**Agile Business Analysis**

***Report for Sprint 2***

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| **Agile Business Analysis**  Student Chatbot for the Module Business Intelligence Documentation Sprint 2 |  |
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# Introduction

This documentation is supposed to provide the audience an overview regarded the conducted work regarding the Student Chatbot for the Module Business Intelligence of the FHNW.

In a first chapter the project team will provide a review regarding the second sprint. Hereby, the most important activities during the execution of this particular sprint will become displayed. Additionally, the achieved deliverables will become listed up and explained.

Comprehensive the second chapter is dedicated to visualize a clarification on how such a chatbot solution might bring additional value. Therefore, the project team has gathered the given business needs of the stakeholders involved and matched them with their specific value which can be provided by a chatbot solution.

# Review of the second sprint

The following chapter is supposed to visualize a review about the second sprint, which became executed by the project team.

## 1st Coaching: Discussion with Beat

With Beat we discussed a bit our results of experimenting with Google Action Console und Dialogflow. Beat’s Input was not so much about our results but rather about the context. We need not only to consider technical feasibility but also the surrounding aspects of the solution such as how to keep the chatbot up-to date? Does it really have to be a chatbot? What is the exact need of the customer? We need to justify the added value of the chatbot. Beat suggested us we might have to focus on these points on the second sprint. Hence, we organized a meeting with Frieder Witschel. He presents our stakeholder group “lecturer”.

## Discussion with Stakeholder Frieder Witschel

Outcome:

Expected Value für Quiz: mehrere Antworten können richtig sein.

Warum sind antworten richtig? Offene Fragen stellen können. Über Lösungen diskutieren können.

z.b. do you want a hint?, why is that false?

Interessante Themen/added value examples

• Z.B. Stanford benutz ein Tool, welches Studierende zu Diskussionen anregt: A… Mediator (computer) regt Diskussionen an

• FHNW Projekt, welches am laufen ist: Chatbot fragt Studenten über erarbeitete Lösungen von Gruppenarbeit --> haben alle Verstanden was sie gemacht haben? --> Entdecken wenn einer nicht an der Gruppenarbeit mitgearbeitet/mitgedacht hat

• peer instruction

Betrefffend Quiz und Assignment:

• Inhalte bleiben relativ gleich über die Jahre.

• Studierende schreiben relativ wenig Emails, kein bedeutender Aufwand, fragen mehr im Unterricht nach wenn etwas nicht klar ist.

Inhaltliche Fragen sind interessanter, wie Beispiele oben

## Group conference call

Choice of investigating Quizz further.

Investigate following topics:

* Alternatives to Chatbot for active learning
* Investigate active learning
* See what WATSON has to offer
* Try and design an impact mapping for Dessa

## Coaching session with Holger

During the coaching session with Holger Wache our focus for Sprint 2 changed completely. Holger completely recommended us we should create a

* Try and do a simulation of Dessa using Text fields in Power point
* Worry less about the technical feasability and focus on the value provided to students to stimulate “active learning”

“

*Coaching with Holger*

*Ein schritt weiter:*

*Wir haben den Zweck von active learning,*

*Was kann man mit dem Chatbot machen?*

*Scenario*

*Kosten/ Ergebniss Analyse für Google Dialog Lösung*

*Oder nicht einfacher Power Point zu verwenden.*

*Elyza system aus der 60er Jahren. Nur Key word analyse.*

*Was will der Kunde?*

*Nicht zu viel spekulieren*

*Prototyp. Herausfinden ob unsere Solution wirklich aktive learning erzeugen kann?*

*Nach prototyp versuch.*

*Achtung wie wir Fragen stellen?*

* *Was könnte Man verbessern?*
* *Was bräuchtest du noch dazu um es wirklich zu verwenden?*

*Technique im Babok. „Prototyp“.*

*Multiple Choice from Frieder. =/= Roboter. Ist der Chatbot wirklich besser? Annahme: mehr Interaktion um zu aktivieren.*

*Endziel: Chatbot weiter zu erweitern bis er aktiviert.*

***Wie krieg ich die Leute aktiviert? / Wie krieg ich die Leute aktiviert mit einem Chatbot?***

***Versuchen herauszufinden mit einem Prototyp, Feedback vom Student bekommen, diesen Feedback compilen, Ergebnisse pitchen um weiteres Investment (Arbeit) zu bekommen.***

***Und alles auf Trello sehbar.***

***Nächsten drei sprints. Get the GO from hypothetical Investors***

*Holger: Ich bekomme die Schüler aktiviert eher über meine Art und nicht über Inhalt?*

“

## Creating of prototype

## Feedback Students

Celia

## Coaching with Knut

Cf Evaluation Feedback report with sponsor

* “For now little added value of what I see on your simulation in comparison to moodle. Moodle has already a feedback option”
* Please consider identifying templates of questions and for theses types of question the main system for the chatbor could extract the information for each template in a different sub-system (system/sub-system hahaha)

# Prototype “Dessa”

Goal, why prototype?

# Clarification how the solution achieves value

This chapter is supposed to display the reader a clarification on how a chatbot solution can bring additional value for the related stakeholders.

In order to do so, the project team has collected the most important business needs according to the identified stakeholders. These needs did become identified in several meetings with different students as well as the corresponding lecturer of the module Business Intelligence. However, these needs did become listed up in the following two tables and do become enhanced with a potential value, which can delivered by a chatbot in order to satisfy the particular need.

The following table visualizes the identified needs as well as the potential value offered by a chatbot regarding the lecturer:

|  |  |  |
| --- | --- | --- |
| **No.:** | **Business Need:** | **Potential Business Value provided by a Chatbot:** |
| 1 | The teacher needs to make sure that the students have understood the core concepts of the course. | A chatbot can provide a quiz set for the students, where the students can prove themselves if they have understood the most important core concepts of the course. |
| 2 | The teacher needs to avoid that missing understanding is detected only in the exam. | A chatbot solution can offer a quiz set for students, in order that they can assess their knowledge. In addition, a chatbot would offer an interface, where students can ask what the relevant learnings in order to avoid that missing understanding is detected only in the exam. |
| 3 | The teacher should receive information regarding which concepts do need more explanations during the teaching time. | By using a chatbot solution, the teacher can access a list containing the most entered keywords from the students. With this aid, the teacher clearly can identify the concepts which were requested the most, in order to provide deeper explanations during the lessons. |
| 4 | Flipped classroom: making sure that the students have the required understanding before class for a successful group session in class. | With a quiz offered by a chatbot solution, the students can assess their knowledge regarding the prerequisites of the given lesson, as for examples the primers. |

The following table is supposed to visualize the business needs of the students. Here as well the business needs to become matched with the respective business value to be gained by implementing a chatbot solution:

|  |  |  |
| --- | --- | --- |
| **No.:** | **Business Need:** | **Potential Business Value provided by a Chatbot:** |
| 1 | The general motivation regarding self-study of the Business Intelligence module should become enhanced. | By having a fast reactive and interactive chatbot, which provides information regarding the most important concepts as well as quizzes, the motivation of students can be raised. |
| 2 | The students do need to possess a more effective learning tool. | By having a well-designed chatbot, which possess the knowledges about the required concepts, can provided provide interactive quizzes. These quizzes can serve students as an effective learning tool. |

# Outlook

Next steps