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Abstract:

MACHINE LEARNING TECHNIQUES FOR EFFECTIVE CURRICULUM MAPPING AND OUTCOME-BASED EDUCATION A method for the development of the assignment plat mastery-maker platform, the MIRT platform, and the reporting module are all connected to the assessment platform, which gathers observation data for a target stu assigns one or more indications to the learning-progression platform. A variety of educational inputs, such as didactic, experiential, and problem-solving events and a are electronically collected, reported on, and summarized in the normalized educational outcome summaries created by the systems, techniques, and related devices educational curriculum, such as STEM courses for high school and higher, can be effectively taught via educational games, learning management systems, and appro related to the same. When learned using image-level labels, the upgraded training algorithms and pipeline included in this disclosure gradually mine pixel-level labels label classification module, an object detection module, an instance refinement module, and an instance segmentation module are among the four cascaded module Advanced educational curriculum, such as STEM courses for high school and higher, can be effectively taught via educational games, learning management systems, approaches related to the same. The mapping shows well-planned lessons and links all disciplines to academic achievements. A great curriculum should be well-plan deliberately support the acquisition of competence. FIG.1

Complete Specification

Description:MACHINE LEARNING TECHNIQUES FOR EFFECTIVE CURRICULUM MAPPING AND OUTCOME-BASED EDUCATION

Technical Field
[0001]   The embodiments herein generally relate to a method for machine learning techniques for effective curriculum mapping and outcome-based education.
Description of the Related Art
[0002]   In the last 20 years, as the use of digital learning has increased, lesson planning has become a significant hassle for teachers. In the past, teachers frequen a printed textbook to communicate information to students and arrange their learning. The use of micro competency codes for curricular mapping of didactic topic been suggested as a way to automate such evaluations. MeSH (Medical Subject Heading) codes have been utilized by others to evaluate specific medical curriculum teaching aspects. Most facets of contemporary life have already been touched by this. However, educational practices trail behind and have largely just included IT- and procedures for ancillary jobs like record keeping. The analysis is contrasted with the reality, and a difference function is calculated as a result of the contrast. Th weights of the model are iteratively changed to reduce the difference function using backpropagation techniques. There is still a need for effective IT and IT-enabled pedagogy use in or as an addition to the classroom. Data from curriculum maps show how key curricular elements are connected and coordinated. It is frequently r in the mapping with the parameters in the upper left and down the appropriate columns.
[0003]   The lesson planning process only gets more difficult and time-consuming as the digital educational content universe grows and as the complexity of digital curricula rises. Many educational programmers ought to demand evidence of knowledge, proficiency, and ability to solve multidisciplinary problems. However, it is

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