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Unit 8 - Week 3: Creating LbDs and LxTs

Course outline

How does an NPTEL online course work?

Warm Up

General Instructions

Week 1: Overview of MOOCs

Week 1: Introduction to LCM Model

Week 2: Creating LeDs

Week 2: Interactive Videos

Week 3: Creating LbDs and LxTs

● [LeD 3.1: What is an LbD? \(unit?unit=54&lesson=55\)](#)

○ [Quiz : Practice Questions \(LbD\) on LeD 3.1 \(assessment?name=131\)](#)

○ [LeD 3.2: Creating LbDs \(unit?unit=54&lesson=56\)](#)

○ [Quiz : Practice Questions \(LbD\) on LeD 3.2 \(assessment?name=132\)](#)

○ [LeD 3.3.1: Constructive Customized Feedback in LbDs \(unit?unit=54&lesson=57\)](#)

○ [LeD 3.3.2: Giving Feedback for Open Ended Questions \(unit?unit=54&lesson=58\)](#)

○ [Quiz : Practice Questions \(LbD\) on LeD 3.3 \(assessment?name=134\)](#)

○ [LeD 3.4: Recommendations for effective LbDs \(unit?unit=54&lesson=59\)](#)

○ [Quiz : Practice Activity for LeD 3.4 \(assessment?name=137\)](#)

○ [LeD 3.5: What is an LxT? \(unit?unit=54&lesson=60\)](#)

Practice Questions (LbD) on LeD 3.6

The due date for submitting this assignment has passed.
As per our records you have not submitted this assignment.

Due on 2020-03-31, 23:59 IST.

The learning by doing (LbD) activities are aimed at providing practice questions, and **will not be considered in final grading**. This LbD activity consist of 3 practice questions, which are based on **LeD 3.6.1** (https://onlinecourses.nptel.ac.in/noc20_ge12/unit?unit=54&lesson=61) and **LeD 3.6.2** (https://onlinecourses.nptel.ac.in/noc20_ge12/unit?unit=54&lesson=62) of Week 3.

1) Which of the below goals do creation of Learning Extension Trajectories primarily address? 1 point

- a. Instructor wants every student to go through each and every possibilities available in the topic
- b. To provide multimedia resources to students
- c. To provide resources that address the diversity of learners and their learning levels

No, the answer is incorrect.
Score: 0

Feedback:

- a) *In an online setting, it is difficult to force the students to go through each and every resource, unlike a classroom setting. Revisit the LeD above where the goal of an LxT is stated in the initial part.*
- b) *The type of media/resource does not have a large bearing on the goal of providing LxTs. Revisit the LeD above where the goal of an LxT is stated in the initial part.*
- c) *This is correct. LxTs are primarily meant to address different types of learners and their learning levels.*

Accepted Answers:

- c. *To provide resources that address the diversity of learners and their learning levels*

2) A MOOC instructor has identified various categories of learners, and come up with a priority list of learners who are important to be addressed. While designing LxTs for the entire course, the instructor was unable to find resources for one category that was listed. Is this violating the design guideline for LxT? 1 point

- a. Yes, this violates the design guideline
- b. No, it doesn't violate the design guideline

No, the answer is incorrect.
Score: 0

Feedback:

- a) *Correct: The guideline is to ensure that the learning requirement of all listed categories be addressed in the course. It is alright if LxT is not available for a category for one topic. At a course level, it is always recommended that LxT be made available for all the learners at a course level.*
- b) *Incorrect: You may need to refer to the portion on design guideline once again in the above LeD. Check what has been mentioned about Lxl for a unit and Lxl for a lesson.*

Accepted Answers:

- a. *Yes, this violates the design guideline*

3) A MOOC Instructor offering a course in mathematics has identified a list of resources that various types of learners would be interested in accessing. One of the resource explains a complicated proof in 10 easy steps by taking critical assumptions in Step 3. Which of the below will be an appropriate Assimilation Quiz? [Tick all that apply] 1 point

- a. There are multiple ways of approaching the proof that is explained in the LxT. Without making the assumptions in Step 3, prove the same theorem.
- b. In how many steps was the proof completed?
- c. In which step of the proof were key assumptions made that allowed proof to be completed in 10 steps?

No, the answer is incorrect.
Score: 0

- [Quiz : Practice Questions \(LbD\) on LeD 3.5 \(assessment?name=135\)](#)
- [LeD 3.6.1: Creating LxTs \(unit?unit=54&lesson=61\)](#)
- [LeD 3.6.2: Creating an Assimilation Quiz \(unit?unit=54&lesson=62\)](#)
- [Quiz : Practice Questions \(LbD\) on LeD 3.6 \(assessment?name=136\)](#)

Week 3: Assessment in Online Courses

Week 4: Creating LxIs and Orchestration

Week 4: Research and Practice in Online Forums

FAQ: Creating your own LCM

Live Interactive Sessions

Behind the Scenes in LCM

Text Transcripts

Feedback:

- a) *The Assimilation Quizzes are meant to incentivize the access to the variety of resources provided in LxTs. Questions like this are more ideal as knowledge quizzes.*
- b) *The design of assimilation quiz has to be ideally done so that learners are able to identify the key concept available in the LxT Resource. This question helps learners in identifying one key idea - The proof was done in shorter number of steps. But this alone is not the correct answer.*
- c) *The design of assimilation quiz has to be ideally done so that learners are able to identify the key concept available in the LxT Resource. This question points to one more key idea - The key assumptions made during the proof. But this alone is not the correct answer.*

Accepted Answers:

- b. *In how many steps was the proof completed?*
- c. *In which step of the proof were key assumptions made that allowed proof to be completed in 10 steps?*