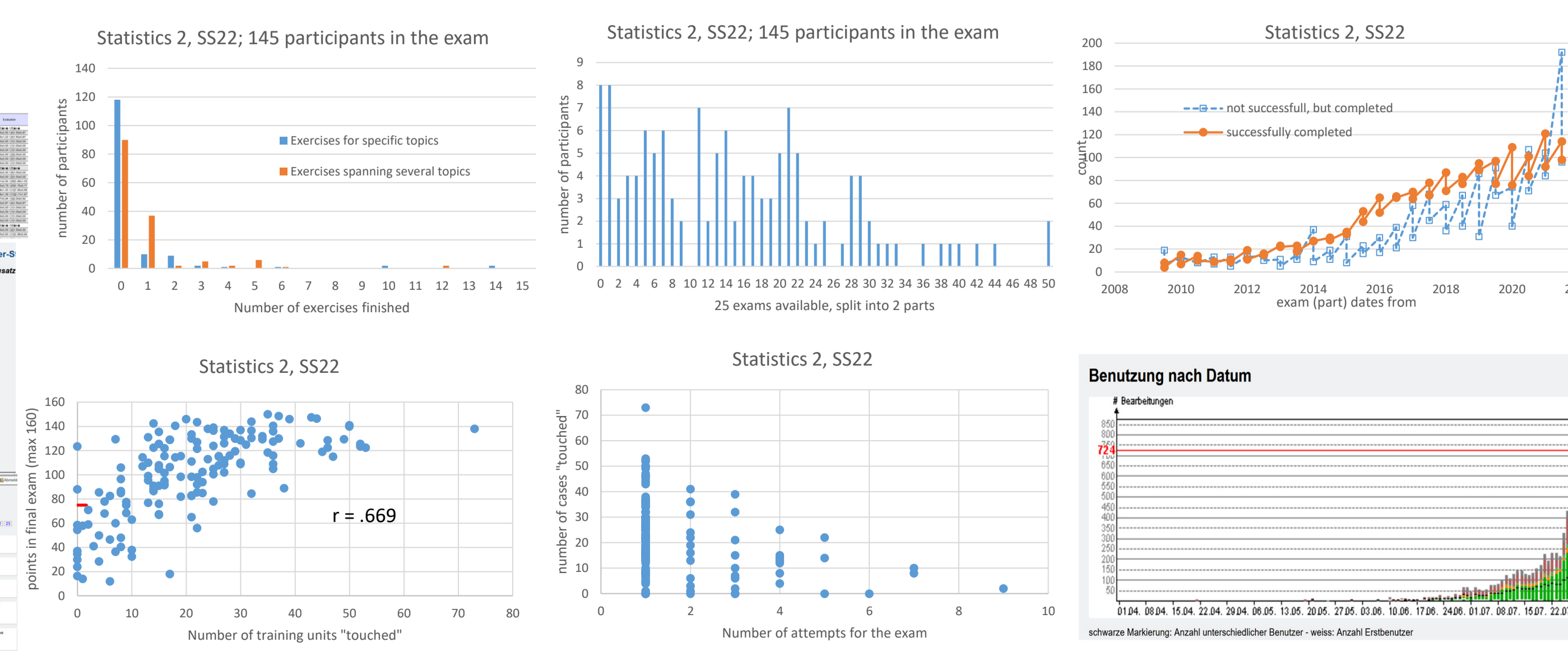
Data from students of Psychology and Human-Computer-Studies, University of Würzburg, Germany. Statistics 1 WS21, Statistics 2 SS22

Exercises are created and presented in special software system (CaseTrain) which provides user statistics to users and instructors at different levels of aggregation.

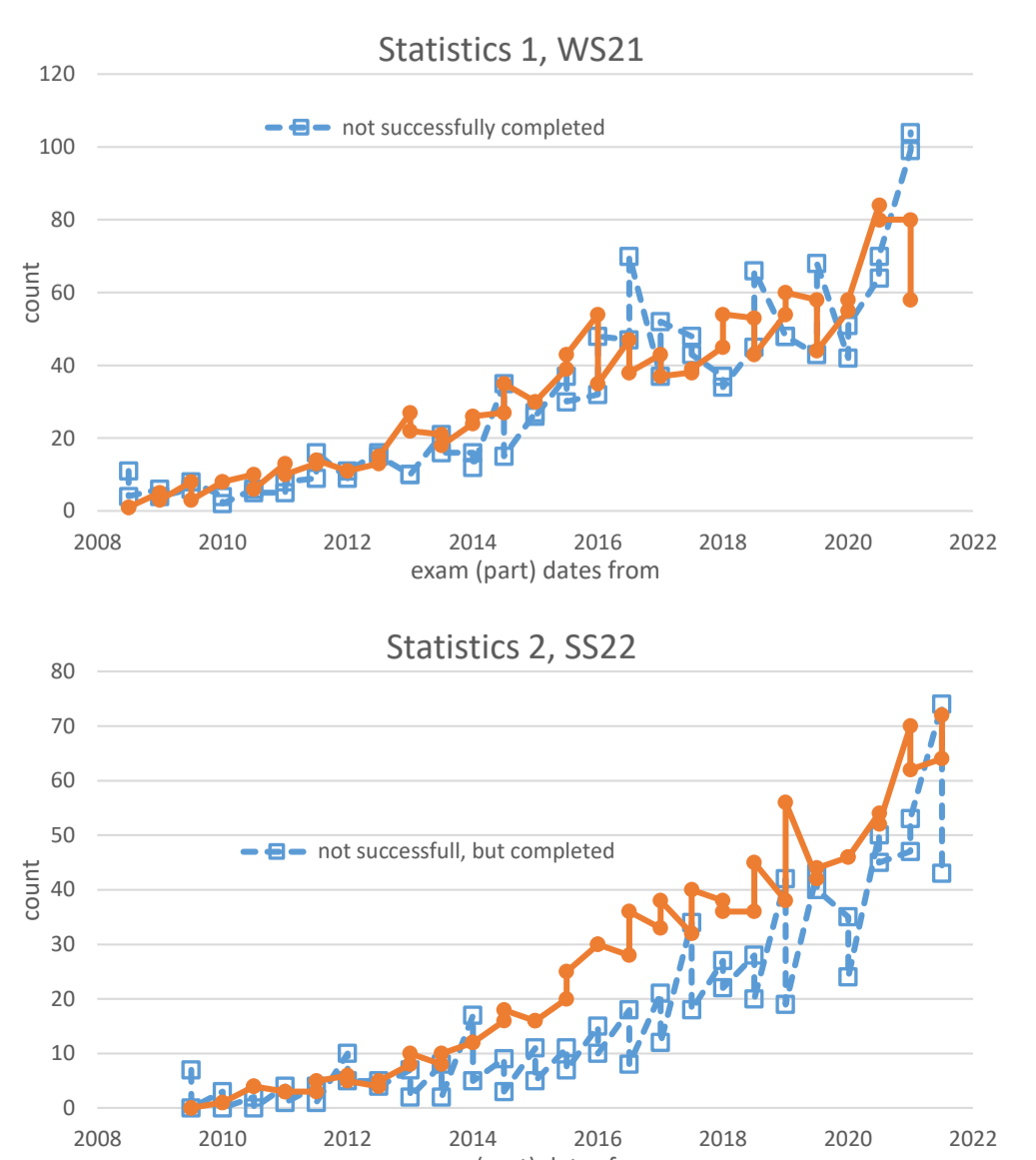
Individual problem selection is currently under development; will be available for users end of June 2023



Data from Statistics 2, summer term 2022, tell the same story



In the week before the exam, sometimes parts 2 are used more than parts 1



<https://go.uniwiue.de/mwvj>

@CaseTrain

