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# Peer Evaluation Form for Team Work [Private Page]

Team name: o608

**Due Date: With Final Individual Component Submission***(Student to upload this evaluation to Canvas)*

Write the name of each of your team members in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4

1. *strongly disagree*
2. *disagree*
3. *agree*
4. *strongly agree*

Total the numbers in each column.

Evaluation Criteria	Team member:[name and id]	Team member:[name and id]	Team member:[name and id]
	Paige Mitchell	Farhaan Mohammed	
	22173144	22181741	
Attends team meetings regularly and arrives on time.	4	4	
Contributes meaningfully to team discussions.	4	4	
Completes team assignments on time.	4	4	
Prepares work in a quality manner.	4	4	
Demonstrates a cooperative and supportive attitude.	4	4	
Contributes significantly to the success of the project.	4	4	
Overall Contribution.	24	24	
Team Member Total.	24	24	

**Student name: Alana Mao , id: 20120995 , Signature: Alana Mao**

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*Note: the simplest option will be to fill in the sheet, and upload the site or a pdf of this page to Blackboard when completed.*

*As this is a static site without security features, it is not automated at this stage.[But usefully shows the limits of technology too]*

As a student, I have had a couple of courses that were delivered via flipped learning and personally felt that they were a hit or miss. Researching this topic felt very relevant to me and my groupmates as it was something we all had experienced at some point in time. Wanting to research and explore further on the flipped learning model is an important and relevant topic for students across the world and for myself.

After the in-depth research on the opportunities, risks, and choices there were realisations and a chance of reflection on these topics based on the flipped learning model on students. There is also the discussion of computer ethic implications on the flipped learning model experience on students as well.

The opportunities that were found and discussed were largely impactful and positive for students who were using the flipped model learning. Opportunities that were found on the flipped learning model and that were impactful on students were access to resources such as lectures and materials 24/7 which allowed students to take control of their education and personalise their learning experience. Flipped learning is also a student centered learning where it allows students to take on the responsibility of their education.

In terms of risks, there was found to be lack of motivation, difficulty staying on track, subject complexity and content quality found to detriment a students experience on the flipped learning model. With reviewing the opportunities and risks, they had valid points on how the flipped learning model had impacted students. I largely noticed that while students liked the control and personalisation, this could be a double edged sword where some students felt like that they were finding it difficult to be motivated and staying on track.

As for choices, we found that accessibility to the internet was an issue for many mainly due to low socio-economic backgrounds where they were unable to acquire their own device or unable to access the internet. Another issue raised was the issue of individual needs and people with learning, auditory or visual impairments could be impacted on accessing the resources. And more recently the use of AI in flipped learning, namely in chatbots which allowed students to access immediate feedback or questions needed. These choices are extremely relevant as they are issues raised so that flipped learning can be more accessible to students as well as enhancing students education by utilising chatbots. I found the chatbots to be a really interesting and promising tool that could help many students. The AI chatbots can help in tackling students risks that were raised such as difficulty staying on track and subject complexity as it allows students to ask questions and get immediate answers instead of opposed to an email and waiting as understandably lecturers can be very busy. But there are limitations to chatbots where there were questions that were unable to be answered and was not very helpful to students.

In regards to ethics, the flipped learning model aligns well with the code of ethics. There is to be considered when utilising AI chatbot for flipped learning is transparency. Students should be informed that chatbots are not human and they have limits to their answers and can sometimes be inaccurate as well. Overall, the flipped learning model in relation to the ACM code of ethics in general ethical principals meet these guidelines there are issues raised however with the use of AI so being careful and conscious about using chatbots is crucial in taking steps to improve the flipped learning model experience for students.

Reviewing and evaluating the opportunities, risks, choices and ethics show to me why mostly students are very satisfied with the flipped learning model and have mostly positive experiences. Students are aware that the opportunities that are present in the flipped learning model can also easily become risks and that choices are topics that can deter or improve the flipped learning model for students. The new advancements AI chatbots can give to help the flipped learning model experience are hopeful and exciting.