

Designing Tools to Scaffold Collaborative Learning within MOOCs - A UQx Perspective

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UQX





UQX STATISTICS

- UQx formed in 2013
- Produced 53 MOOCs to date
- 4 Micromasters
- 2 million + registrations to date

<https://www.edx.org/school/uqx>

Lack of Collaborative Tools

“large gap between social polls and forums”

- Learner is required to go from responding to a poll or word cloud to a collaborative discussion forum
- Research has shown the learners that actively engage in a forum achieve better results (Corrin, de Barba, & Bakharia, 2017)
- Currently approx 5-10% of MOOC learners use forums (Hill, 2013)

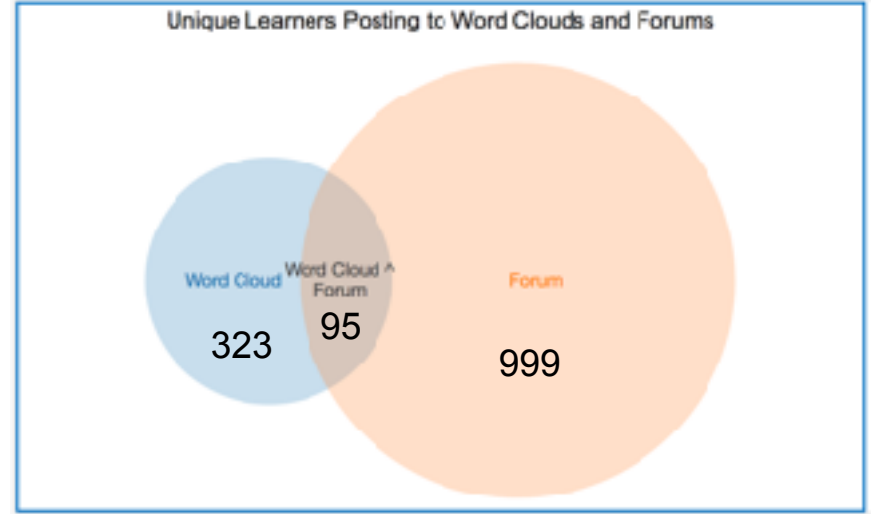
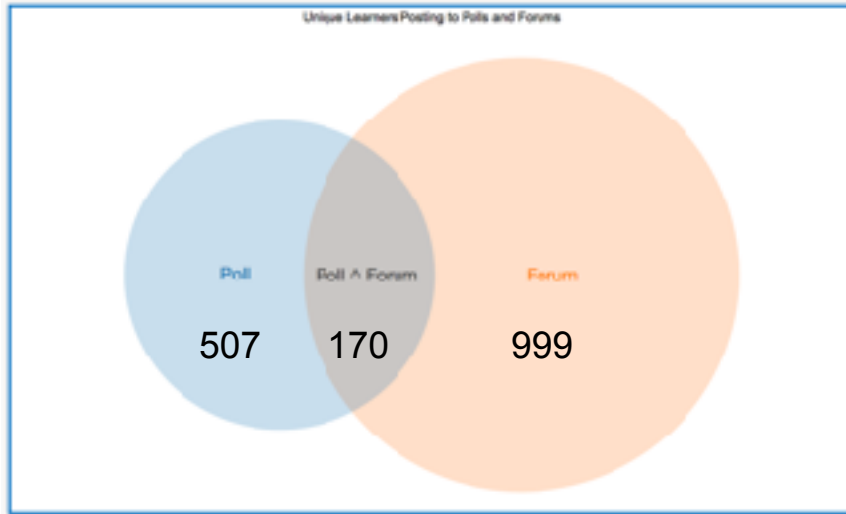
“UQx has developed tools to bridge the gap”

Corrin, L., de Barba, P., & Bakharia, A. (2017). Using learning analytics to explore help-seeking learner profiles in MOOCs. LAK '17 Proceedings of the Seventh International Learning Analytics & Knowledge Conference. Vancouver.

Hill, P. (2013, September 16). MOOC Discussion Forums: barrier to engagement? Retrieved from e-Literate: <https://mfeldstein.com/mooc-discussion-forums-barriers-engagement/>

Comparing Social Polls and Forum Usage

PSYC1030.1x: Introduction to Social Psychology



Enhanced Social Polling - Rank Poll

Ranking Poll (External resource)

Your saved rankings:

1	Applicant 3
2	Applicant 4
3	Applicant 1
4	Applicant 2

Overall course average rank for each applicant is displayed below:

1	Applicant 2 (Average Rank: 1.58)
2	Applicant 1 (Average Rank: 1.86)
3	Applicant 3 (Average Rank: 3.27)
4	Applicant 4 (Average Rank: 3.29)

- Learner must order items
- After submission the average ranks of cohort is shown
- Used in PSYC1030.1x Introduction to Social Psychology
 - Rank Job Applicants
- Used in Carbon101x
 - Rank Carbon Abatement Project
- Used in Business Leadership
 - Rank Leadership Skills

Enhanced Social Polling - Survey.js LTI

The screenshot displays the Survey.js Builder web interface. At the top, there is a navigation bar with 'LIBRARY', 'BUILDER', 'SERVICE', 'Licenses', 'Buy', 'Contact', and 'Support'. A 'Login' button is visible on the right. Below the navigation bar, there are tabs for 'Overview', 'Survey Builder', 'Examples', 'Docs', 'Source', and 'Download'. The main content area shows a survey question: 'X, I believe that...'. Below the question, there are six response options, each with a radio button and a label: 'Strongly disagree', 'Disagree', 'Slightly disagree', 'Neither agree nor disagree', 'Slightly agree', and 'Strongly agree'. The interface also includes a 'TOOLBOX' on the left with various question types like Single choice, Checklist, Rating, Matrix, etc. On the right, there are settings for the question, including a 'checkForUpdate' dropdown set to 'always' and a 'showPage' dropdown set to 'always'. There are also input fields for 'completionText', 'completionActions...', 'completionURL', and 'completionName', and checkboxes for 'firstPageStarted' and 'secondPageStarted'.

- Surveys created using Survey.JS
- Lots of widgets and branching
- Generates survey in json
- LTI developed to display and track learner responses

<https://surveyjs.io/Survey/Builder/>

Enhanced Social Polling - Survey.js LTI Advanced Scored Surveys

Reflecting on Our Own Motivation Survey

Thank you for completing the survey. Please compare your responses with the responses of other learners in the course.

Click to View Your Completed Survey

Consider what responses you'd expect?

	not at all	not too much	a little	moderately	strongly	very strongly	extremely
1.1. I discover things about myself very easily.	0	0	0	0	0	0	0
1.2. I discover things fun about my job.	0	0	0	0	0	0	0
1.3. I do the minimum or less than the minimum for my pay.	0	0	0	0	0	0	0
1.4. I miss the professional manner that is shown by my goals.	0	0	0	0	0	0	0
1.5. I discover the job fulfills my career plans.	0	0	0	0	0	0	0
1.6. I discover the job fills my career needs.	0	0	0	0	0	0	0
1.7. I discover there is no challenge in my job, I have to be a learner.	0	0	0	0	0	0	0
1.8. I discover my own way means a tremendous risk.	0	0	0	0	0	0	0
1.9. I discover my responses are accurate.	0	0	0	0	0	0	0
1.10. I discover the job offers me a guaranteed level of living.	0	0	0	0	0	0	0
1.11. I discover I always have to make lots of money.	0	0	0	0	0	0	0
1.12. I do the job for the pay.	0	0	0	0	0	0	0
1.13. I am willing to work more than 40 hours a week.	0	0	0	0	0	0	0
1.14. I will do whatever I can to help out.	0	0	0	0	0	0	0
1.15. I will do as much as possible to make the skills of other people in my company easy.	0	0	0	0	0	0	0

Survey comparison table:

Dimension	Your Score	Other Learners' Scores
Extrinsic Regulation Your Extrinsic Regulation score refers to whether or not you work for instrumental reasons. If you are high in extrinsic regulation, it means you do an activity in order to earn rewards or avoid punishments.	332	
Identified Regulation Your Identified Regulation score refers to whether or not you work for personal identity reasons, i.e., if you are as a learner. If you are high in identified regulation, it means you do an activity because you identify with the value or meaning, and identify as your own. Identified people engage in a behavior or attend to an activity because its personal meanings are related to personal goals.	387	

- Learner completes survey
- Questions are mapped to dimensions
- Dimension scores shown for learner and histogram of cohort scores
- Surveys used in Business Leadership and Corporate Innovation Micromasters
- Examples
 - Identity Leadership
 - Wisdom
 - Workplace Engagement

Critical Thinking and Reflection

JOURNAL REFLECTION TASK [EXTERNAL RESOURCE] (1.0 points possible)

■ The importance of student teacher relationships

For this next task think back to a learning situation that was enjoyable for you and of which you have positive memories. What part did social relationships play here? Describe the connection between you and the teacher and you and other learners. Make some links between positive social relationships and the quality of learning and learner motivation.

Journal Entry

When I think back to a positive experience in class, I remember when the teacher brought in some play dough and explained we were going to be getting our hands messy working with the play dough at the time I was 16 or so and I originally thought you get to be keeping and to do other students in my class. But after that initial awkwardness the teacher had us working in groups and we were given a range of different tasks which related to the subject we were being taught. When I think back now I can see how we were really active and engaged as a class, and that the pedagogical strategy the teacher had used really worked well in terms of providing a deeper learning experience. We were doing a particular lesson on the brain at the time, and being able to physically make a brain and share our ideas in the group, of what parts should be included, really deepened my understanding around the concept of the structure of the brain and all of its parts. In terms of trust and respect I felt like during and after that class actually the classroom environment changed for the better, and that both respect and trust improved between the students as well between the students and the teacher.

Done

Feedback:
The journal entry has been saved. How you thought about the role of trust and respect?

Tag Cloud

- Embedded LTI
- Many journals can be created anywhere in the course
- Feedback displayed after save
- Word cloud of student entry

Critical Thinking and Reflection

Modules 1-4 Journal Reflection Summary (External resource)

Completed Reflections

Download Word Document

Surface and Deep Learning

Brain Architecture

Questioning



- Summary LTI
- Lists all Journal entries
- Show overall word cloud
- Export to either MS Word or PDF
- Used in all new MOOCs

Templates to Scaffold ORA Assessment

Leadership Development Plan

Name	John Durie
Three developmental areas (include two of those required to be)	My leadership vision
Three core personal values (i.e. clearly held beliefs, assumptions or behavioural imperatives)	
Three leadership strengths	
Three leadership weaknesses	
Developmental objectives (specific aspects of leadership you wish to focus on improving)	Work smarter, not just harder or longer
Timeline for actions	

Individual Leadership Development Plan

Name:	Example: Jane Lee	
Your developmental vision (i.e. the kind of leader you want to be):	A respected team leader who: <ul style="list-style-type: none"> • demonstrates the values of integrity, social justice and continual learning • is able to motivate colleagues, listen actively and deliver on time and in budget; and • consistently delivers positive goals/development outcomes. 	
Your core personal values (i.e. deeply held beliefs about outcomes or behaviours that are important):	<ul style="list-style-type: none"> • Integrity/honesty. • Social justice. • Creativity. • Sustainability. • Continual learning. 	
Your leadership strengths:	<ul style="list-style-type: none"> • Being able to communicate with a broad range of people from different professional disciplines. • Social networking. • Authentic leadership. • Team coaching. 	
Your leadership weaknesses:	<ul style="list-style-type: none"> • Giving feedback to colleagues, especially underperforming ones. • Transformational leadership, especially 'encouraging the heart'. 	
Developmental objectives (specific aspects of leadership you want to focus on improving):	Specific actions you plan to take (either one-off or ongoing):	Timeline for actions
I improve my ability to engage in transformational leadership.	I.e. Read the book 'The Leadership Challenge' (Kouzes and Posner, 2002) to learn more about transformational leadership.	Read the chapter a month, starting with the 'encouraging the heart' chapter in January.

- Custom LTI's built
- Template for form entry
- ORA submission generated as a PDF
- Consistent layout for all learners in peer assessment process
- LTI can be embedded in multiple locations to enable students to complete a section each week
- Used in Leadership in Global Development Micromasters

Ideas from Knowledge Community of Inquiry (KCI)

- UQx tools use ideas from Knowledge Community and Inquiry model (KCI) (Slotta & Najafi, 2013).
- KCI uses Web 2.0 tools to add a layer of collective knowledge building to scripted learning activities.
- 4 main principles
 - Knowledge base of student answers (principle 1),
 - Submission and curation mechanics (principle 2&3)
 - Teacher's moderation (principle 4)

Slotta, J., & Najafi, H. (2013). Supporting Collaborative Knowledge Construction with Web 2.0 Technologies. In C. Mouza, & N. Lavigne, *Emerging Technologies for the Classroom* (pp. 93-112). New York: Springer.

KCI - Image Sharing and Filtering

Location

Age

Gender

Education

Links or screenshots

Device

Drop and drag your successful images here or use the upload button

Other Options

The screenshot displays the KCI interface. At the top is a map of Australia with several red and blue location markers. Below the map is a list of search results, each with a thumbnail image and text. On the right side, there is a 'Filter Options' panel with various filters: 'What Filter', 'Select start date', 'Select end date', 'Age Range' (with buttons for 11-18, 19-20, 21-30, 31-100), 'Gender' (with buttons for M, F, U, O), 'Education' (with buttons for 0-99, 100-100, 101-100), 'Device' (with buttons for Mobile, Tablet, Smartphone), and 'Education' (with a dropdown menu).

- Build as re-usable LTI
- Instructors setup demographic information and tags
- Learners can submit and tag an image/screenshot
- Learners can filter

KCI - Image Sharing and Filtering

- Activity from MediaWarX: Global Media War and Technology
- Go to google.com and search the word TRUMP
- You will receive a page of search results. Upload a screenshot.
- View view learner submissions from many locations.
- In the text box please record your observations. What do you see? Is there anything that strikes you as noteworthy or puzzling?



“Lots of interesting possible activities with MOOC cohorts”

KCI - Multi-perspective Elaboration

Module 2: Stakeholder Response

Your dashboard is below. Add your response and then curate from other learners' submissions to add to your own list.

Export

SHARE: 0%

Scenario: Survival of the Fittest

Enter your response here... [Add response](#)

Share

Your Submissions:

You have not submitted any responses. Please use the Add response icon.

Curated Submissions:

You have not added responses submitted by other learners. [Click here to start curating.](#)

[View other learners' submissions](#)

Scenario: New Economy - New Mines

Enter your response here... [Add response](#)

Share

Your Submissions:

Some mining plans get rejected
Submitted on: 1/2/2018 | Curated by: 5 users

Curated Submissions:

You have not added responses submitted by other learners. [Click here to start curating.](#)

[View other learners' submissions](#)

- PerspectivesX LTI
- Instructor defines template grids (eg SWOT, Six Thinking Hats, Pros/Cons, etc)
- Learners submit ideas
- Learners curate (add items) from other learners
- Ideas can be shared, not shared or posted as anonymous
- Used in MiningX - The Four Futures of Mining Scenarios

KCI - Multi-perspective Elaboration

Module 2: Stakeholder Response

[View your Submissions Dashboard](#)

Submitted items for: New Economy - New ideas



Displaying page 1 of 1

It will become increasingly difficult to balance objectives of providing incentives to get economies and preservation of local ecosystems.

[Add to my scenario](#)

Author: anandfrees | Submitted on May 5, 2018, 1:08 a.m. | Cited by: 0 users

Under a high-demand-high regulation scenario there will be strong push-to-look for technology driven efficiencies in the consumption of water and energy. But there are hidden, hidden, there are processes can get. Because of it resulting about interchange of company and government officials the actual enforcement of regulations likely to be lax when the economic viability of mining enterprises compromised.

[Add to my scenario](#)

Author: anandfrees | Submitted on May 5, 2018, 1:08 a.m. | Cited by: 0 users

Rehabilitation - Governments strong regulations and influence from the public will ensure Rehabilitation of the mine sites and the increasing demand and economic growth ensures that mines don't close unplanned

[Add to my scenario](#)

Author: anonymous | Submitted on April 26, 2018, 6:41 p.m. | Cited by: 1 users

have a plan for closure and rehabilitation.

[Add to my scenario](#)

Author: J., 909 | Submitted on April 16, 2018, 11:08 a.m. | Cited by: 1 users

Developing Economies: Government partnership with service companies; Innovation; Global coordination. New economy products

[Add to my scenario](#)

Author: nighar | Submitted on April 13, 2018, 9:01 a.m. | Cited by: 1 users

Mature Economies: Community environmental concerns; Rejection of mining plans

[Add to my scenario](#)

Author: nighar | Submitted on April 13, 2018, 9:01 a.m. | Cited by: 1 users

- Learners curate ideas from other learners
- Grade for submission and curation can be set by instructor
- % Grade given or curation ensures that learners must review other learners submissions
- Learner knowledge grows over the activity
- Usernames are displayed (permission from edX to enable)
- Further discussion on forum

KCI - Multi-perspective Elaboration

Provide citizens with a Universal Basic Income (UBI) Score: 100%

Please submit and watch peers to create a comprehensive list of pros and cons. You will receive 25% of your score for submitting 1 item and 75% of your score for adding 2 items submitted by other learners (i.e., curating). You are encouraged to share your submitted items but are not required to do so.

My Submissions

Enter your idea here... Add Item

UBI

Your Submissions:

- Insurance linking conditions
Created on 2/14/2018 | Created by: users

Curated Submissions:

- More efficient than traditional welfare
Author: nita (Submitted on 4/20/18) Curated by: 3 users
- UBI reduces inequality
Author: nita (Submitted on 4/20/18) Curated by: 7 users
- UBI reduces crime
Author: nita (Submitted on 4/20/18) Curated by: 8 users

[View other learners' submissions](#)

My Submissions

Enter your idea here... Add Item

UBI

Your Submissions:

- No trust in a bank
Created on 2/14/2018 | Created by: users

Curated Submissions:

- Tax revenue for governments
Author: JTC (Submitted on 4/20/18) Curated by: 9 users
- Negative impact on economy
Author: JTC (Submitted on 4/20/18) Curated by: 1 user
- Financials might be problems
Author: JTC (Submitted on 4/20/18) Curated by: 8 users

[View other learners' submissions](#)

- Learners collate ideas to obtain a holistic view of each perspective/scenario
- Own submissions are clearly distinguished from curated items
- Learners can export to MS Word

Team Selection


LTI Consumer - Team Selection Activity (External resource)

Home Introduction	Step 1 Review Candidates	Step 2 Select Candidates	Step 3 Select Candidates	Step 4 Compare	Step 5 Select Candidates	Step 6 Compare
Step 7 Rank Candidates	Step 8 Compare	Step 9 Hiring Panel Preferences	Step 10 Compare	Step 11 Consider Intangibles	Step 12 Compare	Step 13 Reflection

Select Candidates


Additional information is provided for each candidate. The name and a photograph is displayed for each candidate. Please review the candidates again, taking into consideration the additional information that is provided.

A




Adam 53 years old
Software engineer with over 10 years in the firm and experience in health care situations.

B




Boris 41 years old
Very hard worker who always places the team first.

C




Cate 32 years old
Expert electronics engineer with a proven record of software and hardware integration projects.

D



Donna 45 years old
Experienced, successful customer relationship manager.

E



Erik 29 years old
Creative, award-winning software engineer.

- Specific LTI but customisable via JSON
- Learners must select a job applicant
- Additional information is revealed as the learner progresses
- Learner can view how their decision has changed given
 - Applicant CV's
 - Selection Criteria
 - Other panel members input

Team Selection

LTI Consumer - Team Selection Activity (External resource)

Home Introduction

Step 1 Review Candidates

Step 2 Select Candidates

Step 3 Select Candidates

Step 4 Compare

Step 5 Select Candidates

Step 6 Compare

Step 7 Rank Candidates

Step 8 Compare

Step 9 Hiring Panel Performance

Step 10 Compare

Step 11 Consider Interactions

Step 12 Compare

Step 13 Reflection

Rank Candidates

[Candidate Profile Details \(Click to toggle\)](#)

Consider the following criteria and rank each candidate from 1 to 5 against each criteria (1 being your top-ranked candidate for that criteria and 5 being your lowest ranked candidate for that criteria). A blank or zero value is not allowed.

Knowledge, Skills, and Abilities (KSAs): The candidate possesses necessary knowledge, skills, and abilities to successfully accomplish the job assigned to the project team within the time required.

Experience: The candidate has the experience to successfully deliver the project within the specified parameters and conditions.

Team Focus: The candidate demonstrates the necessary team focus to work together and successfully deliver the project.

Work Ethic: The candidate demonstrates a work ethic that ensures the best possible chance for successful delivery of the project.

Candidate	KSAs	Experience	Team focus	Work ethic	Total	Rank
Adam	<input type="text" value="1"/>	<input type="text" value="5"/>	<input type="text" value="1"/>	<input type="text" value="5"/>	12	1
Boris	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	12	2
Cate	<input type="text" value="5"/>	<input type="text" value="5"/>	<input type="text" value="5"/>	<input type="text" value="5"/>	19	3
Lonna	<input type="text" value="4"/>	<input type="text" value="2"/>	<input type="text" value="4"/>	<input type="text" value="2"/>	12	4
Erik	<input type="text" value="5"/>	<input type="text" value="1"/>	<input type="text" value="5"/>	<input type="text" value="1"/>	12	5

Submit Submitted

Current Attempt: 1

- Specific LTI but customisable via JSON
- Used in Buslead2x: Leading the Organization
- Reflection and comparison are built in
- Process can apply to selection of software e.g. ERP, CRM, etc

Comparative Online Multi-Perspective Reflective Exercise (COMPARE)

LTI Consumer (External resource)

The screenshot displays the LTI Consumer interface for an external resource. At the top, it shows the course URL and a 'LTI Host Site' button. A prominent pink warning box states: 'Important: Please carefully check all changes before saving (changes made during a live run can have adverse effects to learner user experience, please check with user technical team)'. Below this, there are 'Save' and 'Load' buttons, and an 'Add Category' button. A navigation menu includes 'Introduction', 'Activity', 'Brainstorming', 'Adding Value', 'Integration', 'Peer Evaluations', and 'Feedback/Learning'. The 'Page Tab Test' section shows a text input field with 'Introduction' and a 'Do not edit if you are retrieving entry from this Course' warning. The 'Embed Or Complete' section shows a URL input field with an example and a similar warning. The 'Remove Page' section shows a red 'Remove Page (Cannot be undone)' button with a 'DANGER' warning. Below this is the 'Instruction Editor' for a block with ID '57462bc4-333c-41a0-8f2a-03aabb0c2b45', featuring 'Move Up', 'Move Down', and 'Remove Block' buttons. A rich text editor toolbar is visible, and the main content area contains the text: 'Ideation through addition (brainstorming and building on other people's ideas)' and 'Instructions: The following simulation introduces you to the design thinking process. During this simulation, your task will be to consider a challenging problem that is yet to be solved - one that we can stand to improve! You will collaborate with other learners, building on and integrating diverse ideas to develop innovative solutions. At the end of the simulation challenge, you will evaluate different solutions in order to find out how well you did! Our aim from this session is to improve your ability to generate ideas and overcome your natural inhibitions that prevent creativity.'

- LTI Tool to build multi-step workflow activities that are enabled by learner submission
- Very powerful tool
- Current components
 - Display previous entries
 - Display random submissions from other learners
 - Multiple choice submission (eg Poll, rubric)
 - Display results

Add Instructions Block Add Essay Input Block Add Random Essay Block Add Results Block

Comparative Online Multi-Perspective Reflective Exercise (COMPARE)

Instruction Error Block ID: 284a0212-0a11-4820-9a71-778626a9902 Move Up Move Down Remove Block *

[Copy Block](#)

Let's look at a few of the other learners' ideas. Evaluate the top integrative ideas of three other learners.

Answer Category: Optional: If you need to select a value of a certain category here select, if you do not need this feature

Previous Entry Block ID: 155386d-507f-4cc5-8770-86248a70409 Move Up Move Down Remove Block *

[Copy Block](#)

Course ID: Optional: If you are reusing entry from this Course

Resource ID: Optional: If you are reusing entry from this LTI

Block ID: Required: please enter the block ID of a previous entry block

Show Response as: Required: please select type of response to show

Show On Completion: Optional: please enter the block ID of previous entry blocks that need to be submitted, in order to show this content. Leave blank if this requirement is not needed

Select Category: Optional: If you need to select a value of a certain category here select, if you do not need this feature

Public Grading: Optional: If you need to select a value of a certain category here select, if you do not need this feature

Grading Questions: **Number**

Options

- low
- some
- moderate
- high

- Instructor view

[Add Instructions Block](#) [Add Entry Input Block](#) [Add Paragraph Entry Block](#) [Add Results Block](#)

Comparative Online Multi-Perspective Reflective Exercise (COMPARE)

LTI Consumer (External resource)

Introduction Activity **Brainstorming** Adding Value Adding Integration Peer Evaluations

Feedback/Learning

Problem #1:

I recently went to IKEA with the family to buy some furniture. I was there for some kitchen utensils, but also ended up buying a number of other products from just the usual the case at IKEA. One of these was a rug that was on sale for \$100. After purchasing a new lawn rug, I returned to the store only to discover that the new rug would not fit into my living room. The sale of the rug was only for high school students. In the end of the day, and I felt that I was being misled if I had not to pay the original fee. I had to either abandon the rug or abandon my family and make an additional trip one day later.

Business stores often have delivery services, but they can be expensive and can take steps before your furniture is delivered (requiring you to be at home to accept the delivery). What solutions could be designed to help customers get their new furniture home? The solution should be safe, inexpensive, quick, and made of common materials for the store.

Your task

A design team would solve the problem and transfer solutions to understand the design and the overall result. In the design you should think about what for you. The problem should be defined and explained in terms of specific "requirements" that which solutions and team can be viewed.

What is the problem?

When people purchase goods that are difficult to transport or are large (e.g. for the heavy shape for the transportation). People who wish to be able to transport the items that they have purchased immediately or very soon after the purchase. The purchase may have been made because the individual is in the middle of another job (which in this case might be "reorganizing a room") and want to expedite the purchase (over the online only) as soon as possible. People also tend to make the purchase if they have to transport the goods, the difficulty is transportation, and the area of the job.

Key Factors:

- A cost – the cost of transportation for the goods purchased.
- Time and convenience – changing delivery times means people have to take time off from work or be available for multiple periods of time to receive goods.
- Flexibility and customer – some people don't actually have access to their own transport that is large enough (strong enough) or appropriate to transport certain goods.
- Risk – can you be sure that your goods arrive safely and in one piece.

How do people stop?

People may do some research before traveling to the store (could "order" or even virtualize the file to browse virtual shopping). They may also use points for the purchase, for example they have gone shopping for groceries and instead of just buying for sale. They may also use a "take" or good deal and decide that they should purchase the goods immediately due to a reduced price or some other incentive.

There are also a number of ways to look at the problem solution that you may want to consider. Your solution may address one or the following objectives:

- Present a range of purchases of goods that would be designed to easily be able to be a good time that option is selected.
- Enable people to buy goods at the same virtual time or location (virtual goods) and/or alternative delivery locations.
- Provide alternative processes to help people to not follow.

Now you are ready to start your first shopping, click the "Start Shopping" tab above or use "Next" button.

« Previous Introduction

1 of 1 Page Number

Next Design Problem »

- Design Thinking Activity
- Used in Buslead3x: Leading High Performing Teams
- Activity steps:
 - Formulate a solution
 - Reflect on other learners' solutions
 - Integrate Ideas
 - Provide Peer-Feedback
 - Receive Feedback from random peers

Comparative Online Multi-Perspective Reflective Exercise (COMPARE)

LTI Consumer (External resource)

Introduction **Acting** Designing Adding Value Integration Peer Evaluation & Feedback / Learning

Now, the next steps in integration involve **value**. Before any year you learn the getting familiar lesson is reasonable time and resources, based on your institution's specific needs. Also, include any less than 100% skills to local area. Your job is to take a year of those ideas and integrate them. Take one best idea and combine them into a **single solution** that is both innovative AND useful.

Practice sales and create an order on payment for the duration of the sale period for five occasions like it is and after same day delivery for each order.

- Your Practice Duty

Practice sales and create an order on payment for the duration of the sale period for five occasions like it is and after same day delivery for each order. One of the orders could be to integrate in partnership with Uber-like companies or services to organize delivery for customers. This can either be partnership or a secondary business that also makes money for BSA.

- Your Practice Duty

I could turn my own thoughts into a local order service.

- Random Lesson Through Unity

How to partner with LTI to have people who help to plan and deliver the same way for an entire year, inside the campus.

- Random Lesson Through Unity

Start your own, like integration that help that helps get students some sort of responsibility and quickly.

🔍 📄 📌 📁 📂 📃 📄 📅 📆 📇 📈 📉 📊 📋 📌 📍 📎 📏 📐 📑 📒 📓 📔 📕 📖 📗 📘 📙 📚 📛 📜 📝 📞 📟 📠 📡 📢 📣 📤 📥 📦 📧 📨 📩 📪 📫 📬 📭 📮 📯 📰 📱 📲 📳 📴 📵 📶 📷 📸 📹 📺 📻 📼 📽 📾 📿 📰 📱 📲 📳 📴 📵 📶 📷 📸 📹 📺 📻 📼 📽 📾 📿

Practice sales and create an order on payment for the duration of the sale period for five occasions like it is and after same day delivery for each order. One of the orders could be to integrate in partnership with Uber-like companies or services to organize delivery for customers. This can either be partnership or a secondary business that also makes money for BSA.

Next

Once you have completed or absorbed your own integrative idea, the "Peer Feedback" will be shown. Once the size of the "Peer" is shown to you.

- Design Thinking Activity
- Used in Buslead3x: Leading High Performing Teams
- Activity steps:
 - Formulate a solution
 - Reflect on other learners' solutions
 - Integrate Ideas
 - Provide Peer-Feedback
 - Receive Feedback from random peers

Comparative Online Multi-Perspective Reflective Exercise (COMPARE)

LTI Consumer (External resource)

Introduction Activity Brainstorming Adding values **Integration** Peer Evaluations

Feedback (Learning)

Take a look at a few of the other learners' ideas! Describe the final integrative ideas of these other learners:

Found a transportation company with a cool, yourself, online reservation system like Uber (or similar services using their own website). This will save the price too.

• Review Learner Feedback Data

Creative: low none moderate high weird

Practical: low none moderate high weird

Consistent: very inconsistent a bit involving acceptable consistent

very easy

Cost: acceptable too costly reasonable good value very cheap

Please provide constructive feedback on answers:

Submit Feedback

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UQx LTI's

- Open source
- <https://github.com/UQ-UQx>

THANK YOU

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