Voice Assistant - Alexa: A Learnability Tool for New Era of Education

Aditya Pachpande, Indus International School, Pune

The voice assistant Alexa is ushering in a new era of technology. One where students, educators can use their voice to interact with technology that deepens learning, provides access to critical information and saves time. Voice-enabled Alexa skills help to supplement and assist in teaching and learning programs. It not only helps to develop digital fluency but also helps to assist students in learning various skills. The problem of today's learners is less attention span, no personalization, and no support after face-to-face education. The voice technology makes it easy for better classroom experience because voice possibly the hottest commodity in technology right now has the potential to bridge the literacy gap. It helps to increase the learner's knowledge level, increases engagement, and provides a personal learning experience. Alexa is available 24/7 and helps students to get familiarized with technology and a great tool to make students think and ask questions. It has a huge scope to provide literacy and quality education to even rural areas where there is a scarcity of teachers. The researcher has developed a prototype model to teach various skills like problem-solving, critical thinking and innovation which is based on interactive stories, Learning Quiz, Blogs, Flash Briefing, Facts, trivia etc-using voice-based technology of Alexa and has deployed it in few schools. He has demonstrated the prototype in the paper. This model can be integrated with school classroom settings as a supplement for students to revise the curriculum and learn skills beyond the curriculum which will be needed for them to secure their future at very affordable costs.

The 21st Century Learning Skills Assessment in Selected 5th Grade Indian Textbooks

Charvi Parikh, S.P Jain School of Global Management, India
Maddulety, S.P Jain School of Global Management, India
Meadows, S.P Jain School of Global management, Singapore

The prevailing skill gap is worrisome. The emergence of new pedagogies in learning needs to be supported by a periodical assessment of learning outcomes at the skills front. Periodical assessments may help to immediately identify and address the skill development gaps. Several studies are available on skills education but a few focus on investigating the relevant skills assessment. The studies in this context for India are even more limited. The objective of this study was to classify the end-of-chapter assessment tasks in order to analyze the extent of skills assessment in Indian school textbooks.

The skills under investigation were the 4Cs skills – critical thinking, communication, collaboration, and creativity – as they are recognized as important learning skills for students in the twenty-first century. Four subject textbooks of grade 5 were investigated. The textbooks were selected for analyses as they serve as a common resource to students, teachers, and parents. In total, 828 end-of-chapter tasks were classified and analyzed quantitatively. The findings revealed two shortcomings namely, (i) Tasks to assess knowledge were more than the tasks to assess skills; and (ii) Tasks requiring critical thinking were more than tasks requiring creative, communication and collaborative skills. The results are of concern as all four learning skills are required for preparing the twenty-first-century workforce.

The results have implications for students, teachers, parents, content developers, researchers and all other stakeholders engaged in preparing the future workforce. The purpose of assessment is to ensure the revision and reinforcement of learning. The skewed skill assessment at the textbook level poses the risk of the same being followed during summative assessments. This may lead to certain skills being perceived as of less importance in the entire education system. This means that the skill gap, repeatedly highlighted as a major concern by the corporate, may take longer to close.

The Future of Learning Conference 2020
Learning to Learn, Unlearn and Relearn: Flourishing in the Age of Disruptions and Innovations

3rd - 4th January 2020

Day 1: Friday, January 3, 2020

0830 – 0930 Registration *Venue*: **Auditorium**

0930 – 1030 hrs. *Venue*: **Auditorium**

Inaugural Plenary: **Learning to Learn, Unlearn and Relearn: Flourishing in the Age of Disruptions and Innovations**

Welcome **PD Jose**, FoL 2019 Conference Co-Chair, IIM Bangalore
Inaugural Keynote: **N R Narayana Murthy**, Chairman Emeritus and Co-Founder Infosys
Concluding Remarks **Deepak B Phatak**, FoL 2019 Conference Co-Chair, IIT Bombay

1030 – 1115 hrs. *Venue:* ***Auditorium***

Plenary 2: **Challenges of Digitalizing Education: Academic and Corporate Perspective**

Mangala Sunder, Professor, IIT Madras
Amit Aggarwal, Co-Architect, FutureSkills, CEO-IT-IteS Sector Skills Council, NASSCOM

1115-1145 hrs. **Tea**

1145 – 1300 hrs. *Parallel Sessions 1A-1D*

1A: Future skills & Learnability
Venue: **tba**

1B: Learner Insights
Venue: **tba**

1C: Measuring Learner Impact
Venue: **tha**

1D: Pedagogy: Platforms and Gamification
Venue: **tba**

1300-1400 hrs. **Lunch**

Lightning Tracks

3A: Lightning Track 1: B-schools and Businesses: New Models of Learning

1. **Ridhi Rani, Dr. A.Jagan Mohan R Eddy Reddy and Dr.Ravi Kumar Jain.** *Learnability and Employability: Role of B-Schools*
2. **Dr Naipal Singh**. *Future of Learning at Workplace in The Age of Technology Disruptions in Public Sector Banks*
3. **Dr. Shaji Kurian and Dr. Asit K Barma.** *An understanding of the constructs of future of learning in exponential technology era in Indian context. Are the B Schools ready?*
4. **Saumi Roy and Sheelan Misra.** *Scope of Emerging Technologies in Learning and Development for Millennials*
5. **Jayanti Belur and Shivashankargouda Patil**. *Competency identification and their hierarchy using Expert Opinion and Interpretive Structural Modeling: A case of north Karnataka MBA students*

3B: Lightning Track 2: Future of Learning Spaces

1. **Sunanda Vincent J. and Priya Kuashal.** *Education 4.0: Evolving Learning Technologies*
2. **Soumya G Hegde and C B Venkata Krishna Prasad.** *A Study of Beneficiaries' Perception On E-Learning Platforms in Bengaluru City.*
3. **Vaishali Jawale and Dr. V.P Pawar.** *Improve learning ability through cloud computing, creating global impact.*
4. **Charu Chaudhry and Anusha Agarwal.** *Future of Learning: Redesigning Learning Spaces Fostering Learnability*
5. **Aditya Pachpande**. *Voice Assistant - Alexa: A Learnability Tool for New Era of Education*
6. **Charvi Parikh, Maddulety and Meadows.***The 21st Century Learning Skills Assessment in Selected 5th Grade Indian Textbooks*

3C: Lightning Track 3: Learning Preferences and Millennials

1. Dr. Roshen Sebastian, Dr. Geethu Anna Mathew and Dr. Jominy Joice. *Digital Transformation: Perceptions of Undergraduate students and Faculties*
2. **Dr. Ankit Agarwal and Gaurav Kapoor.** *Perception towards Digital India: A Case Study of Student and Teacher on Digital Education*
3. **Uma Warrier, Kavita Dwivedi and Badri Narayanan Gopalakrishnan**. *Learning preference of Net Gen – An Exploration*
4. **Subhashish Sinha, Samrita Sinha and Nikunj Jain.** *War Stories behind the Fire Wall!!*
5. **Dr. Anoop K.K, Vishnu Kb and Yadhukrishnan M** *Digital learning ecosystem and policy intervention: A digital storytelling approach in the digital era*
6. **Mujahidul Islam.** *Evolving Digitally Mediated Learning Spaces of a Constructionist kind*

3D: Lightning Track 4: New Perspectives in Learning

1. **Nidhi Natrajan and Dr. Rinku Sanjeev**. *Education 4.0: Learning through social media*
2. **Parul Bajaj.** *iWoW - helping learners craft futures guided by head and heart*
3. **Ranganathan Vijayaraghavan.** *Certain Concepts to Measure Performance of Technological Artefacts in Learning and Education*
4. **S K Shankar, Dr Rajeswari Mukesh and Dr M K Badri Narayanan**. *Challenges in Adoption of Secure Digitisation Of Graduate Assessments*
5. **Srishti Mehrotra**. *Ladders Framework: A student-led-inquiry based academic assessment for the future*