A Study of Analogy in Computer Science Tutorial Dialogues

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Abstract: Analogy plays an important role in learning, but its role in teaching Computer Science has hardly been explored. We annotated and analyzed analogy in a corpus of tutoring dialogues on Computer Science data structures. Via linear regression analysis, we established that the presence of analogy and of specific dialogue acts within analogy episodes correlate with learning. We have integrated our findings in our ChiQat-Tutor system, and are currently evaluating the effect of analogy within the system.

1 INTRODUCTION

Learning by analogy is a mechanism by which features of a known concept are mapped to features of an unknown concept (Gentner, 1998). Analogy plays a major role in learning, to the point that some researchers consider it the core of cognition (Hofstadter, 2001). It can be effective in the early stages of learning especially when learners may lack appropriate prior knowledge (Gentner et al., 2003). Our interest in analogy concerns its role in one-on-one tutoring: first, as a strategy employed by human tutors, and second, as a mechanism to be used in Intelligent Tutoring Systems (ITSs). Our specific domain is introductory Computer Science (CS).

As other researchers, we explore human tutoring interactions among tutor and student (Fox, 1993; Chi et al., 2001) with two goals. From the cognitive point of view, we wish to understand how learning is supported by specific strategies the human tutor uses; from a technological point of view, we explore how those successful strategies can be modeled and/or approximated computationally. As concerns analogy, (Nokes and VanLehn, 2008) showed that providing prompts during analogical comparison improve students performance. (Gadgil and Nokes, 2009) applied analogical comparison of worked-out examples and showed that analogy supports collaborative learning especially where conceptual understanding is essential. As far as we know, few ITSs employ analogy, and none within CS. The Bridging Analogies tutor (Murray et al., 1990) utilizes intuitive physical scenarios to explain less intuitive concepts. (Lulis et al., 2004) described implementation of analogies in an ITS for Cardiovascular Physiology. (Chang, 2014) proposed an instructional comparison approach using an analogy tutor that can help conceptual learning for procedural problem solving.

We are developing ChiQat-Tutor, a novel ITS in the domain of basic CS data structures (Fossati, 2013). ChiQat-Tutor has modules on recursion, linked lists, and binary search trees. It provides us with an environment in which we can experiment with different tutoring strategies that we have studied in a corpus of 54 human tutoring sessions on introductory CS data structures, collected in the late 2000’s. Strategies we have experimented with in the past include different types of feedback and worked-out examples (Chen et al., 2011; Di Eugenio et al., 2013; Fossati et al., 2015). In order to assess whether ChiQat-Tutor should employ analogies, we investigated learning from analogy in our corpus, as described in Sections 2 (the corpus) and 3 (examples of analogy and annotation thereof). Section 4 presents our results concerning whether analogy is a useful learning strategy for CS data structures.

2 CORPUS

Our corpus contains 54 one-on-one tutoring dialogues on basic computer science (CS) data structures such as stacks, linked lists and binary search trees. Each individual student participated in only one tutoring...
session, for a total of 54 students participating. The concepts were tutored by one of two tutors, LOW and JAC (in our examples, ST is the student). LOW was an expert tutor in CS with about 30 years of teaching experience while JAC was a senior undergraduate student in CS. A tutoring session took about 37.6 minutes on average. Most of the time the tutor talks producing 93.5% of the total words. Right before each session, the student’s prior knowledge was tested via a pre-test. Then, the score for each topic was normalized to the [0..1] interval. The tutor was given a general description of the student’s performance on each data structure. In other words, the tutor was not given the numeric scores but was provided with qualitative information to inform his tutoring. Table 1 shows the number of sessions (N) a topic was tutored for. As can be seen, the tutors chose to tutor on lists and trees in almost every session, whereas they sometimes decided to skip stacks. The length of a session is shown in terms of mean (µ) and standard deviation (σ). As can be seen, stacks take the minimum amount of time on average with a mean of 5.8 minutes, whereas lists and BSTs take 14.4 and 19.2 minutes respectively. Please refer to (Chen et al., 2011) for more information about our corpus.

Table 1: Number of sessions and length by topic.

<table>
<thead>
<tr>
<th>Topic</th>
<th>N</th>
<th>Length (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>µ</td>
</tr>
<tr>
<td>Lists</td>
<td>52</td>
<td>14.4</td>
</tr>
<tr>
<td>Stacks</td>
<td>46</td>
<td>5.8</td>
</tr>
<tr>
<td>Trees</td>
<td>53</td>
<td>19.2</td>
</tr>
<tr>
<td>All</td>
<td>54</td>
<td>37.6</td>
</tr>
</tbody>
</table>

3 ANALOGY

Analogy is defined as drawing similarities between different subjects (Gentner, 1998; Gentner and Colhoun, 2010). A similarity usually forms a relation between a known subject and an unknown one that may result in further inferences about the unknown subject. In our tutoring dialogues, both tutors use a set repertoire of analogies. For example, to explain stacks, JAC uses Lego as analogy (Figure 1), whereas LOW uses a stack of trays (Figure 2). For lists, JAC explains the concept by demonstrating the way people stand in a line (Figure 3). The example shows how JAC, during a tutoring session, keeps talking about analogy with a line for a large number of utterances. As concerns trees, both tutors employ family trees as analogy (Figure 4).

3.1 Annotation

In order to study analogy, two annotators annotated our corpus. The annotators were instructed to annotate for the beginning and the end of an analogy episode within a session. For every topic in a session a tutor usually uses at most one analogy such as analogy of Legos for stacks or analogy of line for lists. However, the tutor may refer to the analogy several times during a tutoring session. Consequently, in a session, annotators may annotate several episodes for a specific analogy. We used the Kappa statistics κ (Carletta, 1996; Di Eugenio and Glass, 2004) to measure the level of agreement between annotators. Because our annotators code for analogy episodes, our κ computation is based on the number of lines that annotators annotate similarly or differently. Annotators first double coded 15 sessions five sessions at a time; every five sessions, they revised a predefined manual. After these 15 sessions, they annotated another five sessions. Intercoder agreement was computed on these five sessions, and an acceptable level was reached (κ = 0.58). κ is negatively affected by skewed data, which occurs because analogy episodes comprise a very small subset of a session. The remainder of the corpus was independently annotated by each annotator (half each).

This annotation task was very challenging due to the difficulty of analogy boundary detection. In fact, annotators are in full agreement on whether analogy is used for a data structure in a session, or not; disagreements are just on the boundaries of analogy episodes.¹

3.2 Distributional statistics

Table 2 shows basic statistics on analogy for each topic such as number of analogies (NAnalogy), percentage of sessions an analogy was used in, and length in words of analogy per session. Stacks are the data structure for which analogy is most frequently used. Analogy is used less for lists and the least for trees. However, analogy used for lists is the longest: this is due to the line analogy used by JAC, who refers back to it during the session. As concerns trees being the least likely to be tutored by analogy, we speculate it may be due to the fact that the technical terminology used for trees (parent, daughter, etc), is derived from family trees to start with.

Figure 5 illustrates when in the session the analogy occurs for each topic. As can be seen, the tutor

¹Disagreement on boundaries of episodes is a well known problem in discourse analysis (Passonneau and Litman, 1997).
think of the stack as a bunch of Legos, okay?

and each time you put out a Lego...

okay, we'll call this, we'll just go a, b, c, d, e, and so forth.

okay?

so we're stacking our Legos up.

if we want to take a Lego off we can only take the Lego off that we just inserted.

eight?

because we're building from the bottom up.

okay?

so we can only, take in, take off whatever we put in last.

I think of a bunch of trays in a cafeteria where they have this special really very elegant dispenser the trays are in and all you can see is the trays on top.

there's a spring down here, and you take that try off the spring and it's loaded so that the next tray pops up.

okay.

and of course somebody comes out of the washing room and puts new trays in.

so the only thing you can do is pop something off instead of trays we're going to have this thing on letters a x b.

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okay.

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so the only thing you can do is pop something off instead of trays we're going to have this thing on letters a x b.

Table 2: Analogy basic statistics.

<table>
<thead>
<tr>
<th>Topic</th>
<th>N</th>
<th>Nanalogy</th>
<th>Percentage</th>
<th>Words/Analogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lists</td>
<td>52</td>
<td>21</td>
<td>40%</td>
<td>807.430</td>
</tr>
<tr>
<td>Stacks</td>
<td>46</td>
<td>40</td>
<td>87%</td>
<td>185.95</td>
</tr>
<tr>
<td>Trees</td>
<td>53</td>
<td>16</td>
<td>30%</td>
<td>73.56</td>
</tr>
</tbody>
</table>

Table 3: Analogy usage by tutor.

<table>
<thead>
<tr>
<th>Topic</th>
<th>JAC</th>
<th>LOW</th>
<th>ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lists</td>
<td>17</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>Stacks</td>
<td>18</td>
<td>22</td>
<td>40</td>
</tr>
<tr>
<td>Trees</td>
<td>9</td>
<td>7</td>
<td>16</td>
</tr>
</tbody>
</table>

utilizes an analogy mostly at the beginning of a tutoring session; the usage of analogy decreases as the session progresses, especially for stacks.

We investigated whether the student's performance in the pre-test may have motivated the tutor to utilize analogy in the tutoring session. Pearson correlation between pre-score and usage of analogy was computed for each topic. Usage of analogy is 1 if analogy was used in a topic during a session otherwise 0. Table 4 shows the results. Negative values for lists and stacks indicate that due to the poor performance of student, the tutor is likely to use analogy.

Table 4: Correlation between analogy and pre-test.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lists</td>
<td>-0.34</td>
</tr>
<tr>
<td>Stacks</td>
<td>-0.52</td>
</tr>
<tr>
<td>Trees</td>
<td>0.18</td>
</tr>
</tbody>
</table>

4 ANALYSIS

As we noted in the introduction, we are interested in analogy as a tutoring strategy for two reasons: to uncover whether it is effective in this domain, and if so, which of its features are computationally amenable to incorporate in Intelligent Tutoring Systems. Hence, we ran multiple regressions to understand the correlation between analogy and learning gains (following (Litman et al., 2006; Ohlsson et al., 2007)). Our analysis builds on other work we had already done on our data via other dialogue features, specifically, dialogue acts. As the models we will discuss below do indeed include dialogue acts, we first describe the dialogue acts we have coded for in our corpus.

4.1 Dialogue Acts

A dialogue act indicates the speaker’s intention behind an utterance. There are many reasonable inventories of dialogue acts, including for tutorial dialogues (Litman et al., 2006; Ezen-Can and Boyer, 2013). As
299 JAC kind of like a line right?
300 ST uh huh.
301 JAC I know who’s in front of me but I don’t know who’s behind me.

433 JAC um if you need to insert, if you need to switch places with something you use a temporary um you always need to know who’s in front of you and then you’re going to insert something tell whoever’s being inserted what’s in front of you and then point to the one you’re being inserted to.

Figure 3: Analogy with line for lists.

022 JAC so if we think about it as a family tree um this could be the great grand this would be the great grandparent of this child here.

Figure 4: Analogy with family tree for trees.

DDI TUT Now a binary search tree must remain ordered.
DPI TUT say we want to insert, um, six.
SI ST down there? [pointing to tree drawing]
PF TUT right
SI ST five is smaller than six
DDI TUT and the right child of five is null
DPI TUT so we will insert six to its right

Figure 6: Example of annotation for dialogue acts.

discussed in (Chen et al., 2011), our corpus was examined for impressions and trends. Then, given the directive style of our tutors and how much they talked, we defined a minimal set of dialogue acts focused on tutors’ contributions. Finally, the tutoring corpus was annotated with this set of dialogue acts. Figure 6 shows an example of dialogue act annotation for trees. Each dialogue act is described below:
• **Positive Feedback (+FB):** The tutor confirms that the student has performed a correct step.
• **Negative Feedback (-FB):** The tutor helps the student recognize and correct an error.
• **Direct procedural instruction (DPI):** The tutor directly informs the student what steps to perform.
• **Direct declarative instruction (DDI):** The tutor provides facts about the domain or a particular problem.
• **Prompt (PT):** The tutor attempts to engender a meaningful contribution from the student.
• **Student Initiative (SI):** The student takes the initiative, namely, produces a dialogue contribution which is not in answer to a tutor’s question or prompt.

4.2 Results

Learning gains are computed based on the normalized difference between each student’s scores in post-test and pre-test. Multiple linear regression models let researchers explore specific aspects of tutors’ behaviors and tutoring interaction properties. Since these models help distinguish effective from non-effective features, they can provide guidelines for the design and development of effective ITSs.

Table 5 describes the features used in this work, whereas Table 6 includes the statistically significant models we obtained by running all possible combinations of features. $\beta$ is the correlation coefficient between each feature and learning gain, $p$ shows the level of significance and $R^2$ explains how well features can describe variations in learning gain. For each topic, Model $i$ represents a statistically significant multiple linear regression model that selects a set of features resulting in the highest adjusted $R^2$. Model 1 only includes the pre-test, since it is well-known that previous knowledge is a reliable predictor of post-test performance. Pre-test score always has the highest contribution in the best models, indicating that it explains a sizable amount of variance in learn-
The correlation is negative which is due to the ceiling effect: students with higher previous knowledge have less chance to learn.

Model 2 includes the pre-test, length of the dialogue and dialogue acts. For lists, positive feedback (PF) correlates with learning; this replicates previous results of ours (Chen et al., 2011; Fossati et al., 2015), and in fact ChiQat-Tutor already includes PF. Additionally, direct procedural instruction (DPI) has a significantly positive correlation with learning. In stacks, prompt (PT) and DPI have positive correlation with learning. PT indicates the importance of the tutor’s role in asking students to contribute. In trees, just DPI is statistically significant. DPI contributes in all topics indicating the importance of explaining to students steps to perform a task.

Model 3 includes the pre-test, length of the dialogue, dialogue acts and existence of analogy (AN). Interestingly, AN appears in all of the most predictive models for each topic. AN positively correlates with learning gain, supporting the hypothesis that the usage of analogy helps learning. However, considering the p value, it is not statistically significant for stacks and trees. Interestingly, dialogue acts similar to those in Model 2, contribute in Model 3. Model 4 adds analogy-based features resulting in improved adjusted $R^2$. In lists, student initiative inside analogy correlates with learning. This shows that the students’ proactive contributions during an analogy episode have a positive effect on learning. In stacks, DPI inside analogy correlate with learning, confirming step-by-step analogy-based instruction. In trees, PT and direct declarative instruction (DDI) inside analogy correlate with learning. This may suggest that for trees a simple description of analogy with family tree would lead to learning.

Based on the analysis on human-human tutoring, we found that analogy is an effective strategy for learning these three data structures. Hence, we implemented analogy in ChiQat-Tutor, as we briefly describe below.

### 5 CONCLUSIONS AND CURRENT WORK

In this work, we annotated and analyzed analogy in a corpus of tutoring dialogues on Computer Science data structures. Two annotators annotated analogy episodes (inter-coder reliability was $\kappa = 0.58$). One finding was that the frequency of analogy differed among topics: significantly more analogies were used in stacks and lists than in trees. Additionally, analogies occurred more frequently at the beginning of the dialogue in stacks than in lists and trees. Finally, we used regression analysis to explore whether analogy correlates with learning. Usage of analogy in a session correlates with students’ learning gains for lists. Furthermore, some dialogue acts (DAs) that occur within analogy episodes result in more explanatory models that correlate with learning.

Given these results, we have integrated our findings within the ChiQat-Tutor system, for linked lists. We have integrated analogy in the system in two fashions. First approach is based on the fact that anal-
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REFERENCES


