| The Team | | | | |
|---------------------------------------|--|--|--|---|
| Project Name | Open-Lingo | | | |
| Innovation | 5 | | | |
| Team # | | | | |
| Team Members | Jeronimo Barrios Suter | Sandon Lai | Leon Wu | Jacky Kuang |
| About You | 2nd year Master of Information Technology | 2nd year Master of Information Technology | 2nd year Master of Information Technology | 1st year Master of Information Technology |
| Student ID | 1070687 | 833283 | 834337 | 1255731 |
| Role in the | Major Role: | Major Role: | Major role: | Major Role: |
| Team: | Visionary and leadership | Integrator/ | Customer | Software |
| (a major and a | | System Engineer | interaction | Development |
| minor role) | Minor Role: | | | |
| , | Software Development | Minor Role: Visionary and Leadership | Minor Role: Software Development | Minor Role: Customer Interaction |
| Why do want to take this class? | Innovation has always been something I've been interested in, and it seems like a very good opportunity to produce something meaningful in a team. | To gain a better insight and understanding of the thought process that is required to drive innovation in the technology industry. I would like to gain a form of concrete principles or triggers that are used to invoke innovative thinking to create value. | I took this class as I wanted to apply the skills, I have learned from this degree to a project that can be used in the real world. This subject will hopefully allow for me to test my creativity, problem solving and teamwork skills. | I want to learn and gain experience on how a project is started from an idea as well as how an idea is created. |
| Interesting information about you: | I come from Chile and have switched from a Molecular Biology bachelor into the IT field, I have worked doing research in computational biology which is where I started getting more into computers. | Formerly worked in the industry as a Risk Consultant, helping companies and clients identify risky areas in business processes. | Studied a Bachelor of Commerce during my undergrad however, when applying for jobs realised that I was not passionate about it and am now studying a Masters of IT which I find much more interesting. | Practical person not so much theory based. |

| | The Project | | | | |
|-----------------|--|---|--|--|--|
| Selected | Challenge name (& if | Distance Learning | | | |
| Challenge | own challenge, must | | | | |
| | include a description) Which aspect of the | Distance Learning and in particular a solution for students who | | | |
| | challenge is the team | wish to learn a second language outside the standard classroom | | | |
| | intending to address? | mon to loan a cocond language calcide the standard classicon | | | |
| Initial | Short description of | The initial idea is an application to help people acquire a second | | | |
| Innovation | initial innovation | language. The application will have an emphasis on immersive | | | |
| Project Idea | project idea | language learning as opposed to repetition learning which is the predominant method of learning right now. | | | |
| iuea | | It will also make use of crowd-source efforts for people to, as a | | | |
| | | whole community, help build up most of the resources in any | | | |
| | | given language, the application will systematize many aspects of | | | |
| | | the learning process as well as provide a list of resources | | | |
| | | varying in usefulness and difficulty. Finally, the application will also match people into groups of | | | |
| | | people seeking to learn and people willing to teach to form | | | |
| | | cohesive groups of learners that can share the work and so | | | |
| | | become more immersed in the target language they're trying to | | | |
| | Who will be the team's | acquire. This app is suitable for users at any age level that already can | | | |
| | most important | fluently speak, read, and write at least one language so that they | | | |
| | clients? | can use it to learn another language. | | | |
| | What benefit is offered | Based on the student's current level of the language, they will be | | | |
| | to the client? | matched with an appropriate cohort. The most important benefit | | | |
| | | this app provides is an interactive and immersive online language learning environment that tries to simulate F2F | | | |
| | | learning. It is interactive and immersive in a way that everyone | | | |
| | | can get into a group to discuss and learn together. | | | |
| | Which client needs are | We are aiming to satisfy the clients need of students who wish to | | | |
| | you proposing to | learn a secondary language and are obstructed by traditional | | | |
| | satisfy? | language learning education. We are also aiming to solve the need of being able to learn collaboratively and to learn in an | | | |
| | | immersive way with students of a similar skill level or of a | | | |
| | | mentor/mentee relationship | | | |
| | Which key features of | | | | |
| | your innovation will address these needs? | of the main problems with other language learning apps which is the top-down approach to learning that might be tarnished by | | | |
| | address these fields: | perverted monetary incentives. Crowd sourcing content ensures | | | |
| | | that the resources available in our application will be the ones | | | |
| | | that the community itself thinks are useful. | | | |
| | | Grouping people also helps with engagement that is lacking in a lot of language learning apps, language learning must be an | | | |
| | | activity that people will want to engage with and forming a group | | | |
| | | with other people with similar interests might help greatly with | | | |
| | | that. | | | |
| | What resources will | We will need for this product is input from secondary language | | | |
| | you need to develop this idea? | learners on the most effective ways that were able to learn their language. | | | |
| | | Ultimately, to complete this project we will need: | | | |
| | | - access to a survey of second language learners | | | |
| | | - access to language learning resources | | | |
| | | access to language mentors access to advertisement resources | | | |
| | | - access to advertisement resources - mobile development resources | | | |
| | What experience do | Multiple members of the group have picked up learning a second | | | |
| | you have in this area? | language (multiple different languages) throughout their life | | | |