Understanding *understanding*: How do we reason about computational logic?

Hammad Ahmad
Ph.D. Dissertation Proposal
“Understanding understanding”

Cognition: Mental processes involved in comprehension and gaining knowledge
Cognition and Pedagogy

A CS1 Spatial Skills Intervention and the Impact on Introductory Programming Abilities

Ryan Bockmon
University of Nebraska - Lincoln
Lincoln, Nebraska
rbockmon@cse.unl.edu

Stephen Cooper
University of Nebraska - Lincoln
Lincoln, Nebraska
scooper22@unl.edu

William Koperski
University of Nebraska - Lincoln
Lincoln, Nebraska
wijakoperski@huskers.unl.edu

Jonathan Gratch
Sheryl Sorby
Mohsen Dorodchi

Does spatial skills instruction improve STEM outcomes? The answer is ‘yes’

Sheryl Sorby\textsuperscript{a,}\*, Norma Veurink\textsuperscript{b,} Scott Streiner\textsuperscript{c}

To Read or to Rotate? Comparing the Effects of Technical Reading Training and Spatial Skills Training on Novice Programming Ability

Madeline Endres
dendremad@umich.edu
University of Michigan, CSE
USA

Priti Shah
priti@umich.edu
University of Michigan, Psychology
USA

Madison Fansher
mfansher@umich.edu
University of Michigan, Psychology
USA

Westley Weimer
weimerw@umich.edu
University of Michigan, CSE
USA

Insights into numerical cognition: considering eye-fixations in number processing and arithmetic

J. Mock\textsuperscript{1} · S. Huber\textsuperscript{1} · E. Klein\textsuperscript{1,2} · K. Moeller\textsuperscript{1,3,4}


Matthias Nückles\textsuperscript{1}
“Computational Logic”

*Computers do not think like humans do!*

Future industry professionals and academics need to be trained for computational logic reasoning

Logical reasoning in CS forms a **core component** of undergraduate CS curricula

Introductory CS courses structured around **cultivating creative thinking and problem solving** using logical reasoning
Defining “Logic”

Digital logic
(e.g., hardware designs)
Defining “Logic”

Digital logic
(e.g., hardware designs)

Mathematical logic
(e.g., proofs about algorithms)
Defining “Logic”

Digital logic
(e.g., hardware designs)

Mathematical logic
(e.g., proofs about algorithms)

Programming logic
(e.g., manipulating data structures)
Desired Properties of a Solution

(1) Non-intrusive Methodology instead of
Desired Properties of a Solution

(2) Objective Measures

instead of
Desired Properties of a Solution

(3) Context-specific Models
Desired Properties of a Solution

(4) Incoming Preparation or Expertise
Insights

We can implement **objective, non-intrusive** measures in a CS context to obtain **correlations**.

We can use **medical devices** in a CS context to investigate **causality**.

We can employ **advanced statistical rigor** in CS to account for **student background and context**.
Insights: Explained

We can implement **objective, non-intrusive** measures in a CS context to obtain **correlations**.
Insights: Explained

We can implement novel debugging algorithms and eye-tracking in a CS context to obtain correlations.
Insights: Explained

We can implement novel debugging algorithms and eye-tracking in a CS context to obtain correlations.

We can use medical devices in a CS context to investigate causality.
Insights: Explained

We can implement novel debugging algorithms and eye-tracking in a CS context to obtain correlations.

We can use functional magnetic resonance imaging (fMRI) and transcranial magnetic stimulation (TMS) in a CS context to investigate causality.
Insights: Explained

We can implement **novel debugging algorithms** and **eye-tracking** in a CS context to obtain **correlations**.

We can use **functional magnetic resonance imaging (fMRI)** and **transcranial magnetic stimulation (TMS)** in a CS context to investigate causality.

We can employ **advanced statistical rigor** in CS to account for **student background and context**.
Insights: Explained

We can implement **novel debugging algorithms** and **eye-tracking** in a CS context to obtain **correlations**.

We can use **functional magnetic resonance imaging (fMRI)** and **transcranial magnetic stimulation (TMS)** in a CS context to investigate **causality**.

We can employ **advanced statistical rigor** in CS to account for **student incoming preparation effects on task outcomes**.
Thesis Statement

It is possible to use objective measures to obtain context-specific mathematical models of the cognitive processes underlying logical reasoning, and these models can accurately explain student behavior.
It is possible to use functional, physiological, and medical measures to obtain context-specific mathematical models of the cognitive processes underlying logical reasoning, and these models can accurately explain student behavior.

If we can construct an accurate model for the cognitive processes associated with computational reasoning tasks, educators may be able to use that understanding to investigate how to better teach logical reasoning to students.
Proposal Overview

Three components:
Proposal Overview

Three components:

Using automated program repair for hardware as a debugging assistant for designers
Proposal Overview

Three components:

Using automated program repair for hardware as a debugging assistant for designers

Using eye-tracking to understand cognition for computer science formalisms
Proposal Overview

Three components:

- Using automated program repair for hardware as a debugging assistant for designers
- Using eye-tracking to understand cognition for computer science formalisms
- Using TMS to codify the relationship between spatial reasoning and programming
Automated Program Repair for Hardware as a Debugging Assistant

Can we build a state-of-the-art automated repair tool for hardware designs (i.e., digital logic), and use it as a debugging assistant for designers?
Automated Program Repair (APR)

- Faulty software program w/ deterministic bug(s)
- Test suite w/ at least one failing test
- Fault localization
- Patch
- Validation
- Repaired program
- OR
- No Repairs Found
Hardware Designs

- Digital specifications for electronic devices, computer systems, or integrated circuits
Hardware Designs

- Digital specifications for electronic devices, computer systems, or integrated circuits

- Typically written using hardware description languages (HDLs) like Verilog and VHDL

```verilog
counter (input clk, input rstn, output reg[3:0] out);
always @ (posedge clk) begin
  if (!rstn) out <= 0;
  else out <= out + 1;
end endmodule
```
Hardware Designs

- Digital specifications for electronic devices, computer systems, or integrated circuits
- Typically written using hardware description languages (HDLs) like Verilog and VHDL
- Correspond to the “stage 0” of the hardware design process

```verilog
counter (input clk, input rstn, output reg[3:0] out);
always @(posedge clk) begin
  if (!rstn) out <= 0;
  else out <= out + 1;
end endmodule
```
One key difference: serial execution vs. **parallelism**

**Serial Python code**
```
animals = ["cat", "dog", "cat"]
cat_counter = 0
for animal in animals:
  if animal == "cat":
    cat_counter += 1
print(cat_counter)
```

**Parallel Verilog code**
```
module counter ( input clk,
                input rstn,
                output reg[3:0] out);

always @ (posedge clk) begin
  if (! rstn) out <= 0;
  else out <= out + 1;
end
endmodule
```
APR for Hardware?

**Problem:** Existing techniques from software APR cannot be directly applied to hardware designs!

How do we bridge the gap between software APR and hardware designs?
Introducing: CirFix

CirFix: A hardware-design focused automated repair algorithm based on genetic programming

- First-of-its kind APR tool for hardware designs
- Novel dataflow-based fault localization approach for hardware
- Novel approach to guide the search for repairs using the existing hardware design process

- Preliminary results in ASPLOS’22 and TSE’23
More details in the proposal text!
RQ1: Experiments and Metrics

RQ1: What fraction of defects can CirFix actually repair?

Problem: No publicly-available benchmarks for hardware defects that are indicative of real industrial defects and corresponds to a wide range of project sizes (largely due to IP constraints)!

How do we evaluate CirFix?
RQ1: Experiments and Metrics

**Problem:** No publicly-available benchmarks for hardware defects that are indicative of real industrial defects and corresponds to a wide range of project sizes (largely due to IP constraints)!

Constructed a **benchmark suite** of 32 different hardware defects to evaluate CirFix.
RQ1: Experiments and Metrics

Problem: No publicly-available benchmarks for hardware defects that are indicative of real industrial defects and corresponds to a wide range of project sizes (largely due to IP constraints)!

Constructed a benchmark suite of 32 different hardware defects to evaluate CirFix

- Correlates to 6 introductory-level circuit designs and 5 off-the-shelf (larger, industrial) designs
- Includes 19 “easy” defects and 13 “hard” defects

We make our benchmark suite publicly available for future researchers to evaluate hardware repair approaches!
RQ1: Preliminary Results

RQ1: What fraction of defects can CirFix actually repair?

- Ran five resource-constrained, independent CirFix trials for each defect, stopping when a **plausible repair** (i.e., a repair passing all tests) was found

- CirFix found 21/32 (65.6%) plausible repairs, with 16/32 (50%) deemed to be correct (i.e., *high quality*) upon manual inspection

- Repair rate comparable to strong results from software-based APR (e.g., GenProg at 52.5%, Angelix at 34.1%)
RQs 2-3: Experiments and Metrics

**RQ2:** Does the CirFix fault localization improve designers’ objective performances?

**RQ3:** In what contexts do designers find CirFix helpful?

**Problem:** Need to have real designers use CirFix as a debugging assistant to evaluate its efficacy!

**How do we meaningfully evaluate real designers using CirFix?**
RQs 2-3: Controlled Human Study

- Conducted under IRB HUM00199335
- \( n = 41 \) participants in the study

- Participants asked to identify and fix defects from the CirFix benchmark, each accompanied with no debugging hints, partial debugging hints, or full debugging hints
  - Partial hints: highlighting variables implicated by CirFix
  - Full hints: highlighting lines of code implicated by CirFix

- Participants also asked to rate the accuracy and helpfulness of debugging hints (where applicable)

- Designer performance assessed by evaluating F-scores (\( F_1 \)) and time taken to complete each debugging task
RQs 2-3: Controlled Human Study

```java
8  // This always block gets executed whenever a/b/c/d/sel changes value
9  // When that happens, based on value in sel, output is assigned to either
10  a/b/c/d
11  always @ (a or b or c or d or sel) begin
12    case (sel)
13      2'b00 : out <= a;
14      2'b01 : out <= b;
15      2'b10 : out <= c;
16      2'b11 : out <= d;
17    endcase
18  end
19  endmodule
```

Example stimulus

You are told that the highlighted line(s) could be responsible for the bug in this circuit design.
If you are interested, you can access the full implementation of the circuit design [here](#).

What line(s) in the circuit design are responsible for the bug? If there are multiple such lines, separate the line numbers with a comma.
RQs 2: Results

RQ2: Does the CirFix fault localization improve designers’ objective performances?

- **No statistically significant difference in time taken** to localize faults with annotations ($p = 0.41$, Student t-test)

- **F-score for participants higher** for full hints vs. partial hints vs. no hints ($F_1 = 0.67$, $F_1 = 0.33$, $F_1 = 0.29$)
  - Trend was not statistically significant ($p = 0.12$)

- **Difference in F-scores for experts vs. novices** when given debugging hints ($F_1 = 0.37$, $F_1 = 0.17$)
  - Statistically significant with **large effect size** ($p = 0.04$, $d = 0.54$)
RQs 2: Results

**RQ2**: Does the CirFix fault localization improve designers’ objective performances?

- **F-score for participants higher** for full hints vs. partial hints vs. no hints ($F_1 = 0.67$, $F_1 = 0.33$, $F_1 = 0.29$)
  - Trend was not statistically significant ($p = 0.12$)

- **Difference in F-scores for experts vs. novices** when given debugging hints ($F_1 = 0.37$, $F_1 = 0.17$)
  - Statistically significant with **large effect size** ($p = 0.04$, $d = 0.54$)

⇒ **CirFix can be useful as a hardware debugger!**
RQs 3: Results

RQ3: In what contexts do designers find CirFix helpful?

- Full debugging hints on intro-level designs rated as significantly more helpful than those on larger, off-the-shelf designs ($p = 0.01$, $d = 0.7$; $p = 0.002$, $d = 1.05$; large effect size)

$\Rightarrow$ CirFix can be more beneficial as a debugging assistant in a pedagogical context!
CirFix: Wrapping it Up

Can we build a state-of-the-art automated repair tool for hardware designs (i.e., digital logic), and use it as a debugging assistant for designers?
Can we build a state-of-the-art automated repair tool for hardware designs (i.e., digital logic), and use it as a debugging assistant for designers?

Yes, we can!
Proposal Overview

Three components:

- Using automated program repair for hardware as a debugging assistant for designers
- Using eye-tracking to understand cognition for computer science formalisms
- Using TMS to codify the relationship between spatial reasoning and programming
Eye-Tracking for Computer Science Formalisms

Can we use objective measures to investigate how students read and understand computer science formalisms (i.e., mathematical logic)?
Formalism Comprehension

Educators put a lot of emphasis on training students for logical algorithmic reasoning (i.e., mathematical logic).

Many CS programs require majors to take several courses focusing on formal reasoning (e.g., discrete math, theory, algorithm analysis).

Yet, undergraduate CS theory courses tend to have poor student outcomes and satisfaction.
Formalism Comprehension

Are students learning and retaining effective strategies for reasoning about computer science formalisms?
Are students learning and retaining effective strategies for reasoning about computer science formalisms?

Sadly, not as much as we would like. :-(

Formalism Comprehension
Enter: Eye-Tracking

- **Objective measure** for participant problem solving strategies
- **Cheap** and **non-invasive**
- Approximates dynamics of **visual attention** (e.g., where participants focus, and for how long)
- Serves as a proxy for **cognitive load** (i.e., strain on working memory) and **task difficulty**
Formalism Comprehension: Experiments and Metrics

Algorithm: Towers of Hanoi (ToH)

\[ \text{ToH}(n, A, B, C) \]

Input: \( n \) - number of disks.
Input: \( A, B, C \) - pegs A through C.
Output: The algorithm moves \( n \) disks from A to C using B if necessary such that only one disk can be moved at a time and a large disk cannot be put on top of a smaller disk.

1. If \( n = 1 \) then
2. move disk \( n \) from A to C
3. \( \text{ToH}(n - 1, A, C, B) \) \( \rightarrow \) Move \( n - 1 \) disks from A to B using C.
4. move disk \( n \) from A to C
5. \( \text{ToH}(n - 1, B, A, C) \) \( \rightarrow \) Move \( n - 1 \) disks from B to C using A.

Theorem. The Towers of Hanoi (ToH) algorithm correctly moves \( n \) disks from pegs A to C using peg B if necessary such that only one disk can be moved at a time and a large disk cannot be put on top of a smaller disk.

**Proof.** We prove this claim by induction on \( n \), the number of disks.

Base Case (\( n = 0 \)): Trivially true since no disks need to be moved.

Inductive Hypothesis: Assume that \( \text{ToH}(n, A, B, C) \) correctly moves \( n \) disks from pegs A to C using peg B such that our requirements hold.

Inductive Step: We need to show that \( \text{ToH}(n + 1, A, B, C) \) also correctly moves \( n + 1 \) disks from pegs A to C using peg B. Note that the first recursive call correctly moves \( n \) disks from peg A to B using peg C. The next move step moves the largest disk from A to C, while all other disks are on peg B. The second recursive call correctly moves all other disks from peg B to peg C on top of the largest disk.

---

Figure: The Towers of Hanoi problem. All disks on peg A need to be moved to peg C, using peg B if necessary, such that only one disk can be moved at a time and no large disk may be put on top of a smaller disk.

Q. What mistake, if any, is present in the proof of this theorem?

1. No mistake.
2. The base case is not correctly set up, which causes the induction to fail.
3. In the inductive step, the second recursive call alone is not sufficient to move all disks except the largest disk directly from peg B to C. We need to break this step down into sub-steps and use peg A as a placeholder for disks.
4. The proof should perform induction on the number of steps required to move all disks from peg A to C, instead of performing induction on the number of disks.
Formalism Comprehension: Experiments and Metrics

Pre-defined Areas of Interest (AOIs)

Algorithm: Towers of Hanoi: \( \text{Tol}(n, A, B, C) \)
Input: \( n \) number of disks.
Input: \( A, B, C \): pegs \( A \) through \( C \).
Output: The algorithm moves \( n \) disks from \( A \) to \( C \) using \( B \) if necessary such that only one disk can be moved at a time and a large disk cannot be put on top of a smaller disk.

1. If \( n = 1 \) then
2. move disk \( n \) from \( A \) to \( C \)
3. \( \text{Tol}(n-1, A, C, B) \) \( \triangleright \) Move \( n-1 \) disks from \( A \) to \( B \) using \( C \).
4. move disk \( n \) from \( A \) to \( C \)
5. \( \text{Tol}(n-1, B, A, C) \) \( \triangleright \) Move \( n-1 \) disks from \( B \) to \( C \) using \( A \).

Theorem. The Towers of Hanoi (ToH) algorithm correctly moves \( n \) disks from pegs \( A \) to \( C \) using peg \( B \) if necessary such that only one disk can be moved at a time and a large disk cannot be put on top of a smaller disk.

Proof. We prove this claim by induction on \( n \), the number of disks.

Base Case (\( n = 0 \)): Trivially true since no disks need to be moved.

Inductive Hypothesis: Assume that \( \text{Tol}(n, A, B, C) \) correctly moves \( n \) disks from pegs \( A \) to \( C \) using peg \( B \) such that our requirements hold.

Inductive Step: We need to show that \( \text{Tol}(n+1, A, B, C) \) also correctly moves \( n+1 \) disks from pegs \( A \) to \( C \) using peg \( B \). Note that the first recursive call correctly moves \( n \) disks from peg \( A \) to \( B \) using peg \( C \). The next move step moves the largest disk from \( A \) to \( C \), while all other disks are on tower \( B \). The second recursive call correctly moves all other disks from peg \( B \) to peg \( C \) on top of the largest disk.

Q. What mistake, if any, is present in the proof of this theorem?

(1) No mistake.
(2) The base case is not correctly set up, which causes the induction to fail.
(3) In the inductive step, the second recursive call alone is not sufficient to move all disks except the largest disk directly from peg \( B \) to \( C \). We need to break this step down into sub-steps and use peg \( A \) as a placeholder for disks.
(4) The proof should perform induction on the number of steps required to moved all disks from peg \( A \) to \( C \), instead of performing induction on the number of disks.
Formalism Comprehension: Experiments and Metrics

Algorithm: Towers of Hanoi: $TnH(n, A, B, C)$
Input: $n$: number of disks.
Input: $A, B, C$: pegs $A$ through $C$.
Output: The algorithm moves $n$ disks from $A$ to $C$ using $B$ if necessary such that only one disk can be moved at a time and a large disk cannot be put on top of a smaller disk.

1. if $n = 1$ then
2. move disk 1 from $A$ to $C$
3. $TnH(n - 1, A, C, B)$  \(\Rightarrow\) Move $n - 1$ disks from $A$ to $B$ using $C$.
4. move disk 1 from $A$ to $C$
5. $TnH(n - 1, B, A, C)$  \(\Rightarrow\) Move $n - 1$ disks from $B$ to $C$ using $A$.

Figure: The Towers of Hanoi problem. All disks on peg $A$ need to be moved to peg $C$, using peg $B$ if necessary, such that only one disk can be moved at a time and no large disk may be put on top of a smaller disk.

Q. What mistake, if any, is present in the proof of this theorem?

(1) No mistake.
(2) The base case is not correctly set up, which causes the induction to fail.
(3) In the inductive step, the second recursive call alone is not sufficient to move all disks except the largest disk directly from peg $B$ to $C$. We need to break this step down into sub-steps and use peg $A$ as a placeholder for disks.
(4) The proof should perform induction on the number of steps required to moved all disks from peg $A$ to $C$, instead of performing induction on the number of disks.
Formalism Comprehension: Experiments and Metrics

Algorithm: Towers of Hanoi: ToH(n, A, B, C)

Input: n: number of disks.
Input: A, B, C: pegs A through C.
Output: The algorithm moves n disks from A to C using B if necessary such that only one disk can be moved at a time and a large disk cannot be put on top of a smaller disk.

1. If n = 1 then
2. move disk n from A to C
3. ToH(n - 1, A, C, B)  // Move n - 1 disks from A to B using C.
4. move disk n from A to C
5. ToH(n - 1, B, A, C)  // Move n - 1 disks from B to C using A.

The Towers of Hanoi (ToH) algorithm correctly moves n disks from peg A to peg C using peg B if necessary such that only one disk can be moved at a time and a large disk cannot be put on top of a smaller disk.

Proof: We prove this claim by induction on n, the number of disks.

Base Case (n = 0): Trivially true since no disks need to be moved.
Inductive Hypothesis: Assume that ToH(n, A, B, C) correctly moves n disks from pegs A to C using peg B such that our requirements hold.
Inductive Step: We need to show that ToH(n + 1, A, B, C) also correctly moves n + 1 disks from pegs A to C using peg B. Note that the first recursive call correctly moves n disks from peg A to B using peg C. The next move step moves the largest disk from A to C, while all other disks are on tower B. The second recursive call correctly moves all other disks from peg B to peg C on top of the largest disk.

Q: What mistake, if any, is present in the proof of this theorem?

1. No mistake.
2. The base case is not correctly set up, which causes the induction to fail.
3. In the inductive step, the second recursive call alone is not sufficient to move all disks except the largest disk directly from peg B to C. We need to break this step down into sub-steps and use peg A as a placeholder for disks.
4. The proof should perform induction on the number of steps required to moved all disks from peg A to C, instead of performing induction on the number of disks.
Formalism Comprehension: Experiments and Metrics

Algorithm: Towers of Hanoi (ToH) $\text{ToH}(n, A, B, C)$

Input: $n$, number of disks.
Input: $A, B, C$, pegs $A$ through $C$.
Output: The algorithm moves $n$ disks from $A$ to $C$ using $B$ if necessary such that only one disk can be moved at a time and a large disk cannot be put on top of a smaller disk.

1. If $n = 1$ then
2. move disk $n$ from $A$ to $C$
3. $\text{ToH}(n-1, A, C, B)$
4. Move $n - 1$ disks from $A$ to $B$ using $C$.
5. $\text{ToH}(n-1, B, A, C)$
6. Move $n - 1$ disks from $B$ to $C$ using $A$.

The algorithm of Hanoi (ToH) algorithm correctly moves $n$ disks from peg $A$ to $C$ using peg $B$ if necessary such that only one disk can be moved at a time and a large disk cannot be put on top of a smaller disk.

**Proof.** We prove this claim by induction on $n$, the number of disks.

Base Case ($n = 0$): Trivially true since no disks need to be moved.

Inductive Hypothesis: Assume that $\text{ToH}(n, A, B, C)$ correctly moves $n$ disks from pegs $A$ to $C$ using peg $B$ such that our requirements hold.

Inductive Step: We need to show that $\text{ToH}(n+1, A, B, C)$ also correctly moves $n + 1$ disks from pegs $A$ to $C$ using peg $B$. Note that the first recursive call correctly moves $n$ disks from peg $A$ to $B$ using peg $C$. The next move step moves the largest disk from $A$ to $C$, while all other disks are on tower $B$. The second recursive call correctly moves all other disks from peg $B$ to peg $C$ on top of the largest disk.

Q. What mistake, if any, is present in the proof of this theorem?

1. No mistake.
2. The base case is not correctly set up, which causes the induction to fail.
3. In the inductive step, the second recursive call alone is not sufficient to move all disks except the largest disk directly from peg $B$ to $C$. We need to break this step down into sub-steps and use peg $A$ as a placeholder for disks.
4. The proof should perform induction on the number of steps required to moved all disks from peg $A$ to $C$, instead of performing induction on the number of disks.
Formalism Comprehension: Controlled Human Study

- Conducted under IRB HUM00204278
- $n = 34$ participants in the study

- Participants shown a series of algorithmic proofs from an undergraduate textbook, each with an associated figure and possible logical / arithmetic mistake
- Participants asked to identify the presence of mistakes in each proof

- Individual performance assessed by evaluating response accuracy and time, response strategy assessed by evaluating gaze data

- Preliminary results in ICSE’23
RQ1: Experiments and Metrics

RQ1: What is the effect of incoming preparation on student outcomes for formalism comprehension?

Problem: Incoming preparation is hard to measure!

How do we determine if someone is more- or less-prepared for formal reasoning?
RQ1: Experiments and Metrics

**Problem:** Incoming preparation is hard to measure!

Use both coursework count and performance as a proxy for preparation

- **Coursework count:** The number of CS theory courses covering formalisms a participant has completed with passing grades or is currently enrolled in
- **Performance:** Whether or not a participant correctly identifies the mistake in a pre-screening proof from an undergraduate textbook

Participants who have course count > the median value and pass the pre-screening classified as *more-prepared* (16/34 participants)
RQ1: Preliminary Results

RQ1: What is the effect of incoming preparation on student outcomes for formalism comprehension?

- **No statistically significant difference in response times and accuracies** between more- and less-prepared participants ($p = 0.93$, $p = 0.96$; two-tailed Mann-Whitney U-test)
- **No correlation between # theory courses and response accuracy** (Pearson’s $r = 0.036$, $p = 0.84$)

⇒ **Students with more incoming preparation perform no better on formalism comprehension tasks, on average, than students with lower incoming preparation!**
RQ1: Preliminary Results

RQ1: What is the effect of incoming preparation on student outcomes for formalism comprehension?

- More-prepared students fixate longer on the proof text ($p = 0.005$), correct answer ($p = 0.038$), and distractor choices ($p = 0.03$)

⇒ Students with more incoming preparation may be better trained to read the proof and answer choices more thoroughly, yet do not achieve better outcomes than students with less preparation!
RQ2: Preliminary Results

RQ2: How do student performance self-reports align with more empirical task outcomes?

- **No correlation** between
  - Response accuracy and self-reported expertise with formalisms (Kendall’s $\tau$ test, $\tau = 0.21$, $p = 0.18$)
  - Response accuracy and self-perceived task difficulty ($\tau = 0.14$, $p = 0.35$)
  - Response accuracy and self-perceived proof readability ($\tau = -0.14$, $p = 0.32$)

$\Rightarrow$ **Students may not be accurate at self-reporting their experience or familiarity with formalism comprehension tasks!**
RQ3: Preliminary Results

RQ3: What distinguishes higher-performing students from lower performing ones?

Participants with above median response accuracy classified as *higher-performing* (15/34 participants)

- Higher-performing participants more likely to spot mistakes in inductive proofs ($\chi^2$ test, $p = 0.01$)
- Higher-performing participants more likely to spot mistakes in proofs for recursive algorithms ($p = 0.006$)

$\Rightarrow$ Lower-performing students may benefit from more practice with inductive proofs and recursive algorithms.
RQ3: Preliminary Results

- Higher-performing participants display more attention switching behavior, i.e., frequently go back and forth between AOIs ($p = 0.002$)
RQ3: Preliminary Results

- Higher-performing participants display more attention switching behavior, i.e., frequently go back and forth between AOIs ($p = 0.002$)

$\Rightarrow$ Students may benefit from teaching materials that facilitate perusal with ease (e.g., without requiring multiple page flips).
Formalism Comprehension: Wrapping it Up

Can we use objective measures to investigate how students read and understand computer science formalisms (i.e., mathematical logic)?
Formalism Comprehension: Wrapping it Up

Can we use objective measures to investigate how students read and understand computer science formalisms (i.e., mathematical logic)?

Yes, we can!
Proposal Overview

Three components:

Using automated program repair for hardware as a debugging assistant for designers

Using eye-tracking to understand cognition for computer science formalisms

Using TMS to codify the relationship between spatial reasoning and programming
TMS for Programming

Does disrupting brain regions associated with spatial reasoning impact a programmer’s ability to reason about code (i.e., programming logic)?
Programming and Spatial Reasoning
Programming and Spatial Reasoning

Brain activity for **spatial reasoning** correlates with that for **programming** tasks.

**Distilling Neural Representations of Data Structure Manipulation using fMRI and fNIRS**

Yu Huang¹, Xinyu Liu

**Neurological Divide: An fMRI Study of Prose and Code Writing**

Ryan Krueger
University of Michigan
ryankrue@umich.edu

Yu Huang
University of Michigan
yhy@umich.edu

Tyler Santander

Westley Weimer

Xinyu Liu
Georgia Institute of Technology
xinyuliu@umich.edu

Kevin Leach
University of Michigan
kgleach@umich.edu

**Program Comprehension and Code Complexity Metrics: An fMRI Study**

Norman Peitek
Leibniz Institute for Neurobiology
Magdeburg, Germany

Sven Apel
Saarland University, Saarland Informatics Campus
Saarbrücken, Germany

Chris Parnin
NC State University
Raleigh, North Carolina, USA

André Brechmann
Leibniz Institute for Neurobiology
Magdeburg, Germany

Janet Siegmund
Chemnitz University of Technology
Chemnitz, Germany

**Understanding Understanding Source Code with Functional Magnetic Resonance Imaging**

Janet Siegmund¹, Christian Kästner², Sven Apel³, Chris Parnin⁴, Anja Bethmann⁵, Thomas Leich⁶, Gunter Säker⁷, and André Brechmann⁸

71
Programming and Spatial Reasoning

Brain activity for spatial reasoning correlates with that for programming tasks

Distilling Neural Representations of Data Structure Manipulation using fMRI and fNIRS

Yu Huang¹, Xinyu Liu

Neurological Divide: An fMRI Study of Prose and Code Writing

Ryan Krueger
University of Michigan
ryankrue@umich.edu

Yu Huang
University of Michigan
yhy@umich.edu

Xinyu Liu
Georgia Institute of Technology
xinyuliu@umich.edu

Tyler Santander

Westley Weimer

Kevin Leach
University of Michigan
kkleach@umich.edu

Program Comprehension and Code Complexity Metrics: An fMRI Study

Norman Peitek
Leibniz Institute for Neurobiology
Magdeburg, Germany

Sven Apel
Saarland University, Saarland Informatics Campus
Saarbrücken, Germany

Chris Parnin
NC State University
Raleigh, North Carolina, USA

André Brechmann
Leibniz Institute for Neurobiology
Magdeburg, Germany

Janet Siegmund
Chemnitz University of Technology
Chemnitz, Germany

Understanding Understanding Source Code with Functional Magnetic Resonance Imaging

Janet Siegmund¹, Christian Kästner², Sven Apel¹, Chris Parnin³, Anja Bethmann⁴, Thomas Leich⁵, Gunter Šaake⁶, and André Brechmann⁷
Programming and Spatial Reasoning

Is brain activity for spatial reasoning causally related to that for programming tasks?
Enter: Transcranial Magnetic Stimulation

- **Safe and non-invasive**
- **Clinically used** as a treatment for depression, smoking cessation, OCD, etc.
- **Well-established** research tool
Enter: Transcranial Magnetic Stimulation

- **Safe and non-invasive**
- **Clinically used** as a treatment for depression, smoking cessation, OCD, etc.
- **Well-established** research tool
- Time-efficient way to investigate **causal relationships** (e.g., compared to longitudinal studies)
How does TMS work?

TMS pulses produce a magnetic field around the TMS coil.
How does TMS work?

TMS pulses produce a magnetic field around the TMS coil.

The magnetic field induces a current in the neurons of the brain region of interest.

The induced current excites or inhibits brain activity in the region.
How does TMS work?

TMS pulses produce a magnetic field around the TMS coil.

The magnetic field induces a current in the neurons of the brain region of interest.

The induced current excites or inhibits brain activity in the region.

By altering activity in certain brain regions, we can investigate causal relationships between tasks and brain activity!
Localization for TMS

Problem: Identifying the location for TMS coil placement is a challenging task (e.g., due to anatomical differences in individual brains)

How do identify and precisely target brain regions for TMS treatment?
Localization for TMS

**Problem**: Identifying the precise location for TMS coil placement is a challenging task

**Solution**: High-resolution, per-participant brain scans with widely-accepted, anatomical landmark-based localization approaches from the scientific community
TMS for Programming: Experiments and Metrics

- Two phase experimental process: fMRI session to obtain anatomical brain scan, followed by 2-4 TMS sessions (each on a different day)

- Each TMS session can correspond to treatment or control conditions
  - Treatment conditions: supplementary motor area (SMA) or primary motor cortex (M1), both responsible for motor actions and associated with spatial reasoning
  - Control condition: cranial vertex region, not associated with spatial reasoning
TMS for Programming: Brain Regions

Vertex

M1

SMA / pre-motor
TMS for Programming: Protocol

- Per-participant active motor threshold (AMT) to obtain the “lowest stimulation intensity” that still influences brain activity

- Each TMS session conducted using an off-the-shelf, widely-used continuous theta-burst stimulation (cTBS) protocol
  - 3 pulses of stimulation at 50 Hz, repeated every 200ms, for a total of 600 pulses in 40 seconds
  - cTBS applied at 80% AMT to comply with commonly-accepted safety standards
TMS for Programming: Stimuli Design

Data structure manipulation (including arrays, linked lists, trees)

Given the top array, after performing the first bubble in bubble sort, which candidate array will be the result?

<table>
<thead>
<tr>
<th>indices</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>nums</td>
<td>78</td>
<td>9</td>
<td>53</td>
<td>21</td>
<td>11</td>
<td>63</td>
<td>98</td>
<td>1</td>
<td>82</td>
<td>39</td>
<td>90</td>
<td>54</td>
<td>68</td>
<td>15</td>
<td>13</td>
</tr>
</tbody>
</table>

A:  
<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>nums</td>
<td>9</td>
<td>78</td>
<td>53</td>
<td>21</td>
<td>11</td>
<td>63</td>
<td>98</td>
<td>1</td>
<td>82</td>
<td>39</td>
<td>90</td>
<td>54</td>
<td>68</td>
<td>15</td>
<td>13</td>
</tr>
</tbody>
</table>

B:  
<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>nums</td>
<td>9</td>
<td>53</td>
<td>78</td>
<td>21</td>
<td>11</td>
<td>63</td>
<td>98</td>
<td>1</td>
<td>82</td>
<td>39</td>
<td>90</td>
<td>54</td>
<td>68</td>
<td>15</td>
<td>13</td>
</tr>
</tbody>
</table>
TMS for Programming: Stimuli Design

Mental rotation

A

Is rotated to

As

Is rotated to

B

A

B
TMS for Programming: Stimuli Design

**Code comprehension** (including tracing code, analyzing complexity)

Consider the snippet of code below:

```cpp
vector<int> myFunc(vector<int>& nums, int target) {
    for (int i = 0; i < nums.size(); i++) {
        for (int j = i + 1; j < nums.size(); j++) {
            if (nums[i] + nums[j] == target) {
                return {i, j};
            }
        }
    }
    return {-1, -1};
}
```

What does `myFunc` return on the input `nums=[2, 7, 11, 15]` and `target=9`?

A: [0,2]  
B: [0,1]
TMS for Programming: Experiments and Metrics

- After each cTBS session, participants work on study stimuli in front of a regular computer (i.e., in a more ecologically valid setting)
  - 35 minutes of study stimuli

- Participant performance will be evaluated by looking at changes in response times and accuracies as a result of TMS treatment
TMS for Programming: RQs

Three RQs:

- Does disrupting brain regions associated with spatial reasoning affect a programmer’s ability to correctly reason about code?
- Does disrupting brain regions associated with spatial reasoning affect the time taken for a programmer to reason about code?
- How does demographic information (e.g., incoming preparation or expertise) mediate the effect of TMS on task outcomes?
TMS for Programming: Project Status

- Internal grant of $17,000 from the University of Michigan Functional MRI Lab
- IRB approval (HUM00216195)
- Stimuli design
- TMS safety training
- Research access to fMRI and TMS equipment
TMS for Programming: Project Status

- Internal grant of $17,000 from the University of Michigan Functional MRI Lab
- IRB approval (HUM00216195)
- Stimuli design
- TMS safety training
- Research access to fMRI and TMS equipment

- Participant recruitment
- Data analyses
Does disrupting brain regions associated with spatial reasoning impact a programmer’s ability to reason about code (i.e., programming logic)?
TMS for Programming: Wrapping it Up

Does disrupting brain regions associated with spatial reasoning impact a programmer’s ability to reason about code (i.e., programming logic)?

???
Ph.D. Timeline

- **Ph.D. Coursework**
- **CirFix [ASPLOS’22]**
- **CirFix as a Debugging Tool [TSE’23]**
- **Eye-tracking for CS Formalisms [ICSE’23]**
- **TMS for Programming**
- **Primary Instructor**
- **Undergraduate Mentorship**

Legend:
- Research Period
- Publication Delay
- Other

Timeline:
- 2019
- 2020
- 2021
- 2022
- 2023
- 2024
- 2025

- Today
- Graduation
Relevant Publications


4. **Applying Automated Program Repair to Dataflow Programming Languages.** Yu Huang, Hammad Ahmad, Stephanie Forrest, Westley Weimer. *GI Workshop @ ICSE* (2021).
Other Publications


Broader Impact

Mentorship

- Undergraduate involvement in research activities (particularly from groups underrepresented in CS)
  - Mentored four undergraduate / non-traditional students on research activities included in this proposal
  - Written text for an NSF REU proposal (that was funded for $8000 total) to fully support an additional undergraduate student
Broader Impact

Pedagogy

• **Recommendations for educators** and **suggestions for pedagogical intervention** studies
  ○ Approached by an educator at the University of Michigan to deploy a hardware debugging assistant in a classroom setting
  ○ Approached by an educator at the University of Washington to use preliminary eye-tracking results for undergraduate theory

• **Accounting for incoming preparation** in proposed research
  ○ Results and suggestions from our research can be applied to a wider variety of student groups with varying levels of preparation for the CS major
Proposal Summary

- **Three components:**
  - Using automated program repair for hardware as a debugging assistant for designers
  - Using eye-tracking to understand cognition for computer science formalisms
  - Using TMS to codify the relationship between spatial reasoning and programming
Proposal Summary

● **Three components:**
  ○ Using automated program repair for hardware as a debugging assistant for designers
  ○ Using eye-tracking to understand cognition for computer science formalisms
  ○ Using TMS to codify the relationship between spatial reasoning and programming

● **Thesis statement:**
  ○ We can use objective measures to obtain mathematical models of logical cognition, and these models can accurately explain student behavior.
  ○ Obtaining such an understanding may impact how educators better teach logical reasoning to students.