

Weekly learning cycle exemplar

<p><b>Discipline context:</b> Business and technology</p> <p><b>Unit context:</b> In this unit, students analyse the social and business impacts and applications of collective intelligence in a rapidly changing digital world. Students examine how creative problem solvers can take advantage of a global collective intelligence through enhanced information sharing and online collaboration. Students explore the start-up lifecycle and related technologies, with a focus on entrepreneurship, e-marketing and human resource management. Students gain skills and experience using emerging crowd platforms to pitch ideas, increase profit, manage well-being, enable business processes and functions, and explore new business models.</p> <p><b>Learning context:</b> Week 2 of unit’s delivery (13-week calendar; spanned session is double lecture)</p> <p><b>Week’s learning outcomes</b></p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Define key concepts relating to collective intelligence and social networking</li> <li>2. Propose ways by which organisations can build global collective intelligence</li> <li>3. Apply technological skills and conceptual understanding to collaboratively generate glossary of terms in a Wiki</li> </ol>				
Learning phase	Learning environment	Learning outcomes	Learning and teaching experiences May divide into 2 columns: <i>What is the teacher doing? What are students doing?</i>	Learning resources and technologies
<p><b>Engage</b></p> <p><i>How will you capture student attention and enable connection with prior learning and experiences?</i></p>	<p><b><u>Blackboard</u></b></p>	<p>Outcome 1</p>	<p>Students <b>view TED talk</b> delivered by a social media theorist, who highlights how different social media platforms enable citizens in repressive regimes to bypass censors, report on actual events, and create social change networks.</p> <p>Students <b>answer questions via Discussion Board post</b>, reflecting on:</p> <ul style="list-style-type: none"> <li>• why the theorist claims that, “humans are currently living through the largest increase in expressive capability in history”; and</li> <li>• their own experiences to consider any downsides to this phenomenon.</li> </ul>	<p>Sourced TED talk linked in Blackboard</p> <p>Blackboard Discussion Board</p>
<p><b>Explore</b></p> <p><i>How will you guide students to investigate and think more deeply about the week’s focus?</i></p>	<p><b><u>Blackboard</u></b></p>	<p>Outcome 1</p> <p>Outcome 2</p>	<p>Students <b>view brief video</b> of lecturer introducing week’s focus and learning outcomes.</p> <p>Students <b>read theoretical paper</b> and <b>answer questions</b>, organised according to <b>3-level reading guide</b>, wherein they:</p> <ul style="list-style-type: none"> <li>• provide the definition of collective intelligence from the text (<i>literal level</i>);</li> <li>• explain how the author proposes that organisations can build their collective intelligence (<i>interpretive level</i>); and</li> <li>• reflect on the author’s view of future economies within which competition and collaboration, and value and values, are reconciled (<i>applied level</i>).</li> </ul>	<p><i>Uploaded to Blackboard</i></p> <p>Generated video</p> <p>Selected reading</p> <p>Generated response sheet in Word</p>

