



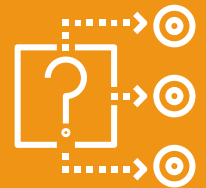
Scholarship of Teaching and Learning Report

on
Interdisciplinary Cross-faculty Collaborative Project

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Purpose



To investigate whether the Interdisciplinary cross-faculty project improved the learning experience of the students in the Web Development course

Team
Introductions



01



Drafting
Contract

04

Website
Design



03



Content
Creation
including AI

02

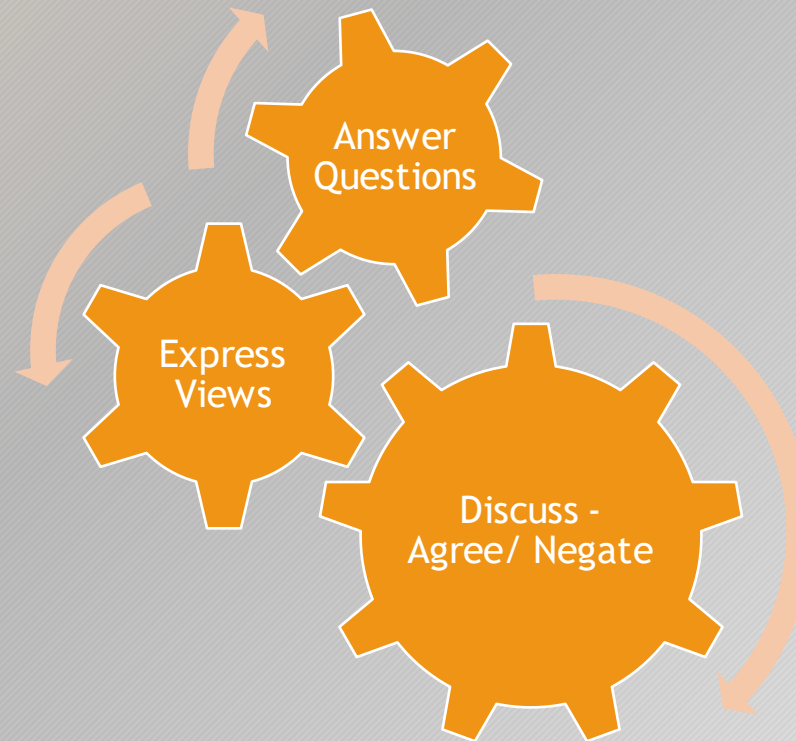
Project process



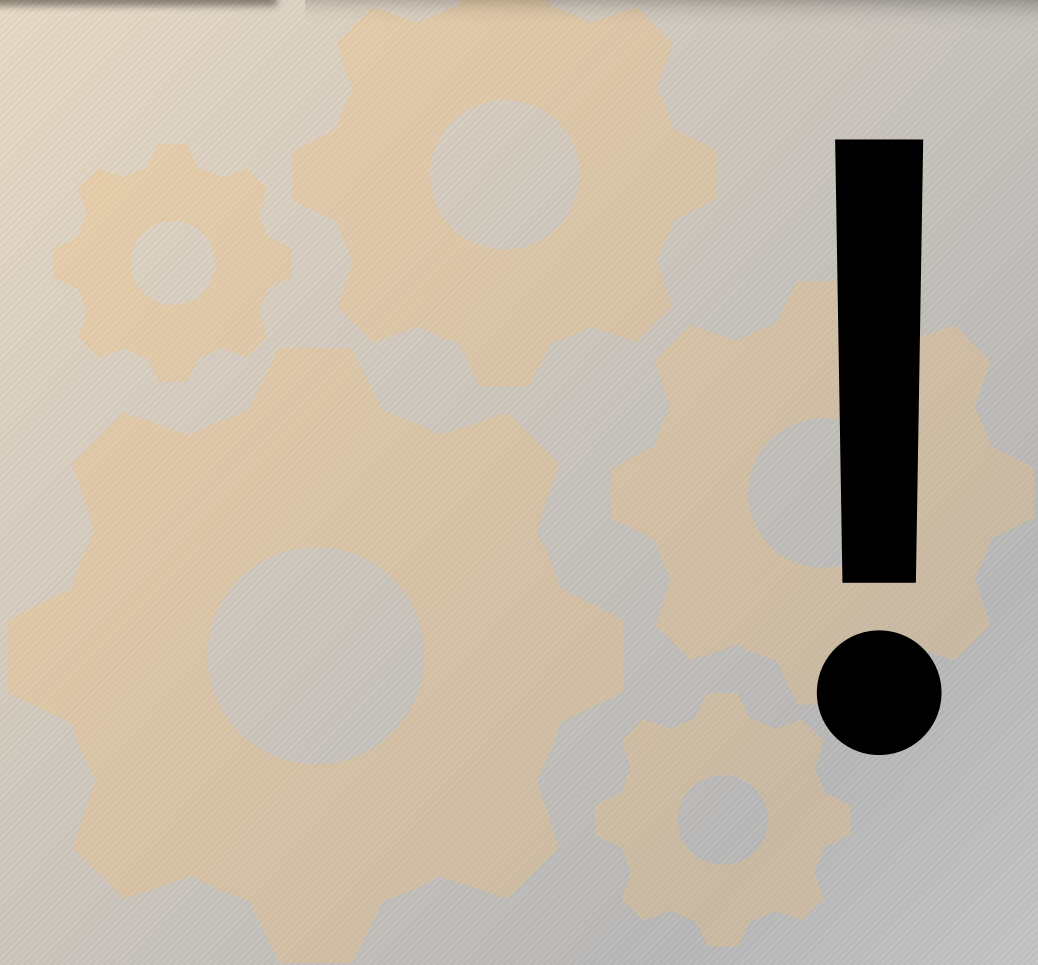
Research Methodology

- Online Focus Group Interviews and Discussion with 5 students of the Web Development Course BUS 2504
- Semi-structured interview schedule on topics such as:
 - Experience working with client team
 - Challenges faced during the project
 - Identifying what worked well
 - Review of the assignment - instructions and timeline
 - Changes suggested
 - Level of engagement and motivation
 - Usage of Ai for content generation
 - Reflection on achievement of learning outcomes

Procedure of Focus Group Interview

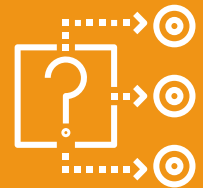


Confidentiality

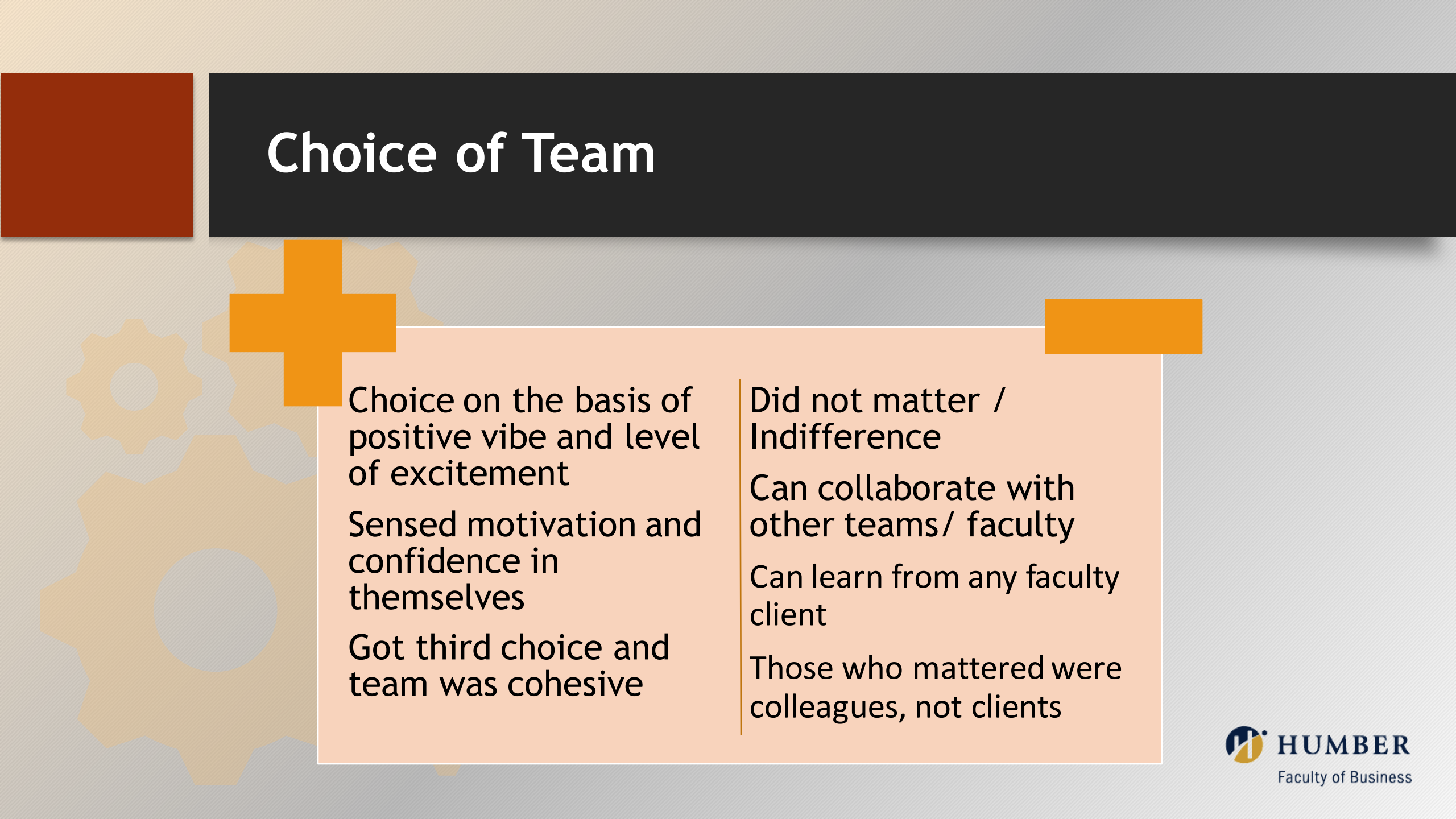


Consent Form included
“I will respect the privacy of my
colleagues and not disclose any
content discussed during the
study”

Findings



Choice of Team



Choice on the basis of positive vibe and level of excitement

Sensed motivation and confidence in themselves

Got third choice and team was cohesive

Did not matter / Indifference

Can collaborate with other teams/ faculty

Can learn from any faculty client

Those who mattered were colleagues, not clients



Working with BAKE Team

Learning about Industry

- Products have descriptive names
- Multi-layered process just like other industries
- Diverse team members with original ideas collaborate

Experience

- Melting pot of cultures
- Did not interact personally with BAKE clients, only online, but had alternatives to source information
- Low quality product images
- Cooperative, but requested web content changes last minute

Challenges

Communication

No timely response from clients

Scattered Instructions for assignment

Conflict

Disagreement on webpage content

Last minute changes by clients

Commitment

Lack of initiative

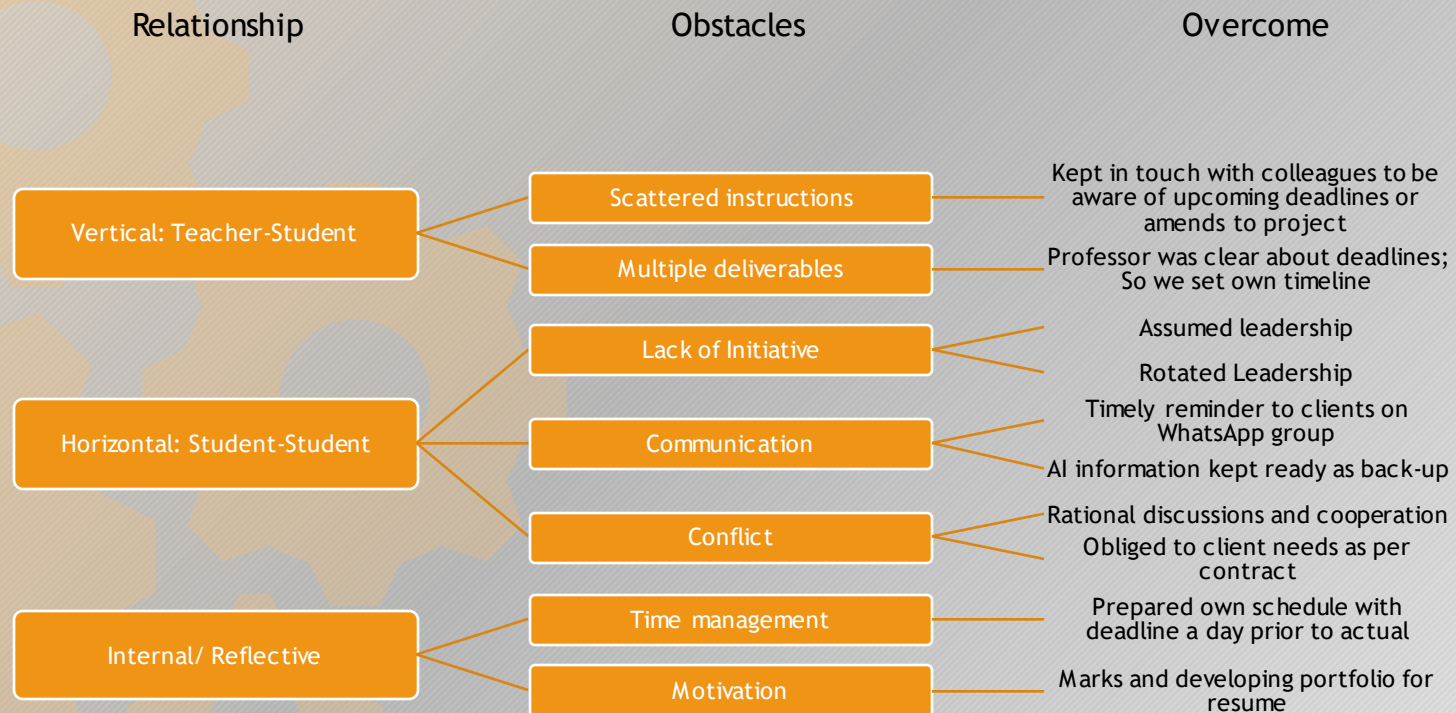
Don't know clients well

Time management

Multiple deliverables

Streamlining process

Overcoming obstacles



Review of the Assignment



Helped develop skills

Facilitated expression of creativity

Encouraged cultural exchange

Usage of Artificial Intelligence

Website did not have purchase option

Change in deadline not clearly communicated

Stretched out with multiple deliverables

What worked well in the project



Freedom to exhibit skills and express creativity



Obtaining knowledge of steps that go into a single client's project
(Website was created in a day, but the preparation took several weeks)



Rapport with Professor: Hands-on teaching style, Approachable and Mentorship received, Practicality of the course, Up to 7 tools



Opportunity to develop technical and transferrable skills, including usage of AI as a solution to foreseen issue of inability to meet clients

Areas of Development in Assignment

- Detailed instructions to create videos and previous examples as template
- End to End Website design: Adding a tab/new window where customers can order the product directly rather than using a google form that directed us to another form/website; Integration of a payment gateway/ COD option
- Option to choose from multiple faculty to work with Eg: Fashion designer setting up shop or Nurse setting up own clinic
- Providing information on amends to project instructions or timelines via PDF on Blackboard in addition to Instructor Project web page
- Face-to-face meetings with clients at regular intervals
- Gather the clients' input on the blog post: Web development team wrote it based on their experience, but they wished they could have incorporated the client point of view

Learners felt proud of...

- SEO optimization: Keywords to rank website, for customers to find it
- Using AI for creative content generation
- Marketing client products effectively
- Attractive and innovative content creation



Areas of Self-Improvement for Learners

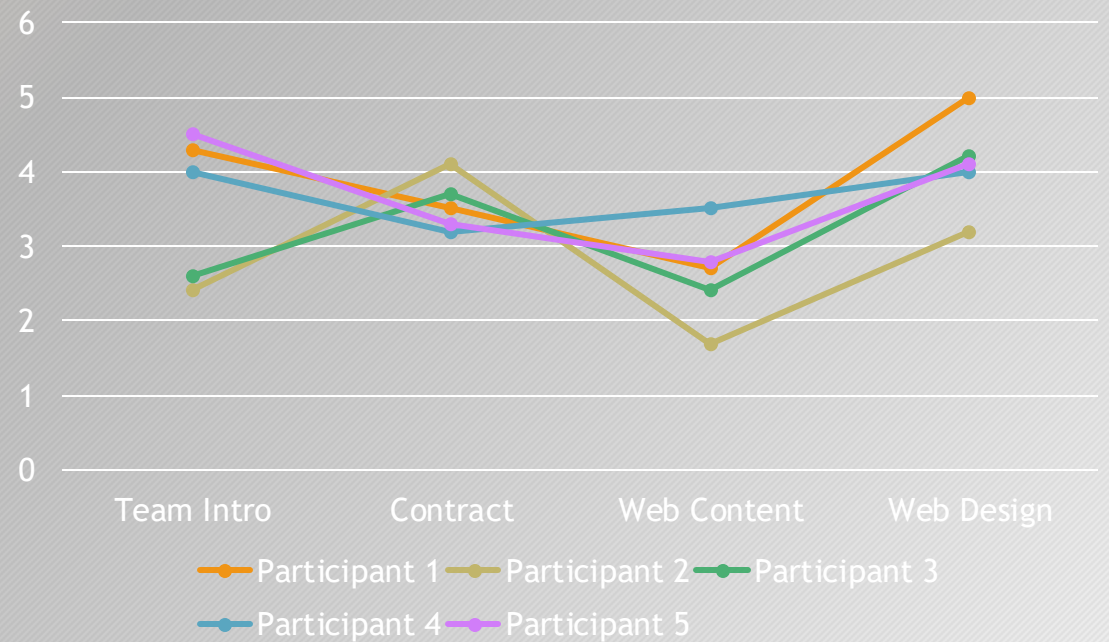
- Avoid Procrastination
- Time management: Planning timeline to complete prior to actual deadline
- Tightening service agreement with leeway for service provider if conducive: Prevention of last-minute request for changes
- Identify strengths within group - operational skills and academic - early on in the semester

Level of Engagement

- Began with a gusto, but had a slump in the web content development stage when edits were requested to colour scheme and content close to the deadline
- Increased motivated as they progressed towards the final website in the assignment

“I was more motivated towards the end when I saw the product coming together. When our group seen the product through pictures, we knew we wanted to provide them a great website to showcase their amazing product”

Level of Motivation



Technical

- Coding Website using HTML and Adobe Dream Weaver
- Developing websites on multiple tools such as Wordpress and Wix
- Graphic design
- Modeling website
- Website to represent product, colour scheme
- AI-Generated Content for Business Communications
- Blog Writing
- Profile: Marketing own web development skills

SKILLS



Transferrable

- Project Management
- Leadership
- Business Communication
- Team-work
- Collaboration
- Time management
- Problem solving
- Conflict Prevention
- Critical thinking
- Presentation
- Negotiation
- Foresight and adequate preparation

Critical Analysis

- Detailed orientation laid forth the task in the beginning of semester to mentally prepare learners
- Project was enriching in terms of skill development
- Working with team choice is a bonus, but not a game-changer
- Miscommunication one of the biggest challenges: Client unresponsiveness, changed deadlines, confusion on e-commerce website with defunct Cart option
- Final sense of incompleteness with only showcasing of products
- Gained exposure to baking and its intricacies required to organize bake sale and most importantly the process of web development as experienced in no other class
- Visionary professor made learning fun and effective

RECOMMENDATIONS

- Introduce rotating leadership for each deliverable
- Supervise phases of Website development and content review by clients over the course of the Project to prevent overnight single-member web development and proofreading
- Integration of 'Place Order', if not payment gateway, on the website
- Reduction in number of deliverables in mid-term to balance the same in project, and/or increase weightage for project
- Opportunity to present website to next batch (intuitively seeking a presentation of websites built by previous batches)

Learner suggestions on Project Replication

- Wordpress:
 - To not use Wordpress due to its limitations on edits in the free version; Team moved to Wix
 - Except one respondent, others found Wordpress easy to use and a useful tool; but had the common complaint regarding limit on edits.
 - Encouraged learners to first learn the basics of web development on this platform and then explore other tools introduced.
- All respondents would like the project to run next semester, probably with another faculty. Most widely suggested is Fashion.



Artificial Intelligence



AI Tools

Text Generation

ChatGPT

Easy to use with multiple prompts

Content Cleaning was necessary.

Tools:

- SpinBot
- Grammarly

Image Generation

Canva

Image generation was hard because some images with persons, the faces were messed up. Some images were scary looking when being generated.

In certain other cases, the generated image was accurate

Similar images

Experience using Artificial Intelligence

- AI mitigated the issue of gaps in communication with BAKE students
- Ethical dilemma: Unlike other courses where it is banned, it was realistic to be allowed with guidance on ethical usage
- Appreciate training on multi-modal use- Text and images
- Encouraged to explore optimum usage of technology tools
- Learnt effective usage with prompt engineering for efficiency in project
- Generation of large amount of content in a span of seconds
- Minimum 5-7 prompts and additional human mind to iron out inconsistencies

Scope of Artificial Intelligence



Views on making AI compulsory

“Makes me feel a step ahead as I know how to use a tool effectively. I feel adapted to evolving market dynamics.”

“I think its good for this project since we are using it to add to the website (descriptive words, or paragraphs), it was helpful to professionally word our thoughts & experiences. We also know our to properly utilize it which is great. I learned how we need to be very descriptive with what we give AI for them to generate correct content.”

VERSUS

“Usage of AI can limit human efficiency and make students dependent . It also is seldom completely correct, requiring additional human efforts. Hence it should not be a mandatory part of the project”

“Cutting edge research separates top tier institutions from others. Recall introduction of calculator that stalled calculation capacity of human brain.”



Lifelong Learning



Lifelong

- Coordination and time management
- Conflict in personalities and work style: Varied ideas brought to the table
- Adaptability and flexibility
- Improved decision making
- Respect client needs within pre-agreed legal professional terms and conditions
- Knowledge to create a website correctly
- Figuring out creation of website indexed on google

Highlight of Learning Outcome

A learner found a website they had created on Wix while in 6th grade in school. While pursuing BUS 2504, they found the website, recovered it and it is now up and running!



Equity, Diversity and Inclusion

On Equity, Diversity and Inclusion

- Humber offered an inclusive environment
- Never felt discriminated against, and everyone was tolerant and respectful
 - For example: Discussing answers after examination despite not knowing each other well
- Connecting with alumni or industry professionals as per area of interest; Any matching of gender or race or profile may have been purely coincidental.
- Learnt transferrable skills on openness to new ideas and collaboration
- Awareness of different cultures and cuisines.

Suggestions for HLO Mindsets

- Need training on making websites accessible except including alt text for images such as color-blindness or compatibility with screen reading software or integrating a language switch toggle
- Need not change the timing of the BAKE project despite clash with Ramadan as personal or religious life must not interfere with academic. However, instructor must send the message inviting learners to access the alternative meal box to the entire class than just Digital Business Student Association
- Include examples in class instructions on embracing equity and diversity while learning to explore websites or write blog posts.
- Explore possibility to include the following in another (Human Resources) course- We are aware that some dominant forces exist in the market. This could be introduced to prepare learners on-
 - How to face or challenge discrimination when encountered
 - How to avoid being part of the problem: Know one's privilege, be mindful and sensitive

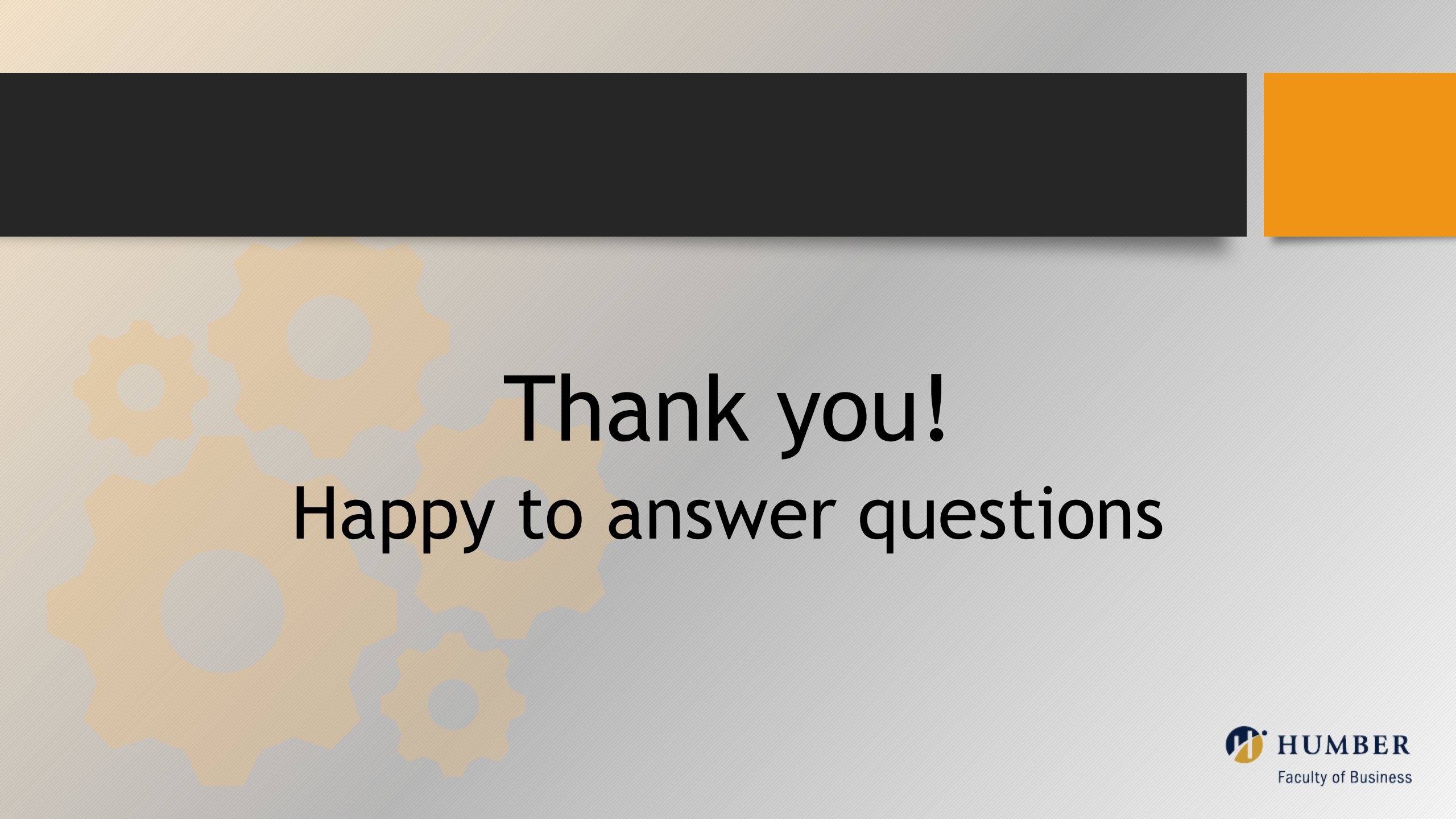
Career Development vis-à-vis Assignments

- #1 Interview Alumni and make a Blog post
- #2 Contract making and session with Thomas (Mango Digital)
- #3 Own Digital Portfolio

HTML coding (Some did for marks. One genuinely found it helpful)

Next Steps

- Replicate project with the same mega-structure and learning objectives
- Collaborate with another faculty
- Match schedule for entrepreneur (web development) and client (other faculty) student meetings
- Update instructions with greater details
- Post on multiple channels: Instruction webpage and Blackboard
- Marketing website to E-commerce site: Explore embedding google form and option for customers to Place Order
- Increase student interactions with professionals, preferably alumni



Thank you!
Happy to answer questions