

Flexible Generation of E-Learning Exams in R: Moodle Quizzes, OLAT Assessments, and Beyond

Achim Zeileis
Universität Innsbruck

Nikolaus Umlauf
Universität Innsbruck

Friedrich Leisch
Universität für
Bodenkultur Wien

Abstract

The capabilities of the package **exams** for automatic generation of (statistical) exams in R are extended by adding support for learning management systems: As in earlier versions of the package exam generation is still based on separate **Sweave** files for each exercise – but rather than just producing different types of PDF output files, the package can now render the *same* exercises into a wide variety of output formats. These include HTML (with various options for displaying mathematical content) and XML specifications for online exams in learning management systems such as **Moodle** or **OLAT**. This flexibility is accomplished by a new modular and extensible design of the package that allows for reading all weaved exercises into R and managing associated supplementary files (such as graphics or data files). The manuscript discusses the readily available user interfaces, the design of the underlying infrastructure, and how new functionality can be built on top of the existing tools.

Keywords: exams, e-learning, multiple choice, arithmetic problems, **Sweave**, R, \LaTeX , HTML, XML, IMS QTI, **Moodle**, **OLAT**.

1. Introduction

The design for version 1 of the **exams** package was conceived seven years ago (in 2006) when the original authors (Grün and Zeileis 2009) were involved in a redesign of the introductory statistics lecture at WU Wirtschaftsuniversität Wien. Back then the main goal was to be able to produce exams along with associated self-study materials as PDF (portable document format) files. Thus, the main focus was still on printable materials for classic classroom exams. Although e-learning systems started to become available more easily back at that time, they were still not very widely used and, more importantly, rather few easy-to-use standards for specifying e-learning exams were available (e.g., WU Wien used a partially self-developed e-learning system based on **.LRN**, see Blesius, Moreno-Ger, Neumann, Raffenne, Gonzalez Boticario, and Delgado Kloos 2007).

However, since 2006 the situation has clearly changed: E-learning systems are now abundant with many universities offering one (ore more) e-learning system(s) in which all students are readily registered. Consequently, many lecturers routinely offer online exams (or tests, quizzes, assessments) for large-lecture courses – either as self-study materials or as (part of) the main assessment of the course.

Among the more popular choices of learning management systems are the open-source systems **Moodle**, developed by Dougiamas *et al.* (2012) and supported by a large world-wide user community, or **OLAT** (for online learning and training), developed by Universität Zürich (2012),¹ or the commercial **Blackboard** system, developed by (Blackboard Inc. 2010). Standards for specifying and exchanging e-learning exams/assessments have also emerged (see Agea, Crespo García, Delgado Kloos, Gutiérrez, Leony, and Pardo 2009, for an overview). While **Moodle** relies on its own **Moodle XML** format, **OLAT** and **Blackboard** employ certain subsets of the international QTI (question & test interoperability) standard, version 1.2, maintained by the IMS Global Learning Consortium, Inc. (2012). The successor formats are QTI 2.0 and the current QTI 2.1 which is for example employed in the **ONYX** testsuite (BPS Bildungsportal Sachsen GmbH 2012) that also offers interfaces to **OLAT** and **Blackboard**.

Therefore, although the PDF exams produced by version 1 of the **exams** package as introduced by Grün and Zeileis (2009) are still useful for many types of courses, it would also be highly desirable to have support for generating e-learning exams *from the same pool of exercises*. In fact, this became an apparent need when the authors of the present manuscript took over new large-lecture statistics and mathematics courses at their respective institutions (Universität Innsbruck and Universität für Bodenkultur Wien, respectively). For example, the new “Mathematics 101” lecture at Universität Innsbruck is currently attended by about 1,600 students (mostly first-year business and economics students) and accompanied by bi-weekly online exams conducted in the university’s **OLAT** learning management system. This was a strong incentive to start developing version 2 of the **exams** package that is presented here and offers an extensible toolbox for generating e-learning exams, including easy-to-use functions for **Moodle** quizzes and **OLAT** assessments.

The new version of the **exams** package for the R system for statistical computing (R Development Core Team 2012) is now available from the Comprehensive R Archive Network at <http://CRAN.R-project.org/package=exams>. As prior versions of **exams** it employs ideas and technologies from literate programming and reproducible research (see e.g., Knuth 1992; de Leeuw 2001; Leisch and Rossini 2003) by using **Sweave**() (Leisch 2002) to combine data-generating processes (DGPs) in R with corresponding questions/solutions in **L^AT_EX** (Knuth 1984; Lamport 1994). But in addition to producing exams in PDF format, the new version of **exams** includes extensible tools for generating other output formats *without* having to modify the pool of exercises. Thus, the design principles of the **exams** package are only somewhat extended compared to version 1:

- Each exercise template (also called “exercise” for short) is a single **Sweave** file (**.Rnw**) interweaving R code for data generation and **L^AT_EX** code for describing question and solution.
- Exams can be generated by randomly drawing different versions of exercises from a pool of such **Sweave** exercise templates. The resulting exams can be rendered into various formats including PDF, HTML, **Moodle XML**, or QTI 1.2 (for **OLAT**).
- Because exercises are separate standalone files maintenance is simple. Large teams can work jointly on the pool of exercises in a multi-author and cross-platform setting because each team member can independently develop and edit a single exercise.

¹ Note that the **OLAT** project was forked recently and now some of the core contributors develop **OpenOLAT** (frentix GmbH 2012). Essentially all discussion of **OLAT** in this manuscript also applies to **OpenOLAT** in the current version.

In the remainder of this paper we illustrate in Section 2 how to use both the old and new exam-generating functions that are readily available in the package. Subsequently, we provide details about the design underlying the toolbox for the new infrastructure in Section 3. Furthermore, Section 4 provides details on how to extend this toolbox, e.g., to other e-learning environments or exam servers. Finally, a discussion in Section 5 concludes the paper.

2. Using the exams package

In this section we provide an overview of the most important user interfaces provided by the **exams** package. First, the format of the exercise **Sweave** files is reviewed along with the old (version 1) `exams()` function. Subsequently, the new (version 2) functions are introduced: `exams2pdf()` and `exams2html()` produce one PDF or HTML file for each exam, respectively. In case of just a single exam, this is shown interactively in a viewer/browser. `exams2moodle()` and `exams2qti12()` generate **Moodle** and QTI 1.2 exams, i.e., just a single XML or ZIP file, respectively, which can be easily uploaded into **Moodle** and **OLAT**.

2.1. Version 1: PDF `exams()` from Sweave exercises

Exercise templates (or just “exercises” for short) are essentially separate standard **Sweave** files (Leisch 2012a,b). They are composed of the following elements:

- R code chunks (as usual within `<<>=` and `@`) for random data generation.
- Question and solution descriptions contained in \LaTeX environments of corresponding names. Both can contain R code chunks again or include data via `\Sexpr{}`.
- Metainformation about the exercise type (numeric, multiple choice, ...), its correct solution etc. All metainformation commands are in \LaTeX style but are actually commented out and hidden in the final output file.

The underlying ideas are explained in more detail by Grün and Zeileis (2009) and Section 3 provides more technical details. Here, we focus on an illustration how to generate different output formats from such exercises.

In Figure 1, the **Sweave** file for a simple exercise asking students to compute a one-sample t test statistic is shown for illustration (as already used by Grün and Zeileis 2009). The R chunk for the DGP, the `question` and `solution` environments, and the metainformation can be easily distinguished. The \LaTeX file resulting from an `Sweave()` call is shown in Figure 2, and Figure 3 shows the final compiled PDF output generated by

```
R> library("exams")
R> set.seed(1090)
R> exams("tstat.Rnw")
```

Here, the `exams()` function looks for the exercise template `tstat.Rnw` first in the local working directory and then within the installed **exams** package where this file is provided. Then it copies the exercise `.Rnw` to a temporary directory, calls `Sweave()` to generate the `.tex`, and includes this in the default \LaTeX template for exams before producing the `.pdf`. As, by default, just a single `.pdf` exam is produced and no output directory is specified, a PDF viewer pops up and displays the resulting exam (as in Figure 3).

```

<<echo=FALSE, results=hide>>=
## DATA GENERATION
n <- sample(120:250, 1)
mu <- sample(c(125, 200, 250, 500, 1000), 1)
y <- rnorm(n, mean = mu * runif(1, min = 0.9, max = 1.1),
          sd = mu * runif(1, min = 0.02, max = 0.06))

## QUESTION/ANSWER GENERATION
Mean <- round(mean(y), digits = 1)
Var <- round(var(y), digits = 2)
tstat <- round((Mean - mu)/sqrt(Var/n), digits = 3)
@

\begin{question}
  A machine fills milk into  $\mu$  ml packages. It is suspected that the
  machine is not working correctly and that the amount of milk filled differs
  from the setpoint  $\mu_0 = \mu$ . A sample of  $n$  packages
  filled by the machine are collected. The sample mean  $\bar{y}$  is equal to
 $\text{Mean}$  and the sample variance  $s^2_{n-1}$  is equal to
 $\text{Var}$ .

  Test the hypothesis that the amount filled corresponds on average to the
  setpoint. What is the absolute value of the  $t$ -test statistic?
\end{question}

\begin{solution}
  The  $t$ -test statistic is calculated by:
  \begin{eqnarray*}
    t &= & \frac{\bar{y} - \mu_0}{\sqrt{\frac{s^2_{n-1}}{n}}} \\
    &= & \frac{\text{Mean} - \mu}{\sqrt{\frac{\text{Var}}{n}}} \\
    &= & \text{tstat}.
  \end{eqnarray*}
  The absolute value of the  $t$ -test statistic is thus equal to
 $\text{format}(\text{abs}(\text{tstat}), \text{nsmall} = 3)$ .
\end{solution}

%% META-INFORMATION
%% \extype{num}
%% \exsolution{\text{format}(\text{abs}(\text{tstat}), \text{nsmall} = 3)}
%% \exname{t statistic}
%% \extol{0.01}

```

Figure 1: A simple Sweave exercise: tstat.Rnw.

```

\begin{question}
  A machine fills milk into $500$ml packages. It is suspected that the
  machine is not working correctly and that the amount of milk filled differs
  from the setpoint  $\mu_0 = 500$ . A sample of $226$ packages
  filled by the machine are collected. The sample mean  $\bar{y}$  is equal to
  $517.2$ and the sample variance  $s^2_{n-1}$  is equal to
  $262.56$.

  Test the hypothesis that the amount filled corresponds on average to the
  setpoint. What is the absolute value of the  $t$ -test statistic?
\end{question}

\begin{solution}
  The  $t$ -test statistic is calculated by:
  \begin{eqnarray*}
    t & = & \frac{\bar{y} - \mu_0}{\sqrt{\frac{s^2_{n-1}}{n}}} \\
    & = & \frac{517.2 - 500}{\sqrt{\frac{262.56}{226}}} \\
    & = & 15.958.
  \end{eqnarray*}
  The absolute value of the  $t$ -test statistic is thus equal to
  $15.958$.
\end{solution}

%% META-INFORMATION
%% \extype{num}
%% \exsolution{15.958}
%% \exname{t statistic}
%% \extol{0.01}

```

Figure 2: L^AT_EX output of Sweave("tstat.Rnw").

While applying `exams()` to just a single exercise is very useful while writing/programming an exercise, a full exam will typically encompass several different exercises. Also, it may require suppressing the solutions, including a title page with a questionnaire form, etc. The former can be achieved by supplying a (list of) vector(s) of exercises while the latter can be accommodated by using different templates:

```

R> myexam <- list(
+   "boxplots",
+   c("confint", "ttest", "tstat"),
+   c("anova", "regression"),
+   "scatterplot",
+   "relfreq")

```

1. Problem

A machine fills milk into 500ml packages. It is suspected that the machine is not working correctly and that the amount of milk filled differs from the setpoint $\mu_0 = 500$. A sample of 226 packages filled by the machine are collected. The sample mean \bar{y} is equal to 517.2 and the sample variance s_{n-1}^2 is equal to 262.56.

Test the hypothesis that the amount filled corresponds on average to the setpoint. What is the absolute value of the t test statistic?

Solution

The t test statistic is calculated by:

$$t = \frac{\bar{y} - \mu_0}{\sqrt{\frac{s_{n-1}^2}{n}}} = \frac{517.2 - 500}{\sqrt{\frac{262.56}{226}}} = 15.958.$$

The absolute value of the t test statistic is thus equal to 15.958.

Figure 3: Display of a `tstat` exercise as PDF via `exams()` (or `exams2pdf()`).

The screenshot shows a web browser window titled "Exam 1 - Iceweasel". The address bar contains the file path: `file:///tmp/Rtmpu2tVTG/file88930b2c808/plain1.html`. The page content is titled "Exam 1" and contains the following text:

1. Question

A machine fills milk into 500ml packages. It is suspected that the machine is not working correctly and that the amount of milk filled differs from the setpoint $\mu_0 = 500$. A sample of 226 packages filled by the machine are collected. The sample mean \bar{y} is equal to 517.2 and the sample variance s_{n-1}^2 is equal to 262.56. Test the hypothesis that the amount filled corresponds on average to the setpoint. What is the absolute value of the t test statistic?

Solution

The t test statistic is calculated by:

$$t = \frac{\bar{y} - \mu_0}{\sqrt{\frac{s_{n-1}^2}{n}}} = \frac{517.2 - 500}{\sqrt{\frac{262.56}{226}}} = 15.958.$$

The absolute value of the t test statistic is thus equal to 15.958.

Figure 4: Display of a `tstat` exercise as HTML via `exams2html()`. MathML is employed for mathematic equations, as rendered by a **Firefox** browser.

Argument	Description
<code>file</code>	A (list of) character vector(s) specifying the (base) names of the Sweave exercise files.
<code>n</code>	The number of exams to be generated from the list of exercises. Default: 1.
<code>nsamp</code>	The number of exercise files sampled from each list element of <code>file</code> . Default: One for each list element.
<code>dir</code>	Path to output directory. Default: Single PDF or HTML files are shown directly in a viewer/browser (i.e., <code>exams/exams2pdf/exams2html</code> with <code>n = 1</code>). In all other cases the current working directory is used.
<code>edir</code>	Path to the directory in which the exercises in <code>file</code> are stored. Default: Working directory (or within the exams installation).
<code>tmdir</code>	Path to a temporary directory in which Sweave () is carried out. Default: New <code>tempdir()</code> .
<code>sdir</code>	Path to the directory in which supplementary files (e.g., graphics or data files) are stored (except for <code>exams()</code>). Default: New <code>tempdir()</code> .
<code>name</code>	Name prefix for the resulting exam files.
<code>template</code>	Character specifying the (base) names of a \LaTeX , HTML, or XML file template for the exam (except for <code>exams2moodle()</code>). Default: A function-specific template provided within the exams installation.

Table 1: Common arguments of the main user interfaces for generating exams: `exams()`, `exams2pdf()`, `exams2html()`, `exams2moodle()`, `exams2qti12()`. The first group of arguments pertains to the specification of the exam(s), the second group to the handling of input/temporary/output directories, and the last group to name and setup for the resulting files. For further function-specific arguments and more details/examples, see the corresponding manual pages.

```
R> odir <- tempfile()
R> set.seed(1090)
R> x1 <- exams(myexam, n = 3, dir = odir, template = c("exam", "solution"))
```

The `myexam` list contains five exercises: the first one is always `boxplots.Rnw` while the second exercise is randomly drawn from `confint.Rnw`, `ttest.Rnw`, `tstat.Rnw`, and so on for the remaining exercises. Then, `exams()` is used to draw `n = 5` random exams and produce one exam and one solution PDF for each. (All involved `.Rnw` files and `.tex` templates are provided in the installed **exams** package.) The resulting output files are stored along with the extracted meta-information in the output directory:

```
R> dir(odir)

[1] "exam1.pdf"      "exam2.pdf"      "exam3.pdf"      "metainfo.rda"
[5] "solution1.pdf" "solution2.pdf"  "solution3.pdf"
```

More details on usage and customization of this function are provided by [Grün and Zeileis \(2009\)](#). An overview of the most important arguments that are also shared by the version 2 interfaces is given in Table 1.

2.2. Version 2: Producing PDF, HTML, or XML for Moodle or OLAT

The new infrastructure added to the `exams` package on the road to version 2 is providing more flexibility and enables a much broader variety of output formats while keeping the specification of the exercise templates fully backward compatible and only slightly extended. While the design of the underlying workhorse functions is rather different (see Section 3), the new user interfaces are very similar to the old one, sharing most of its arguments (see Table 1). Hence, for users of the previous version of the package, it is easy and straightforward to adapt to the new facilities.

Producing PDF documents: `exams2pdf()`

The function `exams2pdf()` is simply a proof-of-concept reimplementaion of `exams()` using the new extensible infrastructure of the `exams` package. For the user virtually nothing changes:

```
R> set.seed(1090)
R> exams2pdf("tstat.Rnw")
```

pops up the same PDF as shown in Figure 3. The main difference is that unlike `exams()` the function `exams2pdf()` returns not only the meta-information from the exercise but additionally also the \LaTeX code for the question and solution environments as well as paths to supplementary materials (such as graphics or data files). Section 3 explains the structure of the return values in more detail and illustrates how this can be used.²

Producing HTML documents: `exams2html()`

As a first step towards including exams generated from `Sweave` files into e-learning exams, it is typically necessary to be able to generate an HTML version of the exams. Hence, the function `exams2html()` is designed analogously to `exams()/exams2pdf()` but produces HTML files. In case of just a single generated exam, this is displayed in a browser using base R's `browseURL()` function³. Again, this is particularly useful while writing/programming a new exercise template. For example,

```
R> set.seed(1090)
R> exams2html("tstat.Rnw")
```

generates the HTML file shown in Figure 4 which corresponds directly to the PDF file from Figure 3. Note that for properly viewing the formulas in this HTML file, a browser with MathML support is required. This is discussed in more detail in Section 3.4. Here, `Iceweasel` is used – Debian's rebranding of the `Firefox` browser which has native MathML support.

To transform the \LaTeX questions/solutions to something that a web browser can render, three options are available: translation of the \LaTeX to (1) plain HTML, (2) HTML plus MathML for mathematical formulas (default), or conversion of the corresponding PDF to (3) HTML with one embedded raster images for the whole question and solution, respectively. The

²To obtain the same type of return value as from the `exams()` function, `exams_metainfo(exams2xyz(...))` can be used.

³In `RStudio` (`RStudio Team` 2012), versions prior to 0.97.133, the `"browser"` option is set to a function that cannot browse local HTML files on some platforms. Recent versions of `RStudio` have resolved this problem and `?exams2html` also provides workarounds for older `RStudio` versions.

former two options are considerably faster and more elegant – they just require the R package **tth** (Hutchinson, Leisch, and Zeileis 2012) that makes the ‘TeX-to-HTML’ converter **TtH** (Hutchinson 2012) easily available in R. Also, by default, the **base64enc** package (Urbanek 2012) is employed for embedding graphics in Base64 encoding. More details on this approach are provided in Section 3.4.

The HTML files produced with approaches (1) and (2) can also easily contain hyperlinks to supplementary files. For example, if the R code in the **Sweave** file generates a file `mydata.rda`, say, then simply including `\url{mydata.rda}` in the question/solution will result in a suitable hyperlink. The supplementary data files for each random replication of the exercise is managed fully automatically and a copy of the data is created in an (exam-specific) sub-directory of the output directory. Run `exams2html("boxhist.Rnw")` for such an example.

Just like `exams()/exams2pdf()`, `exams2html()` can also generate multiple replications of randomly drawn exams via `exams2html(myexam, n = 3, dir = odir)`. Also multiple versions of the same replications can be generated by providing several templates, e.g., for showing/suppressing solutions.

Producing Moodle XML: exams2moodle()

To incorporate exams generated from **Sweave** exercises into learning management systems, such as **Moodle**, two building blocks are typically required: (1) questions/solutions are available in plain text or HTML format, and (2) questions/solutions can be embedded along with the meta-information about the possible and correct solutions into some exam description format. (1) can be accomplished as outlined in the previous subsection for `exams2html()` and for **Moodle** (2) requires embedding everything into **Moodle** XML format. Both steps can be easily carried out using the `exams2moodle()` function:

```
R> set.seed(1090)
R> exams2moodle(myexam, n = 3, dir = odir)
```

This draws the same three random exams from the `myexam` list that were already generated in PDF format above. The output file, stored again in `odir`, is a single XML file.

```
R> dir(odir)
```

```
[1] "exam1.pdf"      "exam2.pdf"      "exam3.pdf"      "metainfo.rda"
[5] "moodlequiz.xml" "solution1.pdf"  "solution2.pdf"  "solution3.pdf"
```

This XML file `moodlequiz.xml` can be easily imported into a **Moodle** quiz and then further customized: First, the XML file is imported into the question bank in **Moodle**. Then, all replications of each exercise can be added as “random” questions into a quiz (and potentially further customized). Figure 5 shows the first random draw of the `boxplots` exercise in the resulting **Moodle** quiz (again rendered by a **Firefox** browser).

The corresponding solutions are displayed upon completion of the exam in **Moodle**. As before, selected supplementary files are automatically managed and can easily be included using `\url{}` in the underlying L^AT_EX code. To be able to include all these supplements in a single XML file, Base64 encoding is employed for all supplements. See the manual page for the list of all supported supplement file formats.

The screenshot shows a Moodle quiz page titled "R exams course". The main content area displays "Question 1" which asks: "In Figure the distributions of a variable given by two samples (A und B) are represented by parallel boxplots. Which of the following statements are correct? (Comment: The statements are either about correct or clearly wrong.)". Below the question is a figure showing two parallel boxplots, A and B, on a y-axis ranging from -35 to -15. Boxplot A is centered at approximately -25, and Boxplot B is also centered at approximately -25. Both boxplots have similar spreads and whiskers. Below the figure, there are five multiple-choice options, each with a checkbox:

- a. The location of both distributions is about the same.
- b. Both distributions contain no outliers.
- c. The spread in sample A is clearly bigger than in B.
- d. The skewness of both samples is similar.
- e. Distribution A is about symmetric.

Figure 5: Display of exercise 1 (boxplots) from myexam in Moodle (as rendered by a Firefox browser).

Producing QTI 1.2 XML (for OLAT): exams2qti12()

The generation of QTI 1.2 assessments (for OLAT) proceeds essentially in the same way as for the Moodle quizzes, by default using `tmm` for transformation of the text to HTML⁴. The same three random draws of exams from `myexam` can be prepared in QTI 1.2 format via:

```
R> set.seed(1090)
R> exams2qti12(myexam, n = 3, dir = odir)
```

This produces a single ZIP file `qti.zip`, again written to `odir`.

```
R> dir(odir)
```

```
[1] "exam1.pdf"      "exam2.pdf"      "exam3.pdf"      "metainfo.rda"
[5] "moodlequiz.xml" "qti12.zip"      "solution1.pdf"  "solution2.pdf"
[9] "solution3.pdf"
```

⁴It may be of interest to OLAT users that we experienced problems with the display of MathML matrices in OLAT. The columns were not separated by spaces and we have not been able to adapt our OLAT installation to avoid this problem. Hence, if we want to display matrices in OLAT, we generate them with extra empty columns. The `cholesky` exercise template has code that can automatically do this, if enabled.

Figure 6 shows a screenshot of the OLAT (Online Learning Assessment Tool) interface. The browser address bar shows the URL: `138.232.202.96:8080/OLAT-LMS-7.6.0.0/auth/1%3A6%3A1000020776%3A1%3A`. The page title is "OLAT - OLAT: Course templat...". The interface includes a navigation menu with items like Home, Groups, Learning resources, Group administration, User management, Administration, and gui_demo. The main content area displays a quiz question titled "qt12" with an "Actual score: 0 / 5" indicator. The question text is: "In Figure the distributions of a variable given by two samples (A und B) are represented by parallel boxplots. Which of the following statements are correct? (Comment: The statements are either about correct or clearly wrong.)". Below the text is a boxplot with two samples, A and B, on the x-axis and a y-axis ranging from -35 to -15. Boxplot A has a median around -25, a box from -26 to -24, and whiskers from -28 to -22. Boxplot B has a median around -23.5, a box from -29 to -20, and whiskers from -35 to -15. Below the boxplot are five multiple-choice options (a-e) with checkboxes. A "Save answer" button is at the bottom.

Figure 6: Display of exercise 1 (boxplots) from `myexam` in **OLAT** (as rendered by a **Firefox** browser).

The ZIP file can again be easily imported into an **OLAT** test configuration where further customization can be performed⁵. The first `boxplots` exercise from the exam generated above is shown in **OLAT** in Figure 6 (again as rendered by a **Firefox** browser). The corresponding solutions are displayed in **OLAT** immediately after *incorrectly* completing an individual exercise. The display of solutions can also be suppressed completely by setting `solutionswitch = FALSE` in `exams2qti12()`.⁶

⁵While customization of the features of the overall assessment was always possible for us, **OLAT** typically did not allow for modification of the individual exercise items. We were not able to track down which part of the QTI 1.2 XML specification causes this.

⁶In our e-learning exams, we typically employ these default settings (i.e., `maxattempts = 1` and `solutionswitch = TRUE`). Alternatively, we give the students an unlimited number of attempts to solve an exercise (`maxattempts = Inf`) but then suppress solutions completely (`solutionswitch = FALSE`) because otherwise the correct solution would be displayed after the first incorrect attempt.

The main difference of the generated ZIP file for QTI 1.2, compared to the **Moodle** XML output, is that in addition to the `qti.xml` file further supplementary files can be included. Hence, supplements in all potential formats can be easily included and uploaded in one go into **OLAT**. Therefore, by default, Base64 is employed only for graphics but not for other files (such as data sets etc.) and can optionally also be disabled if desired.

The QTI 1.2 standard allows for rather fine control of the properties of the exercises (also known as items in QTI 1.2) and the exams (also known as assessments). Hence, `exams2qti12()` provides a variety of options for controlling the appearance of exam/exercises, see `?exams2qti12` for details. Also, the underlying XML template could be adapted and extended.

3. Design

All the new `exams2xyz()` interfaces for generating exams in different formats (with currently $xyz \in \{\text{pdf}, \text{html}, \text{moodle}, \text{qti12}\}$) are built by combining the modular building blocks provided by version 2 of **exams**. The approach is that the **Sweave** exercises are first *woven* to **L^AT_EX**, *read* into R, potentially *transformed* (e.g., to HTML), and then *written* to suitable output file formats. Different customizable driver functions (or even driver-generating functions) for performing the weave/read/transform/write steps are available in **exams**. Internally, all the `exams2xyz()` interfaces choose certain drivers and then call the new function `xexams()` (for extensible exams) that handles all temporary files/directories and suitably executes the drivers. In the following subsections, all these building blocks are introduced in detail.

3.1. Extended specification of exercises

As discussed in Section 2 and illustrated in Figure 1, each exercise is simply an **Sweave** file containing R code for data generation, `question/solution` environments with **L^AT_EX** text, and meta-information about the type of exercise and the correct solution etc. This design was introduced by Grün and Zeileis (2009) but is slightly extended in the new version to provide some more options for the generation of e-learning exams. See Table 2 for an overview for a list of exercise types and corresponding meta-information commands.

Each exercise must specify at least an `\exctype{}` and an `\exsolution{}` and should typically also have a short `\exname{}`. There are now five different `extypes`. Two types that have a single question and answer:

- `num` for questions with a numeric answer, e.g., `\exsolution{1.23}`.
- `string` for questions with a (short) text answer, e.g., `\exsolution{median}`.

Three types have a list of questions (or statements):

- `mchoice` for multiple-choice questions where each element of the question/statement can either be true or false, e.g., `\exsolution{01011}`.
- `schoice` for single-choice questions where exactly one of the questions/statements is true and all others are false, e.g., `\exsolution{01000}`.
- `cloze` for a combination of questions/statements with `num`, `string`, or `mchoice` answers. Thus, each element of the question has either a numeric, short text, or single/multiple-

Command	Description
<code>\exctype{}</code>	Specification of the type of exercise (required): <code>num</code> for questions with a numeric answer, <code>mchoice</code> for questions with multiple-choice answers, <code>schoice</code> for questions with single-choice answers (i.e., multiple-choice with exactly one correct solution), <code>string</code> for questions with a (short) text answer, or <code>cloze</code> for cloze solutions (i.e., combinations of the above).
<code>\exname{}</code>	Short name/description (to be used for printing within R).
<code>\extitle{}</code>	Pretty longer title (for Moodle).
<code>\exsection{}</code>	Section of the exercise (for Moodle , with slashes for subsections as in a URL).
<code>\exversion{}</code>	Version of the exercise.
<code>\exsolution{}</code>	Correct solution (required). It must contain a numeric solution for <code>num</code> , a string of zeros/ones for <code>mchoice/schoice</code> , or a character string of <code>string</code> . For <code>cloze</code> a combination of these can be specified, e.g., <code>\exsolution{1.23 001 median}</code> .
<code>\extolerance{}</code>	Tolerance limits (of length 1 or 2) for <code>num</code> solutions. If unspecified the tolerance is 0. For length 2 (not supported in Moodle), the lower and upper tolerance can be specified separately.
<code>\exclozetype{}</code>	List of types for the elements of a <code>cloze</code> exercise, e.g., <code>\exclozetype{num mchoice string}</code> for the example above.
<code>\expoints{}</code>	Points for correct solution. Default is 1.

Table 2: Overview of metainformation commands in exercises. The commands in the first section allow for a general description, those in the second section for question/answer specification. Only `exctype` and `exsolution` are always required (but `exname` is recommended additionally for nice printing in R).

choice answer, e.g., `\exsolution{1.23|001|median}`. To specify the individual `cloze` types, a `clozetype` has to be given, e.g., `\exclozetype{num|mchoice|string}`.

The types `schoice` and `cloze` have been newly introduced. The purpose of the former is mainly to allow for different processing of options (e.g., for assigning points to correct/wrong results) between `mchoice` and `schoice`. The `cloze` type was introduced because both **Moodle** and QTI 1.2 have support for it (albeit in slightly different ways, for details see below).

For the three types with lists of questions (`mchoice`, `schoice`, `cloze`), the `question` and `solution` environments should each contain at the end an `answerlist` environment. In the `question` this should list an `\item` for each question/statement and in the `solution` the corresponding answers/explanations can be provided. The `answerlist` environment can either be written as usual “by hand” or by using the `answerlist()` function provided by the **exams** package. For illustration, we set up a multiple-choice question with three statements about Switzerland. First, we generate an `answerlist` with statements for the `question`.

```
R> qu <- c("Zurich is the capital of Switzerland.",
+         "Italian is an official language in Switzerland.",
+         "Switzerland is part of the European Union (EU).")
R> answerlist(qu)
```

```
\begin{answerlist}
  \item Zurich is the capital of Switzerland.
  \item Italian is an official language in Switzerland.
  \item Switzerland is part of the European Union (EU).
\end{answerlist}
```

Then the corresponding `answerlist` for the solution is set up.

```
R> sol <- c(FALSE, TRUE, FALSE)
R> ex <- c("The capital of Switzerland is Bern.",
+         "The official languages are: German, French, Italian, Romansh.",
+         "Switzerland is part of the Schengen Area but not the EU.")
R> answerlist(iffelse(sol, "True", "False"), ex)
```

```
\begin{answerlist}
  \item False. The capital of Switzerland is Bern.
  \item True. The official languages are: German, French, Italian, Romansh.
  \item False. Switzerland is part of the Schengen Area but not the EU.
\end{answerlist}
```

For more examples see the exercise files in the `inst/exercises` directory of the `exams` source package. There are various multiple-choice questions with and without figures and/or verbatim R output (e.g., `anova`, `boxplots`, `cholesky`, among others). The files `tstat` and `tstat2` illustrate how the same type of exercise can be coded as a `num` or `schoice` question, respectively. The `cloze` type is employed in `boxhist`. See also Table 3 in the appendix for an overview.

3.2. The `xexams()` wrapper function

To avoid recoding certain tedious tasks – such as copying/reading files and handling temporary directories – for each of the user interfaces introduced in Section 2, the new `exams` package provides a modular and extensible framework for building new exam-generating functions. This framework is tied together by the `xexams()` function which is typically not called by users directly but forms the basis for all new `exams2xyz` interfaces.

To accomplish this, `xexams()` also takes the arguments listed in Table 1 (except `name` and `template`), draws exams from the exercise `file` list, and does all the necessary file/directory handling. Furthermore, it takes a `driver` argument that needs to be a list of four functions `driver = list(sweave, read, transform, write)`. These are utilized as follows:

1. *Weave*: For each of the selected exercise files (within all `n` exams) `driver$sweave(file)` is run to weave the `.Rnw` file into a `.tex` file. If `sweave = NULL` (the default), the standard `Sweave()` function is used. If `sweave = list(...)` is a list, e.g., `list(pdf = FALSE, png = TRUE)`, this is passed as arguments to `Sweave()`.
2. *Read*: Each resulting `.tex` file is read into R using `driver$read(file)`. By default (`read = NULL`), the function `read_exercise()` is used (see below), resulting in a list of character vectors with the \LaTeX code for question/solution plus meta-information.

```

list(
  list(
    list(
      question,
      questionlist,
      solution,
      solutionlist,
      metainfo,
      supplements
    )
  )
)

```

Figure 7: Structure of the return value of `xexams()`, when used with the default `read` driver `read_exercises()`.

3. *Transform*: Each of these exercise-wise list objects can subsequently be transformed by `driver$transform(object)` which can be leveraged for transformations from \LaTeX to HTML etc. By default (`transform = NULL`), no transformation is applied.
4. *Write*: The (possibly transformed) lists of exercises, read into R for each exam object, can be written out to one or more files per exam in an output directory via `driver$write(object, dir, info = list(id, n))`. By default (`write = NULL`), no files are written.

After performing each of the driver functions, `xexams()` returns invisibly a nested list object (currently unclassed) as illustrated in Figure 7. It is a list of *exams* (of length `n`), each of which is a list of *exercises* (whose length depends on the length of `file` and `nsamp`), each of which is a list (whose length/contents depends on `driver$read`). When used with the default `read_exercise()`, each exercise is a list of length 6 containing the question/solution texts, metainformation, and paths to supplementary files. These will be introduced in more detail in the next section.

All of the interfaces introduced in Section 2 employ the standard `Sweave()` function for the weaving step (possibly with custom arguments) and the `read_exercise()` function for the reading step. They mainly differ in the transformation and writing step. `exams2pdf()` needs no transformation and the writer first sets up a `.tex` file for each exam, calls `texi2dvi(pdf = TRUE)`, and then copies the resulting `.pdf` file to the output `dir`. `exams2html()` on the other hand uses a \TeX -to-HTML transformation and the writer then sets up a `.html` file for each exam and copies it to the output `dir`. Finally, `exams2moodle()` and `exams2qti12()` both also use a transformation to HTML but have no writer. The reason for this is that they do not write one file per exam (i.e., with only one replication per exercise) but rather need to produce XML files that include all different replications of each exercise. Hence, they take the list returned by `xexams()` and process it subsequently in different ways. The details for all these steps are explained in the subsequent subsections.

3.3. The read driver: `read_exercise()` and `read_metainfo()`

The function `read_exercise()` reads the weaved exercises, i.e., files like that shown in Figure 2. It simply extracts the text lines from the `question` and `solution` environments and stores them in vectors of the same name. If these environments contain `answerlist` environments, these are extracted and stored separately in `questionlist` and `solutionlist` vectors, respectively. Finally, the metainformation is extracted using `read_metainfo()` which not only stores character vectors but also transforms them to suitable types (depending on the `extype`) and performs some sanity checks. The resulting metainformation is a list with elements essentially corresponding to the commands from Table 2.

For illustration, we run `xexams()` to select the same three exams as used in the **Moodle** and **OLAT** examples above. However, using the default `driver` specification, `xexams()` just performs the weaving and reading steps (and has no transformation or writing step):

```
R> set.seed(1090)
R> x <- xexams(myexam, n = 3)
```

The resulting object is a nested list as shown in Figure 7 with 3 exams of 5 exercises each (drawn from the `myexam` list). Using `x[[i]][[j]]`, the `j`-th exercise of the `i`-th exam can be accessed. Here, we explore the first exercise (`boxplots`, a multiple-choice question) from the first exam that is also shown in Figures 5 and 6. Its general question text (in \LaTeX) is printed below – it requires a graphic which is stored in a supplementary file in a temporary directory.

```
R> writeLines(x[[1]][[1]]$question)
```

In Figure~\ref{fig:ch06-boxplots} the distributions of a variable given by two samples (A und B) are represented by parallel boxplots. Which of the following statements are correct? \emph{(Comment: The statements are either about correct or clearly wrong.)}

```
\setkeys{Gin}{width=0.7\textwidth}
\begin{figure}[htb!]
\begin{center}
\includegraphics{boxplots-002}
\caption{\label{fig:ch06-boxplots} Parallel boxplots.}
\end{center}
\end{figure}
```

```
R> x[[1]][[1]]$supplements
```

```

boxplots-002.pdf
"/tmp/RtmpdyQEg/file738d4479babb/exam1/exercise1/boxplots-002.pdf"
attr(,"dir")
[1] "/tmp/RtmpdyQEg/file738d4479babb/exam1/exercise1"
```

The corresponding list of statements about the graphic is stored separately. It is shown below along with the most important metainformation elements.


```
R> x[[1]][[1]]$questionlist

[1] "The location of both distributions is about the same."
[2] "Both distributions contain no outliers."
[3] "The spread in sample A is clearly bigger than in B."
[4] "The skewness of both samples is similar."
[5] "Distribution A is about symmetric."

R> x[[1]][[1]]$metainfo[c("file", "type", "solution")]

$file
[1] "boxplots"

$type
[1] "mchoice"

$solution
[1] TRUE TRUE FALSE TRUE TRUE
```

In summary, `xexams()` combined with the default readers is relatively straightforward to use in other programs (such as the `exams2xyz` functions). The return value is somewhat “raw” as it is not classed and has no dedicated methods for subsetting etc. However, we refrained from using a more elaborate structure as this function is not meant to be called by end-users while we expected other developers to find the current structure sufficiently simple to use in their programs.

3.4. \LaTeX -to-HTML transform driver generator

When embedding statistical/mathematical exercises into web pages or learning management systems, the exercises’ \LaTeX text – typically containing mathematical notation – has to be transformed in some way so that it can be rendered by a browser. Until relatively recently, this posed the notorious problem of how to display the mathematical formulas and often the only good answer was to embed raster images of the formulas. However, this situation has clearly changed (see e.g., [Vismor 2012](#)) and there are now various convenient options: e.g., using the mathematical markup language MathML ([W3C 2010](#); [Wikipedia 2012](#)) or keeping \LaTeX formulas in the web page and embedding some JavaScript for rendering them.

Especially the display of MathML in web pages has become very easy: **Firefox** long had native support for it and for the Microsoft **Internet Explorer** the **MathPlayer** plugin ([Design Science 2012b](#)) has long been available. More recently, other major browsers like Google **Chrome**, **Opera**, or **Safari** also added support for MathML (see [Vismor 2012](#), Section 1.2). Furthermore, **MathJax** ([Design Science 2012a](#)), an open-source JavaScript engine, can be used to render MathML (or \LaTeX) formulas on a server rather than in the local browser.

Therefore, the new `exams` package offers functionality for automatically transforming the \LaTeX exercises to HTML within R and by default employs MathML for all mathematical notation (e.g., as demonstrated in Figure 4). More specifically, the package provides the driver generator `make_exercise_transform_html()`. It returns a function suitable for plug-in into the

transform driver in `xexams()` which then replaces the \LaTeX code in `question/questionlist` and `solution/solutionlist` with HTML code. For illustration, we set up a particular function `trafo()` below and apply it to the first exercise in the first exam within the object `x` that we had considered before:

```
R> trafo <- make_exercise_transform_html(converter = "ttm", base64 = FALSE)
R> writeLines(trafo(x[[1]][[1]])$question)
```

In Figure the distributions of a variable given by two samples (A und B) are represented by parallel boxplots. Which of the following statements are correct? ``(Comment: The statements are either about correct or clearly wrong.)``

```
<div class="p"><!--></div>
```

```
<div class="p"><!--></div>
```

```
<a name="tth_fig1">
```

```
</a>
```

```
<div style="text-align:center">
```

```
<div style="text-align:center">Figure 1: <a name="fig:ch06-boxplots">
```

```
</a> Parallel boxplots.</div>
```

```
</div>
```

```
<div class="p"><!--></div>
```

It can be seen that the resulting exercise employs HTML text, e.g., uses `` instead of `\emph` or `` instead of `\includegraphics`.⁷

Internally, `make_exercise_transform_html()` can leverage three different converters: `ttm` (default), `tth`, or `tex2image`. The former two come from the R package `tth` (Hutchinson *et al.* 2012) and internally call the two C functions `tth` (\TeX to HTML) and `ttm` (\TeX to HTML/MathML) taken from the `TtH` suite of Hutchinson (2012). The last option, `tex2image`, is a function provided by the `exams` package itself. It proceeds by first running `texi2dvi(pdf = TRUE)` from the base R package `tools` and subsequently converting the resulting PDF to a raster image in a `system()` call to `ImageMagick`'s `convert` function (ImageMagick Studio LLC 2012). Thus, for this function `ImageMagick` is assumed to be installed and in the search path. All three converters have their benefits and drawbacks:

- `tth` is typically preferable if there is no or only very simple mathematical notation. The resulting HTML can then be rendered in any modern browser.
- `ttm` is preferable if there is some moderately complicated mathematical notation (e.g., fractions or equation arrays etc.). As argued above this can still be easily displayed in suitable browsers or by employing `MathJax` in the web page.
- `tex2image` is the “last resort” if neither of the two previous approaches work. For example, if more complex \LaTeX commands/packages need to be used which are not supported by `tth/ttm`.

⁷It may be noteworthy to that the conversion (a) assumes the graphics to be in `.png` format and (b) does not resolve the figure reference at the beginning of the text correctly. For (a), we just need to make sure that the `sweave` driver in `xexams()` has `png = TRUE` (and `pdf = FALSE`) which is accounted for in `exams2html()` etc. Issue (b), however, needs to be avoided by formulating the underlying `.Rnw` differently (or by tolerating the missing number).

To explore the differences of the results, the converters can also be called directly on character strings containing \LaTeX . Below we use two simple code lines for which `tth()` would probably be sufficient:

```
R> tex <- c("This is \\textbf{bold} and this \\textit{italic}.",
+ "Points on the unit circle:  $x^2 + y^2 = 1$ .")
R> ttm(tex)
```

```
[1] "This is <b>bold</b> and this <i>italic</i>."
[2] "Points on the unit circle: "
[3] "<math xmlns=\"http://www.w3.org/1998/Math/MathML\">"
[4] "<mrow>"
[5] "<msup><mrow><mi>x</mi></mrow><mrow><mn>2</mn></mrow>"
[6] "</msup>"
[7] "<mo>+</mo>"
[8] "<msup><mrow><mi>y</mi></mrow><mrow><mn>2</mn></mrow>"
[9] "</msup>"
[10] "<mo>=</mo><mn>1</mn></mrow></math>."
```

```
R> tth(tex)
```

```
[1] "This is <b>bold</b> and this <i>italic</i>."
[2] "Points on the unit circle:  $x^{2} + y^{2} = 1$ ."
```

```
R> (tex2image(tex, dir = odir, show = FALSE))
```

```
[1] "/tmp/RtmpdyQEg/file738d25e1f82a/tex2image_1.png"
```

Note that `tex2image(tex)` returns the path to a raster image file which by default is also shown directly in the browser.

Finally, our illustration of `make_exercise_transform_html()` also employed a second option, `base64 = FALSE`, which still deserves more detailed explanation. After converting an exercise from \LaTeX to HTML code (using either of the three converters above), the HTML code may contain references to supplementary files (e.g., in `` tags). Optionally, by using the default `base64 = TRUE`, these images can be embedded directly into the HTML code in Base64 encoding (via the `base64enc` package in R, Urbanek 2012) and thus waiving the need for having them as supplementary files.

3.5. PDF and HTML write driver generators

In the first three steps of `xexams()`, exams are randomly drawn and weaved, read into R, and potentially transformed from \LaTeX to HTML (or some other format). However, so far, no output files have been generated. The original idea of Grün and Zeileis (2009) was to produce one or more output files for each of the `n` generated exams. To do so in `xexams()` a write driver can be specified. The package provides several generating functions for suitable drivers, especially for generating PDF and HTML files. As before, the idea is to pass customization options to the driver generator which can then be plugged into `xexams()`.

For PDF output files, the following driver generator is available:

```

<!DOCTYPE HTML PUBLIC "-//W3C//DTD HTML 4.01//EN"
"http://www.w3.org/TR/html4/strict.dtd">
<html>

<head>
<title>Exam ##id</title>
<style type="text/css">
body{font-family:Arial;}
</style>
</head>

<body>
<h2>Exam ##id</h2>

##\exinput{exercises}

</body>
</html>

```

Figure 8: Default HTML template file `plain.html` employed in `make_exams_write_html()`. Elements marked by `##` are being replaced in each replication of the exam.

```

make_exams_write_pdf(template = "plain", name = NULL,
  inputs = NULL, header = list(Date = Sys.Date()), quiet = TRUE,
  control = NULL)

```

This is employed in `exams2pdf()` and proceeds in the same way as described by Grün and Zeileis (2009) for the `exams()` function. It includes the `question/questionlist` and `solution/solutionlist` in a \LaTeX template, then runs `texi2dvi(pdf = TRUE)` from the base `tools` package, and finally copies the resulting PDF files to a desired output directory. The default `plain.tex` template is provided within the `exams` package and also more than one template can be employed as illustrated in Section 2. Details about the remaining customization arguments are provided on the manual page and in Grün and Zeileis (2009).

For HTML output files, a similar driver generator is available:

```

make_exams_write_html(template = "plain", name = NULL,
  question = "<h4>Question</h4>", solution = "<h4>Solution</h4>",
  mathjax = FALSE)

```

This is employed in `exams2html()` and is also based on a `template`. By default the `plain.html` file is used that is provided within `exams` and shown in Figure 8. This contains placeholders marked with `##` that are to be replaced in each randomly drawn exam. The `##id` is simply replaced with a numeric ID ($1, \dots, n$) and `##\exinput{exercises}` is replaced by an ordered list (``) containing the question/solution. If the `question` and `solution` arguments to

`make_exams_write_html()` are character strings, these are added as titles in the list. Alternatively, either argument can also be set to `FALSE` which avoids inclusion of the corresponding element of the exercise in the resulting HTML file.

As an additional convenience setting `mathjax = TRUE` includes the `<script>` tag for loading the **MathJax** JavaScript. Then, **MathJax** (rather than the browser) handles the rendering of the MathML formulas (if any) in the HTML file. To experiment with this option, one can simply use examples like `exams2html("tstat", mathjax = TRUE)`.

3.6. Further functions for processing `xexams` return values

The interfaces `exams2moodle()` and `exams2qti12()` work somewhat differently compared to `exams2pdf()` and `exams2html()`. They produce a single XML file containing all `n` replications of all exercises rather than separate files per exam. The reason is that learning management systems such as **Moodle** or **OLAT** provide their own functionality for randomly drawing questions from a pool stored in the system. Hence, `exams2moodle()` and `exams2qti12()` do not really select `n` separate exams but supply a set of `n` replications (either from identical or differing templates) that can be uploaded into the systems' question pools.

Therefore, both interfaces do call `xexams()` with the standard `weave/read` drivers and the HTML transformer introduced above but without a write driver. Instead, the whole R list of exercise replications returned by `xexams()` is processed subsequently in one go and embedded into a suitable XML file. For the **Moodle** interface, the function has the following arguments:

```
exams2moodle(file, n = 1L, nsamp = NULL, dir,
  name = NULL, edir = NULL, tdir = NULL, sdir = NULL,
  quiet = TRUE, resolution = 100, width = 4, height = 4,
  iname = TRUE, stitle = NULL, testid = FALSE,
  num = NULL, mchoice = NULL, schoice = mchoice, string = NULL,
  cloze = NULL, zip = FALSE, ...)
```

Thus, in addition to the usual arguments from the first two lines (see Table 1), the third line has those arguments passed to `Sweave`, and lines 4–6 have the arguments responsible for the XML formatting. These are employed in the following steps:

- A character vector with the XML code for the `<moodlequiz>` is generated.
- For each question a title text is included (in suitable XML tags), where `iname/stitle/testid` can be used for the fine-tuning.
- The XML code for each question/exercise is inserted. It is generated by the transformation functions `num`, `mchoice`, `schoice`, `string`, and `cloze`. For example, if `x[[i]][[j]]` is a multiple-choice exercise, then `mchoice(x[[i]][[j]])` is employed to generate the XML character string.

Thus, users can supply custom functions that handle the XML question generation. By default, the package has a flexible generator `make_question_moodle23()` that returns a suitable function. Analogously to other generators employed previously, this can be easily adapted. For example, the user could set `mchoice = list(solution = FALSE, shuffle = TRUE)` and then the `mchoice` XML driver would be `make_question_moodle23(solution`

= FALSE, shuffle = TRUE). Thus, while only a single generator function is available, one can easily set different argument lists for numeric or multiple-choice exercises etc. See the corresponding manual page for an overview of the fine-control options.

The approach take in `exams2qti12()` is essentially analogous to that of the **Moodle** interface. It also has separate `num`, `mchoice`, `schoice`, `string`, and `cloze` XML transformation functions, each of which is by default generated by `make_itembody_qti12()` (as exercises are called items in **OLAT**), possibly supplying further arguments for customization.

```
exams2qti12(file, n = 1L, nsamp = NULL, dir,
  template = "qti12", name = NULL, edir = NULL, tdir = NULL, sdir = NULL,
  quiet = TRUE, resolution = 100, width = 4, height = 4,
  num = NULL, mchoice = NULL, schoice = mchoice, string = NULL,
  cloze = NULL, duration = NULL, stitle = "Exercise", ititle = "Question",
  adescription = "Please solve the following exercises.",
  sdescription = "Please answer the following question.",
  maxattempts = 1, cutvalue = 0, solutionswitch = TRUE, zip = TRUE, ...)

make_itembody_qti12(rtiming = FALSE, shuffle = FALSE, rshuffle = shuffle,
  minnumber = NULL, maxnumber = NULL, defaultval = NULL, minvalue = NULL,
  maxvalue = NULL, cutvalue = NULL, enumerate = TRUE, digits = 2,
  tolerance = is.null(digits), maxchars = 12)
```

For details about the arguments see `?exams2qti12`. The main difference between the **Moodle** XML and QTI 1.2 XML specifications is that the former just provides some control over the individual exercises (or questions, items) whereas the latter also has control options for the whole exam (or assessment). Therefore, the XML specification is somewhat more complex. Hence, `exams2qti12()` also takes a `template` argument that is by default set to the `qti12.xml` file provided within **exams**. The template must contain exactly one `<section>` with exactly one `<item>` with a placeholder `##ItemBody`. Then, `exams2qti12()` reads the template, replicates the `<section>` for each exercise, replicates the `<item>` `n` times within each `<section>`, and then inserts the `##ItemBody` with the XML transformation functions for `num`, `mchoice`, etc.

One detail of the QTI 1.2 interfaces should be briefly explained: Although the QTI 1.2 XML standard supports numeric exercises/items through its `<response_num>` tag, this is not fully implemented in all QTI-based learning management systems. Namely, **OLAT** has no official support for this type of exercises. Hence, `exams2qti12()` by default uses the following workaround: If the `digits` argument is some finite value (default: 2), the correct numeric solution is formatted to a character string with `digits` decimal places. Then, the correct solution is entered as a string solution (`<response_str>`) which means that answers entered in the system will only be recognized as correct if they exactly match the correct string (e.g., 111.1 would not be recognized as correct if the string 111.10 with `digits = 2` is used). Alternatively, one can set `num = list(digits = NULL)` in `exams2qti12()` so that `<response_num>` will be used in the XML code. This has the intended effect that the solution is recognized as numeric and the corresponding `tolerance` is employed, however it also has the unintended side effect that correct solutions are not displayed in the final results page of the exam. Hence, we have set `digits = 2` by default but we hope that future releases of **OLAT** are improved to also fully support `digits = NULL`.

In summary, most end users should just have to call the main interfaces `exams2moodle()` or `exams2qti12()` and customize by setting options for `num`, `mchoice`, etc. as some `list(...)`. If this is not sufficient, though, the users could program their own XML transformation functions for `num`, `mchoice`, etc. And finally, for QTI 1.2, a different template could be used.

4. Extending the exams toolbox and writing new drivers

In some cases it is not sufficient to use the arguments of the existing `exams2xyz()` functions or to provide alternative `templates` to them. In particular, when a completely different output format is required (e.g., a different XML format), it might be necessary to develop new drivers for the `xexams()` toolbox. One example for such a situation is the software product that is currently employed for generating *printed* large-lecture exams at Universität Innsbruck. This allows for

- specification of (static) single/multiple-choice exercises in a browser interface,
- production of so-called “scrambled” PDF exams from it (where the static questions and solutions are simply shuffled),
- optical character recognition (OCR) of scans from the exams’ title pages,
- computation of the points/marks achieved by the students.

Although, the `exams` package can also generate PDF exams directly, an interface to this exam server is desirable because it can handle the OCR automatically and the students can easily log into the exam server to see their personal results and inspect their exam scan.

Fortunately, this so-called LOPS exam server (developed by a spin-off company of WU Wien) also employs an XML specification for importing/exporting its exams. Therefore, it was easily possible for us to establish a new `exams2lops()` interface that produces one ZIP file for each exam, including the XML plus supplementary graphics. A corresponding `write` driver generator `make_exams_write_lops()` is also supplied in the package. Its details are not discussed here because the XML format adopted is specific to this WU-developed software which is not widely used. The `exams2lops()` interface then essentially proceeds in the following manner:

```
htmltransform <- make_exercise_transform_html(converter = "tex2image",
  base64 = FALSE)
lopswrite <- make_exams_write_lops(...)
xexams(file, n, nsamp, driver = list(
  sweave = list(quiet = TRUE, pdf = FALSE, png = TRUE, ...),
  read = NULL,
  transform = htmltransform,
  write = lopswrite),
...)
```

First, an HTML `transform` driver is set up which uses the `"tex2image"` converter because the LOPS server does not support MathML. Then, it sets up the custom `write` driver using a couple of extra arguments (...) whose details are suppressed here for simplicity. Finally, `xexams()` is called with (1) the default `sweave` driver `Sweave()` with options set to producing

PNG but not PDF graphics, (2) the default `read` driver, (3) the `tex2image`-based $\text{T}_{\text{E}}\text{X}$ -to-HTML `transform` driver, (4) the custom `write` driver.

Of course, the part that involves a certain amount of coding is to program the `write` driver (or driver generator, as here). However, the building blocks for the `weave/read/transform` steps can be easily recycled. Also, if readers of this manuscript need to code their own driver generator, we recommend to use the drivers from the `exams` package for inspiration. Last but not least, the `exams` package is hosted and R-Forge (Theußl and Zeileis 2009) and also provides a forum for support and discussions of e-learning exams in R at http://R-Forge.R-project.org/forum/?group_id=1337.

5. Summary and discussion

Summary

Motivated by the need for automatic generation of exams (or quizzes, tests, assessments) for learning management systems, the `exams` package is turned into an extensible toolbox for exam generation. While previous versions of the package just supported generation of random replications of exams in PDF format, the new version of the package provides interfaces for various output formats, such as PDF, HTML, or XML specifications for **Moodle** or **OLAT**. All exam output formats are based on the *same* specification of exercise **Sweave** files whose format was only slightly extended compared to previous versions. The flexibility of producing different output formats is accomplished by adopting a new extensible framework that consists of the following modular steps: (1) *weaving* a single exercise, (2) *reading* the resulting $\text{L}_{\text{A}}\text{T}_{\text{E}}\text{X}$ text and meta-information into R, (3) *transforming* the text (if necessary, e.g., from $\text{L}_{\text{A}}\text{T}_{\text{E}}\text{X}$ to HTML), (4) *writing* the text into output files such as $\text{L}_{\text{A}}\text{T}_{\text{E}}\text{X}$, HTML, or XML templates. Flexible building blocks are available for each of the steps that can either be customized for the existing output formats or reused for generating new output formats.

Infrastructure vs. content

As emphasized in the discussion of version 1 of `exams` (Grün and Zeileis 2009), the objective of the package is to provide the technological infrastructure for automatic generation of exams, especially for large-lecture courses. Thus, users of `exams` should not have to worry about implementation details and can focus on the content of their exams when they build up a pool of exercises accompanying a particular course. Creating “good” exercises from an educational (rather than computational) point of view is not a trivial task but guidelines for this are beyond the scope of the `exams` package and this manuscript. Hence, we just provide a few references to the relevant literature on statistical education and assessment: Gal and Garfield (1997) and Garfield and Chance (2000) discuss issues such as topics covered and skills developed in statistics courses as well as suitable ways of assessment. Strategies for good multiple-choice questions, especially if they are also used for self-study materials, are suggested by Klinke (2004).

Strategies for setting up exercises

When switching a course to the `exams` infrastructure, clearly the most work has to go into the generation of the content, i.e., the **Sweave** exercises. However, by the modular design of the

package it is easy to distribute the workload among a large team of contributors. Each person can just work on stand-alone `.Rnw` files, e.g., for a particular exercises type or for the exercises pertaining to a specific chapter from the lecture etc. Depending on the output formats, it is typically a good idea to make sure that the exercise, `foo.Rnw` say, works as desired by running `exams2pdf("foo.Rnw")` and `exams2html("foo.Rnw")` to make sure that it can be appropriately rendered in both PDF and HTML. To check that the solution is correctly entered in the meta-information, it helps to run `exams_metainfo(exams2html("foo.Rnw"))` (or analogously for `exams2pdf()`).

When the pool of exercises is ready, then it is typically useful to set up a convenience wrapper function that (a) selects the desired exercises from this pool and (b) produces the desired output format(s) for them. For the latter step, it may just be necessary to set the arguments of one of the `exams2xyz()` functions appropriately or maybe to write a custom `template` that can be plugged into the function. However, the customization of such a wrapper function is typically not a lot of work and can be performed by a single person, e.g., the team member with some more experience in the technologies involved (R, HTML, XML, ...).

Experiences at Universität Innsbruck

In 2012, the Department of Statistics at Universität Innsbruck built up infrastructure for a new “Mathematics 101” course. The team included seven professors and lecturers, and six student assistants. All professors and lecturers were previously familiar with R and \LaTeX (but not necessarily with HTML or XML) while several of the student assistants had experience in neither. The workload was then split up so that the professors and lecturers designed the content of the exercises and programmed prototypes. The student assistants then typically performed tasks such as checking the correctness of the exercises, testing out the random data generation or making it more flexible, and creating variations of existing exercises by making small modifications in the underlying “stories” or changing the data generating process. Even though, many of the student assistants had no prior knowledge of R and \LaTeX , they were rather quickly able to work on the exercise `Sweave` files (with all the usual small problems that often occur when learning R/ \LaTeX).

The resulting pool of exercises is maintained in a **Subversion** repository (SVN, [Pilato, Collins-Sussman, and Fitzpatrick 2004](#)) for version control so that all team members can easily obtain the latest version or contribute fixes/improvements. In combination with the `exams` package this approach proved to be rather successful in addressing the needs of multi-author and cross-platform development.

After having the pool of exercises established, just one team member is concerned with running `exams2qti12()` and uploading the resulting ZIP file into **OLAT** for the biweekly online tests. And for creating the printed tests at the end of the semester the `exams2lops()` interface is employed.

Outlook

In the current version, `exams` already provides a wide variety of different output formats, some additional formats may be desirable for future developments though. For example, QTI 2.0/2.1 is likely to become more widely adopted – and is already currently employed by some programs such as **ONYX**. This may also be one potential route for support of **Blackboard** which we have not yet been able to investigate due to lack of access to the proprietary

Blackboard system. An alternative could be a direct adaptation of the **Blackboard** flavor of the QTI 1.2 XML format.

Furthermore, users may be interested in extensions/adaptions of existing e-learning formats. A forum for support and discussions of such issues is available on R-Forge at http://R-Forge.R-project.org/forum/?group_id=1337.

Acknowledgments

We are indebted to all our colleagues in the “Mathematics” team at the Department of Statistics at Universität Innsbruck for testing and challenging the code and making suggestions for improvement. This project was also partially supported by an e-learning grant (#2011.241) of the Universität Innsbruck.

References

- Agea Á, Crespo García RM, Delgado Kloos C, Gutiérrez I, Leony D, Pardo A (2009). “Analysis of Existing Specifications and Standards for Assessment and Evaluation and Their Usage in Europe.” *Deliverable D6.1*, ICOPER Network for Interoperable Content for Performance in a Competency-Driven Society. URL <http://www.icoper.org/results/deliverables/D6-1>.
- Blackboard** Inc (2010). *Blackboard Learn 9.1*. Washington, DC. URL <http://www.blackboard.com/>.
- Blesius CR, Moreno-Ger P, Neumann G, Raffenne E, Gonzalez Boticario J, Delgado Kloos C (2007). “.LRN: E-Learning Inside and Outside the Classroom – Supporting Collaborative Learning Communities Using a Web Application Toolkit.” In B Fernández-Manjón, JM Sánchez-Pérez, JA Gómez-Pulido, MA Vega-Rodríguez, J Bravo-Rodríguez (eds.), *Computers and Education: E-Learning, From Theory to Practice*. Springer-Verlag, Dordrecht.
- BPS Bildungsportal Sachsen GmbH (2012). *ONYX Testsuite*. Chemnitz, Germany. URL <http://onyx.bps-system.de/>.
- de Leeuw J (2001). “Reproducible Research: The Bottom Line.” *Technical Report 2001031101*, Department of Statistics Papers, University of California, Los Angeles. URL <http://repositories.cdlib.org/uclastat/papers/2001031101/>.
- Design Science (2012a). *MathJax 2.1 Documentation*. Long Beach, CA. URL <http://www.MathJax.org/>.
- Design Science (2012b). *MathPlayer: Display MathML in Your Browser*. Long Beach, CA. URL <http://www.dessci.com/en/products/mathplayer/>.
- Dougiamas M, et al. (2012). *Moodle, Version 2.3*. URL <http://moodle.org/>.
- frentix GmbH (2012). *OpenOLAT 8.1 – User Manual*. Zürich, Switzerland. URL <http://www.openolat.org/>.

- Gal I, Garfield JB (eds.) (1997). *The Assessment Challenge in Statistics Education*. IOS Press, Netherlands.
- Garfield JB, Chance B (2000). “Assessment in Statistics Education: Issues and Challenges.” *Mathematical Thinking and Learning*, **2**(1/2), 99–125.
- Grün B, Zeileis A (2009). “Automatic Generation of Exams in R.” *Journal of Statistical Software*, **29**(10), 1–14. URL <http://www.jstatsoft.org/v29/i10/>.
- Hutchinson IH (2012). *TtH: A ‘TEX to HTML’ Translator*. C code version 4.03, URL <http://hutchinson.belmont.ma.us/tth/>.
- Hutchinson IH, Leisch F, Zeileis A (2012). *tth: TEX to HTML/MathML Translators* tth/ttm. R package version 4.03-0, URL <http://CRAN.R-project.org/package=tth>.
- ImageMagick** Studio LLC (2012). *ImageMagick: Convert, Edit, and Compose Images*. Version 6.8.0-4, URL <http://www.ImageMagick.org/>.
- IMS Global Learning Consortium, Inc (2012). *IMS Question & Test Interoperability: ASI XML Binding Specification Final Specification Version 1.2*. Lake Mary, FL. URL http://www.imsglobal.org/question/quiv1p2/imsqti_asi_bindv1p2.html.
- Klinke S (2004). “Q&A – Variable Multiple Choice Exercises with Commented Answers.” In J Antoch (ed.), *COMPSTAT 2004 – Proceedings in Computational Statistics*, pp. 1323–1328. Physica Verlag, Heidelberg.
- Knuth DE (1984). *The TEXbook*, volume A of *Computers and Typesetting*. Addison-Wesley, Reading, Massachusetts.
- Knuth DE (1992). *Literate Programming*, volume 27 of *CSLI Lecture Notes*. Center for the Study of Language and Information, Stanford, California.
- Lamport L (1994). *L^AT_EX: A Document Preparation System*. 2nd edition. Addison-Wesley, Reading, Massachusetts.
- Leisch F (2002). “Dynamic Generation of Statistical Reports Using Literate Data Analysis.” In W Härdle, B Rönz (eds.), *COMPSTAT 2002 – Proceedings in Computational Statistics*, pp. 575–580. Physica Verlag, Heidelberg.
- Leisch F (2012a). “Sweave FAQ.” URL <http://www.stat.uni-muenchen.de/~leisch/Sweave/>.
- Leisch F (2012b). *Sweave User Manual*. URL <http://www.stat.uni-muenchen.de/~leisch/Sweave/>.
- Leisch F, Rossini AJ (2003). “Reproducible Statistical Research.” *Chance*, **16**(2), 46–50.
- Pilato CM, Collins-Sussman B, Fitzpatrick BW (2004). *Version Control with Subversion*. O’Reilly. Full book available online at <http://svnbook.red-bean.com/>.
- R Development Core Team (2012). *R: A Language and Environment for Statistical Computing*. R Foundation for Statistical Computing, Vienna, Austria. ISBN 3-900051-07-0, URL <http://www.R-project.org/>.

- RStudio** Team (2012). *RStudio: Integrated Development for R*. **RStudio**, Inc., Boston, MA. URL <http://www.RStudio.com/ide/>.
- Theußl S, Zeileis A (2009). “Collaborative Software Development Using R-Forge.” *The R Journal*, **1**(1), 9–14. URL http://journal.R-project.org/2009-1/RJournal_2009-1_Theussl+Zeileis.pdf.
- Universität Zürich (2012). *OLAT 7.6 – User Manual*. IT Services, Universität Zürich, Switzerland. URL <http://www.olat.org/>.
- Urbanek S (2012). *base64enc: Tools for Base64 Encoding*. R package version 0.1-0, URL <http://CRAN.R-project.org/package=base64enc>.
- Vismor T (2012). “Viewing Mathematics on the Internet.” Revision 2012-11-08, URL http://vismor.com/documents/site_implementation/viewing_mathematics/.
- W3C (2010). “Mathematical Markup Language (MathML) Version 3.0.” URL <http://www.w3.org/TR/MathML/>.
- Wikipedia (2012). “MathML — Wikipedia, The Free Encyclopedia.” URL <http://en.wikipedia.org/wiki/MathML>, accessed 2012-11-14.

A. List of Sweave exercises in exams

File	Type	Description
<code>confint</code>	<code>num</code>	Confidence interval for one-sample mean, i.e., result of length two (for version 1 interface).
<code>dist</code>	<code>num</code>	Very simple numeric exercise (for introductory illustrations).
<code>lagrange</code>	<code>num</code>	Lagrange optimization under constraint. Result is randomly selected to be one of three potential quantities.
<code>regression</code>	<code>num</code>	Prediction in simple linear regression.
<code>tstat</code>	<code>num</code>	Computation of 1-sample t statistic.
<code>anova</code>	<code>mchoice</code>	Interpretation of <code>anova()</code> table and corresponding boxplots.
<code>boxplots</code>	<code>mchoice</code>	Interpretation of two parallel boxplots with potentially varying location, scatter, skewness, and outliers.
<code>cholesky</code>	<code>mchoice</code>	Computation of Cholesky decomposition, result is checked by randomly constructed statements about different matrix elements.
<code>relfreq</code>	<code>mchoice</code>	Interpretation of 2-way contingency table.
<code>scatterplot</code>	<code>mchoice</code>	Interpretation of scatterplot.
<code>ttest</code>	<code>mchoice</code>	Interpretation of <code>t.test()</code> output.
<code>boxhist</code>	<code>cloze</code>	Based on randomly generated data as (exercise-specific) <code>.csv</code> files some quantiles have to be computed (<code>num</code>) and interpretations of a boxplot and histogram have to be made (<code>mchoice</code>).
<code>confint2</code>	<code>cloze</code>	Cloze version (for all version 2 interfaces) constructed from the numeric <code>confint</code> .
<code>dist2</code>	<code>cloze</code>	Extended cloze version of the numeric <code>dist</code> .
<code>tstat2</code>	<code>schoice</code>	Single-choice version constructed from the numeric <code>tstat</code> .

Table 3: List of Sweave exercises provided as examples in `exams/inst/exercises`.

Affiliation:

Achim Zeileis, Nikolaus Umlauf

Department of Statistics

Faculty of Economics and Statistics

Universität Innsbruck

Universitätsstr. 15

6020 Innsbruck, Austria

E-mail: Achim.Zeileis@R-project.org, Nikolaus.Umlauf@uibk.ac.at

URL: <http://eeecon.uibk.ac.at/~zeileis/>, <http://eeecon.uibk.ac.at/~umlauf/>

Friedrich Leisch

Institute of Applied Statistics and Computing

Universität für Bodenkultur Wien

Peter Jordan-Str. 82

1180 Wien, Austria

E-mail: Friedrich.Leisch@R-project.org

URL: <http://www.rali.boku.ac.at/friedrichleisch.html>