

Personalized Problem Sequencing Lifts Python Exam Scores — A 10-School RCT in Taipei

AI in Education · Good practice · Taiwan

Quality score: 53/100

Evidence strength: Moderate

Summary

A randomized trial across 10 Taipei high schools and about 800 students gave every student the same AI chatbot for a five-month Python course, varying only the sequence of practice problems. Personalized, difficulty-adapted sequencing raised exam scores by 0.15 standard deviation

Key dimensions

Dimension	Score
Evidence of learning impact	2/3
Equity & inclusion	1/3
Transparency, ethics & data protection	2/3
Teacher capability & pedagogy	1/3
Scalability & sustainability	2/3

Evaluated by C-NAPSE

Data sources

[C-NAPSE web research](#) — accessed 2026-09-01

[Wharton School, University of Pennsylvania & National Taiwan University](#) — accessed 2026-09-01

[The Hechinger Report](#) — accessed 2026-09-01

[Mack Institute for Innovation Management \(Wharton\)](#) — accessed 2026-09-01

[SSRN working paper](#) — accessed 2026-09-01

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