

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

The screenshot shows a mobile-style learning platform interface. On the left, a sidebar titled "My Courses" lists two courses: "Computational Thinking" (In Progress, 15 min) and "Professional Growth" (Yet to start, 10 min). The main area features a large, semi-transparent purple rectangular overlay containing a message from an AI companion. The message reads: "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." Below the message is a small circular icon with a double-headed arrow symbol. At the bottom of the screen, there is a white input bar with the placeholder text "Tap to talk" and a purple circular button with a microphone icon.

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 managing courses. On the left, a sidebar titled "My Courses" lists several categories:

- 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

The main content area displays the details for the "Computational Thinking" course. The title is "Computational Thinking | Learning Objective". The course description reads:
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

The "You'll learn:" section includes:

- 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

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

A call-to-action button says "Let's start with Lecture 1". At the bottom, there are "Tap to talk" and a microphone icon.

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



View course for full learning progression and additional info.

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

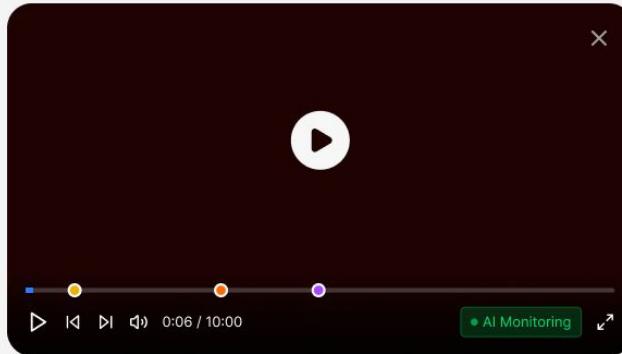
Think of it like giving clear instructions to a new team member, or following a recipe — one logical step at a time."

Let's start with Lecture 1



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

The screenshot shows a digital learning interface. At the top left are navigation icons: a plus sign, a square with a plus sign, and a square with a double arrow. The top center displays the text "Computational Thinking | Datasets". On the right side are a magnifying glass icon and a search bar.

The main content area contains the following text:

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

Below this is a large black rectangular video thumbnail with a play button icon (a white circle with a dot) in the bottom right corner. To the right of the thumbnail is a "Start playing" button.

Below the thumbnail are two audio control icons: a speaker icon with a volume dial and a microphone icon.

The text continues:

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

Below this, a message reads: "Before we dive in, want to do a quick 20-second warm-up to get your mind ready?"

At the bottom left is a blue rounded rectangle containing the word "Sure". Next to it is the text "Continue to video". Below these are two more audio control icons: a speaker icon with a volume dial and a microphone icon.

At the very bottom, there is a light gray footer bar with the text "Tap to talk" on the left and a purple circular button with a white microphone icon on the right.

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. At the top left is a sidebar with a plus sign icon. The main area has a header "Computational Thinking | Datasets" and a search icon at the top right. Below the header is a question: "In one line, how would you describe the idea of a pattern?". Three options are listed: A) Same method can solve many different problems, B) Writing code faster, and B) I don't remember. A "Submit" button is below the options, and a speaker icon is to its left. The correct answer, "Same method can solve many different problems", is displayed in a box below the question. At the bottom of the screen, there is a "Continue to video" button, a speaker icon, and a "Tap to talk" button with a microphone icon. A circular control button with a play/pause symbol is at the bottom right.

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

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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

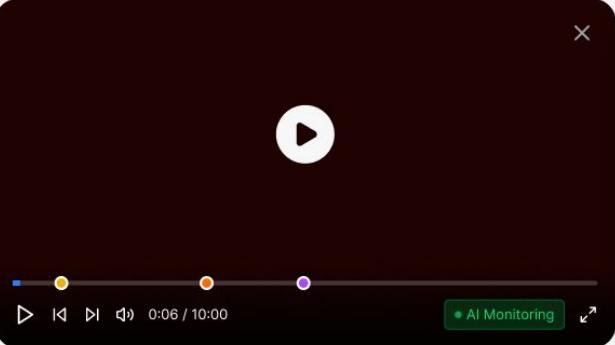
🔇

Continue to video

Tap to talk



X



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

Add Comments |



Student asks a question between the lesson

The screenshot shows a digital learning interface. At the top left, there are two small icons: a plus sign and a document with a plus sign. The main content area has a header "Computational Thinking | Datasets". A search icon is at the top right. Below the header, a question is displayed: "Why are they simplifying the report card?". The AI response starts with "Great question." It explains that the real report card has many details we don't use right now, and 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?"

At the bottom of the AI response, there are two buttons: "Yes, show me" (highlighted with a blue border) and "No, continue video". Below these buttons is a speaker icon. To the right of the AI response, the text "Reel is Playing" is visible.

At the bottom of the screen, there is a button labeled "Tap to talk" and a microphone icon.

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

The screenshot shows a learning platform interface. At the top left, there are navigation icons: a plus sign, a document icon, and a search icon. The main header reads "Computational Thinking | Datasets". On the right side, there is a video player window titled "In lesson quiz". The video player shows a play button, a progress bar from 0:06 to 10:00, and a "AI Monitoring" button. Below the video player, the text "Video Title & Description: Lorem ipsum dolor sit amet. Ab sint mollitia a praesentium fugit hic eaque nemo" is displayed. To the right of the video player is a "Peer Learning Space" section with a "Add Comments" input field and a send icon. On the left side of the main area, there is a message: "The professor just asked a question. Want to think through it before continuing?". Below this message are two buttons: "Yes, I'll Try" (highlighted in blue) and "No, continue video". There is also a speaker icon. In the center, there is a text box containing a question: "Given this simplified report card format, how would you find out which student has the highest total marks?". Below this text box are two buttons: "Give me a hint" (highlighted in blue) and "Continue to Video". There is also a speaker icon. At the bottom left, there is a "Tap to talk" button with a microphone icon.

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.

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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

How confident do you feel with these two datasets?

Not confident Very confident

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

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



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

