Influence Analysis by Heterogeneous Network in MOOC Forums: What can We Discover?

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ABSTRACT
With the development of Massive Open Online Courses (MOOC) in recent years, discussion forums have become one of the most important components for students and instructors to widely exchange ideas. And actually MOOC forums play the role of social learning media for knowledge propagation. In order to further understand the emerging learning settings, we explore the social relationship there by modeling the forum as a heterogeneous network with theories of social network analysis. We discover a specific group of students, named representative students, who feature large engagement in discussions and large aggregation of the majority of the whole forum participation, except the large learning behavior or the best performance. Based on these discoveries, to answer representative students’ threads preferentially could not only save time for instructors to choose target posts from all, but also could propagate the knowledge as widespread as possible. Furthermore if extra attention is paid to representative students in the sight of their behavior, performance and posts, instructors could readily get feedback of the teaching quality, realize the major concerns in forums, and then make measures to improve the teaching program. We also develop a real-time and efficient visualization tool to help instructor achieve those.

Keywords
MOOC forum, Courseera, influence, behavior, performance, heterogeneous network

1. INTRODUCTION
As a distinction of traditional distance education or online courses, discussion forums in Massive Open Online Courses (MOOC) offer a big and lively venue for communication between students and instructors, which has been proved important for large-scale social learning [1, 7, 9]. However, due to their massiveness, the forums are full of various information relevant and irrelevant to the course [6]. So how to fast and accurately extract valuable information from the large-scale settings has become a problem to which priority should be given.

Compared with Twitter, Facebook or StackOverflow, MOOC forums look similar to some kind of social media with the increasing number of students and interactivities. Every member in the forum can talk about course content with each other, such as asking and answering questions. The intensive interaction between them actually supports the knowledge propagation between members of the learning community. However here comes up a dilemma. In light of knowledge propagation, the proportion of instructors’ responses is expected as large as possible to answer students’ questions; But considering the scale, instructors could not have enough time to read every thread. In order to resolve this situation, we expect to propose a trade-off solution that influential students are extracted and recommended to instructors. Then instructors could make decisions in a much smaller scale and their’ effort would be amplified based on principles of influence propagation [12, 16, 24].

In the field of education, the influence may have various definitions from different perspectives of students and instructors. In this paper we only focus on instructors. We conceive in each forum there could be a group of influential students who attract most other students to interact with them, just like those verified accounts in Twitter. We call them ‘representative students’ who undertake more responsibility for knowledge propagation. Although their roles may be not explicitly indicated, instructors could amplify the influence of right answers by preferentially responding to questions of representative students. Thus, many more students who pay attention to representative students’ answers would also benefit without actually having a response by the instructor. On the other hand, given that representative students’ threads may get a lot of attention, instructors could address the main concerns in the learning community more promptly. Through the rank list of representative students’ influence, the main instructor could also realize whether other instructors (or called TAs) are on duty, since TAs’ influence could be calculated meanwhile. As we show later in the paper, representative students’ performance is not the highest in the learning community, but given their motivation and high volume of messages answering promptly their questions is beneficial for the whole learning community.

Since course-unrelated posts are unavoidable in a free forum, such as chatting, making friends or other things, it is not reasonable to directly regard superposter [9] as representative students, as well as merely count in the social relationship. Experiments later in this paper approve that point and post contents are useful. That being the case, since we regard the interaction in MOOC forums as the procedure of knowledge propagation in social media, we could build a heterogeneous network [23] to model the forum with two kinds of entities by leveraging theories of networked entities rank-
ing. The higher a student is on the rank list, the more influential she would be. This model could utilize the social information and textual messages as much as possible to avoid outliers or exceptions (e.g. someone who always submits course-unrelated posts).

To our knowledge, this is the first research work to adopt a heterogeneous network to model the social relationship in MOOC forums and extract representative students. We also propose a novel algorithm for ranking students’ influence based on graph theories. Experimental results show the effectiveness and efficiency of the algorithm. Through the analysis of representative students’ log data, we find they engage highly and aggregate much participation in forums except the excellent grades, which suggests they are representative for instructors to watch the class and are the first low hanging fruit for increasing the teaching equality. Analysis of historical records of interaction between instructors and students indicates it is time-saving and meaningful for instructors to extract threads of representative students to preferentially answer. Based on those discoveries, we developed a web service of visualization tool as an assistant for instructors to achieve the conception of effort-savingly supervising the class.

2. RELATED WORK

In traditional off-line classes, the scale is relatively small and face-to-face Q&A is not a challenge. And in traditional online education or online video class, not only the scale is not large enough but the absence of instructors is very common. However, a widespread viewpoint is that it is quite important for MOOC to make students engage in a social learning environment to guarantee and improve the teaching quality [1, 6, 7, 18].

In view of researches in the field of Community Question Answering (CQA), issues related to this paper are about expert finding and forum search [21]. Recently, several novel methods for finding experts in CQA have been provided [26, 29, 30]. Nevertheless, there would be rare experts in MOOC forum due to the specificity that a MOOC forum is not open to all kinds of discussions and it just belongs to the corresponding course for students to acquire knowledge. Also the definition of representative students here is different from that of experts. On the other hand, the task of discovering representative learners and their posts seems like forum search [3, 19] which develops a mechanism analogous to a search engine. But here we concentrate on just the ranking result and not emphasise the accuracy of retrieval. Except those general forum-related work, recently some researches of MOOC forums have been published from various perspectives. For example, Yang et al. [25] tried thread recommendation for MOOC students with method of an adaptive feature-based matrix factorization framework. Wen et al. [32] analyzed the sentiment in MOOC forums via students’ words for monitoring their trending opinions. And Stump et al. [20] proposed a framework to classify forum posts.

The classical PageRank [5] and HITS [14] have been applied on broad problems of networked entities ranking and been promoted to solve problems in heterogeneous network [11, 15, 27]. [17, 28] built a heterogeneous network with two types of nodes to discover the influential authors with scientific repository data, which is similar to our work. The point in common is to discover influential entities with iteration by building a graphic model. In this paper, we leverage that principle and build a new heterogeneous network to model MOOC forum and discover representative students.

Besides, many MOOC log analysis also involve forums. Andersen et al. [2] deployed a system of badges to produce incentives for activity and contribution in the forum based on behavior patterns. Huang et al. [9] especially analyzed the behavior of superposter in 44 MOOC forums and found MOOC forums are mostly healthy. Kizilcec et al. [13] did a research on the behavior of students’ disengagement. Some technical reports and study case papers also involved behavior analysis of MOOC students in forums, such as [8] and [4]. Nevertheless, we believe incentives established on intelligent analysis of various data like social information and textual messages would be more reasonable than on the pure credits mechanism in traditional forums, since the latter only considers the quantity of behavior while not the quality.

3. DATASET

We use all the log data of 12 courses from Coursera platform. They were offered in Fall Semester of 2013 and Spring Semester of 2014. There are totally over 4,000 threads and over 24,000 posts. For convenience later in the paper, Table 1 lists the pairs of course code and course title. Table 2 shows the statistics of the dataset per course. Here posts denotes responses including posts and comments. We can see both the subjects and scales range widely.

4. MODEL AND ALGORITHM

In order to model MOOC forums as social media, the first challenge is that no explicit post-reply relationship which describes who replies who is recorded. We simplify this problem and assume
This model captures the characteristic that representative students would own more latent post-reply relationship and involve more topics. After building the network through log dataset, the basic attributes of graphs per course are calculated (Table 3).

For co-ranking students and keywords, we need an algorithm. We simulate two random surfers jumping and walking in the heterogeneous network and design the algorithm named Jump-Random-Walk (JRW). We assume the weights represent the influence between entities and the algorithm’s task is to discover the most influential students, namely representative students. Figure 2 shows the framework of JRW algorithm.

Denote \( s \in \mathbb{R}^n \) and \( k \in \mathbb{R}^{n_K} \) are the ranking result vectors, also probability distributions, whose entries are corresponding to entities of \( V_S \) and \( V_K \), subject to \( \|s\|_1 \leq 1 \) and \( \|k\|_1 \leq 1 \). Denote the four transition matrices, \( G_S, G_K, G_{SK} \) and \( G_{SK} \), for iteration as \( S \in \mathbb{R}^{n_S \times n_S} \), \( K \in \mathbb{R}^{n_K \times n_K} \), \( SK \in \mathbb{R}^{n_SK \times n_SK} \), and \( KS \in \mathbb{R}^{n_K \times n_S} \) respectively. Adding the probability of random jumping for avoiding trapped in connected subgraph or set of no-out-degree entities, the iteration functions are

\[
\begin{align*}
s &= (1 - \lambda)(\beta S s + (1 - \beta)e_{n_S}/n_S) + \lambda SKk, \\
k &= (1 - \lambda)(\beta Kk + (1 - \beta)e_{n_K}/n_K) + \lambda KSs,
\end{align*}
\]

where \( e_{n_S} \in \mathbb{R}^{n_S} \) and \( e_{n_K} \in \mathbb{R}^{n_K} \) are the vectors whose all entries are 1. The mathematical forms of four transition matrices are

\[
S_{i,j} = \frac{w_{i,j}^S}{\sum_i w_{i,j}^S}, \quad \text{where} \sum_i w_{i,j}^S \neq 0,
\]

\[
K_{i,j} = \frac{w_{i,j}^K}{\sum_i w_{i,j}^K}, \quad \text{where} \sum_i w_{i,j}^K \neq 0,
\]

Table 3: Attributes of the heterogeneous network constructed per course

<table>
<thead>
<tr>
<th>Course</th>
<th>( G_S )</th>
<th>( G_K )</th>
<th>( G_{SK} )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( n_S )</td>
<td>(</td>
<td>E_S</td>
</tr>
<tr>
<td>peopleandnetworks-001</td>
<td>3133</td>
<td>0.002</td>
<td>4814</td>
</tr>
<tr>
<td>arthistory-001</td>
<td>14,195</td>
<td>0.001</td>
<td>14,195</td>
</tr>
<tr>
<td>dsalgo-001</td>
<td>104,821</td>
<td>0.089</td>
<td>5,009</td>
</tr>
<tr>
<td>pkuc-001</td>
<td>302,989</td>
<td>0.057</td>
<td>3,133</td>
</tr>
<tr>
<td>pkupop-001</td>
<td>123,737</td>
<td>0.083</td>
<td>4,577</td>
</tr>
<tr>
<td>chemistry-001</td>
<td>11,026</td>
<td>0.074</td>
<td>13,807</td>
</tr>
<tr>
<td>pkubioinfo-001</td>
<td>166,211</td>
<td>0.074</td>
<td>17,022</td>
</tr>
</tbody>
</table>

Table 4: Notations

<table>
<thead>
<tr>
<th>Notation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>( G = (V, E, W) )</td>
<td>heterogeneous network</td>
</tr>
<tr>
<td>( G_S = (V_S, E_S, W_S) )</td>
<td>student subnetwork</td>
</tr>
<tr>
<td>( G_K = (V_K, E_K, W_K) )</td>
<td>keyword subnetwork</td>
</tr>
<tr>
<td>( G_{SK} = (V_{SK}, E_{SK}, W_{SK}) )</td>
<td>bipartite subnetwork</td>
</tr>
</tbody>
</table>

Figure 1: The framework of Jump-Random-Walk algorithm. \( \beta \) is the probability of walking along an edge within \( G_S \) or \( G_K \). \( \lambda \) is the probability for jumping from \( G_S \) to \( G_K \) or in reverse. \( \lambda = 0 \) means to discover representative students only by using post-reply relationship. We assume the probabilities of each jump or walk are consistent.

Figure 2: The framework of Jump-Random-Walk algorithm. 
\( s \) and \( k \) denote the students and keywords, respectively. 
\( \alpha \) and \( \beta \) are the probabilities of jumping and walking, respectively. 
\( \lambda \) is the probability for jumping from \( G_S \) to \( G_K \) or in reverse. 
\( \lambda = 0 \) means to discover representative students only by using post-reply relationship.
Figure 3: NDCG scores of different rankings

\[ SK_{i,j} = \frac{w_{SK_{i,j}}}{\sum_i w_{SK_{i,j}}}, \quad (5) \]

\[ KS_{i,j} = \frac{w_{KS_{i,j}}}{\sum_i w_{KS_{i,j}}} \quad \text{where} \sum_i w_{KS_{i,j}} \neq 0. \quad (6) \]

\( w_{i,j}^S \) is the weight of the edge from \( V_i^S \) to \( V_j^S \), \( w_{i,j}^K \) is the weight of the edge between \( V_i^K \) and \( V_j^K \), \( w_{i,j}^{SK} \) is the weight of the edge between \( V_i^K \) and \( V_j^S \). Actually \( w_{i,j}^{SK} = w_{j,i}^{SK} \). When \( \sum_i w_{i,j}^S = 0 \), it means the student \( V_j^S \) is always the last one in a thread. If \( \sum_i w_{i,j}^K = 0 \), it means the keyword \( V_j^K \) always has no peer in a thread. Actually this situation almost never happens in our filtered data. \( \sum_i w_{i,j}^{SK} = 0 \) is also impossible, which means every keyword would have at least one author (student). On the contrary, it does not make sure that every student would post at least one keyword, because maybe there is some post having nothing valuable or not containing any nounal keyword. Algorithm 1 shows the detail of JRW algorithm below:

**Algorithm 1 Jump-Random-Walk on \( G \)**

**INPUT** \( S, K, SK, KS, \beta, \lambda, \epsilon \)
1: \( s \leftarrow \text{e/n}_S \)
2: \( k \leftarrow \text{e/n}_K \)
3: **repeat**
4: \( \tilde{s} \leftarrow s \)
5: \( \tilde{k} \leftarrow k \)
6: \( s = (1 - \lambda)(\beta s + (1 - \beta)\text{e/n}_S) + \lambda SK\tilde{k} \)
7: \( k = (1 - \lambda)(\beta K\tilde{k} + (1 - \beta)\text{e/n}_K) + \lambda KS\tilde{s} \)
8: **until** \( |s - \tilde{s}| \leq \epsilon \)
9: return \( s, k \)

5. EXPERIMENTS

We do not exclude the data of instructors (or TAs) and regard everyone in the forums as ‘students’. So that instructors’ influence can also be evaluated in the uniform framework. Since the courses are all in Chinese and the contents are overwhelmingly most in simple Chinese or traditional Chinese, we filter the non-Chinese contents in the preprocessing step with a tool of Chinese words segmentation which is essential for extracting Chinese keywords. Also we filter the HTML tags irregularly existed. During this process, most spam and valueless posts are filtered incidentally.

To evaluate the effectiveness of JRW, we set some competitors listed below.

- **Post the most** (PM), for superposter by quantity. The more amount and frequency of posts are submitted, the higher she would rank.
- **Be voted the most** (VM), for superposter by quality. The larger ratio of the number of votes earned to the average number of votes in a forum, the higher she would rank.
- **Reputation** (RE), for superposter by reputation. It is a reputation score maintained by the Coursera platform and can be seen as a measure of both the quantity and quality of a forum student’s contribution.
- **PageRank** (PR), for representative students only by post-reply relationship. It computes each forum student’s influence only in \( G_S \) with PageRank algorithm.
Table 5: Representative students’ behavior and performance. $P(R|T)$ is the proportion of the number of threads initiated by representative students to the all. $P(R|P)$ is the proportion of the number of posts by representative students to the all. Over Rate is the deviation of the average numbers of posts per thread initiated by representative students and the all. $P(R|V)$ is the proportion of the number of watching video by representative students to the all. $P(R|Q)$ is the proportion of the number of submitting quiz by representative students to the all. $P(R|C)$ and $P(R|C, D)$ are the proportions of certificated representative students and certificated representative students with distinction to the all. Precise is the proportion of the number of posts by instructors in threads initiated by representative students to that of all the instructors’ posts. Recall is the proportion of the number of threads replied by instructors to that of threads initiated by representative students.

<table>
<thead>
<tr>
<th>Course</th>
<th>Forum Behavior</th>
<th>Learning Behavior</th>
<th>Performance</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$P(R</td>
<td>T)$</td>
<td>$P(R</td>
<td>P)$</td>
</tr>
<tr>
<td>peopleandnetworks-001</td>
<td>0.205</td>
<td>0.246</td>
<td>1.182</td>
<td>0.084</td>
</tr>
<tr>
<td>arhistory-001</td>
<td>0.289</td>
<td>0.335</td>
<td>1.125</td>
<td>0.102</td>
</tr>
<tr>
<td>dsalgo-001</td>
<td>0.177</td>
<td>0.355</td>
<td>5.961</td>
<td>0.061</td>
</tr>
<tr>
<td>pkuiuc-001</td>
<td>0.282</td>
<td>0.444</td>
<td>-0.649</td>
<td>0.077</td>
</tr>
<tr>
<td>aoo-001</td>
<td>0.247</td>
<td>0.328</td>
<td>1.446</td>
<td>0.090</td>
</tr>
<tr>
<td>bdsalgo-001</td>
<td>0.210</td>
<td>0.473</td>
<td>0.401</td>
<td>0.110</td>
</tr>
<tr>
<td>criminallaw-001</td>
<td>0.246</td>
<td>0.326</td>
<td>1.524</td>
<td>0.060</td>
</tr>
<tr>
<td>pkupop-001</td>
<td>0.283</td>
<td>0.428</td>
<td>1.122</td>
<td>0.095</td>
</tr>
<tr>
<td>chemistry-001</td>
<td>0.082</td>
<td>0.367</td>
<td>1.706</td>
<td>0.050</td>
</tr>
<tr>
<td>chemistry-002</td>
<td>0.413</td>
<td>0.494</td>
<td>0.707</td>
<td>0.056</td>
</tr>
<tr>
<td>pkubioinfo-001</td>
<td>0.260</td>
<td>0.332</td>
<td>-0.963</td>
<td>0.097</td>
</tr>
<tr>
<td>pkubioinfo-002</td>
<td>0.200</td>
<td>0.445</td>
<td>0.282</td>
<td>0.029</td>
</tr>
</tbody>
</table>

- **Jump-Random-Walk (JRW),** for representative students. It co-ranks the influence of both forum students and keywords meanwhile in $G$.

In order to compare with superposter, we set the same metric that a student is called a representative student when she is within top 5% of the rank list. Note that other alternative metrics, such as the deviation of the average numbers of posts per thread initiated by representative students and the all. Over Rate is the deviation of the average numbers of posts per thread initiated by representative students and the all. $P(R|V)$ is the proportion of the number of watching video by representative students to the all. $P(R|Q)$ is the proportion of the number of submitting quiz by representative students to the all. $P(R|C)$ and $P(R|C, D)$ are the proportions of certificated representative students and certificated representative students with distinction to the all. Precise is the proportion of the number of posts by instructors in threads initiated by representative students to that of all the instructors’ posts. Recall is the proportion of the number of threads replied by instructors to that of threads initiated by representative students.

6. ANALYSIS OF REPRESENTATIVE STUDENTS

In this section, we would explore the characteristics of representative students in two aspects of behavior and performance. Then based on the model and algorithm proposed, we developed a web service which can help instructors supervise not only the behavior and performance of each student, but also their relative position compared with the average level of the whole class. This service could be competent for instructors to gain feedback of the teaching quality.

6.1 Behavior and Performance

Firstly, we analyze the difference of behaviors between representative and non-representative students from a statistic view. Table 5 shows the proportions of representative students to the whole forum students per course. The column of Forum Behavior contains three indicators, among which $P(R|T)$ and $P(R|P)$ reflect the degree of representative students’ participation in forums. Over Rate indicates if the value is over zero, it means representative students’ threads are more popular than the average, and vice versa. The values of the three indicators suggest in most forums representative students’ participation is relatively high considering their low ratio, only 5%, and their threads are more popular. In other words, the result here manifests threads of representative students initiate the majority of discussions, not counting in the possible sub-discussions initiated by them within a thread.

The column of Learning Behavior shows the behavior of watching video and submitting quiz by representative students. The values of the two indicators, $P(R|V)$ and $P(R|Q)$, suggest the degree of learning behavior of representative students is relatively low compared with their participation, but still larger than 5%. So we can infer that representative students’ learning behavior is just above the average. This also suggests their motivation is positive by judging from the value of $P(R|Q)$ which is related to the final certificate.

The column of Instructor demonstrates the necessity of preferentially answering the threads of representative students. Precise suggests instructors spent almost one third energy on answering representative students’ questions, while Recall suggests instructors have answered about two third, up to overall, threads initiated by
representative students. The historical records explain it is necessary for instructors to discover the representative students and their posts, since the range and time cost of choosing which post to reply from all are both reduced. The indicator of Over Rate also implies preferentially answering the threads of representative students means more audience would be indirectly beneficial, without actually having a response by the instructor.

Then we would analyze the performance of representative students in the forums. Still in Table 5, the column of Performance denotes the proportions of certificated representative students. $P(R|C)$ and $P(R|C, D)$ are indicators of the passed and the excellent representative students respectively. The values indicate representative students have the higher proportion among the excellent students than the passed students in most courses. However it is potential to improve the proportion of passing rate considering the large forum participation and positive motivation of representative students. So they are worthy being paid extra attention by instructors.

Figure 5 shows the standard deviations, that are averaged z-score grades, to illustrate whether representative students’ averaged grade outperforms that of non-representative students among all courses, comparing four different ranking metrics. Superposter by quantity (PM), superposter by reputation (RE) and representative students by JRW (JRW) outperform their peers. However, the score of JRW is lower than that of PM. This may suggest representative students’ performance is better than the peers, but not the group with best scores, and the top 5% students who post the most have the higher average score.

From the perspective of each course, representative students’ performances are various. Figure 6 exhibits the same standard deviations per course. We can see representative students do not outperform their peers in some courses. Superposter and representative students almost show the consistent trends except for General Chemistry. Representative students’ grade is lower than that of superposters by quantity in most courses, which also suggests representative students may have better performance above the average but not the best. This phenomenon could be explained that maybe similar to off-line class, representative students hard to master course content would involve more questions and need more instructions, while superposters by quantity are ones good at the course and always answer questions. So representative students are characterised by large participation of discussions, moderate learning behavior, and above-average performance but not the best.

6.2 Visualization Tool for Instructor

With the various forms of data, an open-and-shut visualization tool could be helpful for instructor to evaluate representative students and supervise their behavior. In order to apply the model proposed in previous sections to an actual function, we scale the final ranking scores to 0-100 as an index score, and developed such a web service whose interface looks as Figure 7.

Here we present the typical usage scenario of the service. Instructors could choose which course to see (Figure 7 A). Surely we would add role and permission administration to protect privacy in the future while here is just the demo of use cases. Then instructors could choose to see how many top students, at most overall (Figure 7 B). Instructors can also select to see the representative students’ behavior (Figure 7 C) or their post contents (Figure 7 D). In the main exhibition area (Figure 7 C) where is a table list, instructors can realize the top students’ various behavior, including forum participation, learning behavior and performance, students’ influence index, and role in the forum. If instructors select to see ‘influential post’, the main area would replaced by the post contents composed by representative students (Figure 7 D). We conceive that Figure 7 D should provide functions for instructors to re-
spond, rate, provide feedback and/or other post-related operations like those in the normal forum discussion settings in the future. Given the menu tab ‘Influencer’ selected, if instructors click the radio button ahead each record of the list, the behavior of corresponding student would also be presented in the radar chart (Figure 7 E). The radar chart displays six dimensions about students’ behavior, that are quiz submission, video watching, vote, response, initiated thread, and final score. The scale of each dimension ranges from the minimum to the maximum of each class. Actually there are two closed hexagons on the radar chart. The fixed one in the middle denotes the average values in the whole class while the other, changed with trigger of radio click corresponding to each student, indicates the behavior of individual student. This radar chart can help instructors evaluate the behavior of each student comparing with the whole class under different dimensions.

In our observation and interview, this web service offers instructors the way to realize the class macroscopically and get feedback of main concerns in the forum promptly. Note that due to the rapid speed of our algorithm, this web service can real-timely refresh with changes of students’ forum behavior.

7. CONCLUSION AND FUTURE WORK
In the MOOC forum settings, different participants may consider the influence as different definitions. We stand at the side of instructors and assume the influencers in MOOC forums are representative students who stimulate and attract much forum participation. They are actually characterized by lively engagement in forum discussions but unexpected learning behavior and performance, comparing with superposter. They are worthy being paid extra attention from instructors thereby to improve the course passing rate. Since they aggregate much discussion, they could be helpful to amplify instructors’ answers and play the latent roles of knowledge propagation. Through representative students’ influence, instructors can time-savingly realize the hot topics concerned by the most students. TAs’ workload can be evaluated incidentally. In general, it is meaningful for instructors to preferentially read and answer representative students’ threads.

In this paper, we leverage methods and algorithms of social network analysis to model MOOC forums in order to further understand the MOOC social learning settings and provide bases for instructors to intervene the social learning. This model has the advantages of fully utilizing social information and textual messages to identify and rank students’ influence. Thus based on their behavior, performance and post contents, instructors may make measures to improve the teaching quality, better with that web service of visualization tool as an assistant.

Nevertheless, we have much future work to refine the discoveries in this paper. We would attempt other kinds of heterogeneous networks with more forum information and explore the effect of parameters. Some other random walk algorithms, such as HITS and topic based ones, would be more effective. Furthermore, by integrating our visualization tool into a practical platform, whether the amplification of knowledge propagation via representative students is effective and whether the teaching quality could be promoted still need to be verified through subsequent courses specifically designed in the future.

8. ACKNOWLEDGMENTS
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9. REFERENCES