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The Prospect of Using
Automatic Programming Assistant
for Providing
Direct Feedback
in an
Online Learning Environment

Learner
Oriented
Roleplaying
Environment

- Idea was formed in 2015.
- Faculty of Science, University of Split, Croatia
- Al agent(s) in an online learning environment
- Focus is on programming education

Saša Mladenović





Marko Jevtić



Goran Zaharija

COVID 19

- Enter 2019
- Pandemic caused by COVID 19 virus
- Early 2020 lockdown
- Online learning
- Distance learning
- Asynchronous learning

Content Management



Teachers faced with content creation and management



Time consuming



Learning Management pushed into background

Automatic Programming Assistant



Content management can be automated



Solves time consumption problem (**TEACHER**)



Serving content on demand / as needed (LEARNER)



Automatic code generation (**CODE**)

Learning Management

Nonlinear learning paths

Repetition per need

Frequent evaluation

Automatic feedback (through code generation)

Individual needs, not group goals

The Need for Direct Feedback

Asynchronous learning

Asynchronous communication

Late feedback

Great number of students

Time consuming activity

Knowledge Management



Not in economic sense



Individual knowledge management



Different approaches



Different learning types



Misconceptions

Misconceptions



PROGRAMMING CONCEPTS



INTERACTIVITY



LEARNER PROFILE

Learner as an Individual

- Types of learners
- Abstractions of learning objects
- Learner intentions
- Learner roles in programming scope

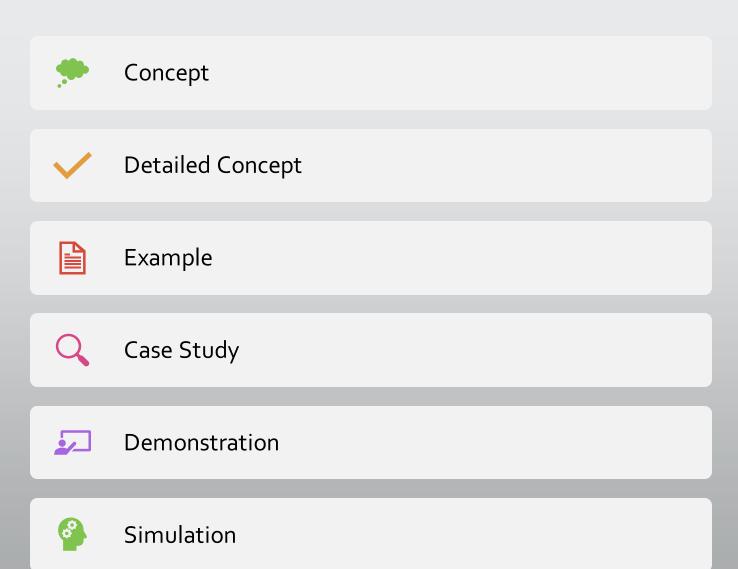
Types of Learners

Myer Briggs Personality types

- Extrovert
- Sensate
- Feeler
- Judger

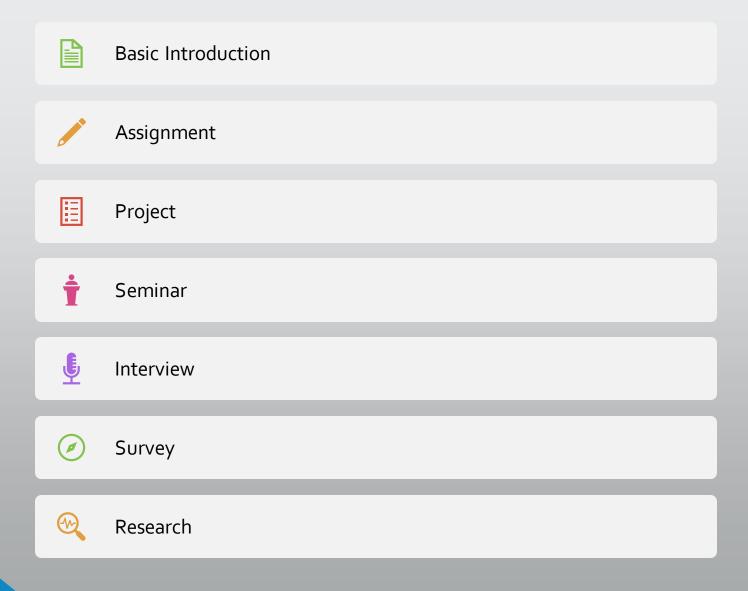
- Introvert
- Intuitive
- Thinker
- Perceiver

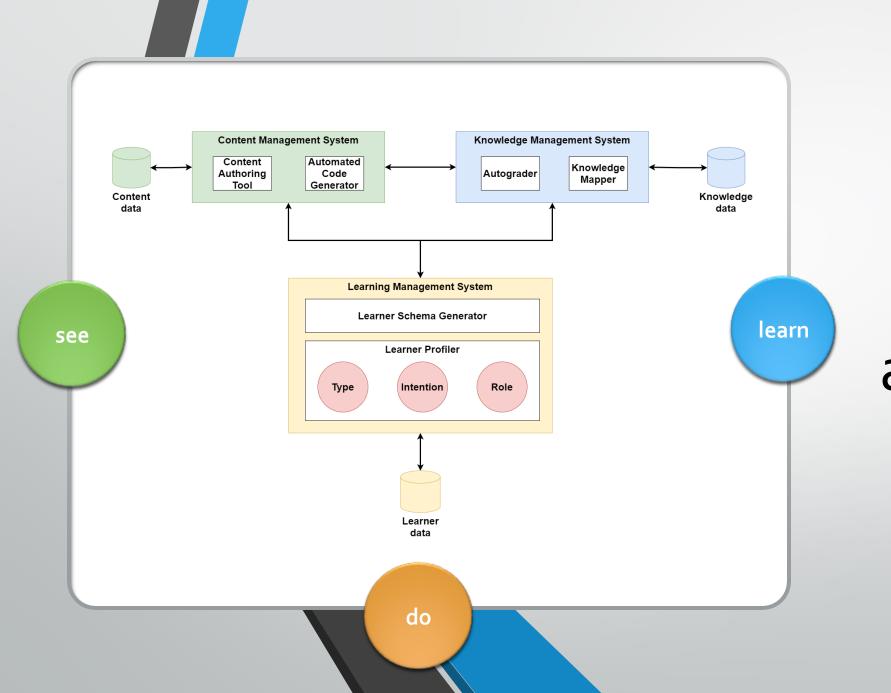
Abstractions of Learning Objects



Bhaskar, Manju, et al. "Genetic algorithm based adaptive learning scheme generation for context aware e-learning." *International Journal on Computer Science and Engineering* 2.4 (2010): 1271-1279.

Learning Intentions





LORE architecture

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