Assigning Educational Videos at Appropriate Locations in Textbooks

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ABSTRACT
The emergence of tablet devices, cloud computing, and abundant online multimedia content presents new opportunities to transform traditional paper-based textbooks into tablet-based electronic textbooks. Towards this goal, techniques have been proposed to automatically augment textbook sections with relevant web content such as online educational videos. However, a highly relevant video can be created at a granularity that may not mimic the organization of the textbook. We focus on the video assignment problem: Given a candidate set of relevant educational videos for augmenting an electronic textbook, how do we assign the videos at appropriate locations in the textbook? We propose a rigorous formulation of the video assignment problem and present an algorithm for assigning each video to the optimum subset of logical units. Our experimental evaluation using a diverse collection of educational videos relevant to multiple chapters in a textbook demonstrates the efficacy of the proposed techniques for inferring the granularity at which a relevant video should be assigned.

1. INTRODUCTION
Education literature has extensively highlighted the central role that textbooks play in delivering content knowledge to the students, improving student learning, and in helping teachers prepare lesson plans [19]. The rapid proliferation of cloud-connected electronic devices has enabled the availability of textbooks in electronic format. However, many of these e-textbooks are merely digital versions of the printed books, and hence do not make use of the rich functionalities provided by the electronic medium (and/or the cloud-connectedness). Thus, we have the opportunity to enrich the reading experience by augmenting e-textbooks with supplementary materials appropriate to the learning style of the student, be it auditory, visual or kinesthetic style [5, 6, 8, 15, 18]. In fact, studies show better content retention [17] and improved concept understanding [14] when educational multimedia content is shown along with textual material.

With the availability of abundant online video content [13], we can use retrieval algorithms [2] to narrow the video collection to a relevant subset for the textbook. Since the videos on the web are not created specifically for the textbook of interest, there are significant differences in the authoring style of a video creator versus that of a textbook author. The textbook author creates a logical hierarchy (chapter → sections → subsections, etc.) that is suitable for presentation of all the material that needs to be covered in the book. In contrast, the author of a video focuses only on the content to be presented in the video. This central difference makes it challenging to match videos to textbook units. While some videos may provide a high-level overview of the subject and hence may be appropriate at the granularity of the entire book, other videos may illustrate a specific concept or demonstrate an activity and hence may be appropriate at the level of a subsection or even a paragraph. Similarly, there may be videos that summarize a chapter or a section, and hence may be best placed at an intermediate granularity. For example, a video that contains material about different sections in a chapter can either be placed at the chapter beginning (if it provides an overview), or at the chapter end (if it helps to review the material in the chapter).

The focus of this paper is to recognize this mismatch and automatically determine the appropriate textbook locations for assigning the videos. More precisely [11]: Given a textbook (or a chapter in a textbook) and a video relevant to the textbook (or the chapter), how do we identify the best subset of logical units (such as sections) that covers the material present in the video?

We propose a rigorous formulation of the video assignment problem and present an algorithm for assigning each video to the optimum subset of logical units. As part of computing the objective function, we provide a novel representation for videos in terms of concept phrases present in the textbook, and their significance to the video. Our empirical study over a diverse collection of educational videos corresponding to multiple chapters in a textbook demonstrates the efficacy of the proposed techniques.

2. RELATED WORK
There has been considerable work on augmenting textbook sections with relevant supplementary materials mined from the web [1, 2, 3]. In [3], the focus has been on finding textual content from the web that is relevant for a section. Somewhat related is the work proposed in [20] that augments textual documents such as news stories with other textual documents such as blogs. In [1], a method was proposed to identify the focus of the section, which was then used to obtain relevant web videos. However, it is not always possible to assign a video to a single section. A video may contain content that extends across sections, as the author of the video may have chosen a logical ordering different from that of the author of the textbook. In this paper, we present a technique that, given the videos relevant to the entire chapter, identifies the minimal combination of sections that best encapsulates the material covered in the video. Towards this goal, we infer a representation for a video as a byproduct of the COMITY algorithm [2] which we adapt to obtain relevant videos.

3. CANDIDATE VIDEO SELECTION
We obtain the candidate set of videos relevant to a textbook chapter using an adaptation of the COMITY algorithm [2] that was proposed...
in the context of augmenting textbook sections with images. We observed that when we applied this technique at the section level (§5), there was a huge redundancy in the retrieved videos across multiple sections. We highlight two key observations: First, the content of the same video can be shared across multiple sections, calling for an approach such as the one proposed in this paper to identify the combination of sections that best describes the video. Second, by applying the algorithm at the chapter level, we identify a richer set of videos, by exploiting dependencies across sections.

Our adaptation of Comity is presented in Algorithm 1. A chapter in a textbook is represented as a set of concept phrases (cphrs), obtained as the set of phrases that map to Wikipedia article titles [7, 16], and further refined using the techniques proposed in [3]. Comity forms \( n \) video search queries by combining two cphrs each, in order to provide more context about the chapter. Note that a cphr in isolation may not be representative of the text as the same text can discuss multiple concepts. At the same time, a single long query consisting of all concept phrases can lead to poor retrieval [9]. Figure 1 shows an example of how the queries are constructed from cphrs extracted from a textbook chapter on Biology. A relevant video for the chapter is likely to occur among the top results for many such queries. Thus, by aggregating the video result lists over all combinations of queries, we obtain the most relevant videos for the chapter.

Algorithm 1 Comity

Input: A textbook chapter; Number of desired video results \( k \).
Output: Top \( k \) video results from the web.
1: Obtain (up to) \( n \) concept phrases from the chapter.
2: Form \( \binom{n}{2} \) queries consisting of two concept phrases each.
3: Obtain (up to) \( t \) video search results for each query.
4: Aggregate over \( \binom{n}{2} \) video result lists, and return top \( k \) videos.

4. APPROACH & ALGORITHMS

4.1 Representation of Textbook

Each section in a textbook represented by a set of cphrs, along with their context-dependent importance scores based on the importance of cphrs to the section. The computation of the score is based on the following observation: If a cphr is important for the context of the text, then the videos retrieved using it as one of the query terms will be related to each other. On the contrary, if the cphr is not, then the videos retrieved using it will be distinct with respect to each other. Hence, the intersection of the three sets of cphrs is only the cphr. ‘water’. On the other hand, for the cphr ‘gold foil experiment’, the top three most frequent videos have a much larger set of common cphrs: {electron, Ernest Rutherford, gold foil experiment, foil, gold leaf, atom, structure, discovery, neutron, proton} (note that the intersection is computed over all the cphrs associated with the videos whereas only the top cphrs are shown). Thus, a specific phrase is likely to lead to videos that are more similar to each other than a generic phrase.

With this intuition, we measure the importance score, \( I(c) \) as the average pair-wise inner product between top \( m \) videos retrieved when \( c \) is used in conjunction with all other cphrs in the textbook.

\[
I(c) = \frac{\sum_{1 \leq i < j \leq m} < V_i, V_j >}{\binom{m}{2}},
\]

where \( V_i \) is the vector representation (in terms of cphrs and associated weights) for \( i^{th} \) top video for \( c \). We used \( m = 3 \) in our experiments. To account for variances in the scores due to sparsity, we also clustered the scores, and assigned the cluster means of the closest cluster to each of the cphrs [10].

4.2 Representation of Candidate Videos

We devise a representation for the videos motivated by the following observation: When a video is retrieved in a highly ranked position for a query, the corresponding query represents some aspects of the content of the video. As an example, consider Figure 1. The video “all you eat” describes dietary habits, and is retrieved as a top result for the queries “water, food” and “water, calculate”. Thus, the cphrs ‘water’, ‘food’, and ‘calculate’ can be associated with this video. Similarly, for the video ‘cell membrane’, the relevant cphrs are ‘epithelium’, ‘hydrogen’, ‘water’, and ‘calculate’. However, the relative importance between the cphrs that lead to retrieving a video varies. In this example, the video on cell membrane should be related more to epithelium than to water. Therefore, we represent a video with not only the cphrs that led to the video, but also their importance to the video. For each cphr \( c \) and video \( v \), we define the importance \( w_{c, v} \) of \( c \) to \( v \) as the fraction of queries that contain \( c \) for which video \( v \) was retrieved as a top result:

\[
w_{c, v} = \frac{|q \in Q_c| \{v \in TopResults(q)\}}{|Q_c|},
\]

where \( Q_c \) is the set of queries that contain cphr \( c \). The intuition behind this definition is that the higher the fraction of queries that led to a specific video, the more relevant this phrase is with the video.

In our implementation, we restricted the possible cphrs that can lead to a video to be only those that are present in the textbook. However, one can extend this representation in many ways, e.g., by using multiple books of the subject matter or by identifying the cphrs in the transcript of the video, especially when the transcript is user-uploaded.

4.3 Section Subset Selection For Videos

For a given candidate video \( v \) and a large candidate set \( S \) of sections from the textbook chapter, our goal is to select a minimal subset of top sections, \( T \subset S \) that best covers the content in the video. We model this section subset selection problem as identifying a subset of sections \( T^* \) that maximizes the objective function:

\[
T^* = \arg\max_{T \subset S} (\text{cover}(v, T) - \lambda |T|),
\]

where \( \text{cover}(v, T) \) is a function that measures how well the set of sections \( T \) captures the content of the video \( v \). Our objective function incorporates a penalty for using more sections than required for explaining the video, by discounting for the number of sections \( |T| \). Thus, the objective function provides a trade-off between the extent to which the content of the video is captured and the number of sections used. Different trade-offs can be obtained through different choices of the non-negative parameter \( \lambda \). A large value of \( \lambda \) corresponds to a greater penalty for having more sections. We estimated the value for the size penalty parameter \( \lambda \) using a cross-validation validation. This process resulted in \( \lambda = 0.48 \).
formally state the theorem below (see [10] for the proof).

We next perform empirical validation to demonstrate the efficacy of our proposed algorithm, but by restricting to combinations of top \( n \) cphrs that are present in a section. We set \( n = 20 \), \( t = 50 \), and \( k = 20 \). This process resulted in 178 unique videos across all chapters. We assigned a human assessor to read all these five book chapters. After reading the chapters, the judge is asked to watch each video and manually identify all the sections that together capture the content of the video\(^2\). The judge can revisit the book to read multiple times. Note that the judge does not have access to the underlying algorithm that identified the video. The judge is also asked to remove videos that are irrelevant, or cover material beyond the scope of the book. This judgment process resulted in 112 videos (denoted by \( V \)) along with their sections assignments. In particular, for each video \( v \), \( S_v^G \) is the set of ground truth sections assigned.

Baseline algorithm: We also used COMITY algorithm’s assignments as the baseline for comparison. Specifically, for each video \( v \), we associate all the sections for which it was retrieved as a top ranking video, and we denote this set as \( S_v^G \). In fact, only about 50% of the videos are assigned to a single section, 25% to two sections, and the remaining to more than two sections. Thus, COMITY can be used as a baseline since it also identified multiple sections for the same video (in nearly half the cases).

Metrics: For each video \( v \), let \( S_v^G \) be the set of sections identified by our proposed algorithm.

Accuracy: This metric measures how accurately an algorithm can identify the entire set of sections that best captures the content in the video:

\[
\text{Accuracy} = \frac{\sum_{v \in V} \left| S_v^A \cap S_v^G \right|}{\sum_{v \in V} |S_v^G|},
\]

where \( A \in \{C, P\} \) and \( I \left[ X = Y \right] \) evaluates to 1 if the sets \( X \) and \( Y \) have identical elements and 0 otherwise. \( |V| \) is the number of videos in the ground truth.

Relaxed Accuracy: The above accuracy metric is stringent in that it requires all the sections identified by the algorithm to match with that of the ground truth. We define a relaxed version that takes into account how different the inferred set is from the ground truth set:

\[
\text{Relaxed Accuracy} = \frac{\sum_{v \in V} \left| S_v^G \triangle S_v^A \right|}{|V|},
\]

\( S_v^A \triangle S_v^G \) denotes the symmetric set difference between the set of sections

\(^2\)Our initial experiments confirmed that this task was not suited for Amazon Mechanical Turk (due to the volume of work per judge).
Figure 3: Performance based on Comity assignment

Figure 4: Performance across chapters

Performance based on Comity assignments: Here, we compare the two algorithms based on the number of sections to which a video is assigned to by Comity. To this effect, we partitioned the videos into two groups: videos that are assigned to only one section by Comity, and those that are not. Roughly 50% of the videos fall into either of these two groups.

For the group of videos where Comity assigned a video to multiple sections, in many cases, it does so incorrectly, as shown by the achieved accuracy of 0.47. On the other hand, our approach is able to assign videos to the appropriate subset of sections with much higher accuracy (0.73). Under the relaxed accuracy metric, Comity’s performance is still lower than our approach (0.81 v.s. 0.90), indicating that even though the videos considered are relevant (recall our assumption that relevant videos are provided at the chapter level), Comity either incorrectly assigns additional sections or finds only a subset of the ground truth sections. We further analyzed failure cases and found that our approach often fails to assign the right set of sections due to insufficient representation of the video, arising from the inherent restriction of issuing queries based on the section content.

For the group of videos where Comity assigned to only one section, there is no significant difference in performance between the two methods. We investigated the reasons for this similar performance: For a video belonging to this group, the corresponding section often tends to be very focused on a particular topic (we discuss this next), and hence there is only a single logical section to which the video could be assigned. Consequently, the two methods result in similar performance for such videos.

6. SUMMARY AND FUTURE WORK

In this paper, we introduced the problem of identifying a set of logical units in a textbook that best captures the content in a relevant educational video. We provided a scalable solution that is effective across various subjects and for educational videos in the wild. Through this work, we have only touched the tip of the iceberg for effective augmentation of textbooks with videos. There are multiple other considerations such as presenter [12] or presentation styles that need to be taken into account. We also need to design rigorous evaluation methodology factoring in these considerations and perform large scale user study in classroom settings [4]. In a blended learning setting, a teacher may choose to combine course materials including multimedia presentations from multiple courses. Our work is a step towards addressing challenges that arise in such settings.

7. REFERENCES