



## Correction to: Measuring the Quality of Test-Based Exercises Based on the Performance of Students

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The last part of the Conclusion section (see below), which appeared in the proofs reviewed by the author, did not appear in the published article.

“In honor to Jim

We acknowledge the help and inspiration of Professor Greer during the time we were fortunate to share with him. The academic and friendship relation between Professor Jim Greer and several of the members of the Ga-Lan group began in the early 1990s. In those years Jim acted as mentor to some of us, PhD students, and instilled in us a formal, yet pragmatic, way of researching. In 1993, he welcomed us warmly at the ARIES laboratory in the cold Saskatoon winter. Then, we got to know his dedication to the students who worked with him, the closeness with which he treated those students, how open-minded he was with their ideas and how he improved them with his great experience and insights. Thereafter, informal meetings with Jim during conferences were a good reason to attend them. Jim’s influence prompted us to work on learning

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The original article has been corrected.

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systems adapted to the needs of the students. Like him, we believe in the importance of student models for this adaptation to be possible. We also share other lines of research such as learning analytics, the focus of this article.  
Eskerrik asko, Jim! (Thanks, Jim).”

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