L&T:21

Showcase – session 3
Stream 1

Nov 18, 2021

THE UNIVERSITY OF SYDNEY

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Showcase 3: Stream 1

Amer Khan

Business educator and learning experience designer, The University of Sydney Business School

JamBoard

Record your key insights from each speakers' presentations on their Jamboard page – https://bit.ly/3EKEln8

Showcase 1

Integrating a Chatbot with Canvas LMS- Managing Student Comms with AI and Machine Learning

— Tony Cannell & Alicia Hadiwidjaja

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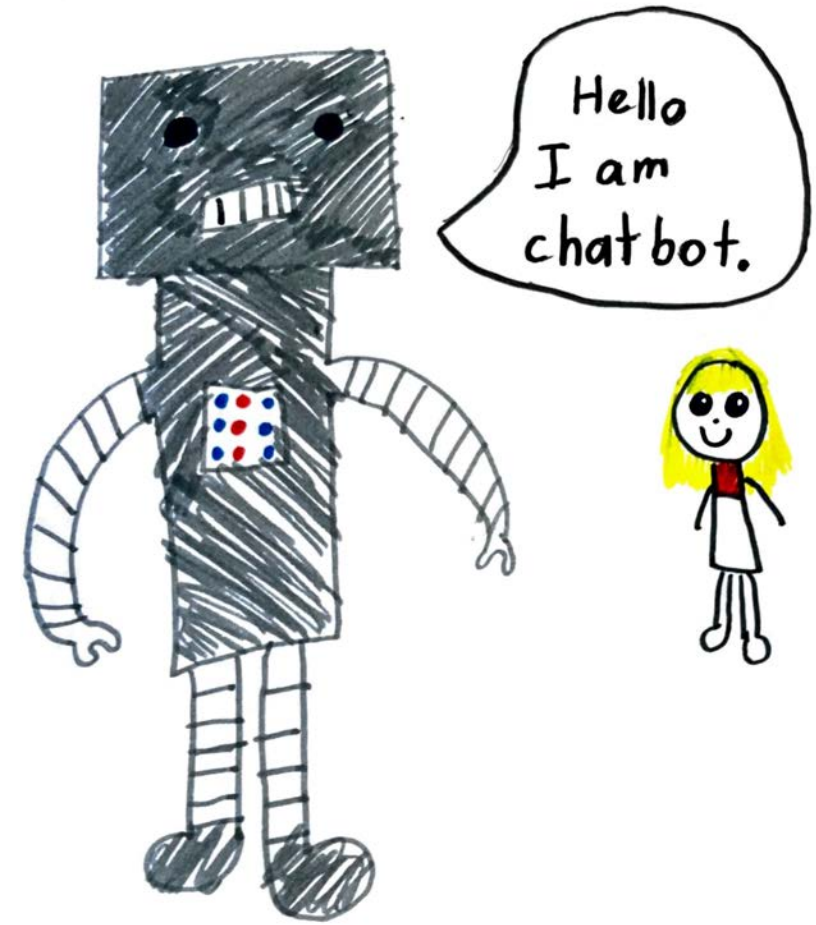


Integrating a Chatbot with Canvas LMS

Managing Student Comms with AI and Machine Learning

Tony Cannell- Academic Language and Learning Support
Alicia Hadiwidjaja - Webservices
June Cannell- Artwork

WHY CHATBOT?

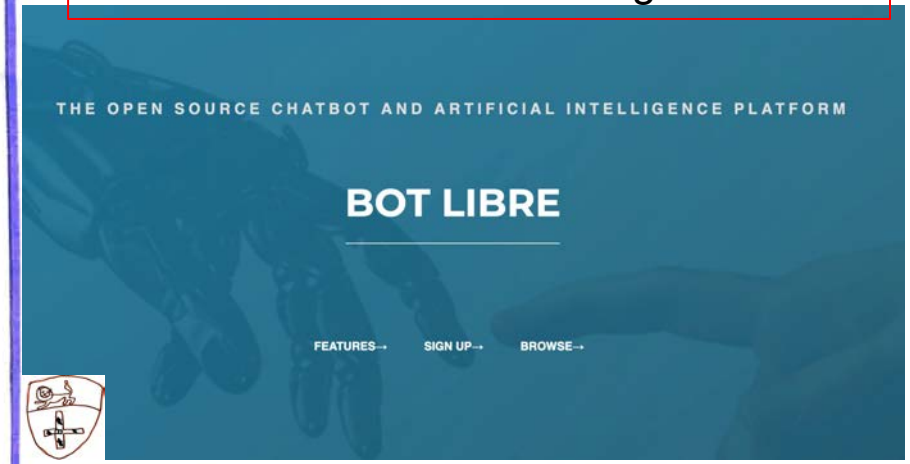
- Managing Comms on a Large Unit
- Supporting a Large Number of Repeated/Predictable Student requests/enquiries
- Improving the UE of our LMS
- Allocating Support Resources

- Knowledge source: find out which information needs to be provided to the bot so the conversation starts and for Q and A
- Stock phrases: where we can handle general phrases of conversation used more often/preferred
- Conversational memory: When conversing we have to remember the flow + outcomes

Biswas, M. (2018). *Beginning AI Bot Frameworks: Getting Started with Bot Development*. Apress. https://doi.org/10.1007/978-1-4842-3754-0

WHAT CHATBOT?

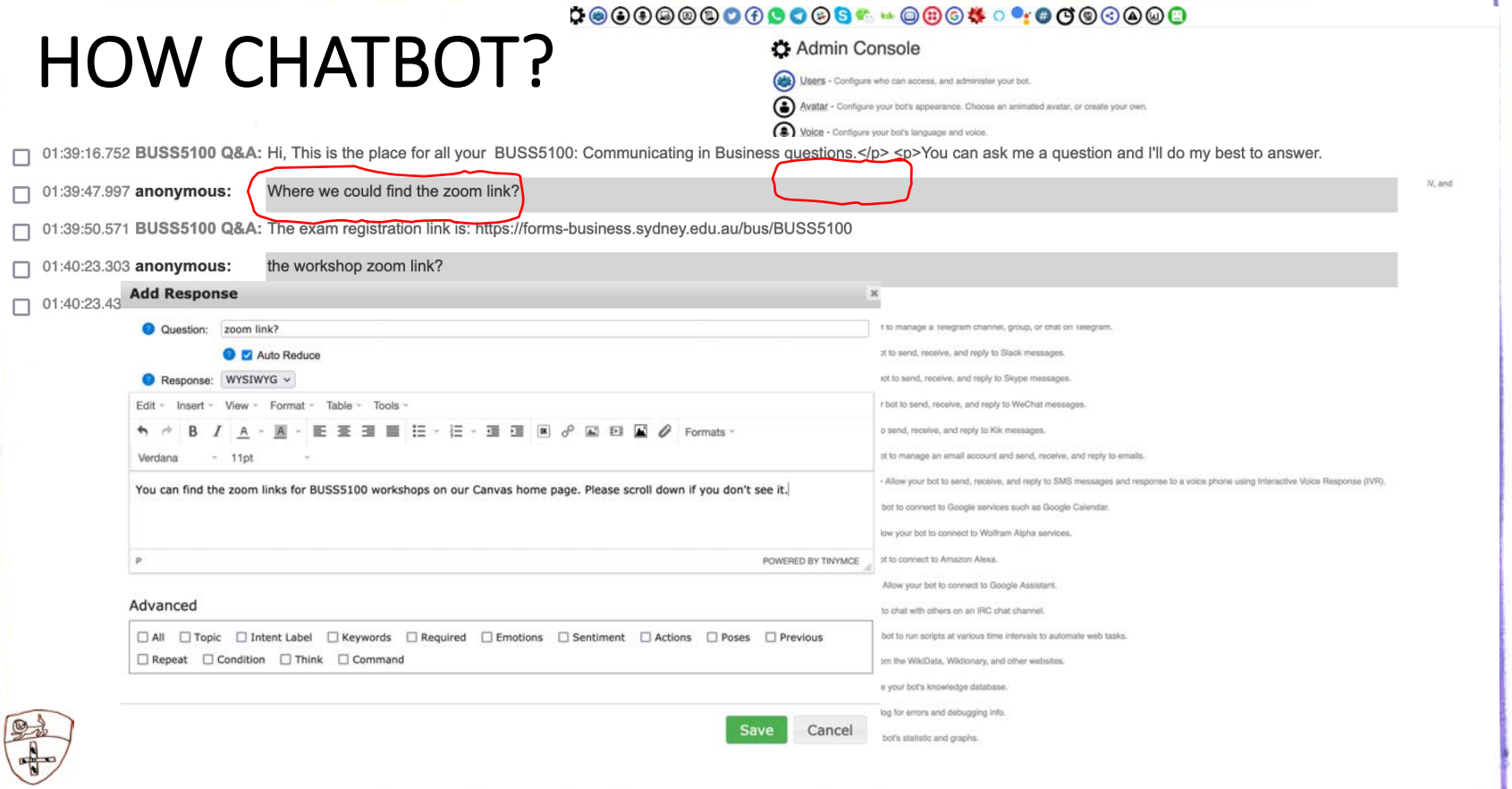
Alternatives like Microsoft Bot Framework, IBM Watson, Amazon Web Services can be expensive, code/coding intensive, heavily branded, opaque as to terms and data usage.



Bot Libre's goal is to foster an open, safe community of artificial intelligent chat bots and their developers.

The Bot Libre platform is an open source project developed by BotLibre.org. BotLibre.com is a website produced and hosted by Paphus Solutions Inc. a Canadian company started by former Oracle Software engineer **James Sutherland**

HOW CHATBOT?


Admin Console
Users - Configure who can access, and administer your bot.
Avatar - Configure your bot's appearance. Choose an animated avatar, or create your own.
Voice - Configure your bot's language and voice.
01:39:16.752 BUSS5100 Q&A: Hi, This is the place for all your BUSS5100: Communicating in Business questions. You can ask me a question and I'll do my best to answer.
01:39:47.997 anonymous: Where we could find the zoom link?
01:39:50.571 BUSS5100 Q&A: The exam registration link is: https://forms-business.sydney.edu.au/bus/BUSS5100
01:40:23.303 anonymous: the workshop zoom link?
01:40:23.43
Add Response
Question: zoom link?
Auto Reduce
Response: WYSIWYG
Edit Insert View Format Table Tools
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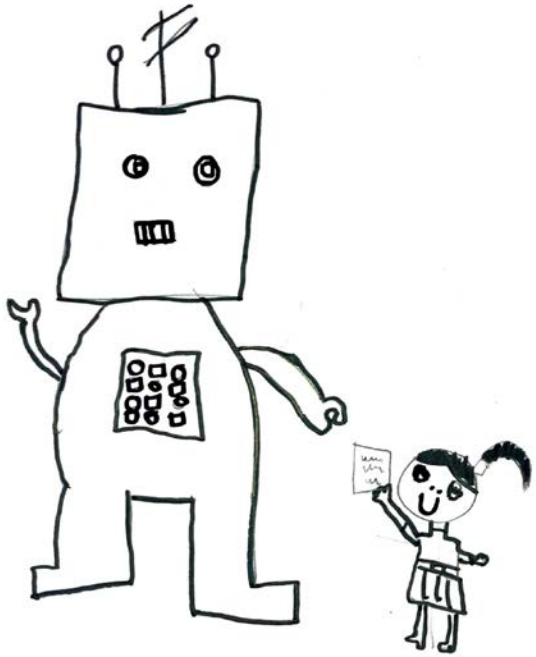
Verdana 11pt
You can find the zoom links for BUSS5100 workshops on our Canvas home page. Please scroll down if you don't see it.
P
POWERED BY TINYMCE
Advanced
All Topic Intent Label Keywords Required Emotions Sentiment Actions Poses Previous
Repeat Condition Think Command
Save
Cancel

AFFORDANCES

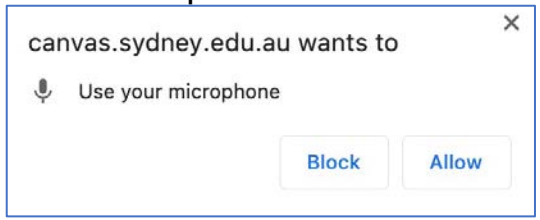
Our Bot can…

- Operate as OS agnostic + on Mobile
- Hide service layers within plain conversational techniques.
- A retrieval-based/generative model with Bidirectional Communication flow.
- Run 24/7
- Operate at scale



WHERE CHATBOT?

- A quick run-through
- What is an iframe?
- Iframes are used everywhere
- Security – ‘sandboxing’ the iframe, whitelist only the essential permissions: allow-scripts, allow-popups, allow-forms
- Allow microphone – for speech recognition. It will ask the user first if this is permitted:



MORE CHATBOT

Use chatbot to hold a survey to gather student feedback about the course with interactive elements (buttons, links etc)	Action Research
Send images – e.g. if a student encounters an error and wants to submit a screenshot	Course curation and admin
Deploy chatbot as a mobile Android/iOS app	Assessment task for BIS
Create a live chat that connects with a human operator when needed	Student Support
Utilise deep learning analytics	Data and Analytics assignments
Multiple choice exam marking	

And more…

CONTACT US

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alicia.hadiwidjaja@sydney.edu.au
Business Webservices

Thank you

Business School team.

Question?

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Showcase 2

Don't Let a Good Crisis Go to Wast

— Peter Bryant, Danielle Eden & Craig Gilliver

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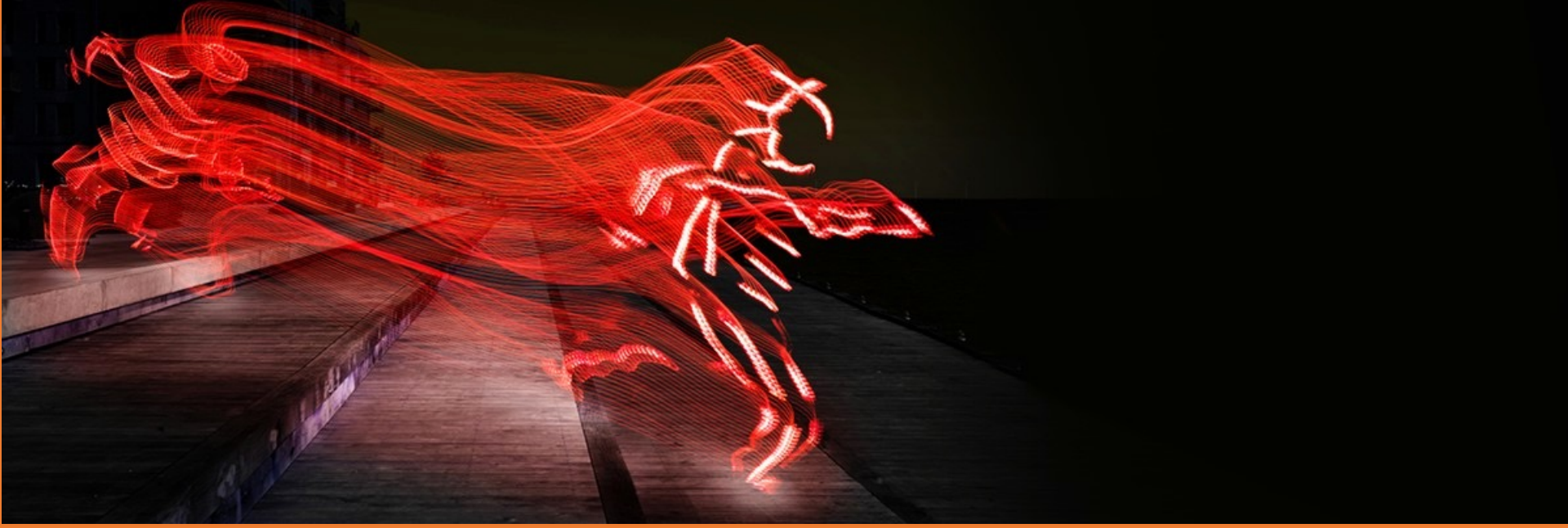

Leading in a Post Crisis world

Don’t Let a Good Crisis Go to Waste!

Bryant, P.; Gilliver, C; Eden, D.

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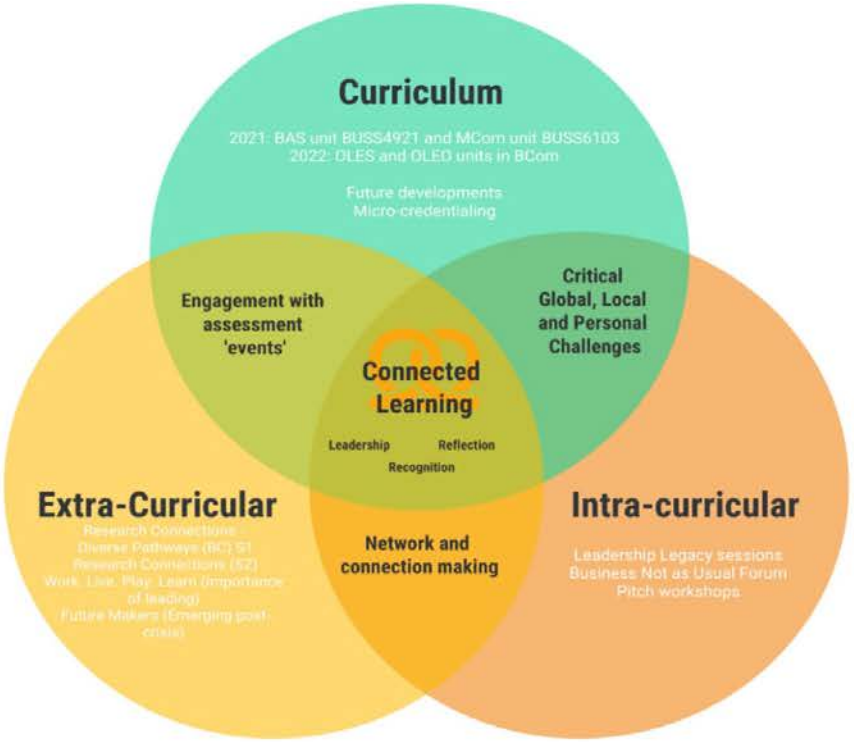
LEADING in a post-crisis world

A connected ecosystem
across your entire program



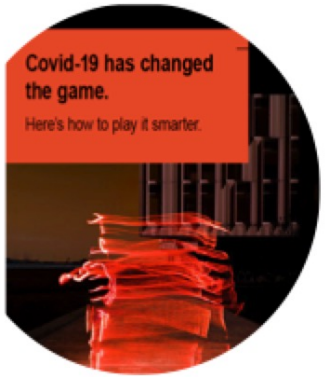
First Year

Graduation

Recording of activity for badge

Engagement as peer mentors

Peer feedback



Transformative Learning

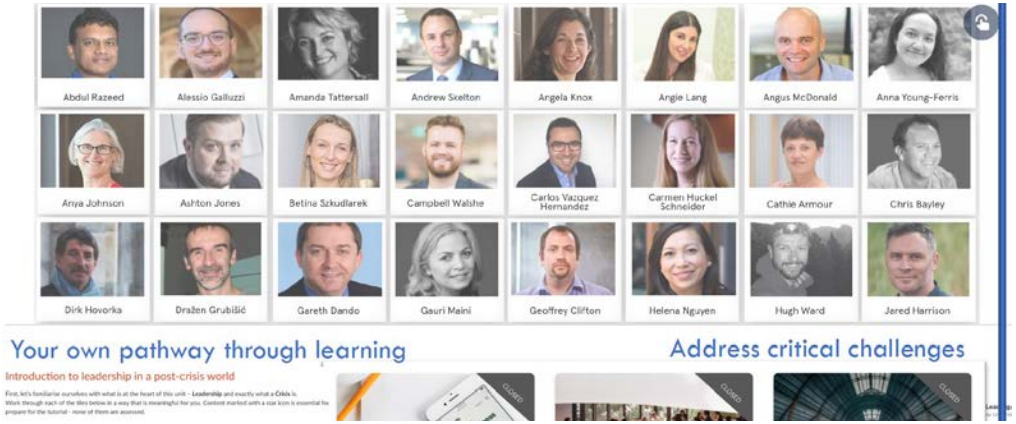
Leading in a Post-Crisis World (LPC) is a series of opportunities you can undertake across the course of your degree to empower you to solve future challenges in collaboration with your peers, world-class academics and industry leaders.

https://www.sydney.edu.au/business/study/student-experience/leading-in-a-post-crisis-world.html

Interactive Learning Resources Developed for LPC

- 13 Episodes of Interactive material developed
- Presented in a Non-Linear Fashion
- Students engaged with key concepts and then explored their own learning options
- Students could self-select their own study pathways

Celebrating Diversity of Voices



Own narrative – to address personal, local and global challenges

Your own pathway through learning

Introduction to leadership in a post-crisis world

First, let's familiarise ourselves with what is at the heart of this unit – **Leadership** and exactly what a **Crisis** is.
Work through each of the tiles below in a way that is meaningful for you. Content marked with a star icon is essential for
prepare for the tutorial - none of them are assessed.

What is crisis?	Historical examples of global and local crises	Historical examples of corporate crises
Case study on personal crises	What is post-crisis?	What is leadership?

Address critical challenges

How can small and medium enterprises successfully transform?

The community has spoken, and it says the future of small and medium enterprises (SMEs) is one of the issues that matter most.

How can we build engagement in the post-covid classroom?

The community has spoken and it says that lack of student engagement is one of the issues that matter most. Tell us your ideas

How do we innovate the future of manufacturing?

The community has spoken and it says the future of manufacturing is one of the issues that matter most. Tell us your ideas for

4 8 18 8

The Pitch Challenge

SE YOUR CHALLENGE

The Future Makers program has generated dozens of critical global or local challenges. These have been crowdsourced by your colleagues in the Business School. You can select one of these, o0r your group can identify any other critical global or local challenges that scare

GN AN ACTION PLAN

In the template you can download, you need to develop an action plan to address your chosen critical global and local challenge. You will need to describe your challenge, then you will need to describe five actions your group has decided on to address this challenge. The five actions need to be under the following categories (you will need one action from each category)

1. Political action (taken by government)
2. Economic action (taken by government, the financial sector, investors , VC etc.)
3. Commercial action (taken by industry, start-ups, small business etc.)

ARE YOUR PITCH

You will need to prepare a slide deck (using the template) to pitch your action plan. The first slide will be a single picture that best represents the challenge you have chosen. You can use a picture of your own, or one from the many free photo archives. You will then have 5 slides of 30 seconds

Leading in a post-crisis world is a transdisciplinary program

Student narratives to show prospective employers how they have addressed global, local and personal challenges.

*The program is a **narrative thread** that helps weave their story as they graduate into an uncertain world*

'Doing the Pitch was great! It brought us together as friends and the pitch negotiation and team-work processes were great experiences and great for skills development.' (MCOM student feedback)

Promoting Connections

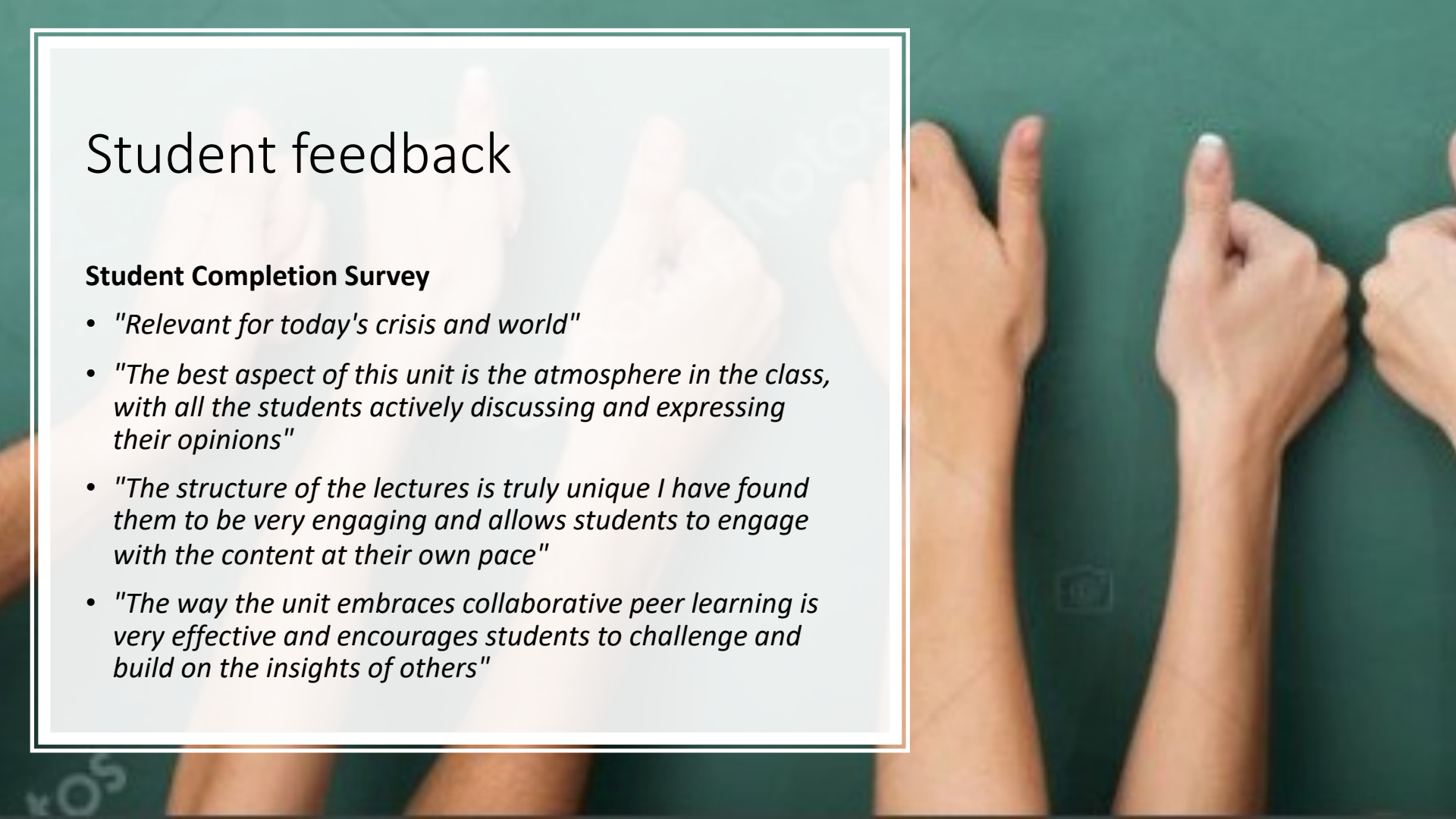
Supports Reflection & Feedback

Supporting students to gain feedback from their peers, colleagues and leading industry representatives to engage in critical reflections on their own practice and growth

Student feedback

Student Completion Survey

- *"Relevant for today's crisis and world"*
- *"The best aspect of this unit is the atmosphere in the class, with all the students actively discussing and expressing their opinions"*
- *"The structure of the lectures is truly unique I have found them to be very engaging and allows students to engage with the content at their own pace"*
- *"The way the unit embraces collaborative peer learning is very effective and encourages students to challenge and build on the insights of others"*



Lessons Learnt

Flexible and adaptable approach due to the continuing Covid pandemic

Support and training **to** learn new **technology** and learning environments (hybrid learning) to **support** students **who were** also learning new technology and ways of learning

Students as Partners in Learning was a key theme that emerged for promoting connectedness and transformative learning opportunities

Authentic experiences underpinned by and informed by transformative teaching and learning frameworks such as Connected Learning at Scale (Bryant, 2019); Community of Inquiry (Garrison, 2000;Armellini et al. 2016; Fiock 2020) Experiential Learning (Kolb, 1984)

Peer Support and Feeding forward to support reflective skills

Promoting connections through developing a Community of Inquiry

Reference List

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Question?

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Showcase 3

Bridging the design gap: A digital learning design perspective

— Stacey Petersen, Sunprit Singh, Benedicte Rokvic & Andrew Brock

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Genial.ly presentation:
https://view.genial.ly/61774993986f8c1038954f83

Question?

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Don’t Forget to record your key insights from each speakers’ presentations on their Jamboard page - https://bit.ly/3EKEln8

Next session

See the L &T Forum website for zoom registration links to the next concurrent sessions

- 10:25 – 11.10am

Showcase – session 4 - Stream 1:
Zoom meeting ID - 869 8422 8591

Showcase – session 4 - Stream 2:
Zoom meeting ID - 835 4391 1674

Lightning Talk 2:
Zoom meeting ID - 8863 1171 0595

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Thank you!

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