

WebTeach in practice: the entrance test to the Engineering faculty in Florence

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We present the *WebTeach* project, formed by a web interface to database for test management, a wiki site for the diffusion of teaching material and student forums, and a suite for the generation of multiple-choice mathematical quiz with automatic elaboration of forms. This system has been massively tested for the entrance test to the Engineering Faculty of the University of Florence, Italy.

Key Words: distance teaching, database interface, multiple-choiche quiz, optical mark recognition.

1 The *WebTeach* project

The *WebTeach* [1] project started in 1999 as a simple web interface to a database for the management of students scheduling for examinations. At present it has grown to include three different tools: *WebCheck*, which corresponds to the original database interface, *WebWrite*, a powerful version of the Wiki-WikiWeb [2] concept, and *WebTest*, a set of tools for the generation and automatic evaluation of multiple-choice mathematical quizzes.

All this work was done in a semi-volunteer way, pushed by the appreciation of our colleagues and of students. Our system is gaining consensus mainly because we try to implement all enhancements suggested. We also tried to delegate as much administrative and management work as possible to users, both teachers and students. So teachers have the freedom of adding users, courses and examinations to the database, and students have the power of editing most of pages in the *WebWrite* space.

As a comparison, the official web-based service of the university of Florence is systematically affected by the so called "system-manager bottleneck syndrome", for which each administrative change has to wait for official approval.

After five years of improvements, *WebWrite* was massively tested this year in correspondence to the entrance test to the engineering faculty of the University of Florence, 900 participants for two mathematical tests. The system was used for test management, immediate self-evaluation of answers, optical reading of the elaborates using inexpensive hardware, and a HOWTO forum to students.

All the software was developed in Perl and C using free tools on a Linux machine, and the whole project will be released using a GPL [3] license in the near future.

2 The entrance test

The Italian law states that each faculty has to check the entrance level of freshmen, even if there is neither closed number admittance nor a minimum knowledge level. This is particularly useful for scientific and engineering courses since in this way we can signal students whose preparation is below the minimum standard.

After last two years' experience, we decided to monitor only the mathematical level, fixed at the minimum common part of all kind of high-schools. We decided to leave out the physics and chemistry tests since these topics are not taught in some schools (e.g. commercial schools) and in any case our programs start from the very beginning.

The test was organized in 20 questions on the topics listed in figure 1. Each question was presented with four possible answers, only one of which was correct. The score was computed by assigning 3 points to the right answers, -1 to the wrong ones and 0 to the blank ones. The maximum score was 60, the minimum -20, the average score (by random guessing) is 0, the standard deviation is 20 points, so the test was considered passed for a score of 30 or more.

Students had a first test September, 8th, then had the possibility of attending a mathematical refreshment course for two weeks. Finally there was a supplemental test September, 19th. Only one positive score was sufficient. Those that did not pass any test are programmed for a third test in November, in the correspondence of a pause in lecture scheduling. Finally, those that never passed the test, are signalled to mathematics teachers that are supposed to check their base preparation in the correspondence of their first examination.

MODULO DOMANDE (rimane allo studente)

Test Ingresso Firenze - 8 Sett. 2003 - [ID: 0309080020240001]

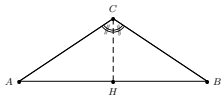
Compito n. 1

Cognome _____ Nome _____ Codice fiscale _____

Risposte	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Domande																					

Per prima cosa scrivere nome, cognome e codice fiscale (serve per la distribuzione del foglio da riconsegnare). Via via che si risolve un problema, scrivere il numero della risposta che si ritiene corretta sopra al numero della corrispondente domanda. Controllare il tutto e poi copiare la soluzione sul foglio allegato che va consegnato! Trattenere questo foglio per controllo. Le pagine dei risultati saranno segnalate su <http://didattica.dma.unifi.it/Testingresso.html> (la stessa pagina delle iscrizioni).

Domanda 1) Nella dimostrazione che segue i passaggi sono elencati in ordine casuale. Scopo della domanda è metterli nell'ordine giusto.
Enunciato: La bisettrice dell'angolo \widehat{ACB} del triangolo isoscele in figura è anche altezza del triangolo.



- a) Gli angoli \widehat{AHC} e \widehat{CHB} sono uguali, quindi sono retti.
- b) La bisettrice CH è anche altezza del triangolo.
- c) I lati AC e BC sono uguali. Si traccia la bisettrice CH .
- d) I triangoli ACH e CHB hanno due lati e due angoli uguali, quindi sono uguali.

La sequenza corretta è data da:

- 1) c d a b.
- 2) d e a b.
- 3) d a e c.
- 4) a b c d.

Domanda 2) Nella dimostrazione per assurdo che segue i passaggi sono elencati in ordine casuale. Scopo della domanda è metterli nell'ordine giusto.

- Enunciato:** Il numero $\sqrt{2}$ non è razionale.
- a) Scriviamo $\alpha = 2^x$ e semplifichiamo. Anche β^2 è divisibile per 2 e quindi anche per 4.
- b) Supponiamo che esistano due numeri interi α e β , primi fra loro, tali che $\alpha/\beta = \sqrt{2}$.
- c) I numeri α e β non possono essere primi fra loro.
- d) Otteniamo $\alpha^2 = 2\beta^2$. Allora α^2 è divisibile per 2 e quindi anche per 4.

La sequenza corretta è data da:

- 1) a b c d.
- 2) d a c b.
- 3) b d a c.
- 4) b d e a.

Domanda 3) Dato un cerchio di area 3 cm^2 , quanto vale il lato ℓ del quadrato inscritto nel cerchio?

- 1) $\ell \approx 0.47 \text{ cm}$
- 2) $\ell \approx 1.38 \text{ cm}$
- 3) $\ell \approx 1.04 \text{ cm}$
- 4) $\ell \approx 1.24 \text{ cm}$

Domanda 4) Per cuocere il pesce sulla griglia basta ricordarsi che ci vogliono 10 minuti per ogni centimetro di spessore. Purtroppo però i pesci (veri) non sono a sezione rettangolare. Si decide quindi di prendere come riferimento la sezione massima. Se lo spessore di un pesce segue la funzione $g(x) = -ax^2 + bx$ con $a = 0.1$ e $b = 0.6$ ($y > 0$, lunghezze espresse in centimetri), per quanto tempo (t) bisogna farlo cuocere?

- 1) $t \approx 0.90 \text{ min.}$
- 2) $t \approx 7.20 \text{ min.}$
- 3) $t \approx 1.80 \text{ min.}$
- 4) $t \approx 9.00 \text{ min.}$

Domanda 5) Una mosca è chiusa in una scatola a forma di parallelepipedo, di lati $A = 10 \text{ cm}$, $B = 25 \text{ cm}$ e $C = 30 \text{ cm}$. Quanto vale la massima distanza d che può percorrere in linea retta?

- 1) $d \approx 31.62 \text{ cm.}$
- 2) $d \approx 26.93 \text{ cm.}$
- 3) $d \approx 40.31 \text{ cm.}$
- 4) $d \approx 65.00 \text{ cm.}$

Domanda 6) L'equazione

$$x|x-1| + |x(x-1)| = 0 \text{ è soddisfatta:}$$

- 1) per $0 \leq x \leq 1$
- 2) da tutti gli $x < 0$
- 3) solo per $0 < x < 1$
- 4) da nessun $x \in \mathbb{R}$

Domanda 7) Si consideri l'equazione $x^k = -kx$ con k intero. Allora,

- 1) L'equazione ha esattamente una soluzione per tutti i $k > 0$
- 2) Esistono valori non negativi di k per cui non esistono soluzioni.
- 3) Esistono dei valori di k per cui l'equazione ammette più di 2 soluzioni.
- 4) Non esistono soluzioni negative dell'equazione per k dispari.

Domanda 8) Quale delle seguenti affermazioni è vera per ogni $x \in \mathbb{R}$?

- 1) $\sin(\arctan(x/2) + \pi/2) = -\cos(x/2)$;
- 2) $\sin(\arctan(x/2) + \pi/2) = \frac{\sqrt{2-x^2}}{\sqrt{2+x^2}}$;
- 3) $\sin(\arctan(x/2) + \pi/2) = \frac{\sqrt{2+x^2}}{\sqrt{2-x^2}}$;
- 4) $\sin(\arctan(x/2) + \pi/2) = \sin(x/2)$;

Domanda 9) Quale delle seguenti affermazioni riguardanti la funzione $f(x) = [\cos(x/\pi)]^2 - 1$, $x \in \mathbb{R}$, è vera?

MODULO RISPOSTE (da riconsegnare)

Università degli Studi di Firenze
 Facoltà di Ingegneria

APPLICARE QUI L'ETICHETTA
 CON IL CODICE FISCALE
 CERCANDO DI ALLINEARLA
 CON IL CODICE SOTTOSTANTE

TEST DI VALUTAZIONE
 DEL DEBITO FORMATIVO



8 settembre 2003 Compito n. 1

ISTRUZIONI PER LA COMPILAZIONE [DA LEGGERE MOLTO ATTENTAMENTE]:

- 1) È fortemente sconsigliato qualunque tipo di segno sul modulo. I compiti non leggibili elettronicamente saranno considerati nulli. Questo modulo è personalizzato e non ne esistono duplicati.
- 2) Per rispondere, colorare completamente e senza uscire dai margini la casella superiore della colonna corrispondente alla risposta desiderata. È consigliato l'uso di penna nera o blu scuro.
- 3) In caso di errore, una risposta può essere annullata colorando completamente la casella sottostante a quella segnata. **Attenzione: una volta annullata, una risposta non è più modificabile.** A questo punto è possibile dare una nuova risposta secondo le istruzioni al punto 3). È vietato l'utilizzo del bianchetto su questo modulo pena l'annullamento del compito.

DATI IDENTIFICATIVI DEL CANDIDATO:

Nome e Cognome: _____
 Codice fiscale: _____



Numero domanda	Risposte				Numero domanda	Risposte				IST. DI PROVENIENZA	
	1	2	3	4		1	2	3	4		
1					11					Liceo Classico	
2					12					Ist. Tec. Ind.	
3					13					Ist. Tec. Geometri	
4					14					ITC/IGEA	
5					15					Altre scuole	
6					16					CORSO DI LAUREA	
7					17					Ing. Ambiente e Risorse	
8					18					Ing. Ambiente e Territorio	
9					19					Ing. Civile	
10					20					Ing. Elettronica	
										Ing. Informatica	
										Ing. dell'Informazione	
										Ing. delle Telecomunic.	
										Ing. Elettrica	
										Ing. Gestionale	
										Ing. Industriale	
										Ing. Meccanica	
										Ing. dei Trasporti	
										Sc. dell'Ing. Edile	

Figure 1: The first page of the test with questions

Figure 2: The form for optical reading

3 Mathematical quiz management with WebTest

There are many tools that can be used in the preparation of multiple choice quizzes. However, we established a series of requirements: all material should be written in L^AT_EX (which is the *lingua franca* of mathematics) and printed using a given template. We also wanted to have a large number of different but equivalent tests, in order to discourage copying but avoiding objections. We also wanted to extract statistics from the answers in order to tune the mathematical courses. Finally, we wanted to replace the traditional handmade checking with an automated one, but, since we decided not to make students pay for the test, we wanted to avoid specialized hardware for optical reading and typographic forms. We also knew that students suffer from anxiety when waiting for a result, even if it is not essential for university admittance.

Last but not least, we tried to develop a tool simple and powerful enough that can be also used for other tasks, like usual examinations and monitoring comprehension level dur-

ing courses.

Traditionally, teachers were asked to prepare a large amount of questions with answers, that were organized into homogeneous groups, one for each topic. Then a software samples the questions. However, this procedure presents two drawbacks: first of all it is difficult to check all questions and all answers for typographic and logic errors, and it is also difficult to check for the homogeneity of questions. As a consequence, a tested set of questions was so a valuable resource that teachers always tried to recycle them in more than one test. As a consequence, very repressive methods had to be used to prevent students from keeping or copying the exercises, and, obviously, there was a black market of them among students.

We decided to develop a template system able to variate a given questions exploiting the combinatorial explosion. Given a certain number of parameters, the system is able to generate all their combinations and apply them to the template. This is done in two ways. For “textual” question, one has a given set of right and wrong answers. In this case we simply sample one from the right set and three from the wrong one. For numer-

```

[% PP={
  R => {descr=>'raggio del cilindro',
    cond=>['R > 0']},
  H => {descr=>'altezza del cilindro',
    cond=>['H > 0']} %}

[% QQ = BLOCK -%]
Una mosca è chiusa in un bidone cilindrico,
di raggio di base $R=[%R%]\centi\metre$
e altezza $H=[%H%]\centi\metre$.

Quanto vale la massima distanza $d$
che può percorrere in linea retta?
[%END%]

[% d = Lcalc.def('\sqrt{4 R^2 + H^2}') %]

[% SS = BLOCK %]
La distanza percorsa dalla mosca è
l'ipotenusa di un triangolo rettangolo
di base $2R$ e altezza $H$, quindi
[% d = Lcalc.def('\sqrt{4 R^2 + H^2}') %]
\{
  d = [%d.s%]\centi\metre
\}
[% END %]

[% ans = Lcalc.f({
  Right => ['d'],
  Wrong => ['\sqrt{R^2 + H^2}', 'R',
    '2R', '0.35d', '0.45d'],
}, '$d\imeq5.2f\centi\metre$.');

NewQuestion({Statement=>QQ,Solution=>SS,
Answers=>ans,Comment=>CC,Parameters=>PP})%]

```

Figure 3: Source of question 7 of the test in Figure 2.

ical questions we have developed a real parametric template system, able to generate the answer from the numerical data, check for unwanted coincidence of answers, for the correct range of parameters, etc.

WebTest is based on the TT2 [4] Template Toolkit, which already has a rich set of operators but is quite bad in numerical computation. So we developed a math plug-in, and after some experiments we decided that the best thing was to allow teachers to write the parametric parts using \LaTeX syntax.

This has two benefits: first of all, not all mathematics teachers know a computer language, so it is quite unnatural for them to use an asterisk for multiplication, a double equal sign for testing equalities, etc. Even most important is the treatment of variables: in mathematics one is accustomed to one-letter symbols, using a large font set which includes Greek and other symbols, which are generally addressed like $\backslash\alpha$, $\backslash\beta$, etc. Sometimes one has double-letter symbols, like $\backslash\Delta$. And one is also accustomed to using subscript or superscripts for related variables, like $a_1, a^{(2)}$ (written as $a_{1, a^{(2)}}$).

The second benefit is for checking the correctness of expressions. By using the same syntax for typing a formula and evaluating it, one can easily write down the formal solution, check it using symbols, and then by exploiting the same expression, print its actual numerical value. What happened with the dou-

```

\begin{Problem}{Mosca}
\Parameter{R}{raggio del cilindro}
\Cond='R > 0'
\Parameter{H}{altezza del cilindro}
\Cond='H > 0'

\begin{Question}
\begin{Ask}
Una mosca è chiusa in un bidone cilindrico,
di raggio di base $R=\Val{R}\centi\metre$
e altezza $H=\Val{H}\centi\metre$.

Quanto vale la massima distanza $d$
che può percorrere in linea retta?
\end{Ask}

\Def{d}='\sqrt{4 R^2 + H^2}'

\begin{Solution}
La distanza percorsa dalla mosca è
l'ipotenusa di un triangolo rettangolo
di base $2R$ e altezza $H$, quindi
\{
  d = \Expr{d}\imeq\FVal{d}\centi\metre
\}
\end{Solution}

\begin{Answers}
\Format='$d\imeq5.2f\centi\metre$.'
\Right='d' \Wrong='\sqrt{R^2 + H^2}'
\Wrong='R' \Wrong='2R'
\Wrong='0.35d' \Wrong='0.45d'
\end{Answers}
\end{Question}
\end{Problem}

```

Figure 4: Same source as in figure 3 using the \LaTeX syntax.

ble ($\text{perl}+\LaTeX$) syntax is that one sees a “correct” symbolic expression during checking, but he is not sure that the same expression is used for numerical computations.

Using our approach variables are objects, defined using a \LaTeX expression in a TT2 macro. A parser converts the expression in Perl, and checks for the correctness of the resulting expression. The actual numerical value of variables is computed at print time, so that a variation of one parameter immediately propagates to derived variables like in a computer algebra system. Variables also carry a format (using `printf` syntax) that is used to print their values. In this way one can perform computations using the full precision, and print the results with the desired formatting.

A similar mechanism is used to test answers for accidental equalities. Generally the “wrong” answers are generated by “wrong” formulas that may accidentally coincide numerically among them or with the right answer. But this coincidence has to be tested on the printed value, since two numbers may differ internally yet appear identical when printed. So the right and wrong answers are generated using the same format and only then checked for equality.

The numerical questions are generated by combining several parameters, and in the definition of the questions one has the possibility of establishing a set of conditions to be satisfied by parameters and derived quantities. In this way one

can safely use arbitrary parameters, still avoiding physically incoherent statements (like a contained sphere larger than the enclosing cube, and so on).

When the template questions are ready, they are expanded using TT2 and a static database is generated. Teachers that prefer the old method for generating questions may skip this first part. The database is then converted into an internal representation which can be dumped in Perl or XML syntax. The actual test structure is specified in TT2 (or again Perl or XML) language, by saying how many questions has to be sampled by which group, with how many right and wrong answers, if question order has to be scrambled, and so on. The system then generates the necessary permutations, and stores them as pointers to the original database entities. This data structure may be saved for faster reload, and is interpolated into a template to generate a L^AT_EX file which is then processed to obtain a PDF file.

When producing a test, *WebTest* also emits a data structure that maps each question to the corresponding group (in case of question scrambling) and associates the right answer. This structure can be feed to *WebCheck* so that students may self-check their answers, teacher can massively compute the scores from the scanned data, and question statistics can be elaborated. The use of parametric questions makes statistics not influenced by the difference in similar questions in the same group.

The use of text files in all phases make easy the embedding of the system in a web-based environment or in a more usual graphical GUI.

This system may be used with no change also to generate quizzes for every markup system which uses textual representations: XML, HTML and also MS-Word by using RTF files.

The TT2 template system uses a syntax quite different from L^AT_EX. So we developed a L^AT_EX style that allows to use this language also in the parametric part. This style is polymorphic: used in the *WebTest* environment, it produces the usual TT2 source file, but it may also be used “at home” with L^AT_EX only and in this case it simply checks for the correctness of the syntax (using a state machine) and nicely prints the database for checkout.

WebTest may be difficult to install, especially by a mathematics teacher with no knowledge of computer programming, especially if he does not use a Unix environment. So we developed a *WebWrite* plug-in (see section 5) that allows the inclusion of code snippets in web pages with the display of their output. This plug-in, other than offering teachers a web interface to *WebTest*, can be used for teaching of computer programming, or generally computer-related material like dynamical systems. The included code runs in a “jailed” environment with well-defined resource limits.

Finally, we adapted the package *AutoTest* [7] by M. Cesati in order to optically read the forms filled by students using a generic scanner. Our version is able to read the bar-codes

that identifies the test and the students, and the marks of the responses. The input is just a generic scan, and we were able to use a high-velocity *Xerox* photocopier with scanner and network connections for this task, at no cost (since it was already present in the University). We are at present extending the system to be able to use fax machines and other scanners as input devices.

4 WebCheck: Database interface to test management

The management of examination scheduling is offered by *WebCheck*, which is a set of Perl programs for database interrogations and data presentation.

From a student’s point of view the first thing to be done is registration. In the University of Florence, each student is assigned a unique id number, which is used as the identifying id in our database. All Florentine students are already registered in a central database, which is accessible by themselves through a web interface for filling-in their study plan and performing other administrative tasks. We have simply written a web client that, during registration, tries to connect to this central server using the student’s credentials. If successful, the student is granted access and, if it is the first time that he/she uses our service, a record is added in the *WebTeach* database.

However, admittance test is performed by non-registered students, and we discovered that freshmen’s data are entered in the central database with a certain delay, so that the new students cannot register for their first examinations.

We thus opted for an hybrid scheme: users are allowed also do use their fiscal code (a unique identifier given by fiscal administrations to all Italian and foreign people and compulsory for each financial transaction), and are authenticated either by teachers or by examination, according to the following scheme.

Students are asked to register for an examination using the *WebCheck* interface. Their data can be interpolated into a template (using TT2 and L^AT_EX) to produce stickers with identifying bar-codes for each student registered for an examination. In the meantime, *WebTest* produces the tests printout, formed by a sheet of questions, and a data entry form. This latter form contains a bar code identifying the test (identifiers again given by *WebCheck*).

At test time, teachers distribute the question and the form sheets, which up to now are anonymous. While students are answering the test, teachers have plenty of time to check the student’s identity and to stick the corresponding bar-code on the answers’ form.

Teachers use network-enabled photocopier/scanners, scanners with automatic feeder or even fax machines for digitalizing the response forms, and then *WebTest* can read them and produce a data file in the right format for *WebCheck*. We are

at present making this machinery to work automatically, since the test bar-code contains enough information to address data to the right place in *WebCheck*.

However, as soon as the test ends, students can connect to *WebCheck* and self-compute their score. We are at present developing an e-mail and SMS interface, so students may use their mobile phone for the same task.

This self-data-entry may also make the optical recognition obsolete: it is sufficient for teachers to check for the correctness of these data against the signed form at the moment of the vote validation (students and teachers must sign an official form).

5 The WebWrite glueing interface and documentation tool

Since a large fraction of engineers exams are dealt using the *WebCheck* system, and students are accustomed to this interface, we have extended it with a Wiki interface for the distribution of teaching material. At present, this interface is becoming a generic tool for web interfaces, and it will include *WebCheck* and *WebTest* as plug-ins.

WikiWikiWebs appear as usual web sites in which all pages can be directly edited by users through the web browser itself. A simple syntax is used to add contents to the web without knowing HTML: the philosophical approach is to input simple text as one does when writing an e-mail. It is server's task to present this text in a nice way.

In the Wiki jargon a web page is termed "topic", and a homogeneous set of topics is termed a "web". A topic name is usually distinguished because it is written with uppercase letter in the middle, as for instance *WebTeach*. The presence of a topic name is automatically recognized, and the systems adds either the hyperlink to the corresponding page, or signals the possibility of creating the missing page. This favors a top-down approach to writing: authors start from the index, and then populate the web by clicking on the orphan links.

There are several different implementations of WikiWikiWebs, and also other similar approaches to cooperative environments, either free or proprietary. We have chosen TWiki [5], due to its active community of developers and because it can be extended with server-side plug-ins (Perl modules).

Topic contents are stored as text files, allowing the use of normal UNIX tools like `grep` to perform searches, `RCS` for version control and so on. In the source file the formatting elements are kept at minimum: emphasized text is simply surrounded by asterisks or underscores (an e-mail convention), bullet lists are marked by white-spaces followed by an asterisk and a space, URLs are just plainly written, and so on. Authors are allowed (but discouraged) to use HTML formatting.

During the visualization phase, the text is elaborated in or-

der to format it as HTML, inserting bold, italics, bullet lists, hyperlinks, etc. There is the possibility of inserting "dynamic" commands to include other topic, insert the user's name or the date of the day, and so on. In particular, web indexes are plain pages containing just a dynamic command. The text is then embedded into a template, which furnishes the appropriate "skin" including buttons for navigation, searches, editing, etc. The templates are just text files with several dynamic commands.

The actual template can be selected by site preferences, web preferences, user preferences or specifying a field in the URL. As most of TWiki configuration, these preferences are selected by editing particular pages. We exploited the template mechanism to translate the interfaces to Italian, without (almost) affecting the TWiki code.

When editing, a simple text area with the source is presented, so that the author is not distracted by formatting tags. This favors focusing on contents rather than on appearance. All topics can have files attached, i.e. uploaded to the server. This makes simple the distribution of didactic material. The uploaded files can be linked in the topic text, thus allowing the inclusion of images/multimedia files in the page shown.

TWiki provides an automatic notification of changes that can replace bulletin board systems and even mailing lists. The management of the mailing list is performed by users themselves, just by editing a particular page in a web.

TWiki allows the definition of access rights at the level of site, web-wide and at single page level. User administration is easy, because the definition of groups of users is itself stored as a topic (editable only by the administrator group). A hierarchy of groups can be designed by group-inclusion. The TWiki authorization mechanism relies on the server "Basic" authentication scheme. We enhanced this mechanism by writing a custom Apache handler based on cookies and interfacing the *WebCheck* database, in order to integrate the two systems without even touching the TWiki sources.

A plug-in has been written to transparently store in the *WebCheck* database the access-control rules defined in TWiki. We have replaced the authentication method of TWiki with an Apache connection handlers, so that we can use the same database for *WebCheck* and *WebWrite* access rights. We have also made possible to see attachments as DAV files, so that they can be edited over a network connection using a DAV-enabled tool (like `MS-Office`) using the same right access rules of TWiki.

There have been several questions from students to be answered about quizzes. And most of them concerned mathematics. We used the `comment` plug-in of TWiki to set up quickly a rough forum, and the `MathMode` one to allow people to use \LaTeX syntax in questions. In this way we were able to collect answered FAQ from students without any effort. In the future, we are planning a plug-in to handle more structured forms of threaded discussions.

6 Results

We received a total of 1247 subscriptions for the two tests, for a total of 957 distinct persons, 290 of which subscribed to both. 119 persons subscribed but did not participate to any test. The effective number of participants to the tests (i.e. that filled the form) was 540 to the first and 521 to the second one.

It is interesting to notice that 317 only participated to the first test, that was sufficient for 283/540 (52%). 298 participated to only the second one and 223 to both, and 216 of them did not pass the first test. Finally, 120/521 (23%) persons passed the second test.

Since in between the two tests we gave a two-week refreshment, it is interesting to study what happened to the 223 that participated to both tests. 3 of them passed both, not decreasing the score. 4 passed the first and not the second, 64 did not pass the first and passed the second, and finally 153 did not pass any test.

For what concerns the scores (sufficient and not sufficient), 120 did not decrease and 103 decreased their score. It has to be noticed that, due to errors in the formulation of problems, two answers were granted right to everybody for the first test.

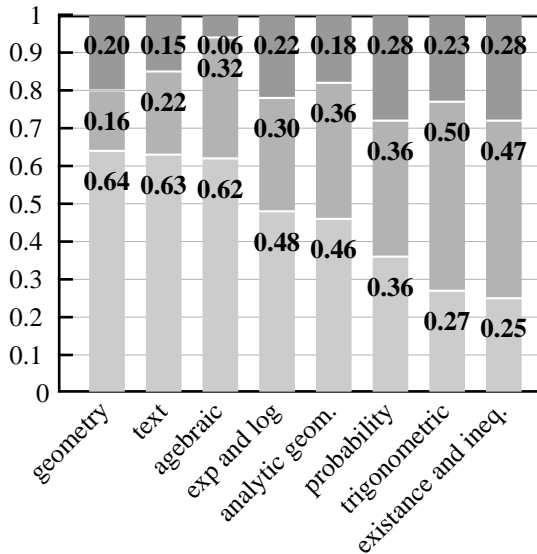


Figure 5: Statistics of answers to questions grouped by topic. The bottom/middle/top bars represent the percentage of right/blank/wrong answers to each group.

Finally, in figure 5 we report the average percentage of answers to different kind of questions, which can be quite useful in tuning the first mathematical courses.

7 Conclusions and perspectives

There are many points we wish to improve in the *WebTeach* project, especially concerning the integration of the different

tools.

In particular, we would like to develop on-line quizzes in pdf using the *AcroTeX* [6] package, in a way that makes it possible to collect statistics for course monitoring.

All the described software is available upon request, write to authors for details.

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