

A SYSTEM AND METHOD FOR PROVIDING EDUCATION

FIELD OF INVENTION

- 5 The invention relates to an education platform. More particularly, the invention relates to a system and a method for providing education to students that leverage the Pomodoro Technique and the Ebbinghaus's Forgetting Curve.

BACKGROUND OF THE INVENTION

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- Current conventional e-learning platforms use a combination of study notes and videos with an in-built question bank. As students practice questions on these question banks, their performance is analysed to understand their strengths and weaknesses. Subsequently, customized practice sessions may be created to target the student's weaknesses. However, these platforms have limited emphasis on knowledge consolidation. Considering that human memory deteriorates at an exponential rate as per the Ebbinghaus's Forgetting Curve, without repeated practice or targeted recollection, memory retention on learnt content significantly erodes.

- 20 Among disclosed technologies that relate to means to provide education include US20150302771A1, which is an education platform that allows a student to perform a learning process by doing exercises through their student terminal. A learning report is generated and analysed from this learning process. Based on the analysis, questions of a higher level or a lower level are merely presented to the student during their later exercise. Moreover, the platform further includes a teacher terminal and a parent terminal which allows a parent or a teacher to view the learning reports of the student.

- Accordingly, it would be desirable to have education means that aids a student in the assimilation and consolidation of new information, while ensuring that the remembrance of what they have learnt is retained.
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SUMMARY OF INVENTION

The main objective of the invention is to provide education that leverages the Pomodoro Technique, and human memory models such as Ebbinghaus's Forgetting Curve, to aid
5 in assimilation and consolidation of new information so that the student's remembrance of what they have learnt is retained due to an increased memory retention. With an improved pedagogy provided by the present invention, the student would be able to excel in their studies.

10 The invention intends to provide a system for providing education, comprising a server that stores files relating to one or more education subjects, which includes questions, their corresponding answers, or both, and a first device that a student interacts therewith, which is interfaced with the server. The server provides the student with one or more education sessions via the first device, which includes a first session-type that
15 provides a practice environment divided into time blocks, for determining their performance level, and further provides the student with marked questions, questions based on their previous performance level, or both, for a current education session. Preferably, the education subjects each are organized into one or more topics in which the questions and their corresponding answers relate thereto within the server.

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Preferably, the system further comprises a second device, in which a teacher interacts therewith, for interfacing with the server. The system also further comprises a third device, in which a parent interacts therewith, for interfacing with the server.

25 Preferably, the system further comprises one or more modules, operated by a processor, that include an educator module that provides the education sessions to the student via the first device, a grading module that receives answers made by the student in their education session, categorizes questions answered by the student by their topic, mark the questions answered by the student incorrectly as wrong, and scores the questions
30 answered by the student, by topic, and a performance level module that determines one

or more achievement levels of the student based on the question scores, by topic, and a number of performance levels.

Preferably, the modules further include a history module, which logs questions that were marked as wrong by the grading module, from historical education sessions of the student, for these questions to become or to be added to a first set of marked questions, by a history module, and a knowledge module, which logs questions that were marked by the student, the teacher, or the parent, for these questions to become or to be added to a second set of marked questions. Preferably, the history module provides the educator module, during the current education session of the student, either one or a combination of questions that were marked, a first predetermined time ago, as wrong by the grading module, questions that were marked, a second predetermined time ago, as wrong by the grading module, and questions that were marked, a third predetermined time ago, as wrong by the grading module.

Preferably, the modules further include a user interface module which provides a question setter wizard for files to be added into, modified or removed from the server via the second device. Preferably, the questions include any one or a combination of multiple-choice questions, short-answer questions, open-ended questions.

The invention also intends to provide a method for providing education, comprising the steps of storing files relating to one or more education subjects, which includes questions, their corresponding answers, or both, in a server, interacting, by a student, a first device for the first device to interface with the server, providing the student with one or more education sessions via the first device, which includes a first session-type that provides a study environment divided into time blocks, for their updated performance level to be determined by the server, compiling marked questions, by the server, and providing the student, via the first device, the marked questions, questions based on their previous performance level, or both, for a current education session.

Preferably, the method further comprises the steps of interacting with a second device, by a teacher, for the second device to interface with the server, and interacting with a third device, by a parent, for the third device to interface with the server.

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Preferably, the method further comprises the step of organizing the education subjects into one or more topics in which the questions and their corresponding answers relate thereto.

- 10 Preferably, the method further comprises the steps of receiving answers made by the student in their education session, by a grading module, categorizing questions answered by the student by their topic, by the grading module, marking the questions answered by the student incorrectly as wrong, by the grading module, scoring the questions answered by the student by topic, by the grading module, and determining a
- 15 number of performance level categories of the student based on the question scores, by topic, by a performance level module.

- Preferably, the method further comprising the steps of logging questions that were marked as wrong by the grading module, from historical education sessions of the
- 20 student, for these questions to become or to be added to a first set of marked questions, by a history module, and logging questions that were marked by the student, the teacher, or the parent, for these questions to become or to be added to a second set of marked questions, by a knowledge module. Preferably, the method further comprises the step of providing, by the history module, during the current education session of the student,
- 25 either one or a combination of questions that were marked, a first predetermined time ago, as wrong by the grading module, questions that were marked, a second predetermined time ago, as wrong by the grading module, and questions that were marked, a third predetermined time ago, as wrong by the grading module.

Preferably, the method further comprises any one or a combination of steps of adding files into the server, through a question setter wizard, via the second device, modifying files in the server, through the question setter wizard, via the second device, or removing files from the server, through the question setter wizard, via the second device.

- 5 Preferably, within the method, the questions include any one or a combination of multiple-choice questions, short-answer questions, and open-ended questions.

Preferably, the step of determining a number of performance level categories of the student based on the question scores, by topic, by a performance level module, further
10 comprises the steps of determining that the student has two or more performance level categories, sorting topics which fall within each of the performance level categories, assigning, for each performance level category, a weightage, providing the student questions based on the topics which fall within the one performance level based on the weightage of said performance level in future education sessions.

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Preferably, the step of determining a number of performance level categories of the student based on the question scores, by topic, by a performance level module, further comprises the steps of determining that the student has one performance level category, sorting topics which fall within the one performance level category, and providing the
20 student questions based on the topics which fall within the one performance level category in future education sessions.

One skilled in the art will readily appreciate that the invention is well adapted to carry out the objects and obtain the ends and advantages mentioned, as well as those inherent
25 therein. The embodiments described herein are not intended as limitations on the scope of the invention.

BRIEF DESCRIPTION OF THE DRAWINGS

30 To facilitate an understanding of the invention, there are illustrated in the accompanying

drawings the preferred embodiments from an inspection of which when considered in connection with the following description, the invention, its construction and operation and many of its advantages would be readily understood and appreciated.

- 5 **FIG. 1** illustrates the infrastructure of the present invention, whereby one or more users, through their own devices, interface with a server that hosts the education platform.

FIG. 2 illustrates a detailed block diagram of the server, which includes the relevant hardware and software components for its operations.

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FIG. 3 illustrates a first example flowchart describing an interaction between a student and the platform through their first device.

- 15 **FIG. 4** illustrates a second example flowchart describing an interaction between a teacher and the platform through their second device.

FIG. 5 illustrates a third example flowchart describing an interaction between a parent and the platform through their third device.

- 20 **FIG. 6** illustrates a graph describing the memory retention of an individual based on the Ebbinghaus's Forgetting Curve memory model, in which the present invention complies thereto.

- 25 **FIG. 7** illustrates a Venn diagram illustrating the priority of marked questions that are provided to the student during their education sessions.

FIG. 8 illustrates a table describing the determination of achievement levels from raw mark ranges of a topic for it to be classified into a category of performance level.

FIG. 9 illustrates a fourth example flowchart describing a grading process done by the present invention after the student completes their current education session.

FIG. 10 are tables describing one or more practice/revision patterns which are provided
5 by the present invention to the student.

FIG. 11 illustrates a fifth example flowchart that describes a first assessment format provided by the present invention to the student.

10 **FIG. 12a** illustrates a configuration of the first assessment for a first subject, being Science. **FIG. 12b** illustrates a configuration of the first assessment for a second subject, being Mathematics.

FIG. 13 illustrates a sixth example flowchart that describes a second assessment format
15 provided by the present invention to the student.

FIG. 14a illustrates a configuration of the second assessment format for a third subject, being English for Primary Levels 1 to 2. **FIG. 14b** illustrates a configuration of the second assessment format for a third subject, being English for Primary Levels 3 to 4.
20 **FIG. 14c** illustrates a configuration of the second assessment format for a third subject, being English for Primary Levels 5 to 6.

FIG. 15a illustrates the primary settings of the question setter wizard. **FIG. 15b** illustrates the secondary settings of the question setter wizard for setting a multiple-
25 choice question. **FIG. 15c** illustrates the secondary settings of the question setter wizard for setting short-answer questions or open-ended questions. **FIG. 15d** illustrates the tertiary settings of the question setter wizard for setting a comprehension, which has one or more sub-questions that include multiple-choice questions, short-answer questions, and open-ended questions.

DETAILED DESCRIPTION OF THE INVENTION

The present invention relates to a system and method for providing education that leverages the Pomodoro Technique, and human memory models such as Ebbinghaus's
5 Forgetting Curve, to aid in assimilation and consolidation of new information so that the student's remembrance of what they have learnt is retained due to an increased memory retention. The invention may also be presented in a number of different embodiments with common elements.

- 10 According to the concept of the invention, the invention is an education platform that at least includes a database, which stores resources that include user-related content and education-related content. One or more devices, which are used by users that include either one or a combination of a student, a teacher of the student, or a parent of the student, are to interact with said database. This is so that either one or both user-related
15 content and education-related content are (i) delivered from these devices to the server, and/or (ii) received by these devices from the server.

- Preferably, a student is provided with one or more types of education sessions through their own device, which at least includes a first session-type that provides a study
20 environment divided into one or more time blocks. Upon initiating an education session as a current education session, during the current education session, the student is provided with questions that include one or both (i) questions that are based on the student's previous performance level from a previous education session, and (ii) questions that had been marked as significant by the student, the teacher, the parent, or
25 the platform itself. The invention will now be described in greater detail, by way of example, with reference to the drawings.

- FIG. 1** is a block diagram illustrating the systemic implementation of the present invention. The system includes a first device **11**, a second device **12**, and a third device
30 **13** that interfaces with a server **2**. Server **2**, being a resource management device, stores

resources, which include user-related content and education-related content, as a plurality of data files.

A first user **A** that receives education, such as a student, interacts with the first device
 5 **11** for it to interface with the server **2**. This is so that the first user **A** is provided with
 one or more types of education sessions via the first device **11**. It is further noted that
 the first user **A** may further extend to include a group of students sharing the same class,
 education institution, or the like, where each student within the group individually
 interacts with server **2** through their own first device **11**. For brevity, from hereon, the
 10 first user **A** shall be referred to as a student **A** and the first device **11** shall be referred to
 as a student-end device **11**. But, descriptions involving student **A** may further apply to
 each student within a group.

In particular as well, a server-side application software **21a** of server **2** facilitates the
 15 interface between student **A** and server **2**. This is so that (i) student **A** is provided with
 one or more education sessions to choose from for initiating a current education session,
 (ii) student **A** is provided, during a current education session, with one or more
 questions that are based on a known performance level and/or had been marked as
 significant, and (iii) student **A** has an updated performance level after grading of their
 20 current education session is done.

A second user **B** that educates student **A**, such as a teacher, interacts with the second
 device **12** for it to interface with server **2** to manipulate resources therewithin. It is
 further noted that the second user **B** may further extend to include a plurality of teachers
 25 that each teaches one or more educational subjects to a single student or a group of
 students (e.g. there is a first teacher that teaches Science, a second teacher that teaches
 English and Mathematics, a third teacher that teaches Science and Mathematics, etc.).
 For brevity, from hereon, the second user **B** shall be referred to as a teacher **B** and the
 second device **12** shall be referred to as a teacher-end device **12** within this
 30 specification. But, descriptions involving teacher **B** may further apply to each teacher

from the plurality of teachers.

In particular, a server-side application software **21a** of server **2** facilitates the interface between the teacher **B** and server **2** for (i) teacher **B** to add, modify, or remove resources
5 from server **2**, (ii) teacher **B** to view the analytics of their student **A**, and (iii) teacher **B** to assign homework to their student, student **A**.

A third user **C** that is a guardian of a student (e.g. student **A**), such as a parent, interacts with the third device **13** for it to interface with the server **2**. This is so that the third user
10 **C** can at least view resources within server **2**. It is further noted that the third user **C** may further extend to include a plurality of parents, where each of them is a legal custodian of one or more students. For brevity, from hereon, the third user **C** shall be referred to as a parent **C** having a child, being student **A**, and the third device **13** shall be referred to as a parent-end device **13** within this specification. But, descriptions
15 involving parent **C** shall further apply to each parent from the plurality of parents.

In particular, a server-side application software **21a** of server **2** facilitates the interface between parent **C** and server **2** for (i) parent **C** to view the analytics of student **A**, and
(ii) parent **C** to assign homework to their child, student **A**.

20 Regarding devices **11**, **12**, **13**, they each may be conventional commercially available end-user devices, which may include smartphones, desktops, personal device assistants, or any devices capable of interacting with a computer network. Regarding server **2**, it is preferably one or more computers configured to perform resource management
25 provided through cloud computing. Server **2** may also be proprietarily owned by an educational institution in which student **A** and teacher **B** attend.

In particular, the interactions between devices **11**, **12**, **13** and server **2** may be facilitated through conventionally known hardware and software network communication
30 standards and protocols for resources to be delivered and received by all participating

devices in a wired or wireless manner. Furthermore, each device **11, 12, 13** may have a proprietary client-end application software **11a, 11b, 11c** for interfacing with server **2**. In an alternative embodiment, a web browser installed within each device **11, 12, 13** may be used to interface with server **2**.

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FIG. 2 illustrates a detailed block diagram of server **2** in its preferred embodiment, which includes the relevant hardware and software components for its relevant operations. Preferably, server **2** has at least one processor **21** that runs a server-side application software **21a**, and at least one data storage device **22** interfaced with the
10 said processor **21**. The server-side application software **21a** is to manage the delivery and receipt of resources for server **2**, while the data storage device **22** acts as a medium that stores said resources.

Processor **21** of server **2** preferably performs the scheduling and the execution of
15 software instructions of the software modules of the server-side application software **21a** running thereon while being interfaced with the data storage device **22** as well. Preferably, it may be, but shall not be limited to, a conventional processor, application-specific integrated circuit (ASIC), a field-programmable gate array (FPGA), a graphics processing unit (GPU), or a combination thereof.

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Data storage device **22** of server **2** preferably serves as a database of server **2**. As such, it preferably has non-volatile memory for it to store data therewithin in a permanent or semi-permanent manner. Preferably, the data storage device **22** may be, but shall not be limited to one or a combination of digital storage mediums such as hard-disk drives,
25 solid-state drives, hybrid drives, or the like. In an alternative embodiment, the data storage device **22** may be separated from server **2**, whereby it may be part of a cloud database or network-attached storage. In embodiments where there are one or more digital storage mediums are present, they are preferably set up to have an increased reliability through the implementation of redundancy measures, such as a Random
30 Array of Independent Disks (RAID) setup. From hereon, the data storage device **22**

may be referred to as database **22**.

As mentioned previously, the database **22** stores resources that include user-related content **221** and education-related content **222**. The user-related content **221** preferably
 5 includes information on student **A** (name, education level, etc.), analytics of student **A**, information on teacher **B**, and information on parent **C**. The education-related content **222** preferably includes one or more education subjects, whereby each education subject has one or more topics, with each topic having a plurality of questions and their corresponding answers. Whilst not shown, the education-related content **222** further
 10 includes learning materials for each topic. Whilst not shown, database **22** may further include program-related content, which are the program files of the server-end application software **21a**.

The server-side application software **21a** preferably has one or more software modules
 15 for it to at least manage the resource of the server **21** and facilitate the receipt and delivery of resources to and fro the end-user devices **11, 12, 13**. These software modules may include a content delivery and receipt module **211**, an access module **212**, a database management module **213**, an educator module **214**, a grading module **215**, a performance level module **216**, a history module **217**, a knowledge module **218**, and an
 20 analytics module **219**. It should be noted that the aforementioned modules need not be in a software embodiment, and may be a hardware embodiment where they are directly connected to the processor **21**, or they are their own independent computer system. While not shown, server-side application software **21a** may further include one or more ancillary software modules that support the operations of the server **2**.

25 Regarding the content delivery and receipt module **211**, it preferably serves as a point of communication for the server **2** to communicate with devices **11, 12, 13**. Preferably, it shall receive resources or resource requests from devices **11, 12, 13**, and pass them to subsequent software modules for these requests to be interpreted. Preferably as well, it
 30 shall also deliver requested resources back to devices **11, 12, 13**.

In a preferred embodiment, the content delivery and receipt module **211** is configured for a web application to be hosted on the server **2**, wherein an interactable website is provided to the users (student **A**, teacher **B**, and/or parent **C**) for the users to interact
 5 with the server **2** through the browsers of devices **11**, **12**, **13**. In an alternative embodiment, the content delivery and receipt module **212** is configured to act as an application protocol interface, which may allow users to interact with server **2** through their proprietary client-end application software **11a**, **11b**, **11c**.

10 The content delivery and receipt module **211** may further include a user interface sub-module **2121**, which provides one or more user interfaces for the users (student **A**, teacher **B**, and/or parent **C**) to interact therewith when they interact with the server. The user interfaces may include one or more interactive web-based pages such as a home page, an analytics page, a subject/topic selection page, a series of question pages, a
 15 question setter wizard or the like.

Regarding access module **212**, it assigns one or more access levels to the users (student **A**, teacher **B**, and/or parent **C**). This is so that the integrity and privacy of the resources that are within server **2** or uploaded to server **2** are maintained. For an access level to
 20 be assigned to a user, their registered authentication credentials (i.e. username, password) will be requested and verified by access module **212** through a comparison with user-related content stored in database **22**. Else, for a new user, access module **212** shall assist in registering the new user within server **2**.

25 Preferably, student **A** may be assigned with a first access level that they are at least allowed to receive education sessions from server **2**. Preferably as well, the teacher **B** may be assigned with a second access level so that they have the privilege to manipulate education-related content within server **2**, view education sessions completed by student **A**, and analytics of the student **A**. Preferably as well, the parent **C** may be
 30 assigned with a third access level so that they have the privilege to view user-related

content of their child (student **A**), which may include education sessions their child (student **A**) had completed and their analytics. However, in this third access level, parent **C** may be restricted from viewing user-related content of other students in which they are not the legal custodian thereof.

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Regarding the database management module **213**, it facilitates the input and output of resources between: (i) the database **22** of server **2**, and (ii) devices **11, 12, 13**. Preferably, the database management module **213** is a software that implements a relational database management system (RDBMS), using known domain-specific languages such as Structured Query Language (SQL), onto the resources stored in the database **22**. This allows these resources to be represented as one or more entries of one or more tables. These tables would have one or more primary keys and foreign keys which may be indicative of an inter-relation of education subjects and their topical questions and answers, which shall allow the entries of these tables to have interconnected inter-

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relations between each other such as: (i) a one-to-one inter-relation, (ii) a one-to-many inter-relation, and (iii) a many-to-many inter-relation. These inter-relations may also be expressed as classes, categories, hierarchies, relationships, or the like. Preferably as well, the database management module **213** can support one or more users using the system simultaneously.

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In particular, the database management module together **213** with a question setter wizard provided by the user interface sub-module **2121**, facilitates the manipulation of education-related content within server **2** by teacher **B**. Teacher **B**, through the question setter wizard, may add, modify or delete education-related content within the server **2**.

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While doing so, teacher **B** may assign more or more inter-relations to the questions and their related answers for them to be, for example, related to a topic of an education subject. In the meantime, it is noted that the database management module **213** interprets the inter-relations of these education-related resources and appropriately allocates them within the database **22**.

Regarding the educator module **214**, it facilitates the interaction between student **A** the devices **11, 12, 13** by providing one or more types of education sessions in conjunction with the content delivery and receipt module **211**. These education sessions preferably
 5 include a first session-type and a second session-type.

In particular, the first session-type provides a time-blocked study environment. This study environment may be a practice or a revision of education-related content. More specifically, one or more sets of questions are presented to student **A** via their student-
 10 end device **11**, which are to be answered by the student within a working time block. Preferably, the working time block is 25 minutes as stipulated by the principles of the Pomodoro Technique. However, it may be any other suitable working time block such as 15 minutes, 30 minutes, or the like.

15 When a working time block ends, the student may then immediately be provided with a resting time block. Within the resting time block, the student may be allowed to rest and recuperate from the stress of answering the questions. When a working time block ends, the student may then immediately be provided with a resting time block. Preferably, the resting time block is 5 minutes as stipulated by the principles of the
 20 Pomodoro Technique. However, it may be any other suitable working time block such as 15 minutes, 30 minutes, or the like.

When a resting time block ends, the student may then be prompted to do a future education session whereby another set of questions is provided which are to be
 25 completed within a working time block. It is noted that the questions in the future education session may or may not be similar to the previous questions.

Preferably, the implementation of the Pomodoro technique of the present invention is in a paced-like manner that keeps up with student **A** as student **A** answers the questions.
 30 In particular, there are considerations for the score of the question and the time taken

for student **A** to answer each question. Should student **A** finish all questions within or faster than the working time block, the education session may immediately end and be graded. Should student **A** fails to adhere to the working time block, the platform will provide extra time for student **A** to finish the all questions education session and grade
 5 them accordingly afterwards. Still, the platform will consistently provide a fixed working time block and a fixed resting time block for each education session.

In an alternative implementation of the Pomodoro technique, should student **A** fail to adhere to the working time block, the platform will immediately end the education
 10 session and begin its grading. Questions that remain unanswered may not be graded.

In another alternative implementation of the Pomodoro technique, the working time block and the resting time blocks are adaptive and adjust accordingly to student **A**. For example, should student **A** complete an education session faster than the working time
 15 block, their resting time block may be reduced so that they need not wait for a long time for beginning the future education session.

In particular, the second session-type provides a free-range study environment. This study environment may be a practice or a revision of education-related content as well.
 20 More specifically, one or more questions are presented to student **A** via their student-end device **11**, which are to be answered by the student without any limitations in time.

Moreover, in regard to the educator module **214**, before it provides education sessions to the student **A**, it is to at least interact with the performance level module **216**, the
 25 history module **217**, and the knowledge module **218**. More specifically, from the history module **217**, the educator module **214** receives information about a student's previous performance level across their topic. More specifically, from the history module **217**, the educator module **214** receives information about a first set of marked questions. More specifically, from the knowledge module **218**, the educator module **214** receives

information about a second set of marked questions.

Moreover, in regard to the educator module **214**, after it provides education sessions to student **A**, is to at least interact with the grading module **215**. More specifically, the
 5 educator module **214** provides grading module **215** answers that were selected or written by student **A** during their current education session.

Regarding the grading module **215**, it evaluates the answers provided by student **A**. In particular, the grading module **215** shall (i) receive answers made by student **A** during
 10 their education session through the content delivery and receipt module **211** and educator module **214**, (ii) categorize questions answered by student **A** during their education session by topic, (iii) mark questions that were answered incorrectly as wrong, and (iv) score the questions answered by student **A** for the education session, either in an overall sense or by topic.

15 Moreover, in regard to the grading module **215**, after it scores the questions answered by student **A**, it is to at least interact with the performance level module **216**. More specifically, the grading module **215** provides the performance level module **216** scores the student **A** had achieved during their current education session.

20 Regarding the performance level module **216**, it determines one or more updated performance levels of student **A** based on the scores generated by the grading module **215**, the scores preferably being topical scores. Preferably, the determined performance levels are determined based on a known test standard, which, for example, may be the
 25 Primary School Leaving Examination (PSLE).

Regarding the history module **217**, it logs questions that were marked as wrong by the grading module **215** from a current education session of student **A**. These questions are added to the first set of marked questions, or form the first set of marked questions if
 30 there is no first set of marked questions.

Regarding the knowledge module **218**, it logs questions that were previously marked by any one or a combination of student **A**, teacher **B**, or parent **C**. These questions form the second set of marked questions. More specifically, student **A** may mark questions
5 of their interest during previous education sessions. More specifically, teacher **B** may mark questions of their interest, such as questions that are popular in tests, or questions that they think student **A** should take note of. More specifically, parent **C** may mark certain questions of interest, such as questions that they think student **A** should take note of.

10 Regarding the analytics module **219**, it performs one or more analytical operations for determining a comparison between a past performance level and a present performance level. The comparison may be a simple comparison between a past performance level from a predetermined amount of time (e.g. past performance level from a day ago, a
15 week ago, or a month ago). Alternatively, it may be a parametric or non-parametric comparison between a past performance level from a predetermined amount of time that takes account of the changes in the population of questions answered by the student (with repeats). Moreover, the analytics module **219** may perform analytical comparisons for a topic of a subject, or the entire subject itself based on the averaged
20 scores across all topics in the subject.

It is noted that for the rest of the description, the hardware and software components of the system may not be directly implicated. However, it is to be understood by a skilled person that the descriptions of the hardware and software components above provide
25 support for the rest of the description.

FIG. 3 illustrates a first example flowchart describing an interaction between a student **A** and the system of the present invention. It is noted that the steps described in this flowchart are not to be interpreted as non-limiting, and minor modifications to the steps
30 (e.g. additions, omissions, or swaps) are permissible by a skilled person without

substantial deviation from as described.

First, in Step **A1**, student **A** interacts with their student-end device **11** to interface with server **2** of the platform.

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Next, in Step **A2**, student **A** inputs their authentication credentials into the platform for login verification to be verified as a student.

Next, in Step **A3**, student **A** is then directed to the home page of the platform. Next, as per Step **A4**, student **A** is presented with one or more education subjects to choose from, which preferably may include Science, Mathematics, and English. Next, as per Step **A5** one or more available options will be presented to student **A** for them to choose from, which include (i) the first session-type, (ii) the second-session type, (iii) learning, (iv) assigned homework, (v) assigned tests, and (vi) their performance analytics. Student **A** may choose any one or a combination of the available options.

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It is noted that descriptions of the first session-type and second session-type have been elaborated above. As such, they are not elaborated further as it is well understood what occurs after the student chooses either one of the session-type.

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Should student **A** opt to view their performance analytics, they may be presented with an analytics dashboard describing their performance levels across topics or subjects to indicate the topics or subjects that are they strong in, average in or weak in. Furthermore, the analytics may include their overall daily, weekly, or monthly performance, or the like. With this, Student **A** is then able to comprehend their historical performances across topics or subjects.

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Should student **A** opt to do learning, they will be presented with one or more questions together with their answers and explanations, and/or learning material of each topic.

Here, student **A** is taught education-related content by the platform.

Should student **A** also opt to do homework, they will be presented with one or more homework questions that were remotely assigned by teacher **B** or parent **C**. Preferably,
5 the platform may present a homework list and further indicates a deadline for each homework submission. The homework questions are preferably based on one or more topics that had been taught by teacher **B**, or they may be automatically generated.

Should student **A** opt to do a test, they will be immersed within a test environment that
10 stimulates an actual test, whereby one or more questions are provided to a student that is in accordance with a test format, standard, and duration. The test questions are preferably based on one or more topics that had been taught by teacher **B**, or they may be automatically generated.

15 In one embodiment of the invention, the platform may provide a session pattern which is shown in **FIG. 10**. More specifically, for each day, the platform may rotate between a practice mode and a revision mode for each subject so that the student can holistically revise and practice each subject. **FIG. 10** shall be described further later on in this description.

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Next, in Step **A6**, student **A** completes what they intend to do, and finally, as per Step **A7**, they log out from the platform.

FIG. 4 illustrates a second example flowchart describing an interaction between teacher
25 **B** and the system of the present invention. It is noted that the steps described in this flowchart are not to be interpreted as non-limiting, and minor modifications to the steps (e.g. additions, omissions, or swaps) are permissible by a skilled person without substantial deviation from as described.

30 First, in Step **B1**, teacher **B** interacts with their teacher-end device **12** to interface with

server **2** of the platform.

Next, in Step **B2**, teacher **B** inputs their authentication credentials into the platform for login verification to be verified as an actual teacher.

5

Next, in Step **B3**, teacher **B** is then directed to the home page of the platform. Next, as per Step **B4**, one or more available options will be presented to teacher **B** for them to choose from that include (i) the question setter wizard, (ii) performance analytics of a student or a group of students, (iii) homework assignment to a student or a group of students, and (iv) test assignment to a student or a group of students. Teacher **B** may choose any one or a combination of the available options.

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Should teacher **B** opt for the question setter wizard, the teacher will then be able to add, modify or delete questions and their corresponding answers within database **22** of the platform.

15

Should teacher **B** opt to view the performance analysis of a student or a group of students, they may be presented with an analytics dashboard describing the performance levels of a student or a group of students across topics or subjects. Teacher **B** may also be able to view the number of times that student **A** had engaged with the platform to do the education sessions. With this, teacher **B** can judge whether or not the performance of student **A** is improving. Moreover, since teacher **B** can view the performance level of a group of students, teacher **B** can also identify students that may require more guidance in their studies.

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Should teacher **B** opt to assign homework for a student or a group of students, one or more homework questions are generated and assigned to the students. The homework questions are preferably based on one or more topics that had been taught by teacher **B**, or they may be automatically generated. Teacher **B** may also be informed on how much

of the homework has been completed by the student or each student within a group of students.

Should teacher **B** opt to assign a test to a student or a group of students, one or more
 5 test questions are generated and assigned to the students. The test questions are preferably based on one or more topics that had been taught by teacher **B**, or they may be automatically generated. Teacher **B** may also be informed of the test scores of the student or for each student within a group of students.

10 Next, in Step **B5**, teacher **B** completes what they intend to do, and finally, as per Step **B6**, they log out from the platform.

FIG. 5 illustrates a third example flowchart describing an interaction between parent **C** and the system of the present invention. It is noted that the steps described in this
 15 flowchart are not to be interpreted as non-limiting, and minor modifications to the steps (e.g. additions, omissions, or swaps) are permissible by a skilled person without substantial deviation from as described.

First, in Step **C1**, parent **C** interacts with their parent-end device **13** to interface with
 20 server **2** of the platform.

Next, in Step **C2**, the parent **C** inputs their authentication credentials into the platform for login verification to be verified as a parent of student **A**, which is preferably their
 25 child.

Next, in Step **C3**, parent **C** is then directed to the home page of the platform. Next, as per Step **C4**, one or more available options will be presented to parent **C** for them to choose from which include, (i) viewing performance analytics of student **A**, (ii) homework assignment to student **A**, and (iii) test assignment to a student **A**. Parent **C**
 30 may choose any one or a combination of the available options.

Should parent **C** opt to view the performance analysis of student **A**, they may be presented with an analytics dashboard describing the performance levels of student **A** across topics or subjects. Parent **C** may also be able to view the number of times that
 5 student **A** had engaged with the platform to do the education sessions. With this, parent **C** can judge whether or not the performance of student **A** is improving or further intervention in their studies is required.

Should parent **C** opt to assign homework to student **A**, one or more homework questions
 10 are generated and assigned to the students. Here, the homework questions are preferably generated randomly. Parent **C** may also be informed on how much of the homework has been completed by student **A**.

Should parent **C** opt to assign a test to student **A**, one or more test questions are
 15 generated and assigned to them. The test questions are preferably generated randomly. The parent **C** may also be informed of the test scores of student **A** after they had completed the test.

Next, in Step **C5**, parent **C** completes what they intend to do, and finally, as per Step
 20 **C6**, they log out from the platform.

FIG. 6 illustrates a graph describing the memory retention of an individual, which may be student **A**, based on the Ebbinghaus Forgetting Curve memory model, in which the system of the present invention complies thereto. As shown, the memory retention of
 25 student **A** exponentially decreases with time after learning. However, should consistent revision or practice over time (e.g. after one day, one week, or one month), the memory retention of student **A** improves over time. The present invention seeks to leverage this effect through history module **217**.

30 **FIG. 7** is a Venn diagram illustrating the priority of marked questions that are provided

to the student during their education sessions. In particular, within a set of topical questions, there may be a plurality of marked questions that are subsets of said set.

For brevity, these subsets are referred to as sets of marked questions. There is:

5

- (i) a first set of marked questions, which are specific mistakes made by student **A** during their education sessions.
- (ii) a second set of marked questions, which are common mistakes made by a student population as preferably marked by teacher **B**.
- 10 (iii) a third set of marked questions, which are high-yield questions as known by the platform.

As shown in **FIG. 4**, during an education session, the platform preferably assigns high priority to questions that are within an intersection of all sets of marked questions,
 15 medium-high priority to questions that are within an intersection between two sets of marked questions, medium-low priority to questions that are marked questions but do not intersect with other sets of marked questions, and low priority to questions that are not marked questions.

20 In particular, within the first set of marked questions, these marked questions may be further differentiated into one or more proper subsets. In particular, there may be a first proper subset having questions that were marked wrong at a first predetermined time ago (preferably 1 day ago), a second proper subset having questions that were marked wrong at a second predetermined time ago (preferably 1 week ago), and a third proper
 25 subset having questions that were marked wrong at a third predetermined time ago (preferably 1 month ago). The platform may be configured by student **A** so that the first set of marked questions is either one of the aforementioned proper subsets, i.e. student **A** configures the platform so that the first set of marked questions is questions that were marked wrong from either 1 day ago, 1 week ago, or 1 month ago. Such implementation

allows the benefits of the Ebbinghaus Forgetting Curve memory model to be leveraged.

FIG. 8 is a table that describes the determination of performance levels within the platform. After an education session and its grading, the topical scores of each topic may fall within one or more raw mark ranges. Each raw mark range is to correspond to an achievement level. The performance levels determined by the platform depends on the achievement level. By way of example, as per **FIG. 8**, should the raw mark ranges fall within the achievement level of 1 to 3, student **A** has a Category A performance level, which indicates that they are strong in said topic. Should the raw mark ranges fall within the achievement level of 4 to 6, student **A** has Category B performance level, which indicates that they are average in said topic. Should the raw mark ranges fall within the achievement level of 7 to 8, student **A** has Category C performance level, which indicates that they are weak in said topic. It should be noted the determination of performance levels may not need to be as per illustrated in **FIG. 8**, so long as one or more performance levels are determined after grading of an education session.

FIG. 9 illustrates a fourth example flowchart describing a grading process done by the platform of the present invention after student **A** completes their current education session. It is noted that the steps described in this flowchart are not to be interpreted as non-limiting, and minor modifications to the steps (e.g. additions, omissions, or swaps) are permissible by a skilled person without substantial deviation from as described.

First, in Step **d1**, the platform is made known that student **A** has completed a current education session. Student **A**, upon answering all questions in their current education session, may choose to submit their answers to the platform, prompting the platform to be made known.

Next, in Step **d2**, the platform logs the questions that were answered by student **A**.

Next, in Step **d3**, the platform compares the answers of student **A** with the answers

stored in database **22**.

Next, in Step **d4**, the platform scores the current education session and stores its results in database **22**. These results may also be presented to student **A**.

5

Next, in Step **d5**, the platform categorizes the questions answered by student **A** by topic. This is so that each topic may be scored appropriately.

Next, in Step **d6**, the platform marks and time-stamps questions that were found to be answered incorrectly as wrong. As such, as per Step **d7**, these questions are added to the first set of marked questions. Should the first set of marked questions be unavailable, these questions will become the first set of marked questions.

Next, in Step **d8**, the platform scores the current education session of student **A**. This score may then be displayed on the user interface of the student-end device **11**.

Next, in Step **d9**, the platform will reorganize the score of the current education session of student **A** to reflect the student's updated performance across topics. In particular, topical questions answered by the student during the current education session may be added to a population of topical questions that had been previously answered by the student. An updated topical score is then determined therefrom, preferably through averaging.

Next, in Step **d10**, the platform determines the performance level categories where the topic falls therein and updates it accordingly.

Finally, in Step **d11**, the platform determines the number of performance level categories present across topics and updates this number accordingly.

FIG. 10 illustrates tables that describe practice/revision patterns which are provided to

student **A** by the platform. Preferably, the platform is automated to switch between practice mode and revision mode for each education subject. In particular, the practice mode is where a mixture of questions, which include questions that were not encountered by student **A**, are presented to student **A** during their education sessions.

- 5 In particular, the revision mode is where only questions that had been encountered by student **A** are presented to student **A** during their education sessions. Implementations thereof are easily understood by a skilled person.

- By way of example, in an instance where the platform offers two educational subjects,
- 10 the platform may be configured to provide a first practice/revision cycle pattern as shown in **FIG. 10**. By way of example, in an instance where the platform offers three educational subjects, the platform may be configured to provide a second practice/revision cycle pattern as shown in **FIG. 10**. This is so that the student may consistently practice one subject while revising another so that their memory retention
 - 15 of the learnt education-related content is improved and retained.

- FIG. 11** illustrates a fifth example flowchart that describes a first assessment format provided by the platform to the student that leverages the Pomodoro Technique. Here, in the first assessment format, the educator module **214** is to consider the previous
- 20 performance level of student **A** prior to providing one or more questions through the first assessment format. Accordingly, the time taken for student **A** to complete each question is accounted for by the platform, so that student **A** completes all questions within a stipulated working time block of the Pomodoro Technique.

- 25 **FIG. 12a** illustrates a first subject (Science) that follows the first assessment format, while **FIG. 12b** illustrates a second subject (Science) that follows the first assessment format. **FIG. 12a** and **FIG. 12b** are to support the descriptions of **FIG. 11**, which shall now be described.

- 30 First, in Step **e1**, the platform determines that the student has chosen an education

subject that follows the first assessment format for their current education session.

Next, in Step **e2**, the platform retrieves and determines the first set of marked questions, the second set of marked questions, and the third set of marked questions, for each
 5 topic. Questions from all these sets are sorted accordingly to their priority as per the Venn diagram of **FIG. 7**.

Next, in step **e3**, the platform retrieves from the database and determines, for student **A**, their performance level categories available across topics. Preferably, student **A** has
 10 one or more performance level categories. Else, the performance level categories of student **A** will be established after the end of the current education session. Accordingly, in the first assessment format, the platform is to place a higher emphasis on topics that the student is weak in and a lower emphasis on topics that the student is strong in.

15 The next step, Step **e4** is a decision step. Here, it will be determined whether or not student **A** has three performance level categories. Should this be the case, Step **e4** proceeds to Step **e5**. Else, Step **e4** proceeds to Step **e6**.

In Step **e5**, since student **A** has three performance level categories, the educator module
 20 **214** of the platform is to generate random questions according to condition 1 for student **A** to answer in the current education session. Condition 1 stipulates that questions are generated from all Performance Levels Categories A to C, whereby the order precedence of questions and their individual weightages follows the sequence of: topics under Performance Level Category C > topics under Performance Level Category B >
 25 topics under Performance Level Category A. This is further shown in **FIGS. 12a** and **12b**. Preferably, the total weightage of all questions is to have a present maximum score of 25. With this, Step **e5** proceeds to Step **e11**.

Step **e6** is yet another decision step. Here, it will be determined whether or not student

A has two performance level categories. Should this be the case, Step **e6** proceeds to Step **e7**. Else, Step **e6** proceeds to Step **e8**.

In Step **e7**, since the student has two performance level categories, the educator module
 5 **214** of the platform is to generate random questions according to condition 2 for student
 A to answer in the current education session. Condition 2 stipulates that questions are
 generated from both available Performance Levels Categories, which may be a
 Category A – Category B pair, a Category A – Category C pair, and a Category B –
 Category C pair. Similarly, the order precedence of questions and their individual score
 10 weightages follows the sequence of: topics under Performance Level Category C >
 topics under Performance Level Category B > topics under Performance Level
 Category A. This is further shown in **FIGS. 12a** and **12b**. Preferably, the total weightage
 of all questions is to have a present maximum score of 25. With this, Step **e5** proceeds
 to Step **e11**.

15

Step **e8** is yet another decision step. Here, it will be determined whether or not student
 A has one performance level category. Should this be the case, Step **e8** proceeds to Step
e9. Else, Step **e6** proceeds to Step **e10**.

20 In Step **e9**, since the student has one performance level category, the educator module
214 of the platform is to generate random questions according to condition 3 for student
 A to answer in the current education session. Condition 3 stipulates that questions are
 generated from the only available performance level category, which may be either one
 of Category A, Category B, or Category C. This is further shown in **FIGS. 12a** and **12b**.
 25 Preferably, the total weightage of all questions is to have a present maximum score of
 25. With this, Step **e5** proceeds to Step **e11**.

In Step **e10**, since the student has no performance level categories, the educator module
214 of the platform is to generate random questions according to condition 4 for student

A to answer in the current education session. Condition 4 stipulates that questions are generated randomly from all topics in an indiscriminate manner. This is further shown in **FIGS. 12a** and **12b**. Preferably, the total weightage of all questions is to have a present maximum score of 25. With this, Step **e9** proceeds to Step **e11**.

5

Step **e11** is a step representing the platform being in a standby state as it attempts to encourage student **A** to complete the current education session within the stipulated working time block of the Pomodoro Technique. As the student answers the questions, hints may be provided by the platform to the student. In the event that the student exceeds the stipulated working time block of the Pomodoro Technique, the platform may allow the student to continue completing all questions within the current education session and submit them for grading.

10

Following Step **e11** is Step **e12**. Here, student **A** is allowed to rest within the stipulated resting time block of the Pomodoro Technique.

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Following Step **e12** is Step **e13**. Here, the platform begins the grading process for the current education session to be graded.

Following Step **e13** is Step **e14**. Here, upon grading of the topical scores of student **A**, the platform establishes the updated performance levels across topics as well as the number of performance level categories. This is because the questions answered within the education session may have caused the performance levels of student **A** may have changed, and the number of performance level categories may have changed as well.

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Following Step **e14** is Step **e15**. Here, the platform will attempt to prompt student **A** to start a future education session for the education subject. Step **e15** will then proceed to Step **e16**.

Step **e16** is a decision step whereby student **A** decides whether or not to continue with a future education session. Should student **A** choose to do so, Step **e17** returns to step **e2** for a future education session to begin based on the updated performance levels. Else, the fifth example flowchart ends.

5

FIG. 13 illustrates a sixth example flowchart that describes a second assessment format is provided by the platform to the student that considers the Pomodoro Technique. Here, in the second assessment format, the educator module **214** is to determine an updated performance level of student **A** only after one or more stages in a cycle. Accordingly, the time taken for student **A** to complete each question is accounted for by the platform, so that student **A** completes all questions within a stipulated working time block of the Pomodoro Technique. It may be assumed in **FIG. 13** that the provision of questions in the second assessment format is based on a previous performance level of student **A**, and as such, descriptions thereof are omitted.

15

FIG. 14a illustrates a third subject (English) that follows the second assessment format, but for students of Primary Levels 1 and 2. **FIG. 14b** illustrates a third subject (English) that follows the second assessment format, but for students of Primary Levels 3 and 4. **FIG. 14c** illustrates a third subject (English) that follows the second assessment format, but for students of Primary Levels 5 and 6. It is noted that the second assessment format in **FIGS. 14a – 14c** each have a different number of stages in their cycles. Furthermore, **FIGS. 14a – 14c** are to support the descriptions of **FIG.13**, which shall now be described.

25 First, in Step **f1**, the platform determines that the student has chosen an education subject that follows the second assessment format for their current education session.

Next, in Step **f2**, the platform retrieves and determines the first set of marked questions, the second set of marked questions, and the third set of marked questions, for each topic. Questions from all these sets are sorted accordingly to their priority as per the

30

Venn diagram of **FIG. 7**.

Next, in Step **f3**, the platform initiates an m number of stages for the second assessment format. The number of stages m is preferably a predefined value. As shown on **FIGS.**

5 **14a – 14c**, the number of stages m may differ depending on the desired configuration.

Next, in Step **f4**, the platform begins a current education session by providing one or more questions. The one or more generated questions may be from one or a group of topics. It is noted that in **FIGS. 14a – 14c**, one or more topics may be exclusive to a
10 stage in the cycle. Alternatively, the topics may be distributed across one or more stages in a repeated manner.

The next step, Step **f5** is a step representing the platform being in a standby state as it attempts to encourage student **A** to complete a current stage of the current education
15 session within the stipulated working time block of the Pomodoro Technique. As the student answers the questions, hints may be provided by the platform to the student. In the event that the student exceeds the stipulated working time block of the Pomodoro Technique, the platform may allow the student to continue completing all questions within the current education session and submit them for grading.

20

Next, in Step **f6**, student **A** is allowed to rest within the stipulated resting time block of the Pomodoro Technique.

The next step, Step **f7**, is a decision step. Here, it shall be determined whether or not
25 the current stage of the current education session is the last stage. Should this not be the case, Step **f7** proceeds to Step **f8**. Else, Step **f7** proceeds to Step **f10**.

In Step **f8**, since it was determined that the current stage of the current education session is not the last stage, upon completion of the stipulated resting time block of Step **f6**, the

platform will attempt to prompt student **A** to start the next stage of the current education session. Step **f8** will then proceed to Step **f9**.

Step **f9** is a decision step whereby student **A** decides whether or not to continue with the next stage of the current education session. Should student **A** choose to do so, Step **f9** returns to step **f2** for the next stage of the current education session to begin. Else, the sixth example flowchart ends.

In Step **f10**, since it was determined that the current stage of the current education session stage is the last stage, the platform enters an inference stage during the stipulated resting time block of Step **f6**.

Following Step **f10** is Step **f11**. Here, the platform grades the modules and begins evaluating the topical scores of student **A** as answered in all of the stages of the current education session.

Following Step **f11** is Step **f12**. Here, upon grading of the topical scores of the student for all stages in the current education session, the platform establishes the updated performance levels across topics as well as the number of performance level categories.

Following Step **f12** is Step **f13**. Here, the platform will attempt to prompt student **A** to start a future education session for the education subject. Step **f13** will then proceed to Step **f14**.

Step **f14** is a decision step whereby student **A** decides whether or not to continue with a future education session. Should student **A** choose to continue with a future education session, Step **f14** proceeds to Step **f15**. In Step **f15**, the platform then begins a future education session, this time, however, it may start at another stage that is different from the previous. This is because the platform had identified the topic(s) in which student

A is weakest therein as per the updated performance levels. As such, the platform restarts the future education session at a stage in which the said topic(s) appears therein. Preferably, as it does so, the platform provides student **A** with questions on the same topic that are different from before. With this, Step **f15** loops back to Step **f4** and
 5 continues therefrom. Else, should student **A** choose not to continue with a future education session, the sixth example flowchart ends.

FIGS 15a to 15d illustrate the user interface of the question setter wizard for teacher **B** to add new questions-answers, modify existing questions-answers, or delete existing
 10 questions-answers within the platform. Preferably, this interface is provided by the user interface sub-module **2121**. The platform is enabled to provide questions to student **A** and auto-mark the answers of student **A** accordingly based on question configurations done by teacher **B** through the question setter wizard.

15 **FIG. 15a** illustrates the primary settings for a question-answer. Via the question setter wizard, the question-answer may be classified under one or more classes which include assigned classroom, subject, score, topic, test, and question type.

FIG. 15b illustrates the secondary settings for a question-answer upon selecting its type
 20 as a “multiple-choice question” via the primary settings of the question setter wizard. Here, teacher **B** may upload the question and the corresponding answer in a multiple choice format, together with its explanations.

FIG. 15c illustrates the secondary settings for a question-answer upon selecting its type
 25 as a “short-answer question” or “open-ended question” via the question setter wizard. For creating a “short-answer question”, the answer may be formatted to receive one strict keyword. For creating an “open-ended question”, the answer may be formatted to receive one or more strict keywords and non-strict keywords. Preferably, when the keyword is identified within the student’s answer, the question will not be marked as
 30 wrong. For these types of question-answers, there may be further considerations for the

sequence of keywords, word stems, and keyword synonyms.

More specifically, the question setter wizard may allow the teacher to directly key in the question-answers, or would allow the teacher to upload question-answers through a
5 template document. Graphics may also be included for the question-answers as well.

In the case of modifying existing questions-answers, the teacher may opt to re-word the question and its answers, delete the answers or add new answers to the question.

10 **FIG. 15d** illustrate the secondary settings for a question-answer upon selecting its type as a “comprehension question”. A “comprehension question” refers to a question type that has one or more sub-questions, each with its own corresponding sub-answers. The sub-questions may be in the form of multiple-choice questions, short-answer questions or open-ended questions. Hence, the tertiary settings for setting these sub-questions
15 may be similar to what was presented in **FIG 15b** and **FIG 15c**.

Ultimately, the system and method of the present invention has provided education that leverages the Pomodoro Technique, and human memory models such as Ebbinghaus's Forgetting Curve, to aid in assimilation and consolidation of new information so that
20 the student's remembrance of what they have learnt is retained due to an increased memory retention.

The present disclosure includes as contained in the appended claims, as well as that of the foregoing description. Although this invention has been described in its preferred
25 form with a degree of particularity, it is understood that the present disclosure of the preferred form has been made only by way of example and that numerous changes in the details of construction and the combination and arrangements of parts may be resorted to without departing from the scope of the invention.

CLAIMS

1. A system for providing education, comprising
5 a server that stores files relating to one or more education subjects, which includes questions, their corresponding answers, or both; and
a first device that a student interacts therewith, which is interfaced with the server;
wherein the server
10 provides the student with one or more education sessions via the first device, which includes a first session-type that provides a practice environment divided into time blocks, for determining their performance level; and
provides the student marked questions, questions based on their previous performance level, or both, for a current education session.
15
2. The system according to claim 1, further comprising
a second device, in which a teacher interacts therewith, for interfacing with the server; and
a third device, in which a parent interacts therewith, for interfacing with the
20 server.
3. The system according to claim 1 or 2, wherein the education subjects each are organized into one or more topics in which the questions and their corresponding answers relate thereto within the server.
25
4. The system according to claim 3, further comprising one or more modules operated by a processor that include
an educator module that provides the education sessions to the student via the first device;
30 a grading module that

receives answers made by the student in their education session;
categorizes questions answered by the student by their topic;
marks the questions answered by the student incorrectly as wrong; and
scores the questions answered by the student, by topic;

5 and

a performance level module that determines one or more achievement levels of
the student based on the question scores, by topic, and a number of performance levels.

5. The system according to claim 4, wherein the modules further include

10 a history module, which logs questions that were marked as wrong by the
grading module, from historical education sessions of the student, for these questions
to become or to be added to a first set of marked questions, by a history module; and

a knowledge module, which logs questions that were marked by the student, the
teacher, or the parent, for these questions to become or to be added to a second set of

15 marked questions.

6. The system according to claim 5, wherein the history module provides the
educator module, during the current education session of the student, either one or a
combination of

20 questions that were marked, a first predetermined time ago, as wrong by the
grading module;

questions that were marked, a second predetermined time ago, as wrong by the
grading module; and

25 questions that were marked, a third predetermined time ago, as wrong by the
grading module.

7. The system according to any one of claims 4 to 6, wherein the modules further
include a user interface module which provides a question setter wizard for files to be
added into, modified or removed from the server via the second device.

8. The system to any one of the preceding claims, wherein the questions include any one or a combination of
multiple-choice questions;
5 short-answer questions; and
open-ended questions.
9. A method for providing education, comprising the steps of
storing files relating to one or more education subjects, which includes
10 questions, their corresponding answers, or both, in a server;
interacting, by a student, a first device for the first device to interface with the server;
providing the student with one or more education sessions via the first device, which includes a first session-type that provides a study environment divided into time
15 blocks, for their updated performance level to be determined by the server;
compiling marked questions, by the server; and
providing the student, via the first device, the marked questions questions, questions based on their previous performance level, or both, for a current education session.
- 20
10. The method according to claim 9, further comprising the steps of
interacting with a second device, by a teacher, for the second device to interface with the server;
interacting with a third device, by a parent, for the third device to interface with
25 the server.
11. The method according to claim 9 or 10, wherein the step of storing files relating to one or more education subjects, which includes questions, their corresponding answers, or both, in a server, further comprises the step of organizing the educations

subjects into one or more topics in which the questions and their corresponding answers relate thereto.

12. The method according to claim 11, further comprising the steps of
5 receiving answers made by the student in their education session, by a grading module;
categorizing questions answered by the student by their topic, by the grading module;
marking the questions answered by the student incorrectly as wrong, by the
10 grading module;
scoring the questions answered by the student by topic, by the grading module;
and
determining a number of performance level categories of the student based on the question scores, by topic, by a performance level module.
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13. The method according to claim 12, further comprising the steps of
logging questions that were marked as wrong by the grading module, from historical education sessions of the student, for these questions to become or to be added to a first set of marked questions, by a history module; and
20 logging questions that were marked by the student, the teacher, or the parent, for these questions to become or to be added to a second set of marked questions, by a knowledge module.
14. The method according to claim 13, further comprising the step of providing, by
25 the history module, during the current education session of the student, either one or a combination of
questions that were marked, a first predetermined time ago, as wrong by the grading module;
questions that were marked, a second predetermined time ago, as wrong by the

grading module; and

questions that were marked, a third predetermined time ago, as wrong by the grading module.

- 5 15. The method according to any one of claims 12 to 14, further comprising any one or a combination of steps of

adding files into the server, through a question setter wizard, via the second device;

- 10 modifying files in the server, through the question setter wizard, via the second device; or

removing files from the server, thorough the question setter wizard, via the second device.

16. The method according to any one of claims 12 to 15, wherein the step of
15 determining a number of performance level categories of the student based on the question scores, by topic, by a performance level module, further comprises the steps of

determining that the student has two or more performance level categories;

sorting topics which fall within each of the performance level categories;

- 20 assigning, for each performance level category, a weightage; and

providing the student questions based on the topics which fall within the one performance level based on the weightage of said performance level in future education sessions.

- 25 17. The method according to any one of claims 12 to 15, wherein the step of determining a number of performance level categories of the student based on the question scores, by topic, by a performance level module, further comprises the steps of

determining that the student has one performance level category;

sorting topics which fall within the one performance level category; and
providing the student questions based on the topics which fall within the one
performance level category in future education sessions.

- 5 18. The method according to any one of claims 9 to 17, wherein the questions
include any one or a combination of
multiple-choice questions;
short-answer questions; and
open-ended questions.

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