

Generation of Quizzes and Solutions based on Ontologies - a Case for a Music Problem Generator

Aditi Mavalankar
IIIT Hyderabad
India

Tejaswinee Kelkar
IIIT Hyderabad
India

Venkatesh Choppella
IIIT Hyderabad
India

Email: aditi.mavalankar@students.iiit.ac.in Email: tejaswinee.k@research.iiit.ac.in Email: venkatesh.choppella@iiit.ac.in

Abstract—Generation of problem sets and quizzes forms an important part of education technologies. Although some systems have been built for quiz generation, they mostly focus on abstract logic and mathematical constructs. Knowledge in other domains is relational rather than propositional, and many systems use dedicated knowledge databases. We present a method to present this knowledge in the form of objective question sets and drills. We implement a four-fold approach - ontologies, propositional logic, similarity finding, and hierarchies - as a way to generate quizzes as well as to solve human generated problems of a similar nature. The architecture of this system is such that any knowledge base can be turned into a vast number of diverse, complex questions. We build this system for an ontology of North Indian Ragas, and also test it on a smaller ontology of animals. We demonstrate an approach to solving human generated questions from the Ontology, and provide a possible sample space of questions that can be generated through this method.

I. INTRODUCTION

In this paper, we propose a four-fold approach towards generation of diverse quizzes and solutions, to be formulated from knowledge ontologies. The use of ontologies has become more and more common in educational tools and resources, where semantic links and methods of linked data representation are making educational tools more and more dependent on structured data.

Quiz generation seems a natural next step towards using structured knowledge databases into technologies for education. We propose the addition of hierarchies from the knowledge system and other relational schema to enhance the questions generated. This combination of features is to be used with propositional logic inference schemas to generate a richer, diverse repository of possible questions. Knowledge relations prune the sample space of randomized questions and answers that can be formed through logical relations alone. Knowledge relations and similarity finding also generate cognitively salient questions, resulting in a usable case scenario.

In this paper, we implement this system for an ontology for North Indian Classical Music as a part of the Virtual Music Labs project [11], but the methods could be applied to ontologies of various subjects to diversify the scope of system-generated practice questions. We apply the same system on a zoo animals ontology. We implement a forward parsing approach to solve human generated questions of a similar nature and finally report the increment in the possible types of questions upon the addition of each module of the system.

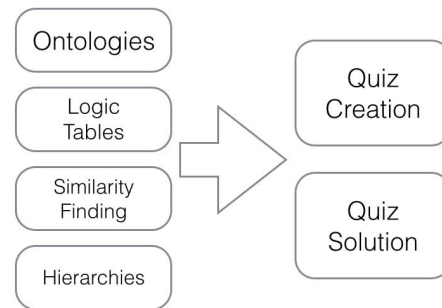


Fig. 1. Architecture

A. Related Work

Constraint-based-models (CBMs) have often been used for problem set generation which create and solve problem sets from databases [1] [2]. [2] uses a path analysis, predicate and constraint generation model to arrive at a possible problem set. [3] also describes in detail, a constraint satisfaction model to generate test data, although this isn't directly applicable to students as users. [4] deals with solving word problems using programs that understand the logic structures embedded in the question. A similar approach is taken for other approaches to solve natural language math questions [5] in mathematics. [6] and [9] mention some systems for generating language learning questions from ontologies using complex syntax and CBMs.

In most of the work related to the propositional logic approach towards quiz solving and generation, it is not clear how it can be applied to real world knowledge and data. The systems are tested on proof graph ontologies in some cases, which deal with abstract chains of proposition interpretation and conclusion, which, although may be suitable for programming concepts, are not suitable for real world knowledge systems. For example, table I represents some examples taken from the methods used in [4]. When we try to apply this abstract logic method to relational databases, we come up with impossible, and sometimes incorrect scenarios. We therefore require a system that can more easily intuit the knowledge hierarchies in the music database itself. We create this using hierarchies embedded in the ontologies, and implementing relational constraints.

TABLE I. PREMISES AND CONCLUSIONS

	Premise 1	Premise 2	Premise 3	Conclusion
Abstraction	$x1 \equiv x2$	$x3 \rightarrow x2$	$(x4 \rightarrow x5) \rightarrow x3$	$x1 \rightarrow (x4 \wedge x5)$
Application	Raga Yaman if and only if M is present	Thaath Kafi implies M is not present	(Raag Kafi implies g) implies Thaath Kafi	Raga Yaman implies (Thaath Kafi and not g)
Abstraction	x1	$(x1 \wedge x2) \rightarrow (x3 \wedge x4)$	x2, $(x4 \wedge x5)$	x5
Application	Raga Yaman	Raga Yaman and g implies Raga Kafi and M	g, M implies Thaath Poorvi	Thaath Poorvi

II. OUR APPROACH

We intend this system for creating more and more solvable examples for students of various disciplines. Here, we use two ontologies to demonstrate this application. The first one is a musical ontology containing data for constituents of several ragas in North Indian music. This ontology describes a dense network of several ragas and their properties. Each constituent note present in a raga is represented. Its presence in the constituent classification of the raga (thaat) is also known to the ontology. The second is a database and details of several animals found in a zoo, with descriptions of taxonomy, habitat, food etc. Using these two databases, we are able to create quiz questions that involve several types of logical formation, and solve them with a dependable accuracy. Algorithm 1 represents the algorithm used for structuring the system.

1) *Ontology*: We start from the creation of a relational ontology from a knowledge base. This involves turning any knowledge database into a network of nodes and edges. We separate lists of different entities and relationships. We then represent all the relationships with different kinds of labels. These labels have embedded hierarchies. This is done in the following manner:

- 1) Extract a list of all unique elements from the table
- 2) Extract a list of all possible types of relationships
- 3) Bind each element in the primary ID column to each other column using the label for relationships
- 4) Output the lists as Nodes - including element and its type; and Edges - including source, target and label

a) *Data for Raga Ontology*: The music Ontology contains of 163 primary elements, with 365 nodes and 7005 edges. The data are from a primary source of music learning - a seminal treatise titled 'Kramik Pustak Malika' by Dr V N Bhatkhande [10]. The data are represented as shown below.

Edges file:

```
Source Target Label
id1 id2 thaat
```

Nodes file:

```
ID Class Label
id1 raga Bahar
id2 thaat Kafi
```

Using these two nodes, we can generate a simple question such as: 'Kafi is the thaat of Bahar.', to give to a student to answer as True or False. Kafi represents one out of ten (thaats) categories of ragas.

b) *Basic question generation*: In order to generate a basic true/false question, an edge is randomly selected from

the files containing the edges. One of the truth-values - true or false, is randomly chosen. If the answer to the question is True, neither the source or the target is changed. If the answer is False, there is another random selection of which of the source or the target is to be changed. If the source is to be changed, a new node, having the same class as the source node, is selected, and the source node is substituted with the new node. The same procedure is followed when the target is to be changed. Additionally, when the source node is changed, a verification is required that the new source node does not have the same target node and label. This is because two source nodes may have the same target node and label. For example, Bahar and Bageshri have the same thaath, Kafi. Thus, it is necessary to check that the newly generated source node does not have the same label and target as the source node.

2) *Logic Constraints*: In addition to asking basic questions, combinations of edges could be used to ask a wide range of questions. These combinations could be of any type. These rules can be found in Table II and III.

The scope of such a knowledge ontology is more in terms of the relations and combinations that it can produce as opposed to the universal or existential enumeration. It is for this reason that we focus this paper on propositional logic as opposed to FOPL, which is more suitable for solving problems mapped to a knowledge ontology by enumerating relations, and the valencies of individual categories.

In this algorithm, an edge is randomly selected. One of the rules of propositional logic is also selected and a row from its truth table is picked. All rules except the negation rule require two starting elements. When the negation rule is selected, a procedure similar to the basic question generation is followed. If the input truth-value is True, no changes are to be made. However, if the input truth-value is False, it has to be decided which of the source or the target nodes is to be changed.

When a rule other than the negation rule is selected, all other rules require two input truth-values and another edge has to be picked. However, if another random edge is picked, the question formed may not be completely intuitive. For instance, if the information stored in the second edge is 'Shadav-Sampoorna is the jati of Tilak Kamod.', and the rule selected is the conjunction rule, with both input truth-values True, the question formed would be 'Kafi is the thaath of Bahar and Shadav-Sampoorna is the jati of Tilak Kamod. True/False'. It is apparent that this question is not very intuitive as both the edges have unrelated information. Thus, it becomes necessary to have a connection between the edges so that the questions formed are meaningful.

In order to have related edges, the second edge has to be picked in such a manner that it has the same source or the

```

Data:  $n \leftarrow \text{nodes}$ ,  $e \leftarrow \text{edges}$ ,
         operators  $\leftarrow$  propositional – logic – operators,
         inference – rules  $\leftarrow$  all – dependencies,
         classes  $\leftarrow$  empty – dictionary,
          $n - \text{grams} \leftarrow$  empty – dictionary,
for operator in operators do
  | Use operator on all truth-values and create truth-table
end
for instance, type in  $n$  do
  | if type in classes then
  | | Append instance to classes[type]
  | else
  | | Add type to classes, append instance to
  | | classes[type]
  | end
end
for element in  $n[\text{array}]$  do
  | Generate all  $n$ -gram sequences of attributes;
end
for sequence, raga in  $n - \text{grams}$  do
  | Add sequence to  $n - \text{grams}$ ;
  | Add raga to  $n - \text{grams}[\text{sequence}]$ 
end
while True do
  | Pick a random edge from  $e$ ;
  | Select choice from { propositional logic, inference,
  | querying };
  | if choice == propositional logic then
  | | Select a rule;
  | | Select row from rule with common source / target);
  | | if common source then
  | | | Select edge from  $e$  with different source / target ;
  | | | for each edge selected do
  | | | | if truth-value == False then
  | | | | | Generate target from class without
  | | | | | common edge;
  | | | | | else
  | | | | | | continue
  | | | | | end
  | | | | end
  | | | end
  | | | else
  | | | | Select edge from  $e$  having same target, label but
  | | | | not source;
  | | | | for each edge selected do
  | | | | | if truth-value == False then
  | | | | | | Generate new source from same class;
  | | | | | | Verify: source, target do not share edge
  | | | | | | else
  | | | | | | | continue
  | | | | | | end
  | | | | | end
  | | | | end
  | | | end
  | | | else
  | | | | if choice == inference then
  | | | | | Select an inference rule and other edge;
  | | | | | Generate new target belonging to the same class
  | | | | | for False questions;
  | | | | | else
  | | | | | end
  | | | | end
  | | | end
  | | | Select an instance from  $n - \text{grams}$ , a rule, two
  | | | elements from  $n - \text{grams}[\text{instance}]$ ;
  | | | for each raga selected do
  | | | | if truth-value == False then
  | | | | | Select a element not present in
  | | | | |  $n - \text{grams}[\text{instance}]$ 
  | | | | | else
  | | | | | | continue
  | | | | | end
  | | | | end
  | | | end
end

```

TABLE II. CONJUNCTION AND DISJUNCTION

Conjunction			Disjunction		
A	B	A and B	A	B	A or B
T	T	T	T	T	T
T	F	F	T	F	T
F	T	F	F	T	T
F	F	F	F	F	F

TABLE III. NEGATION, EXCLUSIVE OR AND IMPLICATION

Negation		Ex-Or			Implication		
A	Not A	A	B	A XOR B	A	B	A =>B
T	F	T	T	F	T	T	T
F	T	T	F	T	T	F	F
		F	T	T	F	T	T
		F	F	F	F	F	T

same target and label as the first edge. If any of the truth-values in the selected row is False, a false answer needs to be generated. In order to do this, an instance of the same class is selected and substituted. If the target and label are common, we check that the newly generated source node does not have the same target and label as the original source node. If the source node is the same for both edges, a verification is not required as different labels refer to different properties of the source node.

3) *Knowledge Relations*: Even though the ontology contains a lot of the information, we need to understand some more information in terms of knowledge relations. This means asserting some rules that we know despite them not being in the ontology and embedding them into inference relations. Implications that are purely based on logical relations can vary between ontologies. For getting rid of this problem, we enumerate some knowledge relations that are present as a matter of the categories used for the ontologies.

- 1) Raag R belongs to thaath T implies it has svar S (Thaath enumerates Svars)
- 2) R belongs to jati J implies Aaroha (/Avaroha) is A (Aaroha can have n of characters defined by the jati name)
- 3) R has A, implies it has S (Inference being presence of svar)
- 4) R has A, implies belongs to T (Thaath enumerates constituent notes.)
- 5) R has only svars S1, S2, S3, S4. (Inference being too few notes for a raga)

The relationships that are usable from these knowledge relations are the following:

- 1) Child category takes on the attributes of parent category
- 2) Attributes of child 1 can be present in some child 2 category

We enumerate the dependencies between parent and child nodes in this step. All hierarchical relationships might not lead to inference. Examples of Propositional relations that it is possible to infer from enumeration of knowledge relations in this way:

- 1) Modus Ponens Child category 1 has child category 2, parent category 1, therefore attributes of child category 3 are applicable to Child 1.

- 2) Modus Tollens Child category 1 has child category 2, but not parent category 1. Thus attributes of child category 3 are not applicable to Child 1.
- 3) Hypoetical Syllogism: Child 1 has Parent 1, Parent one has GrandChild 2, therefore Child 1 also has (grand)Child 2 property
- 4) Destructive Dilemma
- 5) Constructive Dilemma

4) *N-gram Strings*: Cognitive dependence on finding categories similar based on superficial features such as spellings and structural similarity is high. In the case of a raga ontology, the enumeration of characteristics is in terms of long strings of notes. In order to be able to provide questions that are increasing in the scale of difficulty, we want to provide questions about two categories that are structurally similar. We do this by computing n-gram strings for constituents of the available categories.

For example, if Raga R1 has the notes: S, R, G, P, D, S; Raga R2 has the notes: S, r, G, P, D, S - these two ragas have surface structural similarities in terms of the 4-gram representation in G, P, D, S. In order to form questions that are of a higher difficulty, we first compute all possible unique n-grams. We then isolate all such n-grams which have more than one source node in common. We calculate n-gram similarity indices for all pairs of ragas. The higher the n-gram similarity, the more is the structural similarity between the source nodes, and the more likely that the question set is hard. This is applicable to ragas as words resemble note order in ragas.

III. SOLVING HUMAN GENERATED PROBLEMS

We parse human generated problems in the same manner. We employ a forward parsing model that separates and extracts entities from ontologies and then binds them using different kinds of knowledge relations. We go about this in the following stages:

- Eliminating superfluous tokens such as articles and pronominal referents
- Finding Conjunctions in the questions and dividing them into three categories:
 - 1) 1 source, 1 label, 1 target
 - 2) 2 sources, 1 label, 1 target
 - 3) 1 source, 2 labels, 2 targets
- Find the category the current question belongs to and store the details of the source/s, target/s and label/s in a dictionary.
- Initialize a list of outputs
 - 1) For each source
 - 2) For each label, target
 - 3) Check if the tuple [source, target, label] belongs to the set of edges
 - 4) If it does, append True to the list of outputs
 - 5) Else, append False to the list of outputs
- Evaluate the expression consisting of all outputs from the list of outputs as the arguments and the operator obtained above to operate on these arguments

- Output the result of the above evaluation as the answer to the given question.

IV. SAMPLE SPACE

The first three modules in the operation increase number of questions by matching with all possibilities. The number of basic questions that can be generated per edge through this method are n to the power $2 * n$. Thereafter, the number of computations grows exponentially. For our ontology containing 305(n) nodes and 7005 edges, $(2(14010 \wedge n)) \wedge 4$ questions containing Or and And, Not and false edges can be formed. However, not all questions and answers are useful from the knowledge point of view. Knowledge relations are used to prune the search space on a case by case basis so that we can have a vast but contained and useful repository of questions as mentioned in section II. 3).

V. CONCLUSION

We thus describe a system that can be used to create drills and quizzes to be used by students directly, that can be generated from any database. We use different modules presented in the domain of automatic problem generation, and prune the randomness of these results by capturing knowledge relationships efficiently. The potential for generating a vast number of problems from a small number of categories is exploited.

REFERENCES

- [1] Martin, Brent, and Antonija Mitrovic. "Automatic problem generation in constraint-based tutors." Intelligent Tutoring Systems. Springer Berlin Heidelberg, 2002.
- [2] DeMilli, R. A. "Constraint-based automatic test data generation." Software Engineering, IEEE Transactions on 17.9 (1991): 900-910.
- [3] Gotlieb, Arnaud, Bernard Botella, and Michel Rueher. "Automatic test data generation using constraint solving techniques." ACM SIGSOFT Software Engineering Notes. Vol. 23. No. 2. ACM, 1998.
- [4] Singh, Rishabh, Sumit Gulwani, and Armando Solar-Lezama. "Automated feedback generation for introductory programming assignments." ACM SIGPLAN Notices. Vol. 48. No. 6. ACM, 2013.
- [5] Ahmed, Umair Z., Sumit Gulwani, and Amey Karkare. "Automatically generating problems and solutions for natural deduction." Proceedings of the Twenty-Third international joint conference on Artificial Intelligence. AAAI Press, 2013.
- [6] Sung, Li-Chun, Yi-Chien Lin, and Meng Chang Chen. "An Automatic Quiz Generation System for English Text." Advanced Learning Technologies, 2007. ICALT 2007. Seventh IEEE International Conference on. IEEE, 2007.
- [7] Rey, Guillermo Ivaro, et al. "Semi-automatic generation of quizzes and learning artifacts from linked data." (2012).
- [8] Heilman, Michael. Automatic factual question generation from text. Diss. Carnegie Mellon University, 2011.
- [9] Sung, Li-Chun, Yi-Chien Lin, and Meng Chang Chen. "The Design of Automatic Quiz Generation for Ubiquitous English E-Learning System." Technology Enhanced Learning Conference (TELearn 2007), Jhongli, Taiwan. 2007.
- [10] Bhatkhande, Vishnu Narayan. Kramik pustak malika. Sangeet Karyalaya, 1993.
- [11] Kelkar, T., Ray, A., & Choppella, V. (2015, June). SangeetKosh: An Open Web Platform for Music Education. In Proceedings of the The 15th IEEE International Conference on Advanced Learning Technologies, June 2015, Hualien, Taiwan.