Antoine Habran [2:47 PM] antoine.habran@student.uclouvain.be
About the module O : training exercises, it's said that we have to look at
« matching pairs », « number line » and « multiple-choice quiz » apps on
learningapps.org, does that mean that we can "choose" what exercises to
implement? or that we should better replicate the said exercices?

Update 4/10/17 sent to Antoine Habran :

J'insiste sur un point: il ne faut pas créer des exercices mais bien un module qui permet à un enseignant de créer des exercices!

Je préfère que ton groupe développe et intègre parfaitement un module qui permet de créer un des trois types d'exercices, plutôt que d'avoir 3 modules inachevés.

Tu décides librement par lequel tu commences. Je crois que vous devriez vous fixer comme objectif d'en faire deux et des les choisir dès maintenant. Les assistants pourront apprécier mieux que moi la charge de travail et adapter ma proposition.

Jacques Yakoub [6:36 PM] jacques.yakoub@student.uclouvain.be
About the module N, Can we have more details about it ? The case
description in case pdf is a bit short and there is only one illustration
about it in the client pdf on moodle
(https://moodleucl.uclouvain.be/pluginfile.php/1664221/mod_folder/content/
0/Client%20slides%2020170920%20UCL-LINGI2255.pdf?forcedownload=1 , page
11)

Update 4/10/17 sent to Jonathan Samelson:
• Is there currently a way to identify students above the 3rd grade in secondary school? Is this specification only to avoid that students meet before the age of 16?
> The database mentions the study level. For students in general education, that information is the study year.
> For students in vocational education (enseignement professionnel ou technique), the information is the degree (second degree is 3-4 secundary and third degree is 5-6 secundary).
> For those students in vocational educational, you can grant access to students in the third degree and forbid it to other students.
> That threshold should be easy to find and change in the code.

Yes, we would like to prevent too young students from using such forum, to avoid misuse…

• How do you expect the system to give the result for that case? Should it be the best student to help the student who asks for help (best match), a list of students that could potentially help him,...?

The description of "submission of a proposal" in section 3.5.1 might inspire you. My idea (that you can develop/change/...) is that a student who struggles about some activities (that might be associated with a skill or a group of skills) submits a "call for support". Only the students who meet some criteria AND who master the skill or group of skills will get an internal post (see below). Those students can accept or reject the call.

I did not go further, to let you propose something you like to provide a full experience.

How long will a call for support remain active? At the latest, don't forget to close the call at the time the student who used to struggle masters the skill at stake! In the database, I suggest you don't erase the call, but keep it as "closed" instead and the reason of closing the call.

What happens when a student accepts the call? What will the other students see in their interface? Will the call disappear for them? Will it appear as "match done"? I leave it up to you to decide. Frankly, I have no experience with matching platforms, so I don't know what are the wonderful ideas you might implement in such module…

• In the case, the location of the students is mentioned. How accurately should we ask for the student details? Should he give his full address?

We still discuss internally about which level of personal information we may (and are willing to) ask. For the time being, you can consider you get the full address of the students. I would not show a map any time though, because it is more sensitive information than addresses of teachers. A student who accepts to help another will discuss through internal messaging about where to meet for such support. So that will always be a decision of a student to communicate his/her address to another (that protects us in terms of privacy rights).

Here is a proposal (to be discussed further after you think about it):
1) among the students who live less than 1 km from the "caller" (that's why you still need the addresses!),
2) pick 5 students
3) within same degree (vocational education) or in the same year or year +1 (general education)
4) who master the given skill for the longest period of time.

Important: these values (1km, 5, year and year+1) should be easy to find and change in the code!
It should be possible to have a student in general education helping someone in vocational education, but that is nice to have, not mandatory. Don't do it if you are short of time.

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Florian Knop [7:05 PM] florian.knop@student.uclouvain.be
Question for the module M: Are the messages only sent via emails or are
the messages also stored in the database? What I understand from the case
description, it's that it only uses email.
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Update 4/10/17 sent to Florian Knop:

I only mentioned "email" in the technical constraints, about the protection of Oscar's team email. This module is mostly a forum. It is only in the event of a teacher willing to get in touch with our team that an email is sent. For the interaction between students and the teacher, the so-called "messages" are actually forum posts.

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Question for the module M: To clarify for the student-teacher forum: "Each
message  can  be  associated  with  a  skill  or  group  of  skills",  are
we talking about a discussion here, or just a message ? An answer also
being a "message".
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Update 29/9/2017 sent to Kim Mens :

- The initial message can be associated to a skill or group of skills.
- The answer to such a message is linked to the initial message in a thread and so gets also quite naturally associated to the skill or group of skills.
- Usually, the initial message from the student is about some trouble about the available resources ("this video xyz seems unclear to me"), and the answer stays

- Please consider the teacher might also sends a message (becoming a thread) associated to a skill or group of skills.
- Pay attention: a new thread can be started without association to a skill! In that case, it might be useful to have different objects, not only "general question" as mentioned in the case specifications.

Dorian Ricci [3:04 PM] dorian.ricci@student.uclouvain.be
@U75T6AGMU @Robin Descamps For the module I. The teacher can select up to 3 objectives. These objectives are for all the student or for some student chosen by the teacher?
And by learning track what do you mean?

NEW - Update 8/10/17:
The goals are set individually for each student. The general idea behind Oscar is that students within the same classroom do not have the same knowledge state. Therefore, it is expected that a teacher would set different goals for its students, depending on where they stand.
In some circumstances only, in groups with similar knowledge states, it might be useful to enforce the same goals for all students.

The learning track is a sequence of skills to develop by some student given the goals set for him/her. It would be nice to represent such sequence visually, hence the wording "learning path": the student sees the skills to master up to the goals set by the teacher. You shouldn't bother too much about the visual aspects of this module in the first prototype. At most, you can bring and present some ideas. Justine, our webdesigner, will give you advice and help select among your ideas.

If the path is long between the current knowledge state and the goals, it would be better not to show the whole path at once: it could be demotivating for a student that still has a long way to go. It think that showing only the next 3 steps is a good choice. The student should still be able to unveil all the following steps up to the goals if s·he wants to.
It is important not to limit oneself with the skills not yet mastered. It is good for the self-confidence of students to show their achievements. So the path should at least show the last skill mastered on the learning path. If the student is at the very beginning of learning path

(i.e. the student has not evolved since the teacher has set the goals), one could show the mastered prerequisite(s) of the first skill on the learning path.

Doriane Olewicki [12:33 PM] doriane.olewicki@student.uclouvain.be
We, team 2, have some questions concerning the module A.

1. Should the teacher be able to choose parameters for the answers the
students provide ? If so, which parameters ? (number of characters, type
integer-string-float…)
2. should the students get a feedback on their question ? If so, what type
of feedback ? Should the feedback give the right answer or print a message
"wrong answer" or color the answer in red...? Should the teacher be able
to choose to give feedback if the right answer is given or not ? At which
level (the test or the questions) ?
3. In a "fill the blank" type of exercice, can their be multiple blanks
associated with only one validation button ? If so, how does the feedback
on such a question appear ? If only on of two blanks is right, should it
be said to the student ? For instance, may we color the blanks in red if
wrong and green if right ?
4. A question is associated with a skill or a course ?
5. Do we need to evaluate if a skill is validated or only manage the
questions by themselves ?

Update 8/10/17:
1. By default, the teacher only provides the correct answer for each empty box. As far as I know, the information submitted by the student is always translated into a string (even if it is a number), so you don't have to bother with the type of information transmitted to the server. (Check this information in the technical documentation or with Robin Descamps, please.) However, the teacher will have to decide what kind of input will be enforced on the student front-end: if the teacher expects a mathematical expression with fractions, s·he will enforce a mathematical keyboard (already available within Oscar) to provide the input.
I guess it would be safe to check for the length of the string submitted. The teacher might want to change that parameter.
2. It depends on whether the question takes place in an assessment or in a training.
- (Default for student assessments.) The student fills in all empty boxes. He/she validates at the end and then sees at which step(s) he/she has written incorrect expressions or which are not equivalent to the previous ones. S·he can not change anything, and gets to the next question.

- (Default for student training.) The student fills in all empty boxes. He/she validates at the end and then immediately sees where he/she has made an error, which can then be corrected. The student can change and validate as often as necessary until s·he gets the correct answer. If, after 3 attempts, the student does not succeed to provide all correct answers, the correct answers appear automatically (maybe side-by-side with the last proposed answer?). Please make sure we can change that setting easily in the code.

3. The student fills in all empty boxes before validating at once. Colouring the blanks in red if wrong and green if right is great idea. Since some students might be colour-blind, you may think of an extra symbol (v for correct and x for incorrect?) to help them make the difference.

4. So far, we always associate a question to a single skill. It is only in a year or so from now that we will implement questions covering multiple skills: that is out of scope for ths

5. We consider that a question assesses properly a single skill. Whenever a student provides a correct answer to a question, we consider that the student masters the associated skill.

Ansotte Gaëtan [4:51 PM] gaetan.ansotte@student.uclouvain.be
Hello,
Just a quick question :
Who is an administrator ?
If we have to make a new administration panel, should it be in the built-in administration system on the route / admin or on the oscar website?

Update 8/10/17:
Administrator on the Oscar website. The users are either students, professors or administrators. The latter can delete, create users, change permissions, modify passwords.

aballet [9:41 AM] adrien.ballet@student.uclouvain.be
Hi, quick question for the module I :
The teacher can set some skills as goals to reach for the student. Then the system suggests next skills to master the goals. But is the student aware of the skills set as targets? Can he see that, or is this information for the teacher only?

NEW - Update 8/10/17:
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expected that a teacher would set different goals for its students, depending on where they stand.
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