Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Procontation

The End

Clone Detection for Student Programming Exercises

Michael Lellmann

Table of Contents

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis Other wo

Presentatior

The End

1 Introduction

2 Problem Analysis

3 Other work

4 Presentation

▲□▶▲□▶▲□▶▲□▶ ■ めんの

Code-Fragment

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis Other wo

Presentation

The End

- any number of lines of a program
- begin-end-block (like a function)

< □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > <

sequence of simple statements

Code-Clone

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis Other worl Presentatio As a Code Clone we will consider two code fragments, what are similar in a before defined way.

▲ロト ▲周ト ▲ヨト ▲ヨト ヨー のくで

Clone-Types

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis Other worl Presentatio The End Type-1 differ only in layout, whitespace and comment Type-2 differ in identifiers and literals Type-3 added and/or removed statements Type-4 use differnt syntax to do the same computation

< □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > < □ > <

What do we want?

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other worl

Presentation

The End

A program that does

◆□▶ ◆□▶ ◆臣▶ ◆臣▶ 臣 のへぐ

find clones

What do we want?

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other wor

Presentation

The End

A program that does

- find clones
- without too many false positives

▲□▶ ▲圖▶ ▲臣▶ ▲臣▶ ―臣 … のへで

What do we want?

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other wor

Presentation

The End

A program that does

- find clones
- without too many false positives

▲□▶ ▲圖▶ ▲臣▶ ▲臣▶ ―臣 … のへで

■ in a fast way



Michael Lellmann

Introduction

Problem Analysis

Other work

Presentation

The End

too lazy to program on their own



Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other work

Presentation

The End

- too lazy to program on their own
- they just cannot do the homework

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other work Presentatic

The End

- too lazy to program on their own
- they just cannot do the homework

Resulting in mostly Type-1 and Type-2 clones.

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other worl

Presentation

The End

- too lazy to program on their own
- they just cannot do the homework

Resulting in mostly Type-1 and Type-2 clones.

▲ロト ▲帰ト ▲ヨト ▲ヨト 三日 - の々ぐ

No Type-4 clones wanted

All programs are Type-4 clones!

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other work

Presentation

The End

A basic clone detection based on the Diff algorithm load the files

◆□▶ ◆□▶ ◆三▶ ◆三▶ 三三 のへぐ

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other worl

Presentation

The End

A basic clone detection based on the Diff algorithm

load the files

remove unaltered code

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other wor

Presentation

The End

A basic clone detection based on the Diff algorithm

▲□▶ ▲□▶ ▲□▶ ▲□▶ □ のQ@

load the files

remove unaltered code

remove too short files

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other wor

Presentation

The End

A basic clone detection based on the Diff algorithm

- load the files
- remove unaltered code
- remove too short files
- compare all files and check for clones

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other wor

Presentation

The End

A basic clone detection based on the Diff algorithm

- load the files
- remove unaltered code
- remove too short files
- compare all files and check for clones
- output found clones

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other wor

Presentation

The End

Disadvantages:

- easy to counter with layout, ...
- only finds whole copied files, not partly copied ones Advantages:

- very easy to implement
- does always work (program could not compile)

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other work

Presentation

The End

A clone detection algorithm working on the tokens of the program

▲ロト ▲帰ト ▲ヨト ▲ヨト 三日 - の々ぐ

create Abstract Syntax Tree (AST)

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other work

Presentation

The End

A clone detection algorithm working on the tokens of the program

- create Abstract Syntax Tree (AST)
- find all functions

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other wor

Presentation

The End

A clone detection algorithm working on the tokens of the program

- create Abstract Syntax Tree (AST)
- find all functions
- get the tokens for the functions

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other wor

Presentation

The End

A clone detection algorithm working on the tokens of the program

- create Abstract Syntax Tree (AST)
- find all functions
- get the tokens for the functions
- remove too short functions

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other wor

Presentation

The End

A clone detection algorithm working on the tokens of the program

- create Abstract Syntax Tree (AST)
- find all functions
- get the tokens for the functions
- remove too short functions
- find unchanged functions

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other wor

Presentation

The End

A clone detection algorithm working on the tokens of the program

create Abstract Syntax Tree (AST)

- find all functions
- get the tokens for the functions
- remove too short functions
- find unchanged functions
- compare all functions with each other (Diff algorithm)

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other wor

Presentation

The End

A clone detection algorithm working on the tokens of the program

create Abstract Syntax Tree (AST)

- find all functions
- get the tokens for the functions
- remove too short functions
- find unchanged functions
- compare all functions with each other (Diff algorithm)

▲ロト ▲帰ト ▲ヨト ▲ヨト 三日 - の々ぐ

output all clones

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other wor

Presentation

The End

Disadvantages:

The code must be compileable

Advantages:

Layout does not matter anymore

▲ロト ▲冊 ▶ ▲ ヨ ▶ ▲ ヨ ▶ ● の Q @

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other work

Presentation

The End

We did not use existing projects, because ..

◆□▶ ◆□▶ ◆臣▶ ◆臣▶ 臣 の�?

not locally run

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other work

Presentation

The End

We did not use existing projects, because ...

◆□▶ ◆□▶ ◆三▶ ◆三▶ 三三 のへぐ

- not locally run
- not free of charge

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other work

Presentation

The End

We did not use existing projects, because ...

▲ロト ▲帰 ト ▲ ヨ ト ▲ ヨ ト ・ ヨ ・ の Q ()

- not locally run
- not free of charge
- not open source

Clone Detection for Student Programming Exercises

> Michael Lellmann

Introduction

Problem Analysis

Other work

Presentation

The End

We did not use existing projects, because ...

- not locally run
- not free of charge
- not open source
- the overall performance was not to good

▲ロト ▲帰 ト ▲ ヨ ト ▲ ヨ ト ・ ヨ ・ の Q ()

Presentation

Clone Detection for Student Programming Exercises	
	Program presentation.
Presentation	

◆□ ▶ < 圖 ▶ < 圖 ▶ < 圖 ▶ < 圖 • 의 Q @</p>

	Thanks
Clone Detection for Student Programming Exercises Michael Lellmann Introduction Problem Analysis Other work Presentation The End	Thank you for listening.