iCALT
Intelligent Context Aware Learning and Teaching

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Concept

• On-line, real-time student feedback
  – Dynamic adaptation to student needs
• Lightweight web client
  – Cheap to disperse
• Moodle integration
  – Use existing infrastructure
On-line Feedback

- Existing Student Survey Mechanism
  - Heavy approach
  - Student disenchantment
  - Inappropriate use
  - Lack of timely response
On-line Feedback

- New model
  - Capture data as it happens
  - Hard data, suitable for text mining
  - Instant response by teacher
  - Can be used off-line
  - Annotations allow use as student study tool
Moodle Integration

- Have built heavy client prototypes
  - Disadvantage is dispersal
- Use existing infrastructure
  - Allow world-wide take-up
- Some disadvantages, but many advantages
  - Zero effort migration to smartphones
Student View

- Standard Moodle Presentation
  - Next slide/Demo (link)
- ICALT Moodle Presentation
  - Next slide/Demo (link)
FIT3013 Lecture Notes

Introduction to Event-B

John Hurst, 2010

Computer Science and Software Engineering
Monash University
(with acknowledgement to Ken Robinson, UNSW)

20100303 / Lecture 01
FIT3013 Lecture Notes

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20100303 / Lecture 01
Presenter View

- Model:
  - Teacher uses conventional lecture display running with conventional Moodle presentation (link) (slide 7)
  - Teacher has additional laptop running iCALT Moodle “presenter view” (link) (slide 8)
  - Students use laptops/smartphones running web browser pointed at Moodle iCALT presentation view (“Student View”) (link) (slide 10)
iCALT presentation view - FIT3013 Lecture 01

Navigation
- Home
  - My home
  - Site pages
  - My profile
  - My courses
    - iCALT Seminar
      - Participants
      - Reports
      - General
      - Topic 1
      - Sample Slides - iCALT How-To
    - iCALT Demo - MCEC2011
  - Standard Moodle View - FIT3013 Lecture 01
  - iCALT presentation view - FIT3013 Lecture 01

Settings
- Presentation settings
  - Edit settings
  - Locally assigned roles
  - Permissions
  - Check permissions
  - Logs
- Course administration
- Switch role to...
- My profile settings

You are logged in as john (Logout)
Annotations

- Besides the instant feedback, students can make notes to themselves ("annotations")
  - See slide 8 for examples
- Annotations can be stored on student's computer and used as a study resource
- Not a new concept, but encourages use of feedback, and questions can be asked later, off-line.
Conclusions

- Students love it!
  - “This is much better than those $$#@$$ surveys we do at the end of semester!”
  - “Good to see immediate feedback from lecturer”
- Much opportunity to explore data mining of comments
- Need to explore efficacy of annotations