

Weekly learning cycle exemplar

<p>Discipline context: Business and technology</p> <p>Unit context: 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>Learning context: Week 2 of unit’s delivery (13-week calendar; spanned session is double lecture)</p> <p>Week’s learning outcomes</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Define key concepts relating to collective intelligence and social networking 2. Propose ways by which organisations can build global collective intelligence 3. Apply technological skills and conceptual understanding to collaboratively generate glossary of terms in a Wiki 				
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>Engage</p> <p><i>How will you capture student attention and enable connection with prior learning and experiences?</i></p>	<p><u>Canvas</u></p>	<p>Outcome 1</p>	<p>Students view TED talk 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 answer questions via Discussion Board post, reflecting on:</p> <ul style="list-style-type: none"> • why the theorist claims that, “humans are currently living through the largest increase in expressive capability in history”; and • their own experiences to consider any downsides to this phenomenon. 	<p>Sourced TED talk linked in Canvas</p> <p>Canvas Discussion Board</p>
<p>Explore</p> <p><i>How will you guide students to investigate and think more deeply about the week’s focus?</i></p>	<p><u>Canvas</u></p>	<p>Outcome 1</p> <p>Outcome 2</p>	<p>Students view brief video of lecturer introducing week’s focus and learning outcomes.</p> <p>Students read theoretical paper and answer questions, organised according to 3-level reading guide, wherein they:</p> <ul style="list-style-type: none"> • provide the definition of collective intelligence from the text (<i>literal level</i>); • explain how the author proposes that organisations can build their collective intelligence (<i>interpretive level</i>); and • reflect on the author’s view of future economies within which competition and collaboration, and value and values, are reconciled (<i>applied level</i>). 	<p><i>Uploaded to Canvas</i></p> <p>Generated video</p> <p>Selected reading</p> <p>Generated response sheet in Word</p>

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Explain <i>What are the key concepts and skills that students need to achieve learning outcomes?</i>	<u>Spanned lecture</u> <i>Tuning in</i> <i>Explicit teaching</i> <i>Active learning</i> <i>Explicit teaching</i>	Outcome 1	Students review: <ul style="list-style-type: none"> high quality discussion board posts, selected by teacher as the Student Discussion Board Posts of the Week (one from Site 1 and one from Site 2); and week’s learning outcomes. Students take notes as teacher explains key concepts relating to the pyramidal collective intelligence associated with large organisations. Students instructed to individually select a pyramidal intelligence organisation that they belong to and create a hierarchal diagram , depicting relevant roles and responsibilities, and share with peer . Students take notes as teacher explains key concepts relating to small team dynamics and global collective intelligence.	<i>Projected to screen</i> Canvas Discussion Board PPT slideshow: <ul style="list-style-type: none"> <u>Signposted</u> for students: white background for content/explicit teaching slides; blue background for instructional slides to support active learning; <u>Accessible</u> to students in Canvas prior to lecture so students can print hard copy for note-taking purposes
Elaborate <i>How will students share and apply their knowledge and skills?</i>	<i>Active learning</i> <i>Checks for understanding</i>	Outcome 2	Students instructed to divide into groups of 3. Review group members’ responses from 3-level reading guide activity (i.e. from <i>Explore phase</i>) and lecture notes to formulate a group response to a high-level question: <ul style="list-style-type: none"> How can large organisations become as flexible, transparent, responsive and innovative as small teams? (Site 1 groups) How can large organisations evolve even further toward a global collective intelligence? (Site 2 groups) Groups report back to spanned class via team reporter , as teacher probes students and provides feedback.	
Explain	<u>Workshop</u> accessing Canvas	Outcome 3	Students instructed to divide into groups of 3. Under tutor guidance, students work through Wiki steps and take notes on handout. Groups build Glossary of Terms in Wiki (a fit for purpose tool that harnesses collective intelligence and integrates change management elements), with tutor providing feedback.	Generated resource sheet Canvas Wiki
Elaborate	Completed in Canvas			
Evaluate <i>How will students provide evidence of and feedback on their learning?</i>	<u>Canvas</u>	Outcomes 1-3	Students complete: <ul style="list-style-type: none"> formative quiz (multiple choice and short answer questions and one extended response question) aligned with learning outcomes; and survey questions relating to student experience. 	Canvas quiz Generated survey in Survey Monkey