

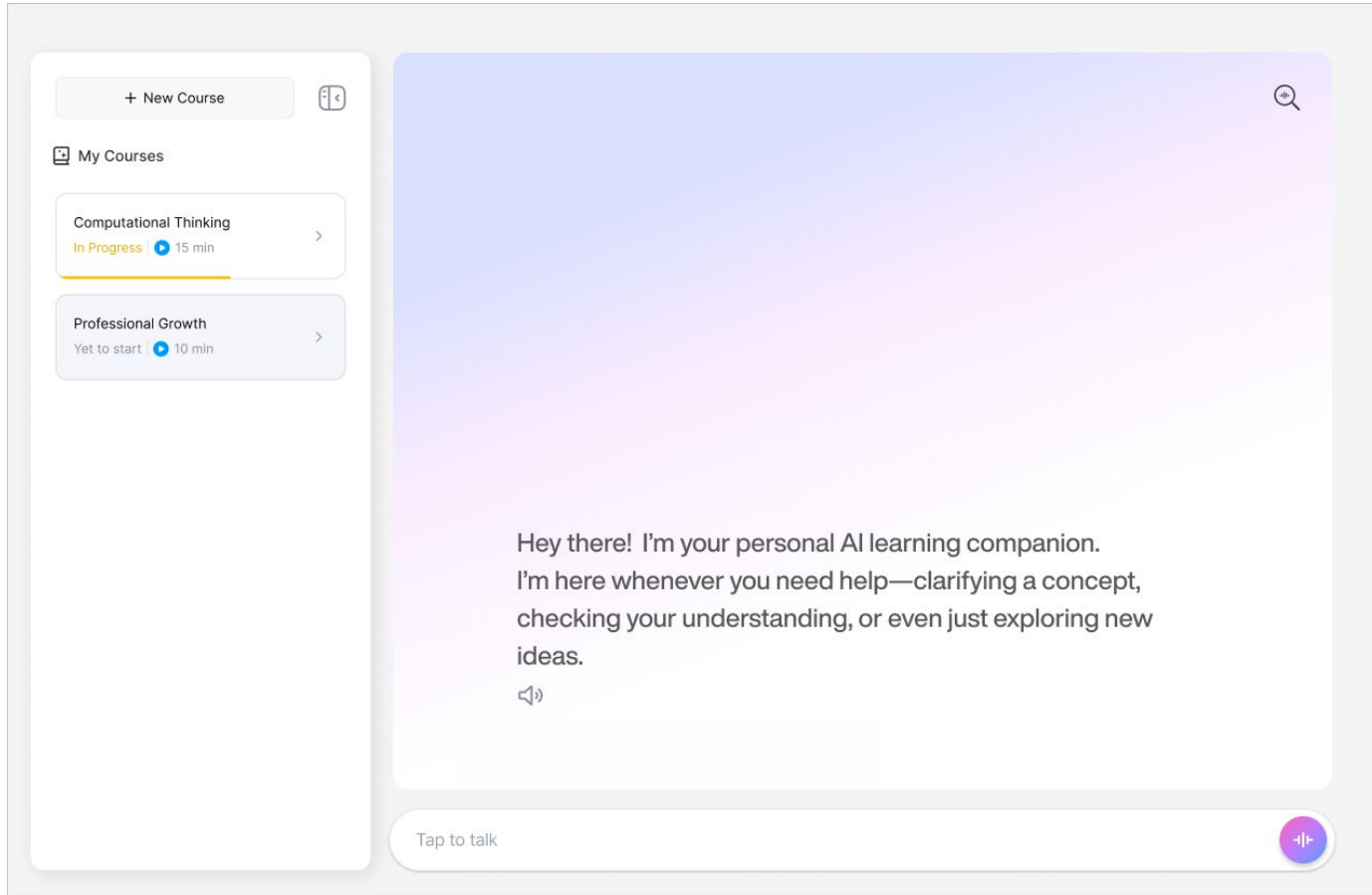
India AI Impact Summit Demo

Concept Mock-ups

Scope and Assumptions

- Platform supports both new and returning learners. Learner is already registered on the platform
- Learner is enrolled in two courses:
 - *Computational Thinking*
 - *Professional Growth*
- Entry experience adapts based on learner context
- This demo focuses on the learner journey within a single course: *Computational Thinking*
- The walkthrough demonstrates the experience for one recorded video to clearly illustrate pedagogy-driven interactions
- Interactions shown are intentional and minimal designed to support learning without disrupting flow

Student enters the platform



Pedagogy principle mapped:

Establishes **teacher presence** by introducing a supportive AI companion.

Builds **psychological safety**, making learners comfortable seeking help.

Supports **motivation** by meeting learner's need for relatedness and guidance.

Student enters the course

The screenshot shows a mobile application interface for a course titled 'Computational Thinking'. On the left is a sidebar with navigation options: '+ New Course', 'My Courses', and 'Computational Thinking' (which is selected and shows a 55% progress indicator). Under 'Computational Thinking', there are three main sections: 'Datasets' (Completed, 5 Lessons), 'Systematic Data Processing' (In Progress, 6 Lessons), and 'Flowcharts' (Yet to start, 4 Lessons). The 'Systematic Data Processing' section is expanded, showing a list of items: 'Lecture 1' (Completed), 'Lecture 2' (Completed), 'Flashcards' (Seen), 'Quiz' (Attempted), and 'Lecture 3' (In Progress). The main content area on the right is titled 'Computational Thinking | Learning Objective' and contains a welcome message: 'Welcome to Computational Thinking! This course helps you organize your thinking so you can break down problems into clear, step-by-step solutions — the foundation you need before writing any code'. Below this is a list of learning objectives: 'You'll learn: • How to structure your thought process systematically • How to identify 'patterns' that apply across different problems • How computers use these patterns to solve tasks efficiently'. A quote follows: 'Think of it like giving clear instructions to a new team member, or following a recipe — one logical step at a time.' Below the quote is the text 'Let's start with Lecture 1' and a large black rectangular placeholder for a video. At the bottom of the screen is a 'Tap to talk' button and a microphone icon.

+ New Course

My Courses

< Computational Thinking 55%

Datasets
Completed | 5 Lessons

Systematic Data Processing
In Progress | 6 Lessons

- Lecture 1 Completed
- Lecture 2 Completed
- Flashcards Seen
- Quiz Attempted
- Lecture 3 In Progress

Flowcharts
Yet to start | 4 Lessons

Computational Thinking | Learning Objective

Welcome to Computational Thinking!
This course helps you organize your thinking so you can break down problems into clear, step-by-step solutions — the foundation you need before writing any code

"You'll learn:

- How to structure your thought process systematically
- How to identify 'patterns' that apply across different problems
- How computers use these patterns to solve tasks efficiently

Think of it like giving clear instructions to a new team member, or following a recipe — one logical step at a time."

Let's start with Lecture 1

Tap to talk

Pedagogy principle mapped:

Provides **clear orientation** to the course → helps organize upcoming learning.

Reduces **extraneous cognitive load** by setting expectations upfront.

Strengthens teaching presence by explaining **why** computational thinking matters.

Creates a **schema** so the learner can attach new knowledge coherently.



Computational Thinking | Learning Objective



Introduction to Computational Thinking

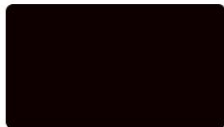
This course helps you organize your thinking so you can break down problems into clear, step-by-step solutions — the foundation you need before writing any code

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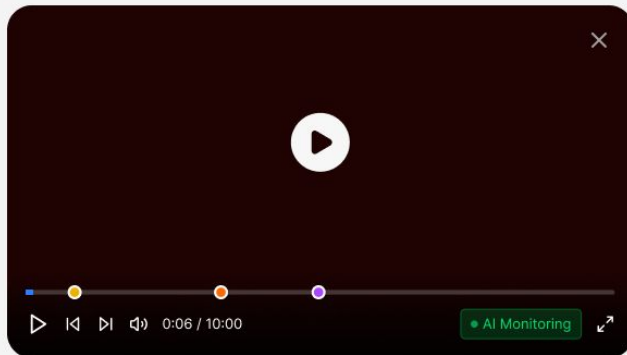
Think of it like giving clear instructions to a new team member, or following a recipe — one logical step at a time."

Let's start with Lecture 1



Start playing

Tap to talk



Video Title & Description: Lorem ipsum dolor sit amet. Ab sint mollitia a praesentium fugit hic eaque nemo

Add Comments |



Beginning of lesson 2

+

📖

Computational Thinking | Datasets

🔍

course teaches you how to organize your thinking so you can break problems into clear, step-by-step solutions. It's the foundation you need before writing any code — you'll learn the patterns that make computers powerful.

Let's start with Lecture 1

👍

🔊

Start playing

"Great job completing the introduction! 🎉
Now, the professor is about to show three types of datasets that help explain computational patterns."

Before we dive in, want to do a quick 20-second warm-up to get your mind ready?

Sure

Continue to video

🔊

Sure

Tap to talk

🎤

Pedagogy principle mapped:

Warm-up question introduces **retrieval practice**, which strengthens memory.

Re-engages attention, a prerequisite for learning

Keeps the interaction bite-sized, supporting **microlearning**.

Builds **cognitive presence** by encouraging active participation.

Beginning of lesson 2

+

Computational Thinking | Datasets

Welcome back!!
Quick 20-second warm-up before we dive into datasets?

Sure

Skip for now

Sure

In one line, how would you describe the idea of a pattern?

A Same method can solve many different problems

B Writing code faster

B I don't remember

Submit

Tap to talk

Student attempts the warm up questions and continues to the next lesson

The screenshot shows a digital learning interface. On the left is a vertical sidebar with a plus icon and a document icon. The main content area has a header 'Computational Thinking | Datasets' and a search icon. A question asks, 'In one line, how would you describe the idea of a pattern?'. Three options are listed: 'A Same method can solve many different problems' (highlighted with a blue circle), 'B Writing code faster', and 'B I don't remember'. Below the options is a 'Submit' button and a speaker icon. After submission, the correct answer 'Same method can solve many different problems' is displayed. Below this, a feedback message reads: 'Exactly! One pattern can be used to solve many different problems. Now let's look at real datasets and see how we can systematically compute values and apply these patterns.' A 'Continue to video' button and another speaker icon are shown. At the bottom, there is a 'Tap to talk' prompt and a purple circular button with a microphone icon.

Computational Thinking | Datasets

In one line, how would you describe the idea of a pattern?

- A Same method can solve many different problems
- B Writing code faster
- B I don't remember

Submit

Same method can solve many different problems

"Exactly! One pattern can be used to solve many different problems.
Now let's look at real datasets and see how we can systematically compute values and apply these patterns."

Continue to video

Tap to talk

Pedagogy principle mapped:

Provides **immediate feedback**, essential for online learning.

Reinforces competence, boosting learner confidence.

Smoothly transitions back to content → instructional **scaffolding**.

Student attempts the warm up questions and continues to the next lesson

Computational Thinking | Datasets

In one line, how would you describe the idea of a pattern?

A

Same method can solve many different problems

B

Writing code faster

B

I don't remember

Submit

Same method can solve many different problems

"Exactly! One pattern can be used to solve many different problems. Now let's look at real datasets and see how we can systematically compute values and apply these patterns."

Continue to video

Continue to video

Tap to talk

Video Title & Description: Lorem ipsum dolor sit amet. Ab sint mollitia a praesentium fugit hic eaque nemo

Add Comments |

Student asks a question between the lesson

The screenshot shows a user interface for an AI tutor. On the left is a vertical sidebar with a '+' icon and a document icon. The main content area has a header 'Computational Thinking | Datasets' and a search icon. The text 'Why are they simplifying the report card?' is displayed. Below it, the tutor responds: 'Great question. The real report card has many details we don't use right now. By simplifying it, we focus only on the fields needed to answer questions like:'. A bulleted list follows: '• Who has the highest total?', '• Who scored most in Physics?', and '• How many students are from Chennai?'. Then, it asks: '"Want a quick visual comparing the real and simplified versions?"'. There are two buttons: 'Yes, show me' (highlighted with a blue border) and 'No, continue video'. A speaker icon is below the buttons. To the right of the buttons is the text 'Yes, show me'. Further down, it says '"Here are a few short clips to make it clearer:"' followed by two dark gray rectangular placeholders for video clips. At the bottom left is a 'Tap to talk' button, and at the bottom right is a circular microphone icon. On the right side of the interface, a large black rectangle represents a video player with the text 'Reel is Playing' and a close 'X' icon in the top right corner.

Computational Thinking | Datasets

Why are they simplifying the report card?

Great question.
The real report card has many details we don't use right now.
By simplifying it, we focus only on the fields needed to answer questions like:

- Who has the highest total?
- Who scored most in Physics?
- How many students are from Chennai?"

"Want a quick visual comparing the real and simplified versions?"

Yes, show me No, continue video

Reel is Playing

Yes, show me

"Here are a few short clips to make it clearer:"

Tap to talk

Pedagogy principle mapped:

AI provides just-in-time **scaffolding**, mimicking a real instructor.

Clarifies concepts as soon as confusion arises → **reduces cognitive overload**.

Visual reels activate **dual coding** → boosting comprehension.

AI detects that professor has asked a question in video

Computational Thinking | Datasets

The professor just asked a question. Want to think through it before continuing?

Yes, I'll Try No, continue video

Great — take a moment. What do you think the answer could be?

Given this simplified report card format, how would you find out which student has the highest total marks?

Give me a hint Continue to Video

Tap to talk

Video Title & Description: Lorem ipsum dolor sit amet. Ab sint mollitia a praesentium fugit hic eaue nemo

Add Comments |

Peer Learning Space

Pedagogy principle mapped:

Converts passive watching into **active learning**.

Auto-pause encourages the learner to **think before consuming**.

Helps with **retrieval practice** and deeper processing.

Strengthens **cognitive presence**, ensuring meaning-making, not just consumption.



Computational Thinking | Datasets



The professor just asked a question. Want to think through it before continuing?

Yes, I'll Try

No, continue video



Yes, I'll Try

Great — take a moment. What do you think the answer could be?

Given this simplified report card format, how would you find out which student has the highest total marks?

Give me a hint

Continue to Video

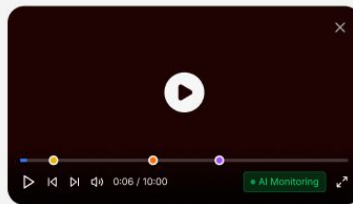


Give me a hint

Hint - Look at which field represents the overall score



Tap to talk



Video Title & Description: Lorem ipsum dolor sit amet. Ab sint mollitia a praesentium fugit hic eaque nemo

Add Comments |



Peer Learning Space

Concept completion/ Concept completion

+

Computational Thinking | Datasets

🔍

We've now seen two datasets. What's similar between a report card and a shopping bill?

☒ Both have some ID/number

☒ Both have numbers we can add/compare

☐ They are completely unrelated

Submit

🔊

Both have some ID/number

Both have numbers we can add/compare

Exactly! Structurally both are records with fields + numbers.

How confident do you feel with these two datasets?

Not confident

Very confident

Submit Confidence

🔊

Tap to talk

Pedagogy principle mapped:

Supports **metacognition** by helping learners evaluate their own understanding.

Provides **autonomy** and builds competence through **encouraging, non-judgmental feedback**.

Offers **scaffolded revision paths** that match different learner needs.

Concept completion/ Concept completion

+

Computational Thinking | Datasets

1 2 3 4 5

6

How confident do you feel with these two datasets?

Not confidentVery confident

Submit Confidence

Submit Confidence

Thanks for your honesty!

A 3/5 means you're on the right track just a little more clarity will boost your confidence.

How would you like to revise this topic? Tap any option below to continue:

↳ Quick Reel – Fast visual recap

↳ Smart Summary – Key points in simple words

↳ Full Video – Rewatch the complete lecture

↳ Practice Questions – Test yourself instantly

Tap to talk



Explore New Course [Computational Thinking | Datasets](#)



My Courses

This course teaches you how to organize your thinking so you can break problems into clear, step-by-step solutions. It's the foundation you need before writing any code — you'll learn the patterns that make computers powerful.

Let's start with Lecture 1



Start playing

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Before we dive in, want to do a quick 20-second warm-up to get your mind ready?

[Sure](#)

Continue to video



Sure

Tap to talk



BODH

A ▾

+ New Course



My Courses

Computational Thinking

In Progress 15 min



Professional Growth

Yet to start 10 min



Hey there! I'm your personal AI learning companion.
I'm here whenever you need help—clarifying a concept, checking
your understanding, or even just exploring new ideas.



Tap to talk

