

EN-HELP文档

Homepage Overview

Upon successful login, you will be automatically redirected to the platform homepage. Homepage applications are determined by school subscriptions.

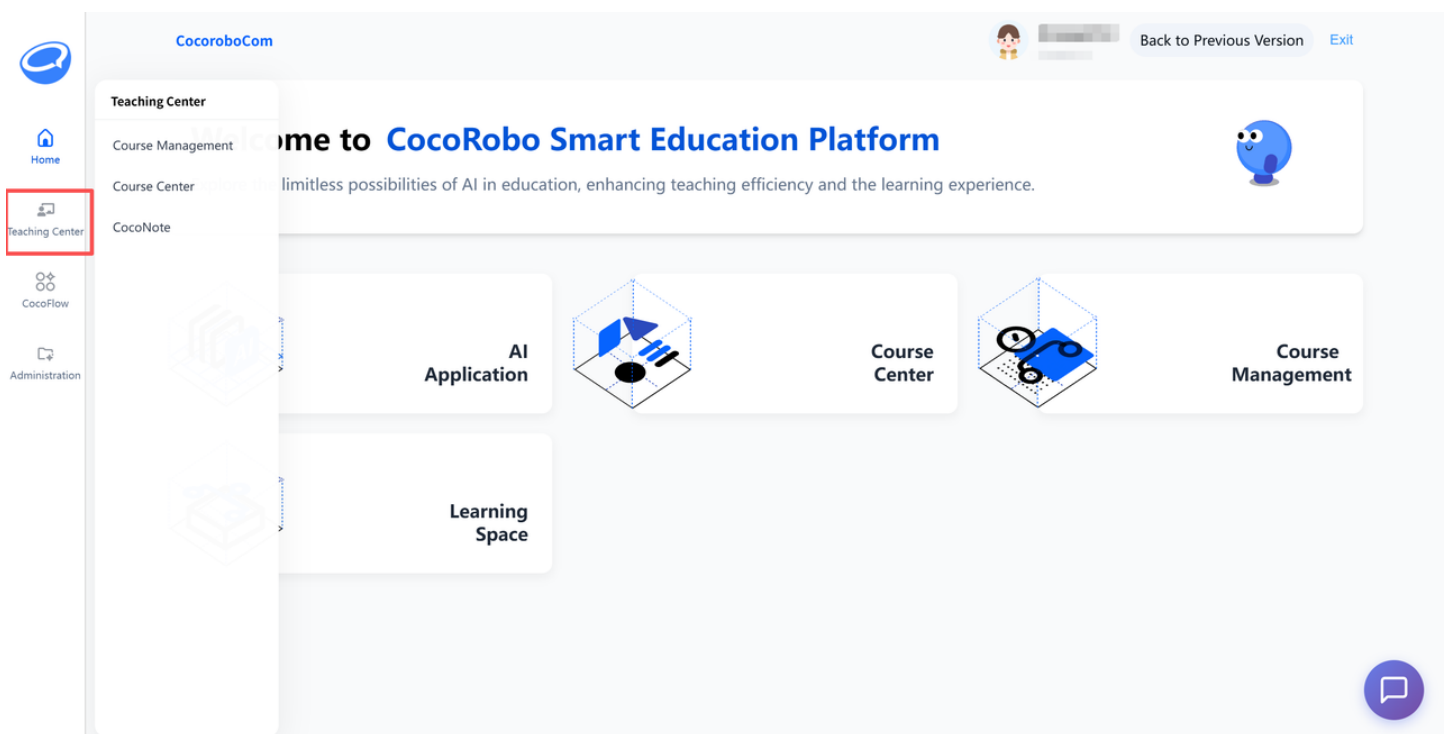
Homepage Functional Overview

A brief overview of homepage applications and functions is provided below.

Teaching Center

Hover the mouse over the [**Teaching Center**] icon on the homepage sidebar to expand the list of main applications. Click an application name

to enter the corresponding interface. [**Teaching Center**] mainly includes [**Course Management**], [**Course Center**], [**CocoNote**] as the three major application scenarios.



[Course Management]

This is a teaching design system based on large models, utilizing **Generative AI** technology to provide diverse course creation modes, including **AI Mode**,

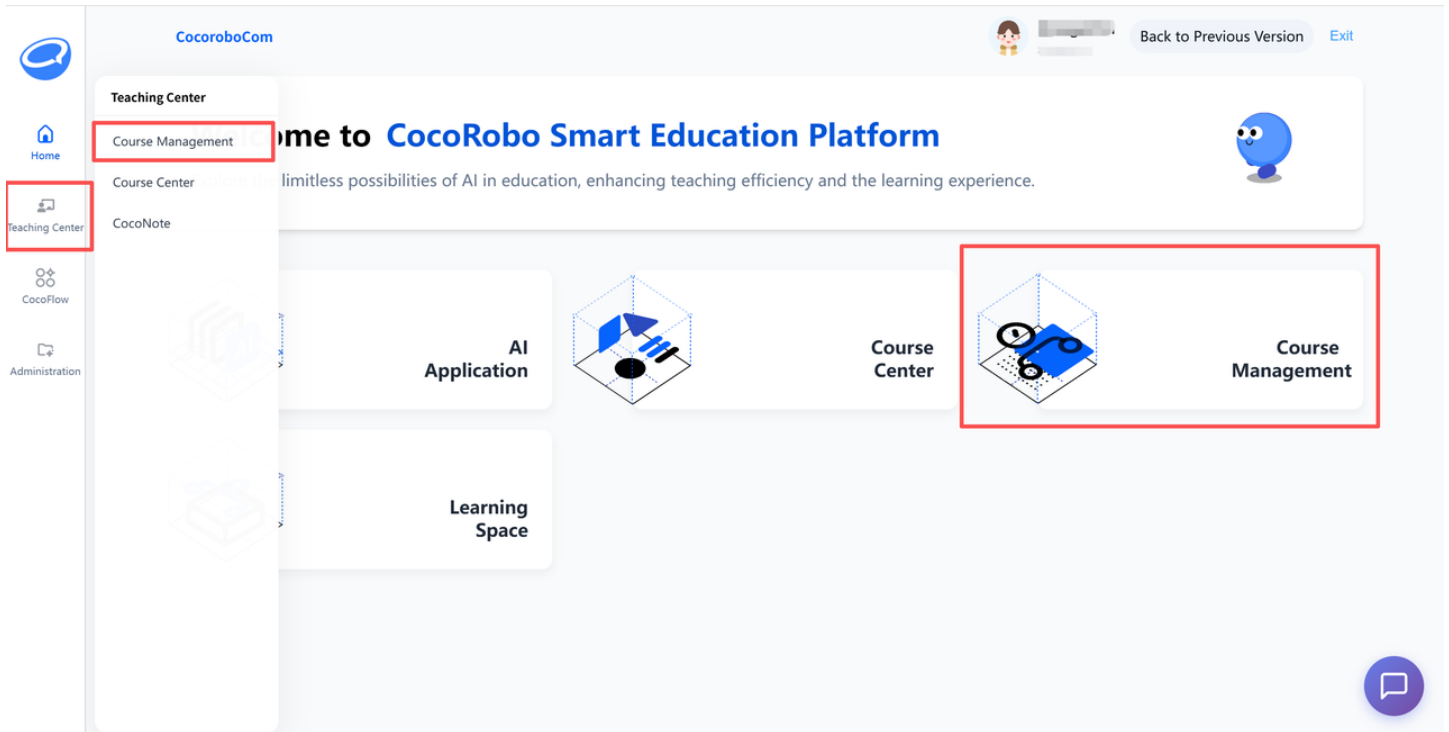
Lesson Plan Analysis Mode, and **Manual Mode**. The system features a rich set of built-in **Thinking, Assessment, Subject-Specific**, and **Programming** tools

(such as **Graphical Programming, Python, Virtual Simulation**, etc.). It supports collaborative lesson preparation among teachers and allows for personalized customization of school-based

characteristic course segments and evaluation systems.

1. Hover the mouse over **[Teaching Center]** on the homepage sidebar to expand the application list, then click **[Course Management]** to enter the interface;

2. The homepage features a **[Course Management]** shortcut; click the icon area to enter the **[Course Management]** interface, as shown in the figure below.

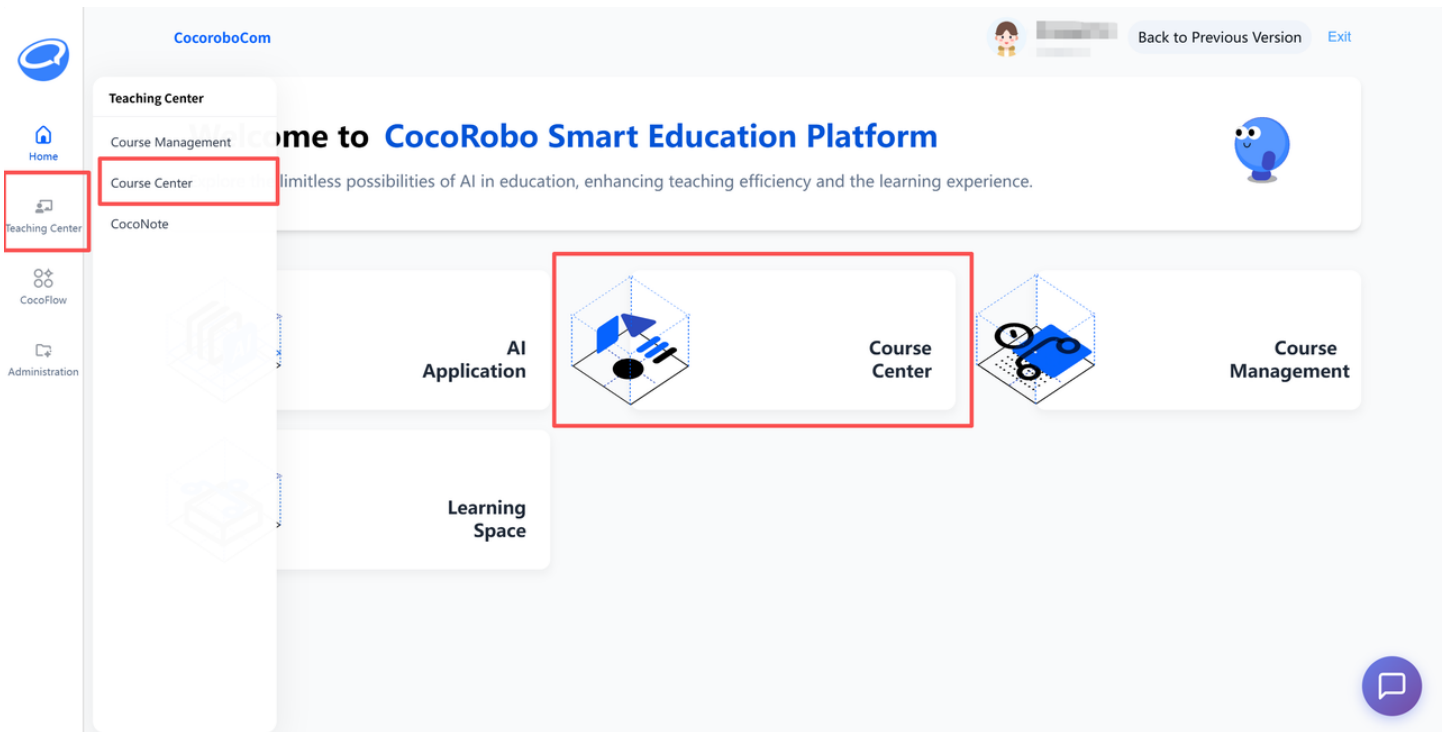


[Course Center]

As an intelligent classroom organization center, this application deeply integrates **AI** technology to support heuristic, interactive, and inquiry-based teaching. The system provides multi-dimensional filtering of the course resource library and features real-time intelligent assignment evaluation, classroom interaction analysis, and screen progress control, helping teachers master students' learning status in real-time and formulate personalized guidance plans.

1. Hover the mouse over **[Teaching Center]** on the homepage sidebar to expand the application list, then click **[Course Center]** to enter the interface;

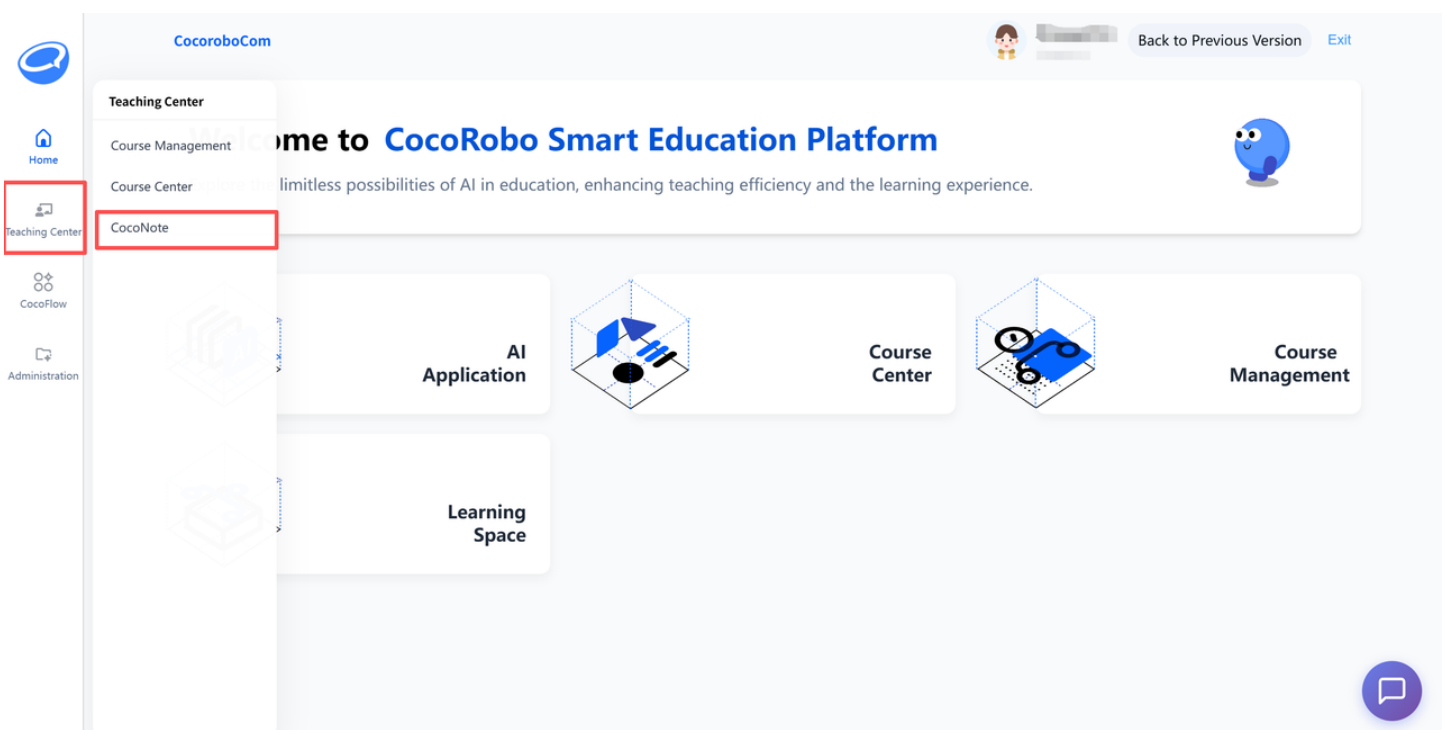
2. The homepage features a **[Course Center]** shortcut; click the icon area to enter the **[Course Center]** interface, as shown in the figure below.



[CocoNote]

This application uses an innovative canvas-style interface to provide users with a collaborative learning environment compatible with multimedia resources, specifically suitable for **Project-Based Learning (PBL)** and knowledge construction. The system includes a built-in multi-dimensional **AI** assistance system consisting of **Planning**, **Monitoring**, and **Reflection** assistants, supporting card-based information organization, real-time communication collaboration, and full-scale tracking of learning behavior trajectories.

Hover the mouse over **[Teaching Center]** on the homepage sidebar to expand the application list, then click **[CocoNote]** to enter the interface.

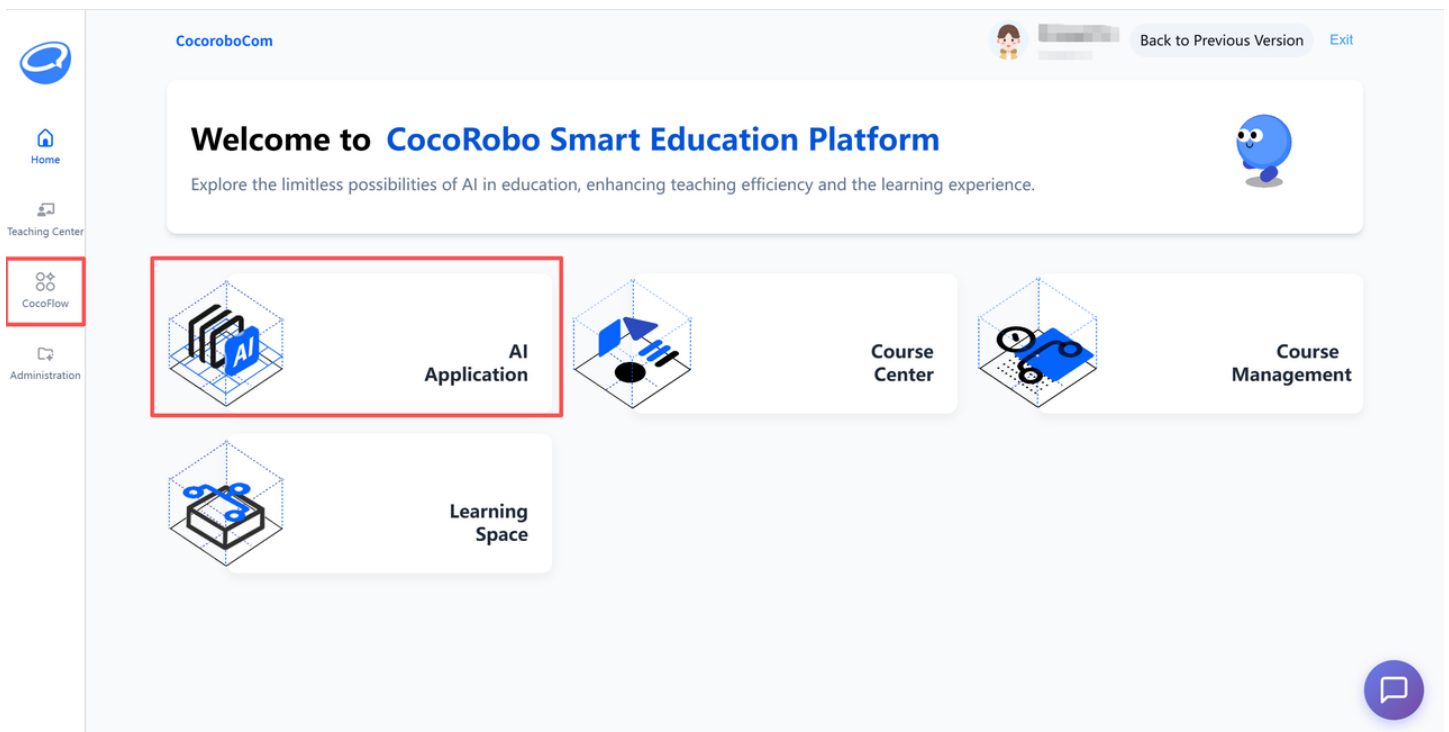


CocoFlow

[Application Center]

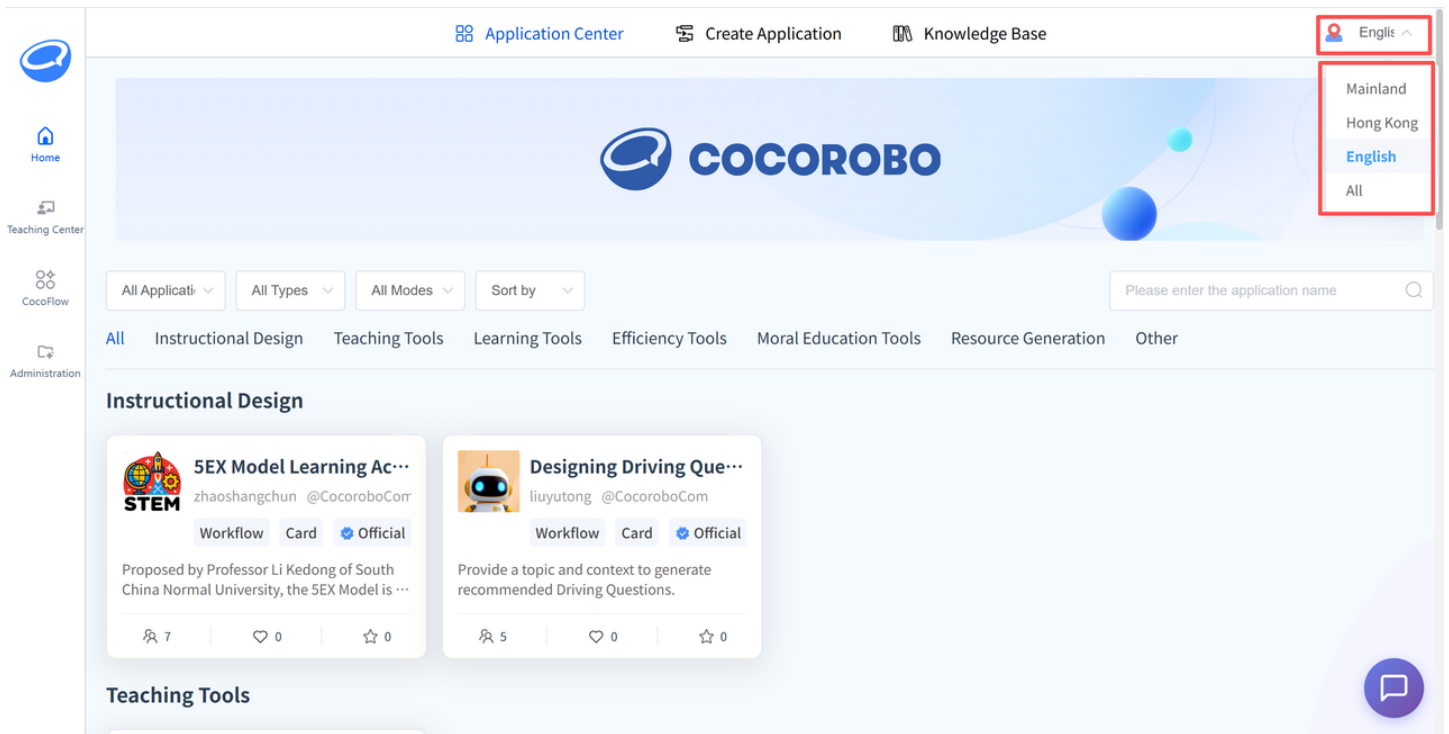
The system comes pre-installed with 100+ official **Agents** covering various educational scenarios, supporting application sharing within the organization, collaborative innovation, and secondary adaptation, helping users quickly build a characteristic intelligent education ecosystem.

1. Click [**CocoFlow**] on the homepage sidebar to enter the [**Application Center**];
2. The homepage features an [**Application Center**] shortcut; click the [**AI Application**] icon area to enter the [**Application Center**];



After entering the **Application Center** page, you can click the dropdown symbol in the top right corner to expand the box and switch regions/languages.

Currently, the platform supports four modes: [**Mainland (Simplified Chinese)**], [**Hong Kong (Traditional Chinese)**], [**English**], and [**All**].



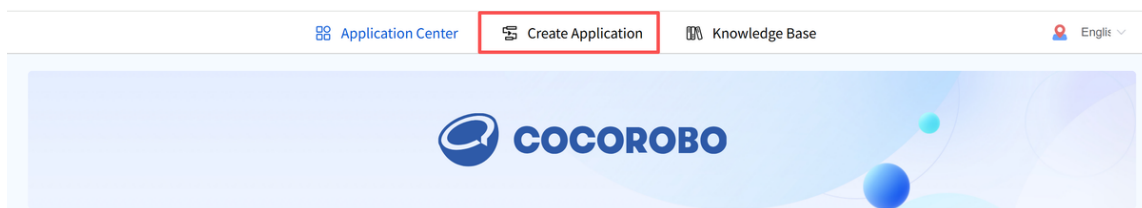
When users are in other interfaces of the **Application Center**, click [**View Applications**] in the top navigation bar to return to the **Application Center** interface.

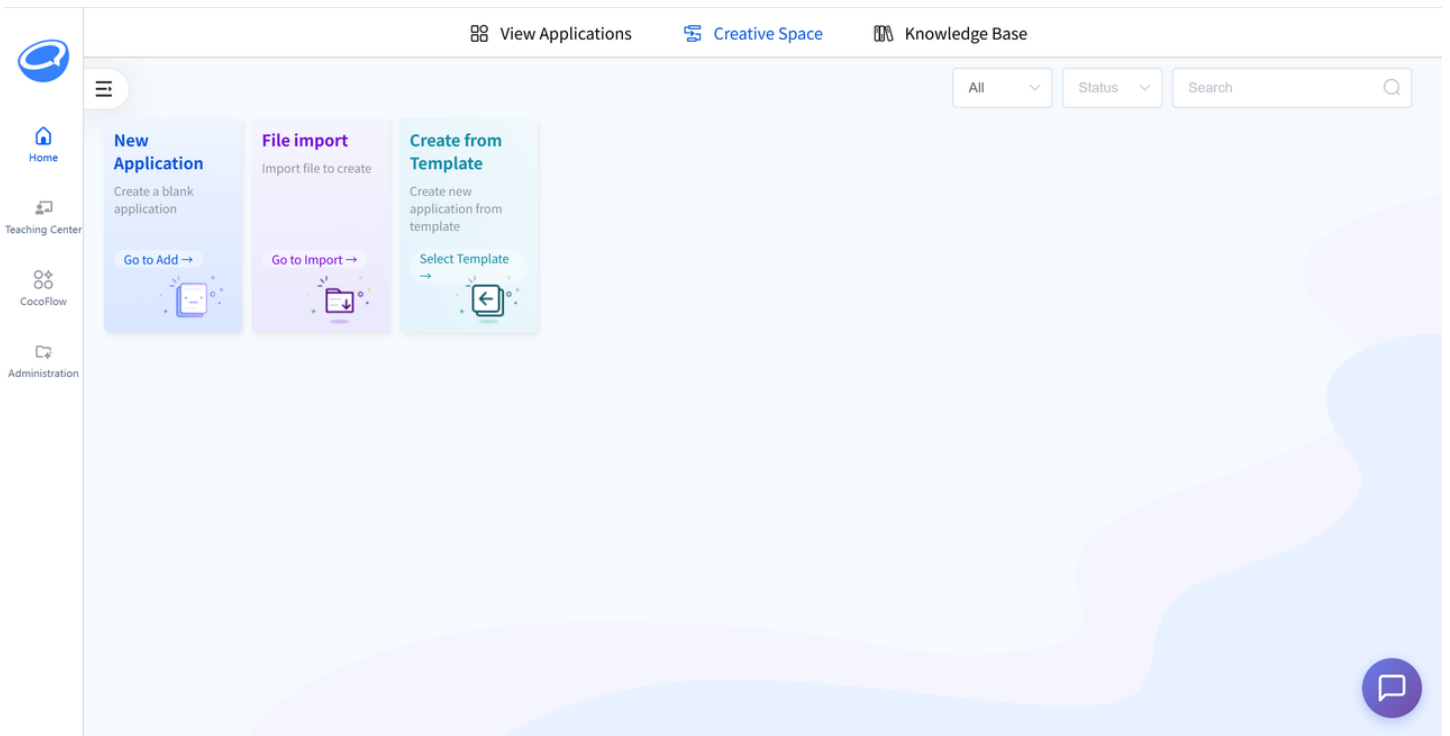


[Creation Space]

Users can quickly build exclusive **AI** teaching tools or multi-modal interactive workflows through visual drag-and-drop components, **AI**-optimized prompt design, and binding personal knowledge bases, greatly lowering the entry barrier for educational **AI** application development.

In **CocoFlow [Application Center]** or other interfaces, click [**Create Application**] in the top navigation bar to enter the [**Creation Space**] interface.

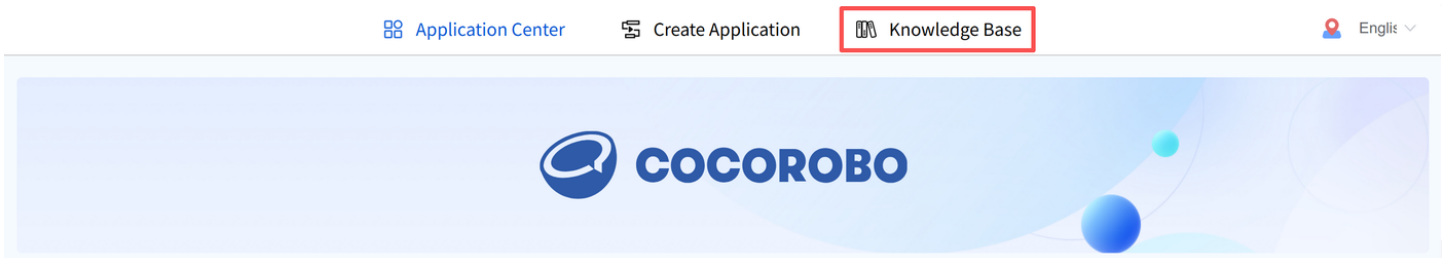


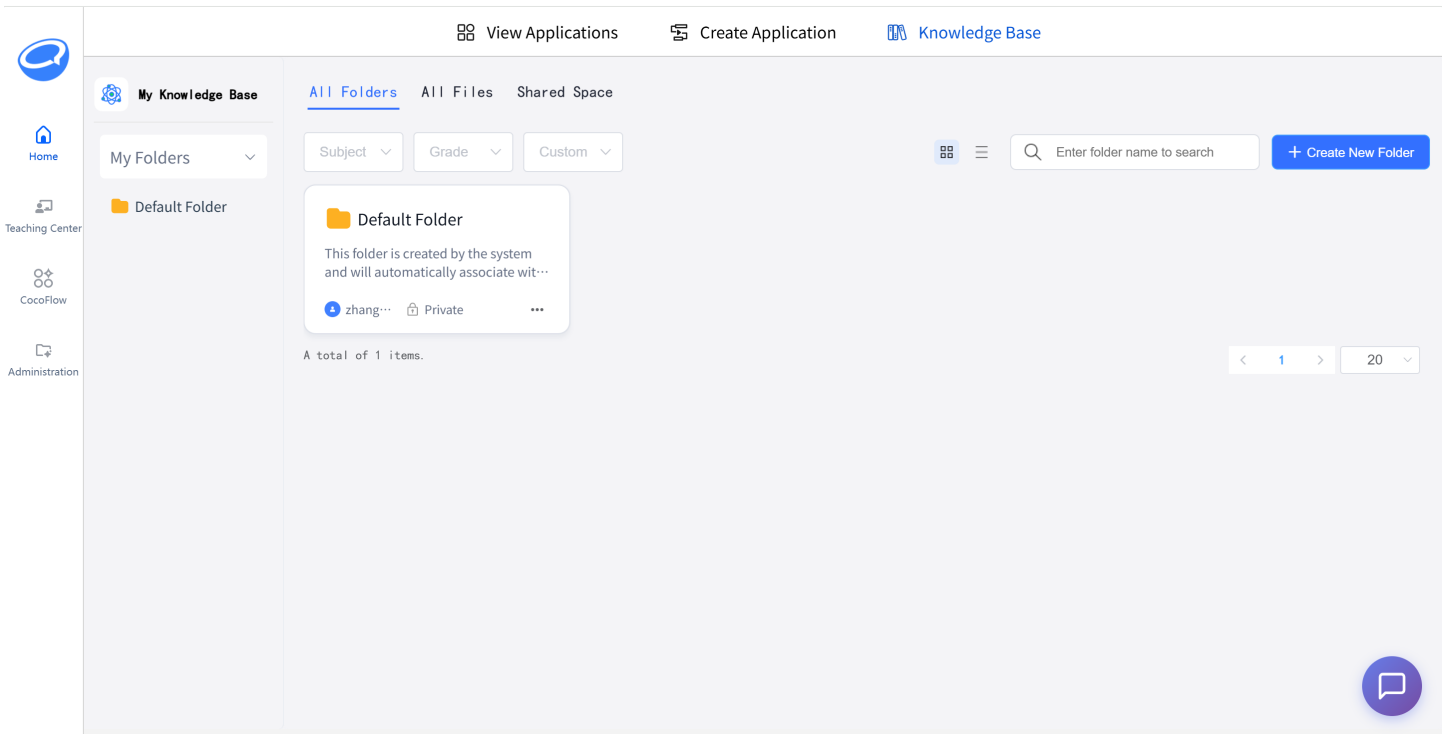


[Knowledge Base]

Supports multi-format document uploads, semantic retrieval, and knowledge graph construction, enabling centralized and secure management of organizational digital assets and improving the access efficiency and utilization of knowledge resources.

In **CocoFlow [Application Center]** or other interfaces, click **[Knowledge Management]** in the top navigation bar to enter the **[Knowledge Base]** interface.



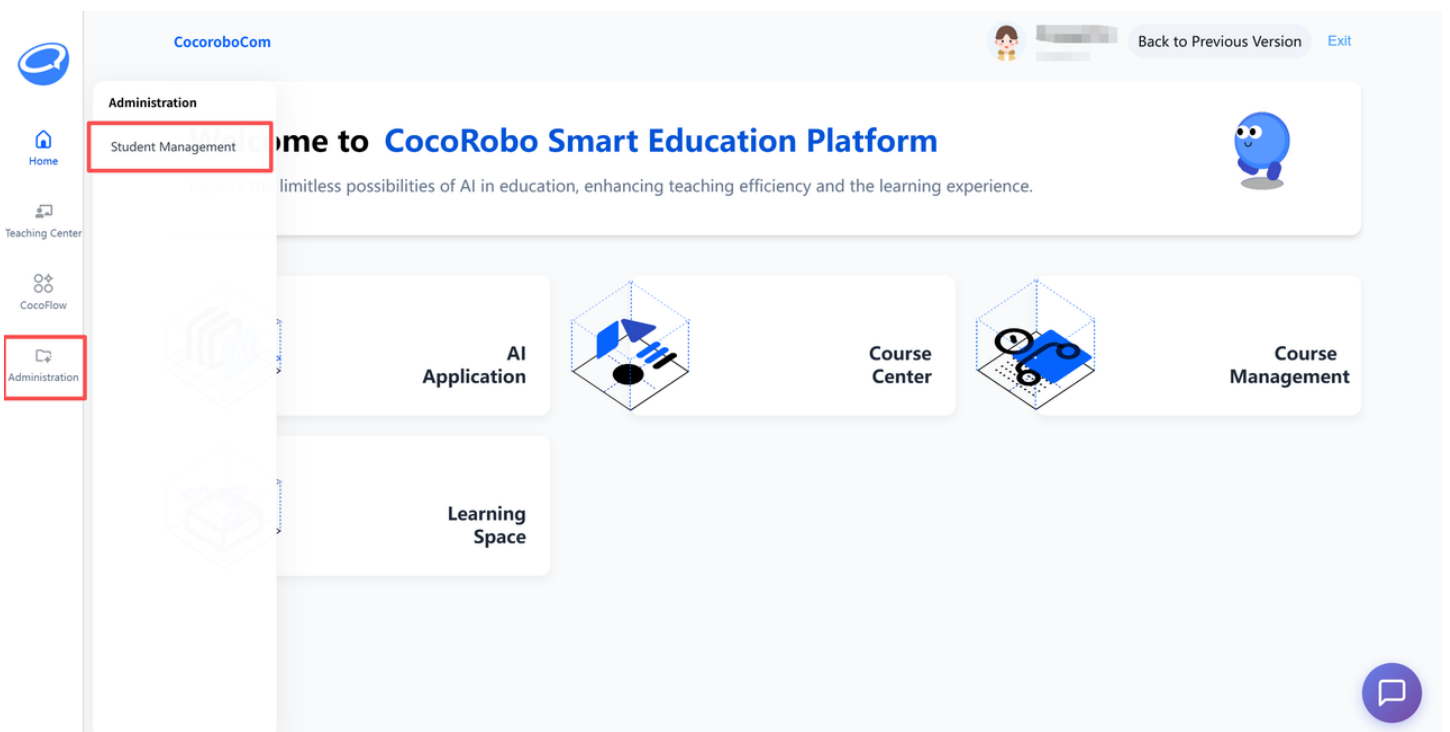


Administration

[Students Management]

Through the collection and analysis of core indicators such as the total number of students, monthly activity, learning behavior trajectories, and course participation, the system provides scientific decision-making support for managers and achieves precise monitoring of the teaching process.

Hover the mouse over **[Administration]** on the homepage sidebar to expand the **[Students Management]** application list, then click **[Students Management]** to enter the interface.




Edit Personal Profile

Click the personal icon in the top right of the interface to edit and modify personal information. Personal profiles currently support modifying

[Name], [Gender], [Type], [Grade], and [Link WeChat].

Personal Information ×



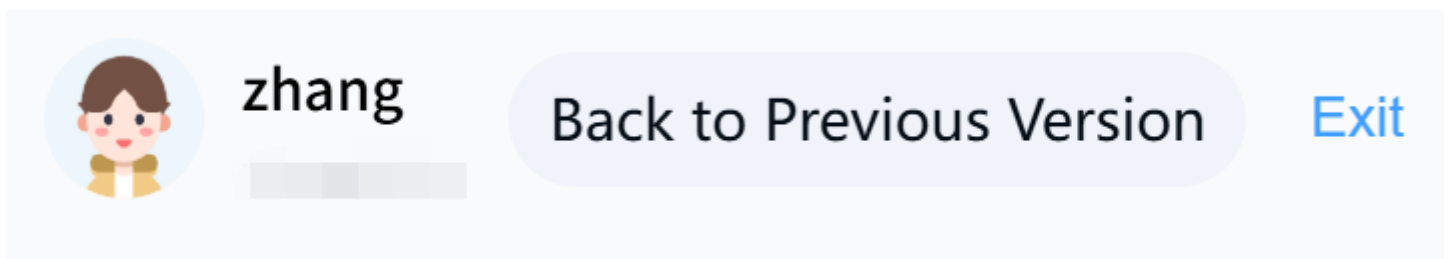
[My Profile](#) [Change Password](#)

Name:

Gender: Male Female

WeChat Login:


After **Name** and **Gender** are successfully modified, the personal icon in the top right of the desktop will change accordingly.



To change the password, click [**Change Password**] and follow the prompts to complete operations such as "Current Password," "Enter New Password,"

and "Confirm New Password." Click [**Save**], and "Successfully Modified" will appear.

Personal Information ✕



[My Profile](#) [Change Password](#)

Old Password

Enter New Password

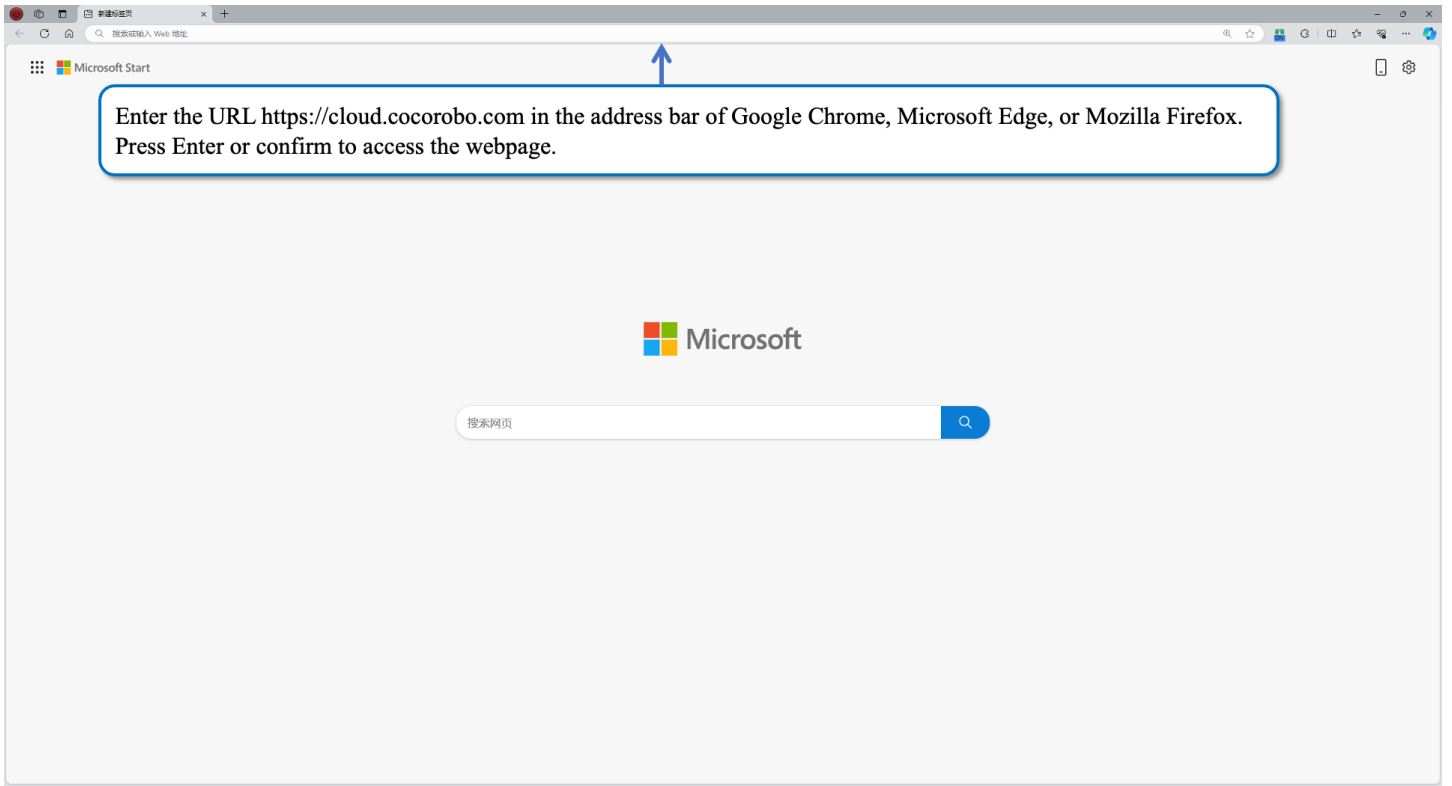
Re-enter New Password

Save

User Login

Software Environment

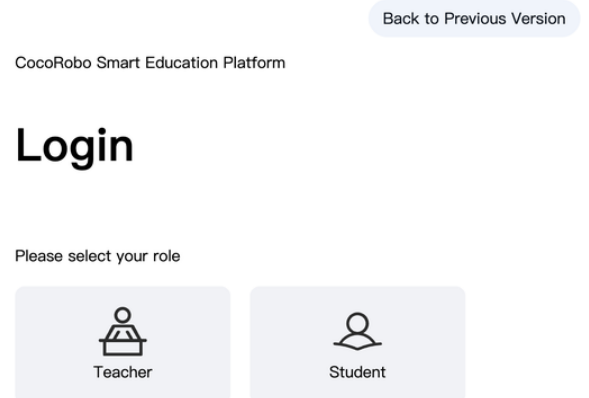
Open Google Chrome (Version 126 or higher recommended), 360 Browser, Mozilla Firefox, or Microsoft Edge. Enter the URL <https://cloud.cocorobo.cn/> in the browser to access the platform.



Login

Select Role

The CocoRobo Smart Education Platform supports both Teachers and Students. Upon entering the platform, users must first select their corresponding role.



Login Methods

The platform supports the following four login methods. Users can switch between different login methods via the icons in the bottom right corner:

- **Account & Password Login (Teacher, Student)** Enter the "Account" (usually a mobile phone number). The system will automatically identify the "Organization" associated with the account (if the account belongs to multiple organizations, you must select the organization before logging in). Enter the "Password" and click the "Login" button to enter the platform's main interface.

[Note] For administrator account login operations, please contact CocoRobo staff.

The screenshot shows the login interface for the CocoRobo Smart Education Platform. The page includes a 'Back to Previous Version' button, the platform name, and a 'Login' title with a 'Change Role' link. The login form consists of three input fields: 'Account' (with placeholder 'Please enter your account'), 'Organization' (with placeholder 'Identify after entering the account'), and 'Password' (with placeholder 'Please enter the password' and a visibility toggle). A blue 'Sign In' button is positioned below the fields. Underneath the button is a 'More Options' section with three icons: a group of people, a speech bubble, and a person icon. The background of the page is a photograph of a school building and a red running track. Four numbered callout boxes with arrows point to specific elements: 1. 'Enter your Account (usually a mobile phone number)' points to the Account input field. 2. 'The system automatically identifies the Organization.' points to the Organization input field. 3. 'Enter your Password.' points to the Password input field. 4. 'Click "Login" to enter your personal account.' points to the Sign In button. A fifth callout box with an arrow points to the 'More Options' icons, containing the text: 'Note: Click the icon to switch to Other login methods.'

- **Organization ID Login (Teacher)** Enter the "Organization ID", "Account", and "Password", then click the "Login" button to enter the platform's main interface.

[Note] This is an exclusive login method for subscribed users. If subscribed, please contact CocoRobo staff to obtain your Organization ID.

Login

[Change Role](#)

Organization ID

Account

Password

More
Options

1. Enter your **Organization ID**.

2. Enter your **Account**.

3. Enter your **Password**.

4. Click "Sign In" to enter your personal account.

- **WeChat Login (Teacher)** When using this login method for the first time, users must bind their WeChat account to their platform account. Select this login method and scan the QR code using WeChat.
- **Identification Code Login (Student)** In addition to "Account & Password Login", student accounts can use this method to quickly log in and enter the teaching scenarios set up by teachers. For details on how to obtain the Course Identification Code, please refer to "**Course Implementation**".

After entering the information, students will enter a name selection list. The list is grouped by the first letter of the name's Pinyin. Students can use the letter navigation on the right side of the list to quickly locate their name. After selecting their corresponding name/ID, click **[Confirm Login]**. You will be logged in and redirected after a secondary confirmation.

[Note] This feature is only applicable to organizations that have enabled random code login. If subscribed, please contact CocoRobo staff to obtain the Organization ID.

CocoroboCom – Class 1



Please select your name

S

S

Std 1

Std 2

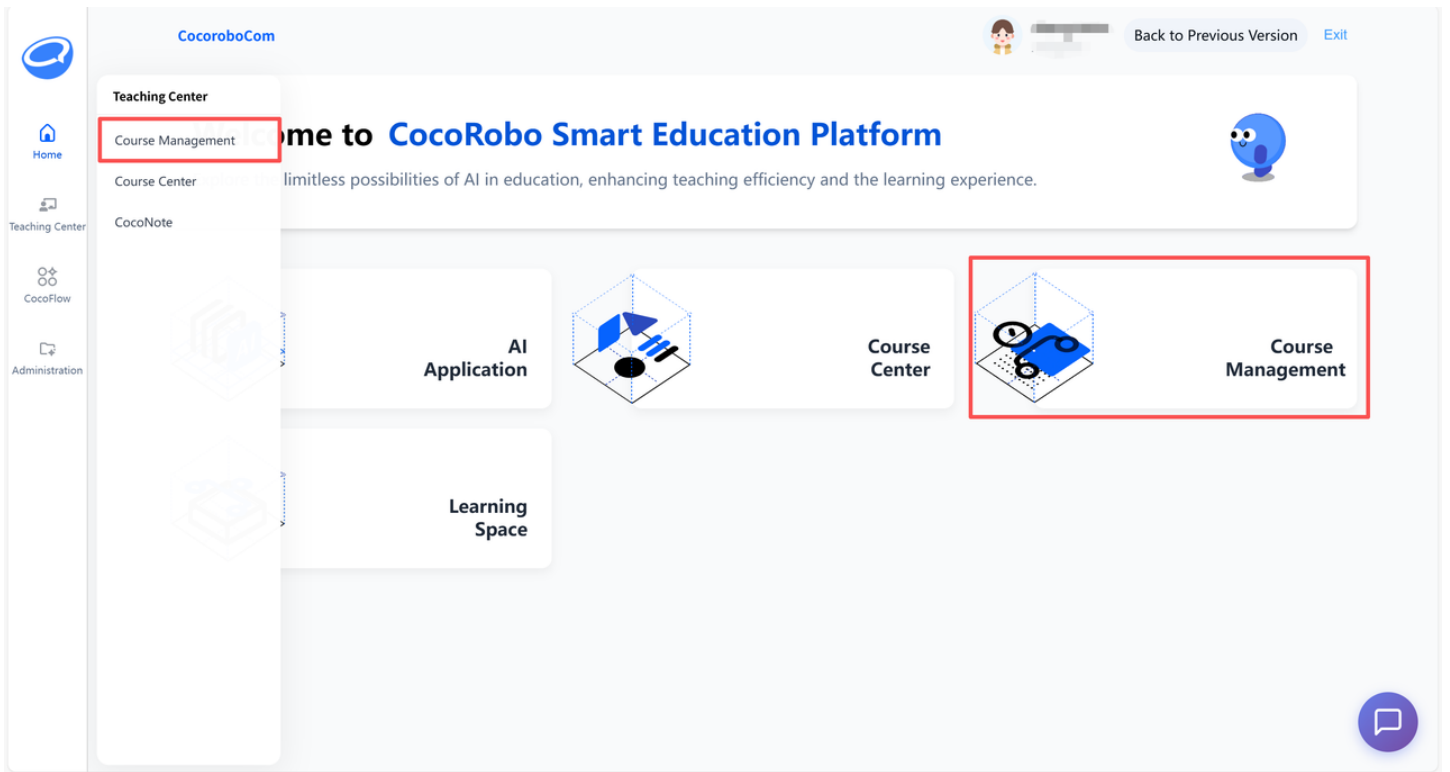
Std 3

Confirm login

Course Creation - HELP Document

Course Creation

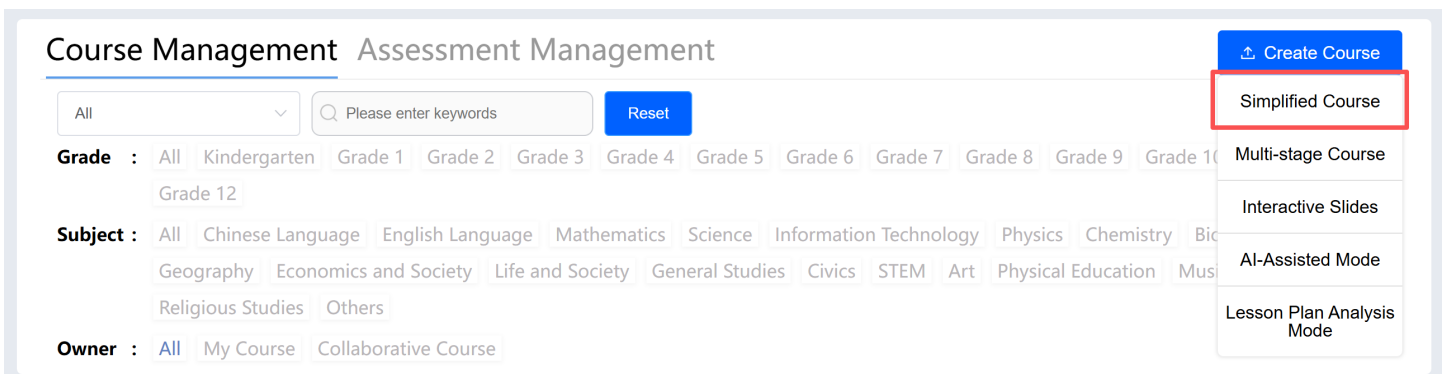
The **Course Management** application supports individual, collaborative, and AI-assisted course creation, allowing you to manage all courses you have created or joined as a collaborator.



1.1 Simplified Course Creation

In **Simplified Mode**, all materials uploaded by the teacher in the **Learning Content** area apply to all tasks. Simplified courses consist of only one stage, making it easy for teachers to upload teaching content directly.

To enter this mode, hover your mouse over the **Create Course** button and select **Simplified Course** from the pop-up list.



1.1 Basic Information

- **Course Name:** Enter the course name (Required).
- **Course Tags:** Select **Grade**, **Theme**, and **Subject** as tags to enable quick retrieval in **Course Management** or the **Course Center**.

TECH Publish

Grade: Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6
 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12

Subject: Chinese Language English Language Mathematics Science Information Technology Physics
 Chemistry Biology History Geography Economics and Society Life and Society
 General Studies Civics STEM Art Physical Education Music
 Religious Studies Others

Upload Cover

+
Add Cover Image

- **Course Cover:** Click **Add Cover Image** to set a cover.

TECH Publish

Grade: Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6
 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12

Subject: Chinese Language English Language Mathematics Science Information Technology Physics
 Chemistry Biology History Geography Economics and Society Life and Society
 General Studies Civics STEM Art Physical Education Music
 Religious Studies Others

Upload Cover

+
Add Cover Image

- **Select Local Image:** Supports uploading local images in common formats (e.g., .jpg, .png, .gif).
- **Select Web Image:** Searches for images based on the course name. You can modify keywords or click **[Refresh Results]** to update the options.

Upload Image [Close]

Select Local Image Select Web Image

Cancel Confirm

Select Click to edit keywords. Click to refresh images.

TECH Refresh Results

[Grid of technology-related image thumbnails]

- **Visibility:** You can choose to set it as a **Public Course**.

Enter Course Name Publish

Grade: Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6
 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12

Subject: Chinese Language English Language Mathematics Science Information Technology Physics
 Chemistry Biology History Geography Economics and Society Life and Society
 General Studies Civics STEM Art Physical Education Music
 Religious Studies Others

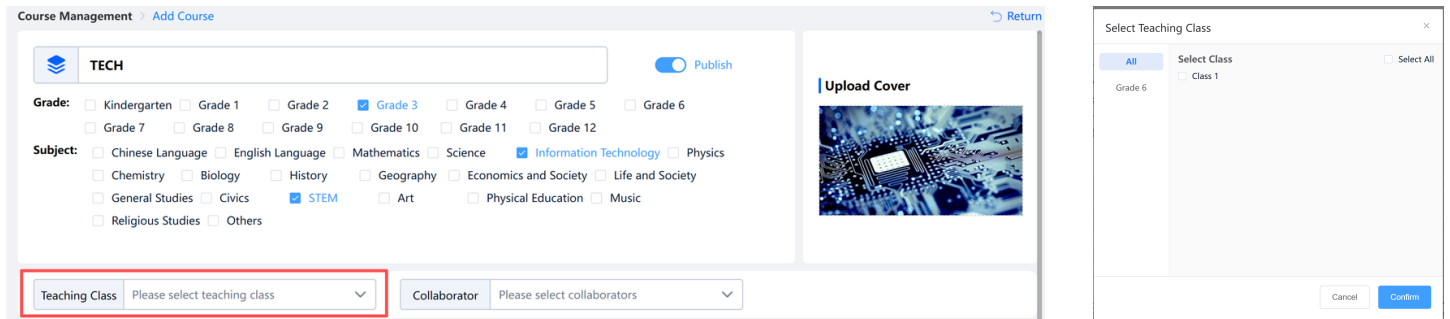
Upload Cover

+
Add Cover Image

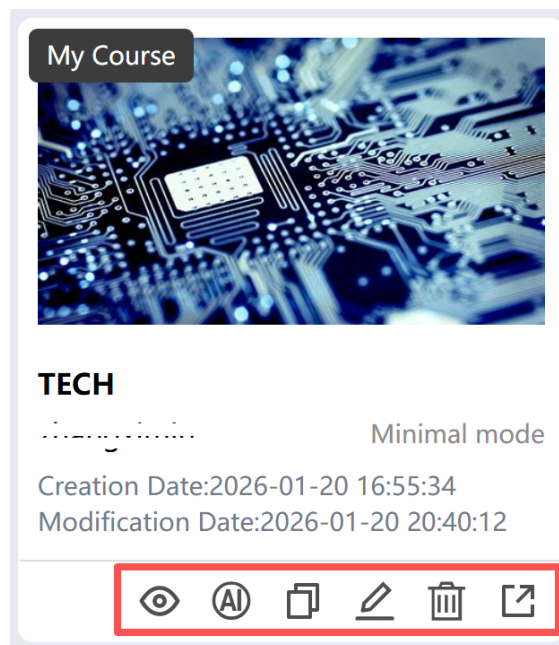
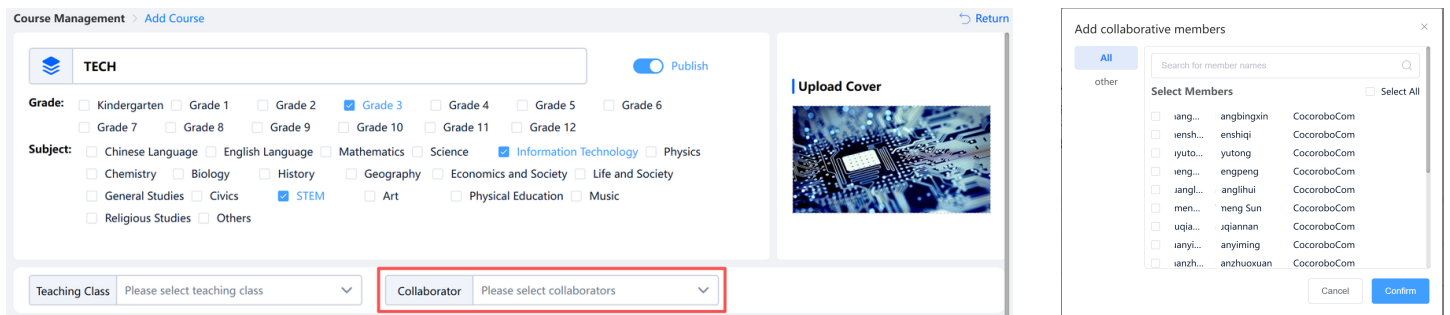
Public courses allow teachers within the same organization to view content, analytics, and evaluations in the **Course Center**, and export course information or files.

If teaching classes are assigned, other teachers can conduct lessons for those classes but cannot edit the course.

- **Teaching Classes:** Click **Teaching Class** to select classes by grade (supports multiple selections).



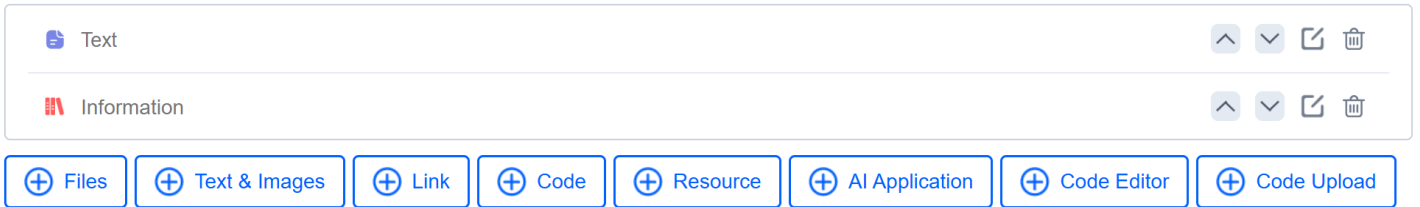
- **Collaborative Editing:** Click **[Select Collaborator]** to add members who will have permissions to view, edit, copy, or delete the course.



1.2 Adding Materials

The **Learning Content** area is used for uploading teaching resources.

Learning Content



- **Files:** Click **File** to upload any format (recommended size under 100MB).
- **Rich-text:** Supports online editing of documents combining text and images.

Toolbar includes: **Heading, Bold, Font Size, Indent, and Align.**

Add Rich Text



Text Title

Text Formatting Tools.



H

B

T↑



Please enter content

Cancel

Confirm

Image: Click the icon to add images, **Supported formats:** .jfif, .pjpeg, .jpeg, .pjp, .jpg, .png, .gif, .bmp; click **Reset** to restore original dimensions.

- **Table:** Click the icon to set rows/columns and create tables.

- **Links:** Embed webpages directly into the course.

[Tip] After some links are added successfully, if they cannot be opened directly in the platform during preview, you can view the link content by jumping.

Add a Link



Title

Enter link display text

Link

Please enter the link

Cancel

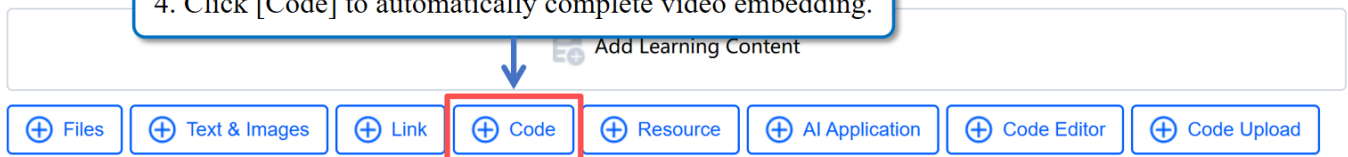
Confirm

- **Embedded Video:** Use **Code** to embed videos from **Bilibili** or **YouTube**.



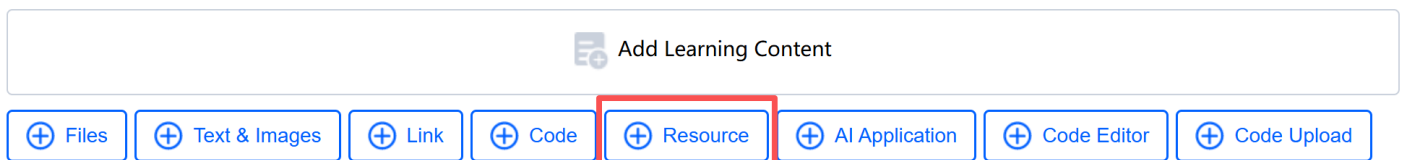
Learning C

4. Click [Code] to automatically complete video embedding.




- **Resource Library:** Add external links or resources from the platform's **Resource** pool.

Learning Content



- **AI Applications:** Add AI applications created in **CocoFlow** for students to use.

 Add Learning Content



- **Code:** Supports using a **Code Editor** or performing a **Code Upload** (ZIP format).
- **Management:** Use the up/down arrows or drag handles to reorder resources, or click the trash icon to **Delete**.

1.3 Adding Tasks

- **Task Setup:** Enter a **Task Name** (visible in the navigation bar) and a **Task Description**.
- **Digital Tools:** Select and configure tools under categories like **Interaction, Thinking, Cooperation, Test, Evaluation, Programming, and Subject-Specific**.
- **Tool Descriptions:** Input instructions to help students understand how to use the tool or what to submit.
- **Manage Tasks:** Click **Add Task** to create more. Use the delete icon to remove a task or drag the left handle to adjust the sequence.
- **Save:** Click **Confirm & Upload** to complete the course setup.

1.2 Stage-based Course Creation

Stage-based Mode allows teachers to organize courses into multiple stages, each containing specific tasks. It includes advanced features like **Objective Management**.

Select **Stage-based Course** from the **Create Course** menu to begin.

2.1 Basic & Advanced Settings

- **Basic Info:** Same as Simplified Mode (Name, Tags, Cover).
- **Advanced Settings:** Toggle this on to access **Collaborator** settings, **Course Description**, and **Objective Management**.
- **Objective Management:** Acts as the framework for your course.
 - Click **Add** to browse and **Import** existing objectives.
 - View your objectives as an **Objective Tree** or **Objective Compass**.

2.2 Adding Tasks and Stages

- **Phases & Tasks:** Enter a **Task Name** and **Task Description**. Click **Expand Task** to add materials, tools, and evaluation criteria.
- **Digital Tools:** Configure tools such as **Student Grouping**, **Questionnaire**, **Q&A**, and **Sorting**.
- **Task Evaluation:** Set **Evaluation Dimensions** and descriptions.
 - **Link Objectives:** Link dimensions to specific sub-objectives from your imported framework.
 - **Templates:** Use **Resource** templates (Public, Personal, or Organizational) or click **Add Resource Template** to save your current dimensions.

2.3 Modifying the Outline

- **Add Stages:** Click **New Stage** or + to create course phases.
- **Course Templates:** Click **Select Course Template** to apply organization-wide frameworks (e.g., **5E**, **3SE**, or **5EX** models).
- **Adjust Sequence:** Reorder tasks or stages by dragging them in the navigation bar.

2.4 Saving the Course

Click **Confirm & Upload** to save and publish your Stage-based course.

1.3 Interactive Courseware Mode

Open [Course Management], select [Create Course] - [Interactive Courseware Mode], and enter the creation page for the Interactive Courseware Mode. This mode supports uploading .pptx files and adding interactive learning content to each page, creating a digital course that integrates courseware explanation and interactive practice.

3.1 Setting Basic Information

- Enter the Course Name (Required field).
- Select whether the course is Public (If public, it will be visible in the [Course Center] within the organization).
- Select Course Attributes: Grade, Theme, Subject (Optional fields).
- Set the Course Cover: Supports selecting the cover from the local drive or searching online.
- Set Teaching Classes: The course is visible to students of the corresponding class in the [Course Center] if and only if classes are set and the course is public.

3.2 Uploading the .pptx File

In the content editing area below, click the left sidebar menu.

In the opened drop-down menu, click [Import PPTX File] to open the local file upload pop-up window.

After the import is complete, the content editing area will display the uploaded file content. You can enter a single courseware page to edit elements (images, text, text boxes, etc.), and auto-saving is supported.

3.3 Adding Learning Content

Scroll the editing page to the bottom to create learning content. Currently supported types are: Interactive Tool, H5 Page, AI Application, and Video. You can edit the learning content and add it to the courseware page.

Interactive Tools

Interactive Tools support adding multiple-choice questions (single-choice, multiple-choice) and Q&A questions.

Click [+ Interactive Tool]. In the pop-up page, select the tool type and enter the editing page.

Multiple-Choice Questions support setting multiple questions on the current page, and you can choose single-choice or multiple-choice. The user sequentially enters the question content and option content, and sets the correct option (Mandatory). Then, click [Confirm] to complete the question setting.

Q&A Questions support setting the Q&A prompt/question. Then, click [Confirm] to complete the question setting.

After editing is complete, the edited content will be displayed in the learning content list area. Supports editing, copying, or deleting Interactive Tools.

H5 Page

H5 Pages support adding links deployed on the CocoClass. Click [+ H5 Page]. Set the H5 Page Title and Link Address. Click [Confirm] to complete the H5 page setting. Supports editing, copying, and deleting H5 pages in the learning content list.

AI Application

AI Applications support adding applications from [CocoFlow] - [Application Center] to the course learning content.

Click [+ AI Application]. Filter and select the application in the Application Center. Click [Confirm] to complete the AI application addition configuration. Supports editing, copying, and deleting AI applications in the learning content list.

Video

Supports uploading from the local drive or searching for videos from the Bilibili video website to add to the learning content.

Click [+ Video]. Select the video source in the pop-up page and enter the upload/search page. Select [Upload from Local File], open the local file upload pop-up window, select the video file, and upload. You can view the upload progress. After completion, the video will be displayed in the learning content list area. Supports previewing and deleting the video.

Adding to the Courseware List

After the learning content configuration is complete, you can add it to the courseware list. Return to the courseware content area. In the outline area where you need to add learning content, create a new page. On the corresponding page, click the [Link] icon at the top. The learning content list will be displayed. Click the corresponding content to add it to the current page. If you need to add multiple learning contents, create multiple new pages and add the corresponding content to each page.

Completing the Edit

After completing the basic information, courseware, and interactive content settings, click [Confirm Upload] at the bottom of the page. This will save the course content and return to the course management main page. Users can perform operations such as preview, edit, copy, and delete on the course in Course Management.

Interactive Courseware Mode

Open [Course Management], select [Create Course] - [Interactive Courseware Mode], and enter the creation page for the Interactive Courseware Mode. This mode supports uploading .pptx files and adding interactive learning content to each page, creating a digital course that integrates courseware explanation and interactive practice.

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AI Application

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Click [+ AI Application]. Filter and select the application in the Application Center. Click [Confirm] to complete the AI application addition configuration. Supports editing, copying, and

deleting AI applications in the learning content list.

Video

Supports uploading from the local drive or searching for videos from the Bilibili video website to add to the learning content.

Click [+ Video]. Select the video source in the pop-up page and enter the upload/search page. Select [Upload from Local File], open the local file upload pop-up window, select the video file, and upload. You can view the upload progress. After completion, the video will be displayed in the learning content list area. Supports previewing and deleting the video.

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Completing the Edit

After completing the basic information, courseware, and interactive content settings, click [Confirm Upload] at the bottom of the page. This will save the course content and return to the course management main page. Users can perform operations such as preview, edit, copy, and delete on the course in Course Management.

Interactive Courseware Mode

Teacher-side

Teaching Interface

Upon entering the teaching interface, **[Follow Mode]** is enabled by default. In this mode, the students' page switching is completely synchronized with the teacher's.

To allow students to switch pages freely, you can switch to **[Free Mode]** at the top. This mode supports students changing pages independently.

The courseware content on the teacher's page is displayed in the center. The teacher can view the content of the current page.

Click the left collapse icon to expand the courseware page outline; clicking the outline allows you to jump to the corresponding page.

Click the right collapse icon to expand the student response statistics and AI functions (pending launch).

Note: The student response statistics page is only supported for Interactive Tools, AI Applications, and H5 Pages.

Assignments

Interactive Tool - Multiple-Choice Questions

When entering the Interactive Tool - [Multiple-Choice Questions] page, the teacher's side defaults to displaying the question content.

Once students submit their results, the teacher can view the results in the central display area and the right collapse area.

The response result area displays:

- Summary statistics including the number of participants and accuracy rate.

- The submitted members and unsubmitted members within the class.

Expanding the unsubmitted personnel area allows you to view all unsubmitted members for the current page in the class.

Expanding the submitted personnel area allows you to view all submitted members for the current page in the class.

Clicking a student's name allows you to view the individual student's response result.

Expanding an individual option allows you to view all students who selected that option.

Clicking [View Results] allows the teacher to view the statistical results for each question in the central display area. You can switch between all question results on the current page using Next/Previous Question.

Interactive Tool - Q&A Questions

When entering the Interactive Tool - [Q&A Questions] page, the teacher's side defaults to displaying the question content.

Once students submit their results, the teacher can view the results in the central display area and the right collapse area.

The result area displays the number of participants, submitted members, and unsubmitted members.

Expanding the unsubmitted personnel area allows you to view all unsubmitted members for the current page in the class.

Expanding the submitted personnel area allows you to view all submitted members.

Clicking a student's name allows you to view the individual student's response result.

Clicking [View Results], the student answers for Q&A questions are displayed as cards in the central display area, which the teacher can click to expand and view the answer.

Interactive Tool - AI Application

When entering the Interactive Tool - [AI Application] page, the teacher's side defaults to displaying the question content.

Once students submit their results, the teacher can view the results in the central display area and the right collapse area.

The result area displays the number of participants, submitted members, and unsubmitted members.

Expanding the unsubmitted personnel area allows you to view all unsubmitted members for the current page in the class.

Expanding the submitted personnel area allows you to view all submitted members.

Clicking a student's name allows you to view the individual student's response result.

Clicking [View Results], the human-computer dialogue results for the AI Application are displayed as cards in the central display area, which the teacher can click to expand and view the dialogue record.

Interactive Tool - H5 Page

When entering the Interactive Tool - [H5 Page] page, the teacher's side defaults to displaying the question content.

Once students submit their results, the teacher can view the results in the central display area and the right collapse area.

The result area displays the number of participants, submitted members, and unsubmitted members.

Expanding the unsubmitted personnel area allows you to view all unsubmitted members for the current page in the class.

Expanding the submitted personnel area allows you to view all submitted members.

Clicking a student's name allows you to view the individual student's response result (displayed as a screenshot).

Clicking [View Results], the screenshot results for the H5 Page are displayed as cards in the central display area, which the teacher can click to expand and view the screenshot.

Gadgets

A countdown timer can be set on the page, visible to both the teacher and students.

Supports pausing the timer while it is running, or resetting and modifying the time.

Note: The countdown timer is only effective for the current page; it will be canceled when switching pages.

The pen or laser pointer function can be used on the page, visible to both the teacher and students.

Class Dismissal

To end the lesson, the teacher can click the [Dismiss Class] button on the right side of the top bar. This function will log out all student accounts in the current class.

Student-side

Course Entry and Login

Students can quickly enter the course using the Course ID displayed at the top of the course.

Go to <https://cloud.cocorobo.com>. Select the login identity as [Student]. The system will default to the Course ID login page. The student enters the current Organization ID and the current Course ID. Click [Confirm].

This will navigate to the course student list, where the student selects their name to complete the login.

Learning Interface

The courseware page on the student's side is displayed in the center, and the student can view the content of the current page.

When the teacher's side is switched to **Follow Mode**, the student's courseware page switching remains synchronized with the teacher's.

When the teacher's side is switched to **Free Mode**, the student can view the outline and switch pages freely.

Interactive Tools

Multiple-Choice Questions

When entering the Interactive Tool - Multiple-Choice Questions page, the student can select an option and submit the result.

If the page contains multiple questions, the student uses Next/Previous Question to switch and complete all questions, and then submits. The teacher can then view the results.

Q&A Questions

When entering the Interactive Tool - Q&A Questions page, the student can input text, upload images, adjust formatting, etc., in the rich text editor using text or speech-to-text.

Speech-to-text: Click the start button, and the browser will prompt for permission settings. After allowing microphone access, recording begins. Real-time speech-to-text results will be inserted at the cursor position in the text editor until recording is complete.

After completion, click [Submit] for the teacher to view the results.

H5 Page

When entering the H5 Page, the student completes the operations according to the content of the current H5 page.

Click [Submit], and the teacher can view the result in the form of a screenshot.

AI Application

When entering the AI Application page, the student interacts with the intelligent agent/workflow as set by the AI application.

After completion, click [Submit], and the teacher can view the student's dialogue results with the AI.

Creating a Course (AI)

Creating a Course with AI-Assisted Mode

Creating a Course with AI-Assisted Mode

Open [Course Management], select [Create Course] - "AI-Assisted Mode" to open the AI-Assisted template list within the organization.

Select a template to enter (here, [Project-Based Learning] is used as an example).

AI-Assisted Course Creation Modes

The platform provides four AI-supported course generation modes:

Generate from Scratch: Generates course plans based only on basic course information.

Generate from Existing Lesson Plans: Uses existing teaching designs to update content, add subjects, or innovate organization with other teaching modes.

Generate in Dialogue Mode: Interact with AI at any step to continuously adjust course generation.

Generate in Brainstorm Mode: Supports recording functions to document teacher discussions and generates a course overview based on the discussion results.

(Here, [**Dialogue Mode**] is used as an example.)

AI Course Creation Mode - Dialogue Mode

Set Basic Information

Enter the **Course Name**.

Select whether the course is **Public** (if public, it will be visible in the [**Course Center**] of the organization).

Set course attributes: **Grade**, **Theme**, and **Subject**.

Set the **Output Language**: **Simplified Chinese**, **Traditional Chinese**, or **English**.

Set the **Generation Mode**: Interaction method.

Set Basic Course Information

[Tip] Once course attributes are set, you can view the corresponding curriculum standards in the [**Reference Standards**] area.

Create Course Brief Description

Through multi-round dialogue with the AI, users can create a course brief description that meets their needs (for Project-Based Learning, this includes **Driving Questions**, **Project Outcomes**, and **Assessment**).

Below are some operation instructions:

[Skip, Next] refers to ending the dialogue with the current step's Agent and starting the dialogue with the next Agent.

[Interrupt Dialogue] refers to stopping the "Course Description Guide" Agent in real-time during dialogue and summoning the "Summarize Dialogue" Agent to summarize the current information.

[Restart] clears the history with the Agent; the new dialogue will not refer to past content.

Users continue dialoguing with the Agent until the **Course Brief Description** is fully generated.

Create Course Objectives

Users can use the following methods to modify the generated content in a section (same below):
Click **[Edit]** in the lower right of the section to enter editing mode, then click **[Confirm]** after manual editing.

If content generation fails or is incomplete due to network issues, click **[AI Optimization]** or **[Re-generate]** in that section.

Toggle the **[Quote]** switch in the lower right of the section, and the global dialogue area on the right will reference the content of that section.

Use dialogue to optimize language, summarize information, or expand content. Content in all sections can be added as context for global dialogue through **[Quote]**.

[Tip] When using **[AI Optimization]** to re-generate **Course Objectives**, users are supported in uploading supplementary data.

How to modify the content of a specific section?

[Quote] content to the right dialogue area to modify.

Create Course Outline

Click **[Generate Outline]** to combine context and generate a task outline containing several tasks.

The task outline includes **Sub-teaching Objectives**, **Process-based Achievements**, and **Sub-evaluation Criteria**.

Task Outline

Users can use the following buttons to adjust the overall planning of the task outline:

Use **[Add a task above]** to add a task before the current one; current and subsequent tasks will shift accordingly.

Use **[Add a task below]** to add a task after the current one; subsequent tasks will shift accordingly.

Use **[Delete]** to remove the current task; subsequent tasks will shift accordingly.

Modification methods for generated content within each task area are the same as above.

Create and Export Lesson Plans

Click **[Generate Lesson Plan]** to combine context and generate a detailed classroom design corresponding to each task.

Modification methods for generated content within each task area are the same as above.

Export Lesson Plan button.

Create Digital Learning Task Sheets

After creating the lesson plan, click **[Next]** to continue creating **Digital Learning Task Sheets** for each task.

This generates **Student Task Instructions**, **Digital Tools**, and **Task Assessment**.

On the current page, users can use **[AI Generate PPT]** and **[Smart Video Search]** to generate teaching courseware and intelligently search for public video resources on the network.

1. **AI Generate PPT** workflow: Click **[AI Generate PPT]** → Open popup → Automatically generate outline (please wait) → Modify outline (optional) → Select PPT style → **Generate PPT** → Click **[Confirm]** to add the PPT to the "**Learning Content**" list.

2. **Smart Video Search** workflow: Click **[Smart Video Search]** → Open popup → Automatically enter keywords to search → Change search terms to re-search (optional) → **[View]** video content → **[Add]** to the "**Learning Content**" list.

Users can customize and modify task tools and descriptions:

Edit **[Tool Description]** to modify the guidance description for that task tool.

Hover over the **[Tool Description]** column to display the **[AI Optimization]** key in the lower right. Left-click to automatically optimize the tool description; right-click to configure optimization prompts.

Use **[Move Up]** and **[Move Down]** to adjust the tool order within the current task.

Use **[Delete]** to remove the task tool and its corresponding guidance description.

Select the "√" in the upper right of other tool icons to modify the currently selected task tool.

6. **[Add Tool]** (below the last tool in the task) allows you to add more tools to the current task.

For more guidance on modifying task tools, please refer to **Course Creation - Add Task**.

Click **[Generate Assessment]**, and the platform will combine context to generate **Assessment Objectives** and **Assessment Criteria** for the learning task.

Click **[Expand Details]** to show the **Evaluation Rubric** details for current assessment standards.

This uses a six-level scoring system (**0 stars - 5 stars**).

Users can customize and modify the assessment for each task. For certain learning objectives that AI cannot automate, you can turn off the **[AI Scoring]** function.

[Tip] Modification methods for generated content in each task area on the **Digital Learning Task Sheet** page are the same as above.

Upload Course

Click **[Confirm & Upload]** at the top of the current page to save the digital course to the **CocoRobo Smart Education Platform**.

Users can preview or re-edit through **[Course Management]**. Users can view others' public courses through the **[Course Center]**.

Creating a Course with Lesson Plan Analysis Mode

Creating a Course with Lesson Plan Analysis Mode

Open [**Course Management**], select [**Create Course**] - "**Lesson Plan Analysis Mode**" to open the template list.

Select a template to enter (here, [**Universal Mode**] is used as an example).

Set Basic Information

Create Learning Tasks

Click the desired resource type button to upload lesson plans, PPTs, and other learning content. After completion, click [**Next**] to automatically extract and generate learning tasks in the dialogue area below.

Supports **AI Optimization** of learning task content.

Click the dialogue box to enter content and talk to the Agent to intelligently optimize learning task content.

Supports free editing of learning task content.

Click the [**Copy**] button to copy the content of this dialogue box.

Click the [**Insert**] button to move the dialogue box content into the **Editing Area**. Hover over the [**Editing Area**] to display the [**Edit**] button in the lower right, then click to freely edit task content.

Hover over the [**Editing Area**] to display the [**Quote**] button in the lower right, then click to reference that text in the [**AI Creator Assistant**] dialogue area on the right.

Click the [**View**] button in the AI Creator Assistant dialogue area to see referenced content. Enter content in the dialogue box to start a conversation with the AI assistant, **Coco**.

Create Learning Task Sheets

After finishing the learning task content editing, click [**Next**] to automatically create **Learning Task Sheets** and generate **Student Task Instructions**, **Digital Tools**, and **Task Assessment**.

For more details on task sheet module functions, please see [**Creating a Course with AI-Assisted Mode - Creating Digital Learning Task Sheets**].

Note: Unlike **AI-Assisted Mode** (where materials are added separately in tasks), in **Lesson Plan Analysis Mode**, learning materials should be added under [**Learning Content**].

Upload Course

Click the [**Confirm & Upload**] button at the top or bottom of the page to save the digital course to the **CocoRobo Smart Education Platform**.

Users can preview or re-edit through [**Course Management**]. Users can view others' public courses through the [**Course Center**].

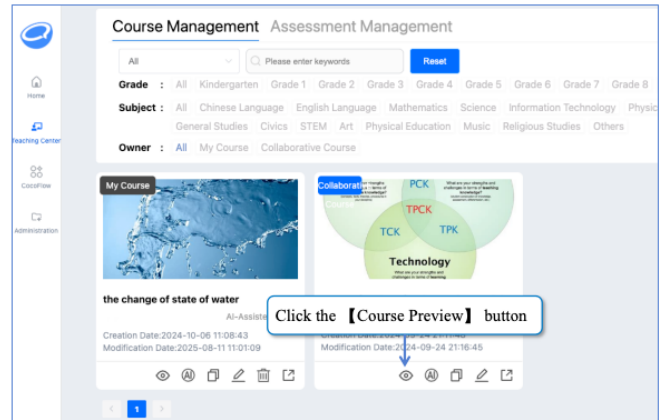
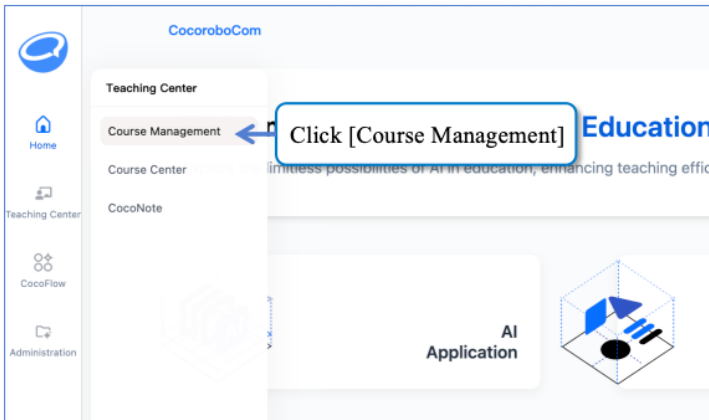
Course Instruction

Go to the **[Course Center]** interface in the **[Teaching Center]**, where teachers can view all courses set to **[Public]** within the current organization.

[Note] If the course is not set to public in **[Course Management]**, you will not be able to view it in the **[Course Center]**.



Go to the corresponding course in the **[Course Management]** app within the **[Teaching Center]**, where teachers can view all courses they have created.



Course Implementation

Adding Teaching Classes

Teachers need to select/add teaching classes before instructing a course. After setting up a teaching class, students in that class can use the course identification code to log in to the platform and view the course in the course center of their student account.

The change of state of water 1 Phrase (s) Task6

Category: Grade 7/Science

Owner: participants: 1 Person

QR Code

Click the [Start Class] button

Start Class

Course Information **Optimize**

Course Introduction: The Change of State of Water

Welcome to *The Change of State of Water*, a hands-on science course designed for middle school students! In this course, you'll explore the fascinating ways water changes between solid, liquid, and gas states. Through engaging experiments and collaborative projects, you'll learn about melting, freezing, evaporation, and condensation, and discover how these processes power the water cycle. You'll build models, conduct scientific investigations, and present your findings on how water's transformations influence weather and ecosystems. Guided by the driving question—*How do changes in the state of water impact our environment and daily lives?*—you'll develop key scientific skills such as observation, inquiry, and critical thinking. Emphasis

Phase Analyse Evaluation

stage(s) 1 task(s) 6

Task View

The change of state of water 1 Phrase (s) Task6

Category: Grade 7/Science

Select Teaching Class X

+ / -

Add/Modify Class

Click the [Add/Modify Class] button

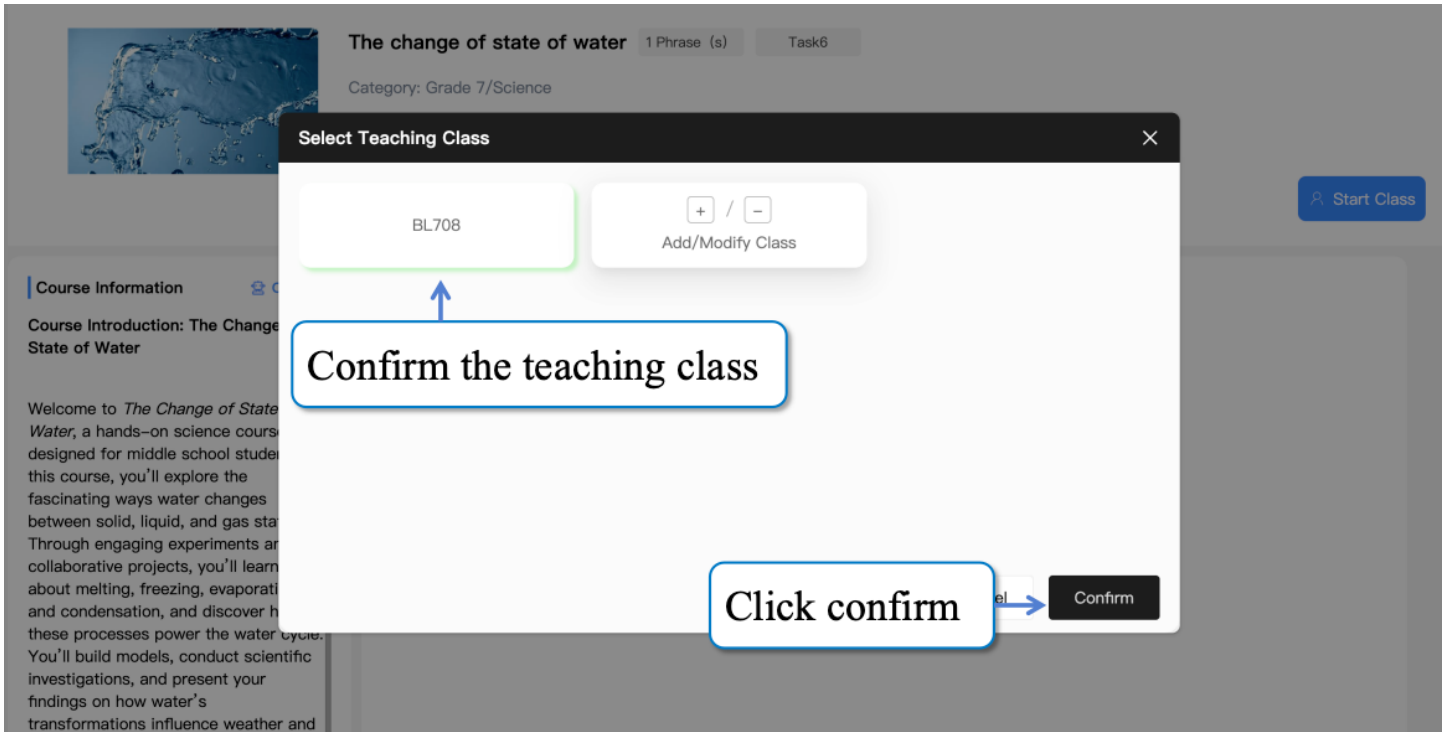
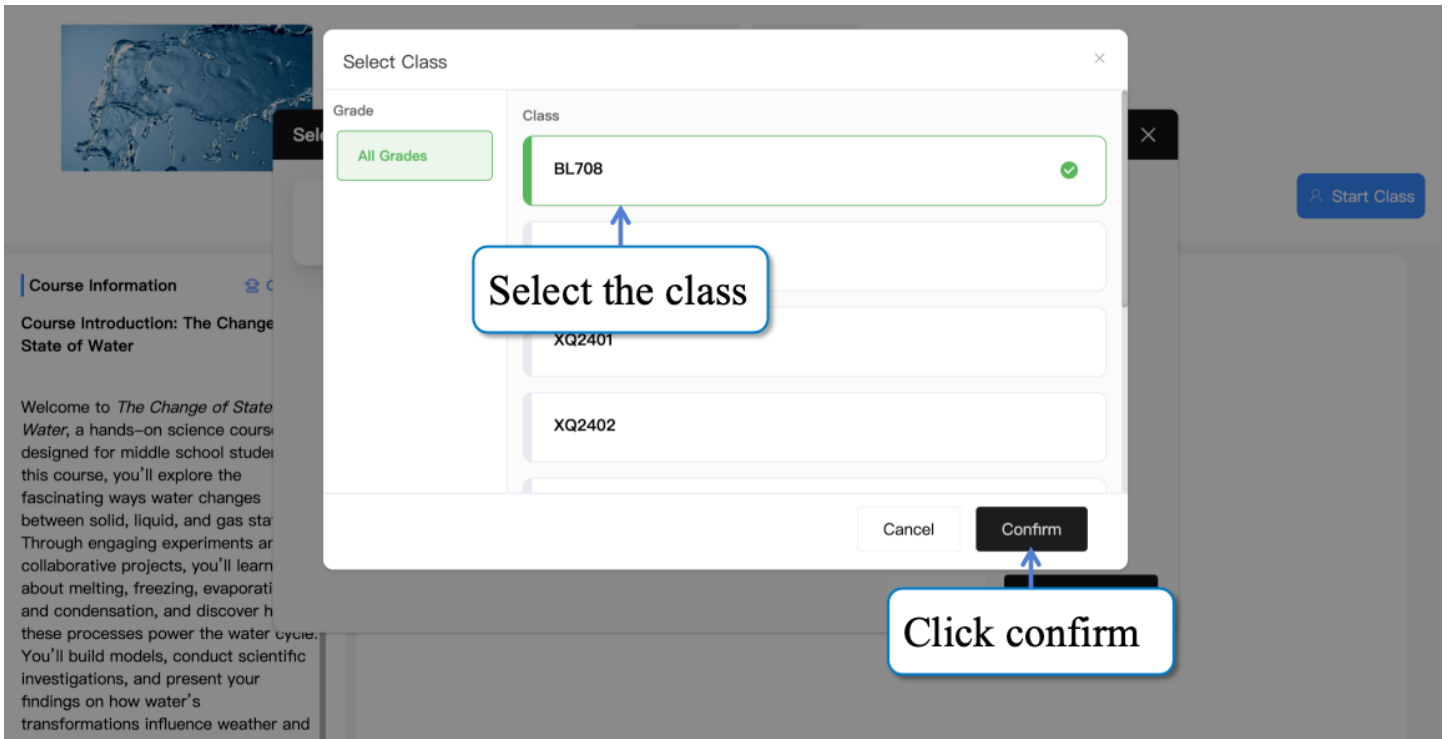
Start Class

Course Information **Optimize**

Course Introduction: The Change of State of Water

Welcome to *The Change of State of Water*, a hands-on science course designed for middle school students! In this course, you'll explore the fascinating ways water changes between solid, liquid, and gas states. Through engaging experiments and collaborative projects, you'll learn about melting, freezing, evaporation, and condensation, and discover how these processes power the water cycle. You'll build models, conduct scientific

Cancel Enter Directly



保护深圳红树... 识别码: 23

任务1 入项活动: 提出驱动性问题

工具1

分析

7.获得课程【识别码】

工具2: 应用中心

工具3: 作业提交

工具4: 文档

▶ 任务2: 知识与能...

▶ 任务3: 探索与形...

▶ 任务4: 公开成果...

文档

未提交

学生03 学生04 学生06 学生07 学生05 学生08 学生01 学生09

学生10 学生02 学生14 学生12 学生16 学生20 学生13 学生18

学生15 学生17 学生19 学生11

素养	评价标准	细则
科学观念 (科学)	学生能够准确记录观察到的植物、动物及环境特征。	查看

工具2

分析

If the teaching class is empty or a new class needs to be added, teachers can go to **[Student Management]** in the **[Academic Affairs Center]** to add new teaching classes and student accounts.

CocoroboCom

Administration

Student Management

1. Click [Administration] - [Student Management]

Home

Teaching Center

CocoFlow

Administration

AI Application

Course Center

Course Management

Learning Space

Back to Previous Version Exit

3. 点击【添加年级】按钮

2. 点击【年级管理】

年级管理

请输入年级名称 [查询](#)

年级名称	班级数	操作
三年级	0	查看班级 修改 删除
	0	查看班级 修改 删除
	1	查看班级 修改 删除
	0	查看班级 修改 删除
二年级	0	查看班级 修改 删除
	1	查看班级 修改 删除
一年级	0	查看班级 修改 删除
	2	查看班级 修改 删除
	1	查看班级 修改 删除
	3	查看班级 修改 删除

添加年级

5. 点击【添加班级】

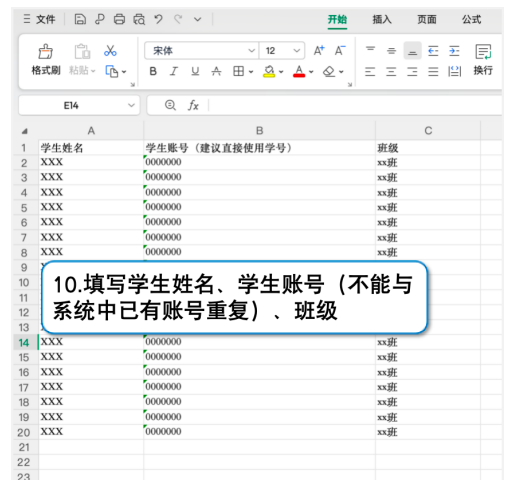
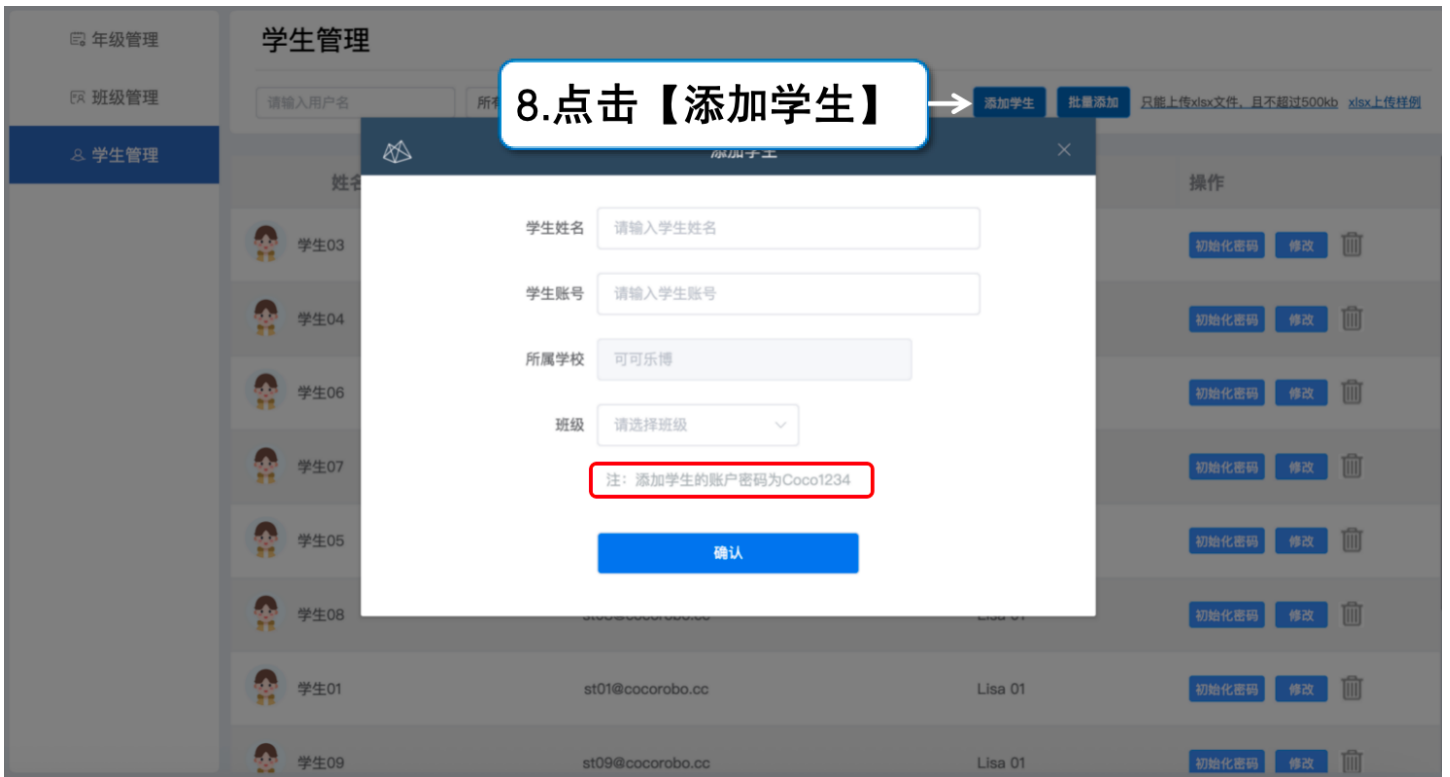
4. 点击【班级管理】

班级管理

请输入班级名称 [查询](#)

所属年级	人数	操作
暂无	17	查看学生 修改年级 修改名称 删除
测试年级	20	查看学生 修改年级 修改名称 删除
暂无	0	查看学生 修改年级 修改名称 删除
暂无	50	查看学生 修改年级 修改名称 删除
暂无	1	查看学生 修改年级 修改名称 删除
暂无	40	查看学生 修改年级 修改名称 删除
暂无	1	查看学生 修改年级 修改名称 删除
暂无	40	查看学生 修改年级 修改名称 删除
暂无	16	查看学生 修改年级 修改名称 删除
暂无	5	查看学生 修改年级 修改名称 删除

添加班级





[Note] If you do not set up a class, students' accounts will not be able to view the course in the course center; if you do not require students to view the course, you can click to enter the course directly.



Student Permission Settings

[Note] If you are not the course creator or a collaborator, you cannot set these permissions.

保护深圳红树... 识别码: 23

任务1 入项活动: 提出驱动性问题

工具1

文档

在考察红树林之前, 先使用AI搜索助手一起来查阅资料吧!

未提交

学生03 学生04 学生06 学生07 学生05 学生10 学生02 学生14 学生12 学生16 学生20 学生13 学生18 学生15 学生17 学生19 学生11

素养	评价标准	细则
科学观念 (科学)	学生能够准确记录观察到的植物、动物及环境特征。	查看

工具2

分析

1. 点击【...】

2. 点击【权限】

保护深圳红树... 识别码: 23

任务1 入项活动: 提出驱动性问题

工具1

文档

在考察红树林

未提交

学生03 学生04 学生08 学生01 学生09 学生10 学生02 学生20 学生13 学生18 学生15 学生17 学生19 学生11

素养	评价标准	细则
科学观念 (科学)	学生能够准确记录观察到的植物、动物及环境特征。	查看

工具2

分析

权限设置

允许学生查看所有作业

禁止学生查看阶段

开启跟随模式

允许学生查看内容资料

关闭

3. 点击进行权限设置

Allow students to view all assignments: Set whether students can view assignments submitted by other accounts under the learning tool. If the permission is closed, students can only view their individual assignments; if the permission is open, students can view others' assignments, like them, and interact.

Forbid students from viewing stages: Set whether students can view all stage content of the course. If the permission is closed, students can only view the current stage and previous stages up to the point when the teacher closed the permission.

[Note] If there are no stages displayed in the course task list, the stage viewing permission setting cannot be set to close the current and previous tasks (stage settings are not effective for purely task-based courses).

Enable Follow Mode: Set whether to enable Follow Mode. If enabled, the student side will display the course content in full screen and switch tasks following the teacher's task progress.

Allow students to view content materials: Set whether students can view the content materials within the course.

Viewing Resources

On the course content page, teachers can click to display, download, and view the corresponding resources in full screen in the resource list.

[Note] Files uploaded locally during course creation, such as .ppt, .doc, .mp4, and .pdf, support downloading. Embedded text, images, links, and video codes do not support downloading.



View Document: Clicking on a document opens it online. .pdf and .doc files can be scrolled down directly to view the complete document. .ppt files can be viewed page by page using the left/right keys, or opened in a new browser window via **[Start Slideshow]** to switch tasks independently of the current interface. On the .pptx file playback page, you can control the slideshow using a mouse click, the < or > keys, or a remote pen.



View Link: For web pages that support external link fetching, the page content can be viewed in the resource viewing area. You can jump and open the web page in a new browser tab via **[Open Link]**.

[Note] Some websites do not support external link viewing, and there will be no content in the resource display area. You must use **[Open Link]** to view it in a new tab.

The screenshot shows a course interface with a task titled '任务1 進入情境'. At the top, there are navigation buttons: '刷新', '评论', '录制', '< 上一步', '下一步 >', '权限', and '返回'. Below this is a light blue bar with the text: '閱讀以下資料，並自行搜索湖南省矮寨大橋、潮州市廣濟橋等，認識國內的橋及不同種類的橋型。'. The main content area features a Wikipedia article for '武汉长江大桥' (Wuhan Yangtze River Bridge). The article text is enclosed in a red rectangular box. To the right of the article is a metadata panel with fields for '坐标', '承载', '跨越', and '地点'. Below the article, a '打开链接' button is highlighted with a red box. On the right side of the interface, there is a '内容列表' (Content List) sidebar containing items like '橋的修建技術.doc', '趙州橋', '武漢長江大橋', and '1.1_PowerPoint_TC.pptx'.

View Embedded Code Video: For videos set up with **[Embedded Code]** during course creation, you can click the play button on the interface to play the video directly.

[Note] Some video websites (such as <https://www.bilibili.com/>) require login to play. Please handle this yourself or upload the video file directly.

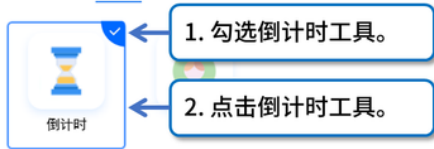
Classroom Interaction

[Interactive] Tools

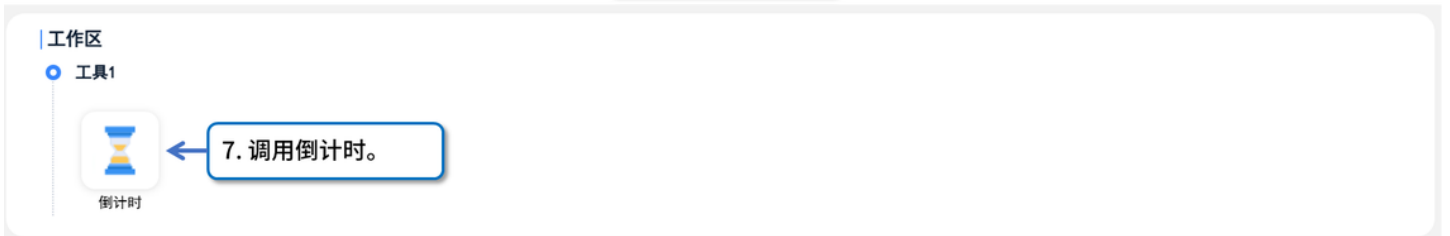
Teachers are supported in using **[Interactive]** tools for classroom interaction, including the **[Countdown]** and **[Selector]** tools that can be selected during the course creation stage.

Using the [Countdown] tool: Teachers set the countdown time (optional) during the course creation stage. After the course is uploaded, they call the tool and start the countdown in the course center. If the teacher did not set the time during course creation, they will set it and start the countdown after calling the tool in the course center.

工具 1： 互动类 思维类 协作类 测评类 评价类 编程类 学科类



6. 上传课程内容。



Using the [Selector] tool: Teachers select this tool during the course creation stage. After the course is uploaded, they select the corresponding class in the course center, call the tool to open the selector interface, and display the students in the class. The teacher can select a student to keep them selected on the selector tool interface. A pop-up notification of selection will appear in the student's course center.



1. 勾选挑人工具。

2. 上传课程内容。

工作区

工具1



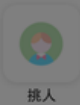
3. 调用挑人工具。

理解跨度對橋承重能力的影響

挑人

工作区

工具1



挑人



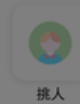
4. 打开挑人界面。

理解跨度對橋承重能力的影響

挑人

工作区

工具1



挑人



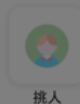
5. 确定挑选人员。

理解跨度對橋承重能力的影響

挑人

工作区

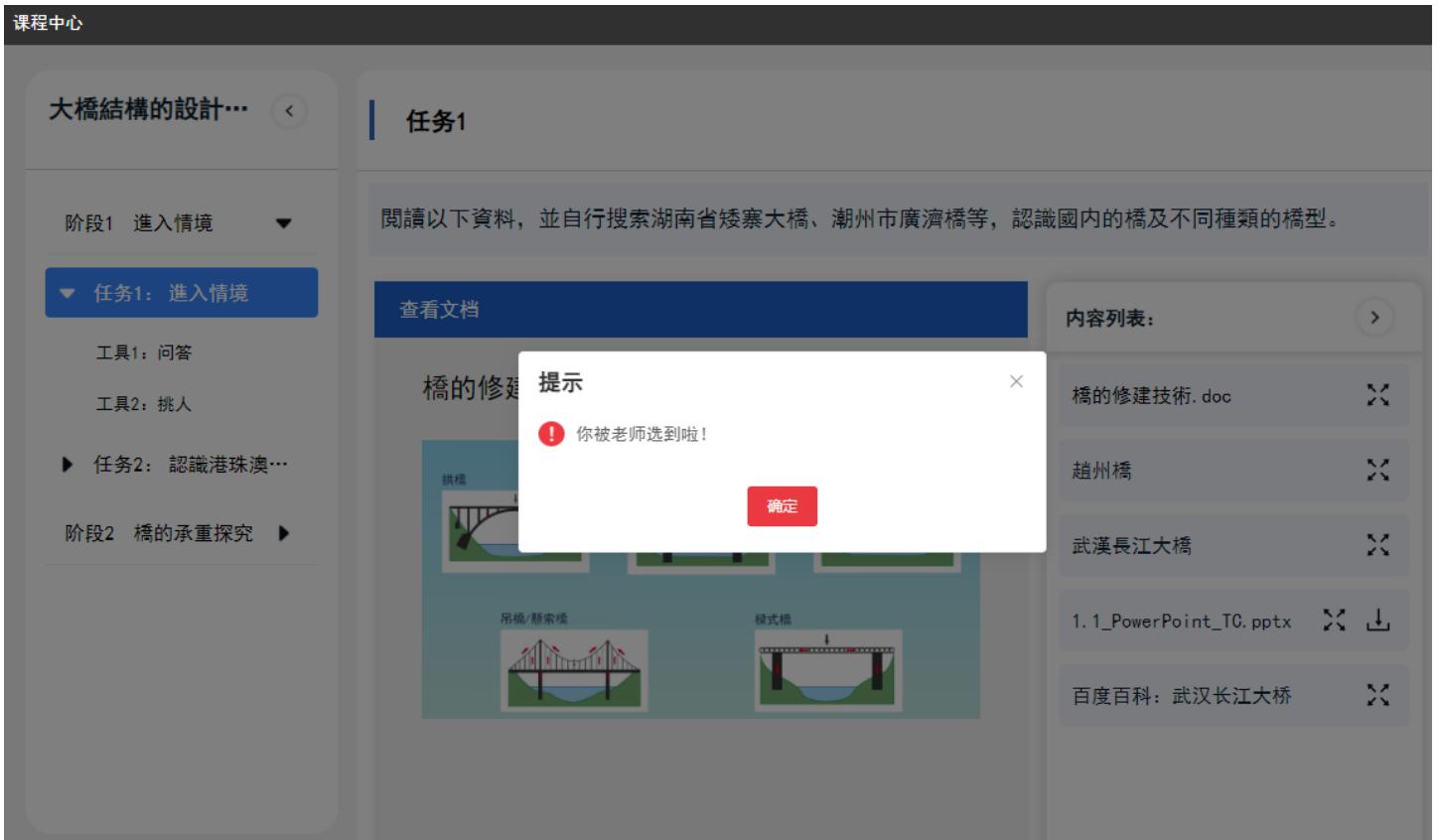
工具1



挑人



6. 保持挑选人员选中状态。



Student Grouping

Teachers can use the **[Student Grouping]** tool to enable group submission of student work for the current tool. Currently supported features include: ① customizing the number of people per group and the number of groups; ② students choosing their own groups; ③ teachers locking groups and adjusting group members; and ④ submitting assignments according to groups under this tool.

[Note] Unlike the grouping setting on the course homepage, the group submission setting of this tool is only effective for the current tool.

STEP 01 Setting up the Grouping Tool: During course creation, call the **[Collaboration Category] [Student Grouping]** tool, set the group names, number of groups, and number of people per group (2-10 people), and then upload the course for the grouping tool to take effect.



1. 调用分组工具。



6. 上传课程编辑内容。

STEP 02 Students Joining Groups:

In the corresponding tool area in the course center, students click the tool icon, click **[Join Group]** in the pop-up window to select and join a group. After joining a group, they can click **[Exit Group]** to leave the group.

[Note] If the teacher needs to disable the permission for free joining or exiting groups, they can close **[Open Seating]** on the teacher side.

工作区

工具1



学生分组

1. 点击分组工具。

第1组 目前人数0人

第2组 目前人数0人

第3组 目前人数0人

第4组 目前人数0人

分组设置



分组设置



分组设置



STEP 03 Group Assignment Submission:

After the grouping is set successfully, the grouping tool supports displaying submitted work in group format, and teachers can open each group's assignment to view the results separately. (For details on viewing tool results, see the [Viewing Assignments] section.)



学生分组

第1组 目前人数1人

第2组 目前人数0人

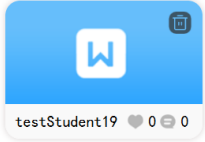
第3组 目前人数0人

第4组 目前人数0人

作业预览

第1组

上传作业



Viewing Assignments

Viewing Results

In the submission content preview area of the tool, teachers can view the content details of all submitted tools, the accuracy statistics (applicable to multiple-choice, matching, ordering, and other questions that support setting correct answers), and the statistics of students who have not yet submitted assignments.

Viewing [AI Application]: The submission format is text. Click the assignment icon to open a pop-up window for viewing.

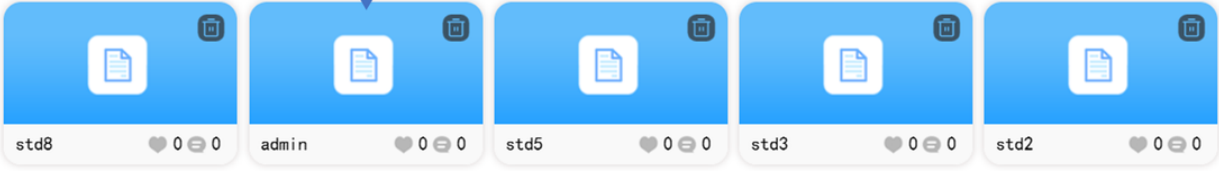


这是你的知识点学习导师，他可以帮助你学习《植物工厂》相关的知识点哦~

《植物工厂》知...

作业预览 折叠

1.点击作业打开弹窗。



查看作业

2.点击关闭作业。

高芥液时相大科以及配制 (化学)
科学实验设计与数据分析 (数学)
设备搭建、传感器与自动化 (工程/编程)
社会意义、可持续发展相关 (社会责任)
快告诉我的进展+遇到的困难，我会帮你明确学科方向，再分科引导、逐步讲解和带你实际操作! ✨

std5

植物的生长需要蛋白质

小可AI助手

你说得很好! 植物的生长确实需要蛋白质, 但它们获取和合成蛋白质的方式和动物不一样。我们来系统梳理一下这个知识点, 并和植物工厂项目实际联系起来 ✨

一、蛋白质对植物的意义 & 植物如何获得

1. 蛋白质作用:

蛋白质是生命活动的基础, 比如酶 (催化各种化学反应)、结构蛋白 (构成细胞和组织)、运输蛋白等。

植物体的生长——细胞分裂、光合作用、合成叶绿素等都需要蛋白质参与。

2. 植物如何“得到”蛋白质?

Viewing [Whiteboard]: The submission format is an image. Click the assignment icon to zoom in and view the image.

工作区

工具1 时间: 2024-06-29 15:14:42



电子白板

作业预览

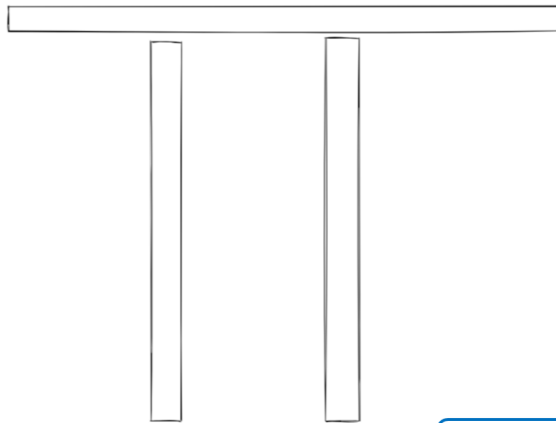


1. 点击提交图片放大。



要移动画布，请按住鼠标滚轮或空格键，再拖拽鼠标

3. 点击关闭图片。



2. 点击调整比例、方向。



- + 100%

简体中文

Viewing [Document]: The submission format is the tool interface. Click the assignment icon to open a pop-up window for viewing.

工作区

工具1

文档

观察图片：港珠澳大桥结合了哪两种桥型的设计？为甚麽要用两种不同的桥型搭建？请结合海底结构分析。

作业预览

评分


牛倩楠 0 0 0

1. 点击作业打开弹窗。

文档

2. 点击关闭作业。

观察以下两张图片：港珠澳大桥结合了哪两种桥型的设计？



结合了斜拉桥和桥式桥的设计，因其一些位置无法安装桥墩，所以无法做桥式桥。

2. 点击关闭作业。

关闭

Viewing [Mind Map]: The submission format is an image. Click the assignment icon to zoom in and view the image (Same as [Whiteboard]).

Viewing [Spreadsheet]: The submission format is an iframe interface. Click the assignment icon to open the interface for viewing (Same as [Document]).

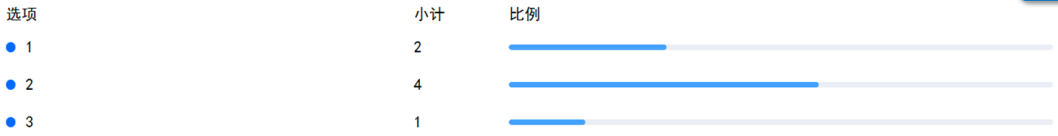
Viewing [Survey]: Supports viewing option statistics and the submission results of each person.



问卷调查

投票

1、你喜欢哪一组的的结果？



2. 查看提交情况。 [查看学生](#)

1. 查看选项统计结果。

查看

1
选择同学: [testStude...](#) [testStude...](#)

2
选择同学: [testStude...](#) [testStude...](#) [testStude...](#) [testStude...](#)

3
选择同学: [testStude...](#)

[关闭](#)

3. 查看选项提交详情。

[查看学生](#)

Viewing [Multiple Choice]: Supports viewing option statistics, submission ratio, submission accuracy statistics, and the submission results of each student.



正确率 33% 1、港珠澳大桥结合了哪种设计？

1、港珠澳大桥结合了哪种设计？

选项	小计	比例
● 斜拉桥	3	<div style="width: 30%;"></div>
● 桁架桥	2	<div style="width: 20%;"></div>
● 拱桥	2	<div style="width: 20%;"></div>
● 梁式桥	7	<div style="width: 70%;"></div>
● 吊桥/悬索桥	1	<div style="width: 10%;"></div>
正确率	33%	

3. 查看提交情况。

查看学生

1. 查看选项统计结果。

2. 查看该题目正确率。

查看

斜拉桥
选择同学: testStude... testStude... testStude...

桁架桥
选择同学: testStude... testStude...

拱桥
选择同学: testStude... testStude...

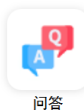
梁式桥
选择同学: testStude... testStude... testStude... testStude... testStude... testStude... testStude... testStude...

吊桥/悬索桥
选择同学: testStude...

关闭

4. 查看选项提交详情。

Viewing [Q&A]: Directly view the answer content.



香港本地有什么桥？你认为它属于什么桥型？

生成词云

作业预览

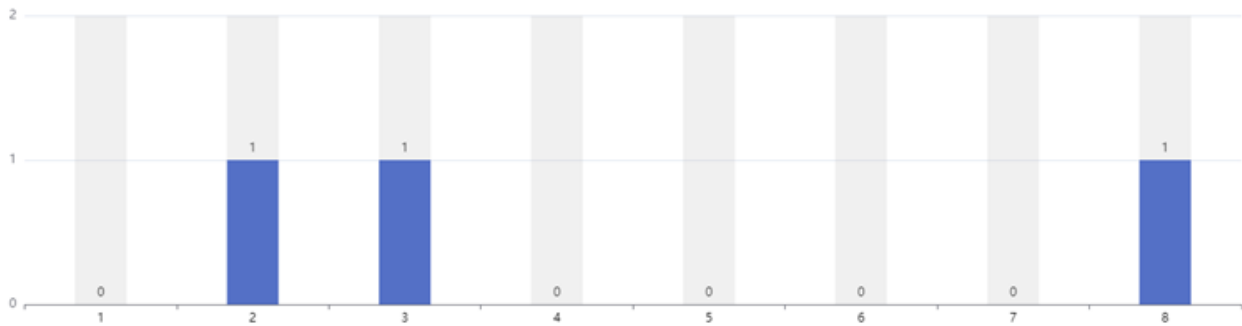
评分	评分	评分	评分
有昂船洲大桥，是一座斜拉桥。	有昂船洲大桥，是一座斜拉桥。	有昂船洲大桥，是一座斜拉桥。	有昂船洲大桥，是一座斜拉桥。
牛倩楠 1 = 1	testStudent37 0 = 0	testStudent42 0 = 0	testStudent12 0 = 0

Viewing [Assignment Submission]: Assignment submission supports various forms, such as Word, PPT, images, etc. After students complete the assignment submission, teachers can click to open the student's assignment for viewing.

Viewing [Matching]: Supports viewing the correct answer rate for each question, the total correct rate, and the submission results of each student.

答对数量

查看学生

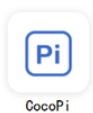


答题人数 1人 全部答对人数为 0人 正确率为 0%

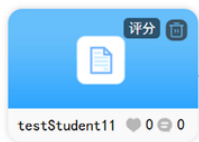
Viewing [Ordering]: Supports viewing the correct answer rate and the submission results of each student.

Viewing [CocoPi]: Click the icon to open the student's assignment in the programming interface, where teachers can check and verify the programming assignment.

工具5



作业预览



1. 点击打开编程界面。

```
1 from maix import camera
2 import os
3 from maix import display
4 from maix import image
5 from maix import nn
6 from maix.nn.app import face
7 from maix.nn.app.face import FaceRecognize
8 import sys
9 sys.path.append("/root/")
10 from CocoPi import BUTTON
11 import time
12 import json
13 from maix import mjpg
14 from maix import utils
15 import base64

camera = FaceRecognize(camera=camera)
camera.start()

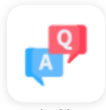
global cameraSize
try:
    if os.path.exists("/etc/cameraSize.cfg"):

```

Assignment Operations

Delete: All teacher roles who have entered this course can delete all assignments using the **[Delete]** button in the upper right corner of the assignment.

工具1 时间: 2024-06-29 11:27:02



问答

香港本地有什麼橋? 你認為它屬於什麼橋型?

作业预览

<p>评分 </p> <p>有昂船洲大橋，是一座斜拉橋。</p> <p>牛倩楠 1 1</p>	<p>评分 </p> <p>有昂船洲大橋，是一座斜拉橋。</p> <p>testStudent37 0 0</p>	<p>评分 </p> <p>有昂船洲大橋，是一座斜拉橋。</p> <p>testStudent42 0 0</p>	<p>评分 </p> <p>有昂船洲大橋，是一座斜拉橋。</p> <p>testStudent12 0 0</p>
---	---	---	---

Second Submission: Except for the **[Assignment Submission]** tool, all other tools do not support second submissions. Re-submission with other tools will overwrite the previous submission result.

Grading: Teachers are supported in grading assignments using the **[Grading]** button in the upper right corner of the assignment. Both the teacher and student sides can view the grading results.

[Note] Other teacher roles, except for the course creator and collaborators, do not support assignment grading.

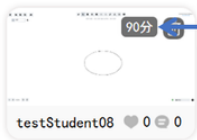
作业预览



1. 点击作业评分按钮。

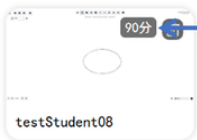


作业预览



4. 教师端查看评分。

作业预览



5. 学生端查看评分。

AI Grading: Assignments for which AI grading was set during course creation support AI grading. Teachers can choose one-click AI grading or select students for AI grading.



观察基础环境传感器（如DHT11温湿度、光照模块），学习原理、用途与基本接线方法，记录笔记。

作业预览

2. 点击查看评分。

一键重置 AI评分

1. 点击进行所有作业评分。



教师评分

3. 查看/修改评分。

任务得分

- 学生能够准确记... ★★★★★
- 学生能够清晰描... ☆☆☆☆☆

std4
2025-12-30 19:58:21

学生作业 点赞与评论

作业准确地记录了DHT11温湿度传感器和光照传感器模块的原理及用途，包括其感知原理和实际用途，但没有涉及任何接线方法的描述，需补充传感器接线方面的细节。期待你对接线方法的深入研究和记录!

DHT11 温湿度传感器原理：能感应空气中的温度和湿度，把温度、湿度的变化变成电子信号，传给单片机等设备。用途：做温湿度计、智能花盆（监测土壤湿度）、温室大棚监测环境。光照传感器模块原理：里... 电阻越小，产生的电信号就越强，从而检测光照强弱。用途：做自动路...

3. 查看/修改评语。

4. 点击重新生成评语。

6. 点击进行AI评分。

5. 清空评分与评语。

Analysis: Teachers are supported in performing unified analysis of all submitted assignments.

工具2 时间: 2025-12-30 20:04:57

分析

观察基础环境传感器（如DHT11温湿度、光照模块），学习原理、用途与基本接线方法，记录笔记。

1.点击打开分析页面。

文档

作业预览

一键重置 AI评分

2.5分 2.5分

std5 std4

课程详情

作业详细 学生统计 智能分析

2.点击切换至智能分析页面。

文件预览 文案编辑

姓名	内容	提交时间
std5	<p>温湿度传感器原理：可以感应空气中的温度和湿度，把温度、湿度的变化变成电子信号，传给单片机。用途：制作温湿度计，监测温室大棚的环境，还能做智能花盆看土壤…	2025-12-30 20:04:57
std4	<p>DHT11 温湿度传感器原理：能感应空气中的温度和湿度，把温度、湿度的变化变成电子信号，传给单片机等设备。用途：做温湿度计、智能花盆（监测土壤湿度）、温室大棚…	2025-12-30 19:58:21

4.点击选择快速分析的细则。

3.输入需要分析的内容。

5.点击关闭分析页面。

猜你想问：

- 学生在作业中对温湿度传感器和光照传感器的理解是否准确？
- 学生是否能够清晰表达传感器的原理和用途？
- 学生提交作业的时间是否反映了学习习惯或时间管理能力？
- 如何根据作业内容给出具体的改进建议？
- 是否需要根据学生的作业表现调整教学内容或方式？

2025-12-30 20:34:13

清屏 连续对话 在此输入您想了解的内容 发送

Comment: Teachers are supported in commenting on the assignment's text content using the **[Comment]** button. Teachers and students can view comment details in the comment pop-up window and the number of comments on the assignment preview interface.

[Note] If the teacher opens the assignment viewing permission (refer to Course Implementation - Student Permission Settings), students can comment on and view others' assignments.

作业预览



1. 点击作业评论按钮。



2. 输入作业评论内容。

3. 保存作业评论。



4. 显示作业评论内容。

作业预览



5. 显示作业评论数量。

Interaction: Teachers or students are supported in liking student assignments using the **[Like]** button. For one assignment, the number of likes is calculated cumulatively based on the liking accounts. A teacher or student account can only like once, and clicking again cancels the like.

[Note] If the teacher opens the assignment viewing permission (refer to Course Implementation - Permissions - Implementation Permissions section), students can like others' assignments.

作业预览



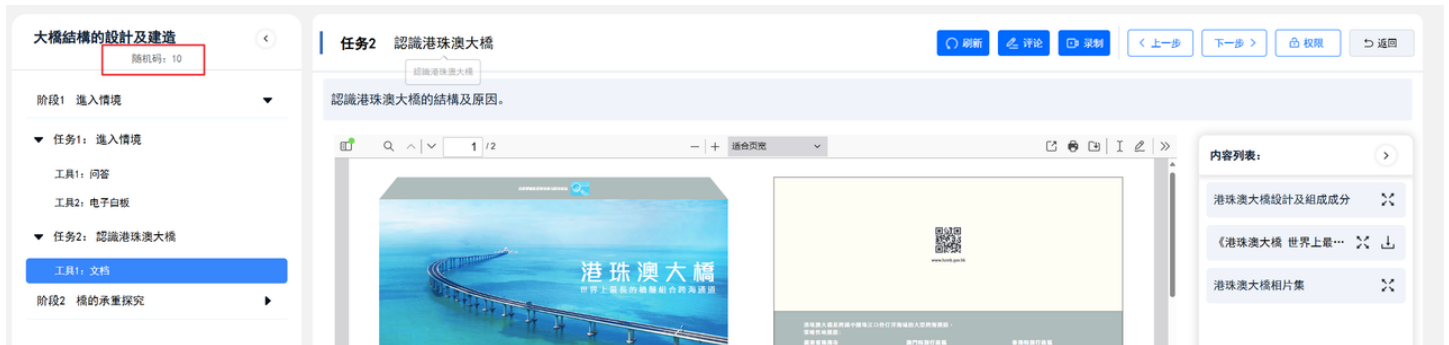
Student Side

No Account Login

Students are supported in logging into their personal accounts using the identification code without entering an account and password.

STEP 01 Obtaining the Course Random Code

The teacher enters the course via [**Teach with Class**] on the course homepage in the course center, and then can view the course's identification code on the course content interface.



STEP 02 Student Login

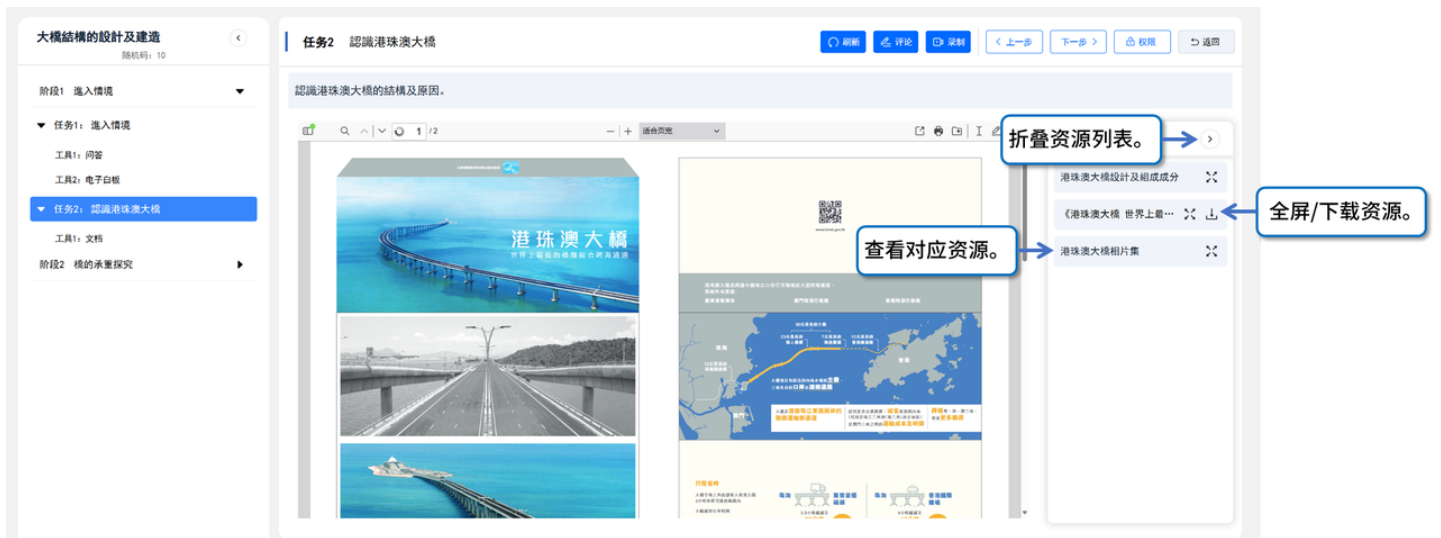
Students open <https://cloud.cocorobo.cn>, select the student identity to log in, enter the organization ID and course identification code in the input box, select their personal name to enter, and log in to their personal account to begin learning the course.



Viewing Resources

In the learning stage or learning task where the teacher allows viewing on the course content page, students can click to display, download, and view the corresponding resources in full screen in the resource list.

[Note] Files uploaded locally during course creation, such as .ppt, .doc, .mp4, and .pdf, support downloading. Embedded text, images, links, and video codes do not support downloading.



View Document: Clicking on a document opens it online. .pdf and .doc files can be scrolled down directly to view the complete document. .ppt files can be viewed page by page using the left/right keys, or opened in a new browser window via **[Start Slideshow]** to switch tasks independently of the current interface. On the .pptx file playback page, you can control the slideshow using a mouse click or the < or > keys.





View Link: For web pages that support external link fetching, the page content can be viewed in the resource viewing area. You can jump and open the web page in a new browser tab via **[Open Link]**.

[Note] Some websites do not support external link viewing, and there will be no content in the resource display area. You must use **[Open Link]** to view it in a new tab.

任务1 進入情境

刷新 评论 录制 < 上一步 下一步 > 权限 返回

閱讀以下資料，並自行搜索湖南省矮寨大橋、潮州市廣濟橋等，認識國內的橋及不同種類的橋型。

维基百科 自由的百科全书

搜索 创建账号 登录 ...

外观看单已移至此处。

维基百科志願者互聯交流群 (Telegram: @wikipedia_zh_nz、Discord及IRC: #wikipedia-zh IRC//互聯) 欢迎大家加入。 [关闭]

武汉长江大桥

14种语言

目录 隐藏 条目 讨论 大陆简体

阅读 编辑 查看历史 工具

坐标: 30°32′56″N 114°17′17″E﻿ / ﻿30.549°N 114.288°E﻿ / 30.549; 114.288

序言

- 早期规划
- 兴建
- 通车
- 运营维护
- 建筑
- 事故及事件
- 影响与意义
- 衍生文化
- 参见
- 注释
- 引用
- 参考文献
- 外部链接

武汉长江大桥是长江上的一座铁路、公路两用桥，位于中华人民共和国湖北省武汉市。大桥横卧于汉阳龟山和武昌蛇山之间的长江江面之上，为长江上第一座永久性桥梁，因此又被称为“万里长江第一桥”。武汉长江大桥的建设规划始于清末，1913年至1948年间曾先后四次进行勘测、选址和设计，但几次规划都因经济、战乱等原因而被搁置。中华人民共和国成立以后，从1950年起开始测量和设计武汉长江大桥，后于1955年9月动工建造。建造过程中，由于采用新的管柱钻孔法取代传统的气压沉箱法，加快了大桥的建造速度，使大桥提前2年竣工，于1957年10月正式通车。

武汉长江大桥为双层钢桁梁桥，上层为双向四车道的公路桥，两侧设有人行道；下层为京广铁路复线。大桥建成后，偕同配套的汉水铁路桥、江汉桥将武汉三镇连为一体，结束了武汉三镇互相隔江而望的历史。大桥也是武汉市的标志性建筑和旅游景点之一，并于2013年成为全国重点文物保护单位。

早期规划

坐标: 30°32′56″N 114°17′17″E﻿ / ﻿30.549°N 114.288°E﻿ / 30.549; 114.288

承载

- 京广铁路
- G107 107国道
- 武汉内环线

跨越

长江

地点

- 中华人民共和国湖北省武汉市武昌区汉阳门附近

内容列表:

- 橋的修建技術.doc
- 趙州橋
- 武漢長江大橋
- 1.1_PowerPoint_TC.pptx

打开链接

View Embedded Code Video: For videos set up with **[Embedded Code]** during course creation, you can click the play button on the interface to play the video directly.

[Note] Some video websites (such as <https://www.bilibili.com/>) require login to play.

Joining Groups

STEP 01 Students Joining Groups:

If the teacher sets up group submission for a single learning tool via the **[Student Grouping]** tool (see Course Implementation - Grouping - Tool Grouping section), in the corresponding tool area in the course center, students click the tool icon, click **[Join Group]** in the pop-up window to select and join a group. After joining a group, they can click **[Exit Group]** to leave the group.

[Note] If the teacher closes **[Open Seating]**, students cannot freely adjust groups.

The image shows a sequence of three screenshots illustrating the student grouping process:

- Step 1:** A screenshot of the course interface. A callout box points to the '学生分组' (Student Grouping) icon with the text '1. 点击分组工具。' (Click the grouping tool).
- Step 2:** A '分组设置' (Grouping Settings) pop-up window. It shows four groups: '第1组' (Group 1), '第2组' (Group 2), '第3组' (Group 3), and '第4组' (Group 4), each with '目前人数0人' (Current number of people 0). A callout box points to the '加入分组' (Join Group) button of Group 1 with the text '2. 点击即可加入分组。' (Click to join the group).
- Step 3:** The same '分组设置' window after a student has joined Group 1. The student's name 'testStudent19' is visible above the group. A callout box points to the '退出分组' (Exit Group) button of Group 1 with the text '3. 点击即可退出分组。' (Click to exit the group).

STEP 02 Group Assignment Submission:

After the grouping is set successfully, students are supported in submitting work in group format under this grouping tool.



学生分组

第1组 目前人数1人

第2组 目前人数0人

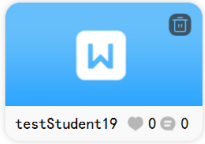
第3组 目前人数0人

第4组 目前人数0人

作业预览

第1组

上传作业



Viewing Assignments

Viewing Personal Assignments

In the tool area, after submitting an assignment, students can view the details of their submitted assignment and the accuracy statistics (applicable to multiple-choice, matching, ordering, and other questions that support setting correct answers).

Viewing [Whiteboard]: The submission format is an image. Click the assignment icon to zoom in and view the image.

工作区

工具1 时间: 2024-06-29 15:14:42

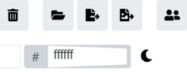


电子白板

作业预览

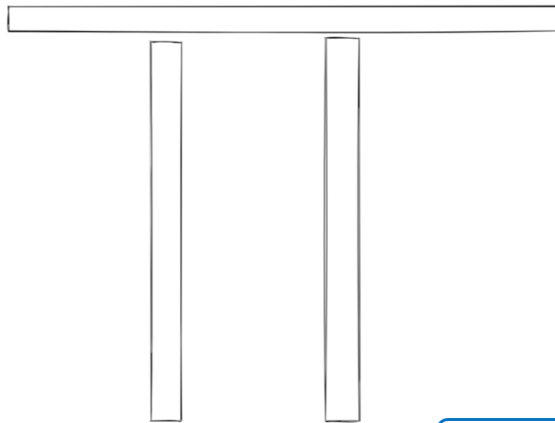


1. 点击提交图片放大。

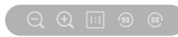


要移动画布，请按住鼠标滚轮或空格键，再拖拽鼠标

3. 点击关闭图片。



2. 点击调整比例、方向。



100%

简体中文

Viewing [Document]: The submission format is the tool interface. Click the assignment icon to open the interface for viewing.

工作区

工具1

文档

观察图片：港珠澳大桥结合了哪两种桥型的设计？为甚麽要用两种不同的桥型搭建？请结合海底结构分析。

作业预览

评分


牛倩楠 0 0 0

1. 点击作业打开弹窗。

文档

2. 点击关闭作业。

观察以下两张图片：港珠澳大桥结合了哪两种桥型的设计？



结合了斜拉桥和桥式桥的设计，因其一些位置无法安装桥墩，所以无法做桥式桥。

2. 点击关闭作业。

关闭

Viewing [Mind Map]: The submission format is an image. Click the assignment icon to zoom in and view the image (Same as [Whiteboard]).

Viewing [Spreadsheet]: The submission format is an iframe interface. Click the assignment icon to open the interface for viewing (Same as [Document]).

Viewing [Survey]: Supports viewing personal submission results.



问卷调查

作业预览



testStudent

1. 点击作业图标。

testStudent16



标题: 投票

题目内容

1 题目: 你喜欢哪一组的结果?

1

2. 查看作业结果。

2

3

Viewing [Multiple Choice]: Supports viewing personal submission results (Same as [Survey]).

Viewing [Q&A]: Directly view the answer content.

Viewing [Assignment Submission]: Assignment submission supports various forms, such as Word, PPT, images, etc. After students complete the assignment submission, they can click to open the document content for viewing.

Viewing [Matching]: Supports viewing personal submission results (Same as [Survey]).

Viewing [Ordering]: Supports viewing personal submission results (Same as [Survey]).

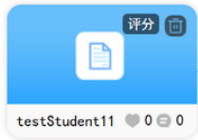
Viewing [CocoPi]: Click the icon to open the personal assignment in the programming interface, where students can check and verify the programming assignment.

工具5



CocoPi

作业预览



1. 点击打开编程界面。

2. 查看编程作业。

3. 验证编程作业。

```
1 from maix import camera
2 import os
3 from maix import display
4 from maix import image
5 from maix.nn.app import nn
6 from maix.nn.app.face import FaceRecognize
7 import sys
8 sys.path.append("/root/")
9 from CocoPi import BUTTON
10 import time
11 import json
12 from maix import mjpg
13 from maix import utils
14 import base64
15
16 # 人脸检测
17 def detect_face():
18     camera_size = (320, 240)
19     global cameraSize
20     try:
21         if os.path.exists("/etc/cameraSize.cfg"):

```

Personal Assignment Operations

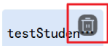
Delete: Individual students can delete their personal assignment using the [Delete] button in the upper right corner of the assignment.

工具3



问卷调查

作业预览



Second Submission: Except for the [Assignment Submission] tool, all other tools do not support second submissions. Re-submission will overwrite the previous result.

Viewing Grade: If the teacher grades the assignment using [Grading], students can view the grading result.

作业预览

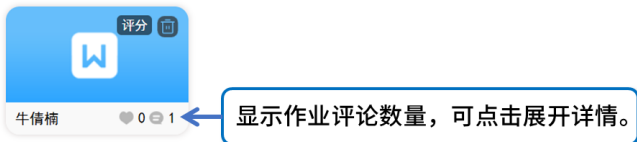


Comment: If comments from the teacher or other students are generated on the assignment, students can view the comment details in the comment pop-up window and the number of comments on the assignment preview interface.

[Note] If the teacher opens the assignment viewing permission (refer to Course Implementation - Permissions - Implementation Permissions section), students can comment on and view others' assignments.



作业预览



Other Students' Assignment Operations

Like: Students are supported in liking other students' assignments using the **[Like]** button. For one assignment, the number of likes is calculated cumulatively based on the liking accounts. A teacher or student account can only like once, and clicking again cancels the like.

[Note] If the teacher opens the assignment viewing permission (refer to Course Implementation - Permissions - Implementation Permissions section), students can like others' assignments.

作业预览



Comment: Students are supported in commenting on other students' assignments using the **[Comment]** button. Students can view the comment details of their own or others' assignments.

[Note] If the teacher opens the assignment viewing permission (refer to Course Implementation - Permissions - Implementation Permissions section), students can comment on others' assignments.

作业预览



1. 点击作业评论按钮。



作业预览



5. 显示作业评论数量。

Interactive Courseware Mode

Teacher-side

Teaching Interface

Upon entering the teaching interface, **[Follow Mode]** is enabled by default. In this mode, the students' page switching is completely synchronized with the teacher's.

To allow students to switch pages freely, you can switch to **[Free Mode]** at the top. This mode supports students changing pages independently.

The courseware content on the teacher's page is displayed in the center. The teacher can view the content of the current page.

Click the left collapse icon to expand the courseware page outline; clicking the outline allows you to jump to the corresponding page.

Click the right collapse icon to expand the student response statistics and AI functions (pending launch).

Note: The student response statistics page is only supported for Interactive Tools, AI Applications, and H5 Pages.

Assignments

Interactive Tool - Multiple-Choice Questions

When entering the Interactive Tool - [Multiple-Choice Questions] page, the teacher's side defaults to displaying the question content.

Once students submit their results, the teacher can view the results in the central display area and the right collapse area.

The response result area displays:

- Summary statistics including the number of participants and accuracy rate.

- The submitted members and unsubmitted members within the class.

Expanding the unsubmitted personnel area allows you to view all unsubmitted members for the current page in the class.

Expanding the submitted personnel area allows you to view all submitted members for the current page in the class.

Clicking a student's name allows you to view the individual student's response result.

Expanding an individual option allows you to view all students who selected that option.

Clicking [View Results] allows the teacher to view the statistical results for each question in the central display area. You can switch between all question results on the current page using Next/Previous Question.

Interactive Tool - Q&A Questions

When entering the Interactive Tool - [Q&A Questions] page, the teacher's side defaults to displaying the question content.

Once students submit their results, the teacher can view the results in the central display area and the right collapse area.

The result area displays the number of participants, submitted members, and unsubmitted members.

Expanding the unsubmitted personnel area allows you to view all unsubmitted members for the current page in the class.

Expanding the submitted personnel area allows you to view all submitted members.

Clicking a student's name allows you to view the individual student's response result.

Clicking [View Results], the student answers for Q&A questions are displayed as cards in the central display area, which the teacher can click to expand and view the answer.

Interactive Tool - AI Application

When entering the Interactive Tool - [AI Application] page, the teacher's side defaults to displaying the question content.

Once students submit their results, the teacher can view the results in the central display area and the right collapse area.

The result area displays the number of participants, submitted members, and unsubmitted members.

Expanding the unsubmitted personnel area allows you to view all unsubmitted members for the current page in the class.

Expanding the submitted personnel area allows you to view all submitted members.

Clicking a student's name allows you to view the individual student's response result.

Clicking [View Results], the human-computer dialogue results for the AI Application are displayed as cards in the central display area, which the teacher can click to expand and view the dialogue record.

Interactive Tool - H5 Page

When entering the Interactive Tool - [H5 Page] page, the teacher's side defaults to displaying the question content.

Once students submit their results, the teacher can view the results in the central display area and the right collapse area.

The result area displays the number of participants, submitted members, and unsubmitted members.

Expanding the unsubmitted personnel area allows you to view all unsubmitted members for the current page in the class.

Expanding the submitted personnel area allows you to view all submitted members.

Clicking a student's name allows you to view the individual student's response result (displayed as a screenshot).

Clicking [View Results], the screenshot results for the H5 Page are displayed as cards in the central display area, which the teacher can click to expand and view the screenshot.

Gadgets

A countdown timer can be set on the page, visible to both the teacher and students.

Supports pausing the timer while it is running, or resetting and modifying the time.

Note: The countdown timer is only effective for the current page; it will be canceled when switching pages.

The pen or laser pointer function can be used on the page, visible to both the teacher and students.

Class Dismissal

To end the lesson, the teacher can click the [Dismiss Class] button on the right side of the top bar. This function will log out all student accounts in the current class.

Student-side

Course Entry and Login

Students can quickly enter the course using the Course ID displayed at the top of the course.

Go to <https://cloud.cocorobo.com>. Select the login identity as [Student]. The system will default to the Course ID login page. The student enters the current Organization ID and the current Course ID. Click [Confirm].

This will navigate to the course student list, where the student selects their name to complete the login.

Learning Interface

The courseware page on the student's side is displayed in the center, and the student can view the content of the current page.

When the teacher's side is switched to **Follow Mode**, the student's courseware page switching remains synchronized with the teacher's.

When the teacher's side is switched to **Free Mode**, the student can view the outline and switch pages freely.

Interactive Tools

Multiple-Choice Questions

When entering the Interactive Tool - Multiple-Choice Questions page, the student can select an option and submit the result.

If the page contains multiple questions, the student uses Next/Previous Question to switch and complete all questions, and then submits. The teacher can then view the results.

Q&A Questions

When entering the Interactive Tool - Q&A Questions page, the student can input text, upload images, adjust formatting, etc., in the rich text editor using text or speech-to-text.

Speech-to-text: Click the start button, and the browser will prompt for permission settings. After allowing microphone access, recording begins. Real-time speech-to-text results will be inserted at the cursor position in the text editor until recording is complete.

After completion, click [Submit] for the teacher to view the results.

H5 Page

When entering the H5 Page, the student completes the operations according to the content of the current H5 page.

Click [Submit], and the teacher can view the result in the form of a screenshot.

AI Application

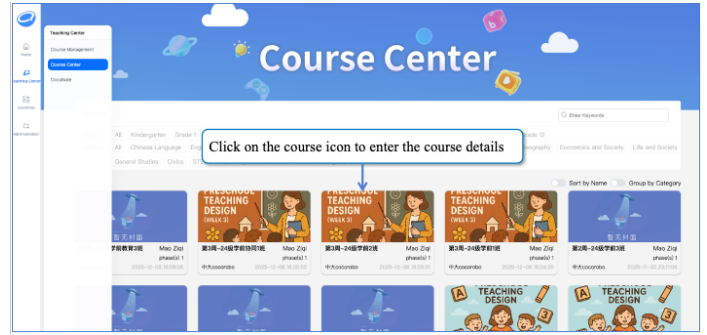
When entering the AI Application page, the student interacts with the intelligent agent/workflow as set by the AI application.

After completion, click [Submit], and the teacher can view the student's dialogue results with the AI.

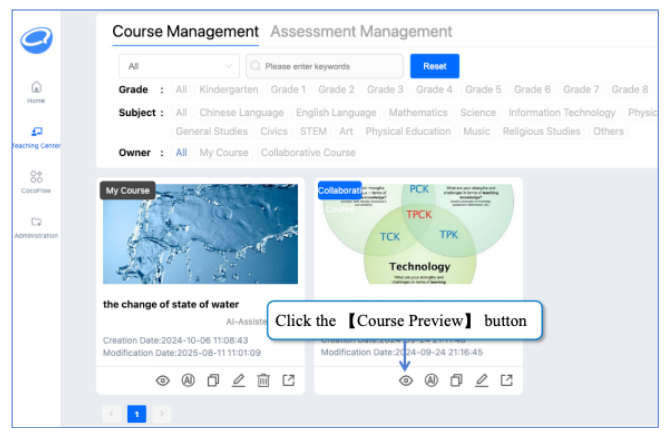
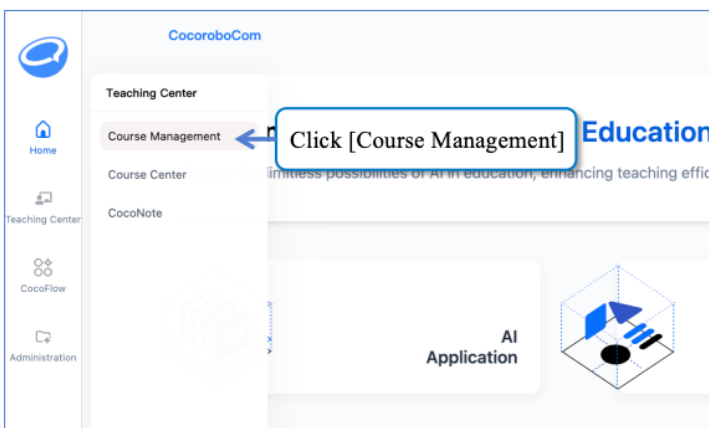
Course Instruction

Go to the [Course Center] interface in the [Teaching Center], where teachers can view all courses set to [Public] within the current organization.

[Note] If the course is not set to public in **[Course Management]**, you will not be able to view it in the **[Course Center]**.



Go to the corresponding course in the **[Course Management]** app within the **[Teaching Center]**, where teachers can view all courses they have created.



Course Implementation

Adding Teaching Classes

Teachers need to select/add teaching classes before instructing a course. After setting up a teaching class, students in that class can use the course identification code to log in to the platform and view the course in the course center of their student account.

The change of state of water 1 Phrase (s) Task6

Category: Grade 7/Science

Owner: participants: 1 Person

QR Code

Click the [Start Class] button

Start Class

Course Information Optimize

Course Introduction: The Change of State of Water

Welcome to *The Change of State of Water*, a hands-on science course designed for middle school students! In this course, you'll explore the fascinating ways water changes between solid, liquid, and gas states. Through engaging experiments and collaborative projects, you'll learn about melting, freezing, evaporation, and condensation, and discover how these processes power the water cycle. You'll build models, conduct scientific investigations, and present your findings on how water's transformations influence weather and ecosystems. Guided by the driving question—*How do changes in the state of water impact our environment and daily lives?*—you'll develop key scientific skills such as observation, inquiry, and critical thinking. Emphasis

Phase Analyse Evaluation

stage(s) 1 task(s) 6

Task View

The change of state of water 1 Phrase (s) Task6

Category: Grade 7/Science

Select Teaching Class

+ / -

Add/Modify Class

Click the [Add/Modify Class] button

Start Class

Course Information Optimize

Course Introduction: The Change of State of Water

Welcome to *The Change of State of Water*, a hands-on science course designed for middle school students! In this course, you'll explore the fascinating ways water changes between solid, liquid, and gas states. Through engaging experiments and collaborative projects, you'll learn about melting, freezing, evaporation, and condensation, and discover how these processes power the water cycle. You'll build models, conduct scientific

Cancel Enter Directly

Select Class

Grade

All Grades

Class

BL708

XQ2401

XQ2402

Cancel Confirm

Select the class

Click confirm

Start Class

Course Information

Course Introduction: The Change of State of Water

Welcome to *The Change of State of Water*, a hands-on science course designed for middle school students. In this course, you'll explore the fascinating ways water changes between solid, liquid, and gas states. Through engaging experiments and collaborative projects, you'll learn about melting, freezing, evaporation, and condensation, and discover how these processes power the water cycle. You'll build models, conduct scientific investigations, and present your findings on how water's transformations influence weather and

The change of state of water 1 Phrase (s) Task6

Category: Grade 7/Science

Select Teaching Class

BL708

+ / - Add/Modify Class

Confirm the teaching class

Click confirm

Start Class

Course Information

Course Introduction: The Change of State of Water

Welcome to *The Change of State of Water*, a hands-on science course designed for middle school students. In this course, you'll explore the fascinating ways water changes between solid, liquid, and gas states. Through engaging experiments and collaborative projects, you'll learn about melting, freezing, evaporation, and condensation, and discover how these processes power the water cycle. You'll build models, conduct scientific investigations, and present your findings on how water's transformations influence weather and

保护深圳红树... 识别码: 23

任务1 入项活动: 提出驱动性问题

工具1

分析

7.获得课程【识别码】

工具2: 应用中心

工具3: 作业提交

工具4: 文档

▶ 任务2: 知识与能...

▶ 任务3: 探索与形...

▶ 任务4: 公开成果...

文档

未提交

学生03 学生04 学生06 学生07 学生05 学生08 学生01 学生09

学生10 学生02 学生14 学生12 学生16 学生20 学生13 学生18

学生15 学生17 学生19 学生11

素养	评价标准	细则
科学观念 (科学)	学生能够准确记录观察到的植物、动物及环境特征。	查看

工具2

分析

If the teaching class is empty or a new class needs to be added, teachers can go to **[Student Management]** in the **[Academic Affairs Center]** to add new teaching classes and student accounts.

CocoroboCom

Administration

Student Management

1. Click [Administration] - [Student Management]

Home

Teaching Center

CocoFlow

Administration

AI Application

Course Center

Course Management

Learning Space

Back to Previous Version Exit

3. 点击【添加年级】按钮

2. 点击【年级管理】

年级管理

请输入年级名称 [查询](#)

年级名称	班级数	操作
三年级	0	查看班级 修改 删除
	0	查看班级 修改 删除
	1	查看班级 修改 删除
	0	查看班级 修改 删除
二年级	0	查看班级 修改 删除
	1	查看班级 修改 删除
一年级	0	查看班级 修改 删除
	2	查看班级 修改 删除
	1	查看班级 修改 删除
	3	查看班级 修改 删除

添加年级

5. 点击【添加班级】

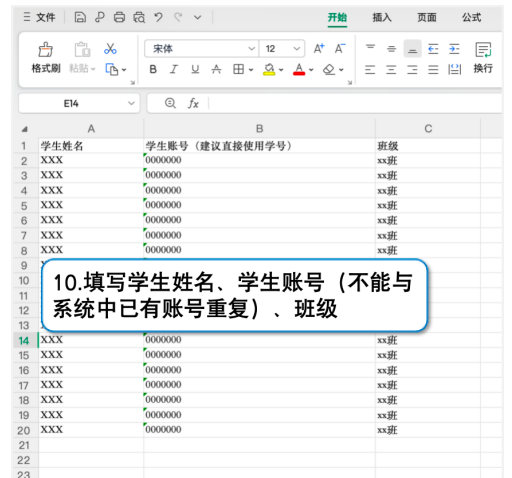
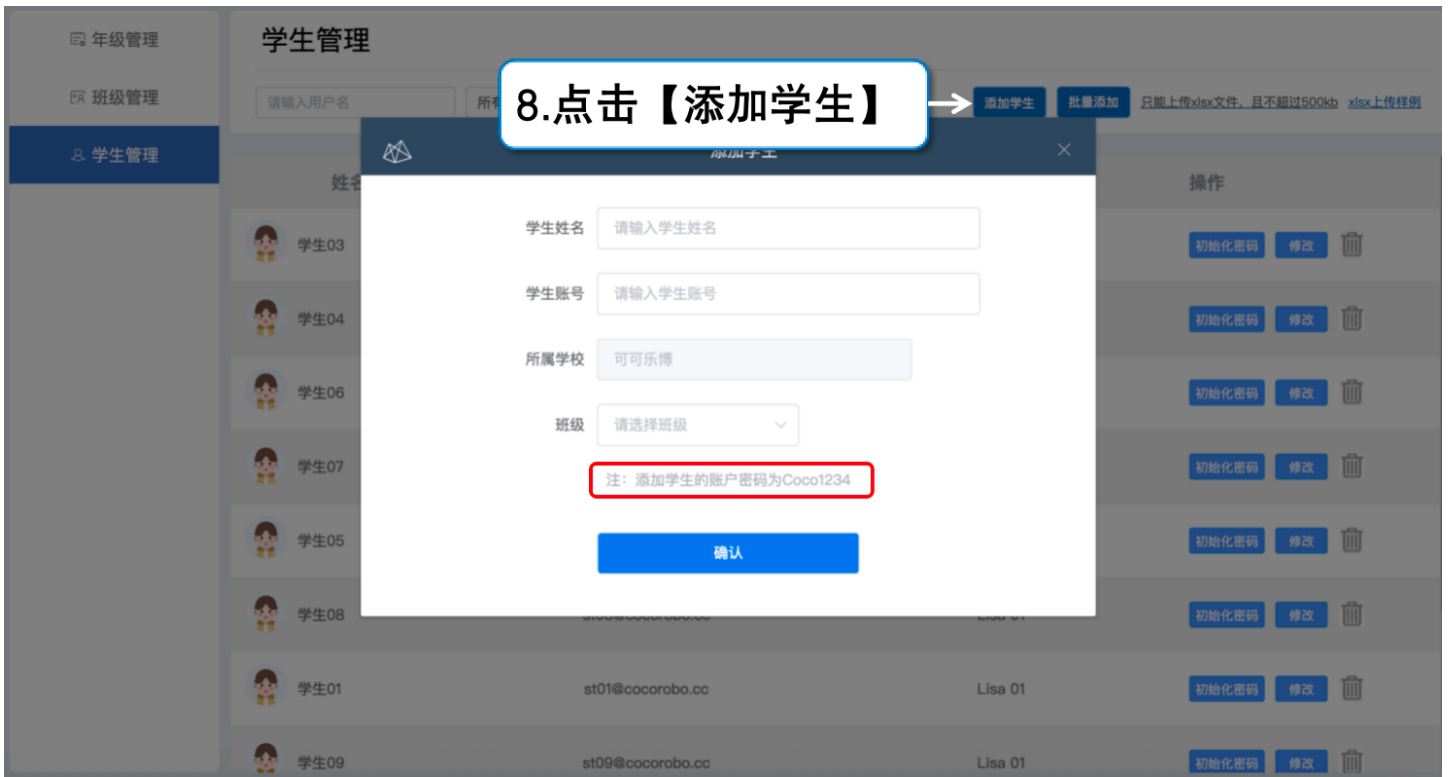
4. 点击【班级管理】

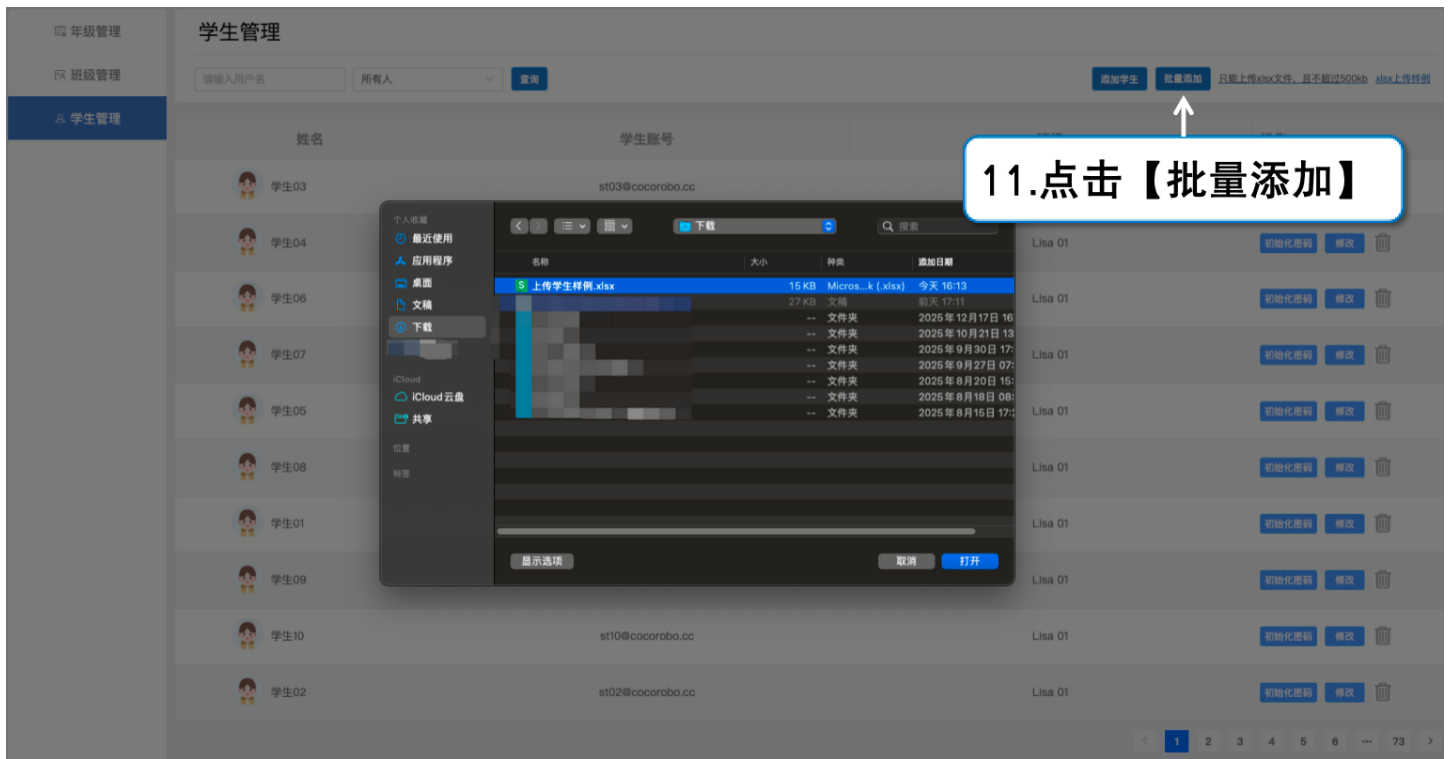
班级管理

请输入班级名称 [查询](#)

所属年级	人数	操作
暂无	17	查看学生 修改年级 修改名称 删除
测试年级	20	查看学生 修改年级 修改名称 删除
暂无	0	查看学生 修改年级 修改名称 删除
暂无	50	查看学生 修改年级 修改名称 删除
暂无	1	查看学生 修改年级 修改名称 删除
暂无	40	查看学生 修改年级 修改名称 删除
暂无	1	查看学生 修改年级 修改名称 删除
暂无	40	查看学生 修改年级 修改名称 删除
暂无	16	查看学生 修改年级 修改名称 删除
暂无	5	查看学生 修改年级 修改名称 删除

添加班级





[Note] If you do not set up a class, students' accounts will not be able to view the course in the course center; if you do not require students to view the course, you can click to enter the course directly.



Student Permission Settings

[Note] If you are not the course creator or a collaborator, you cannot set these permissions.

保护深圳红树... 识别码: 23

任务1 入项活动：提出驱动性问题

工具1

文档

在考察红树林之前，先使用AI搜索助手一起来查阅资料吧！

未提交

学生03 学生04 学生06 学生07 学生05

学生10 学生02 学生14 学生12 学生16 学生20 学生13 学生18

学生15 学生17 学生19 学生11

素养	评价标准	细则
科学观念 (科学)	学生能够准确记录观察到的植物、动物及环境特征。	查看

工具2

分析

1. 点击【...】

2. 点击【权限】

保护深圳红树... 识别码: 23

任务1 入项活动：提出驱动性问题

工具1

文档

在考察红树林

未提交

学生03 学生04 学生08 学生01 学生09

学生10 学生02 学生20 学生13 学生18

学生15 学生17 学生19 学生11

素养	评价标准	细则
科学观念 (科学)	学生能够准确记录观察到的植物、动物及环境特征。	查看

工具2

分析

权限设置

允许学生查看所有作业

禁止学生查看阶段

开启跟随模式

允许学生查看内容资料

关闭

3. 点击进行权限设置

Allow students to view all assignments: Set whether students can view assignments submitted by other accounts under the learning tool. If the permission is closed, students can only view their individual assignments; if the permission is open, students can view others' assignments, like them, and interact.

Forbid students from viewing stages: Set whether students can view all stage content of the course. If the permission is closed, students can only view the current stage and previous stages up to the point when the teacher closed the permission.

[Note] If there are no stages displayed in the course task list, the stage viewing permission setting cannot be set to close the current and previous tasks (stage settings are not effective for purely task-based courses).

Enable Follow Mode: Set whether to enable Follow Mode. If enabled, the student side will display the course content in full screen and switch tasks following the teacher's task progress.

Allow students to view content materials: Set whether students can view the content materials within the course.

Viewing Resources

On the course content page, teachers can click to display, download, and view the corresponding resources in full screen in the resource list.

[Note] Files uploaded locally during course creation, such as .ppt, .doc, .mp4, and .pdf, support downloading. Embedded text, images, links, and video codes do not support downloading.



View Document: Clicking on a document opens it online. .pdf and .doc files can be scrolled down directly to view the complete document. .ppt files can be viewed page by page using the left/right keys, or opened in a new browser window via **[Start Slideshow]** to switch tasks independently of the current interface. On the .pptx file playback page, you can control the slideshow using a mouse click, the < or > keys, or a remote pen.



View Link: For web pages that support external link fetching, the page content can be viewed in the resource viewing area. You can jump and open the web page in a new browser tab via **[Open Link]**.

[Note] Some websites do not support external link viewing, and there will be no content in the resource display area. You must use **[Open Link]** to view it in a new tab.

The screenshot shows a course interface with a task titled '任务1 進入情境'. At the top, there are navigation buttons: '刷新', '评论', '录制', '< 上一步', '下一步 >', '权限', and '返回'. Below this is a light blue bar with the text: '閱讀以下資料，並自行搜索湖南省矮寨大橋、潮州市廣濟橋等，認識國內的橋及不同種類的橋型。'. The main content area features a Wikipedia article for '武汉长江大桥' (Wuhan Yangtze River Bridge). The article text is enclosed in a red rectangular box. To the right of the article is a sidebar with a '内容列表' (Content List) containing items like '橋的修建技術.doc', '趙州橋', '武漢長江大橋', and '1.1_PowerPoint_TC.pptx'. Below the article, a '打开链接' (Open Link) button is highlighted with a red box.

View Embedded Code Video: For videos set up with **[Embedded Code]** during course creation, you can click the play button on the interface to play the video directly.

[Note] Some video websites (such as <https://www.bilibili.com/>) require login to play. Please handle this yourself or upload the video file directly.

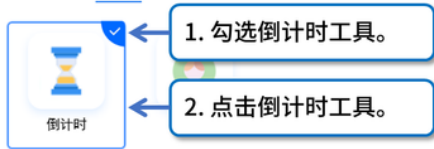
Classroom Interaction

[Interactive] Tools

Teachers are supported in using **[Interactive]** tools for classroom interaction, including the **[Countdown]** and **[Selector]** tools that can be selected during the course creation stage.

Using the [Countdown] tool: Teachers set the countdown time (optional) during the course creation stage. After the course is uploaded, they call the tool and start the countdown in the course center. If the teacher did not set the time during course creation, they will set it and start the countdown after calling the tool in the course center.

工具 1： [互动类](#) [思维类](#) [协作类](#) [测评类](#) [评价类](#) [编程类](#) [学科类](#)



6. 上传课程内容。



Using the [Selector] tool: Teachers select this tool during the course creation stage. After the course is uploaded, they select the corresponding class in the course center, call the tool to open the selector interface, and display the students in the class. The teacher can select a student to keep them selected on the selector tool interface. A pop-up notification of selection will appear in the student's course center.

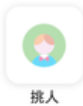


1. 勾选挑人工具。

2. 上传课程内容。

工作区

工具1



3. 调用挑人工具。

理解跨度對橋承重能力的影響

挑人



4. 打开挑人界面。

理解跨度對橋承重能力的影響

挑人



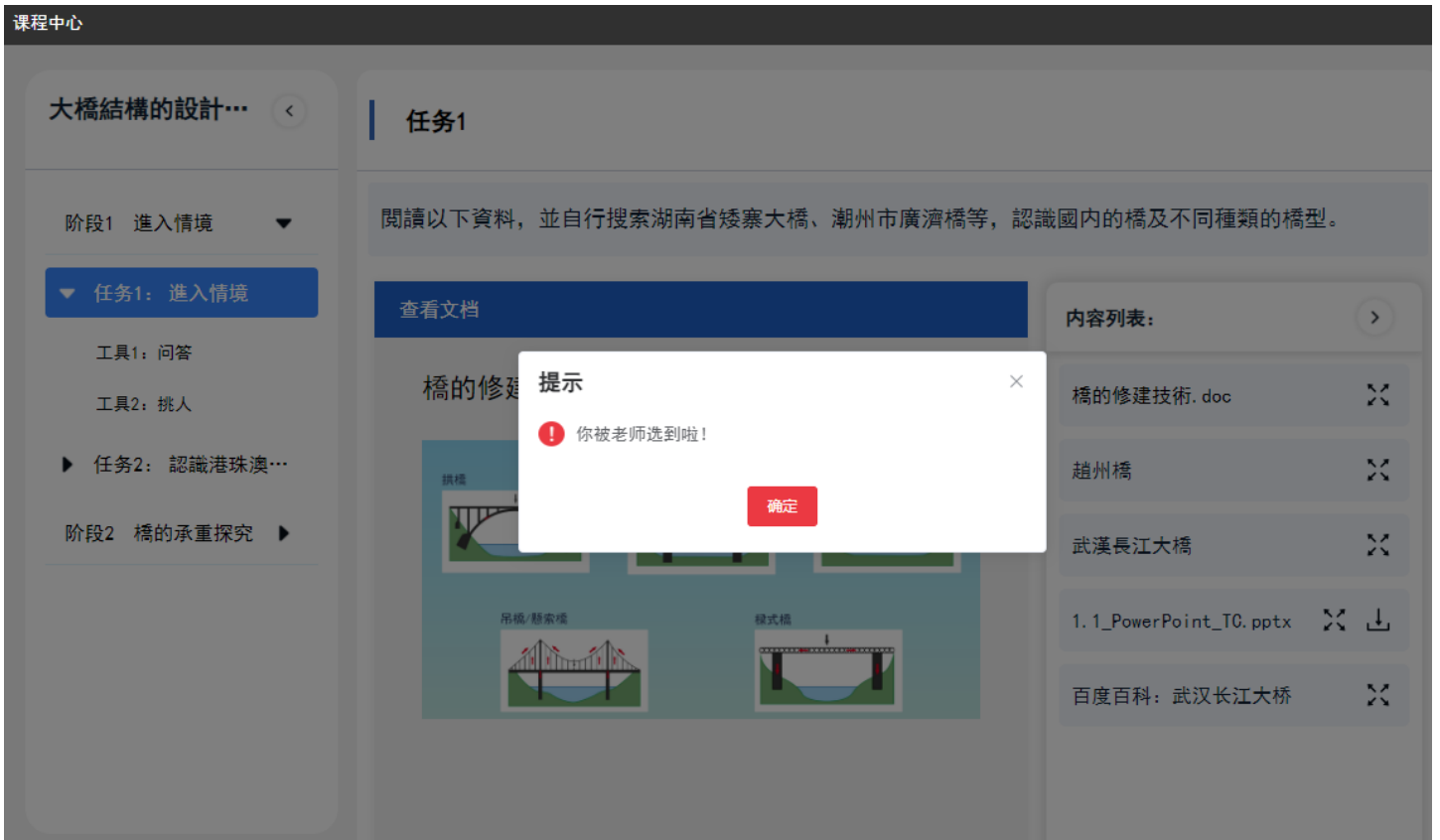
5. 确定挑选人员。

理解跨度對橋承重能力的影響

挑人



6. 保持挑选人员选中状态。



Student Grouping

Teachers can use the **[Student Grouping]** tool to enable group submission of student work for the current tool. Currently supported features include: ① customizing the number of people per group and the number of groups; ② students choosing their own groups; ③ teachers locking groups and adjusting group members; and ④ submitting assignments according to groups under this tool.

[Note] Unlike the grouping setting on the course homepage, the group submission setting of this tool is only effective for the current tool.

STEP 01 Setting up the Grouping Tool: During course creation, call the **[Collaboration Category] [Student Grouping]** tool, set the group names, number of groups, and number of people per group (2-10 people), and then upload the course for the grouping tool to take effect.



1. 调用分组工具。

2. 设置组别名称。

3. 设置组别数量。

4. 设置每组人数。

5. 【确定】分组。



6. 上传课程编辑内容。

STEP 02 Students Joining Groups:

In the corresponding tool area in the course center, students click the tool icon, click **[Join Group]** in the pop-up window to select and join a group. After joining a group, they can click **[Exit Group]** to leave the group.

[Note] If the teacher needs to disable the permission for free joining or exiting groups, they can close **[Open Seating]** on the teacher side.

工作区

工具1



学生分组

1. 点击分组工具。

第1组 目前人数0人

第2组 目前人数0人

第3组 目前人数0人

第4组 目前人数0人

分组设置



分组设置



分组设置



STEP 03 Group Assignment Submission:

After the grouping is set successfully, the grouping tool supports displaying submitted work in group format, and teachers can open each group's assignment to view the results separately. (For details on viewing tool results, see the [Viewing Assignments] section.)



学生分组

第1组 目前人数1人

第2组 目前人数0人

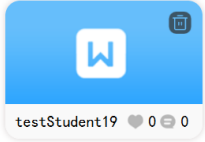
第3组 目前人数0人

第4组 目前人数0人

作业预览

第1组

上传作业



Viewing Assignments

Viewing Results

In the submission content preview area of the tool, teachers can view the content details of all submitted tools, the accuracy statistics (applicable to multiple-choice, matching, ordering, and other questions that support setting correct answers), and the statistics of students who have not yet submitted assignments.

Viewing [AI Application]: The submission format is text. Click the assignment icon to open a pop-up window for viewing.

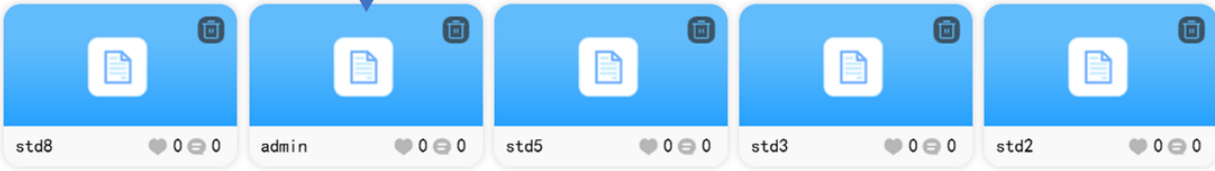


《植物工厂》知…

这是你的知识点学习导师，他可以帮助你学习《植物工厂》相关的知识点哦~

作业预览 折叠

1.点击作业打开弹窗。



查看作业

2.点击关闭作业。

高芥液时相大科以及配制 (化学)
科学实验设计与数据分析 (数学)
设备搭建、传感器与自动化 (工程/编程)
社会意义、可持续发展相关 (社会责任)
快告诉我的进展+遇到的困难，我会帮你明确学科方向，再分科引导、逐步讲解和带你实际操作! ✨

std5

植物的生长需要蛋白质

小可AI助手

你说得很好! 植物的生长确实需要蛋白质, 但它们获取和合成蛋白质的方式和动物不一样。我们来系统梳理一下这个知识点, 并和植物工厂项目实际联系起来 🍌

一、蛋白质对植物的意义 & 植物如何获得

1. 蛋白质作用:

蛋白质是生命活动的基础, 比如酶 (催化各种化学反应)、结构蛋白 (构成细胞和组织)、运输蛋白等。

植物体的生长——细胞分裂、光合作用、合成叶绿素等都需要蛋白质参与。

2. 植物如何“得到”蛋白质?

Viewing [Whiteboard]: The submission format is an image. Click the assignment icon to zoom in and view the image.

工作区

工具1 时间: 2024-06-29 15:14:42



电子白板

作业预览

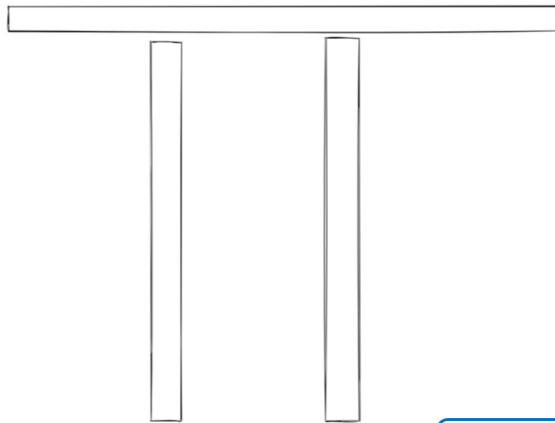


1. 点击提交图片放大。

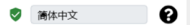


要移动画布，请按住鼠标滚轮或空格键，再拖拽鼠标

3. 点击关闭图片。



2. 点击调整比例、方向。



Viewing [Document]: The submission format is the tool interface. Click the assignment icon to open a pop-up window for viewing.

工作区

工具1

文档

观察图片：港珠澳大桥结合了哪两种桥型的设计？为甚麽要用两种不同的桥型搭建？请结合海底结构分析。

作业预览

评分


牛倩楠 0 0 0

1. 点击作业打开弹窗。

文档

2. 点击关闭作业。

观察以下两张图片：港珠澳大桥结合了哪两种桥型的设计？



结合了斜拉桥和桥式桥的设计，因其一些位置无法安装桥墩，所以无法做桥式桥。

2. 点击关闭作业。

关闭

Viewing [Mind Map]: The submission format is an image. Click the assignment icon to zoom in and view the image (Same as [Whiteboard]).

Viewing [Spreadsheet]: The submission format is an iframe interface. Click the assignment icon to open the interface for viewing (Same as [Document]).

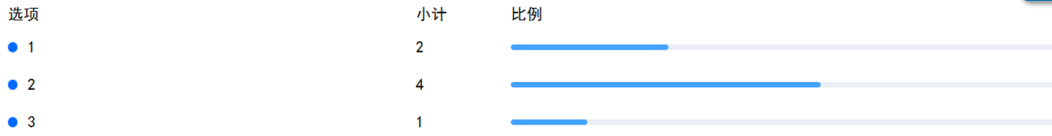
Viewing [Survey]: Supports viewing option statistics and the submission results of each person.



问卷调查

投票

1、你喜欢哪一组的的结果？



2. 查看提交情况。 [查看学生](#)

1. 查看选项统计结果。

查看

1
选择同学: [testStude...](#) [testStude...](#)

2
选择同学: [testStude...](#) [testStude...](#) [testStude...](#) [testStude...](#)

3
选择同学: [testStude...](#)

[关闭](#)

3. 查看选项提交详情。

[查看学生](#)

Viewing [Multiple Choice]: Supports viewing option statistics, submission ratio, submission accuracy statistics, and the submission results of each student.



正确率 33% 1、港珠澳大桥结合了哪种设计？

1、港珠澳大桥结合了哪种设计？

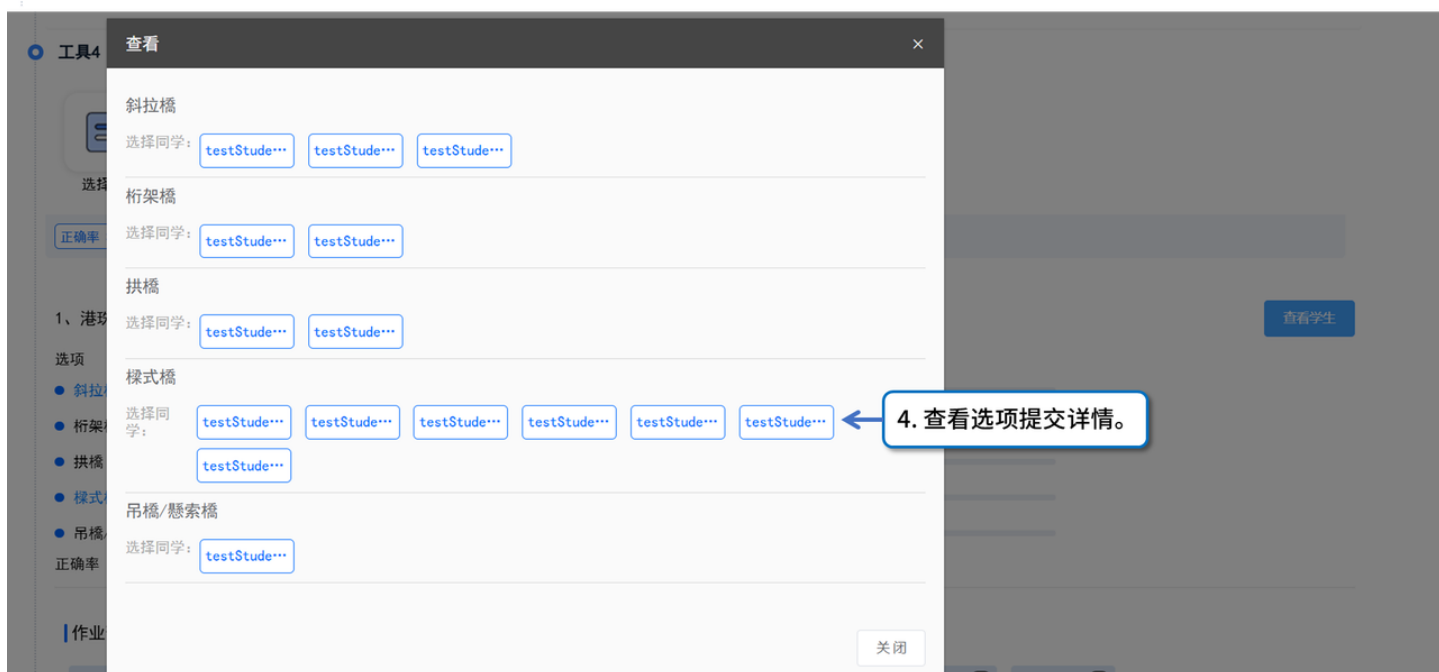
选项	小计	比例
● 斜拉桥 <input checked="" type="checkbox"/>	3	<div style="width: 30%;"></div>
● 桁架桥	2	<div style="width: 20%;"></div>
● 拱桥	2	<div style="width: 20%;"></div>
● 梁式桥 <input checked="" type="checkbox"/>	7	<div style="width: 70%;"></div>
● 吊桥/悬索桥	1	<div style="width: 10%;"></div>
正确率	33%	

3. 查看提交情况。

查看学生

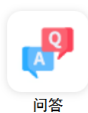
1. 查看选项统计结果。

2. 查看该题目正确率。



4. 查看选项提交详情。

Viewing [Q&A]: Directly view the answer content.



香港本地有什么桥？你认为它属于什么桥型？

生成词云

作业预览

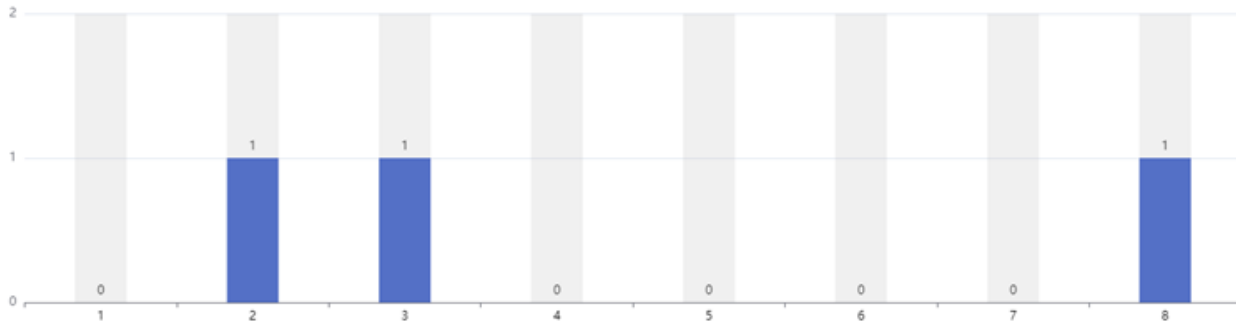
评分 <input type="checkbox"/>	评分 <input type="checkbox"/>	评分 <input type="checkbox"/>	评分 <input type="checkbox"/>
有昂船洲大桥，是一座斜拉桥。	有昂船洲大桥，是一座斜拉桥。	有昂船洲大桥，是一座斜拉桥。	有昂船洲大桥，是一座斜拉桥。
牛倩楠 1 0 1	testStudent37 0 0 0	testStudent42 0 0 0	testStudent12 0 0 0

Viewing [Assignment Submission]: Assignment submission supports various forms, such as Word, PPT, images, etc. After students complete the assignment submission, teachers can click to open the student's assignment for viewing.

Viewing [Matching]: Supports viewing the correct answer rate for each question, the total correct rate, and the submission results of each student.

答对数量

查看学生

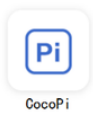


答题人数 1人 全部答对人数为 0人 正确率为 0%

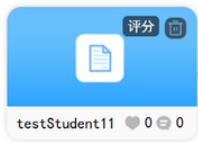
Viewing [Ordering]: Supports viewing the correct answer rate and the submission results of each student.

Viewing [CocoPi]: Click the icon to open the student's assignment in the programming interface, where teachers can check and verify the programming assignment.

工具5



作业预览



1. 点击打开编程界面。

```
1 from maix import camera
2 import os
3 from maix import display
4 from maix import image
5 from maix import nn
6 from maix.nn.app import face
7 from maix.nn.app.face import FaceRecognize
8 import sys
9 sys.path.append("/root/")
10 from CocoPi import BUTTON
11 import time
12 import json
13 from maix import mjpg
14 from maix import utils
15 import base64

camera = FaceRecognize(camera=camera)
camera.start()

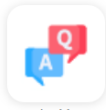
global cameraSize
try:
    if os.path.exists("/etc/cameraSize.cfg"):

```

Assignment Operations

Delete: All teacher roles who have entered this course can delete all assignments using the **[Delete]** button in the upper right corner of the assignment.

工具1 时间: 2024-06-29 11:27:02



问答

香港本地有什麼橋? 你認為它屬於什麼橋型?

作业预览

<p>评分 </p> <p>有昂船洲大橋，是一座斜拉橋。</p> <p>牛倩楠 1 1</p>	<p>评分 </p> <p>有昂船洲大橋，是一座斜拉橋。</p> <p>testStudent37 0 0</p>	<p>评分 </p> <p>有昂船洲大橋，是一座斜拉橋。</p> <p>testStudent42 0 0</p>	<p>评分 </p> <p>有昂船洲大橋，是一座斜拉橋。</p> <p>testStudent12 0 0</p>
---	---	---	---

Second Submission: Except for the **[Assignment Submission]** tool, all other tools do not support second submissions. Re-submission with other tools will overwrite the previous submission result.

Grading: Teachers are supported in grading assignments using the **[Grading]** button in the upper right corner of the assignment. Both the teacher and student sides can view the grading results.

[Note] Other teacher roles, except for the course creator and collaborators, do not support assignment grading.

作业预览



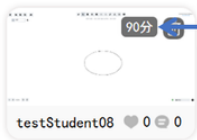
1. 点击作业评分按钮。



2. 输入评分 (0-100)。

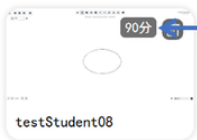
3. 保存并上传评分。

作业预览



4. 教师端查看评分。

作业预览



5. 学生端查看评分。

AI Grading: Assignments for which AI grading was set during course creation support AI grading. Teachers can choose one-click AI grading or select students for AI grading.



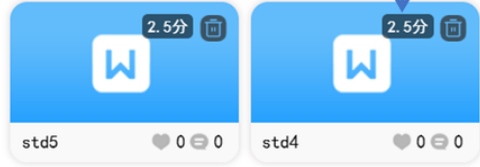
观察基础环境传感器（如DHT11温湿度、光照模块），学习原理、用途与基本接线方法，记录笔记。

作业预览

2. 点击查看评分。

一键重置 AI评分

1. 点击进行所有作业评分。



教师评分

3. 查看/修改评分。

任务得分

- 学生能够准确记... ★★★★★
- 学生能够清晰描... ☆☆☆☆☆

std4
2025-12-30 19:58:21

学生作业 点赞与评论

作业准确地记录了DHT11温湿度传感器和光照传感器模块的原理及用途，包括其感知原理和实际用途，但没有涉及任何接线方法的描述，需补充传感器接线方面的细节。期待你对接线方法的深入研究和记录!

DHT11 温湿度传感器原理：能感应空气中的温度和湿度，把温度、湿度的变化变成电子信号，传给单片机等设备。用途：做温湿度计、智能花盆（监测土壤湿度）、温室大棚监测环境。光照传感器模块原理：里... 电阻越小，产生的电信号就越强，从而检测光照强弱。用途：做自动路

3. 查看/修改评语。

重新生成

4. 点击重新生成评语。

6. 点击进行AI评分。

清空

AI评分

提交列表 (2)

5. 清空评分与评语。

Analysis: Teachers are supported in performing unified analysis of all submitted assignments.

工具2 时间: 2025-12-30 20:04:57

分析

文档

观察基础环境传感器（如DHT11温湿度、光照模块），学习原理、用途与基本接线方法，记录笔记。

1.点击打开分析页面。

一键重置 AI评分

作业预览

std5 2.5分 0 0

std4 2.5分 0 0

课程详情

作业详细 学生统计 智能分析

2.点击切换至智能分析页面。

文件预览 文案编辑

姓名	内容	提交时间
std5	<p>温湿度传感器原理：可以感应空气中的温度和湿度，把温度、湿度的变化变成电子信号，传给单片机。用途：制作温湿度计，监测温室大棚的环境，还能做智能花盆看土壤…	2025-12-30 20:04:57
std4	<p>DHT11 温湿度传感器原理：能感应空气中的温度和湿度，把温度、湿度的变化变成电子信号，传给单片机等设备。用途：做温湿度计、智能花盆（监测土壤湿度）、温室大棚…	2025-12-30 19:58:21

4.点击选择快速分析的细则。

3.输入需要分析的内容。

5.点击关闭分析页面。

猜你想问：

- 学生在作业中对温湿度传感器和光照传感器的理解是否准确？
- 学生是否能够清晰表达传感器的原理和用途？
- 学生提交作业的时间是否反映了学习习惯或时间管理能力？
- 如何根据作业内容给出具体的改进建议？
- 是否需要根据学生的作业表现调整教学内容或方式？

2025-12-30 20:34:13

清屏 连续对话 在此输入您想了解的内容 发送

Comment: Teachers are supported in commenting on the assignment's text content using the **[Comment]** button. Teachers and students can view comment details in the comment pop-up window and the number of comments on the assignment preview interface.

[Note] If the teacher opens the assignment viewing permission (refer to Course Implementation - Student Permission Settings), students can comment on and view others' assignments.

作业预览



1. 点击作业评论按钮。



作业预览



5. 显示作业评论数量。

Interaction: Teachers or students are supported in liking student assignments using the **[Like]** button. For one assignment, the number of likes is calculated cumulatively based on the liking accounts. A teacher or student account can only like once, and clicking again cancels the like.

[Note] If the teacher opens the assignment viewing permission (refer to Course Implementation - Permissions - Implementation Permissions section), students can like others' assignments.

作业预览



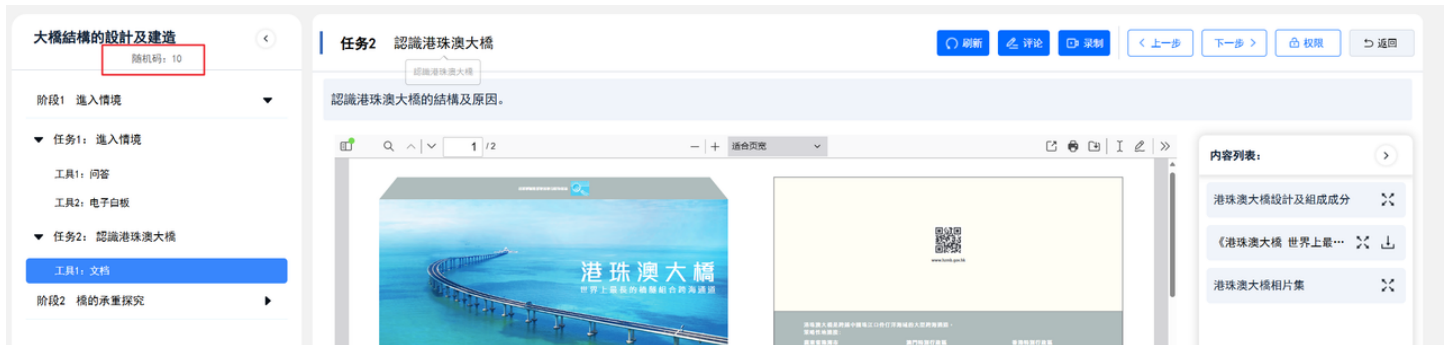
Student Side

No Account Login

Students are supported in logging into their personal accounts using the identification code without entering an account and password.

STEP 01 Obtaining the Course Random Code

The teacher enters the course via [**Teach with Class**] on the course homepage in the course center, and then can view the course's identification code on the course content interface.



STEP 02 Student Login

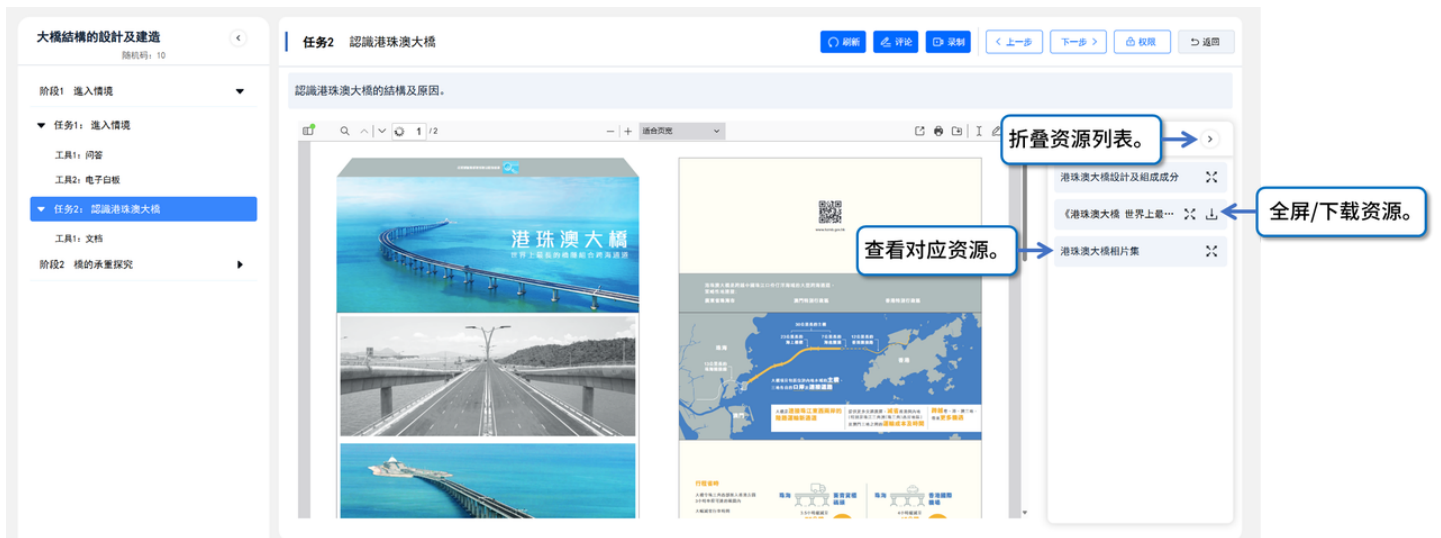
Students open <https://cloud.cocorobo.cn>, select the student identity to log in, enter the organization ID and course identification code in the input box, select their personal name to enter, and log in to their personal account to begin learning the course.



Viewing Resources

In the learning stage or learning task where the teacher allows viewing on the course content page, students can click to display, download, and view the corresponding resources in full screen in the resource list.

[Note] Files uploaded locally during course creation, such as .ppt, .doc, .mp4, and .pdf, support downloading. Embedded text, images, links, and video codes do not support downloading.



View Document: Clicking on a document opens it online. .pdf and .doc files can be scrolled down directly to view the complete document. .ppt files can be viewed page by page using the left/right keys, or opened in a new browser window via **[Start Slideshow]** to switch tasks independently of the current interface. On the .pptx file playback page, you can control the slideshow using a mouse click or the < or > keys.





View Link: For web pages that support external link fetching, the page content can be viewed in the resource viewing area. You can jump and open the web page in a new browser tab via **[Open Link]**.

[Note] Some websites do not support external link viewing, and there will be no content in the resource display area. You must use **[Open Link]** to view it in a new tab.

任务1 進入情境

刷新 评论 录制 < 上一步 下一步 > 权限 返回

閱讀以下資料，並自行搜索湖南省矮寨大橋、潮州市廣濟橋等，認識國內的橋及不同種類的橋型。

维基百科 自由的百科全书

搜索

[创建账号](#) [登录](#) ...

[维基百科志願者互动交流群](#) (Telegram: @wikipedia_zh_nz, Discord及IRC: #wikipedia-zh IRC//互联) 欢迎大家加入。 [关闭]

武汉长江大桥 [编辑]

[目录](#) [隐藏](#)

[序言](#)

- > 早期规划
- > 兴建
- > 通车
- > 运营维护
- > 建筑
- > 事故及事件
- > 影响与意义
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- > 外部链接

[条目](#) [讨论](#) [大陆简体](#)

[阅读](#) [编辑](#) [查看历史](#) [工具](#)

坐标：30°32′56″N 114°17′17″E

武汉长江大桥

坐标 30°32′56″N 114°17′17″E

承载 京广铁路 G107 107国道 武汉内环线

跨越 长江

地点 中华人民共和国湖北省武汉市武昌区

武汉长江大桥是长江上的一座铁路、公路两用桥，位于中华人民共和国湖北省武汉市。大桥横卧于汉阳龟山和武昌蛇山之间的长江江面之上，为长江上第一座永久性桥梁，因此又被称为“万里长江第一桥”。武汉长江大桥的建设规划始于清末，1913年至1948年间曾先后四次进行勘测、选址和设计，但几次规划都因经济、战乱等原因而被搁置。中华人民共和国成立以后，从1950年起开始测量和设计武汉长江大桥，后于1955年9月动工建造。建造过程中，由于采用新的管柱钻孔法取代传统的气压沉箱法，加快了大桥的建造速度，使大桥提前2年竣工，于1957年10月正式通车。

武汉长江大桥为双层钢桁梁桥，上层为双向四车道的公路桥，两侧设有人行道；下层为京广铁路复线。大桥建成后，偕同配套的汉水铁路桥、江汉桥将武汉三镇连为一体，结束了武汉三镇互相隔江而望的历史。大桥也是武汉市的标志性建筑和旅游景点之一，并于2013年成为全国重点文物保护单位。

[早期规划](#) [编辑]

打开链接

内容列表:

- 橋的修建技術.doc
- 趙州橋
- 武漢長江大橋
- 1.1_PowerPoint_TC.pptx

View Embedded Code Video: For videos set up with **[Embedded Code]** during course creation, you can click the play button on the interface to play the video directly.

[Note] Some video websites (such as <https://www.bilibili.com/>) require login to play.

Joining Groups

STEP 01 Students Joining Groups:

If the teacher sets up group submission for a single learning tool via the **[Student Grouping]** tool (see Course Implementation - Grouping - Tool Grouping section), in the corresponding tool area in the course center, students click the tool icon, click **[Join Group]** in the pop-up window to select and join a group. After joining a group, they can click **[Exit Group]** to leave the group.

[Note] If the teacher closes **[Open Seating]**, students cannot freely adjust groups.

The image shows a sequence of three screenshots illustrating the student grouping process:

- Step 1:** The interface shows a toolbar with a '学生分组' (Student Grouping) icon. A callout box points to this icon with the text: "1. 点击分组工具。" (Click the grouping tool).
- Step 2:** A '分组设置' (Grouping Settings) pop-up window is shown. It displays four groups: '第1组' (Group 1), '第2组' (Group 2), '第3组' (Group 3), and '第4组' (Group 4), each with '目前人数0人' (Current number of people: 0). Below this, a '加入分组' (Join Group) button is highlighted for '第1组'. A callout box points to this button with the text: "2. 点击即可加入分组。" (Click to join the group).
- Step 3:** The '加入分组' (Join Group) button for '第1组' is now '退出分组' (Exit Group). A callout box points to this button with the text: "3. 点击即可退出分组。" (Click to exit the group).

STEP 02 Group Assignment Submission:

After the grouping is set successfully, students are supported in submitting work in group format under this grouping tool.



学生分组

第1组 目前人数1人

第2组 目前人数0人

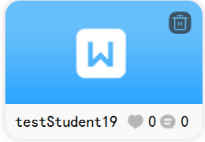
第3组 目前人数0人

第4组 目前人数0人

作业预览

第1组

上传作业



Viewing Assignments

Viewing Personal Assignments

In the tool area, after submitting an assignment, students can view the details of their submitted assignment and the accuracy statistics (applicable to multiple-choice, matching, ordering, and other questions that support setting correct answers).

Viewing [Whiteboard]: The submission format is an image. Click the assignment icon to zoom in and view the image.

工作区

工具1 时间: 2024-06-29 15:14:42



电子白板

作业预览

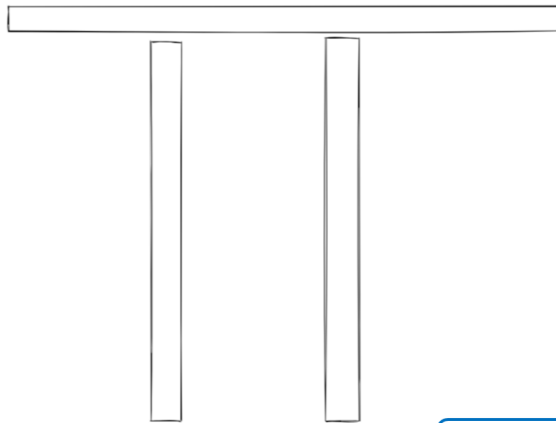


1. 点击提交图片放大。



要移动画布，请按住鼠标滚轮或空格键，再拖拽鼠标

3. 点击关闭图片。



2. 点击调整比例、方向。



100%

简体中文

Viewing [Document]: The submission format is the tool interface. Click the assignment icon to open the interface for viewing.

工作区

工具1

文档

观察图片：港珠澳大桥结合了哪两种桥型的设计？为甚麽要用两种不同的桥型搭建？请结合海底结构分析。

作业预览

评分


牛倩楠 0 0 0

1. 点击作业打开弹窗。

文档

2. 点击关闭作业。

观察以下两张图片：港珠澳大桥结合了哪两种桥型的设计？



结合了斜拉桥和桥式桥的设计，因其一些位置无法安装桥墩，所以无法做桥式桥。

2. 点击关闭作业。

关闭

Viewing [Mind Map]: The submission format is an image. Click the assignment icon to zoom in and view the image (Same as [Whiteboard]).

Viewing [Spreadsheet]: The submission format is an iframe interface. Click the assignment icon to open the interface for viewing (Same as [Document]).

Viewing [Survey]: Supports viewing personal submission results.



问卷调查

作业预览

testStudent

1. 点击作业图标。

testStudent16



标题: 投票

题目内容

1 题目: 你喜欢哪一组的结果?

1

2. 查看作业结果。

2

3

Viewing [Multiple Choice]: Supports viewing personal submission results (Same as [Survey]).

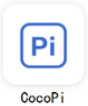
Viewing [Q&A]: Directly view the answer content.

Viewing [Assignment Submission]: Assignment submission supports various forms, such as Word, PPT, images, etc. After students complete the assignment submission, they can click to open the document content for viewing.

Viewing [Matching]: Supports viewing personal submission results (Same as [Survey]).

Viewing [Ordering]: Supports viewing personal submission results (Same as [Survey]).

Viewing [CocoPi]: Click the icon to open the personal assignment in the programming interface, where students can check and verify the programming assignment.

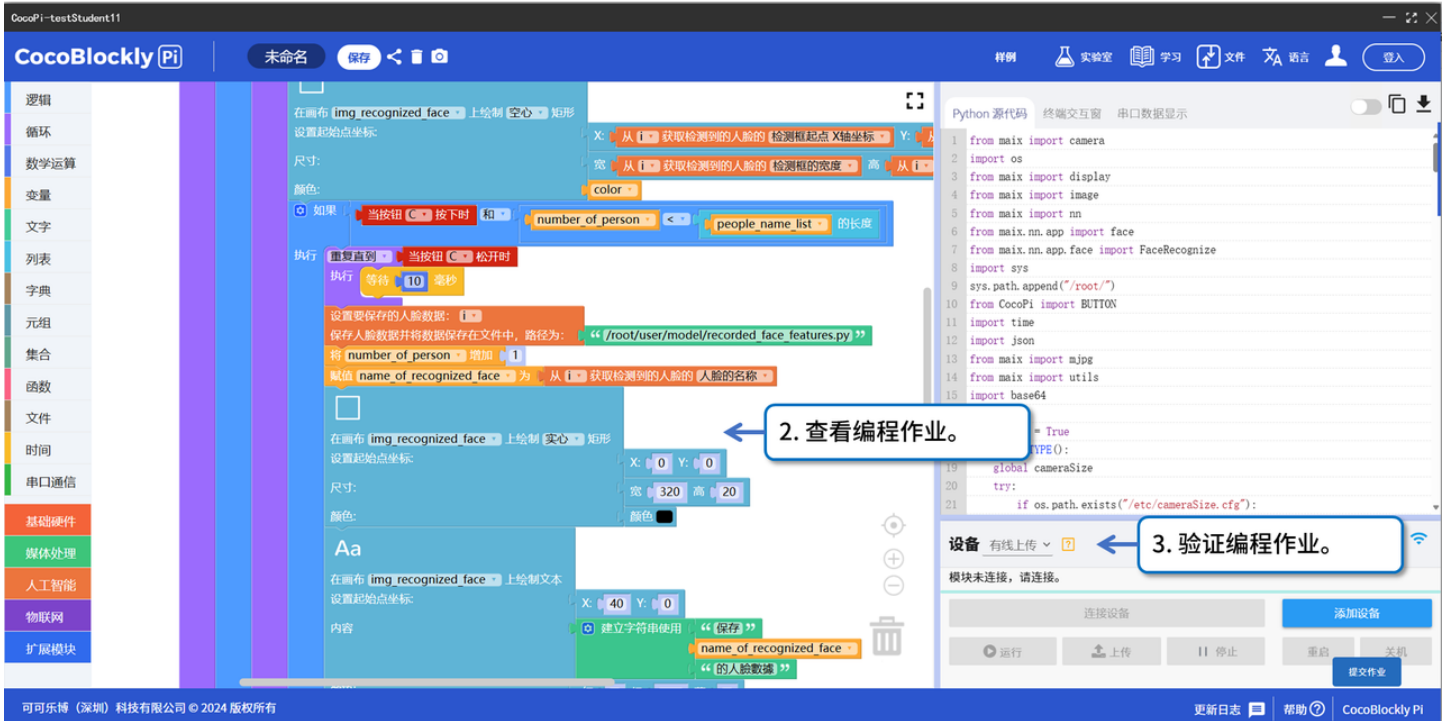


CocoPi

作业预览



1. 点击打开编程界面。



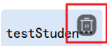
Personal Assignment Operations

Delete: Individual students can delete their personal assignment using the [Delete] button in the upper right corner of the assignment.



问卷调查

作业预览



Second Submission: Except for the [Assignment Submission] tool, all other tools do not support second submissions. Re-submission will overwrite the previous result.

Viewing Grade: If the teacher grades the assignment using [Grading], students can view the grading result.

作业预览

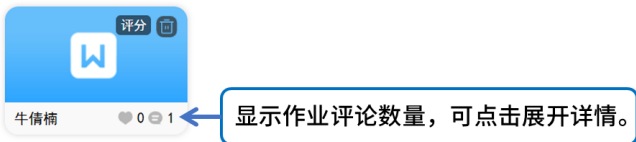


Comment: If comments from the teacher or other students are generated on the assignment, students can view the comment details in the comment pop-up window and the number of comments on the assignment preview interface.

[Note] If the teacher opens the assignment viewing permission (refer to Course Implementation - Permissions - Implementation Permissions section), students can comment on and view others' assignments.



作业预览



Other Students' Assignment Operations

Like: Students are supported in liking other students' assignments using the **[Like]** button. For one assignment, the number of likes is calculated cumulatively based on the liking accounts. A teacher or student account can only like once, and clicking again cancels the like.

[Note] If the teacher opens the assignment viewing permission (refer to Course Implementation - Permissions - Implementation Permissions section), students can like others' assignments.

作业预览



Comment: Students are supported in commenting on other students' assignments using the **[Comment]** button. Students can view the comment details of their own or others' assignments.

[Note] If the teacher opens the assignment viewing permission (refer to Course Implementation - Permissions - Implementation Permissions section), students can comment on others' assignments.

作业预览



1. 点击作业评论按钮。



2. 输入作业评论内容。

3. 保存作业评论。



4. 显示作业评论内容。

作业预览



5. 显示作业评论数量。

Interactive Courseware Mode

Teacher-side

Teaching Interface

Upon entering the teaching interface, **[Follow Mode]** is enabled by default. In this mode, the students' page switching is completely synchronized with the teacher's.

To allow students to switch pages freely, you can switch to **[Free Mode]** at the top. This mode supports students changing pages independently.

The courseware content on the teacher's page is displayed in the center. The teacher can view the content of the current page.

Click the left collapse icon to expand the courseware page outline; clicking the outline allows you to jump to the corresponding page.

Click the right collapse icon to expand the student response statistics and AI functions (pending launch).

Note: The student response statistics page is only supported for Interactive Tools, AI Applications, and H5 Pages.

Assignments

Interactive Tool - Multiple-Choice Questions

When entering the Interactive Tool - [Multiple-Choice Questions] page, the teacher's side defaults to displaying the question content.

Once students submit their results, the teacher can view the results in the central display area and the right collapse area.

The response result area displays:

- Summary statistics including the number of participants and accuracy rate.

- The submitted members and unsubmitted members within the class.

Expanding the unsubmitted personnel area allows you to view all unsubmitted members for the current page in the class.

Expanding the submitted personnel area allows you to view all submitted members for the current page in the class.

Clicking a student's name allows you to view the individual student's response result.

Expanding an individual option allows you to view all students who selected that option.

Clicking [View Results] allows the teacher to view the statistical results for each question in the central display area. You can switch between all question results on the current page using Next/Previous Question.

Interactive Tool - Q&A Questions

When entering the Interactive Tool - [Q&A Questions] page, the teacher's side defaults to displaying the question content.

Once students submit their results, the teacher can view the results in the central display area and the right collapse area.

The result area displays the number of participants, submitted members, and unsubmitted members.

Expanding the unsubmitted personnel area allows you to view all unsubmitted members for the current page in the class.

Expanding the submitted personnel area allows you to view all submitted members.

Clicking a student's name allows you to view the individual student's response result.

Clicking [View Results], the student answers for Q&A questions are displayed as cards in the central display area, which the teacher can click to expand and view the answer.

Interactive Tool - AI Application

When entering the Interactive Tool - [AI Application] page, the teacher's side defaults to displaying the question content.

Once students submit their results, the teacher can view the results in the central display area and the right collapse area.

The result area displays the number of participants, submitted members, and unsubmitted members.

Expanding the unsubmitted personnel area allows you to view all unsubmitted members for the current page in the class.

Expanding the submitted personnel area allows you to view all submitted members.

Clicking a student's name allows you to view the individual student's response result.

Clicking [View Results], the human-computer dialogue results for the AI Application are displayed as cards in the central display area, which the teacher can click to expand and view the dialogue record.

Interactive Tool - H5 Page

When entering the Interactive Tool - [H5 Page] page, the teacher's side defaults to displaying the question content.

Once students submit their results, the teacher can view the results in the central display area and the right collapse area.

The result area displays the number of participants, submitted members, and unsubmitted members.

Expanding the unsubmitted personnel area allows you to view all unsubmitted members for the current page in the class.

Expanding the submitted personnel area allows you to view all submitted members.

Clicking a student's name allows you to view the individual student's response result (displayed as a screenshot).

Clicking [View Results], the screenshot results for the H5 Page are displayed as cards in the central display area, which the teacher can click to expand and view the screenshot.

Gadgets

A countdown timer can be set on the page, visible to both the teacher and students.

Supports pausing the timer while it is running, or resetting and modifying the time.

Note: The countdown timer is only effective for the current page; it will be canceled when switching pages.

The pen or laser pointer function can be used on the page, visible to both the teacher and students.

Class Dismissal

To end the lesson, the teacher can click the [Dismiss Class] button on the right side of the top bar. This function will log out all student accounts in the current class.

Student-side

Course Entry and Login

Students can quickly enter the course using the Course ID displayed at the top of the course.

Go to <https://cloud.cocorobo.com>. Select the login identity as [Student]. The system will default to the Course ID login page. The student enters the current Organization ID and the current Course ID. Click [Confirm].

This will navigate to the course student list, where the student selects their name to complete the login.

Learning Interface

The courseware page on the student's side is displayed in the center, and the student can view the content of the current page.

When the teacher's side is switched to **Follow Mode**, the student's courseware page switching remains synchronized with the teacher's.

When the teacher's side is switched to **Free Mode**, the student can view the outline and switch pages freely.

Interactive Tools

Multiple-Choice Questions

When entering the Interactive Tool - Multiple-Choice Questions page, the student can select an option and submit the result.

If the page contains multiple questions, the student uses Next/Previous Question to switch and complete all questions, and then submits. The teacher can then view the results.

Q&A Questions

When entering the Interactive Tool - Q&A Questions page, the student can input text, upload images, adjust formatting, etc., in the rich text editor using text or speech-to-text.

Speech-to-text: Click the start button, and the browser will prompt for permission settings. After allowing microphone access, recording begins. Real-time speech-to-text results will be inserted at the cursor position in the text editor until recording is complete.

After completion, click [Submit] for the teacher to view the results.

H5 Page

When entering the H5 Page, the student completes the operations according to the content of the current H5 page.

Click [Submit], and the teacher can view the result in the form of a screenshot.

AI Application

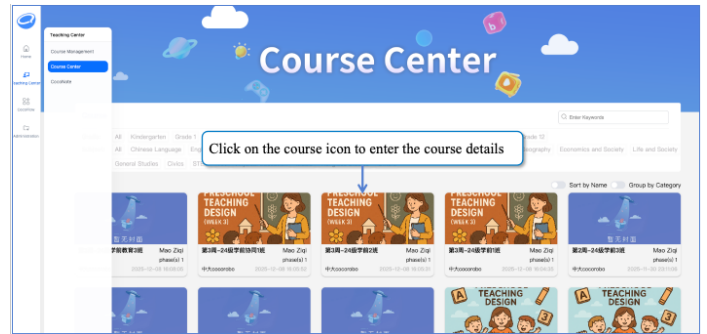
When entering the AI Application page, the student interacts with the intelligent agent/workflow as set by the AI application.

After completion, click [Submit], and the teacher can view the student's dialogue results with the AI.

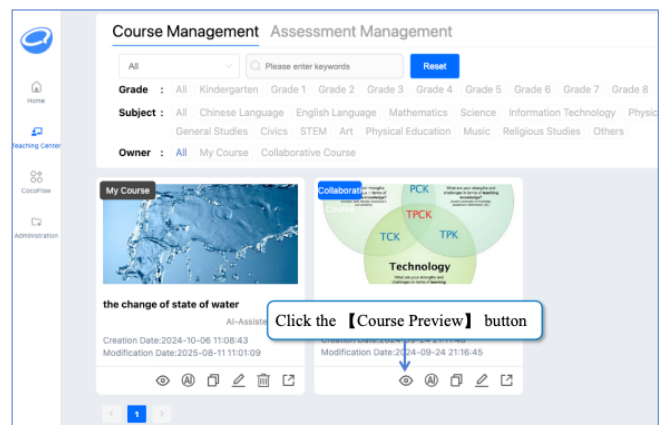
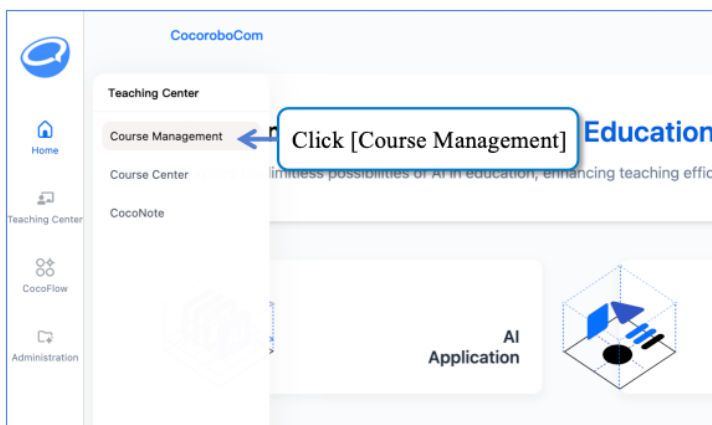
Course Instruction

Go to the [Course Center] interface in the [Teaching Center], where teachers can view all courses set to [Public] within the current organization.

[Note] If the course is not set to public in **[Course Management]**, you will not be able to view it in the **[Course Center]**.



Go to the corresponding course in the **[Course Management]** app within the **[Teaching Center]**, where teachers can view all courses they have created.



Course Implementation

Adding Teaching Classes

Teachers need to select/add teaching classes before instructing a course. After setting up a teaching class, students in that class can use the course identification code to log in to the platform and view the course in the course center of their student account.

The change of state of water 1 Phrase (s) Task6

Category: Grade 7/Science

Owner: participants: 1 Person

QR Code

Click the [Start Class] button

Start Class

Course Information Optimize

Course Introduction: The Change of State of Water

Welcome to *The Change of State of Water*, a hands-on science course designed for middle school students! In this course, you'll explore the fascinating ways water changes between solid, liquid, and gas states. Through engaging experiments and collaborative projects, you'll learn about melting, freezing, evaporation, and condensation, and discover how these processes power the water cycle. You'll build models, conduct scientific investigations, and present your findings on how water's transformations influence weather and ecosystems. Guided by the driving question—*How do changes in the state of water impact our environment and daily lives?*—you'll develop key scientific skills such as observation, inquiry, and critical thinking. Emphasis

Phase Analyse Evaluation

stage(s) 1 task(s) 6

Task View

The change of state of water 1 Phrase (s) Task6

Category: Grade 7/Science

Start Class

Course Information Optimize

Course Introduction: The Change of State of Water

Welcome to *The Change of State of Water*, a hands-on science course designed for middle school students! In this course, you'll explore the fascinating ways water changes between solid, liquid, and gas states. Through engaging experiments and collaborative projects, you'll learn about melting, freezing, evaporation, and condensation, and discover how these processes power the water cycle. You'll build models, conduct scientific

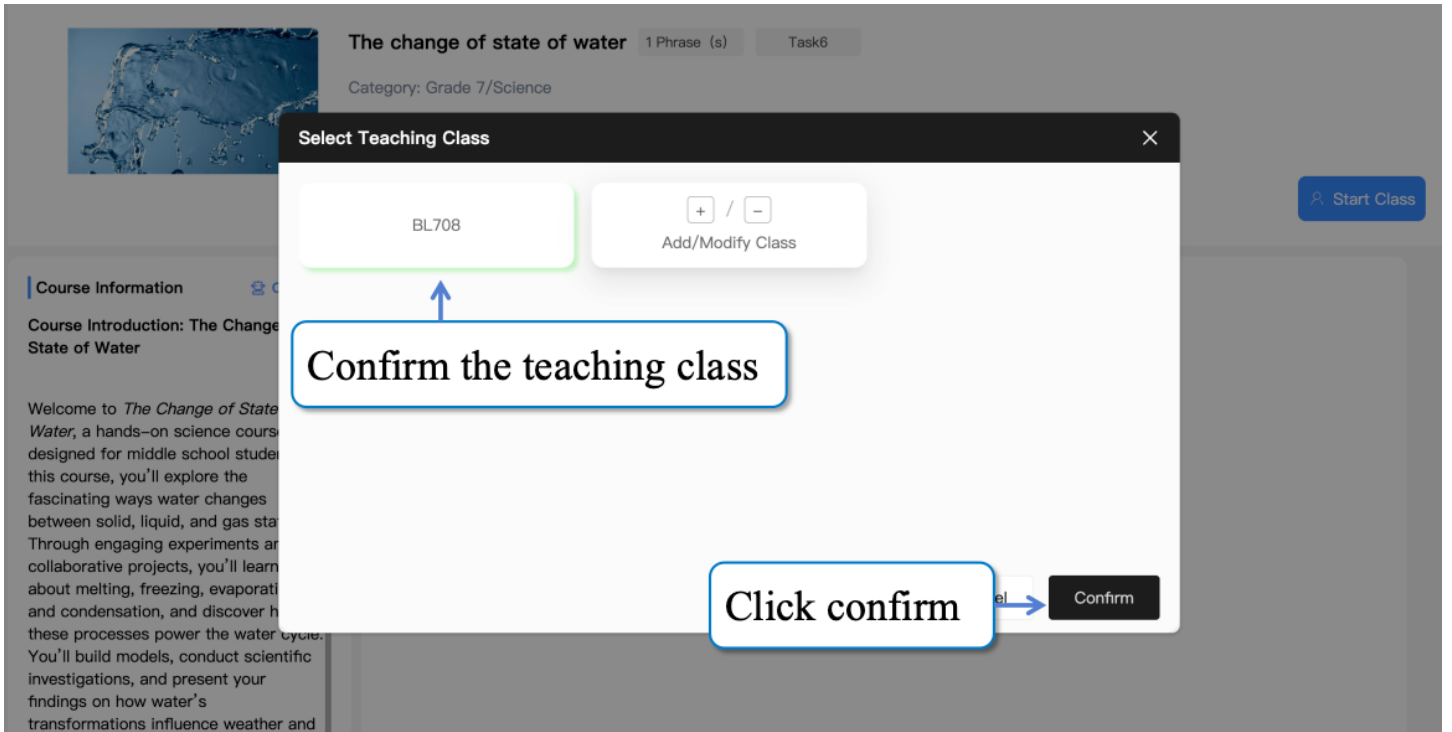
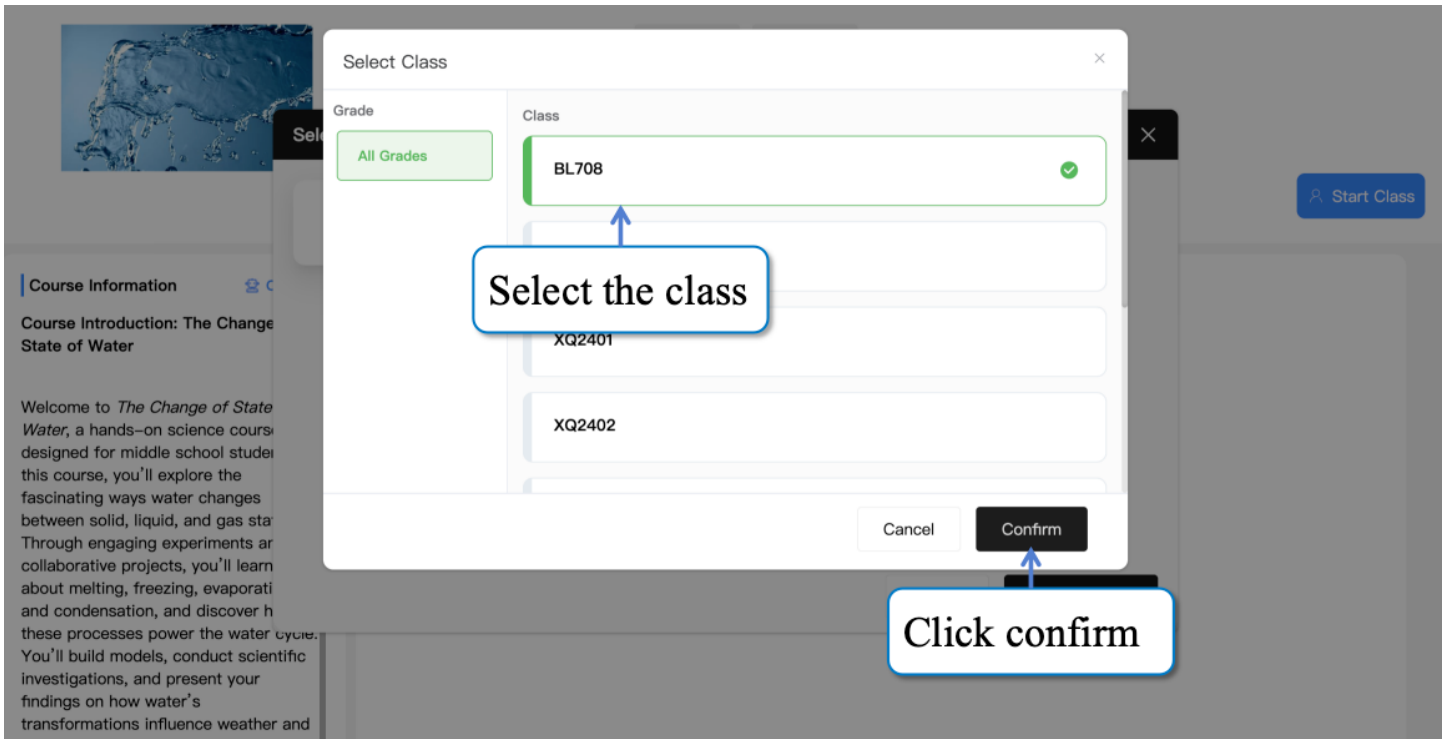
Select Teaching Class

+ / -

Add/Modify Class

Click the [Add/Modify Class] button

Cancel Enter Directly



保护深圳红树... 识别码: 23

任务1 入项活动: 提出驱动性问题

工具1

分析

7.获得课程【识别码】

工具2: 应用中心

工具3: 作业提交

工具4: 文档

▶ 任务2: 知识与能...

▶ 任务3: 探索与形...

▶ 任务4: 公开成果...

文档

未提交

学生03 学生04 学生06 学生07 学生05 学生08 学生01 学生09

学生10 学生02 学生14 学生12 学生16 学生20 学生13 学生18

学生15 学生17 学生19 学生11

素养	评价标准	细则
科学观念 (科学)	学生能够准确记录观察到的植物、动物及环境特征。	查看

工具2

分析

If the teaching class is empty or a new class needs to be added, teachers can go to **[Student Management]** in the **[Academic Affairs Center]** to add new teaching classes and student accounts.

CocoroboCom

Administration

Student Management

1. Click [Administration] - [Student Management]

Home

teaching Center

CocoFlow

Administration

AI Application

Course Center

Course Management

Learning Space

Back to Previous Version Exit

3. 点击【添加年级】按钮

2. 点击【年级管理】

年级管理

请输入年级名称 [查询](#)

年级名称	班级数	操作
三年级	0	查看班级 修改 删除
	0	查看班级 修改 删除
	1	查看班级 修改 删除
	0	查看班级 修改 删除
二年级	0	查看班级 修改 删除
	1	查看班级 修改 删除
一年级	0	查看班级 修改 删除
	2	查看班级 修改 删除
	1	查看班级 修改 删除
	3	查看班级 修改 删除

添加年级

5. 点击【添加班级】

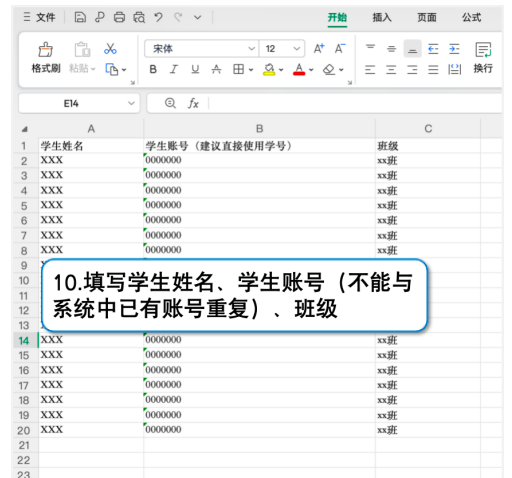
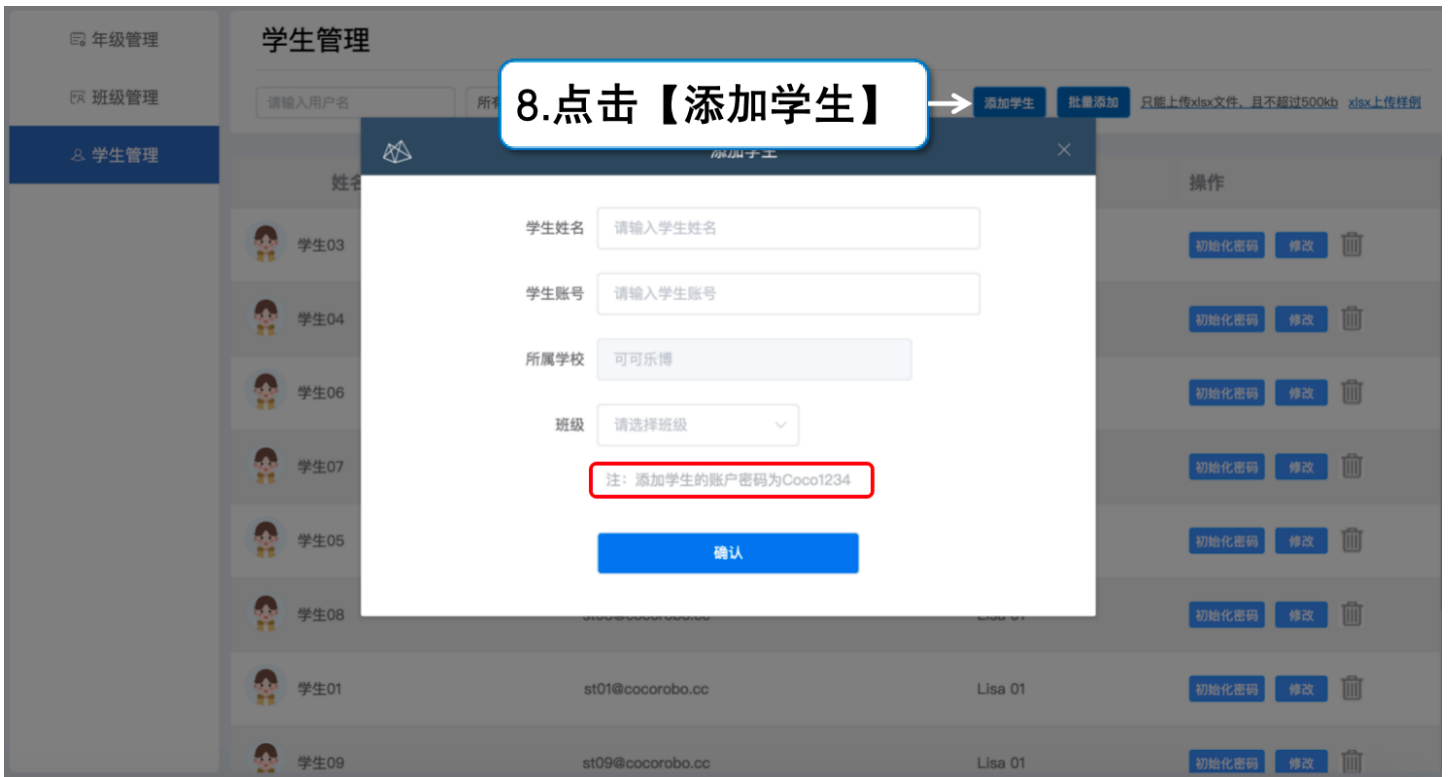
4. 点击【班级管理】

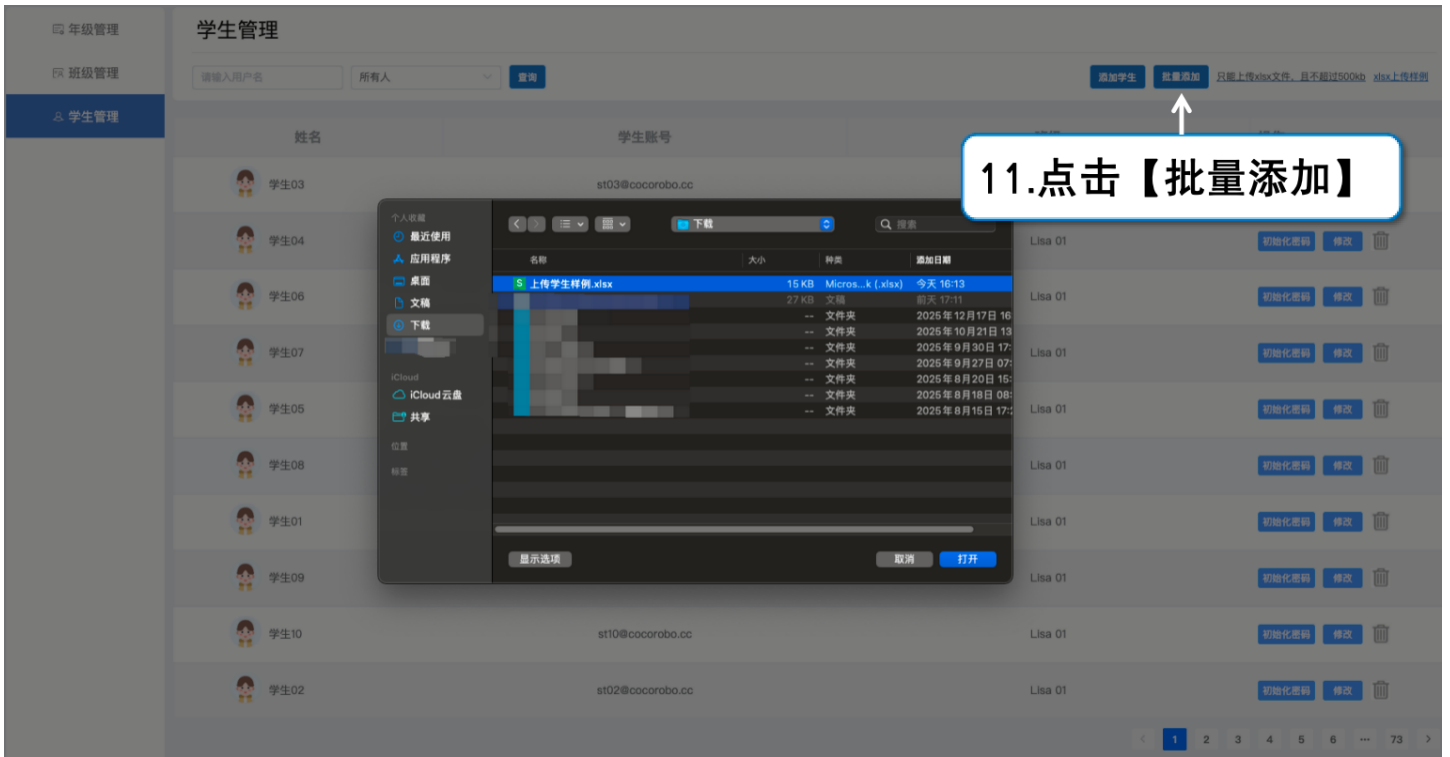
班级管理

请输入班级名称 [查询](#)

所属年级	人数	操作
暂无	17	查看学生 修改年级 修改名称 删除
测试年级	20	查看学生 修改年级 修改名称 删除
暂无	0	查看学生 修改年级 修改名称 删除
暂无	50	查看学生 修改年级 修改名称 删除
暂无	1	查看学生 修改年级 修改名称 删除
暂无	40	查看学生 修改年级 修改名称 删除
暂无	1	查看学生 修改年级 修改名称 删除
暂无	40	查看学生 修改年级 修改名称 删除
暂无	16	查看学生 修改年级 修改名称 删除
暂无	5	查看学生 修改年级 修改名称 删除

添加班级





[Note] If you do not set up a class, students' accounts will not be able to view the course in the course center; if you do not require students to view the course, you can click to enter the course directly.



Student Permission Settings

[Note] If you are not the course creator or a collaborator, you cannot set these permissions.

保护深圳红树... 识别码：23

任务1 入项活动：提出驱动性问题

工具1

文档

在考察红树林之前，先使用AI搜索助手一起来查阅资料吧！

未提交

学生03 学生04 学生06 学生07 学生05

学生10 学生02 学生14 学生12 学生16 学生20 学生13 学生18

学生15 学生17 学生19 学生11

素养	评价标准	细则
科学观念 (科学)	学生能够准确记录观察到的植物、动物及环境特征。	查看

工具2

分析

1. 点击【...】

2. 点击【权限】

保护深圳红树... 识别码：23

任务1 入项活动：提出驱动性问题

工具1

文档

在考察红树林

未提交

学生03 学生04 学生08 学生01 学生09

学生10 学生02 学生20 学生13 学生18

学生15 学生17 学生19 学生11

素养	评价标准	细则
科学观念 (科学)	学生能够准确记录观察到的植物、动物及环境特征。	查看

工具2

分析

权限设置

允许学生查看所有作业

禁止学生查看阶段

开启跟随模式

允许学生查看内容资料

关闭

3. 点击进行权限设置

Allow students to view all assignments: Set whether students can view assignments submitted by other accounts under the learning tool. If the permission is closed, students can only view their individual assignments; if the permission is open, students can view others' assignments, like them, and interact.

Forbid students from viewing stages: Set whether students can view all stage content of the course. If the permission is closed, students can only view the current stage and previous stages up to the point when the teacher closed the permission.

[Note] If there are no stages displayed in the course task list, the stage viewing permission setting cannot be set to close the current and previous tasks (stage settings are not effective for purely task-based courses).

Enable Follow Mode: Set whether to enable Follow Mode. If enabled, the student side will display the course content in full screen and switch tasks following the teacher's task progress.

Allow students to view content materials: Set whether students can view the content materials within the course.

Viewing Resources

On the course content page, teachers can click to display, download, and view the corresponding resources in full screen in the resource list.

[Note] Files uploaded locally during course creation, such as .ppt, .doc, .mp4, and .pdf, support downloading. Embedded text, images, links, and video codes do not support downloading.



View Document: Clicking on a document opens it online. .pdf and .doc files can be scrolled down directly to view the complete document. .ppt files can be viewed page by page using the left/right keys, or opened in a new browser window via **[Start Slideshow]** to switch tasks independently of the current interface. On the .pptx file playback page, you can control the slideshow using a mouse click, the < or > keys, or a remote pen.



View Link: For web pages that support external link fetching, the page content can be viewed in the resource viewing area. You can jump and open the web page in a new browser tab via **[Open Link]**.

[Note] Some websites do not support external link viewing, and there will be no content in the resource display area. You must use **[Open Link]** to view it in a new tab.

The screenshot shows a course interface with a task titled '任务1 進入情境'. At the top, there are navigation buttons: '刷新', '评论', '录制', '< 上一步', '下一步 >', '权限', and '返回'. Below this is a light blue bar with the text: '閱讀以下資料，並自行搜索湖南省矮寨大橋、潮州市廣濟橋等，認識國內的橋及不同種類的橋型。'. The main content area features a Wikipedia article for '武汉长江大桥' (Wuhan Yangtze River Bridge). The article text is enclosed in a red rectangular box. To the right of the article is a metadata panel with fields for '坐标', '承载', '跨越', and '地点'. Below the article, a '打开链接' button is highlighted with a red box. On the right side of the interface, there is a '内容列表' (Content List) sidebar containing items like '橋的修建技術.doc', '趙州橋', '武漢長江大橋', and '1.1_PowerPoint_TC.pptx'.

View Embedded Code Video: For videos set up with **[Embedded Code]** during course creation, you can click the play button on the interface to play the video directly.

[Note] Some video websites (such as <https://www.bilibili.com/>) require login to play. Please handle this yourself or upload the video file directly.

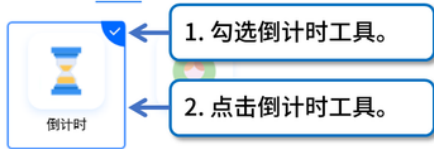
Classroom Interaction

[Interactive] Tools

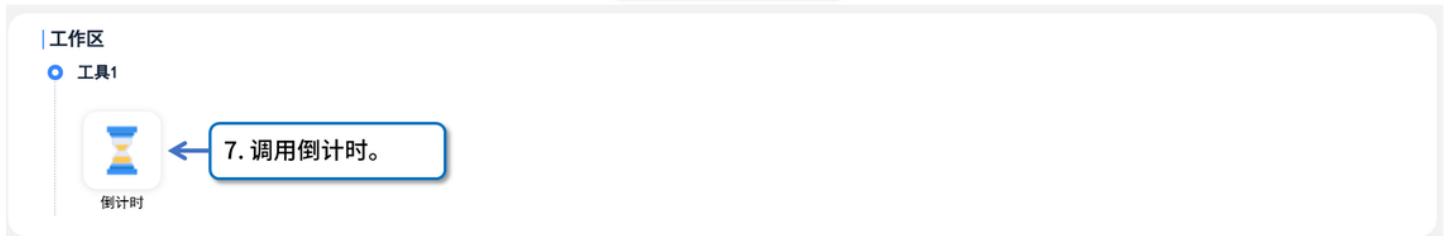
Teachers are supported in using **[Interactive]** tools for classroom interaction, including the **[Countdown]** and **[Selector]** tools that can be selected during the course creation stage.

Using the [Countdown] tool: Teachers set the countdown time (optional) during the course creation stage. After the course is uploaded, they call the tool and start the countdown in the course center. If the teacher did not set the time during course creation, they will set it and start the countdown after calling the tool in the course center.

工具 1： [互动类](#) [思维类](#) [协作类](#) [测评类](#) [评价类](#) [编程类](#) [学科类](#)



6. 上传课程内容。



Using the [Selector] tool: Teachers select this tool during the course creation stage. After the course is uploaded, they select the corresponding class in the course center, call the tool to open the selector interface, and display the students in the class. The teacher can select a student to keep them selected on the selector tool interface. A pop-up notification of selection will appear in the student's course center.



1. 勾选挑人工具。

2. 上传课程内容。

工作区

工具1



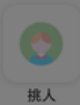
3. 调用挑人工具。

理解跨度對橋承重能力的影響

挑人

工作区

工具1



挑人



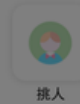
4. 打开挑人界面。

理解跨度對橋承重能力的影響

挑人

工作区

工具1



挑人



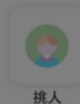
5. 确定挑选人员。

理解跨度對橋承重能力的影響

挑人

工作区

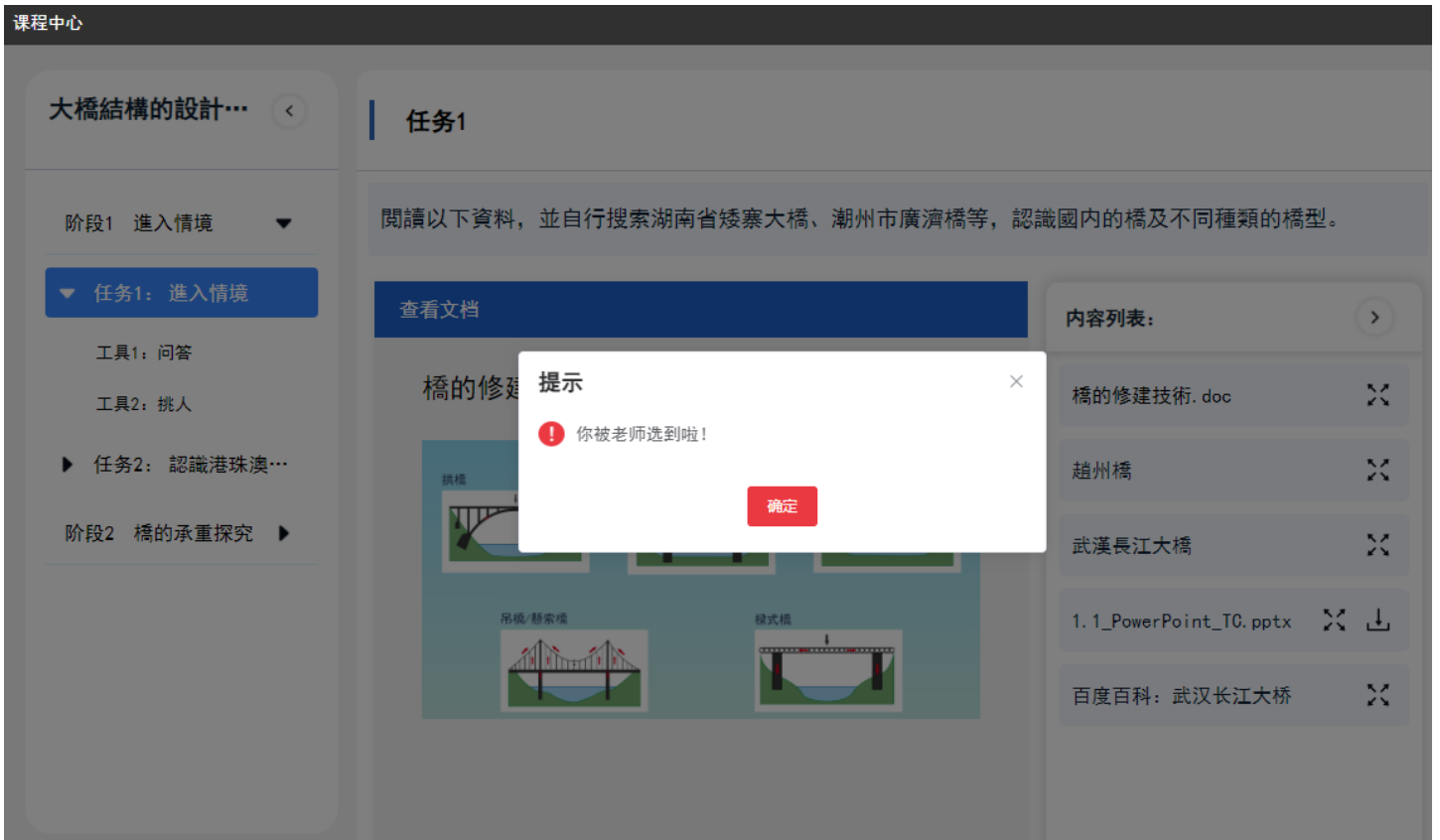
工具1



挑人



6. 保持挑选人员选中状态。



Student Grouping

Teachers can use the **[Student Grouping]** tool to enable group submission of student work for the current tool. Currently supported features include: ① customizing the number of people per group and the number of groups; ② students choosing their own groups; ③ teachers locking groups and adjusting group members; and ④ submitting assignments according to groups under this tool.

[Note] Unlike the grouping setting on the course homepage, the group submission setting of this tool is only effective for the current tool.

STEP 01 Setting up the Grouping Tool: During course creation, call the **[Collaboration Category] [Student Grouping]** tool, set the group names, number of groups, and number of people per group (2-10 people), and then upload the course for the grouping tool to take effect.



1. 调用分组工具。



6. 上传课程编辑内容。

STEP 02 Students Joining Groups:

In the corresponding tool area in the course center, students click the tool icon, click **[Join Group]** in the pop-up window to select and join a group. After joining a group, they can click **[Exit Group]** to leave the group.

[Note] If the teacher needs to disable the permission for free joining or exiting groups, they can close **[Open Seating]** on the teacher side.

工作区

工具1



学生分组

1. 点击分组工具。

第1组 目前人数0人

第2组 目前人数0人

第3组 目前人数0人

第4组 目前人数0人

分组设置



分组设置



分组设置



STEP 03 Group Assignment Submission:

After the grouping is set successfully, the grouping tool supports displaying submitted work in group format, and teachers can open each group's assignment to view the results separately. (For details on viewing tool results, see the [Viewing Assignments] section.)



学生分组

第1组 目前人数1人

第2组 目前人数0人

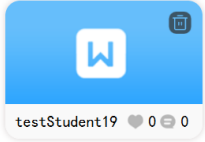
第3组 目前人数0人

第4组 目前人数0人

作业预览

第1组

上传作业



Viewing Assignments

Viewing Results

In the submission content preview area of the tool, teachers can view the content details of all submitted tools, the accuracy statistics (applicable to multiple-choice, matching, ordering, and other questions that support setting correct answers), and the statistics of students who have not yet submitted assignments.

Viewing [AI Application]: The submission format is text. Click the assignment icon to open a pop-up window for viewing.

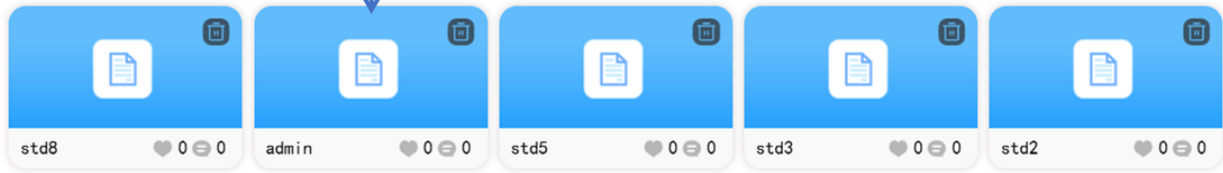


《植物工厂》知…

这是你的知识点学习导师，他可以帮助你学习《植物工厂》相关的知识点哦~

作业预览 折叠

1.点击作业打开弹窗。



查看作业

2.点击关闭作业。

高芥液时相大科以及配制 (化学)
科学实验设计与数据分析 (数学)
设备搭建、传感器与自动化 (工程/编程)
社会意义、可持续发展相关 (社会责任)
快告诉我的进展+遇到的困难，我会帮你明确学科方向，再分科引导、逐步讲解和带你实际操作! ✨

std5

植物的生长需要蛋白质

小可AI助手

你说得很好! 植物的生长确实需要蛋白质, 但它们获取和合成蛋白质的方式和动物不一样。我们来系统梳理一下这个知识点, 并和植物工厂项目实际联系起来 🌟

一、蛋白质对植物的意义 & 植物如何获得

- 1. 蛋白质作用:
蛋白质是生命活动的基础, 比如酶 (催化各种化学反应)、结构蛋白 (构成细胞和组织)、运输蛋白等。
植物体的生长——细胞分裂、光合作用、合成叶绿素等都需要蛋白质参与。
- 2. 植物如何“得到”蛋白质?

Viewing [Whiteboard]: The submission format is an image. Click the assignment icon to zoom in and view the image.

工作区

工具1 时间: 2024-06-29 15:14:42



电子白板

作业预览

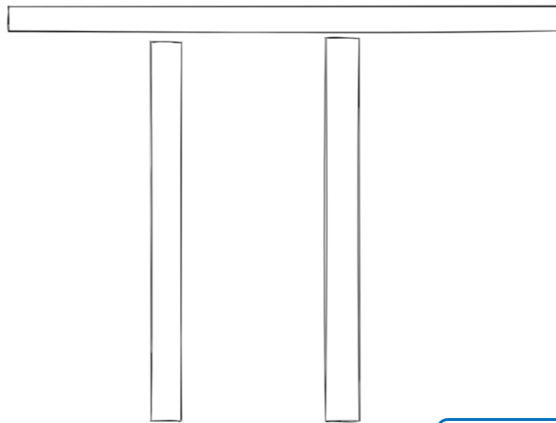


1. 点击提交图片放大。

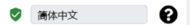


要移动画布，请按住鼠标滚轮或空格键，再拖拽鼠标

3. 点击关闭图片。



2. 点击调整比例、方向。



Viewing [Document]: The submission format is the tool interface. Click the assignment icon to open a pop-up window for viewing.

工作区

工具1

文档

观察图片：港珠澳大桥结合了哪两种桥型的设计？为甚麽要用两种不同的桥型搭建？请结合海底结构分析。

作业预览

评分


牛倩楠 0 0 0

1. 点击作业打开弹窗。

文档

2. 点击关闭作业。

观察以下两张图片：港珠澳大桥结合了哪两种桥型的设计？



结合了斜拉桥和桥式桥的设计，因其一些位置无法安装桥墩，所以无法做桥式桥。

2. 点击关闭作业。

Viewing [Mind Map]: The submission format is an image. Click the assignment icon to zoom in and view the image (Same as [Whiteboard]).

Viewing [Spreadsheet]: The submission format is an iframe interface. Click the assignment icon to open the interface for viewing (Same as [Document]).

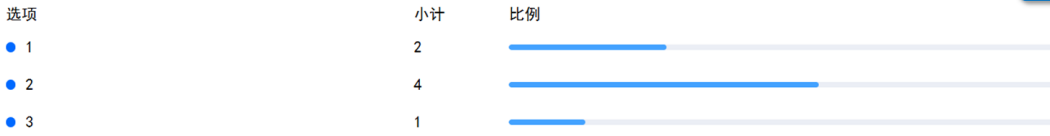
Viewing [Survey]: Supports viewing option statistics and the submission results of each person.



问卷调查

投票

1、你喜欢哪一组的结果？



2. 查看提交情况。 [查看学生](#)

1. 查看选项统计结果。

查看

1
选择同学: [testStude...](#) [testStude...](#)

2
选择同学: [testStude...](#) [testStude...](#) [testStude...](#) [testStude...](#)

3
选择同学: [testStude...](#)

[关闭](#)

3. 查看选项提交详情。

[查看学生](#)

Viewing [Multiple Choice]: Supports viewing option statistics, submission ratio, submission accuracy statistics, and the submission results of each student.



正确率 33% 1、港珠澳大桥结合了哪种设计？

1、港珠澳大桥结合了哪种设计？

选项	小计	比例
● 斜拉桥 <input checked="" type="checkbox"/>	3	<div style="width: 30%;"></div>
● 桁架桥	2	<div style="width: 20%;"></div>
● 拱桥	2	<div style="width: 20%;"></div>
● 梁式桥 <input checked="" type="checkbox"/>	7	<div style="width: 70%;"></div>
● 吊桥/悬索桥	1	<div style="width: 10%;"></div>
正确率	33%	

3. 查看提交情况。

查看学生

1. 查看选项统计结果。

2. 查看该题目正确率。

查看

斜拉桥
选择同学: testStude... testStude... testStude...

桁架桥
选择同学: testStude... testStude...

拱桥
选择同学: testStude... testStude...

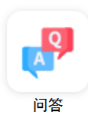
梁式桥
选择同学: testStude... testStude... testStude... testStude... testStude... testStude... testStude... testStude...

吊桥/悬索桥
选择同学: testStude...

关闭

4. 查看选项提交详情。

Viewing [Q&A]: Directly view the answer content.



香港本地有什么桥？你认为它属于什么桥型？

生成词云

作业预览

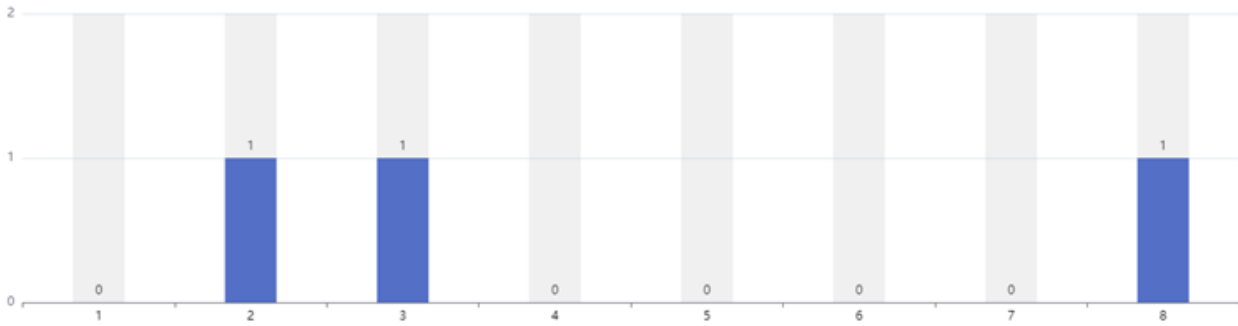
评分 <input type="checkbox"/>	评分 <input type="checkbox"/>	评分 <input type="checkbox"/>	评分 <input type="checkbox"/>
有昂船洲大桥，是一座斜拉桥。	有昂船洲大桥，是一座斜拉桥。	有昂船洲大桥，是一座斜拉桥。	有昂船洲大桥，是一座斜拉桥。
牛倩楠 ❤️ 1 = 1	testStudent37 ❤️ 0 = 0	testStudent42 ❤️ 0 = 0	testStudent12 ❤️ 0 = 0

Viewing [Assignment Submission]: Assignment submission supports various forms, such as Word, PPT, images, etc. After students complete the assignment submission, teachers can click to open the student's assignment for viewing.

Viewing [Matching]: Supports viewing the correct answer rate for each question, the total correct rate, and the submission results of each student.

答对数量

查看学生

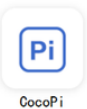


答题人数 1人 全部答对人数为 0人 正确率为 0%

Viewing [Ordering]: Supports viewing the correct answer rate and the submission results of each student.

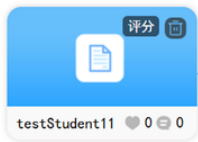
Viewing [CocoPi]: Click the icon to open the student's assignment in the programming interface, where teachers can check and verify the programming assignment.

工具5



CocoPi

作业预览



1. 点击打开编程界面。

Python 源代码 终端交互窗 串口数据显示

```
1 from maix import camera
2 import os
3 from maix import display
4 from maix import image
5 from maix import nn
6 from maix.nn.app import face
7 from maix.nn.app.face import FaceRecognize
8 import sys
9 sys.path.append("/root/")
10 from CocoPi import BUTTON
11 import time
12 import json
13 from maix import mjpg
14 from maix import utils
15 import base64
```

设备 有线上传 模块未连接, 请连接。

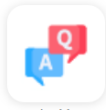
连接设备 添加设备

运行 上传 停止 重启 关机 提交作业

Assignment Operations

Delete: All teacher roles who have entered this course can delete all assignments using the **[Delete]** button in the upper right corner of the assignment.

工具1 时间: 2024-06-29 11:27:02



问答

香港本地有什麼橋? 你認為它屬於什麼橋型?

作业预览

<p>评分 </p> <p>有昂船洲大橋，是一座斜拉橋。</p> <p>牛倩楠 1 1</p>	<p>评分 </p> <p>有昂船洲大橋，是一座斜拉橋。</p> <p>testStudent37 0 0</p>	<p>评分 </p> <p>有昂船洲大橋，是一座斜拉橋。</p> <p>testStudent42 0 0</p>	<p>评分 </p> <p>有昂船洲大橋，是一座斜拉橋。</p> <p>testStudent12 0 0</p>
---	---	---	---

Second Submission: Except for the **[Assignment Submission]** tool, all other tools do not support second submissions. Re-submission with other tools will overwrite the previous submission result.

Grading: Teachers are supported in grading assignments using the **[Grading]** button in the upper right corner of the assignment. Both the teacher and student sides can view the grading results.

[Note] Other teacher roles, except for the course creator and collaborators, do not support assignment grading.

作业预览



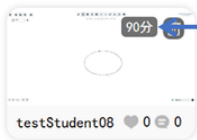
1. 点击作业评分按钮。



2. 输入评分 (0-100)。

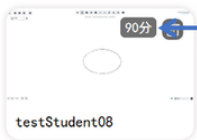
3. 保存并上传评分。

作业预览



4. 教师端查看评分。

作业预览



5. 学生端查看评分。

AI Grading: Assignments for which AI grading was set during course creation support AI grading. Teachers can choose one-click AI grading or select students for AI grading.



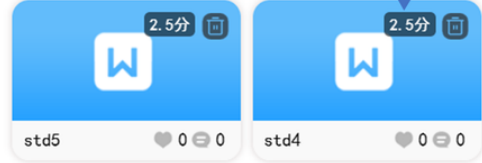
观察基础环境传感器（如DHT11温湿度、光照模块），学习原理、用途与基本接线方法，记录笔记。

作业预览

2. 点击查看评分。

一键重置 AI评分

1. 点击进行所有作业评分。



教师评分

3. 查看/修改评分。

任务得分

- 学生能够准确记... ★★★★★
- 学生能够清晰描... ☆☆☆☆☆

std4
2025-12-30 19:58:21

学生作业 点赞与评论

作业准确地记录了DHT11温湿度传感器和光照传感器模块的原理及用途，包括其感知原理和实际用途，但没有涉及任何接线方法的描述，需补充传感器接线方面的细节。期待你对接线方法的深入研究和记录!

DHT11 温湿度传感器原理：能感应空气中的温度和湿度，把温度、湿度的变化变成电子信号，传给单片机等设备。用途：做温湿度计、智能花盆（监测土壤湿度）、温室大棚监测环境。光照传感器模块原理：里... 电阻越小，产生的电信号就越强，从而检测光照强弱。用途：做自动路

3. 查看/修改评语。

4. 点击重新生成评语。

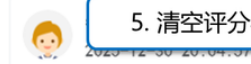
6. 点击进行AI评分。

5. 清空评分与评语。

重新生成

清空 AI评分

提交列表 (2)



Analysis: Teachers are supported in performing unified analysis of all submitted assignments.

工具2 时间: 2025-12-30 20:04:57

分析

观察基础环境传感器（如DHT11温湿度、光照模块），学习原理、用途与基本接线方法，记录笔记。

1.点击打开分析页面。

文档

一键重置 AI评分

作业预览

2.5分 2.5分

std5 std4

课程详情

作业详细 学生统计 智能分析

2.点击切换至智能分析页面。

文件预览 文案编辑

姓名	内容	提交时间
std5	<p>温湿度传感器原理：可以感应空气中的温度和湿度，把温度、湿度的变化变成电子信号，传给单片机。用途：制作温湿度计，监测温室大棚的环境，还能做智能花盆看土壤…	2025-12-30 20:04:57
std4	<p>DHT11 温湿度传感器原理：能感应空气中的温度和湿度，把温度、湿度的变化变成电子信号，传给单片机等设备。用途：做温湿度计、智能花盆（监测土壤湿度）、温室大棚…	2025-12-30 19:58:21

4.点击选择快速分析的细则。

3.输入需要分析的内容。

5.点击关闭分析页面。

关闭

猜你想问：

- 学生在作业中对温湿度传感器和光照传感器的理解是否准确？
- 学生是否能够清晰表达传感器的原理和用途？
- 学生提交作业的时间是否反映了学习习惯或时间管理能力？
- 如何根据作业内容给出具体的改进建议？
- 是否需要根据学生的作业表现调整教学内容或方式？

2025-12-30 20:34:13

清屏 连续对话 在此输入您想了解的内容 发送

Comment: Teachers are supported in commenting on the assignment's text content using the **[Comment]** button. Teachers and students can view comment details in the comment pop-up window and the number of comments on the assignment preview interface.

[Note] If the teacher opens the assignment viewing permission (refer to Course Implementation - Student Permission Settings), students can comment on and view others' assignments.

作业预览



1. 点击作业评论按钮。



作业预览



5. 显示作业评论数量。

Interaction: Teachers or students are supported in liking student assignments using the **[Like]** button. For one assignment, the number of likes is calculated cumulatively based on the liking accounts. A teacher or student account can only like once, and clicking again cancels the like.

[Note] If the teacher opens the assignment viewing permission (refer to Course Implementation - Permissions - Implementation Permissions section), students can like others' assignments.

作业预览



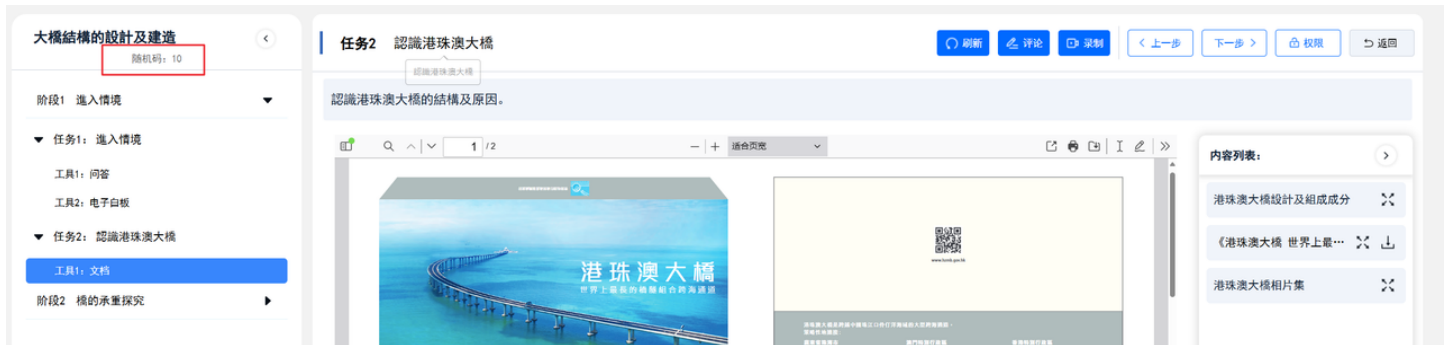
Student Side

No Account Login

Students are supported in logging into their personal accounts using the identification code without entering an account and password.

STEP 01 Obtaining the Course Random Code

The teacher enters the course via [**Teach with Class**] on the course homepage in the course center, and then can view the course's identification code on the course content interface.



STEP 02 Student Login

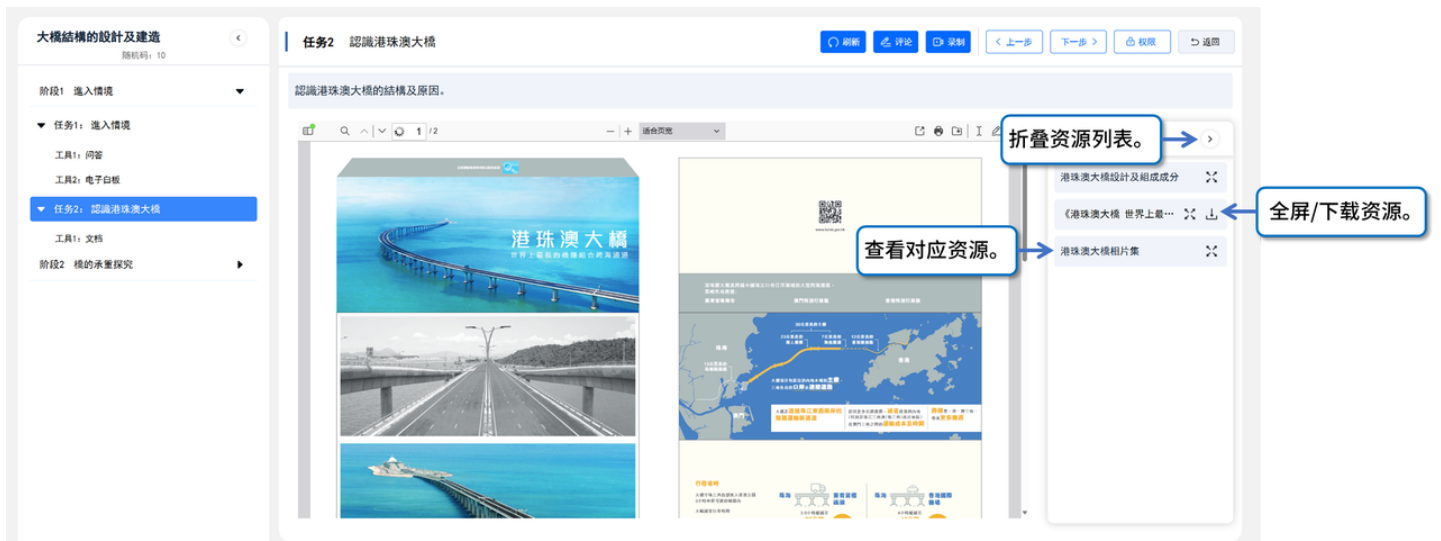
Students open <https://cloud.cocorobo.cn>, select the student identity to log in, enter the organization ID and course identification code in the input box, select their personal name to enter, and log in to their personal account to begin learning the course.



Viewing Resources

In the learning stage or learning task where the teacher allows viewing on the course content page, students can click to display, download, and view the corresponding resources in full screen in the resource list.

[Note] Files uploaded locally during course creation, such as .ppt, .doc, .mp4, and .pdf, support downloading. Embedded text, images, links, and video codes do not support downloading.



View Document: Clicking on a document opens it online. .pdf and .doc files can be scrolled down directly to view the complete document. .ppt files can be viewed page by page using the left/right keys, or opened in a new browser window via **[Start Slideshow]** to switch tasks independently of the current interface. On the .pptx file playback page, you can control the slideshow using a mouse click or the < or > keys.





View Link: For web pages that support external link fetching, the page content can be viewed in the resource viewing area. You can jump and open the web page in a new browser tab via **[Open Link]**.

[Note] Some websites do not support external link viewing, and there will be no content in the resource display area. You must use **[Open Link]** to view it in a new tab.

任务1 進入情境

刷新 评论 录制 < 上一步 下一步 > 权限 返回

閱讀以下資料，並自行搜索湖南省矮寨大橋、潮州市廣濟橋等，認識國內的橋及不同種類的橋型。

维基百科 自由的百科全书
 搜索
 创建账号 登录 ...

[维基百科志願者互聯交流群](#) (Telegram: @wikipedia_zh_nz, Discord及IRC: #wikipedia-zh IRC://互聯) 欢迎大家加入。 [关闭]

武汉长江大桥 14种语言

目录 隐藏
阅读 编辑 查看历史 工具

序言

- > 早期规划
- > 兴建
- > 通车
- > 运营维护
- > 建筑
- > 事故及事件
- > 影响与意义
- > 衍生文化
- 参见
- 注释
- 引用
- 参考文献
- 外部链接

早期规划 [编辑]

武汉长江大桥是长江上的一座铁路、公路两用桥，位于**中华人民共和国湖北省武汉市**。大桥横卧于**汉阳龟山**和**武昌蛇山**之间的长江江面之上，为长江上第一座永久性桥梁，因此又被称为“万里长江第一桥”。武汉长江大桥的建设规划始于清末，1913年至1948年间曾先后四次进行勘测、选址和设计，但几次规划都因经济、战乱等原因而被搁置。中华人民共和国成立以后，从1950年起开始测量和设计武汉长江大桥，后于1955年9月动工建造。建造过程中，由于采用新的管柱钻孔法取代传统的气压沉箱法，加快了大桥的建造速度，使大桥提前2年竣工，于1957年10月正式通车。

武汉长江大桥为双层钢桁梁桥，上层为双向四车道的公路桥，两侧设有人行道；下层为京广铁路复线。大桥建成后，偕同配套的汉水铁路桥、江汉桥将武汉三镇连为一体，结束了武汉三镇互相隔江而望的历史。大桥也是武汉市的标志性建筑和旅游景点之一，并于2013年成为全国重点文物保护单位。

武汉长江大桥

坐标 30°32′56″N 114°17′17″E
承载 京广铁路
G107 107国道
武汉内环线
跨越 长江
地点 中华人民共和国湖北省武汉市武昌区汉阳门附近

打开链接

内容列表:

- 橋的修建技術.doc
- 趙州橋
- 武漢長江大橋
- 1.1_PowerPoint_TC.pptx

View Embedded Code Video: For videos set up with **[Embedded Code]** during course creation, you can click the play button on the interface to play the video directly.

[Note] Some video websites (such as <https://www.bilibili.com/>) require login to play.

Joining Groups

STEP 01 Students Joining Groups:

If the teacher sets up group submission for a single learning tool via the **[Student Grouping]** tool (see Course Implementation - Grouping - Tool Grouping section), in the corresponding tool area in the course center, students click the tool icon, click **[Join Group]** in the pop-up window to select and join a group. After joining a group, they can click **[Exit Group]** to leave the group.

[Note] If the teacher closes **[Open Seating]**, students cannot freely adjust groups.

The image shows a sequence of three screenshots illustrating the student grouping process:

- Step 1:** The interface shows a toolbar with a '学生分组' (Student Grouping) icon. A callout box points to this icon with the text '1. 点击分组工具。' (Click the grouping tool).
- Step 2:** A '分组设置' (Grouping Settings) pop-up window is shown. It displays four groups: '第1组' (Group 1), '第2组' (Group 2), '第3组' (Group 3), and '第4组' (Group 4), each with '目前人数0人' (Current number of people: 0). Below this, a grid of group cards is shown. A callout box points to the '加入分组' (Join Group) button on the '第1组' card with the text '2. 点击即可加入分组。' (Click to join the group).
- Step 3:** The '分组设置' window is shown again. The '第1组' card now shows a student icon and the name 'testStudent19'. A callout box points to the '退出分组' (Exit Group) button on the '第1组' card with the text '3. 点击即可退出分组。' (Click to exit the group).

STEP 02 Group Assignment Submission:

After the grouping is set successfully, students are supported in submitting work in group format under this grouping tool.



学生分组

第1组 目前人数1人

第2组 目前人数0人

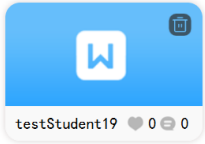
第3组 目前人数0人

第4组 目前人数0人

作业预览

第1组

上传作业



Viewing Assignments

Viewing Personal Assignments

In the tool area, after submitting an assignment, students can view the details of their submitted assignment and the accuracy statistics (applicable to multiple-choice, matching, ordering, and other questions that support setting correct answers).

Viewing [Whiteboard]: The submission format is an image. Click the assignment icon to zoom in and view the image.

工作区

工具1 时间: 2024-06-29 15:14:42

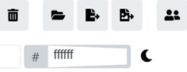


电子白板

作业预览

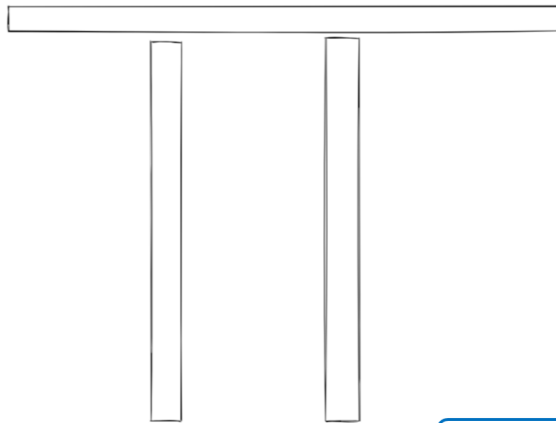


1. 点击提交图片放大。

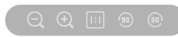


要移动画布，请按住鼠标滚轮或空格键，再拖拽鼠标

3. 点击关闭图片。



2. 点击调整比例、方向。



100%

简体中文

Viewing [Document]: The submission format is the tool interface. Click the assignment icon to open the interface for viewing.

工作区

工具1

文档

观察图片：港珠澳大桥结合了哪两种桥型的设计？为甚麽要用两种不同的桥型搭建？请结合海底结构分析。

作业预览

评分

牛倩楠 0 0 0

1. 点击作业打开弹窗。

文档

2. 点击关闭作业。

观察以下两张图片：港珠澳大桥结合了哪两种桥型的设计？

结合了斜拉桥和桥式桥的设计，因其一些位置无法安装桥墩，所以无法做桥式桥。

2. 点击关闭作业。

关闭

Viewing [Mind Map]: The submission format is an image. Click the assignment icon to zoom in and view the image (Same as [Whiteboard]).

Viewing [Spreadsheet]: The submission format is an iframe interface. Click the assignment icon to open the interface for viewing (Same as [Document]).

Viewing [Survey]: Supports viewing personal submission results.



问卷调查

作业预览

testStudent

1. 点击作业图标。

testStudent16



标题: 投票

题目内容

1 题目: 你喜欢哪一组的结果?

1

2. 查看作业结果。

2

3

Viewing [Multiple Choice]: Supports viewing personal submission results (Same as [Survey]).

Viewing [Q&A]: Directly view the answer content.

Viewing [Assignment Submission]: Assignment submission supports various forms, such as Word, PPT, images, etc. After students complete the assignment submission, they can click to open the document content for viewing.

Viewing [Matching]: Supports viewing personal submission results (Same as [Survey]).

Viewing [Ordering]: Supports viewing personal submission results (Same as [Survey]).

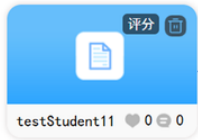
Viewing [CocoPi]: Click the icon to open the personal assignment in the programming interface, where students can check and verify the programming assignment.

工具5



CocoPi

作业预览



1. 点击打开编程界面。

2. 查看编程作业。

3. 验证编程作业。

```
1 from maix import camera
2 import os
3 from maix import display
4 from maix import image
5 from maix.nn.app import nn
6 from maix.nn.app.face import FaceRecognize
7 import sys
8 sys.path.append("/root/")
9 from CocoPi import BUTTON
10 import time
11 import json
12 from maix import mjpg
13 from maix import utils
14 import base64
15
16 # 人脸检测
17 def detect_face():
18     camera_size = (320, 240)
19     global cameraSize
20     try:
21         if os.path.exists("/etc/cameraSize.cfg"):

```

Personal Assignment Operations

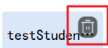
Delete: Individual students can delete their personal assignment using the [Delete] button in the upper right corner of the assignment.

工具3



问卷调查

作业预览



Second Submission: Except for the [Assignment Submission] tool, all other tools do not support second submissions. Re-submission will overwrite the previous result.

Viewing Grade: If the teacher grades the assignment using [Grading], students can view the grading result.

作业预览



Comment: If comments from the teacher or other students are generated on the assignment, students can view the comment details in the comment pop-up window and the number of comments on the assignment preview interface.

[Note] If the teacher opens the assignment viewing permission (refer to Course Implementation - Permissions - Implementation Permissions section), students can comment on and view others' assignments.



作业预览



Other Students' Assignment Operations

Like: Students are supported in liking other students' assignments using the **[Like]** button. For one assignment, the number of likes is calculated cumulatively based on the liking accounts. A teacher or student account can only like once, and clicking again cancels the like.

[Note] If the teacher opens the assignment viewing permission (refer to Course Implementation - Permissions - Implementation Permissions section), students can like others' assignments.

作业预览



Comment: Students are supported in commenting on other students' assignments using the **[Comment]** button. Students can view the comment details of their own or others' assignments.

[Note] If the teacher opens the assignment viewing permission (refer to Course Implementation - Permissions - Implementation Permissions section), students can comment on others' assignments.

作业预览



1. 点击作业评论按钮。



2. 输入作业评论内容。

3. 保存作业评论。



4. 显示作业评论内容。

作业预览



5. 显示作业评论数量。

Interactive Courseware Mode

Teacher-side

Teaching Interface

Upon entering the teaching interface, **[Follow Mode]** is enabled by default. In this mode, the students' page switching is completely synchronized with the teacher's.

To allow students to switch pages freely, you can switch to **[Free Mode]** at the top. This mode supports students changing pages independently.

The courseware content on the teacher's page is displayed in the center. The teacher can view the content of the current page.

Click the left collapse icon to expand the courseware page outline; clicking the outline allows you to jump to the corresponding page.

Click the right collapse icon to expand the student response statistics and AI functions (pending launch).

Note: The student response statistics page is only supported for Interactive Tools, AI Applications, and H5 Pages.

Assignments

Interactive Tool - Multiple-Choice Questions

When entering the Interactive Tool - [Multiple-Choice Questions] page, the teacher's side defaults to displaying the question content.

Once students submit their results, the teacher can view the results in the central display area and the right collapse area.

The response result area displays:

- Summary statistics including the number of participants and accuracy rate.

- The submitted members and unsubmitted members within the class.

Expanding the unsubmitted personnel area allows you to view all unsubmitted members for the current page in the class.

Expanding the submitted personnel area allows you to view all submitted members for the current page in the class.

Clicking a student's name allows you to view the individual student's response result.

Expanding an individual option allows you to view all students who selected that option.

Clicking [View Results] allows the teacher to view the statistical results for each question in the central display area. You can switch between all question results on the current page using Next/Previous Question.

Interactive Tool - Q&A Questions

When entering the Interactive Tool - [Q&A Questions] page, the teacher's side defaults to displaying the question content.

Once students submit their results, the teacher can view the results in the central display area and the right collapse area.

The result area displays the number of participants, submitted members, and unsubmitted members.

Expanding the unsubmitted personnel area allows you to view all unsubmitted members for the current page in the class.

Expanding the submitted personnel area allows you to view all submitted members.

Clicking a student's name allows you to view the individual student's response result.

Clicking [View Results], the student answers for Q&A questions are displayed as cards in the central display area, which the teacher can click to expand and view the answer.

Interactive Tool - AI Application

When entering the Interactive Tool - [AI Application] page, the teacher's side defaults to displaying the question content.

Once students submit their results, the teacher can view the results in the central display area and the right collapse area.

The result area displays the number of participants, submitted members, and unsubmitted members.

Expanding the unsubmitted personnel area allows you to view all unsubmitted members for the current page in the class.

Expanding the submitted personnel area allows you to view all submitted members.

Clicking a student's name allows you to view the individual student's response result.

Clicking [View Results], the human-computer dialogue results for the AI Application are displayed as cards in the central display area, which the teacher can click to expand and view the dialogue record.

Interactive Tool - H5 Page

When entering the Interactive Tool - [H5 Page] page, the teacher's side defaults to displaying the question content.

Once students submit their results, the teacher can view the results in the central display area and the right collapse area.

The result area displays the number of participants, submitted members, and unsubmitted members.

Expanding the unsubmitted personnel area allows you to view all unsubmitted members for the current page in the class.

Expanding the submitted personnel area allows you to view all submitted members.

Clicking a student's name allows you to view the individual student's response result (displayed as a screenshot).

Clicking [View Results], the screenshot results for the H5 Page are displayed as cards in the central display area, which the teacher can click to expand and view the screenshot.

Gadgets

A countdown timer can be set on the page, visible to both the teacher and students.

Supports pausing the timer while it is running, or resetting and modifying the time.

Note: The countdown timer is only effective for the current page; it will be canceled when switching pages.

The pen or laser pointer function can be used on the page, visible to both the teacher and students.

Class Dismissal

To end the lesson, the teacher can click the [Dismiss Class] button on the right side of the top bar. This function will log out all student accounts in the current class.

Student-side

Course Entry and Login

Students can quickly enter the course using the Course ID displayed at the top of the course.

Go to <https://cloud.cocorobo.com>. Select the login identity as [Student]. The system will default to the Course ID login page. The student enters the current Organization ID and the current Course ID. Click [Confirm].

This will navigate to the course student list, where the student selects their name to complete the login.

Learning Interface

The courseware page on the student's side is displayed in the center, and the student can view the content of the current page.

When the teacher's side is switched to **Follow Mode**, the student's courseware page switching remains synchronized with the teacher's.

When the teacher's side is switched to **Free Mode**, the student can view the outline and switch pages freely.

Interactive Tools

Multiple-Choice Questions

When entering the Interactive Tool - Multiple-Choice Questions page, the student can select an option and submit the result.

If the page contains multiple questions, the student uses Next/Previous Question to switch and complete all questions, and then submits. The teacher can then view the results.

Q&A Questions

When entering the Interactive Tool - Q&A Questions page, the student can input text, upload images, adjust formatting, etc., in the rich text editor using text or speech-to-text.

Speech-to-text: Click the start button, and the browser will prompt for permission settings. After allowing microphone access, recording begins. Real-time speech-to-text results will be inserted at the cursor position in the text editor until recording is complete.

After completion, click [Submit] for the teacher to view the results.

H5 Page

When entering the H5 Page, the student completes the operations according to the content of the current H5 page.

Click [Submit], and the teacher can view the result in the form of a screenshot.

AI Application

When entering the AI Application page, the student interacts with the intelligent agent/workflow as set by the AI application.

After completion, click [Submit], and the teacher can view the student's dialogue results with the AI.

Assessment Management

The platform supports teachers in evaluating student work directly within the course (refer to "Course Implementation"). "Assessment Management" supports teachers in managing

assignments submitted by students on the platform (viewing and grading assignments by course/student, exporting submissions, exporting assignments by task, etc.), and supports teachers in analyzing and assessing student learning based on their performance in completing courses on the platform.

Interface and Function Description

Teachers can access this module via the sidebar under "Teaching Center" - "Assessment Management". This module supports teachers in using functions from both a "Course" perspective and a "Student" perspective.

View by Course

Filter & Search

Supports teachers in filtering courses associated with the selected class. The dropdown list contains all classes taught within the organization.

View Assignments

Upon entering "View Assignments", the system supports viewing in two modes: by student and by task.

In the "**View by Student**" view, the system automatically sorts students by their activity time in the course, from newest to oldest.

In the "**View by Task**" view, the system automatically sorts by the time students completed the task, from newest to oldest.

Filter

Supports filtering by class and student name. In the "View by Task" view, filtering by task is also supported. When "View All Students" is enabled, teachers can view submission records for all students in the course within the organization.

Review & Grade

Supports teachers to view all assignments submitted by students in the course by task (including task descriptions, tool usage descriptions, student assignments, and assignment assessments).

If the teacher has already evaluated the student's assignment in the course, this module will automatically retrieve the evaluation data (score details, competencies, comments).

The assignment evaluation sub-module supports teachers in manually modifying scores.

Supports teachers in quickly switching to assignments submitted by other students in the course via the **Previous/Next** buttons.

Review & Grade

Std 1 小红帽的故事 Export

Stage 1:


- Task 1 Story Reading and ...
- Task 2 Role-Playing: Scen...
- Task 3 Creative Writing a...
- Task 4 Crafting and Pupp...
- Task 5 Digital Storytelling...

Task 1 Story Reading and Discussion: Character and Moral Exploration

Task Description Dear students, today we will embark on an exciting journey through the story of "Little Red Riding Hood." Our goal is to explore the characters, the setting, and the moral of the story. Here's how we will proceed: 1. **Listening to the Story**: I will read "Little Red Riding Hood" aloud to you. As I read, I want you to pay close attention to the characters and their actions. I will pause at certain points to ask you questions about what you think will happen next. Be ready to share your predictions! 2. **Character Exploration**: After we finish the story, we will have a discussion about the main characters: Little Red Riding Hood, the wolf, the grandmother, and the hunter. I will ask you questions like, "What kind of person is Little Red Riding Hood?" and "Why do you think the wolf acted the way he did?" Please participate actively and use descriptive words to explain your thoughts. 3. **Moral Discussion**: We will then talk about the moral of the story. I will ask you to think about lessons we can learn from it, such as "Always listen to your parents" or "Be cautious of strangers." I encourage you to share any personal experiences that relate to these lessons. 4. **Character Map Activity**: You will receive a worksheet to create a character map. This map will help you organize your thoughts about each character. You will need to fill in sections for the characters name, key traits, and their actions in the story. You can work individually or in pairs. 5. **Summarizing the Moral**: Finally, you will write a short paragraph summarizing the moral of the story in your own words. Think about how the story's message applies to your life. Remember, this task is not just about understanding the story; it's about connecting it to your own experiences and thoughts. Let's dive into the world of "Little Red Riding Hood" and discover the lessons it holds for us!

Tool 2:Q&A Tool
Question:Why did Little Red Riding Hood leave the path to pick flowers, and what lesson can we learn from her decision?
Answer: like the girl.

Tool 3:Assignment Submission
Based on preliminary understanding and field research of the project, think and discuss to raise questions.



<https://ccrb.s3.cn-northwest-1.amazonaws.com.cn/WX20241225-1801511768555877394.png>

Submissions Portfolio


Assignments submitted by students in the course and teacher evaluation results can be organized and exported by the system as a portfolio.

小红帽的故事

Work Set

2023-2024 School Year Semester 2

Name: Std 1
Class: Class 1
School: CocoroboCom
Teacher: zhaoshangchun



小红帽的故事

Task 1 Story Reading and Discussion: Character and Moral Exploration

Task Description Dear students, today we will embark on an exciting journey through the story of "Little Red Riding Hood." Our goal is to explore the characters, the setting, and the moral of the story. Here's how we will proceed: 1. **Listening to the Story**: I will read "Little Red Riding Hood" aloud to you. As I read, I want you to pay close attention to the characters and their actions. I will pause at certain points to ask you questions about what you think will happen next. Be ready to share your predictions! 2. **Character Exploration**: After we finish the story, we will have a discussion about the main characters: Little Red Riding Hood, the wolf, the grandmother, and the hunter. I will ask you questions like, "What kind of person is Little Red Riding Hood?" and "Why do you think the wolf acted the way he did?" Please participate actively and use descriptive words to explain your thoughts. 3. **Moral Discussion**: We will then talk about the moral of the story. I will ask you to think about lessons we can learn from it, such as "Always listen to your parents" or "Be cautious of strangers." I encourage you to share any personal experiences that relate to these lessons. 4. **Character Map Activity**: You will receive a worksheet to create a character map. This map will help you organize your thoughts about each character. You will need to fill in sections for the characters name, key traits, and their actions in the story. You can work individually or in pairs. 5. **Summarizing the Moral**: Finally, you will write a short paragraph summarizing the moral of the story in your own words. Think about how the story's message applies to your life. Remember, this task is not just about understanding the story; it's about connecting it to your own experiences and thoughts. Let's dive into the world of "Little Red Riding Hood" and discover the lessons it holds for us!

Tool 2:Q&A Tool
Question:Why did Little Red Riding Hood leave the path to pick flowers, and what lesson can we learn from her decision?
Answer: like the girl.

Tool 3:Assignment Submission
Based on preliminary understanding and field research of the project, think and discuss to raise questions.

<https://ccrb.s3.cn-northwest-1.amazonaws.com.cn/WX20241225-1801511768555877394.png>

Export

In the **"View by Student"** view, exporting all assignments of students in the course as a submission portfolio is supported; in the **"View by Task"** view, exporting specific tasks of the

course is supported.

Batch Export (One-Click Export): Exports the submission portfolios for all students in the course.

Custom Export: By checking the checkboxes, you can customize and batch export submission portfolios for selected students. (Only in "**View by Student**" view).

Export by Task: Select class, name, and task name to export all assignments meeting the filter criteria.

Assessment Management > View by Course > 小红帽的故事View Assignments

小红帽的故事

One-Click Export Custom Export Export by Task Back

Select Course All Classes All Students View All Students

View by Student View by Task

<input type="checkbox"/>	Name	Class	Time	Actions
<input type="checkbox"/>	Std 3	Class 1	2026-01-16 17:37:04	Review & Grade Export Submissions
<input type="checkbox"/>				Review & Grade Export Submissions
<input type="checkbox"/>	Std 1	Class 1	2026-01-16 17:31:19	Review & Grade Export Submissions

Check the checkboxes and click "Batch Export" to customize the export of student submission portfolios. Check the table header to select all.



View Reports

Student Learning Report (AI Analysis)

For courses created in "AI Guided Mode" and "Parsed Lesson Plan Mode," the system supports generating AI Student Learning Reports. The report contains sections such as "Learning Overview" , "Learning Behavior Record" (implied context), "Competency Radar Chart" , and "Learning Analysis Report".



• Learning Analysis Report

Learning Overview

Login Time: [0 days 0 hours] Learning Duration: [0 days 0 hours] Performance: [0.0/5.0]

Learning Engagement Based on platform data, this student is essentially in a "non-entered state" regarding online learning for this stage:

- [Time Investment]

Both Login Time and Learning Duration are 0, indicating that the student has basically not conducted learning activities through the platform during the current statistical cycle.

This means: The online platform has almost zero presence in the student's daily learning, lacking even the most basic behaviors such as logging in, browsing tasks, or checking feedback.

- [Assignment Submission Behavior]

Class: The submission rate for the first task was about 33%, and 0% for all subsequent tasks.

Individual: The submission rate for the first task was about 40% (higher than the class average), but 0% for all subsequent tasks.

Judgment:

The student showed a certain willingness to participate and execution ability in the initial stage.

However, there was a lack of continuity, followed by a "complete interruption," failing to form a stable habit of online assignments.

This is highly consistent with the "collective stagnation" trend of the class, reflecting a superposition of individual habit issues and the class environment.

- [Online Interaction Behavior]

Click **[View Reports]** to enter the report page.

Click the **[AI Analysis]** button in the top left corner; the system will automatically collect the student's current learning performance in the course, generate a student learning report, and record the time of the last analysis.

Click the **[Export Report]** button to export the current report.

Filtering and export functions, and operations can be referred to in **"View by Course"**.

Student Growth Report (Automated Data Dashboard)

For stage-based courses with literacy goals, you can view student reports once assignments are graded. To access a report, go to Course List > View Reports > Student Name. Click a name to view an individual student's learning report.

Course	Class	Owner	Actions
Bridge Structure Design and Construction	Class 1	niuqiannan	View Assignments View Reports

The report primarily covers basic student information, project (course) details, a comprehensive competency assessment aligned with the set goals, and stage completion status/scores.

In the Comprehensive Competency Assessment section, a radar chart uses the Level 1 goals defined during course setup as a reference, displaying the aggregate scores of assignments linked to those goals. You can also toggle the view to check the original goal settings for the session.

The Stage Completion Status allows you to track student performance across different learning stages (Task Mode includes only one stage).

View by Student

Supports teachers in filtering students by class. The dropdown list contains all classes taught within the organization. Supports searching for students directly by name. Upon entering "**View Course**", the system automatically filters all courses that the student has attended. Functions and operations are similar to "View by Course".

AI Applications - Includes App Center & Workspace

2. Application Center

The CocoFlow application consists of two main pages: "**App Center**" and "**Workspace**".

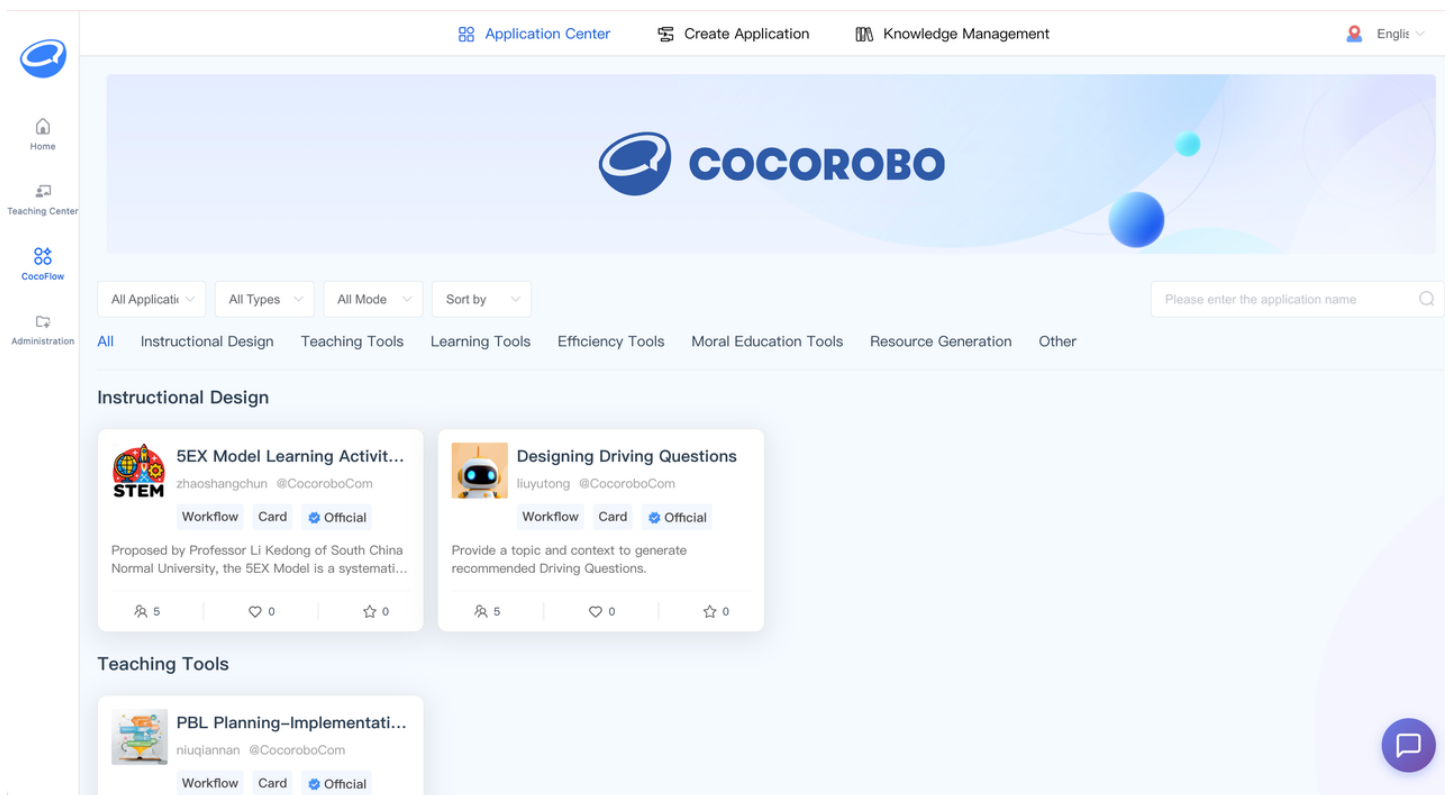
2.1 Basic Functions

The App Center aggregates high-quality applications published by official sources and the community. Through multi-dimensional filtering and search functions, users can quickly locate tools that meet specific teaching scenarios (such as PBL, Instructional Design, etc.).

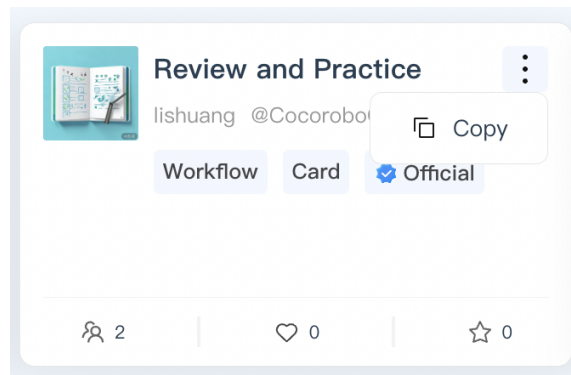
View Apps: Accessible applications are displayed as cards on the page. Each card contains detailed data and status indicators, helping users quickly understand the tool's attributes before clicking:

- **Identity Information Area:**
 - **App Icon:** Displays the visual identity of the application on the left.
 - **App Name:** Clearly displays the full name of the tool (e.g., "PBL Design Assistant").
 - **Creator Info:** Displays the author's nickname and organization identifier (e.g., @Cocorobo).
- **Attribute Tags Area:** Three capsule tags in different colors located in the middle of the card define the core attributes of the application:
 - **App Type Tag:** Identifies the technical implementation form behind the application, including [Workflow / Agent / AI Coding / ...].
 - **Interaction Mode Tag:** Identifies how users interact with the application. For example: [Card-based / Chat / Immersive / ...].

- **Source Tag (Blue):** Identifies the publishing authority of the application, including Official, Featured, Personal, Organization, and Exclusive.
- **Functional Description:** A short text description below the tags summarizes the core purpose of the application or the teaching problem it solves (e.g., "Assists you in creating a PBL course design from scratch based on the ICAP framework").
- **Statistics Bar:** The bottom of the card displays community engagement data for the application, from left to right:
 - **User Count (Portrait Icon):** Displays the cumulative number of users who have used the application.
 - **Likes (Heart Icon):** Displays the level of user approval for the application.
 - **Favorites (Star Icon):** Displays the number of users who have added the application to their favorites.



Users can enter an application by clicking on the app card. For certain applications, users can click the **Copy** button within the ... (More) menu to save applications that "allow other users to copy and remix" to their corresponding Workspace.



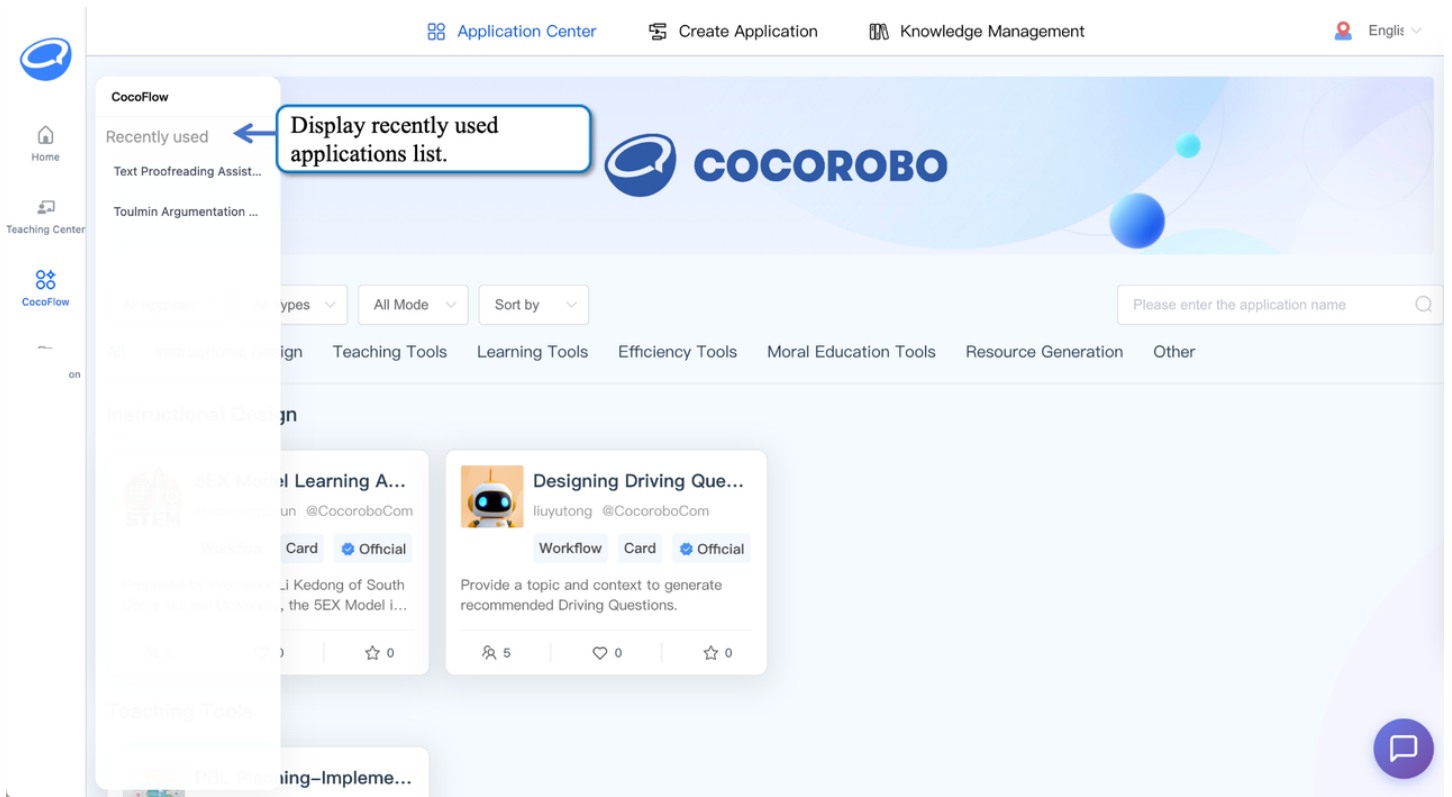
For applications published by the user themselves, users can click **Modify** in the ... (More) menu to modify application information, or click **Unpublish** to remove the published application from the App Center.



Filter Apps:

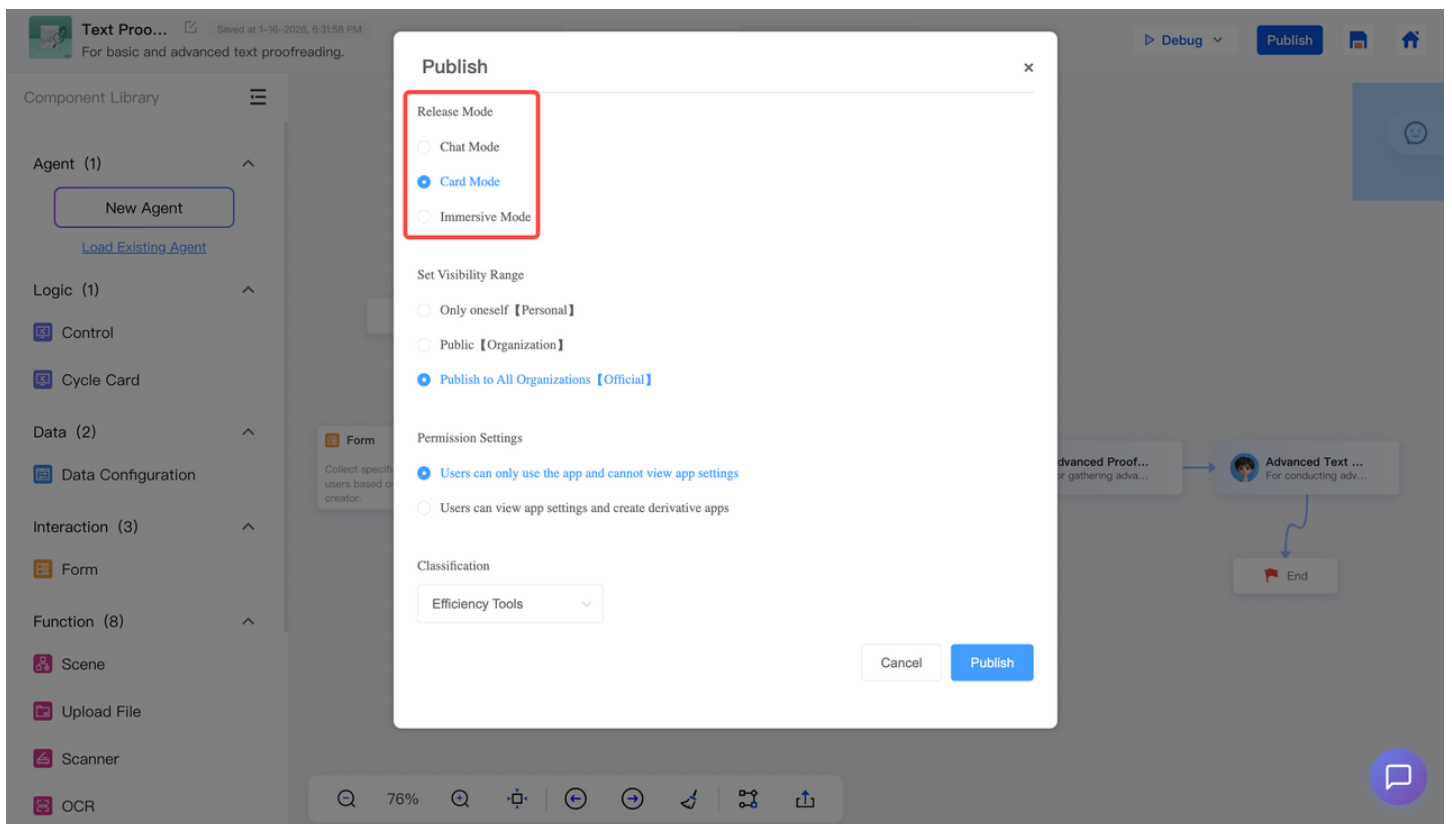
- Applications are categorized by functions such as "Project-Based Learning," "Instructional Design," and "Teaching Tools." Users can view corresponding applications by clicking tabs to switch between different functional categories.
- The filter bar supports single or multiple condition filtering based on "Publishing Scope" (All Apps, Public Apps, My Apps), "Type" (All Types, Agent, Workflow), and "Mode" (All Modes, Chat, Card-based, Immersive).
- Users can also sort the filtered applications using different sorting methods (Default, Earliest Published, Most Used, Most Liked, Most Favorited).
- Fuzzy search based on the application name is also supported.

Hovering the cursor over the CocoFlow application logo in the sidebar will pop up the "Recent Used" bar, which displays the 10 most recently used applications by the user.

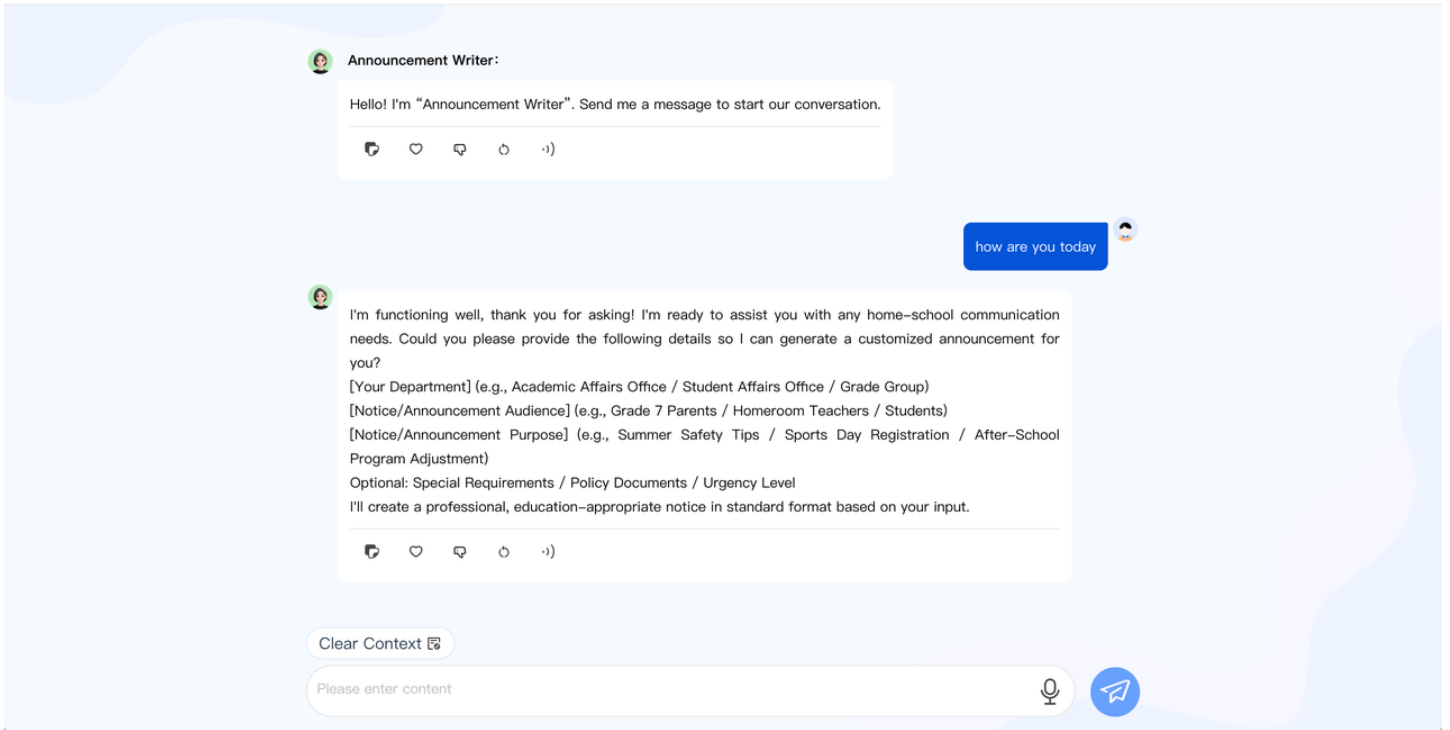


2.2 Mode Description

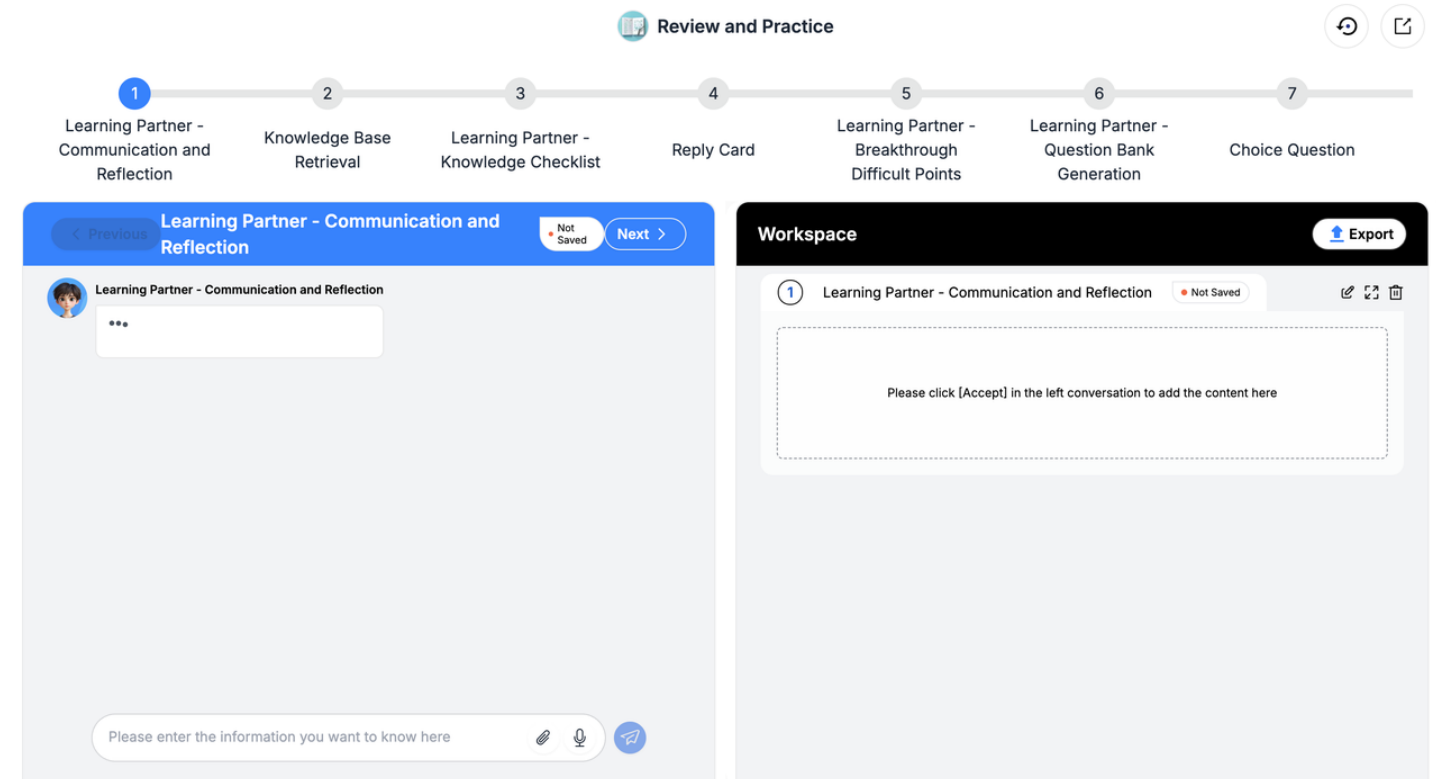
Workflows can be published in 3 forms: **Chat Mode**, **Card Mode**, and **Immersive Mode**. Different publishing modes will produce different application effects during use.



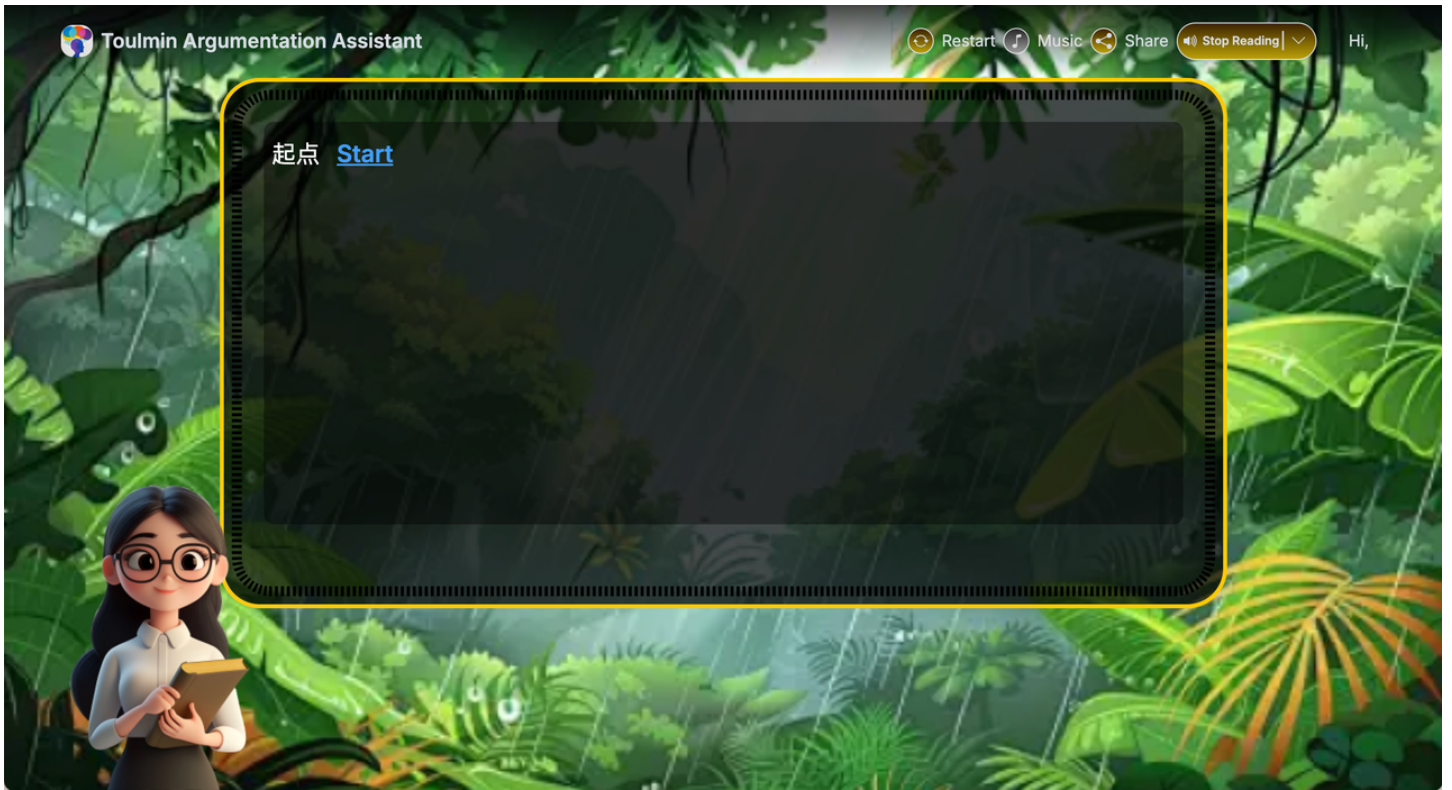
When published as **Chat Mode**, the interface retains only the chat area, making it suitable for applications that only require in-page dialogue.



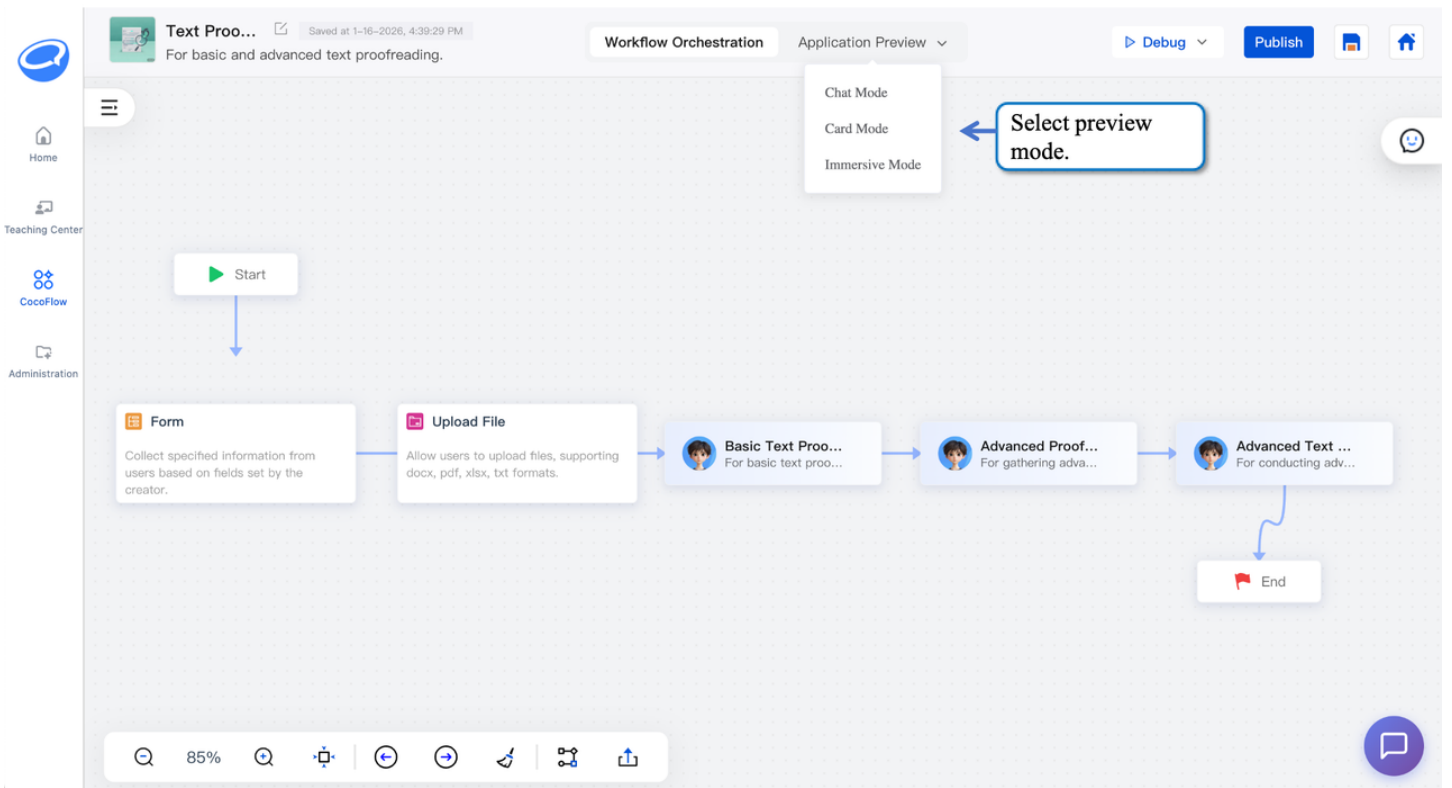
When published as **Card-based Mode**, the interface displays the basic workflow process, a content editor area, and a chat area. Users will converse with the AI in the chat area and "adopt" content from the chat area into the editor area. It supports modifying text in the content editor area (e.g., instructional design demos).



When published as **Immersive Mode**, the interface features a gamified chat area, including character avatars, background interfaces, and music. Users will converse with the AI in the chat area (e.g., prompt design demos).



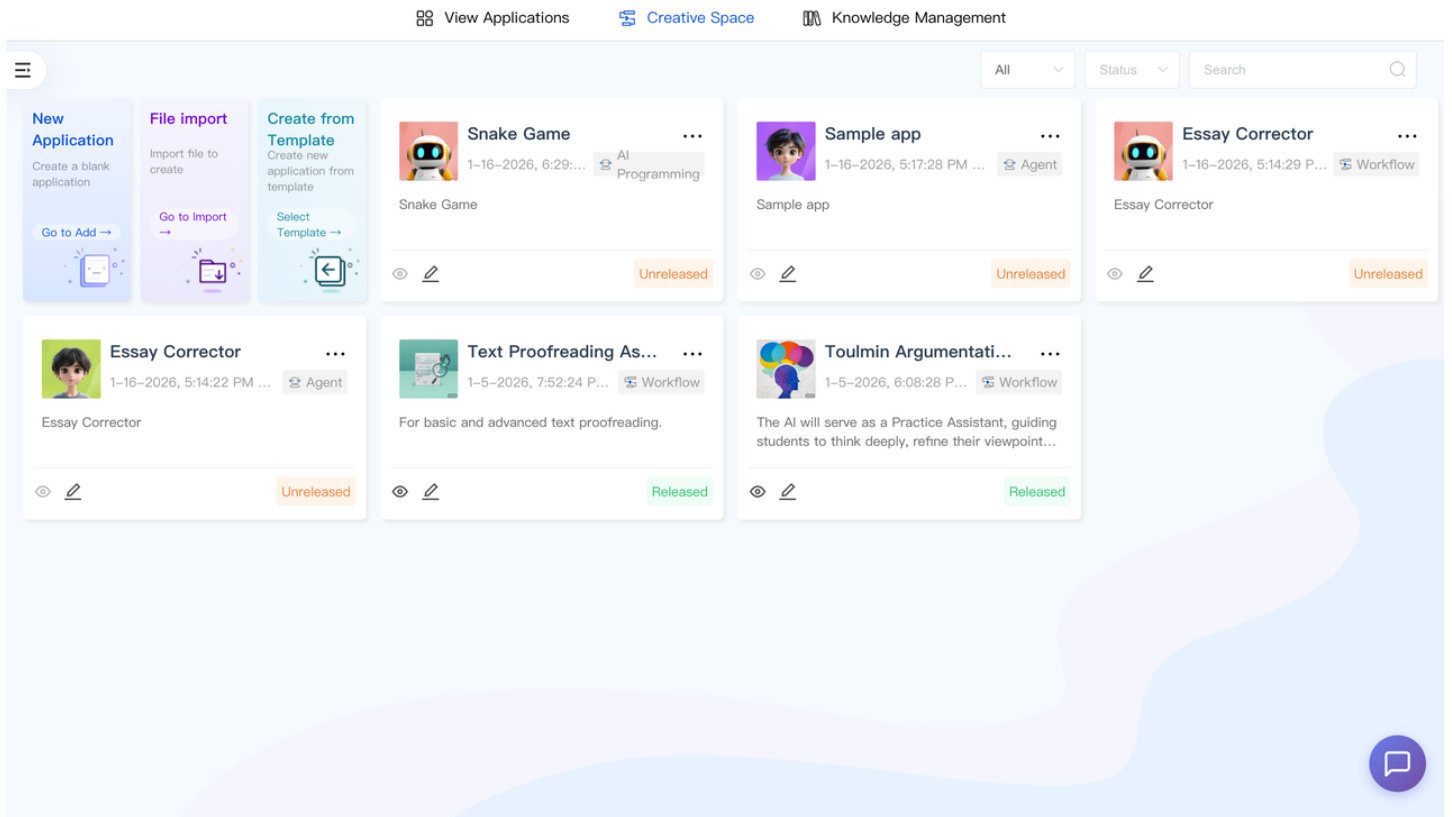
Users can choose the appropriate form for workflow publishing and check the effects of different forms via **Preview** during editing.



3. Workspace

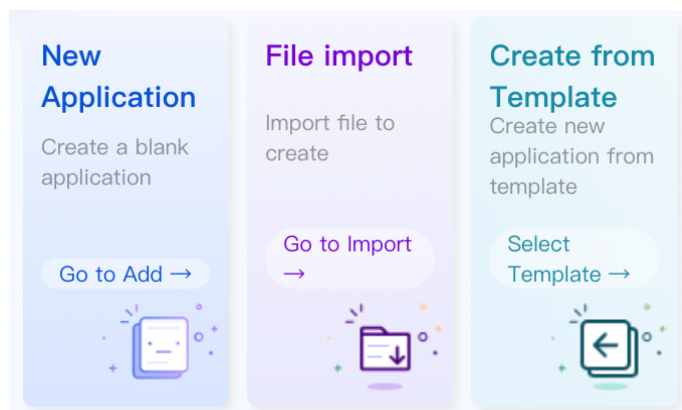
3.1 Page Description

Click the second tab **Create App** at the top of the page to enter the **Creation Space**. The **Creation Space** serves as the central control console for users to manage and build AI applications. On this page, users can initiate the creation of new applications, view a list of existing applications (including Agents, Workflows, etc.), and manage application editing, publishing, and status.



3.1.1 Three Creation Modes

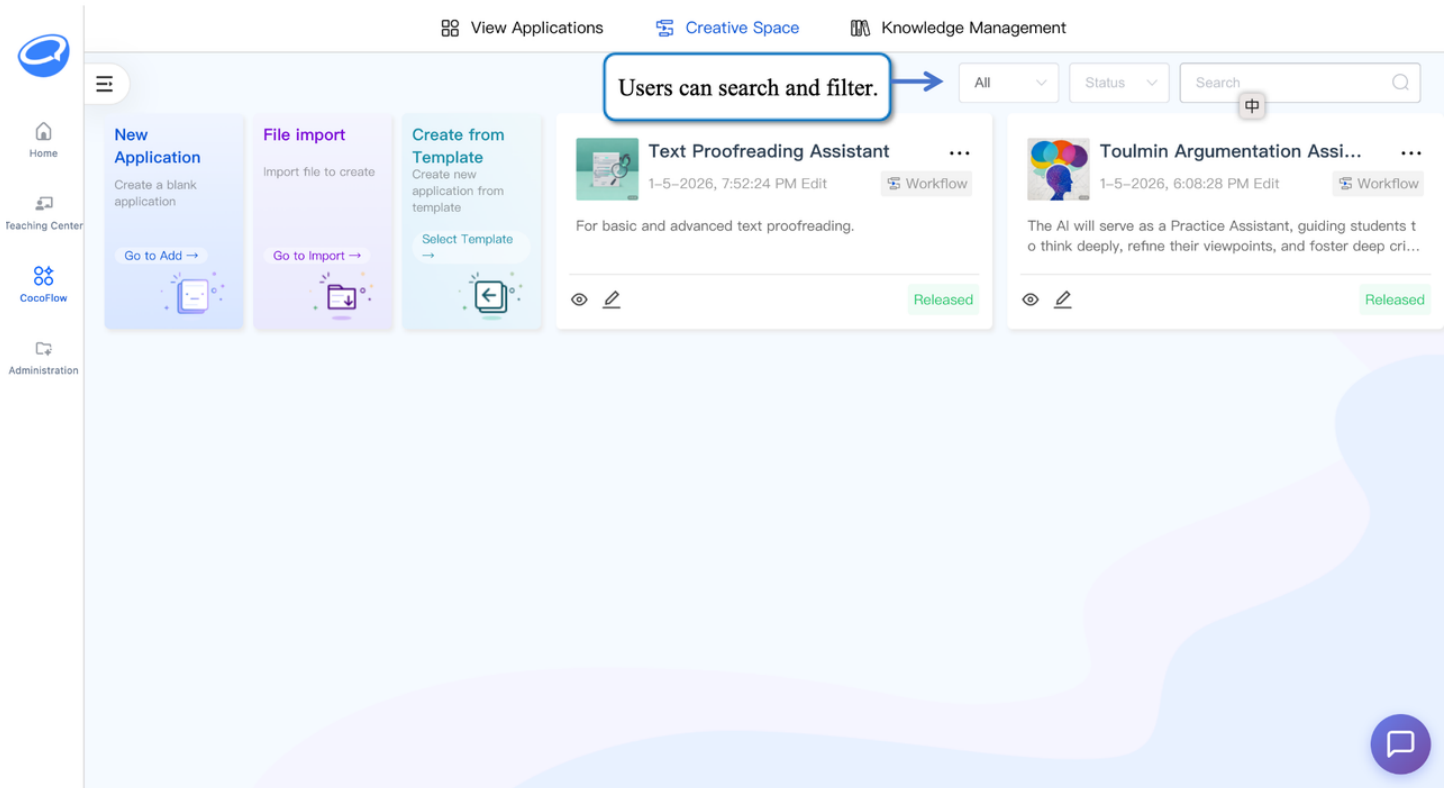
The **App Creation Area** in the top left corner offers three entry points, allowing users to build applications in different ways:



- **New App:** Create a brand new blank application, allowing users to build from scratch.
- **Import from File:** Supports uploading local files; the system will assist in creating the application based on the file content.
- **Create from Template:** Users can browse and select official templates to quickly reuse existing configurations and start building.

3.1.2 Filtering

The top right corner of the page features a search bar and filter components. It supports retrieving applications by **App Type** (Agent / Workflow / AI Coding), quickly filtering target applications by **App Status** (Published / Unpublished), or searching for applications via keywords.



3.1.3 Card Elements and Buttons

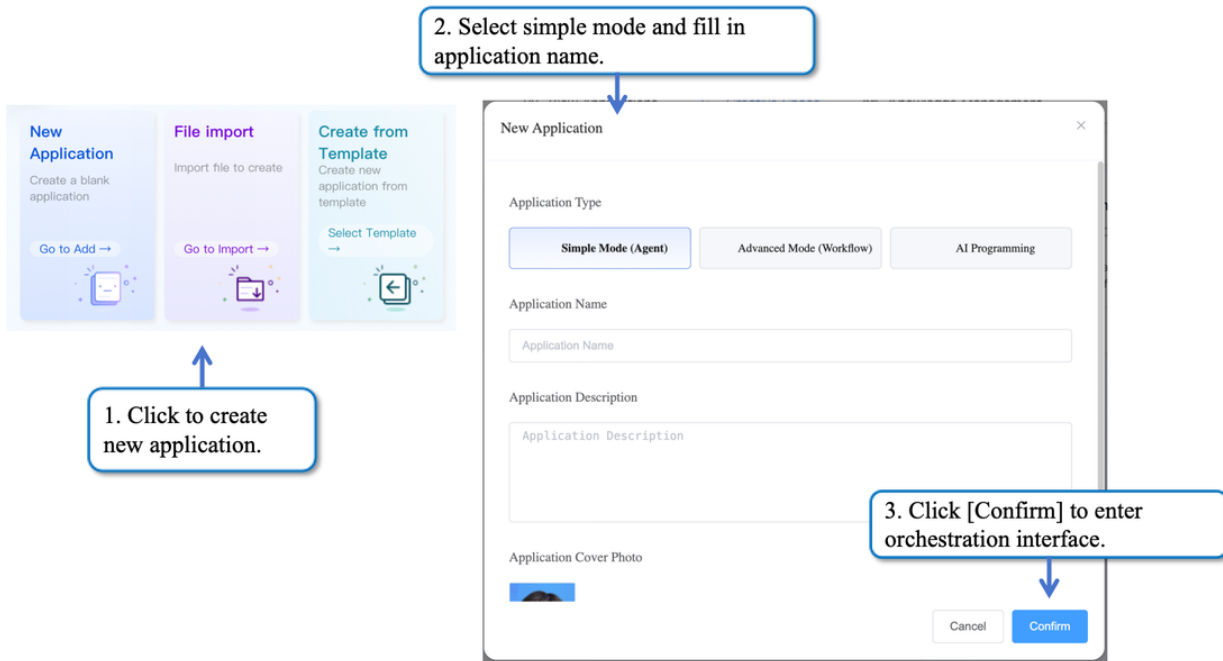
All projects created by users are displayed in card format. A single card contains the following key information and operations:

- **Basic Info:** Displays the app avatar, name, functional introduction, and last edited time.
- **Type Label:** The right side of the card indicates the app type (e.g., "Agent", "Workflow", "AI Coding").
- **Publish Status:** A tag in the bottom right corner displays the current status, such as "Unpublished" (Orange) or "Published" (Green).
- **Quick Actions:**
 - **Preview** (Eye icon): Allows users to enter the published application and view its actual running effect.
 - **Edit** (Pen icon): Click to enter the editor and modify the application configuration.
 - **More** (... icon): Provides management options for Delete, Copy, and Favorite.

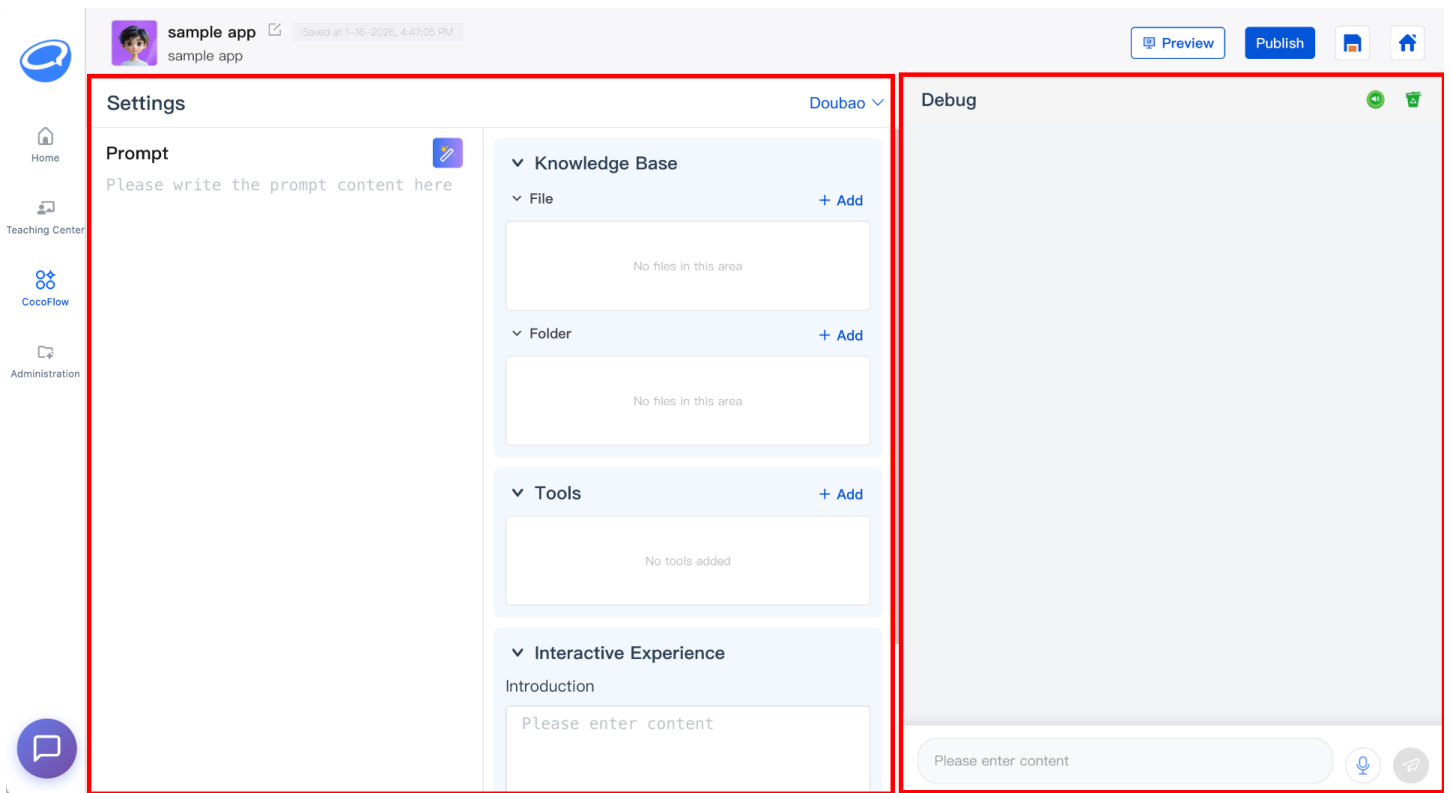
3.2 Creating an Agent Application

On the Workspace page, click the **New App** button and select **Simple Mode (Agent)** to start creating an Agent application.

In the "New App" pop-up window, fill in the **App Name** (Required) and **App Introduction**, and upload or AI-generate an **App Cover**. Once completed, you will enter the Agent Orchestration Page.



The Agent Orchestration Page consists of two modules: **Settings** and **Debug**.



3.2.1 Agent Configuration

The **Settings** module consists of 4 sub-modules, including **Prompt** and **Knowledge Base**. Users can configure these sub-modules to empower the Agent with specific capabilities for various scenarios. Users can switch the AI model via the dropdown list in the top right corner of the **Configuration** module.

Prompt

Prompt is a natural language instruction used to guide the Large Language Model (LLM) in performing specific tasks. Writing the prompt is the first step in building an Agent; it defines the Agent's identity, goals, and other information. The Agent responds based on the LLM's understanding of the prompt. Therefore, the clearer the prompt, the more the generated content will match expectations.

For complex Agents, we recommend using the following prompt framework (CO-STAR) for drafting:

(Context): Provide background information for the task. Providing detailed background information to the LLM helps it accurately understand the specific scenario and theoretical knowledge, ensuring the feedback is relevant.

(Objective): Define the task you want the LLM to complete. Clearly defining the task goal helps the LLM focus on adjusting its response to achieve this specific objective.

(Style): Define the writing style you expect. You can specify the writing style of a famous person or an industry expert, such as a business analyst or CEO. This guides the LLM to

respond using a manner and vocabulary that fits your needs.

(Tone): Set the emotional tone of the response. Setting an appropriate tone ensures the LLM's response coordinates with the expected emotional or atmospheric context. Possible tones include formal, humorous, empathetic, etc.

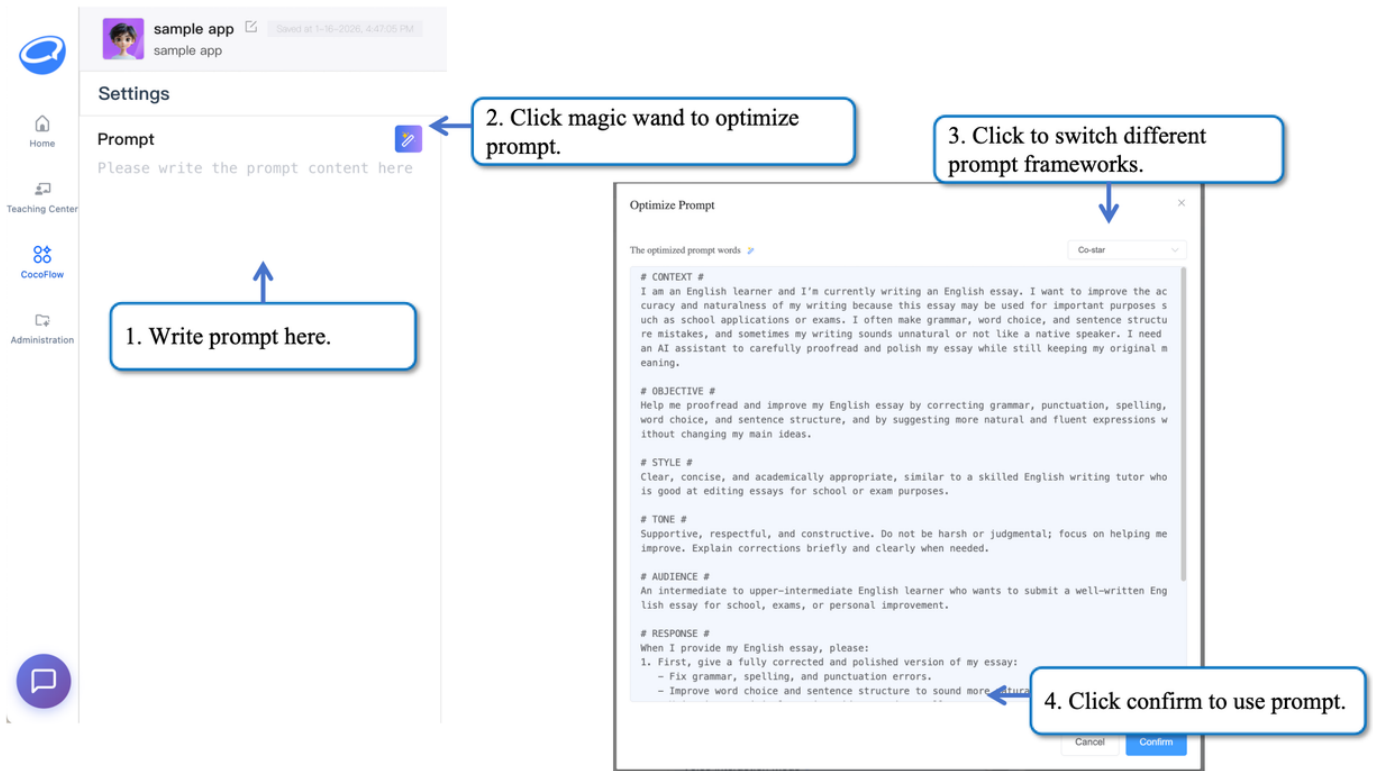
(Audience): Identify the target audience. Customizing the LLM's response for a specific audience—whether experts in the field, beginners, or children—ensures the content is appropriate and easy to understand within the specific context.

(Response): Specify the output format. Determining the output format ensures the LLM outputs according to your specific needs, facilitating downstream tasks. Common formats include lists, Markdown, professional reports, etc.

This framework is cited from: Sheila Teo. How I Won Singapore's GPT-4 Prompt Engineering Competition [OL]. (Dec 29, 2023). <https://towardsdatascience.com/how-i-won-singapores-gpt-4-prompt-engineering-competition-34c195a93d41/>

Operation Steps:

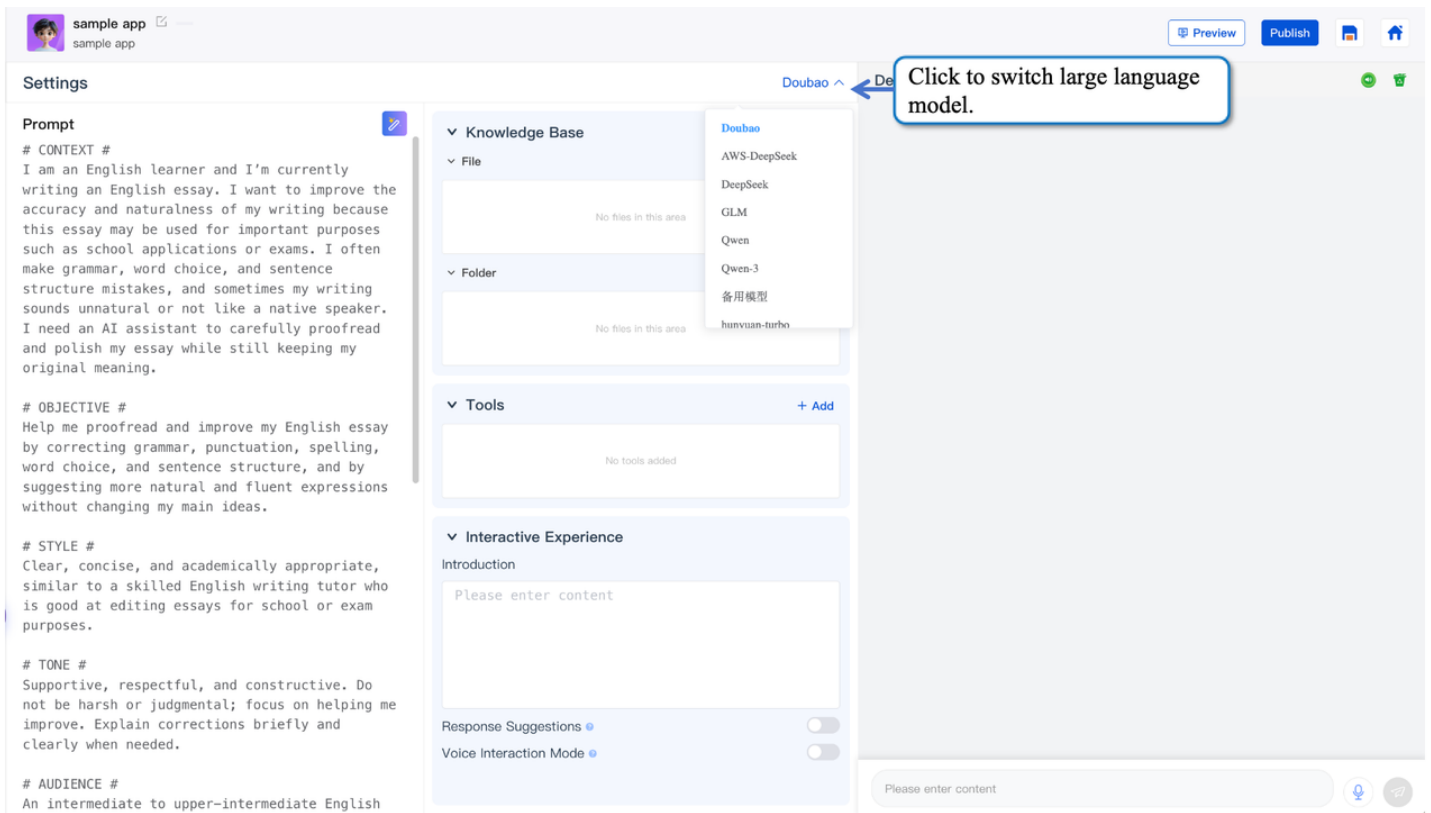
1. **Draft Initial Prompt:** In the "Prompt" input area, first use natural language to briefly describe the Agent's requirements, role setting, or task goals (Step 1 in the diagram).
2. **Activate Optimization:** After completing the basic description, click the blue **Magic Wand** icon in the top right of the input box (Step 2 in the diagram). The system will automatically recognize the content and invoke the large model for polishing and logical completion.
3. **Select Framework:** The system will pop up the "Optimize Prompt" preview window showing the results. Use the dropdown menu in the top right of the window (e.g., Co-star in Step 3) to switch between different prompt structure frameworks. Different frameworks suit different task scenarios and help the Agent better understand complex instructions.
4. **Confirm & Apply:** After reviewing and confirming that the optimized content meets expectations, click the **Confirm** button in the bottom right of the window (Step 4 in the diagram). The system will automatically fill the high-quality prompt into the editor as the Agent's final instruction.



Large Language Model (LLM)

The **Large Language Model (LLM)** acts as the "Super Brain" behind the Agent. Having read vast amounts of text knowledge, it can understand complex instructions like a human and fluently converse, write, or code. Simply put, it is the core engine driving the AI to think and express itself; the choice of model directly determines the AI's intelligence level and area of expertise.

Users can flexibly switch between different mainstream LLMs based on specific application scenarios (e.g., needing stronger logical reasoning or faster response speed). In the model option area of the configuration page, click the currently displayed model name (e.g., "Doubao"), and the system will show a dropdown list of available models. Simply click the target model (e.g., "AWS-DeepSeek") in the list to complete the switch.

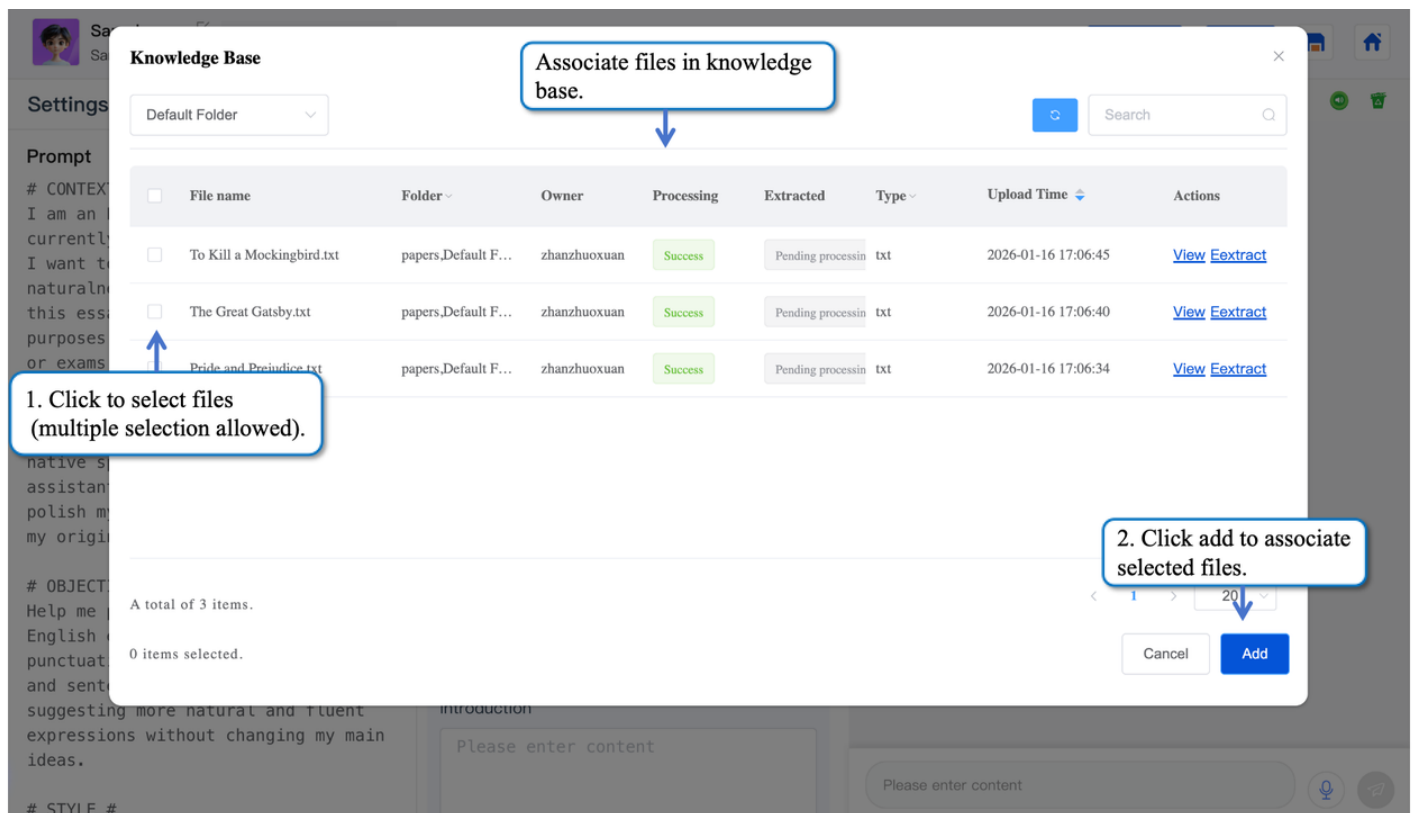
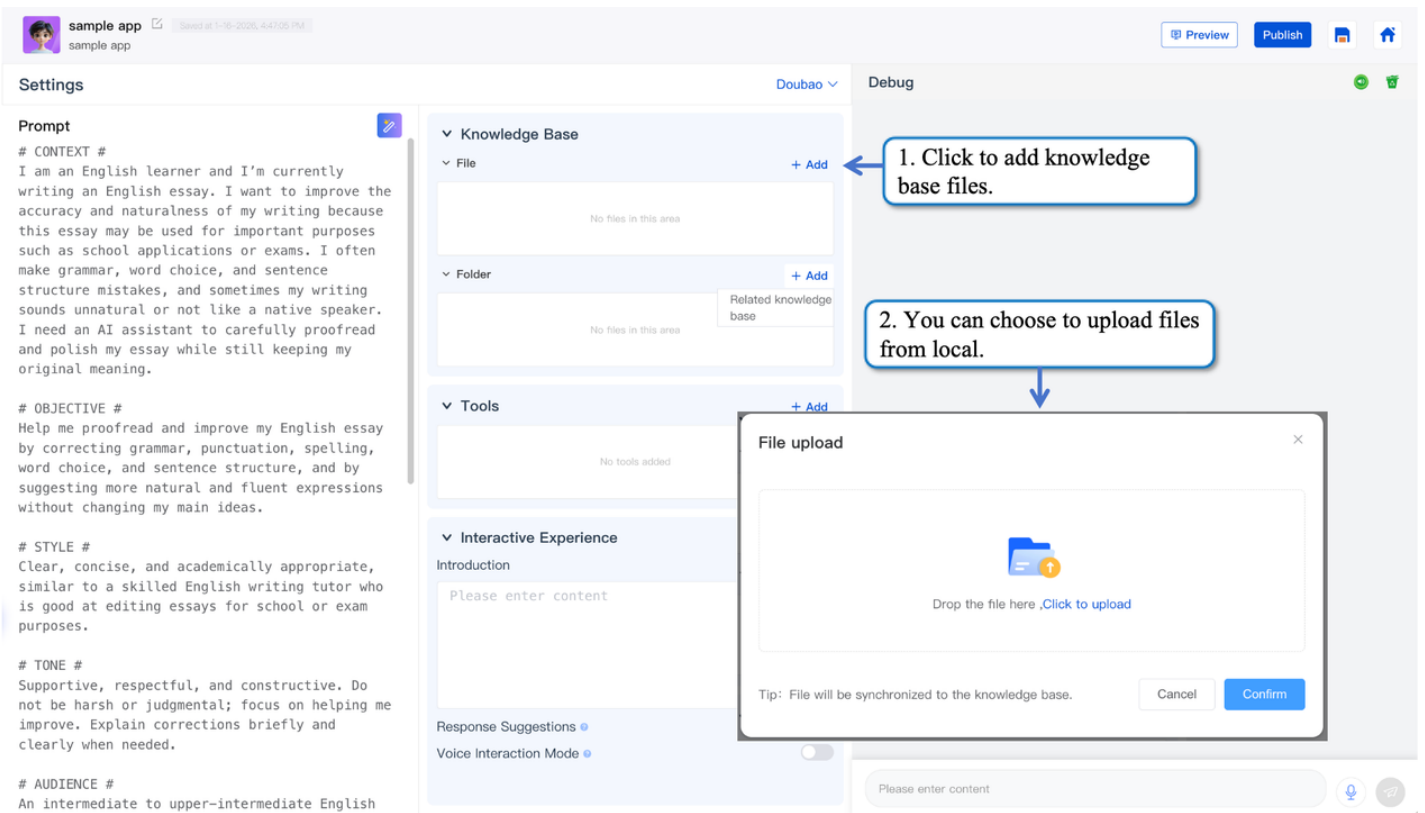


Knowledge Base

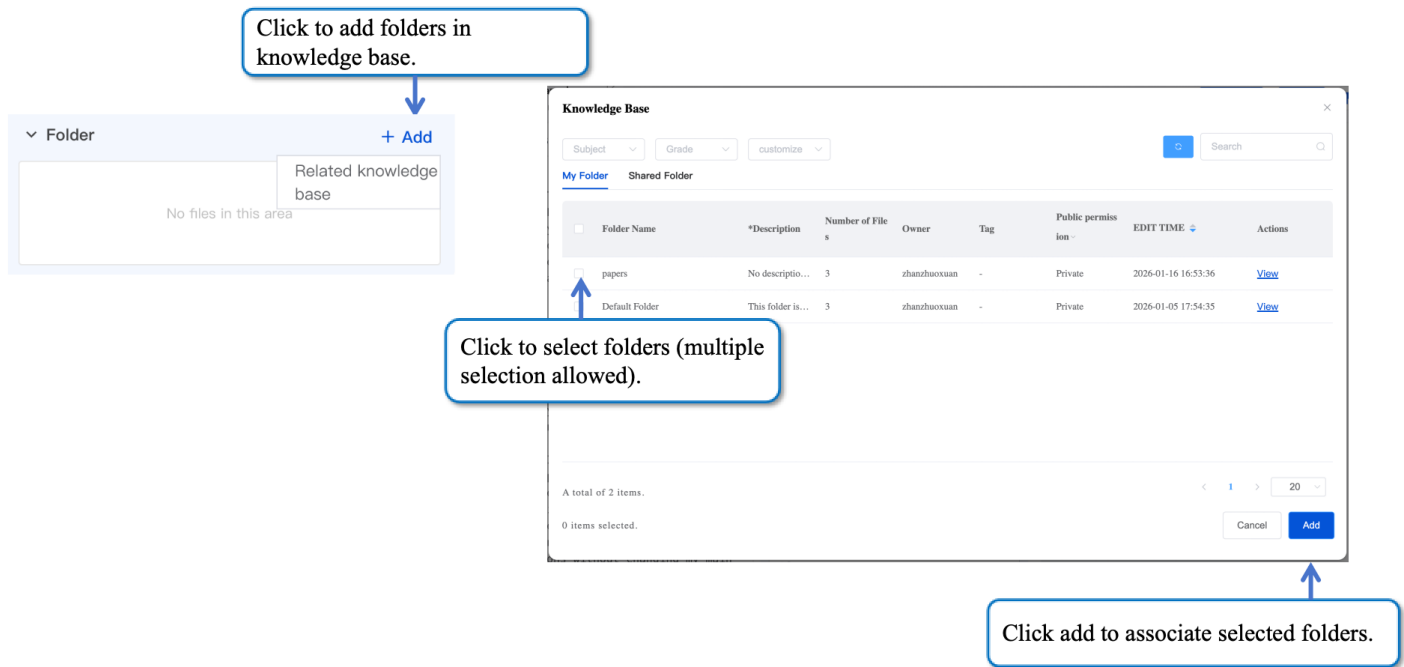
LLM training data usually comes from public data on the internet, so models often lack domain-specific professional knowledge. If the Agent involves intelligent Q&A in a specific field, we need to add an exclusive Knowledge Base to address the model's knowledge deficiency in that area.

Users can choose to configure "Files" or "Folders" in the Knowledge Base.

Click the **+ Add** button. Users can choose between **Link Knowledge Base** and **Upload Local File** to add Knowledge Base files.



If users need to configure a folder, they must select **Link Knowledge Base** and choose the required folder from the existing Knowledge Base. CocoFlow supports common file formats such as `txt`, `docx`, `pdf`, `ppt`, and `pptx`.



Describe Knowledge Base Files (Optional): We recommend that users describe the file content and the connection between the file content and the content generated by the Agent within the **Context** of the prompt.

Example: The key chapters in the file are the "Discipline Core Competencies and Curriculum Objectives" chapter in the High School (Grades 10-12) Curriculum Standards, and the "Curriculum Objectives" chapter in the Compulsory Education (Grades 1-9) Curriculum Standards. These chapters detail the "Core Competencies" and "Objectives" of the discipline. "Discipline Core Competencies" refer to the essential character and key abilities that students should possess to adapt to lifelong development and social development needs. "Objectives" refer to the specific goals and intentions to be achieved by the course itself. It stipulates the expected degree of realization in terms of moral, intellectual, and physical development for students at a certain educational stage after studying the course. It is the basis for determining course content, teaching objectives, and teaching methods.

Attention! Each discipline's "Core Competencies" use professional terminology and usually appear as subheadings in the file. They cannot be arbitrarily composed or fabricated.

Tools

If the Agent's preset functions cannot be fulfilled by the AI model alone, tools need to be added to expand its capability boundaries. Click the **+ Add** button in the Tools area, and users can select from the six tools currently supported by CocoFlow.

For example, a single language model does not have the ability to generate images. If the Agent is configured with a single language model, it needs to be combined with image processing technology, i.e., using the "Image Generation" tool to achieve image generation functionality.

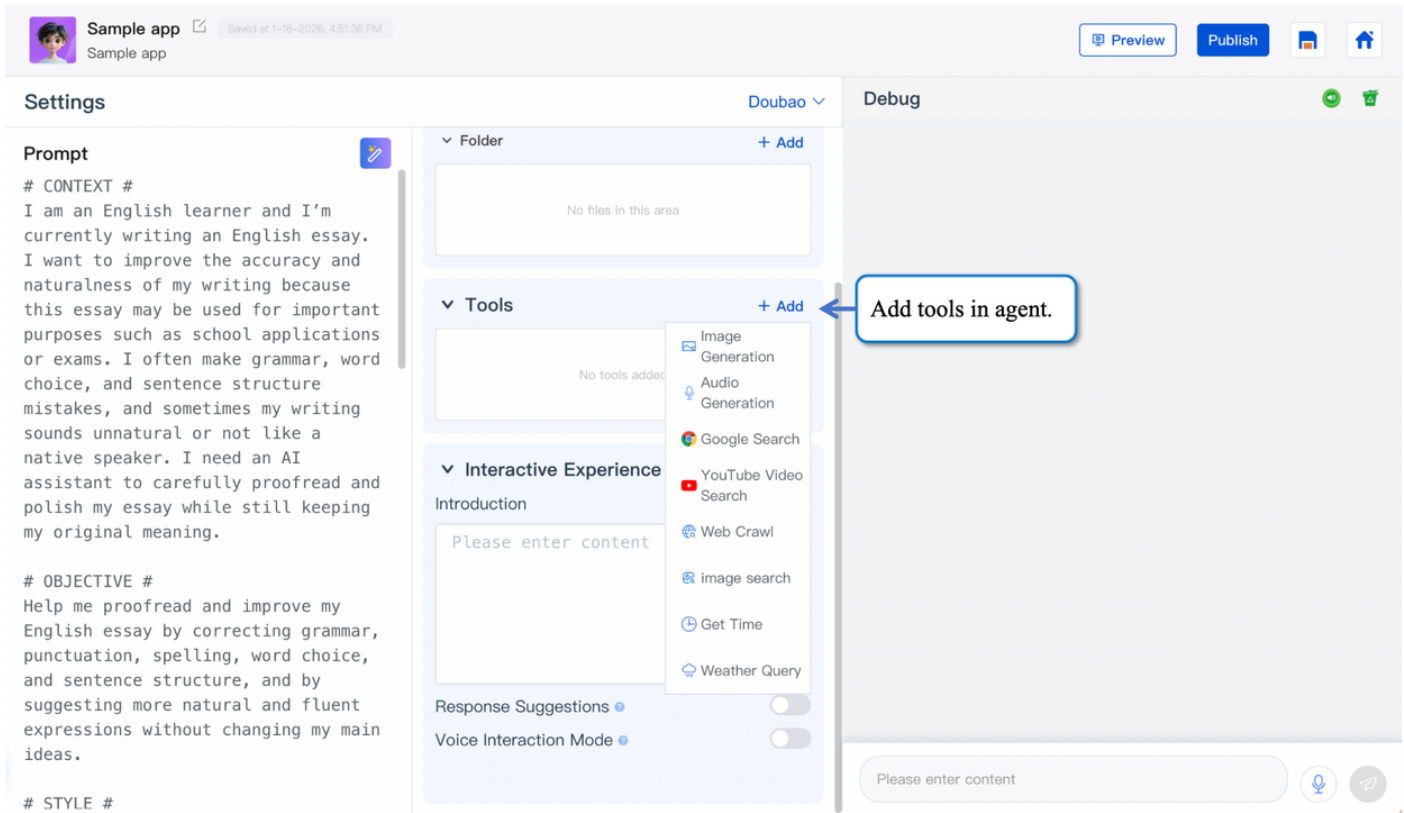


Image Generation: The Agent can generate images related to its own descriptions or user descriptions based on user input.

Voice Generation: This tool can convert text into clear speech output.

Bing Search: When the Agent encounters a question it cannot answer, or when the creator explicitly indicates the use of the search tool in the prompt, the Agent can automatically use Bing Search and present the results.

Bilibili Video Search: The Agent can search for and provide relevant video links from Bilibili based on keywords entered by the user.

Web Scraping: This tool helps the Agent extract and analyze the latest data, such as news and product information, by automatically crawling webpage content.

Image Search: This tool can search for images on the web based on keywords entered by the user and return image links.

Get Time: This tool can obtain the precise current time and break it down into Year/Month/Day/Week/Hour, etc.

Weather Query: This tool supports obtaining structured data such as real-time weather, temperature, and wind force based on the city name.

User Experience

This sub-module allows you to configure the Agent's interaction capabilities, enabling features such as multi-turn dialogue with users and automated reply guidance.

- **Opening Greeting:** Set a customized opening message. An effective opening greeting allows users to quickly understand the Agent's capabilities and usage scenarios, and can also guide users to start the interaction.
- **User Reply Suggestions:** When the switch is on, the Agent will automatically provide 3 reply suggestions based on the conversation content after each response for user reference, helping users conduct subsequent conversations more easily.
- **Voice Interaction Mode:** When the switch is on, the Agent enters a voice-first mode. The interface displays the voice input button by default, and the Agent will automatically play audio when replying; turning the switch off retains the traditional text input and silent reading mode by default.

The screenshot shows the configuration interface for an agent application. On the left is the 'Settings' module, and on the right is the 'Debug' module. The 'Settings' module is divided into several sections: 'Prompt' (containing context and objective text), 'Folder' (empty), 'Tools' (empty), and 'Interactive Experience'. The 'Interactive Experience' section includes an 'Introduction' text input field and two toggle switches: 'Response Suggestions' (disabled) and 'Voice Interaction Mode' (enabled). Three callout boxes with arrows point to the 'Tools' section, the 'Response Suggestions' toggle, and the 'Voice Interaction Mode' toggle.

Set opening message.

Choose whether to enable user reply suggestions.

Choose whether to enable voice interaction mode, and whether to sync transcribed text.

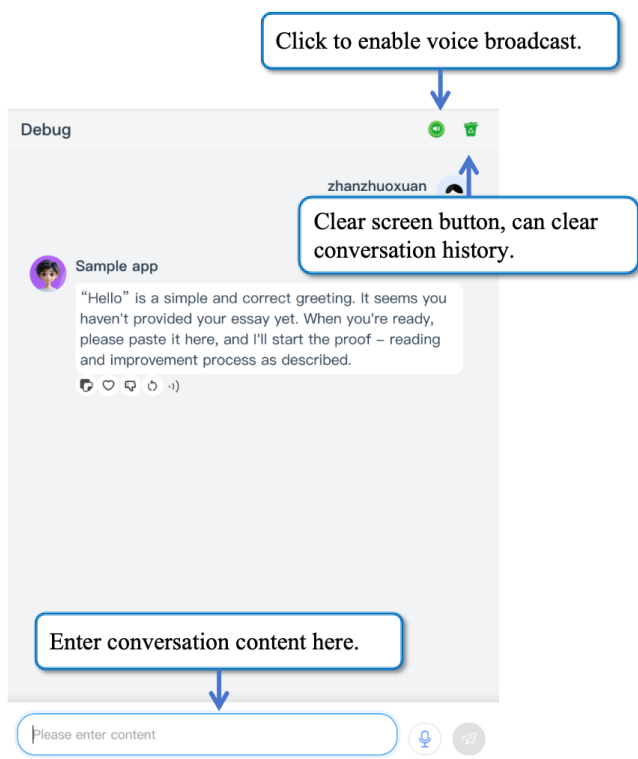
3.2.2 Agent Debugging

The **Debug** module allows users to test the functional implementation of the Agent application. Simply send a message in the debugging interface on the right to start debugging.

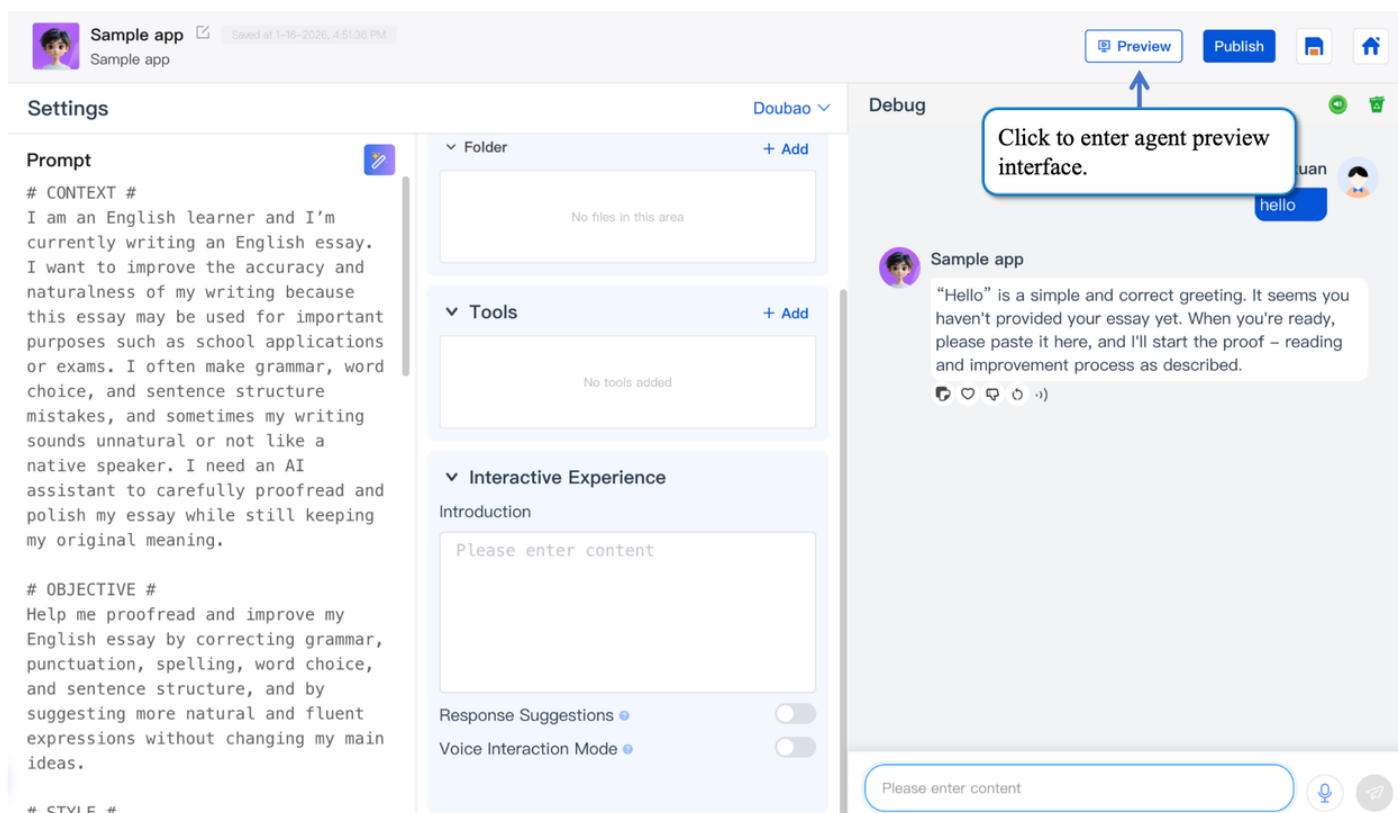
- The **Auto-Read** button in the top right corner of the **Debug** module controls whether the AI output is automatically played aloud.

- The **Clear** button permanently clears the conversation history between the current user and the Agent.

Tip: When debugging again after modifying the configuration, it is recommended to click **Clear** first to eliminate interference from historical records, and then click **Debug**.



Users can also select **Preview** in the top right corner to enter the Agent preview interface. If an opening greeting is configured, the Agent will proactively send it to start the conversation; if not, the user needs to send the first message to initiate the dialogue.

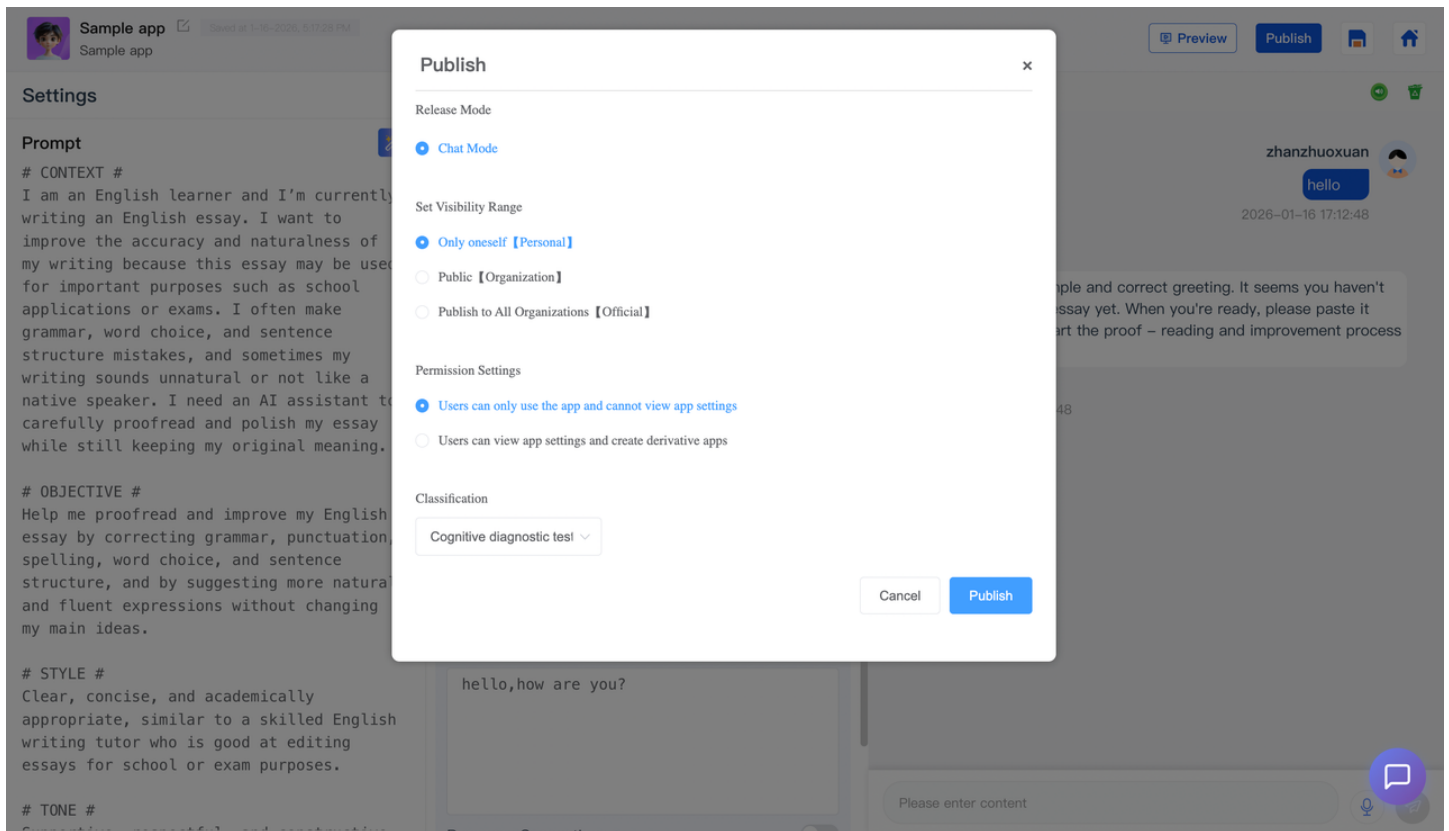


3.2.3 Publish Agent Application

Click the **Save** button in the top right corner of the page to save the current orchestration to the "Agent" Workspace.

Click the **Publish** button. After completing the settings in the "Publish" pop-up window, the Agent can be published to the "App Center".

- **Set Visibility:** Private (visible only to me), Organization (visible to users within the organization), or Public to All Organizations (visible to all CocoFlow users).
- **Permission Settings:**
 - **Experience Only:** Users can chat with the Agent but cannot view or edit configurations, nor can they call this Agent in a workflow.
 - **Allow Copy & Remix:** Users with access can copy this Agent to modify and call it.
- **Category:** Select the functional category of the current Agent application; the app will appear under the corresponding tab in the App Center.



3.3 Creating Workflow Applications

3.3.1 Key Concepts

Workflow Introduction

A **Workflow** is a collection of executable instructions, acting like an intelligent production line used to implement business logic or complete specific tasks. It provides a structured framework for data flow and task processing within applications or Agents.

The core of a workflow lies in combining the powerful capabilities of Large Language Models (LLMs) with specific business logic, enabling efficient and scalable AI application development through systematic and procedural methods.

CocoFlow provides a visual canvas where you can quickly build workflows by dragging and dropping nodes. It also supports real-time workflow debugging directly on the canvas. On the workflow canvas, you can clearly visualize the data flow process and the execution sequence of tasks.

Node Introduction

The core of a workflow lies in **Nodes** (components). Each node is an independent component with a specific function, representing a distinct step or logic.

These nodes are responsible for processing data, executing tasks, and running algorithms, and they all possess inputs and outputs. Every workflow includes a **Start** node and an **End** node by default.

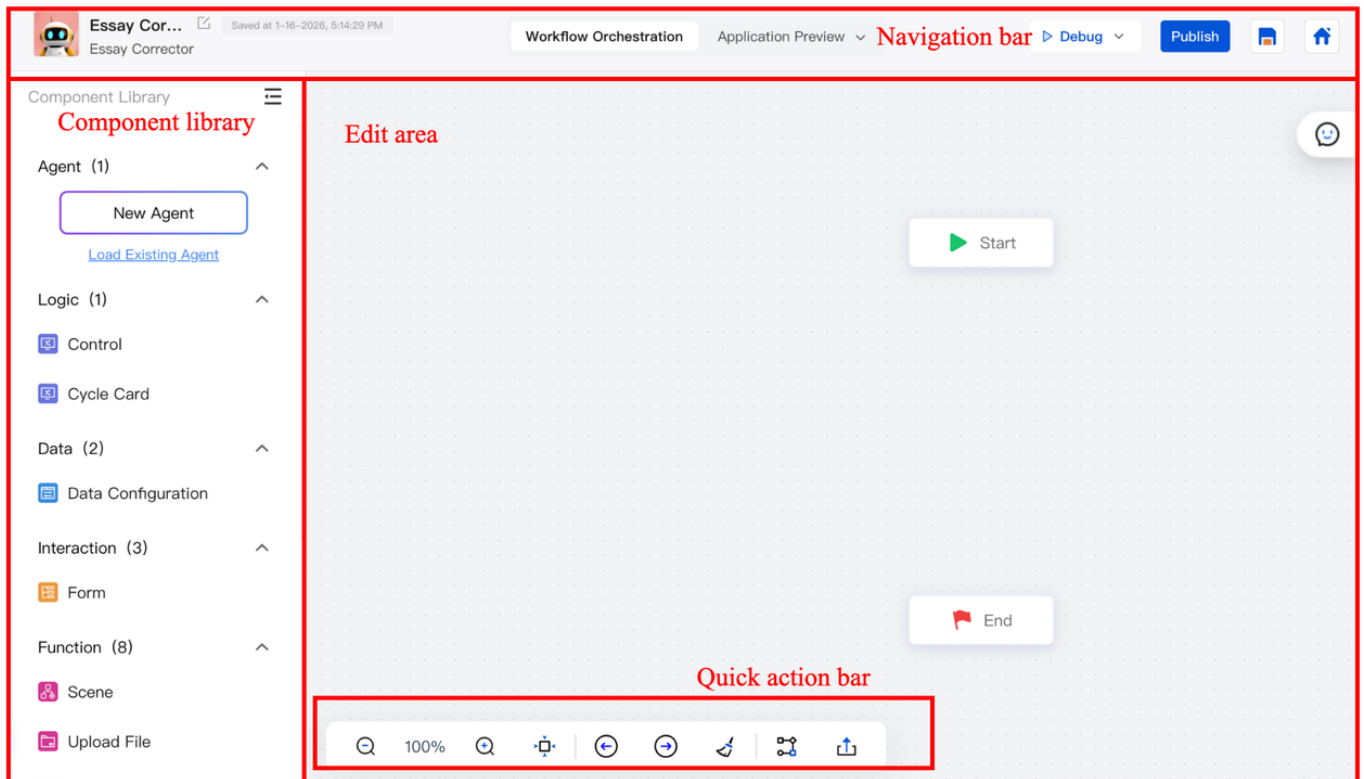
By referencing node outputs, nodes can be connected to form an interlinked chain of operations. For example, a user can reference the output of an "Interaction Node" within the input of an "Agent Node," allowing the Agent Node to utilize the content output by the Interaction Node. On the workflow canvas, you will see these two nodes connected together.

3.3.2 Canvas Overview

After creating a new workflow application, you will enter the workflow orchestration page.

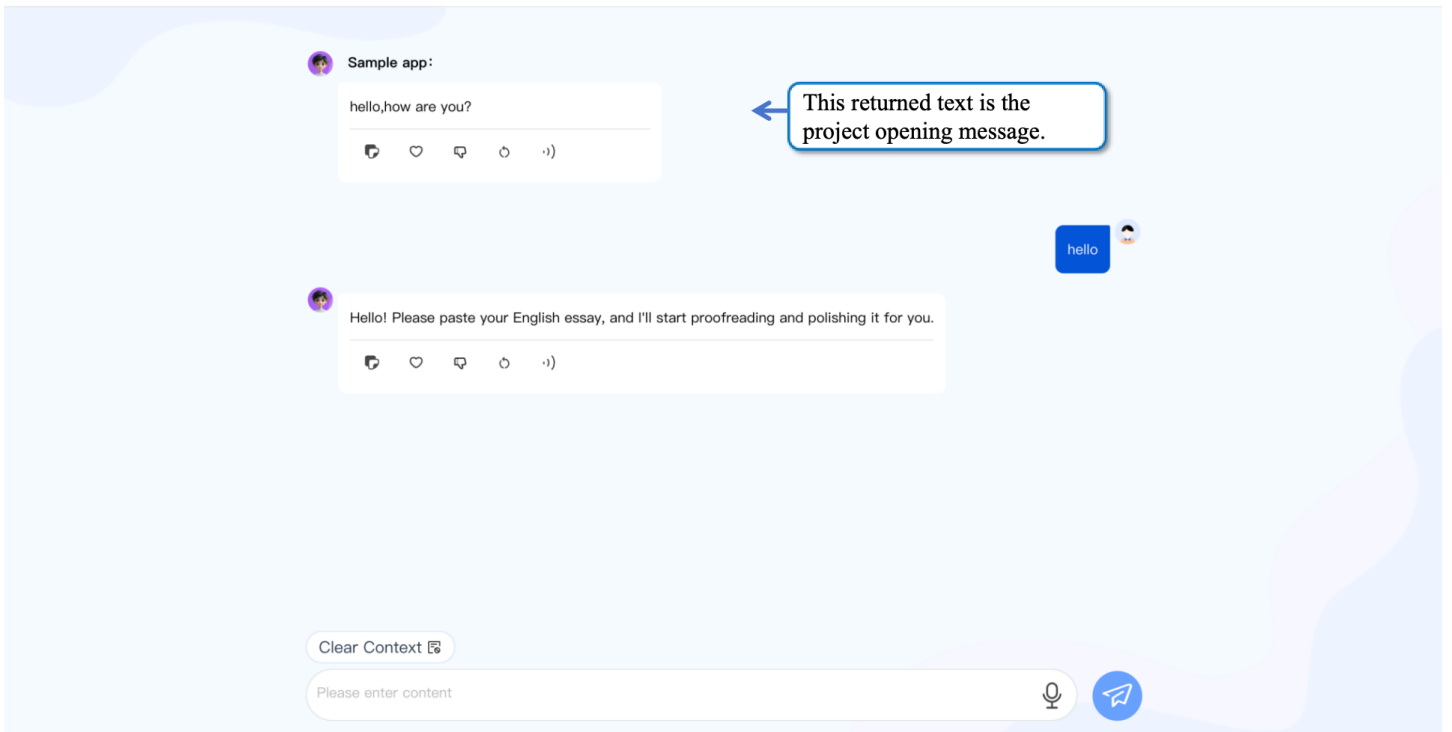
- **Navigation Bar:** Contains basic application information and global operations such as **Preview**, **Edit**, **Publish**, and **Save**, allowing users to manage application content and status at any time.
- **Component Library:** Click the list button in the top left to expand the Component Library. Components are mainly divided into six types: **Agent**, **Logic**, **Data**, **Interaction**, **Function**, and **Education**. By combining and configuring different components, users can build workflows to complete more complex tasks.
- **Editing Area:** The workflow canvas supports dragging and dropping components. Here, you connect the **Start** node, various components, and the **End** node in sequence to complete the workflow construction.
- **Quick Actions Bar:** The global control function area, mainly including:
 - a. **Canvas Operations: Zoom Out, Zoom In, Fit to Screen** (system automatically scales to the appropriate display).
 - b. **History Records: Undo** (Previous Step) and **Redo** (Next Step) for backtracking.

- c. **Batch Component Processing: Clear** (delete all components) and **Auto-Layout** (automatically arrange all components).
- d. **Export:** Supports exporting the workflow as a JSON file, used for creating workflows via file import. Also supports exporting the workflow editing area as an image (PNG).

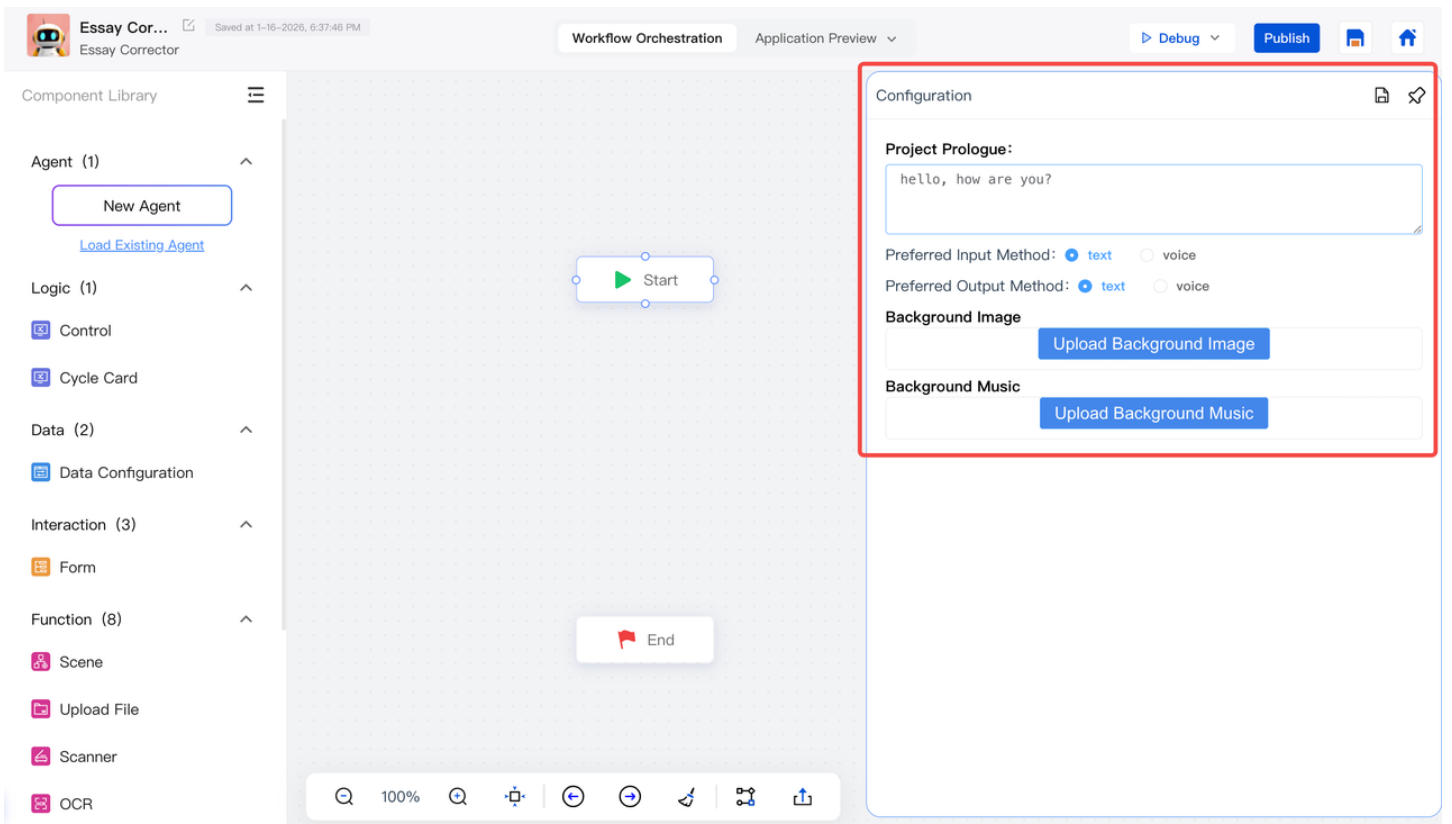


The **Start** node is the beginning node (starting point) of the workflow, defining the input parameters required to launch the workflow. Double-click the starting point to open its configuration page. Configurable content includes:

- **Project Opening Greeting:** The first message displayed to the user when the workflow runs. It plays an important role in guidance and notification. The actual running effect is as follows (using Chat Mode as an example).



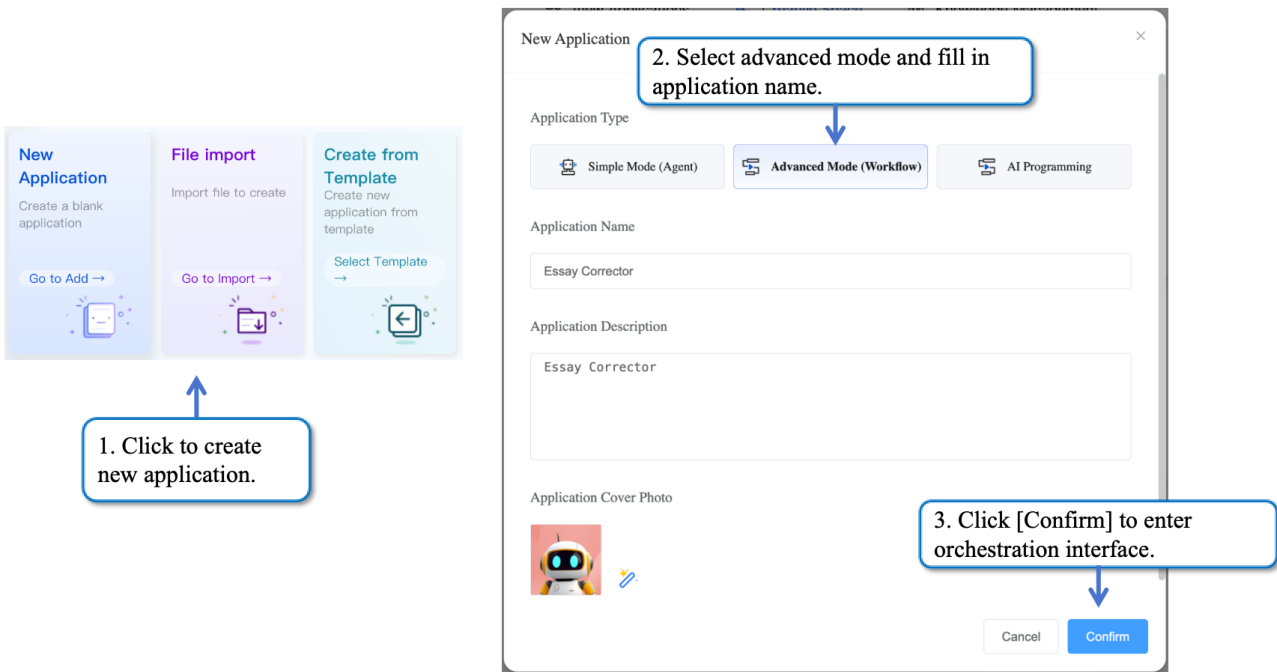
- **Preferred Input Method:** Modifies the user's input method. For example, a spoken English practice workflow can prioritize **Voice** as the input method.
- **Preferred Output Method:** The content returned by the Agent will be broadcast via voice. For example, for groups needing to improve reading skills, such as lower-grade students, **Voice** can be prioritized as the output method.



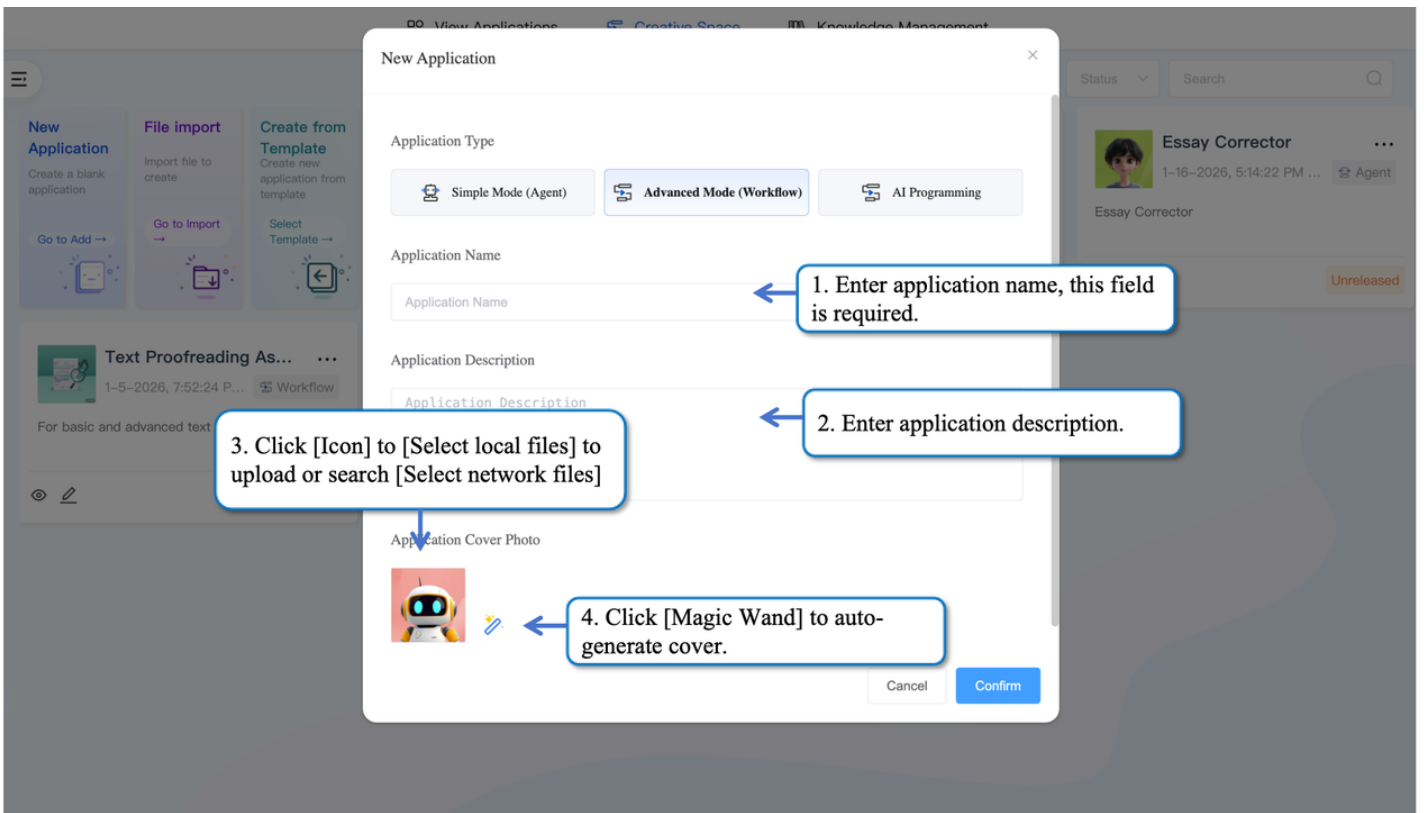
Connect the **End** node to indicate the completion of the workflow process.

3.3.3 Workflow Creation

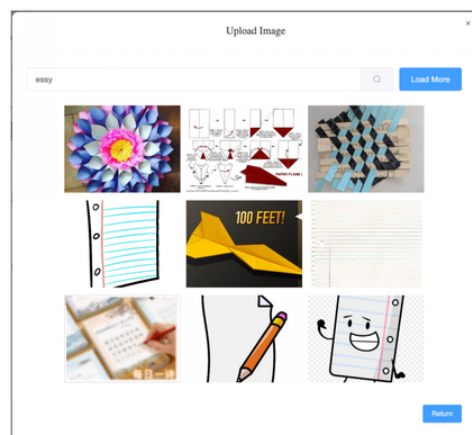
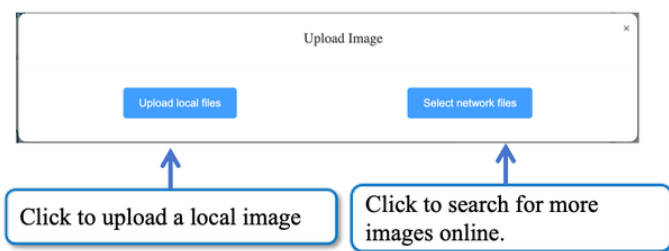
On the Workspace page, click the **New App** button and select **Advanced Mode (Workflow)** to start creating a workflow application. Fill in the basic information of the workflow in the "New App" pop-up window:



- **App Name:** Enter the application name; this field is required.
- **App Introduction:** Enter the application introduction to help users quickly understand the app's functions.



- **App Cover:** The cover can be auto-generated by AI or selected manually. Clicking the Magic Wand will let AI automatically generate an app cover. Clicking the Icon allows you to Select Local File to upload, or Select Network File to search for more relevant images online.

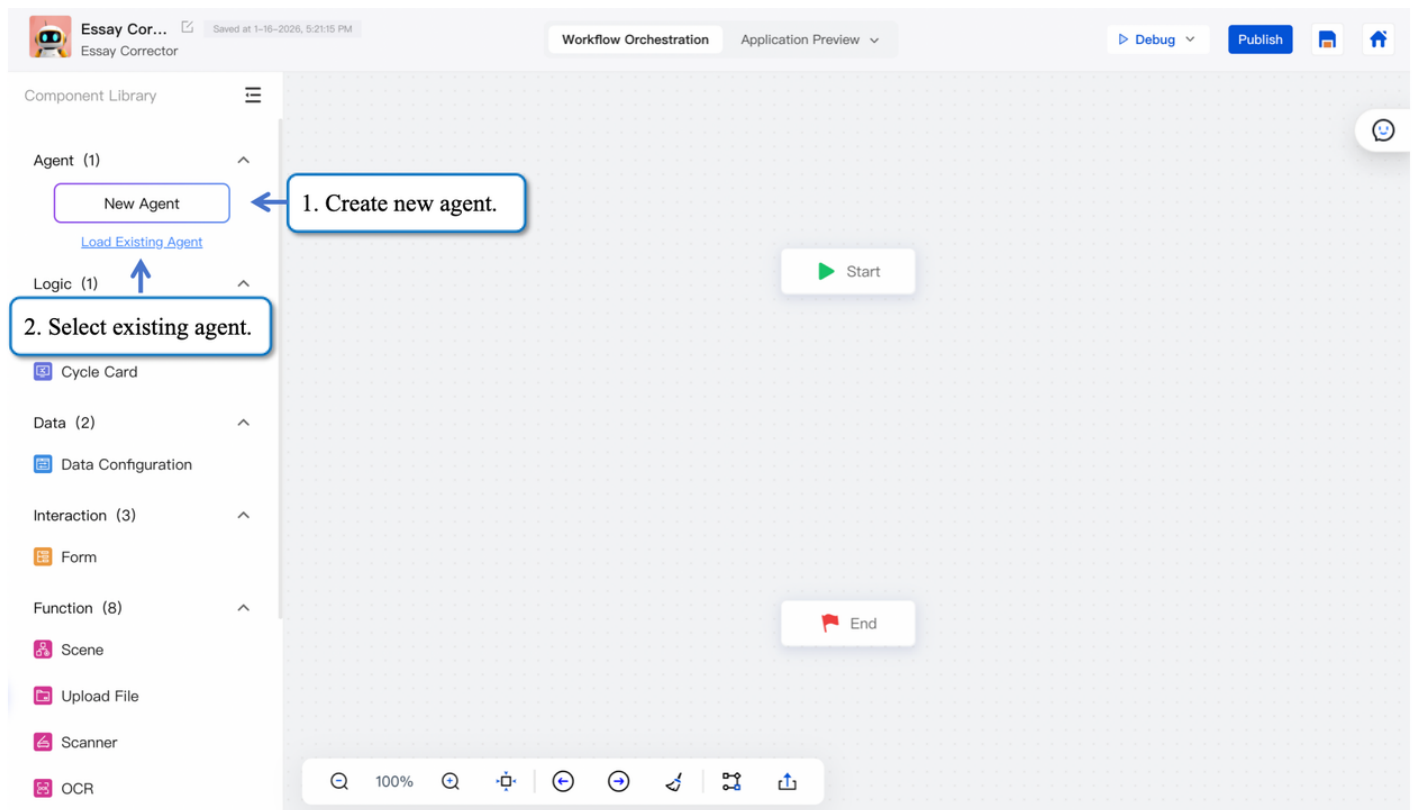


After completing the above basic information, click **Confirm** to finish creating the new workflow.

Component Library

A. How to Add an Agent

Open the Component Library in the sidebar. There are two ways to add an Agent: **Load Existing Agent** and **New Agent**.

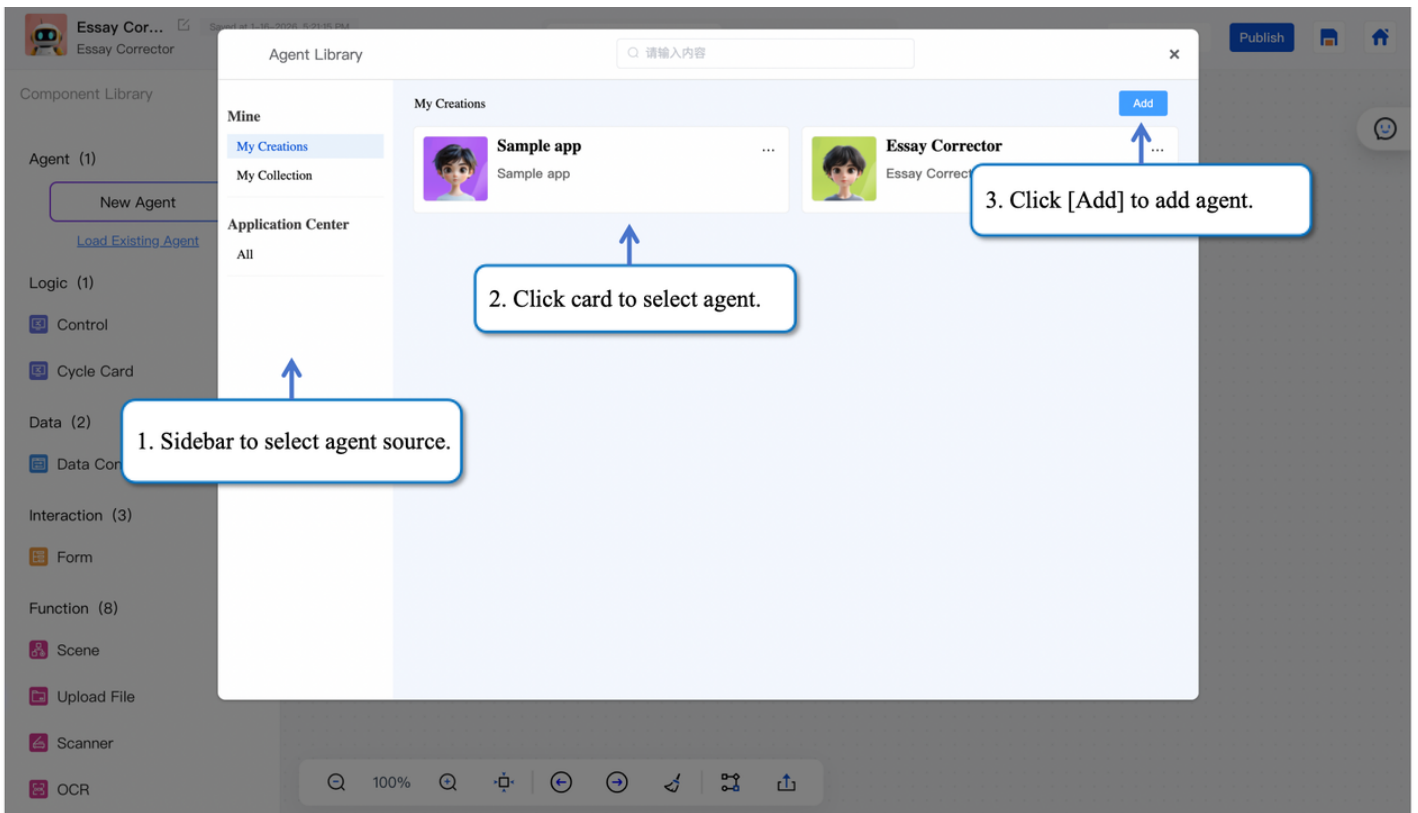


Click **Load Existing Agent**. In the sidebar of the pop-up window, select the Agent source. It supports selecting from **Mine** or any Agent in the **App Center** that allows copying. Single-click cards to select Agents (supports multi-selection), then click **Add** to add the Agents to the workflow.

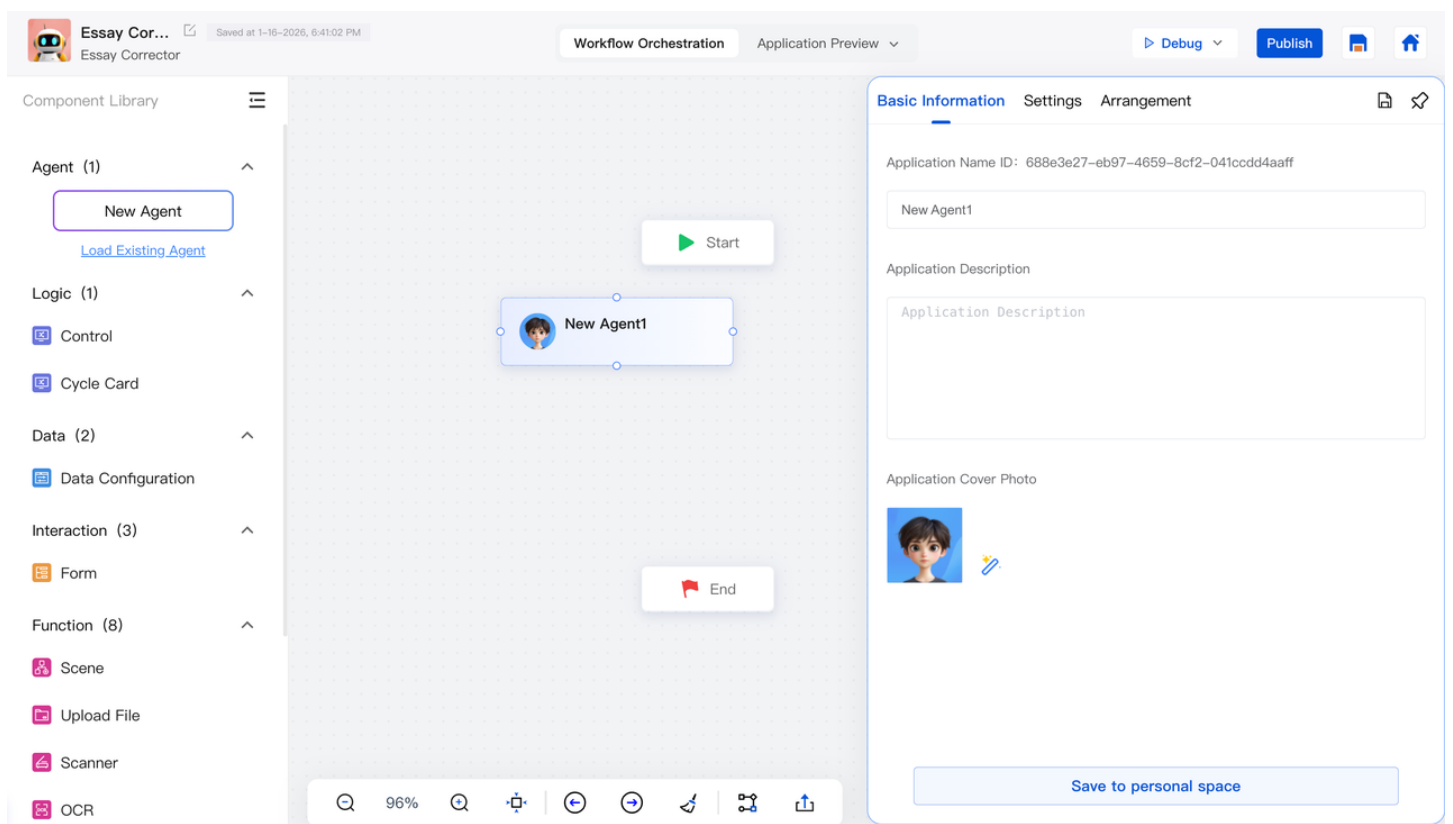
Tip: If you add an Agent created by yourself, a pop-up prompt will appear.

Clicking **Copy and Edit** will allow you to edit based on a copy of the Agent; subsequent modifications to the Agent within this workflow will *not* affect the original Agent.

Clicking **Edit Directly** means modifications to the Agent within the workflow *will* synchronously alter the original Agent.



Click **New Agent**. A card labeled "New Agent + Serial Number" will appear on the canvas. Hovering the mouse over the card pops up an operation bar with **Debug** (click to view more debugging operations), **Delete**, and **Settings**.



Click **Basic Info** to set the Agent's App Name, App Introduction, and App Cover.

Click **Settings** to configure the Agent's Model, Prompt, Knowledge Base, and Tools.

Click **Orchestration** to set the Agent's input processing, jump paths, and output settings. The specific content is as follows:

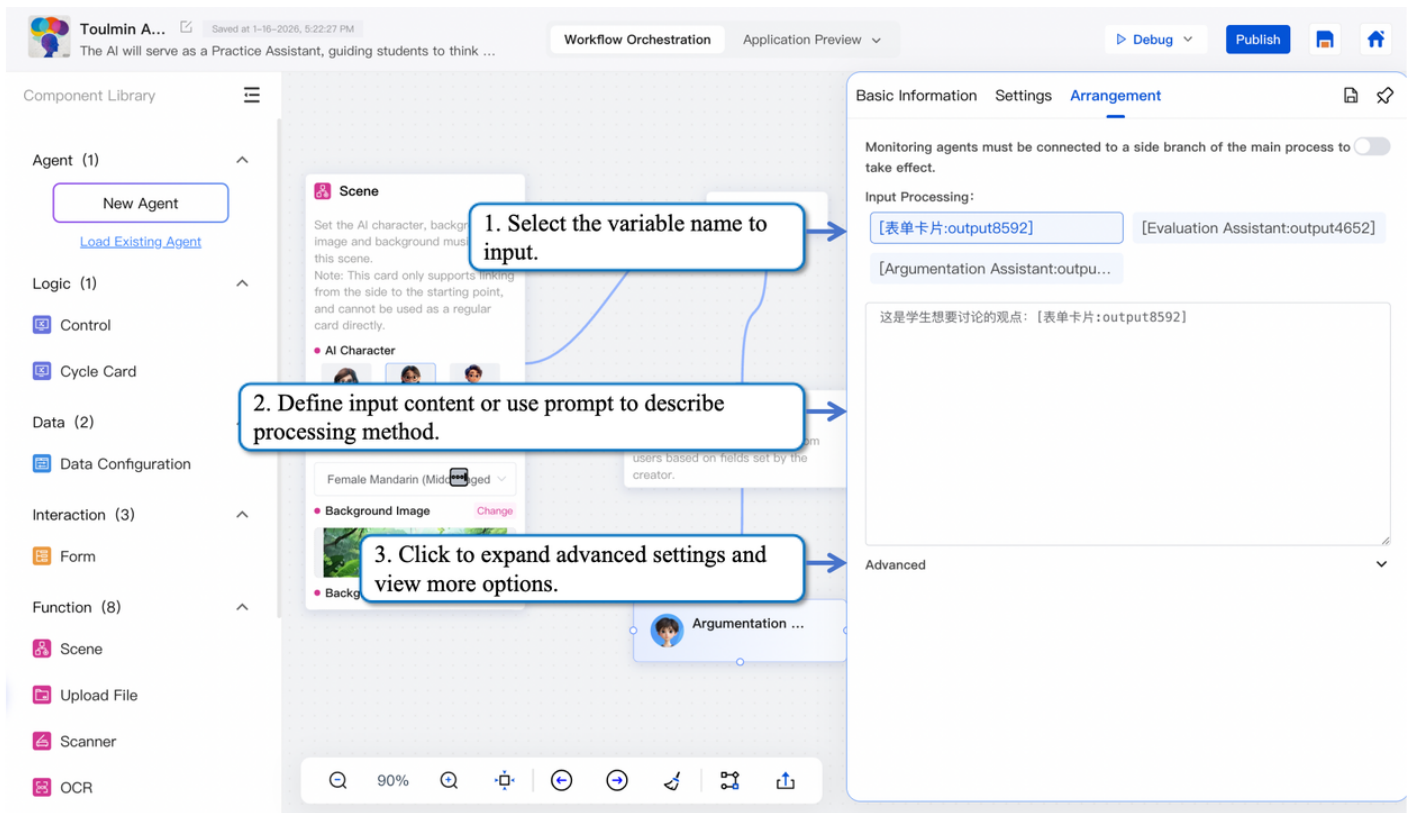
- **Input Processing:** In the variable matrix, single-click to select the variable names that need to be input into this Agent.

Expand the Advanced Configuration bar:

- **Jump Conditions:** Supports setting content judgment conditions based on the user's input during the conversation with the Agent. When the user's input meets the conditions, the workflow jumps to the previous or next node.
 - *Example:* When **Failure Count** (Condition Option) **Equals** (Logic Option) **2** (Condition Value), jump to **Next Level** (Flow Direction).
- **Flow Direction:** You can choose Previous Level or Next Level. *Example: When the user answers "Yes", jump to the Next Level.*
- **Condition Options:** Currently supported condition judgments include "Failure Count", "Success Count", "User Input", "Response Turns", and "Semantic Judgment".
 - *User Input:* Usually refers to explicit instructions given in a dialogue, such as explicit answers like "Previous Step" or "OK".
 - *Semantic Judgment:* Requires summarizing and inferring results based on the user's response content before jumping.
- **Logic Options:** Currently only supports "Equals".
- **Condition Value:** Set the content of the condition to be met.

Output Settings: Settings related to the display and saving of output content, mainly including the following:

- **Display Output Results:** Supports choosing whether to display the output content of this Agent.
- **Sync Chat History:** When enabled, if subsequent Agents reference the current Agent in **[Input Processing]**, they will also reference all chat history generated from one or multiple rounds of dialogue between the current Agent and the user.
- **Interactive Mode:** When enabled, users can engage in multi-turn conversations with this Agent; when disabled, the Agent will automatically proceed to the next node after completing the output content.
- **Define Variable:** Define a variable name for the content output by the node for reference by subsequent nodes.



B. Components

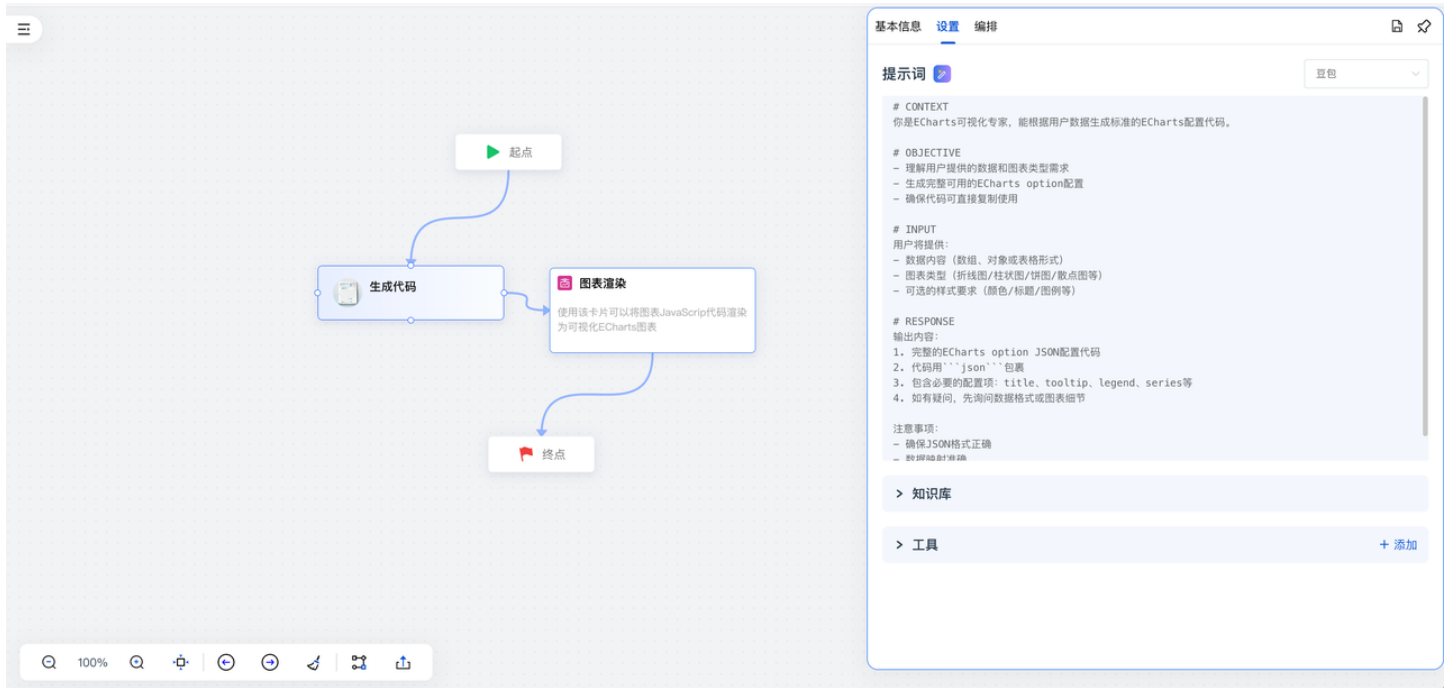
B.1 Chart Rendering

The Chart Rendering card is located in the **Function** section of the Component Library on the left side of the editing page. It is used to render generated JavaScript chart code into visualized Echarts charts (such as bar charts, pie charts, etc.) and display them on the frontend.

This card requires at least 1 Agent to be used in combination. The Agent is used to output the corresponding JavaScript code, and the Chart Rendering card is used to render and display it. To use, create an Agent and set the prompt, drag the Chart Rendering card to the editing area, and connect the Agent to the Chart Rendering card in sequence.

Users can set the Agent's generation form, such as outputting code after obtaining input data and chart type, or outputting code according to the input data and chart type determined in the prompt.

This card does not require context configuration. The Agent's output code will be passed to the Chart Rendering card via the workflow context. When the workflow runs to this card, the code will be rendered as a chart for the user to view.

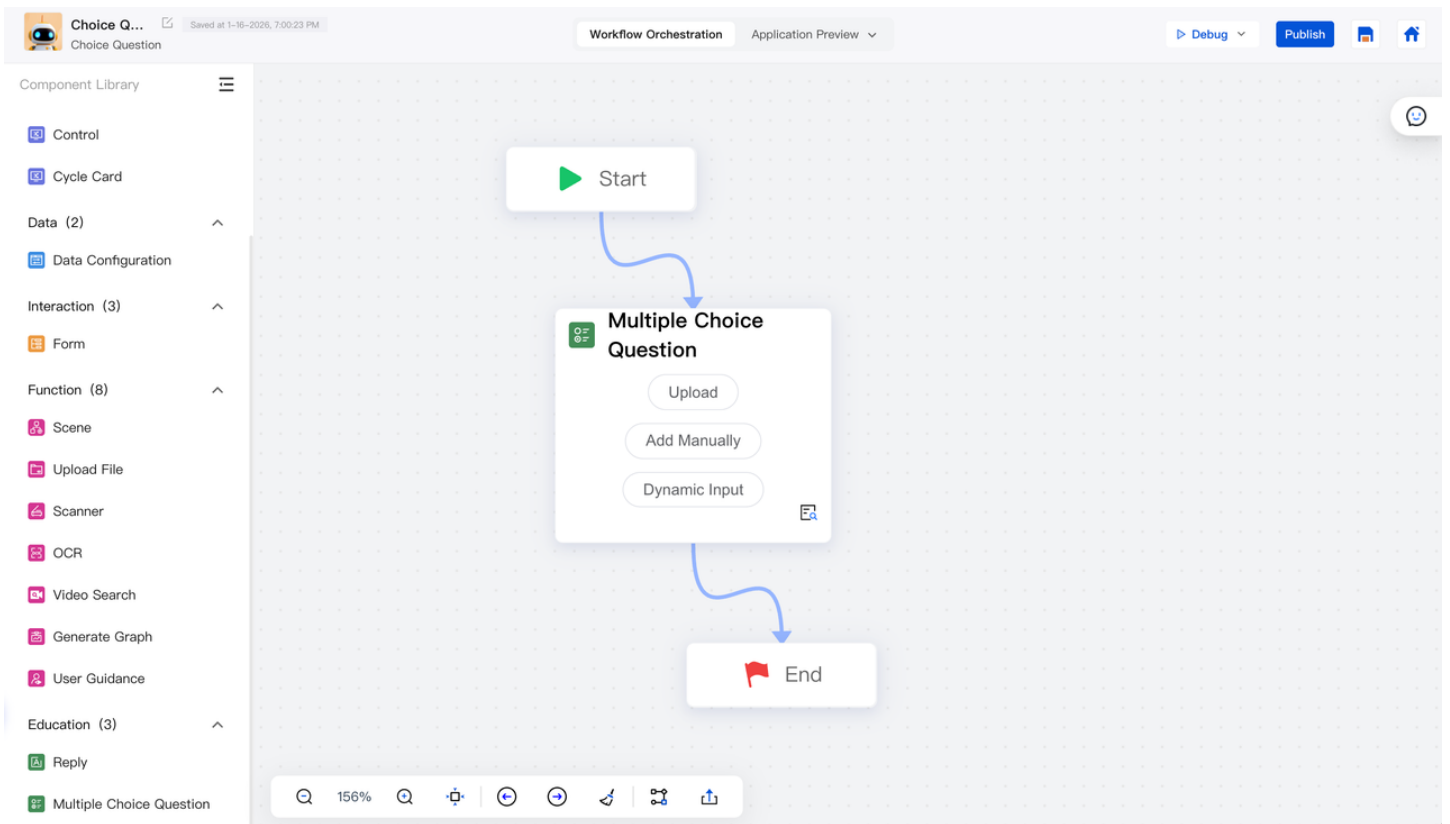


(.com 无此英文组件，无法截图)

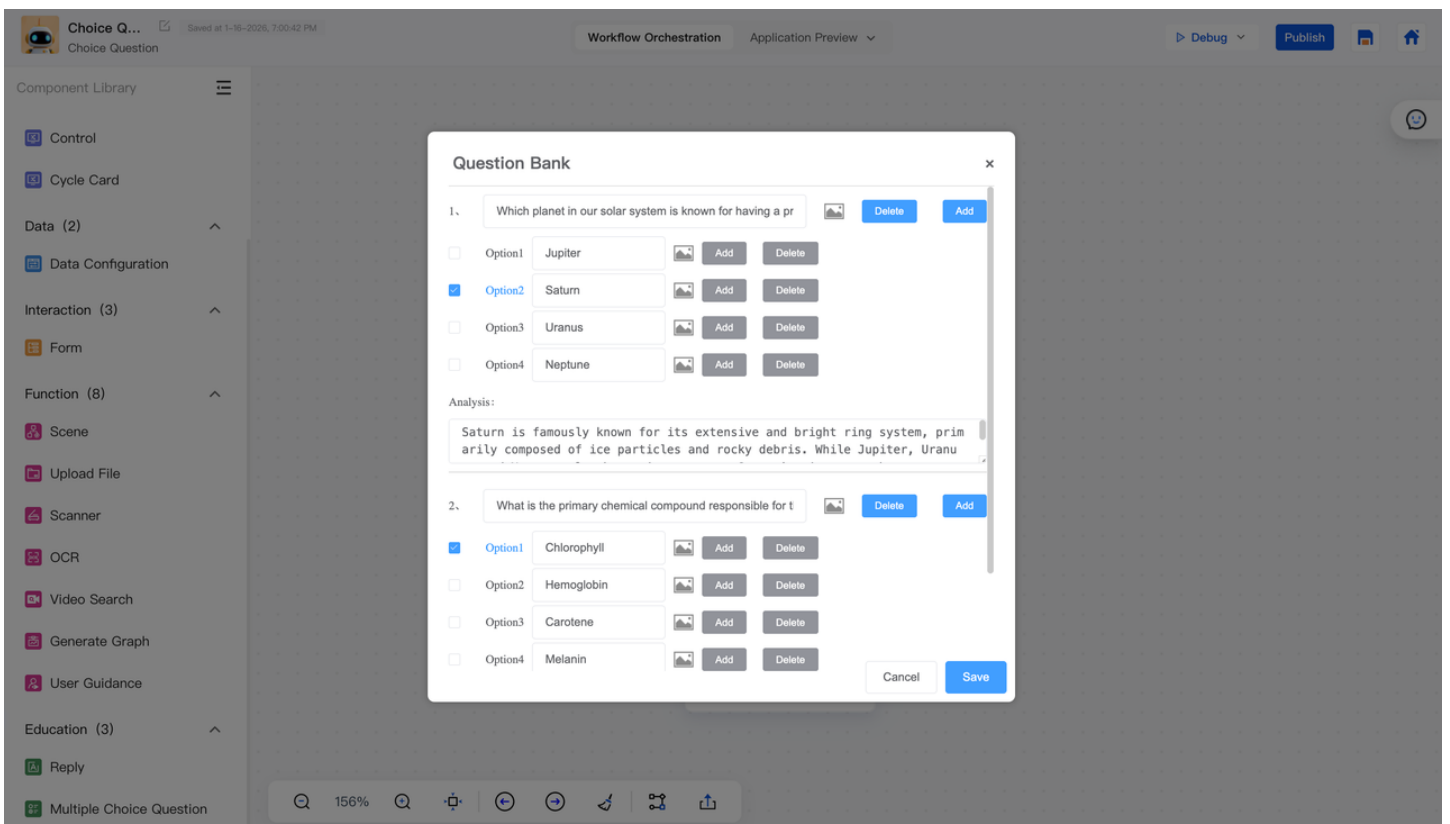
B.2 Multiple Choice Question

The Multiple Choice Question (MCQ) card is located in the **Education** section of the Component Library on the left side of the editing page. It is used to display multiple-choice questions in the user interface, judge correctness after the user answers, and provide an explanation. There are three sources for MCQs: generated from local file upload, manually set directly, or dynamically input from the result of the previous Agent.

Upload from Local File: Drag the card to the editing area, click **Upload File**, and open the file upload pop-up window to upload a local file and parse it into MCQs (Note: only supports `.docx` files).



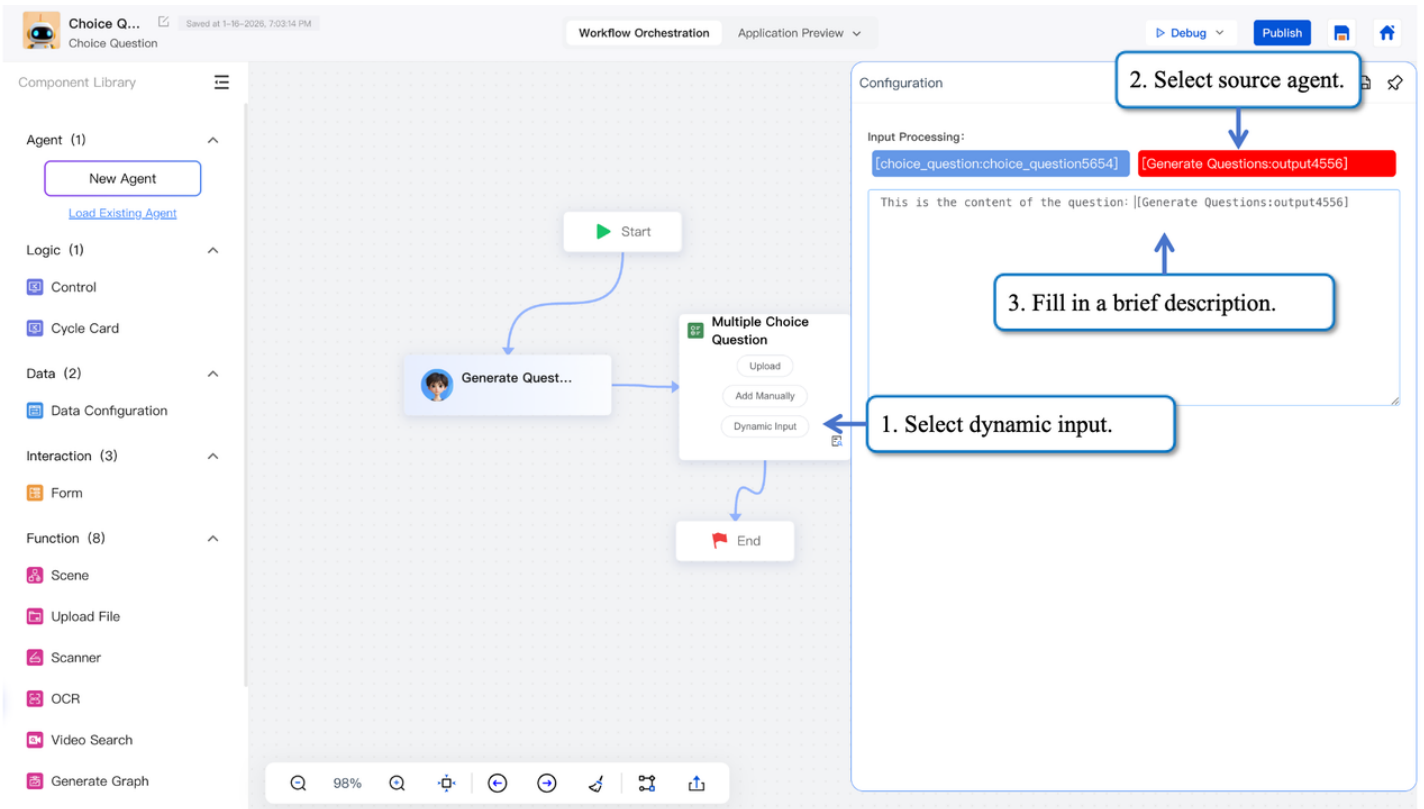
Click **Add Manually** to open the content editing pop-up window. You can set the question and options, correct answer(s), and explanation. Click **Save** to complete the settings. Supports setting multiple correct options for a question.



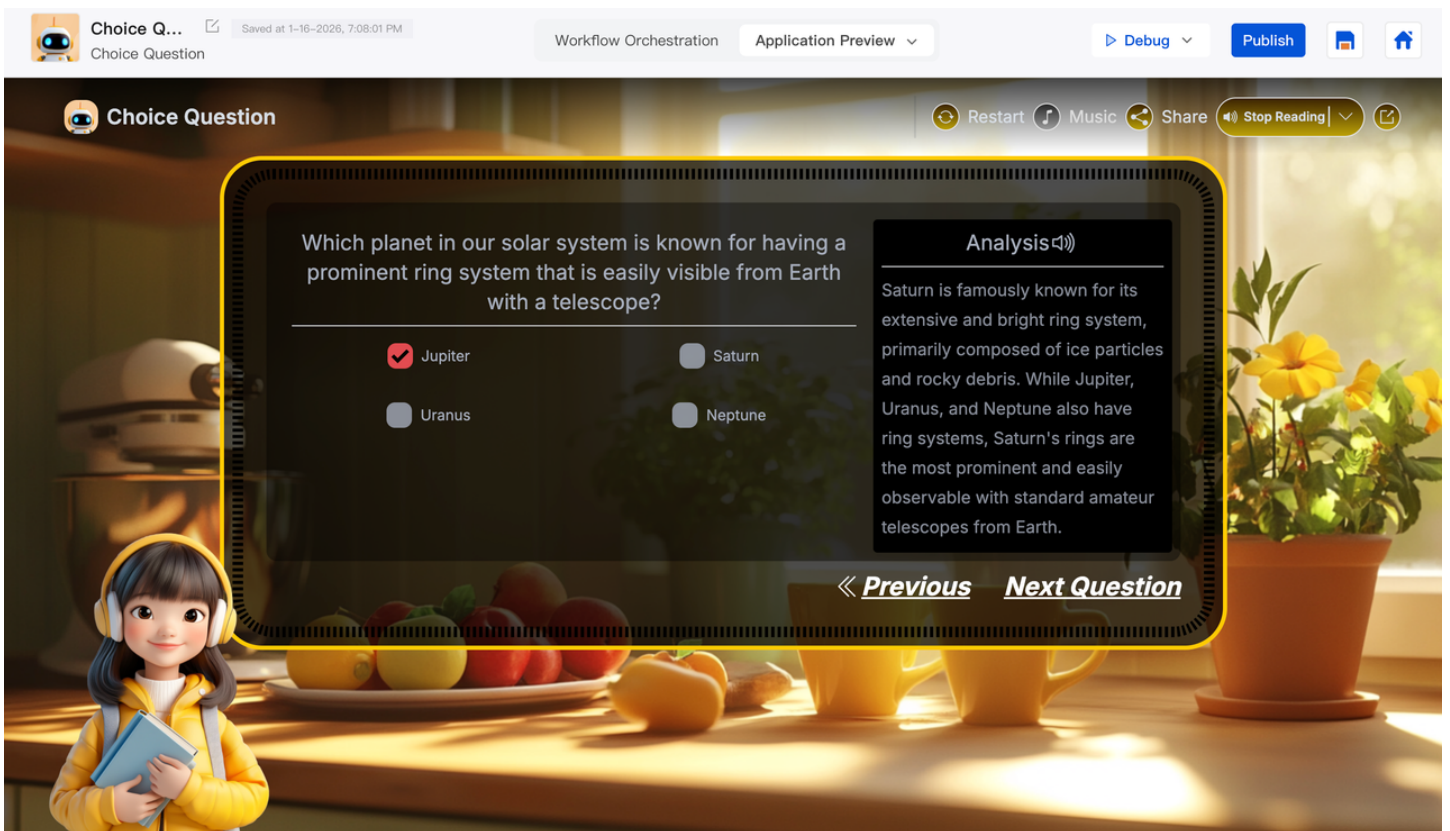
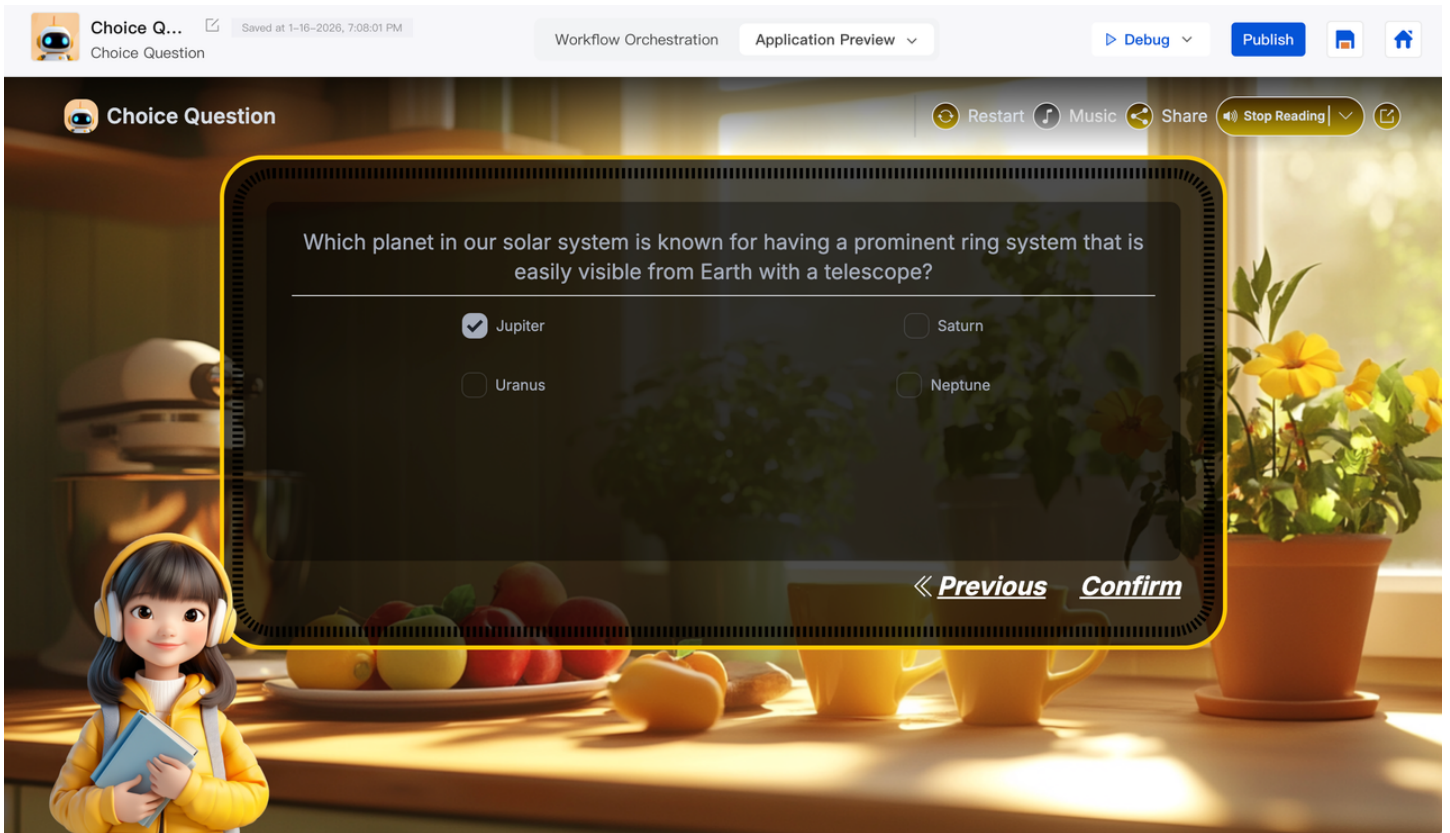
To dynamically input MCQ content from the previous Agent's result, this card requires at least 1 Agent to be used in combination, and the MCQ card needs context configuration.

The Agent is used to output the corresponding questions, and the MCQ card is used to display the questions and judge correctness. To use, create an Agent and set the prompt, then connect the Agent to the MCQ card in sequence.

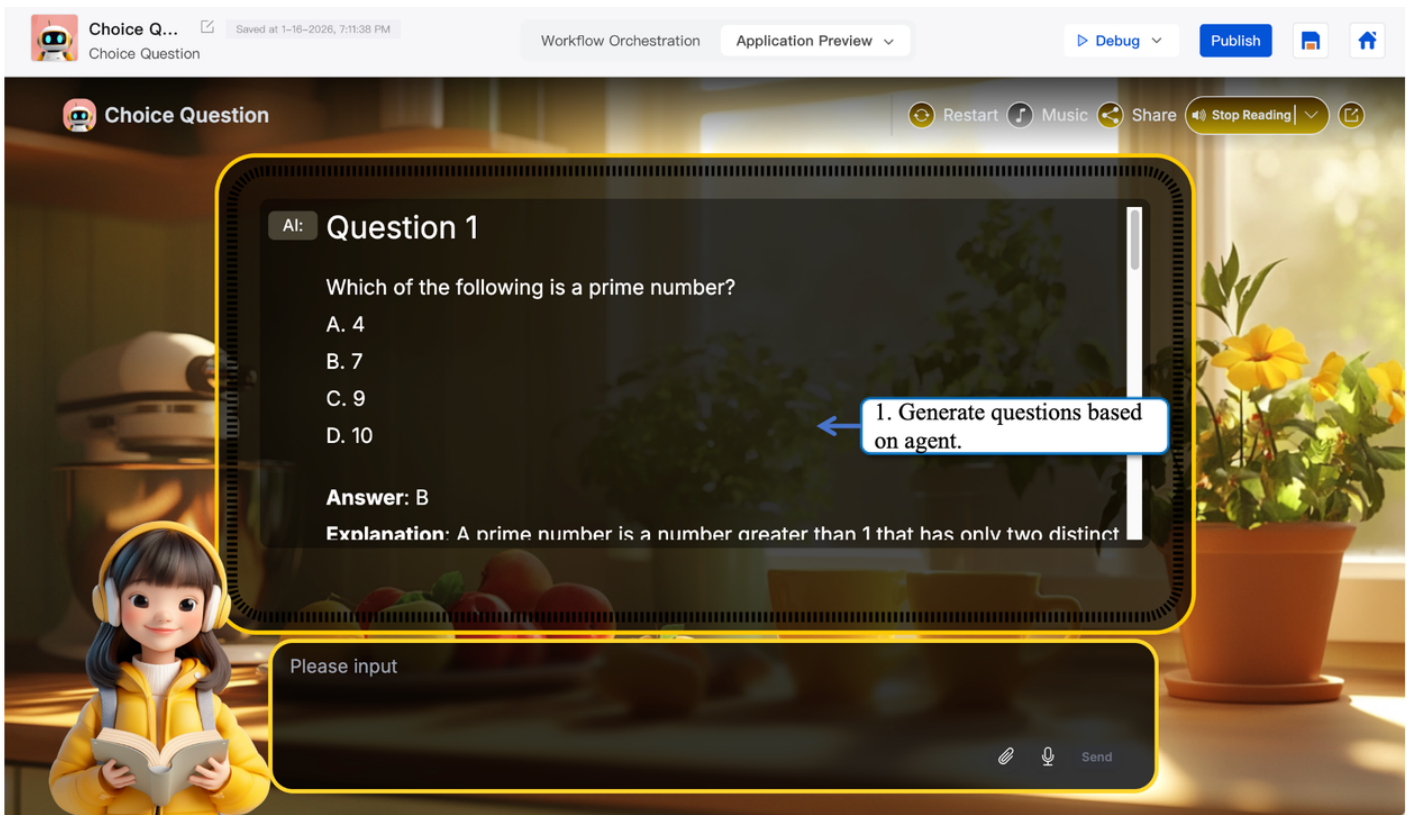
In the Agent's prompt, users can set the MCQ generation form: generate based on the Agent's preceding context (e.g., generate questions of corresponding difficulty based on the student's previous answers), generate based on Knowledge Base content (e.g., retrieve and randomly output questions from the Knowledge Base), or define rules and generate directly.



During Application Use, for Upload File or Add Manually inputs: When the workflow runs to the MCQ card, it presents the set/generated questions for the user to answer. After answering, the correct answer is displayed. This continues until all questions are answered in sequence (the application interface is shown below using the Immersive Mode page as an example).



For **Dynamic Input**, the output result from the source Agent will be used as the dynamic input for the MCQ card, similarly providing the question and explanation to the user.



B.3 场景卡片

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(内容缺失)

B.4 Answer Card

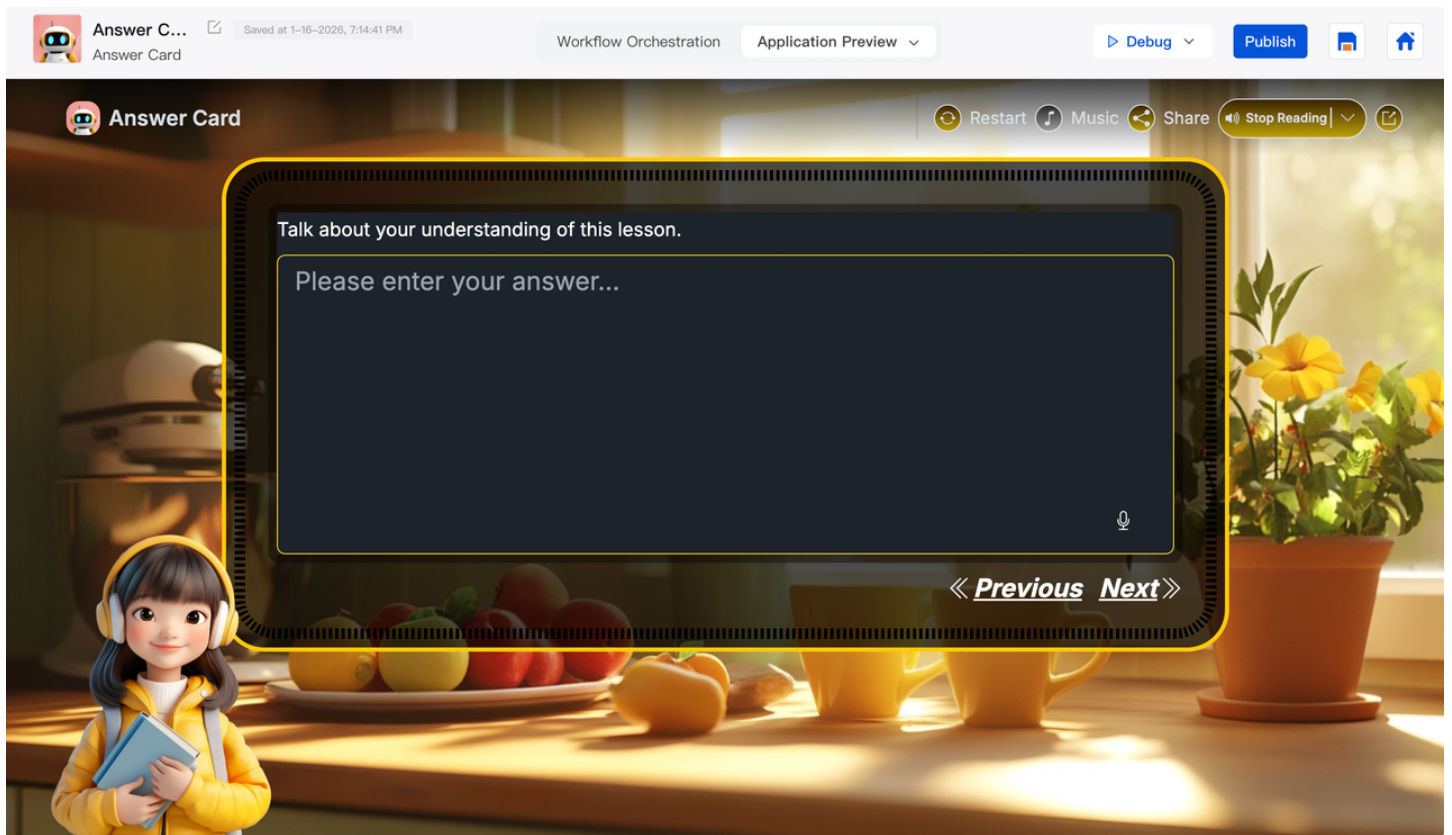
The Answer Card is located in the **Education** section of the Component Library on the left side of the editing page. It is primarily used to build a long-text interaction interface within the workflow. Users can input large blocks of text (such as short answer questions, reflections, essays, etc.), and pass the collected content into the workflow context. Users can choose whether to connect subsequent nodes based on actual business scenarios:

- **Scenario 1: Pure Data Collection (No Connection or Connect to End)** If only collecting user opinions without subsequent processing, this card can exist independently as the end node of a branch or connect directly to the workflow end. In this case, the user's input will be recorded in the operation logs but will not trigger extra AI generation tasks.
- **Scenario 2: Intelligent Analysis & Feedback (Connect to Agent)** If immediate processing of the user's answer is needed (e.g., AI auto-grading, summarizing, grammar correction), please connect an **Agent** after the Answer Card and configure the Answer Card's information into the subsequent Agent's context.

Configuration Method:

- **Guide Prompt:** Users need to fill in the guide text in the "Prompt" input box on the card panel (e.g., "Please discuss your understanding of this lesson"). This content will display directly above the frontend input box to guide the user's response.
- **Data Transfer:** This card does not require configuring complex variable parameters. It automatically captures the text content submitted by the user and injects it into the global context of the workflow for automatic retrieval by subsequent nodes (if any).

When the workflow runs to this card, the frontend will pop up an editor box supporting long-text input along with the preset prompt. The workflow will not carry this input data to continue execution or end until the user completes the input and clicks submit.



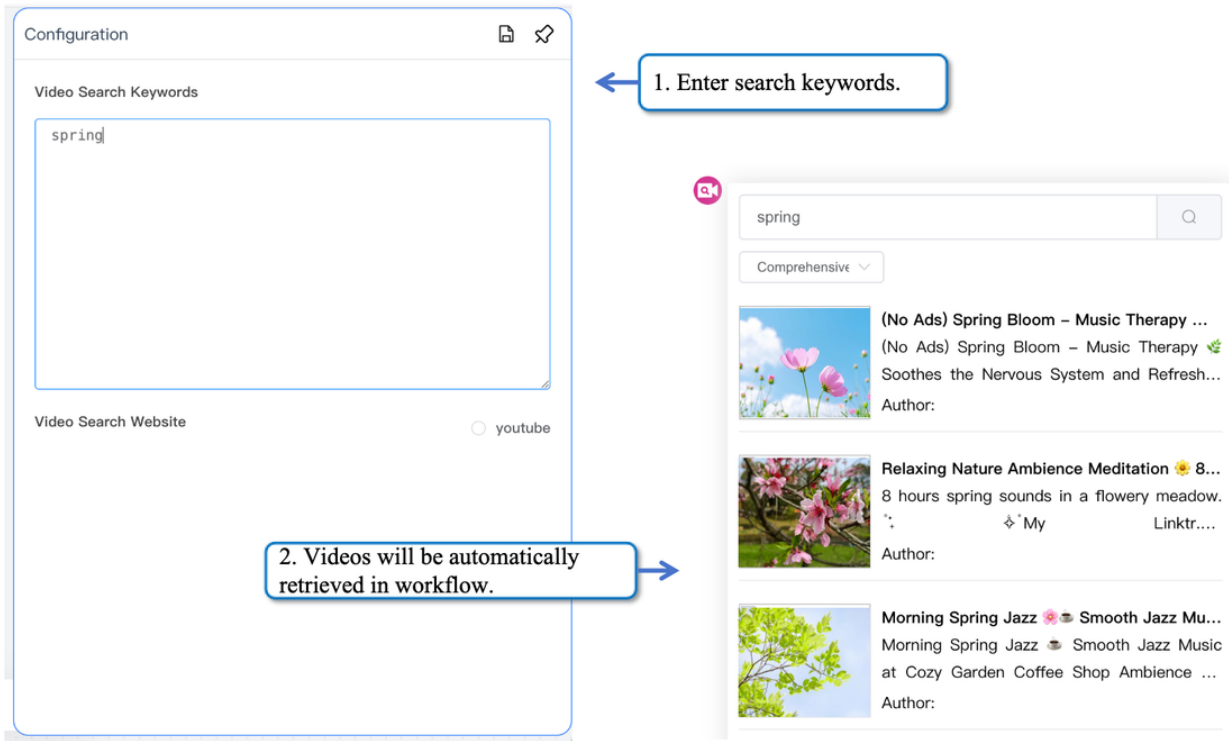
B.5 Video Search Card

The Video Search Card is located in the **Function** section of the Component Library on the left side of the editing page. It is primarily used to integrate the search capabilities of external video platforms into the workflow. It connects to mainstream video websites like Bilibili, directly displaying specific video lists based on configuration, or providing a search entry for users to find materials themselves.

The screenshot displays a workflow orchestration interface for a 'Video Search Card'. The main workspace shows a linear workflow: a 'Start' node (green play button) connects to a 'Video Search' node (blue box with a video icon), which then connects to an 'End' node (red flag). The 'Video Search' node has a description: 'Search and return videos based on keywords'. To the left is a 'Component Library' with categories: Interaction (3) including 'Form'; Function (8) including 'Scene', 'Upload File', 'Scanner', 'OCR', 'Video Search', 'Generate Graph', 'User Guidance'; and Education (3) including 'Reply' and 'Multiple Choice Question'. On the right, the 'Configuration' panel for the 'Video Search' node is open. It features a large text area for 'Video Search Keywords' containing the text: 'The system can automatically extract search keywords based on the input content. You can directly input content or pass variables.' Below this is a 'Video Search Website' section with a radio button selected for 'youtube'.

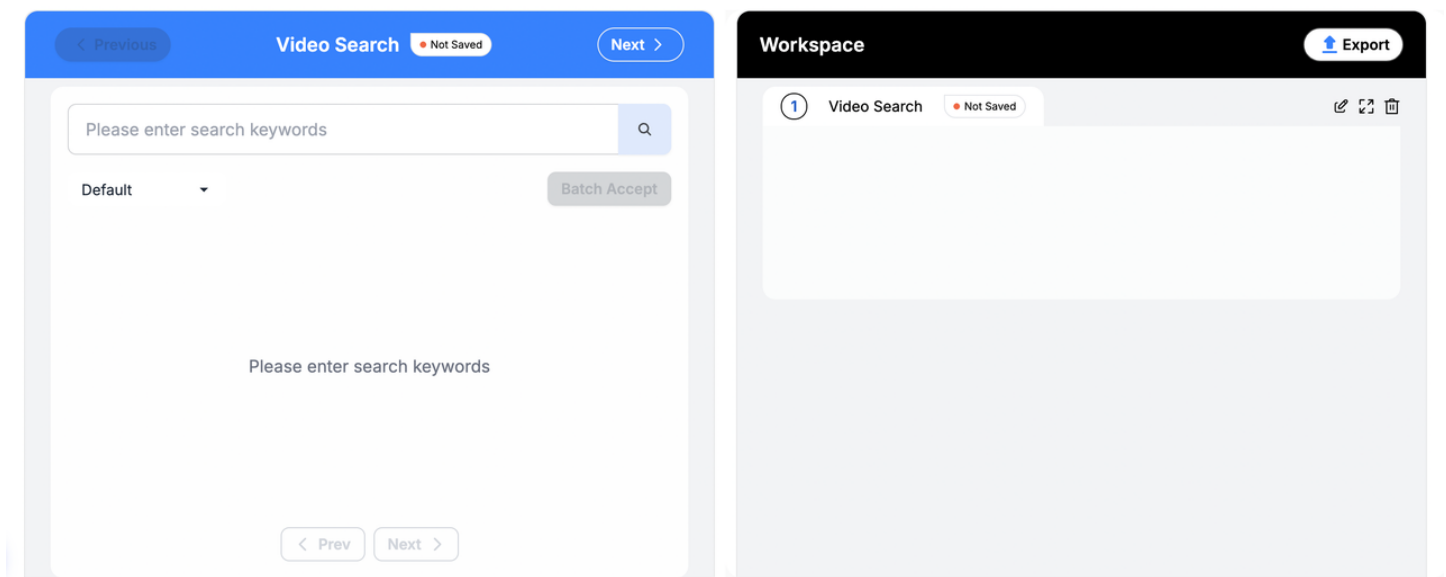
This card supports two configuration modes, corresponding to different teaching or interaction scenarios:

- **Preset Search (Fixed Recommendation):** Enter a fixed search term (e.g., "English Attributive Clause") in the Video Search Keywords input box on the card configuration interface. This is used when the designer wishes to lock the teaching content and directly show students a curated list of videos on a specific topic, preventing them from searching for irrelevant information. When the workflow runs to this node, the system will automatically execute a search using the configured keywords and directly display a list of videos to the user, including thumbnails, titles, and authors. Users can browse and watch directly without typing.



- **User Search (Open Exploration):** Leave the Video Search Keywords input box blank. This is used when the designer wishes to provide an open search tool, allowing frontend users to freely input keywords to find video materials of interest based on their needs. The frontend interface will display a blank search box with the prompt "Please enter search keywords". Users need to manually type content into the input box and click the search button for the system to refresh and display the corresponding video results.

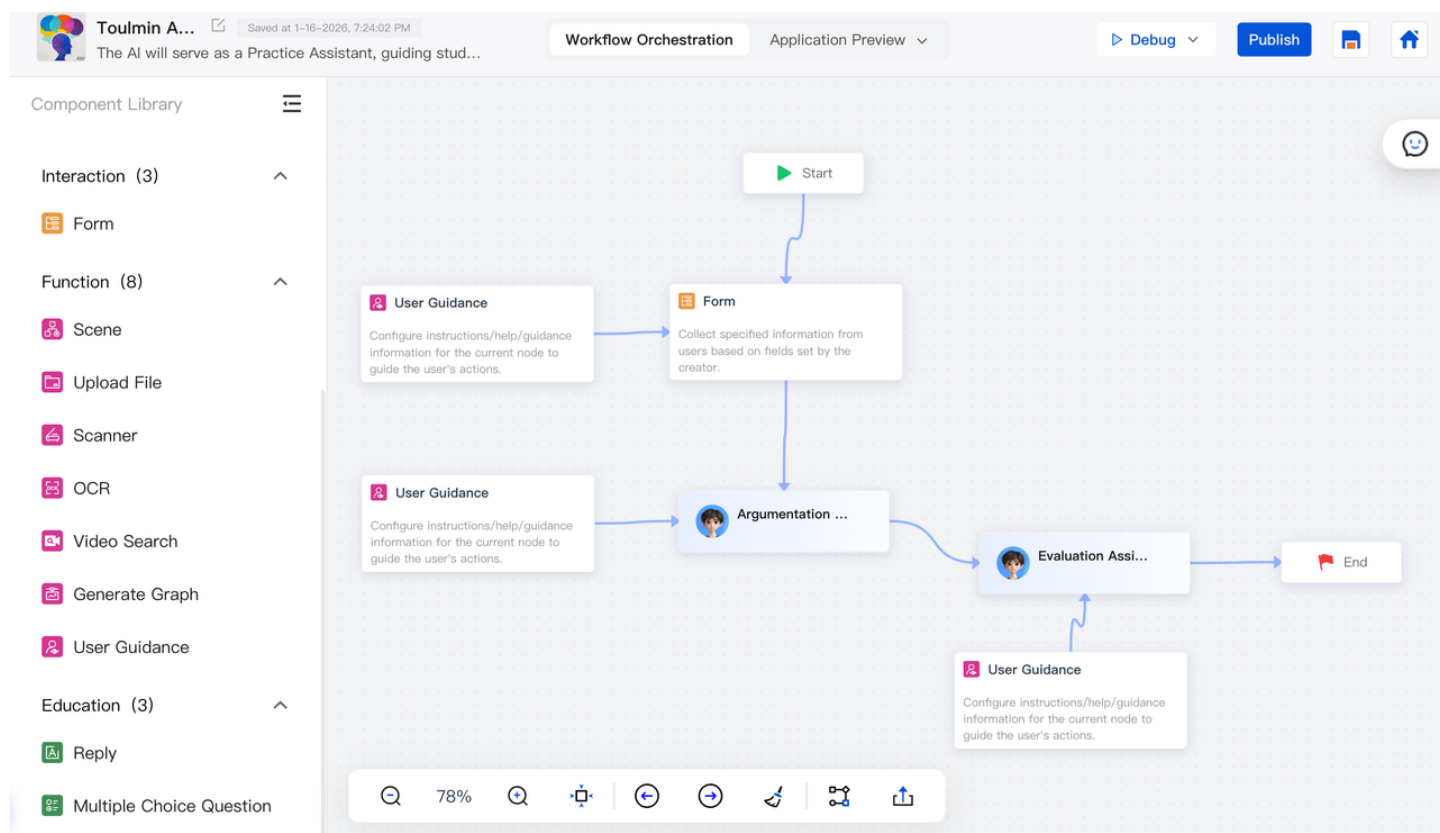
 Video Search Card



At the bottom of the configuration panel, you can select **Video Search Website** to specify whether the source platform for video data is Bilibili.

B.6 User Guide Card

The User Guide Card is located in the **Function** section of the Component Library on the left side of the editing page. It is primarily used to introduce the functions of each node in the workflow to the user. The configuration method for the User Guide Card is similar to the Scenario Card; simply connect it directly to the node (including Agents and various components) that requires explanation.



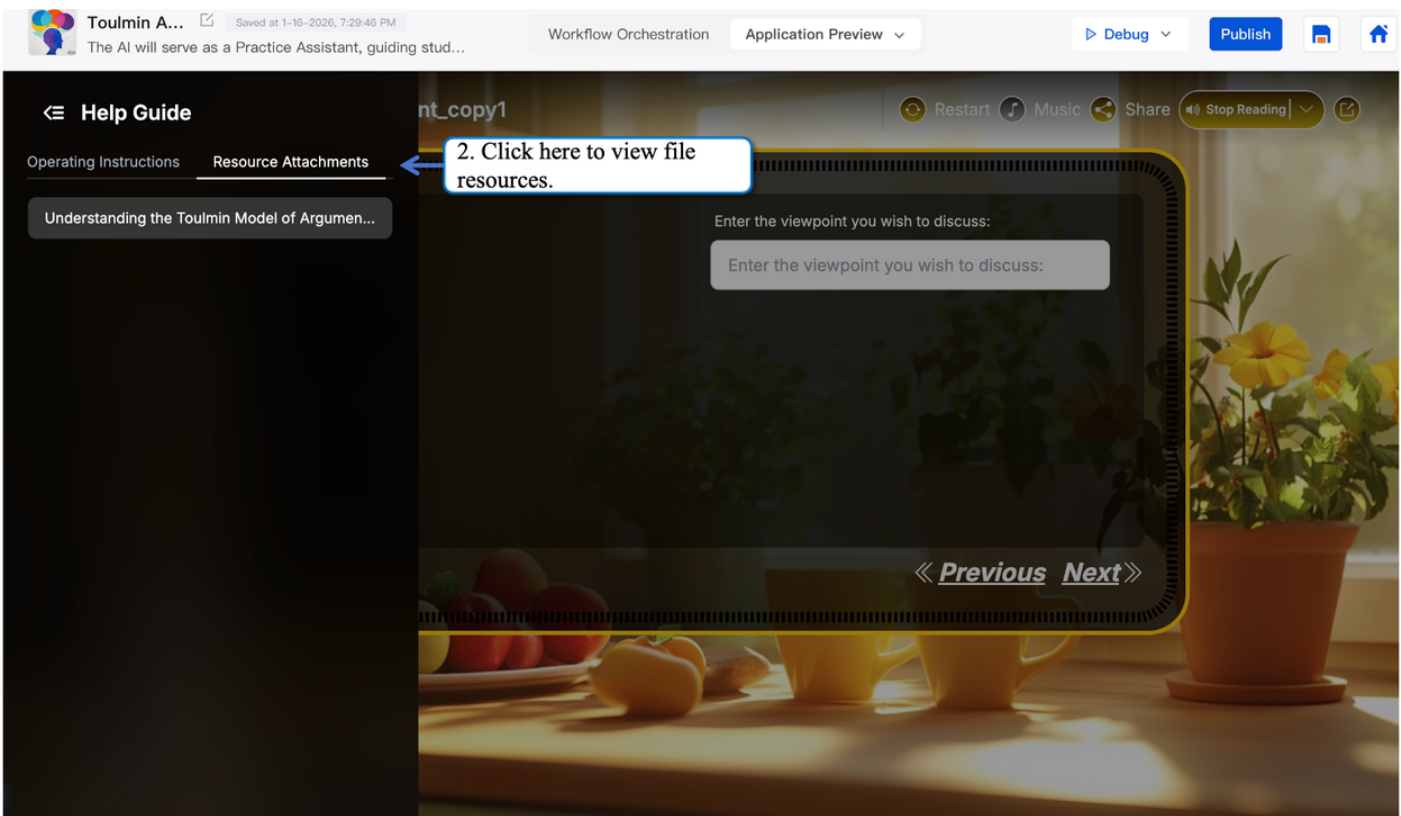
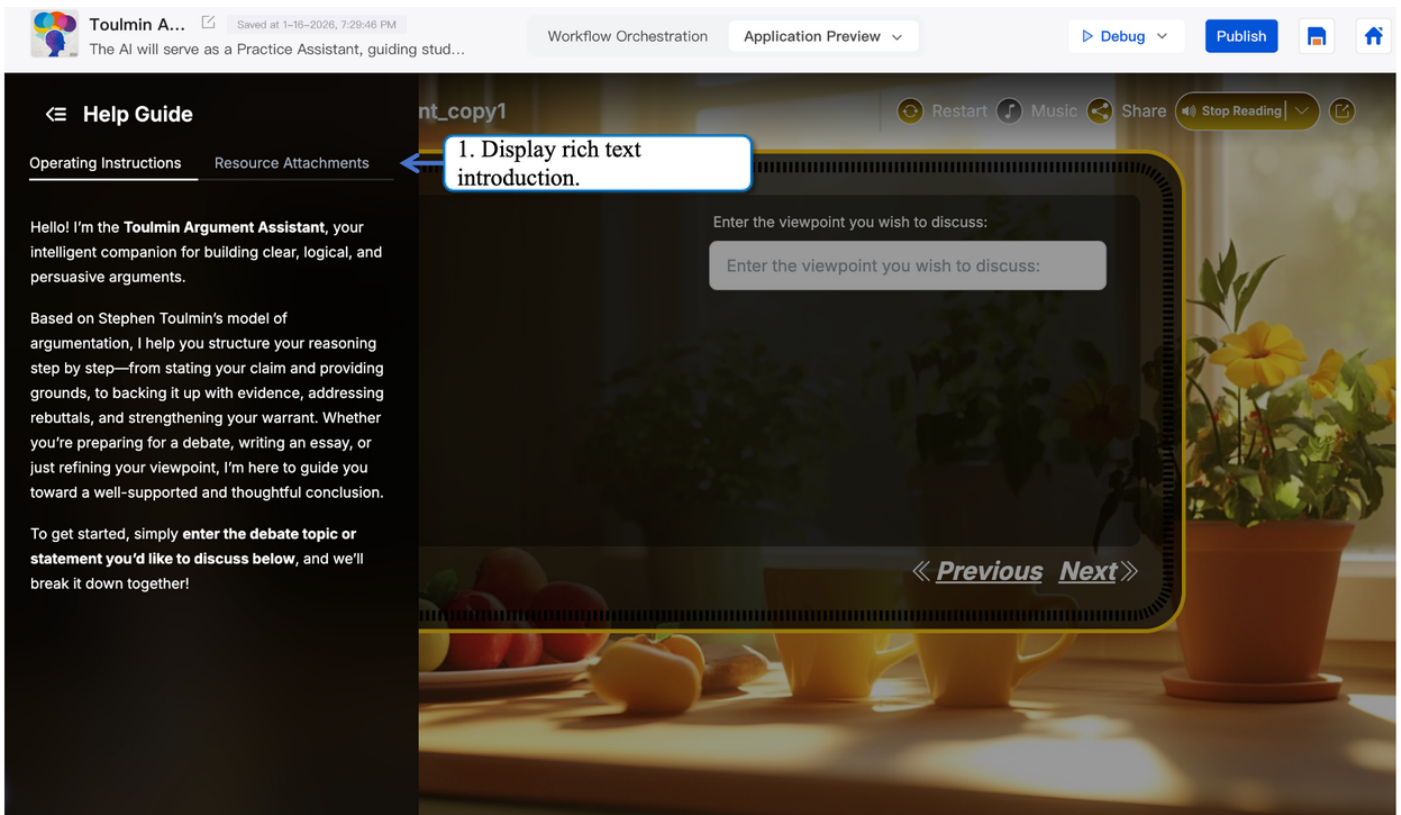
Configuration Page:

The screenshot shows the 'Workflow Orchestration' interface. On the left is a 'Component Library' with categories like Interaction, Function, and Education. The main workspace displays a workflow with nodes: Start, User Guidance, Form, and Argumentation. A callout box labeled '1. Enter rich text content.' points to the 'Rich Text' configuration panel on the right. This panel contains a rich text editor with a toolbar and a text area containing a welcome message for the 'Toulmin Argument Assistant'.

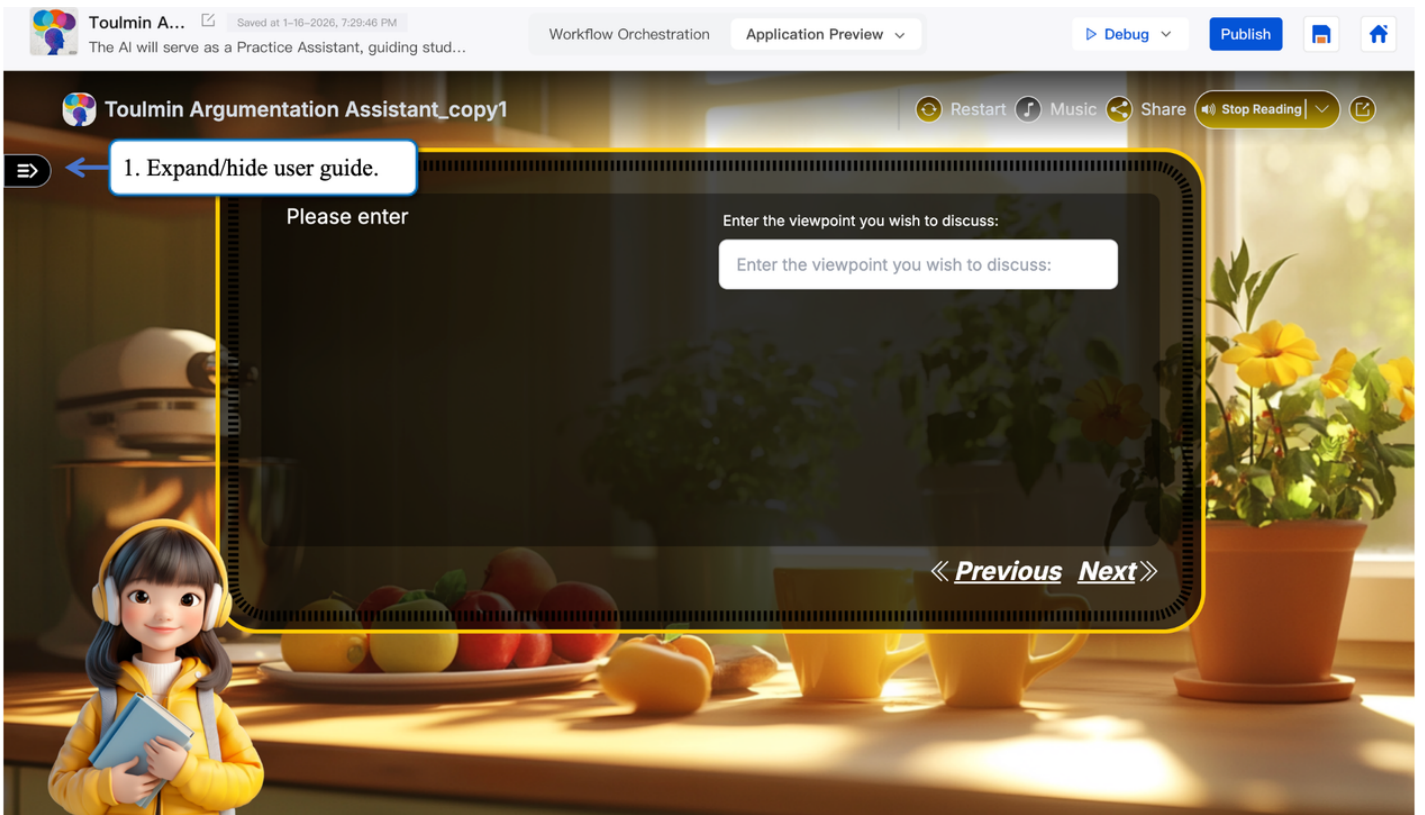
This screenshot shows the same workflow editor but with the 'Upload File' and 'Output Settings' sections of the configuration panel expanded. A callout box labeled '2. Click [Add] to upload files.' points to the '+ Add' button in the 'Upload File' section, which has just added a file named 'Understanding the Toulmin Model of Argumentation.txt'. Another callout box labeled '3. Set whether to open by default.' points to the 'Open by default' toggle switch in the 'Output Settings' section, which is currently turned on.

User Interface:

- If set to open by default in the output settings, when the workflow runs to the corresponding node, a help guide page will appear on the left side of the interface. By default, it presents the operation guidelines corresponding to the rich text editing. Clicking **Resource Attachment** allows viewing of uploaded reference files.



If set to close by default in the output settings, the workflow user needs to manually click the icon on the left side of the interface to open the User Guide sidebar.

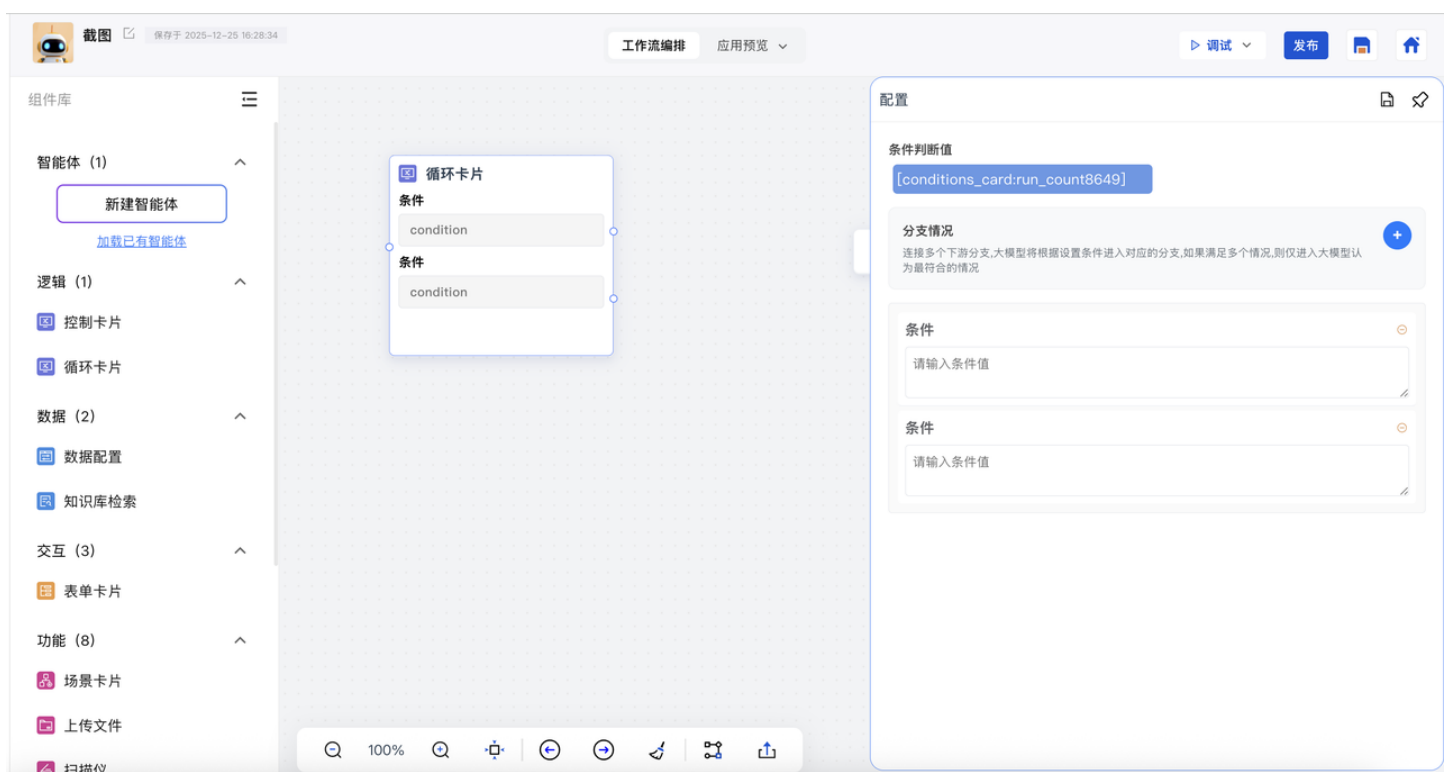


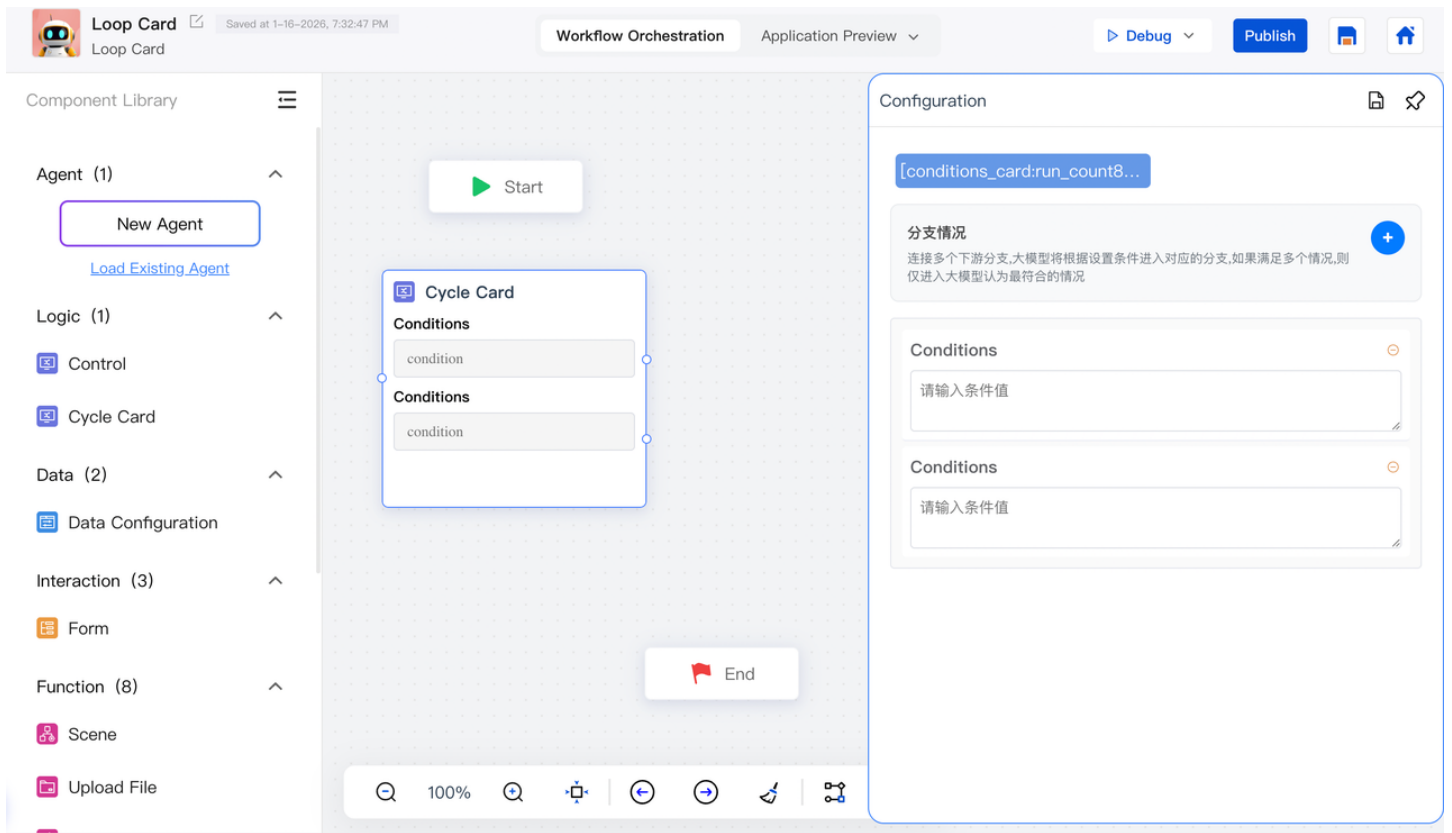
B.7 Loop Card

The **Loop Card** is an advanced control card equipped with a **counter**, used to implement conditional branching and loop control within the process.

Adding a Loop Card

1. Drag the **Loop Card** from the sidebar to the canvas.
2. Double-click the card to enter editing mode.





(界面翻译不完整，无法截图)

Configure Branch Conditions

The Loop Card comes with two branches by default and supports adding more:

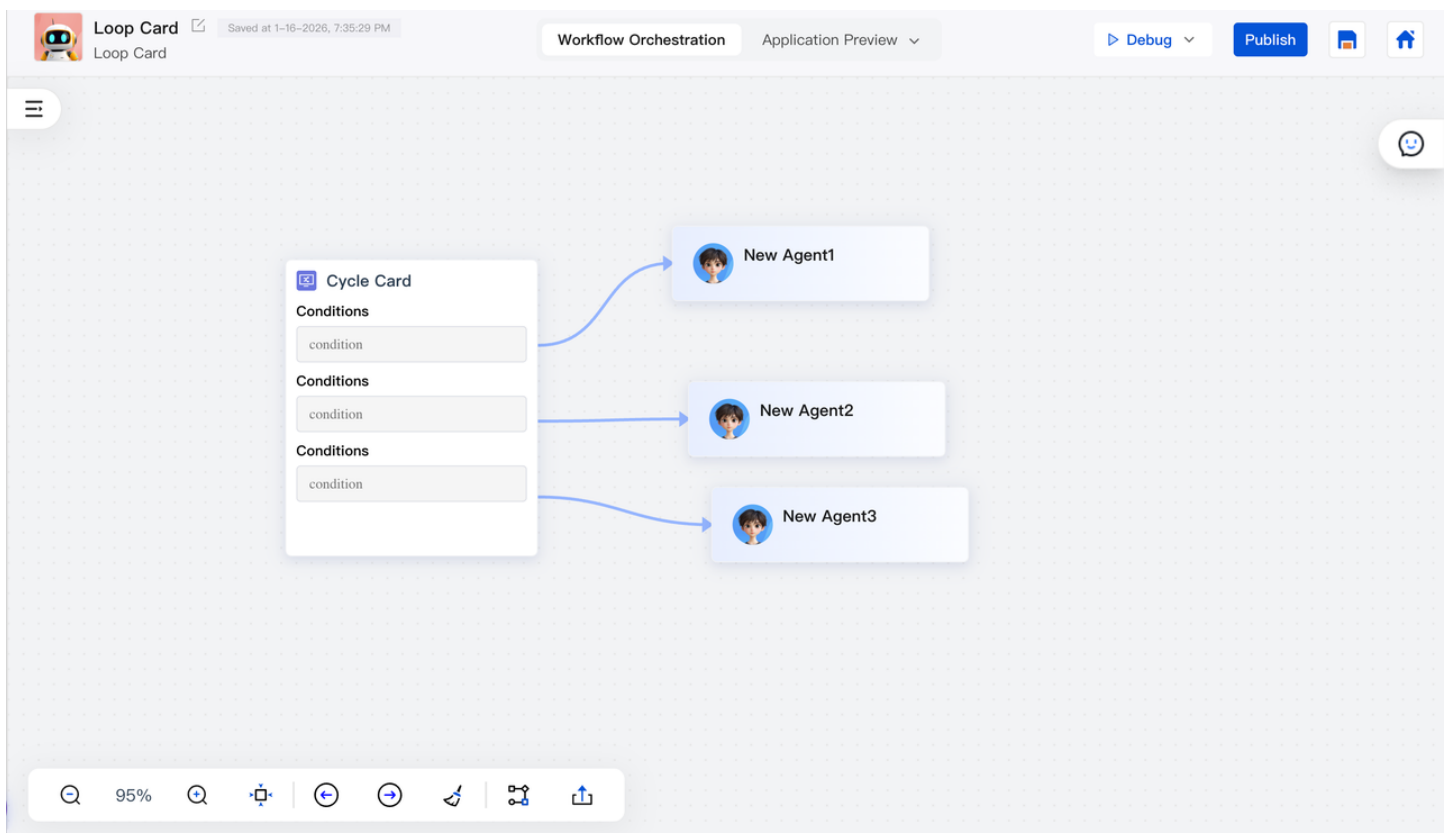
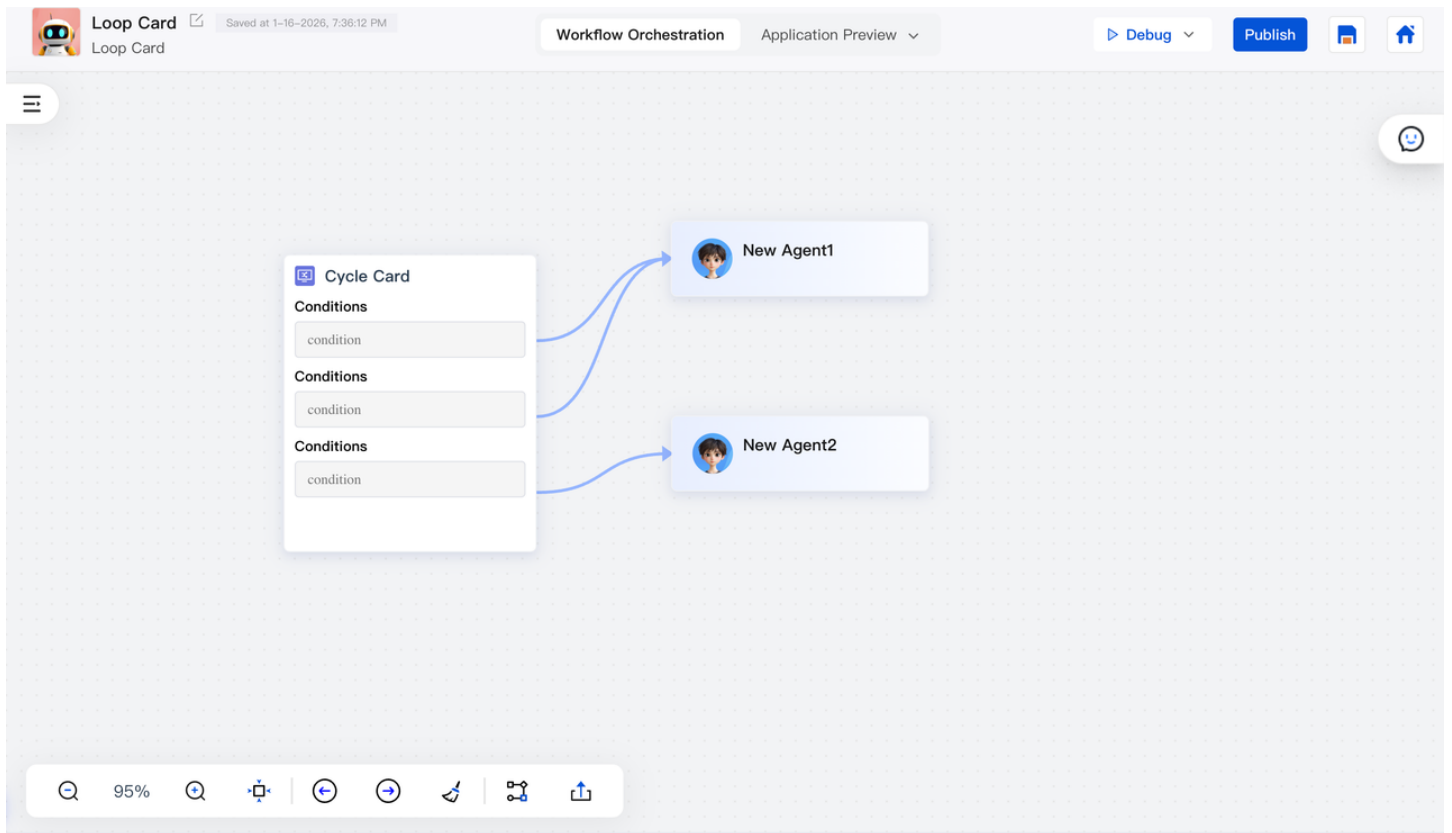
- 1. Add Branch:** Click the + button to add a new condition branch.
- 2. Edit Condition:** Use natural language in the condition input box to describe the condition for entering this branch.
- 3. Delete Branch:** Click the - button to delete an existing condition branch.

Tip: The counter value is 1 when running to this card for the first time. You can reference the counter in branch conditions to implement loops for a specified number of times, e.g., "Continue loop when counter is less than 5".

(同上，翻译不完整)

Connect Subsequent Nodes

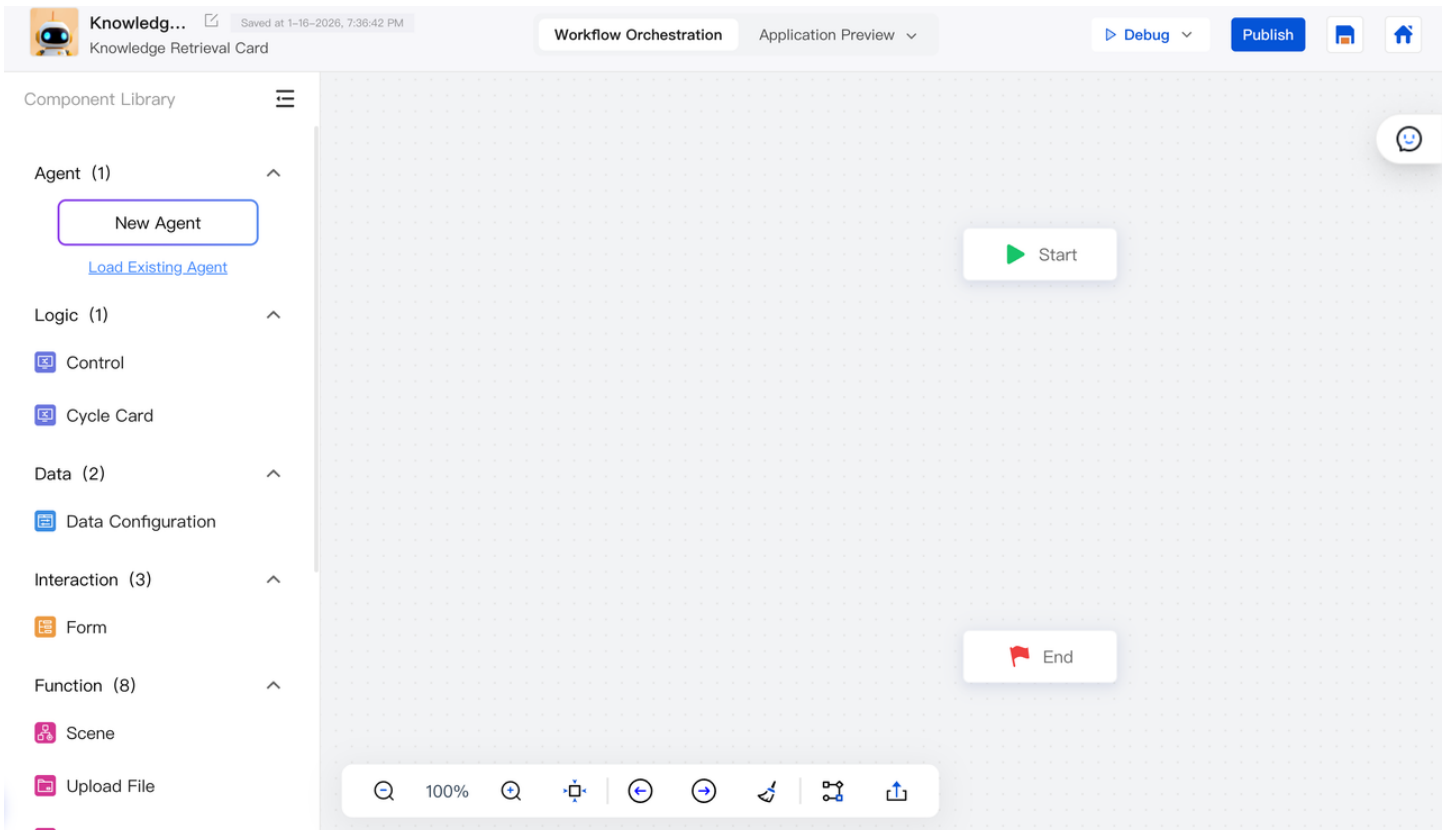
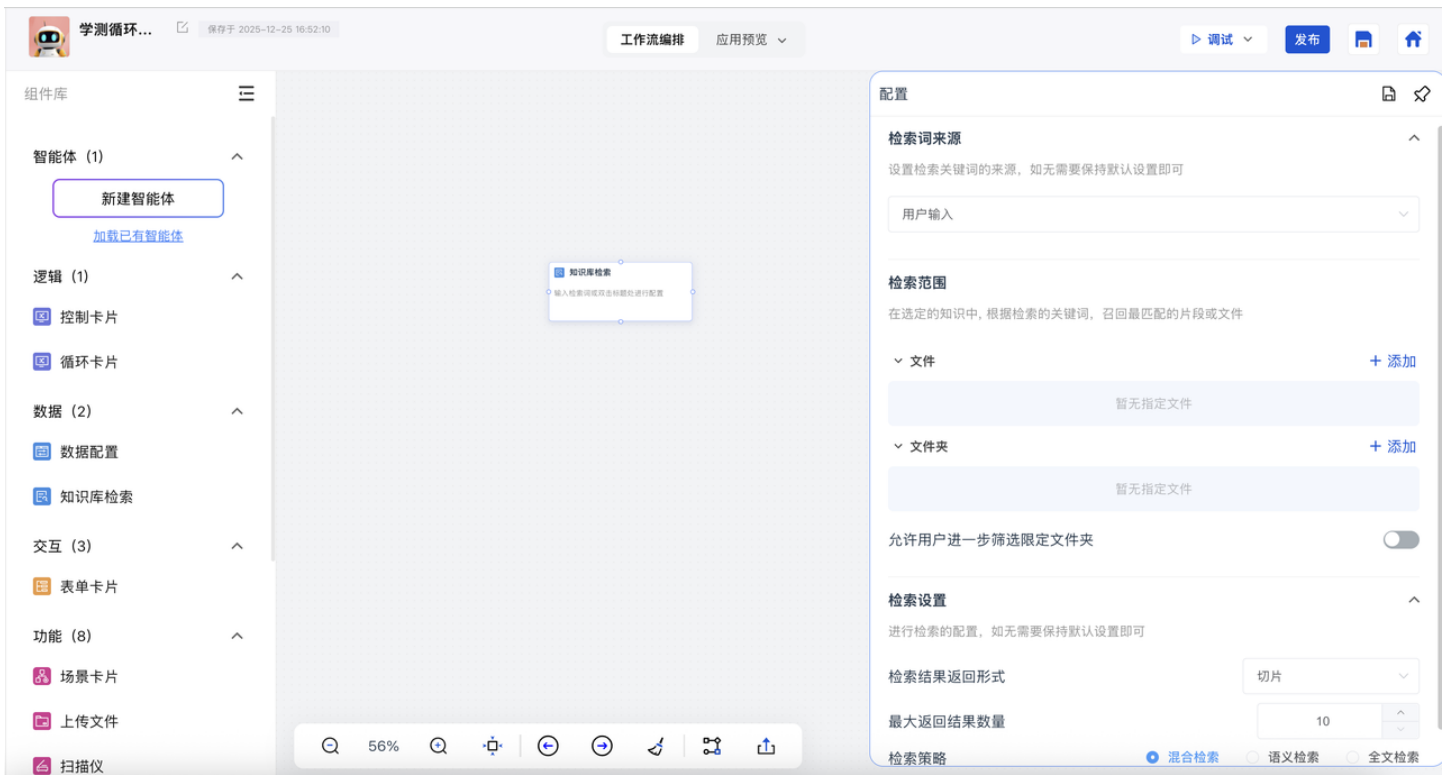
After editing, you can connect the anchor points of different branches to different subsequent cards to achieve process branching.



B.8 Knowledge Retrieval Card

(此模块在 com 中没有改功能，无法截图)

The **Knowledge Retrieval Card** is used to execute Knowledge Base retrieval within a workflow. It can retrieve relevant content from a specified range of documents based on keywords.



Creator Configuration

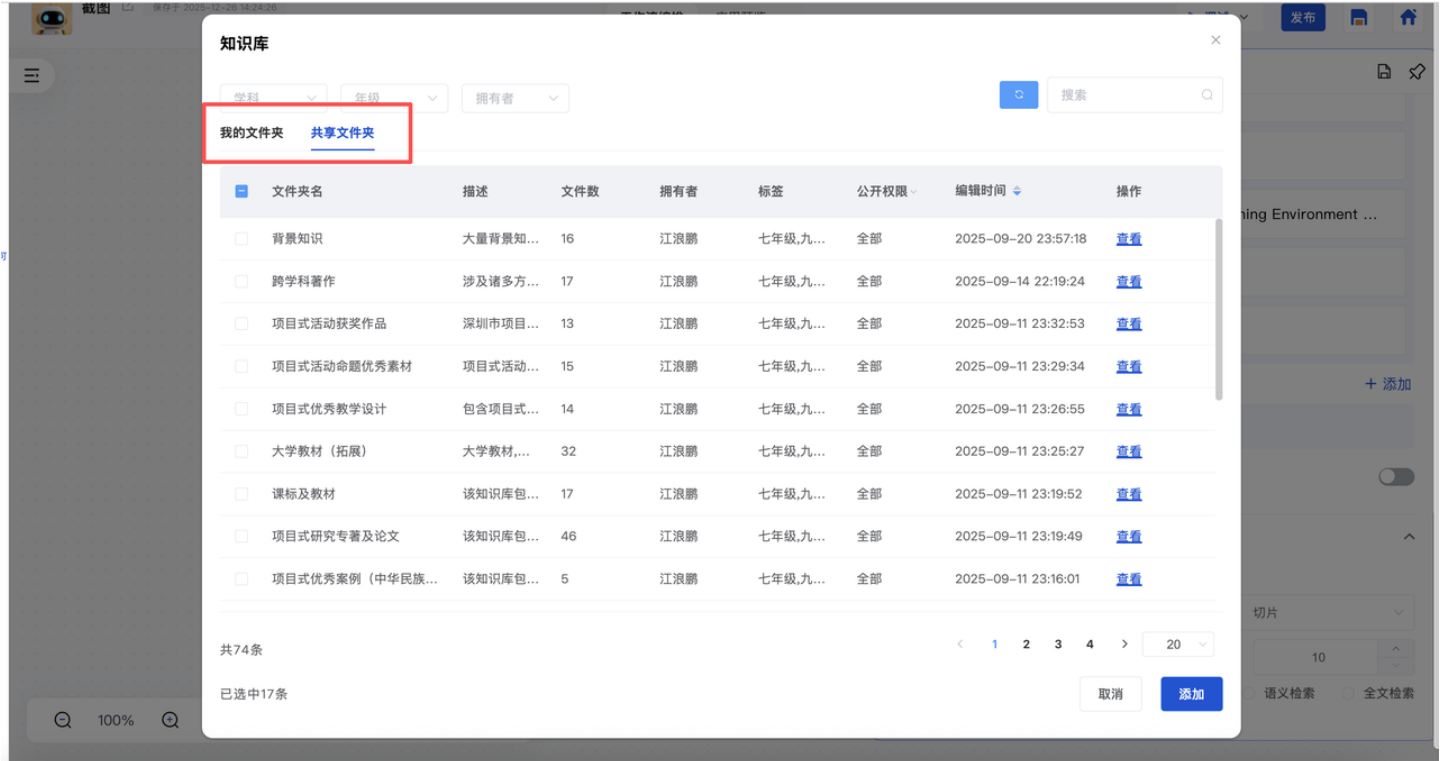
1. Retrieval Keyword Source Set the method for obtaining retrieval keywords:

- **User Input (Default):** A pop-up input box appears at runtime, and the user manually enters retrieval keywords.
- **Preceding Node:** References the output content of a preceding node as keywords; requires selecting a specific node from the node list.

2. Retrieval Scope

Configure the document scope for knowledge retrieval:

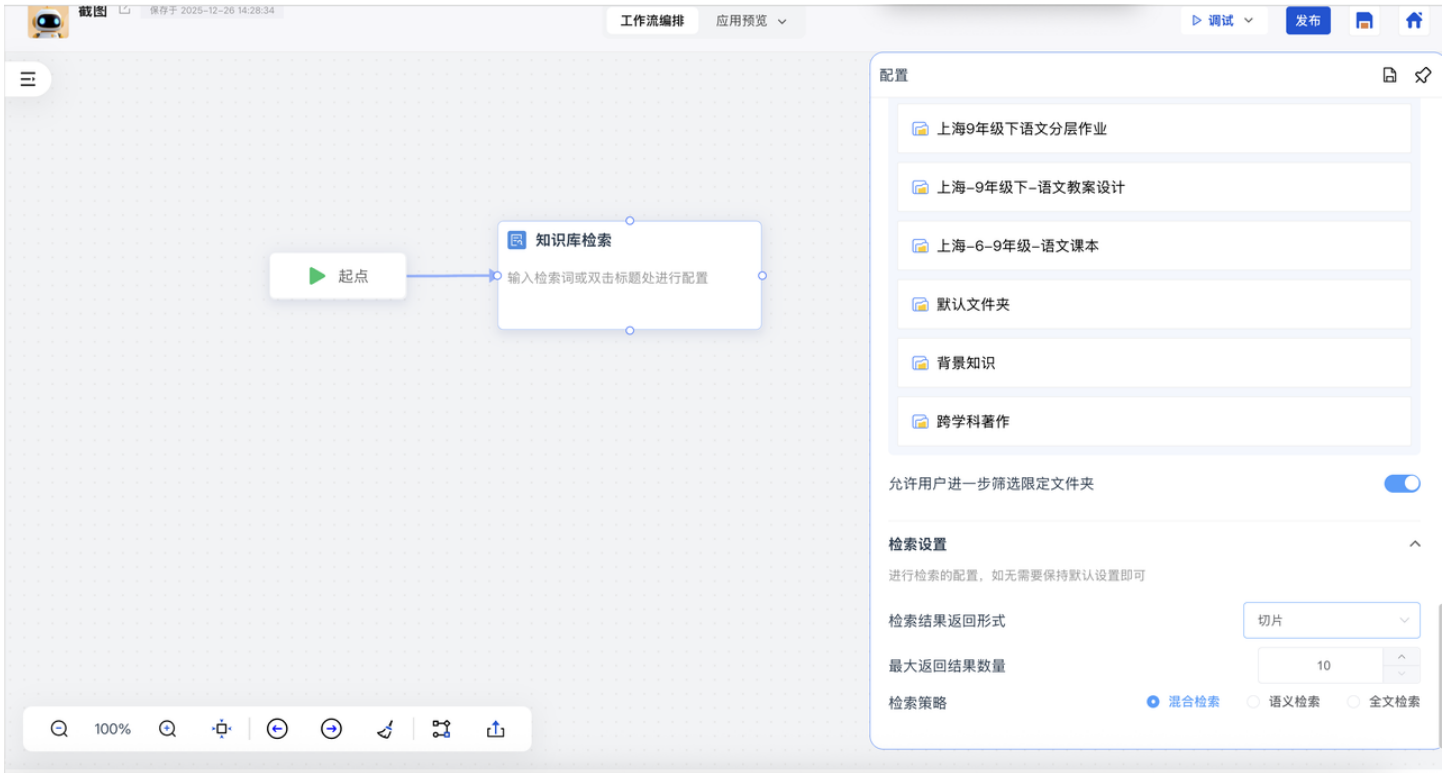
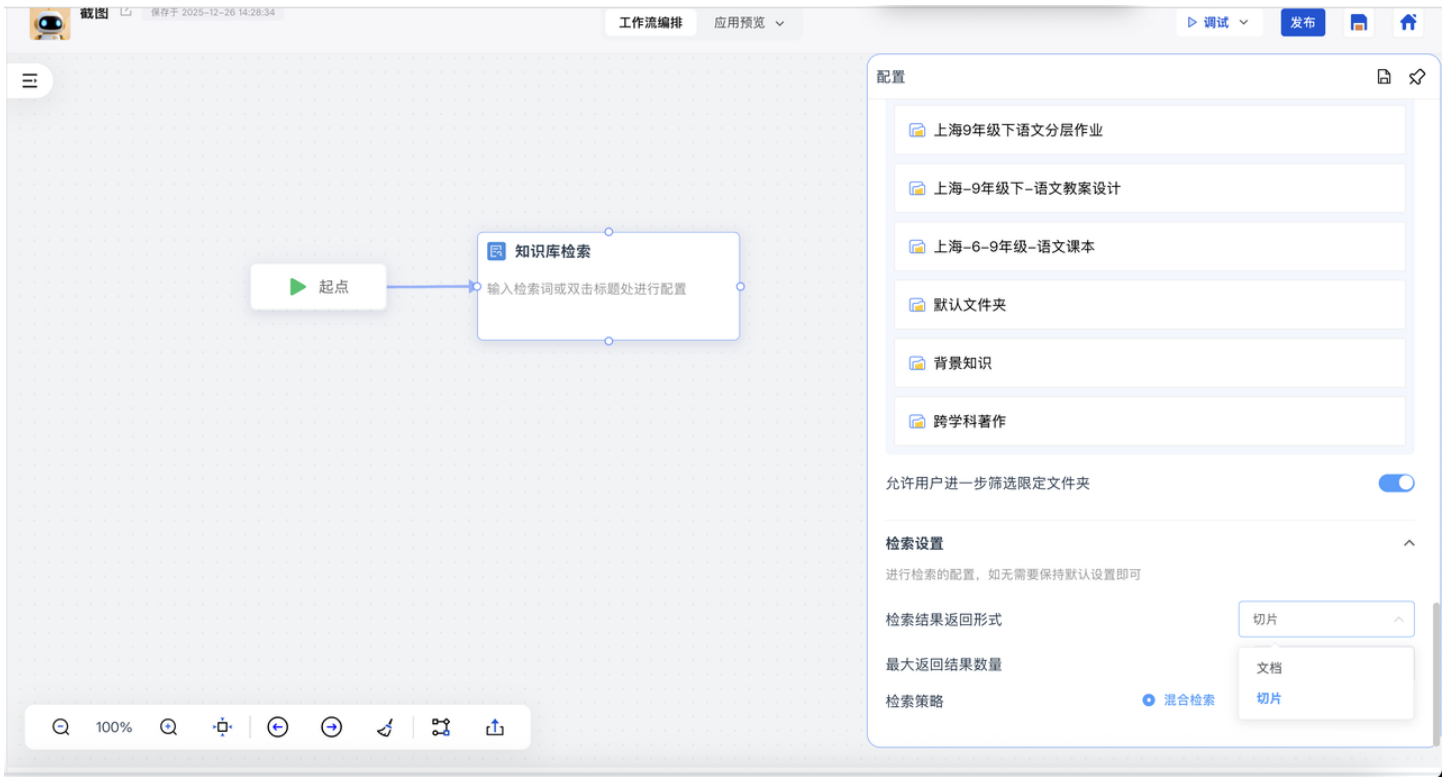
- Click the **Add** button to select files or folders for retrieval.
- Supports adding existing folders or shared folders.
- You can enable the **Allow users to further filter restricted folders** function to let users narrow down the retrieval scope at runtime.



3. Retrieval Settings

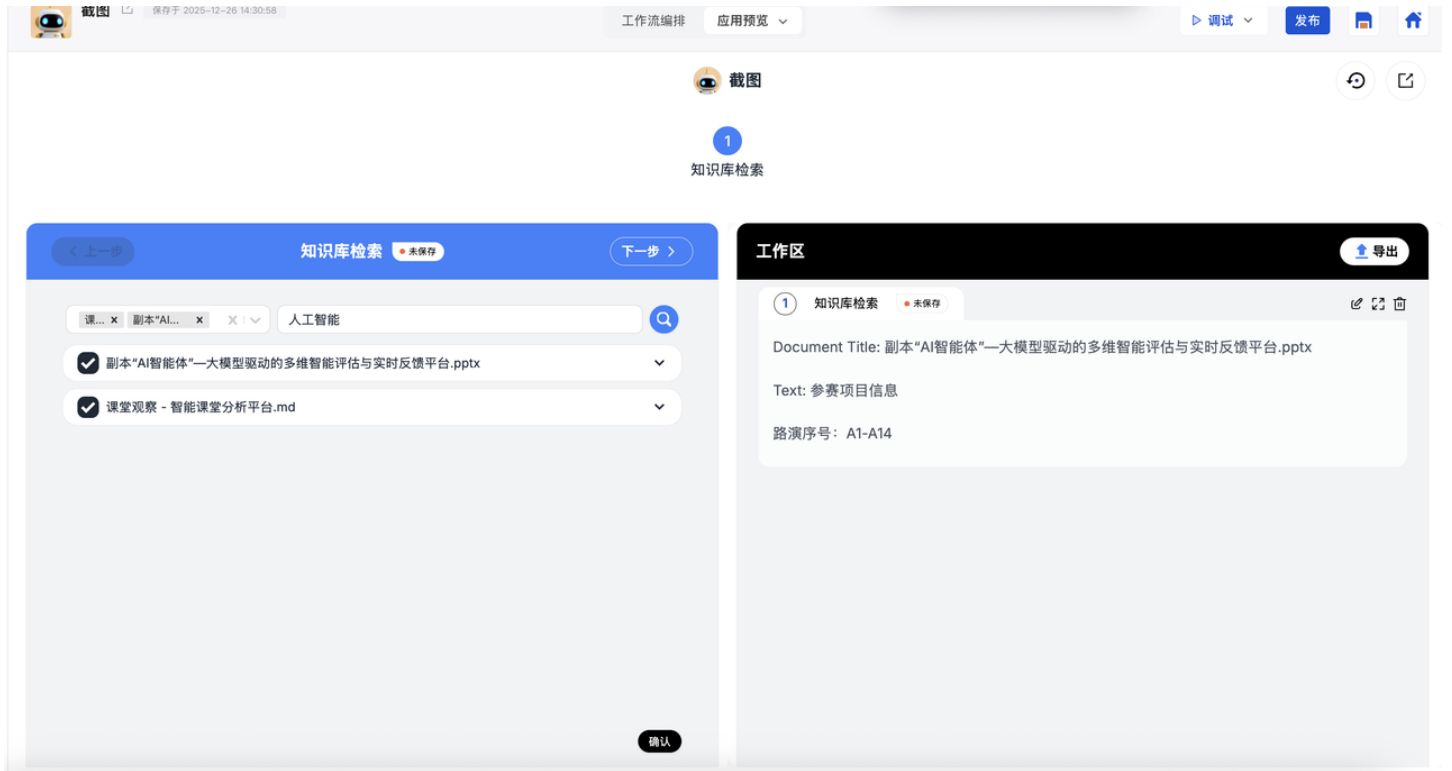
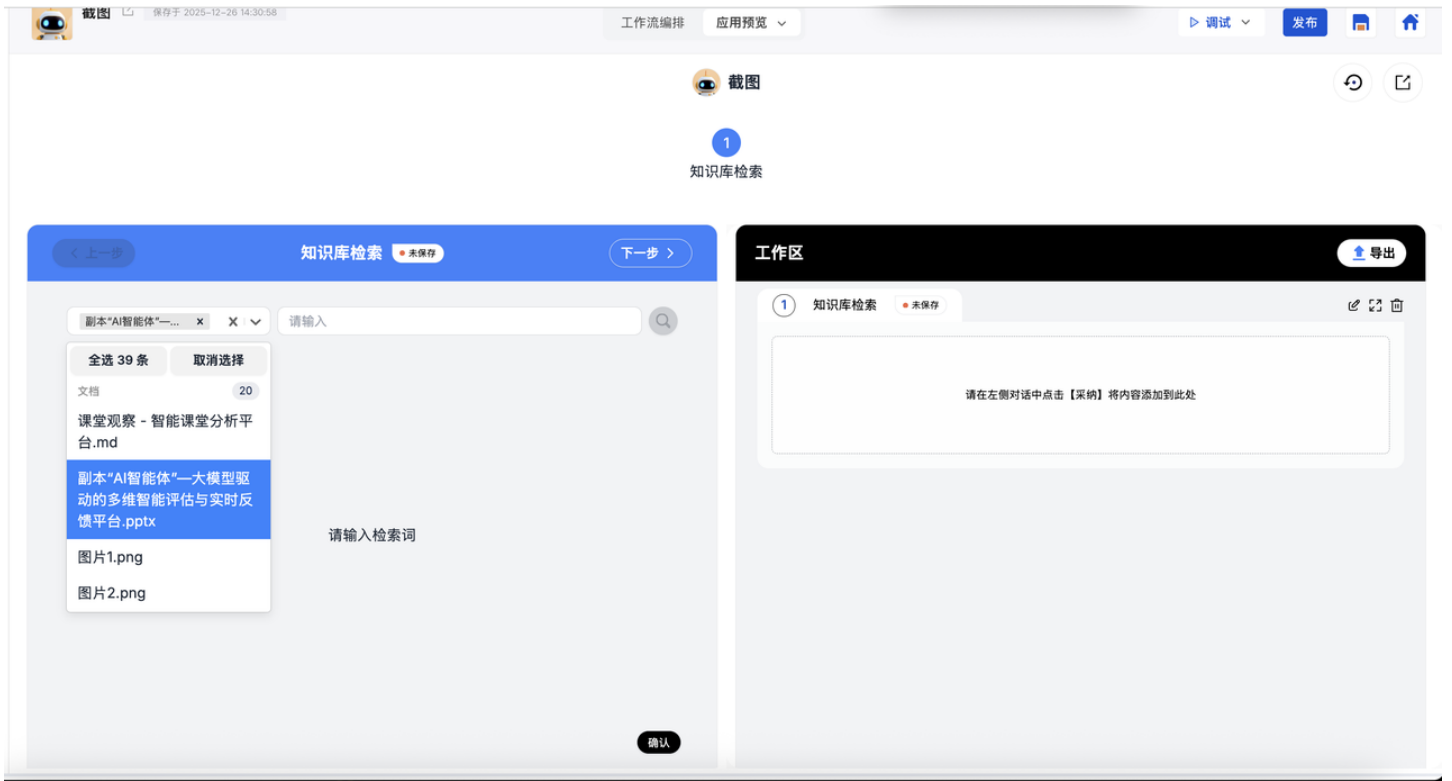
Configure specific parameters for retrieval:

- **Retrieval Strategy:** Provides multiple strategies such as Hybrid Retrieval; supports multi-selection.
- **Retrieval Return Format:**
 - **Document (Default):** Returns the complete file where the hit snippet is located.
 - **Document Chunk:** Returns only the matched snippet content.
- **Number of Results:** Can be set between 5-50; supports manual input.



User-Side Usage

When the creator enables the **Allow users to further filter restricted folders** function, users can further narrow down the retrieval scope at runtime to precisely locate required content.



Tip: Reasonably setting the retrieval scope and the number of results can improve retrieval efficiency and obtain more accurate results.

(以上多张图，在 com 站无知识库检索卡片)

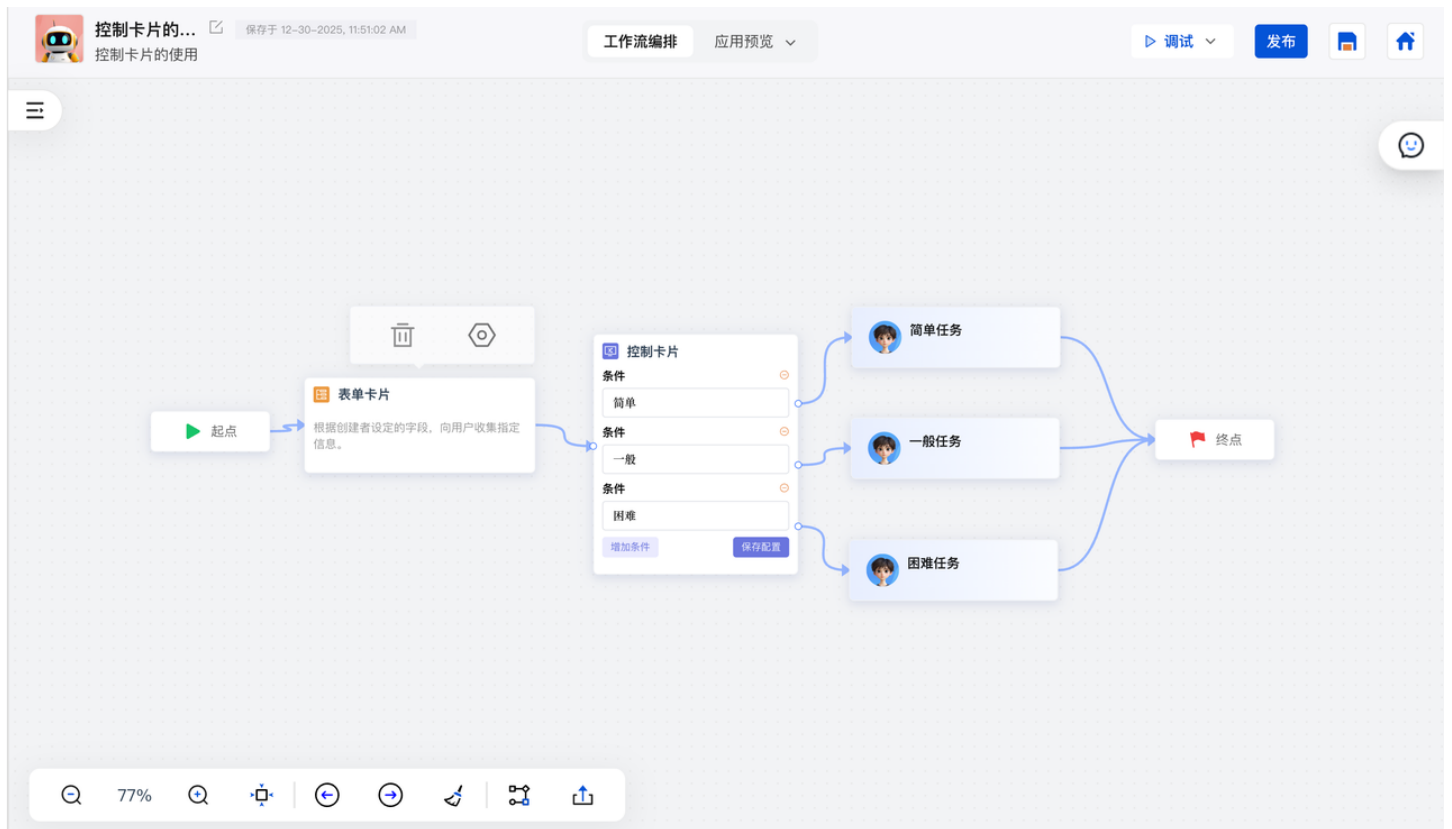
B.9 Control Card

The [Control Card] is used to implement branching between different paths. After connecting the [Control Card], the system will automatically jump to the corresponding branch to execute tasks based on the conditions met.

The predecessor node of the [Control Card] must be connected to an input source, such as a [Form Card] or [Answer Card], to serve as the basis for decision-making.

The predecessor node of the [Control Card] is recommended to connect to the following cards: [Form Card], [Answer Card].

Usage Example:

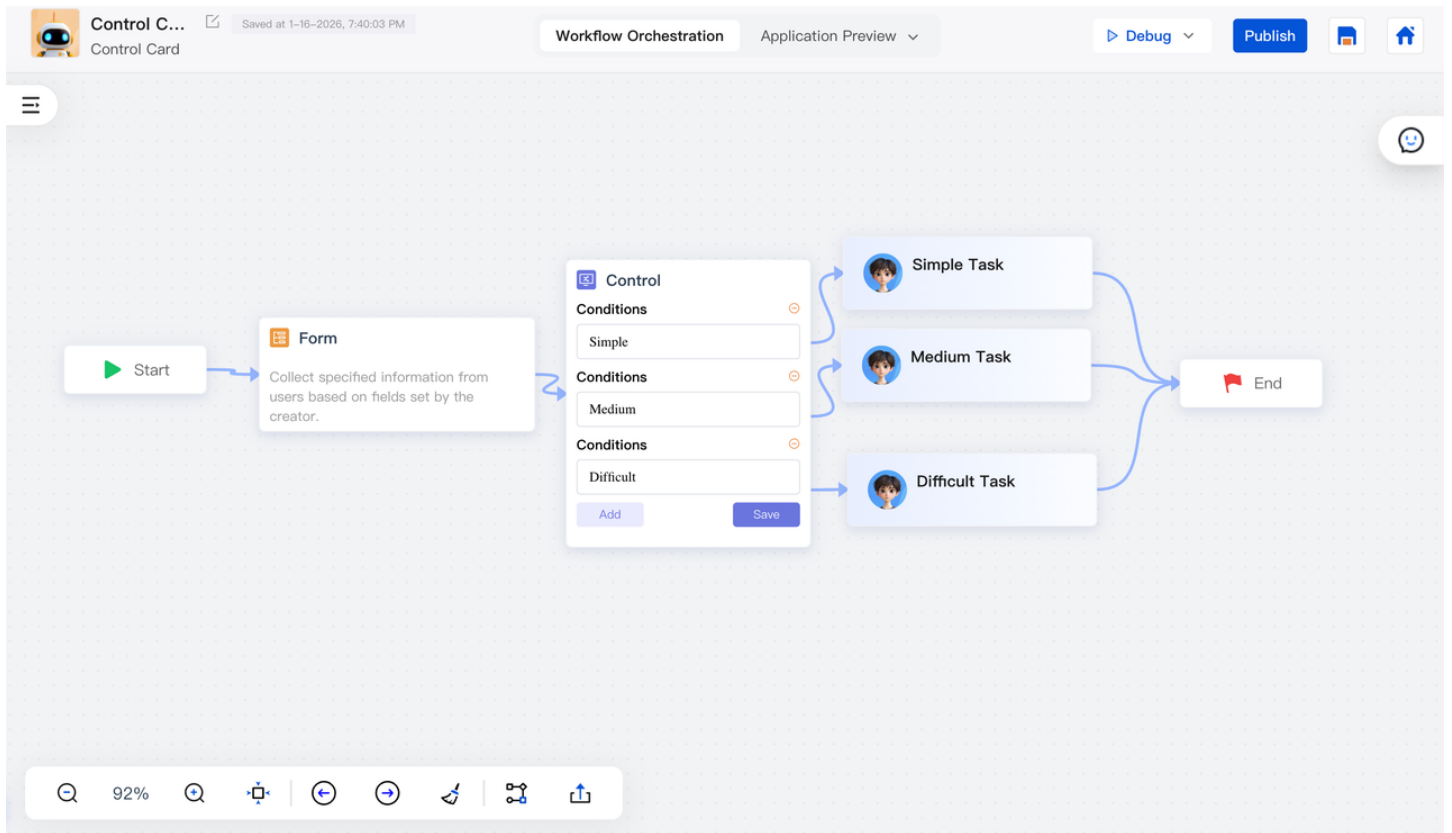


In this example, a [Form Card] is first used to collect the task difficulty level that the user wants to challenge. After the user selects the difficulty, the corresponding agent will be automatically executed to provide task content matching that difficulty level.

Tip: The successor node of a [Control Card] does not support directly connecting to another [Control Card]. To connect a second [Control Card], users need to connect an input source at the -1 node for the system to determine the next task to execute.

B.10 Data Configuration

The [Data Configuration] card is used to provide supplementary configuration data for agents. It supports configuring text, images, videos, and other content. The configured content is associated with the connected agent by default.



Tip: The [Data Configuration] card must be connected to an agent and can only be connected to the left side of the agent. It does not support connection in the main flow.

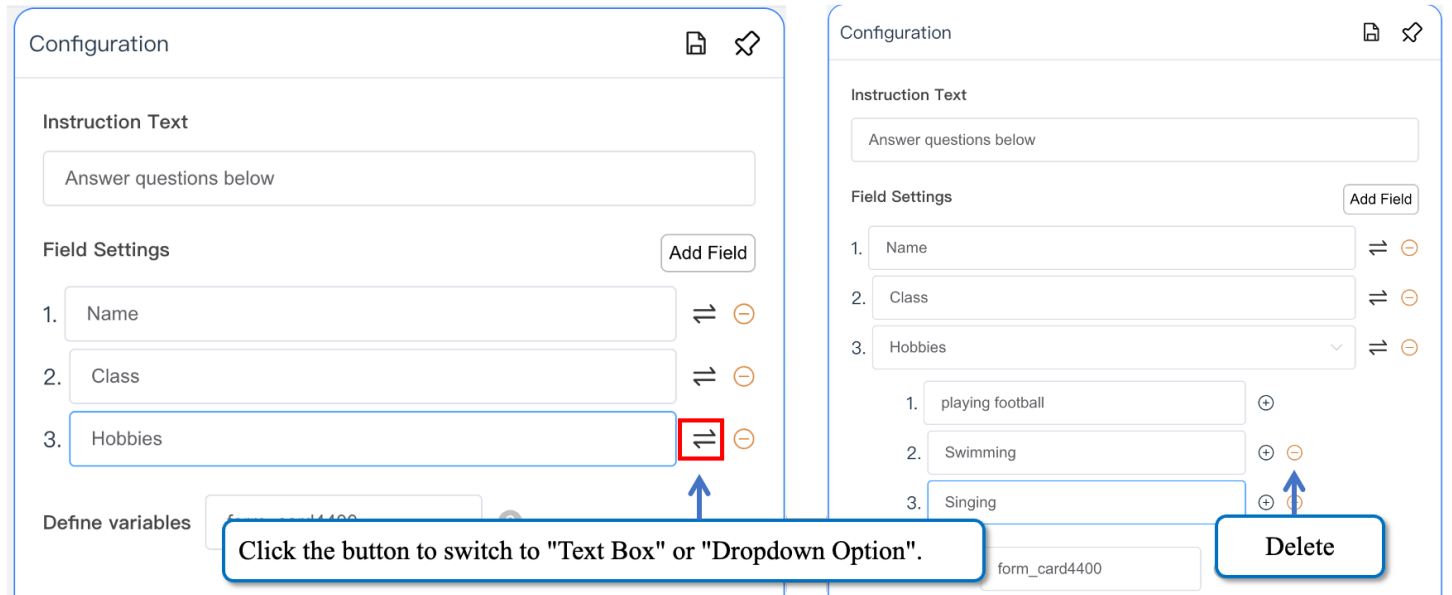
B.11 Form Card

If the workflow of the smart application requires obtaining information provided by the user, three components in the **CocoFlow Component Library** are available for users to fill in: **Form Card**, **Upload File**, and **Image Recognition**.

The **Form Card** supports collecting text-based information. Click or drag the [**Form Card**] from the component library to the canvas to add this component.

Double-click the [**Form Card**] to open the configuration panel on the right. The "**Instruction Text**" text box allows you to enter a description of the form or content that prompts the user for input. The [**Add Field**] button supports users in increasing or decreasing the number of entries and their content. Two entry styles are supported: **Text Box** and **Dropdown Menu**. Users can switch the style of the corresponding field via buttons. The form supports the simultaneous

existence of both entry styles. It supports saving user information collected by the form as a variable, and supports custom variable names.



"Form Card" Configuration Panel

"Text Box" Style (Left), "Dropdown Option" Style (Right)

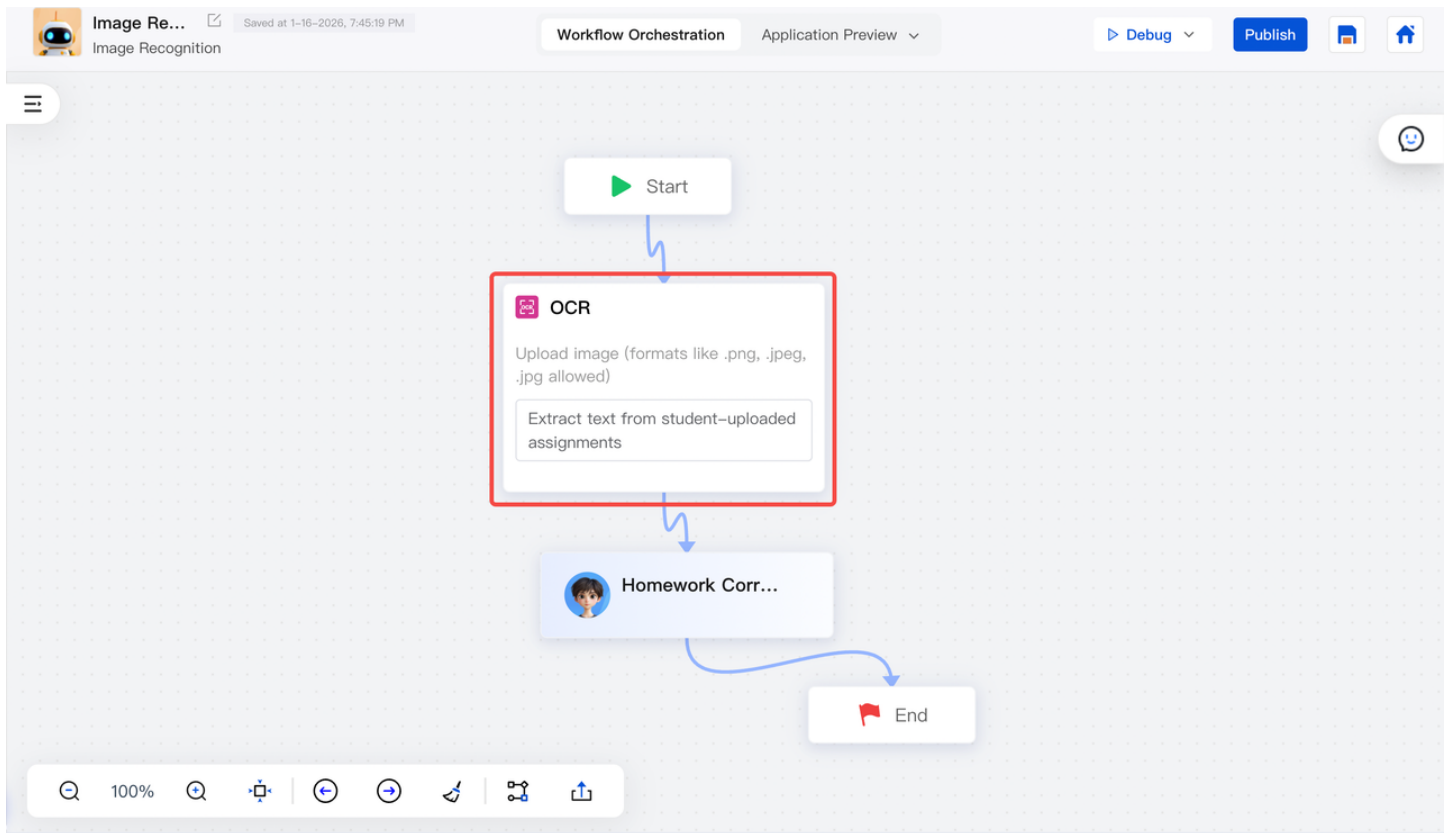
B.12 Upload File

The **Upload File** card supports uploading files into the application for further processing by the **Agent**. Click or drag the [**Upload File**] card from the component library to the canvas to add this component. Double-click the [**Upload File**] card to open the configuration panel on the right. It supports saving the file information uploaded by the user as a variable, and supports custom variable names.

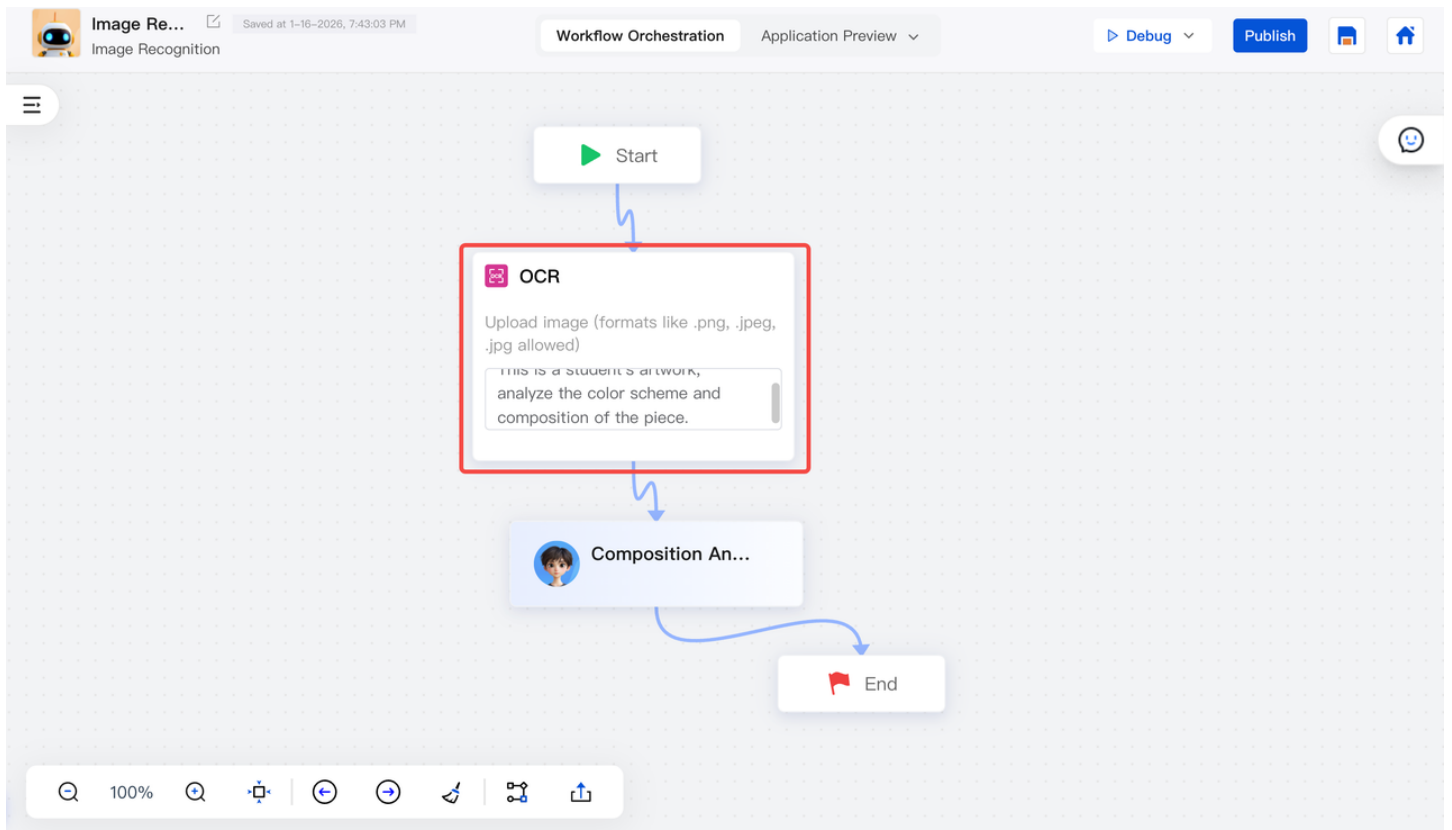
B.13 Image Recognition

The Image Recognition card is located in the **Function** section of the Component Library on the left side of the editing page. It is used to recognize content within images uploaded by the user. Based on AI vision models, the Image Recognition card can recognize text in images (including students' handwriting), color usage, and logical connections. Users can write corresponding prompt instructions on the Image Recognition card as needed.

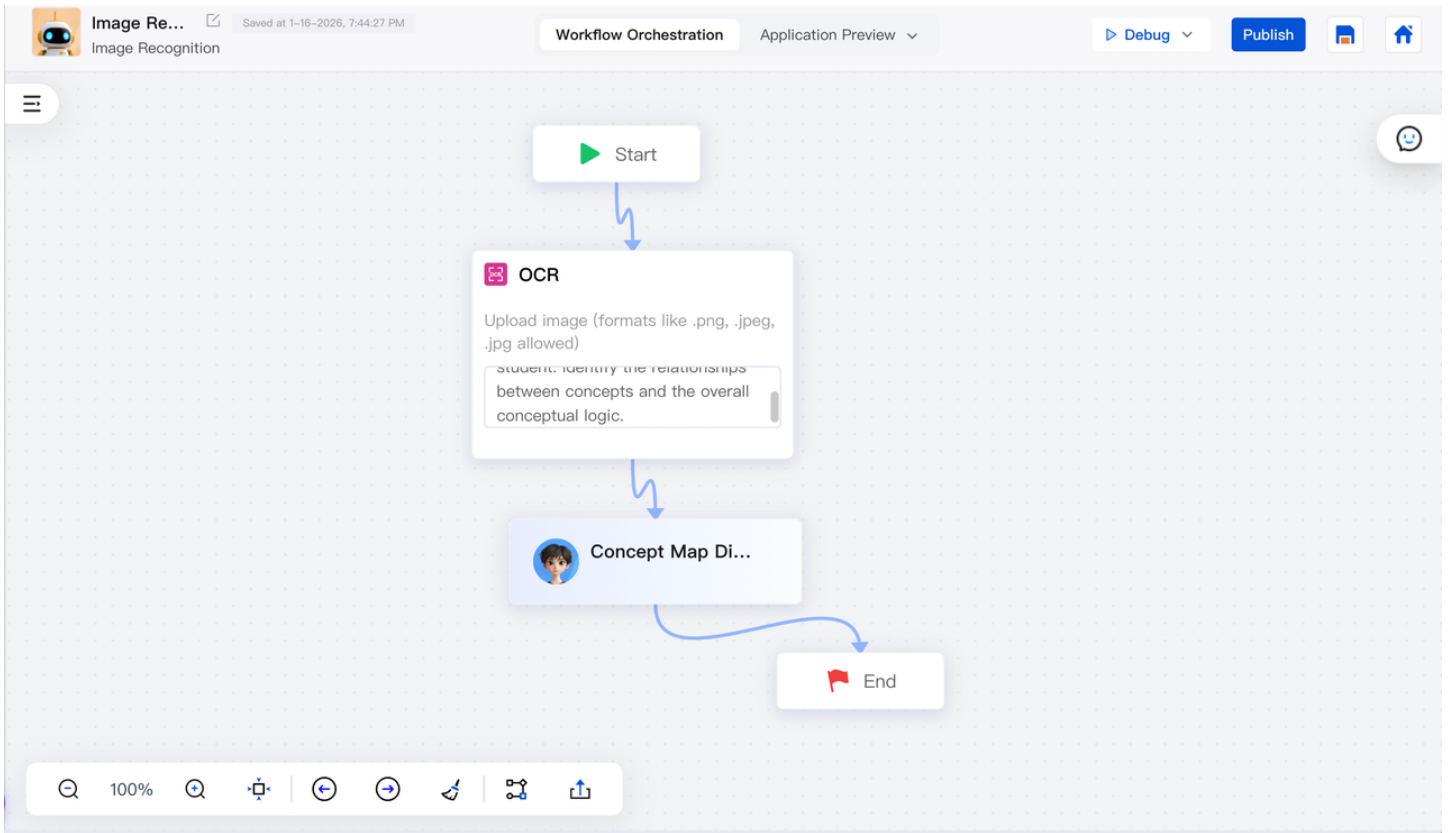
For example, if you only need to identify text in the image, you can write: "Extract text from the image."



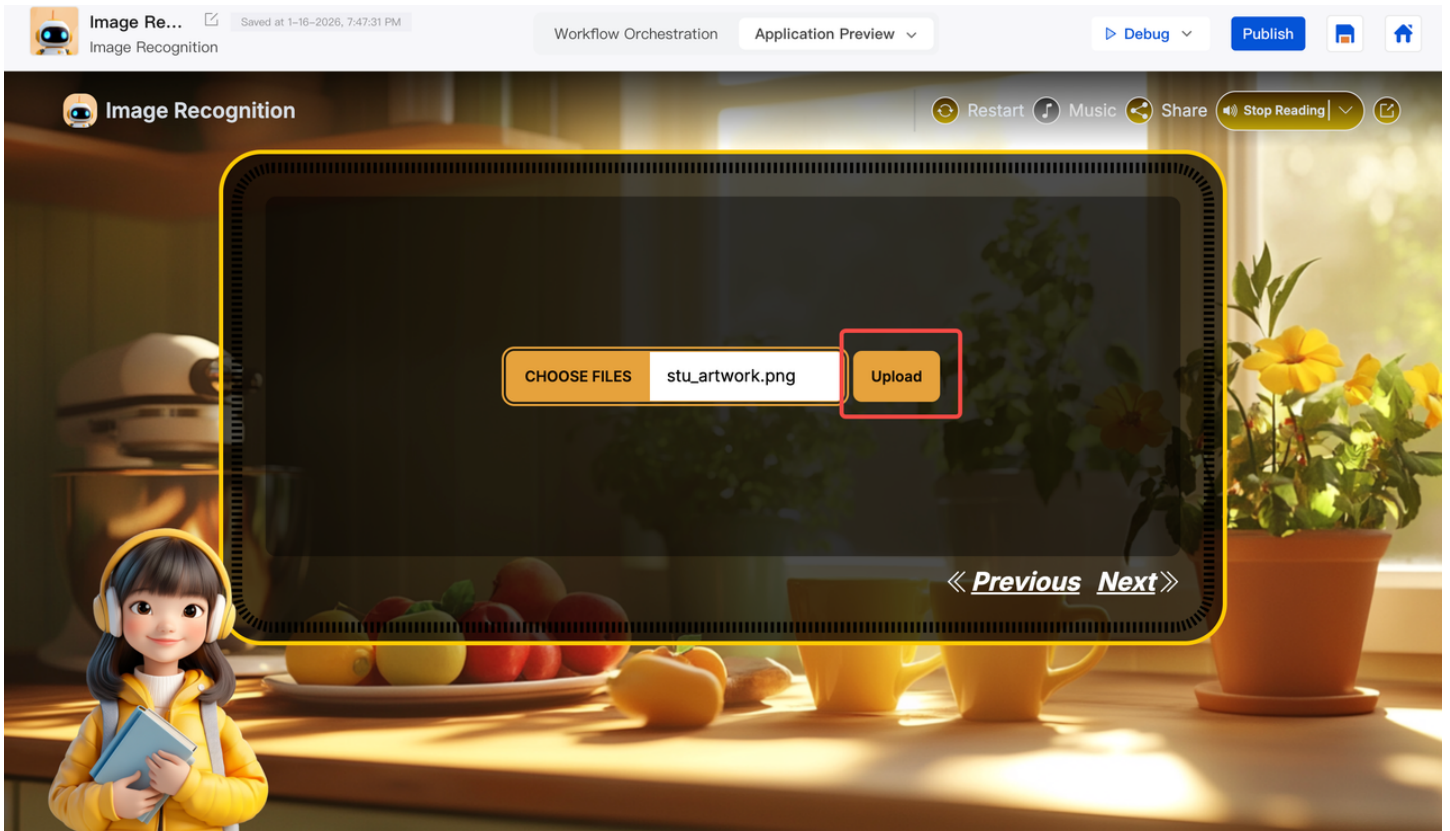
If you need to identify the color and composition, you can write: "This is a student's painting, please identify the color and composition of the painting."

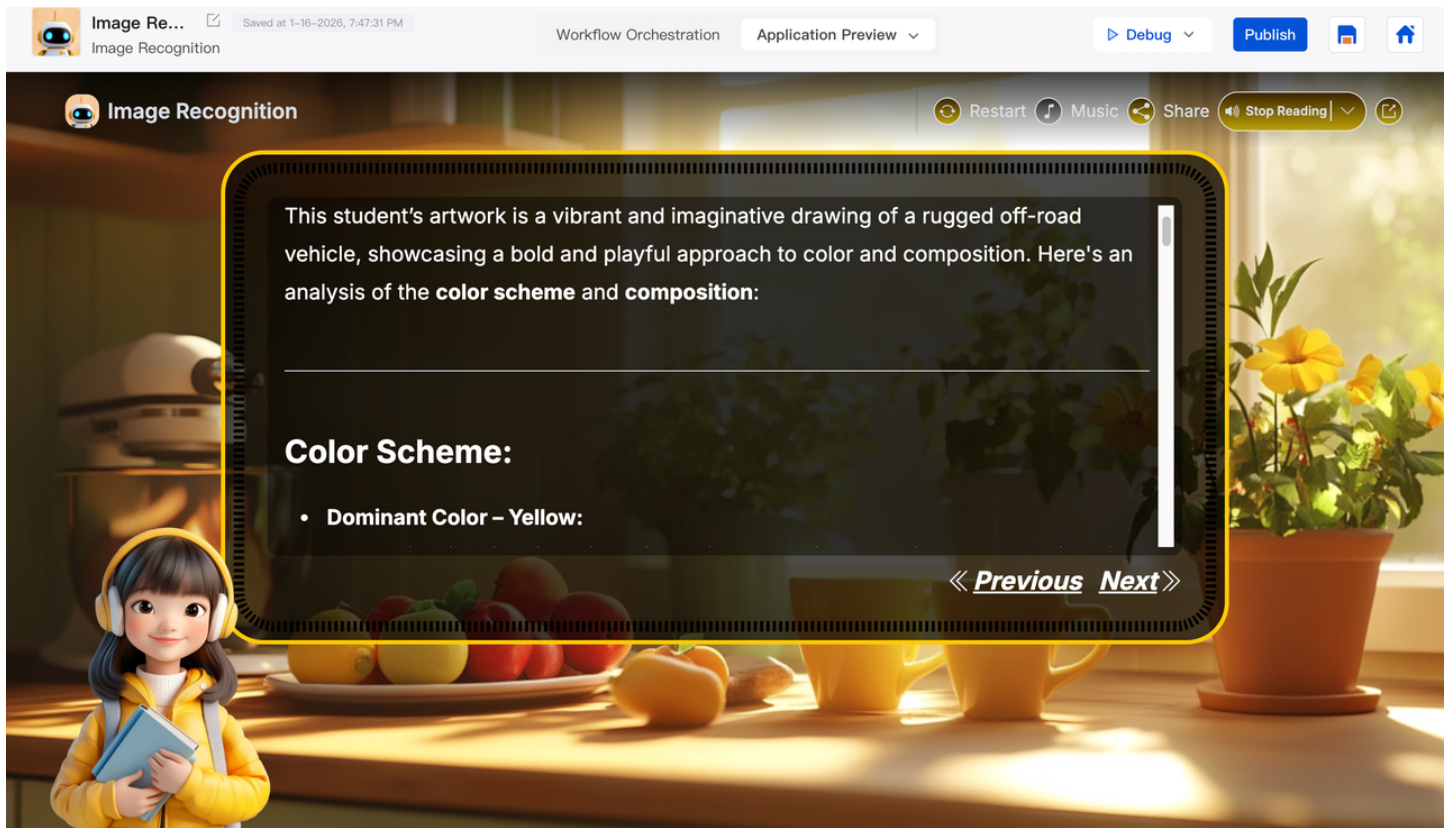


If you need to identify logical connections, you can write: "This is a concept map drawn by a student, please identify the concept elements and the relationships between concepts in the concept map."



When the workflow runs to this card, the user clicks **Select File**, chooses the image to upload, and then clicks **Upload** to obtain the image recognition content requested in the prompt.





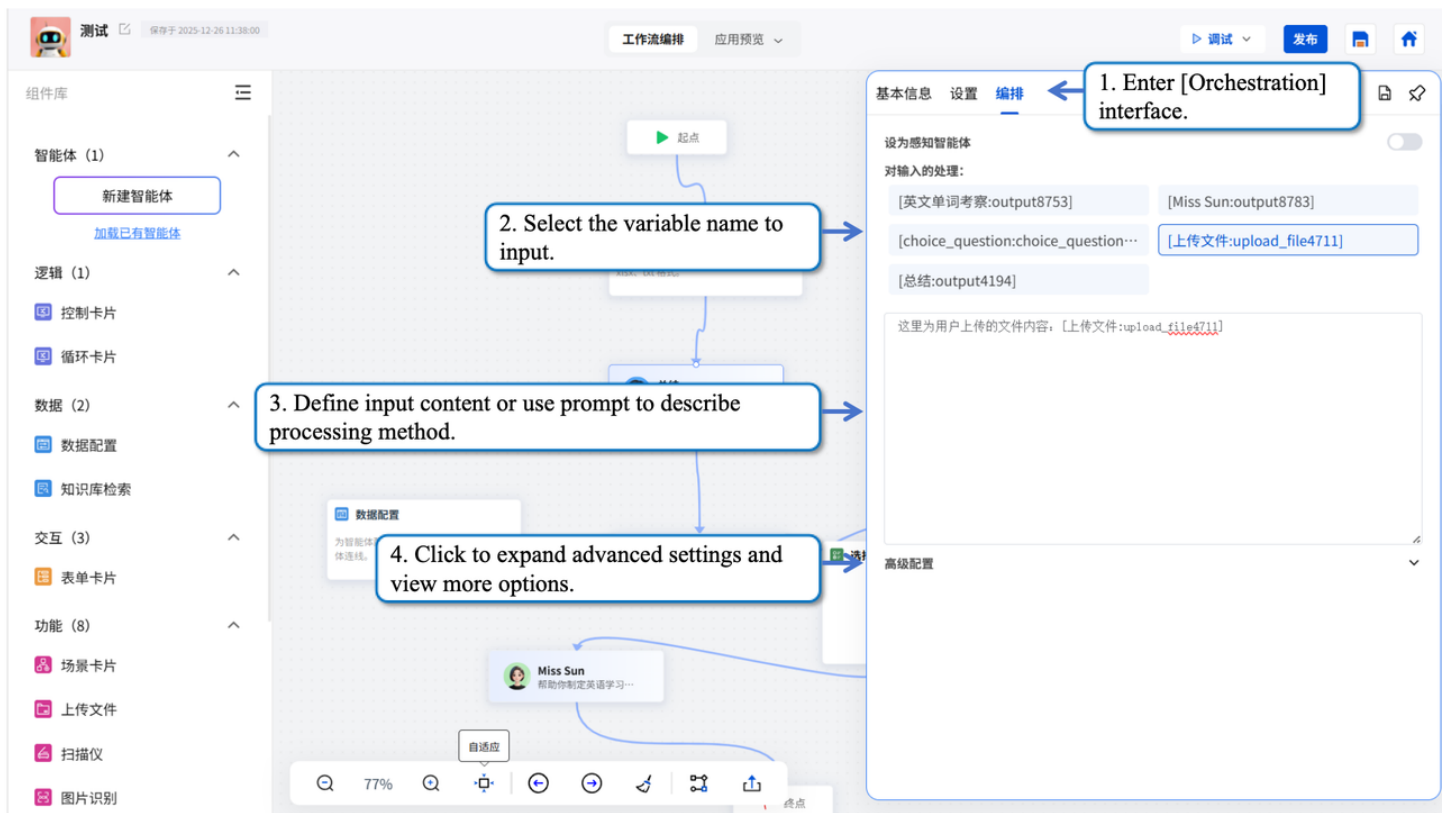
Setting Context References

In a workflow, there are typically multiple Agents involved. If you need to reference the complete dialogue record of a preceding Agent in the subsequent workflow, you must reference variables within the Agent configuration.

Users can double-click an Agent to enter the Agent configuration tab. Click **Orchestration**. In the **Input Processing** area, click the corresponding button to add the reference variable to **Input Processing**, thereby enabling the reference to the preceding Agent's content.

To reference the corresponding variable quickly and accurately, you can modify the variable name at the corresponding Agent location to facilitate personal identification and referencing. To make it easier to understand the content referenced in the prompt, users can add annotation descriptions—for example, prompting "This is the teaching objective" or "This is the teaching task"—to clarify the specific usage and meaning of the referenced content.

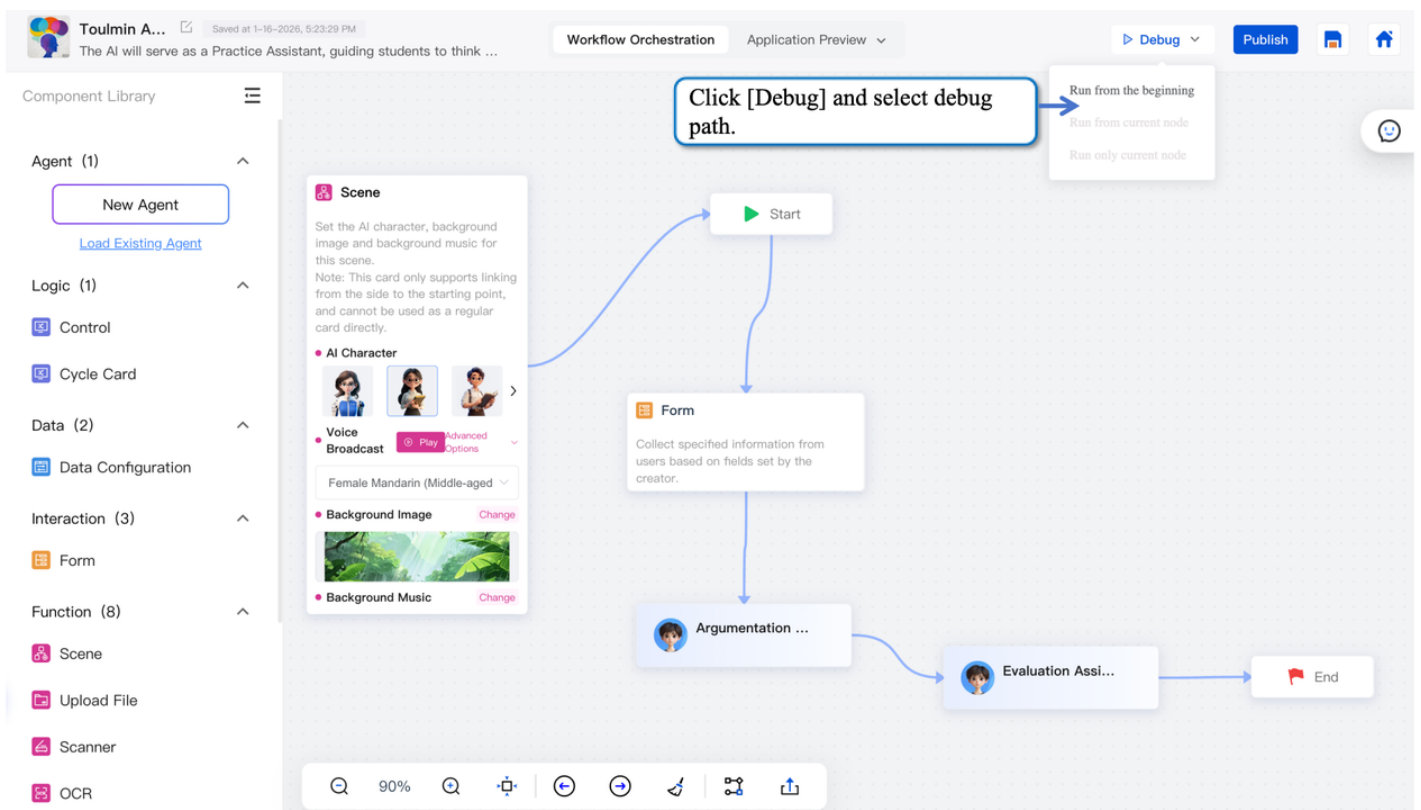
Similarly, for non-Agent cards, referencing is also done by defining variable names.



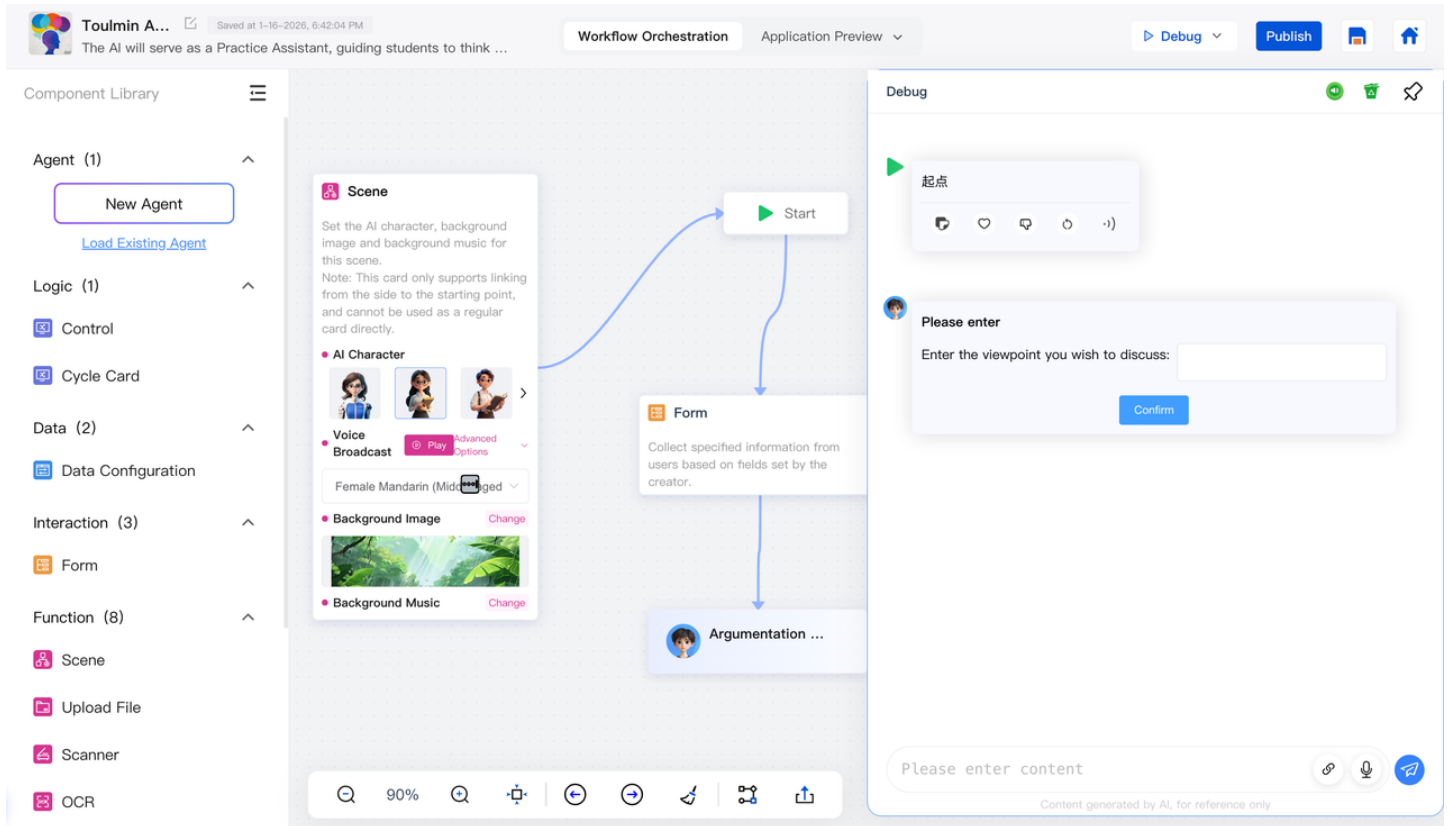
3.3.4 Workflow Debugging

On the workflow editing page, you can access the debugging interface via the **Debug** button at the top right or the chat button on the right side of the interface.

Users can choose from three debugging modes: **Run from Start**, **Run from Current Node**, or **Run This Node Only**. After selecting any debugging mode (e.g., Run from Start), the debugging page will appear and start running.



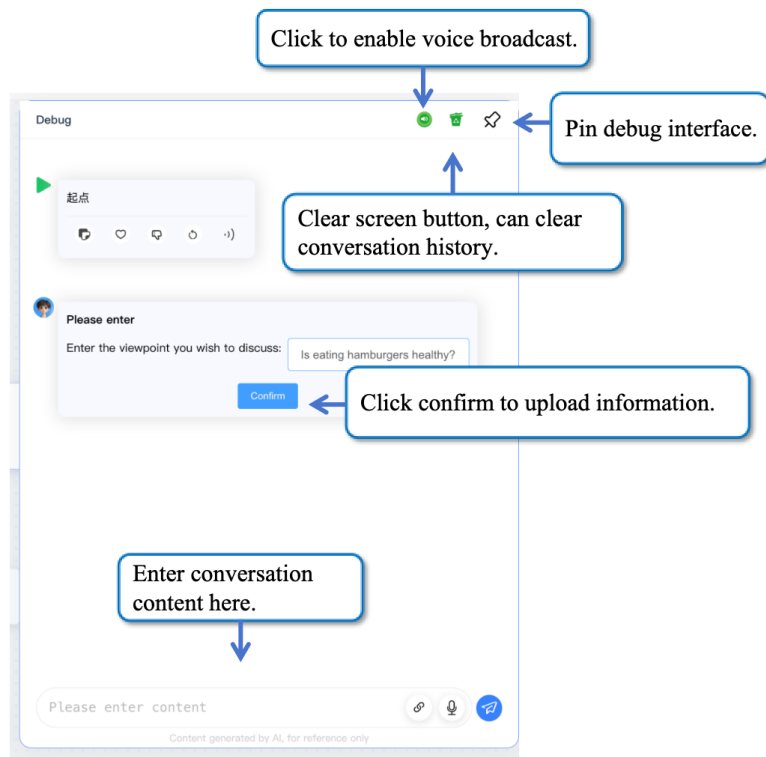
In the debugging interface, users can view the workflow execution results in a chat format. The debugging interface can be pinned to the right side of the workflow editing interface.



Users can view the currently running node of the workflow:

- If the workflow uses a **Form Card**, the user needs to fill it out and click **Confirm** to upload the information.
- If the workflow uses a **Control Card**, its judgment result will be displayed in the debugging interface.
- If the generation result needs to be played in voice format, the user can turn on **Voice Playback**.
- If a restart is needed, click **Clear** in the debugging interface to clear the workflow context.
- Users can restart the workflow via the **Debug** button or **Run** within the debugging interface.

Tip: If the "Interactive Mode" and "Sync Chat History" are not enabled for an Agent in the workflow, and "Run from Current Node" is directly selected, subsequent nodes will be unable to access the context and output accurately.



3.3.5 Workflow App Preview

On the workflow editing page, you can preview the application's running effect via the **App Preview** button in the top center.

This feature aims to help users verify the execution logic and interaction experience of the workflow in a simulated real-world runtime environment before the official release, ensuring application quality. The preview interface supports real-time switching between three mainstream interaction forms: **Chat**, **Card-based**, and **Immersive** modes.

3.3.6 Workflow App Publishing

App publishing refers to the process where developers submit developed, tested, and optimized workflow applications to the target App Center to officially provide services to end users. Published applications will be integrated into the App Center's lifecycle management system, laying the foundation for subsequent operations and version evolution.

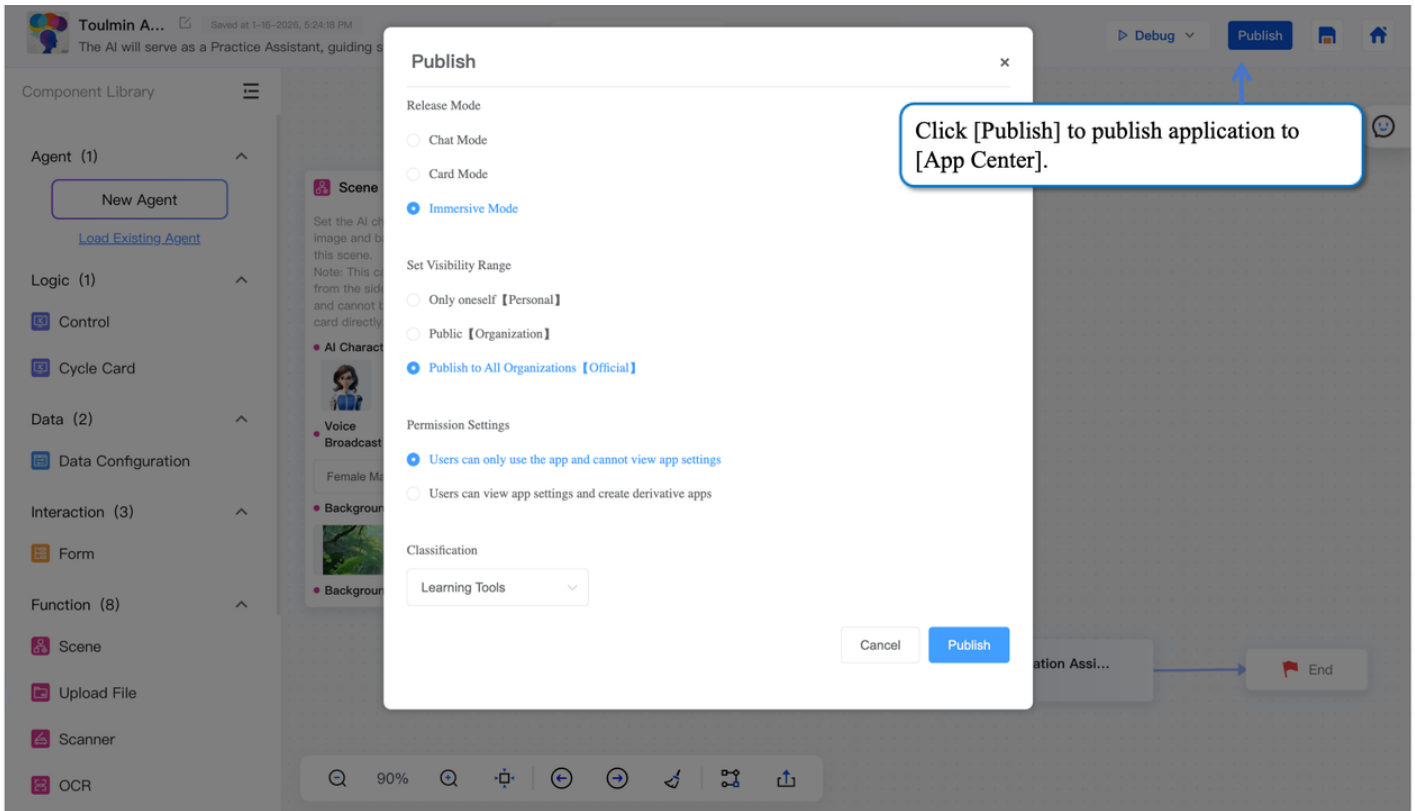
After completing the editing and debugging of the workflow, you can **Publish** the application to the **App Center**.

Click the **Publish** button on the workflow editing interface, and the system will pop up the publishing attribute settings window. This window is used to configure key parameters for app publishing, mainly including the following items:

1. **Publish Mode**
2. **Visibility**

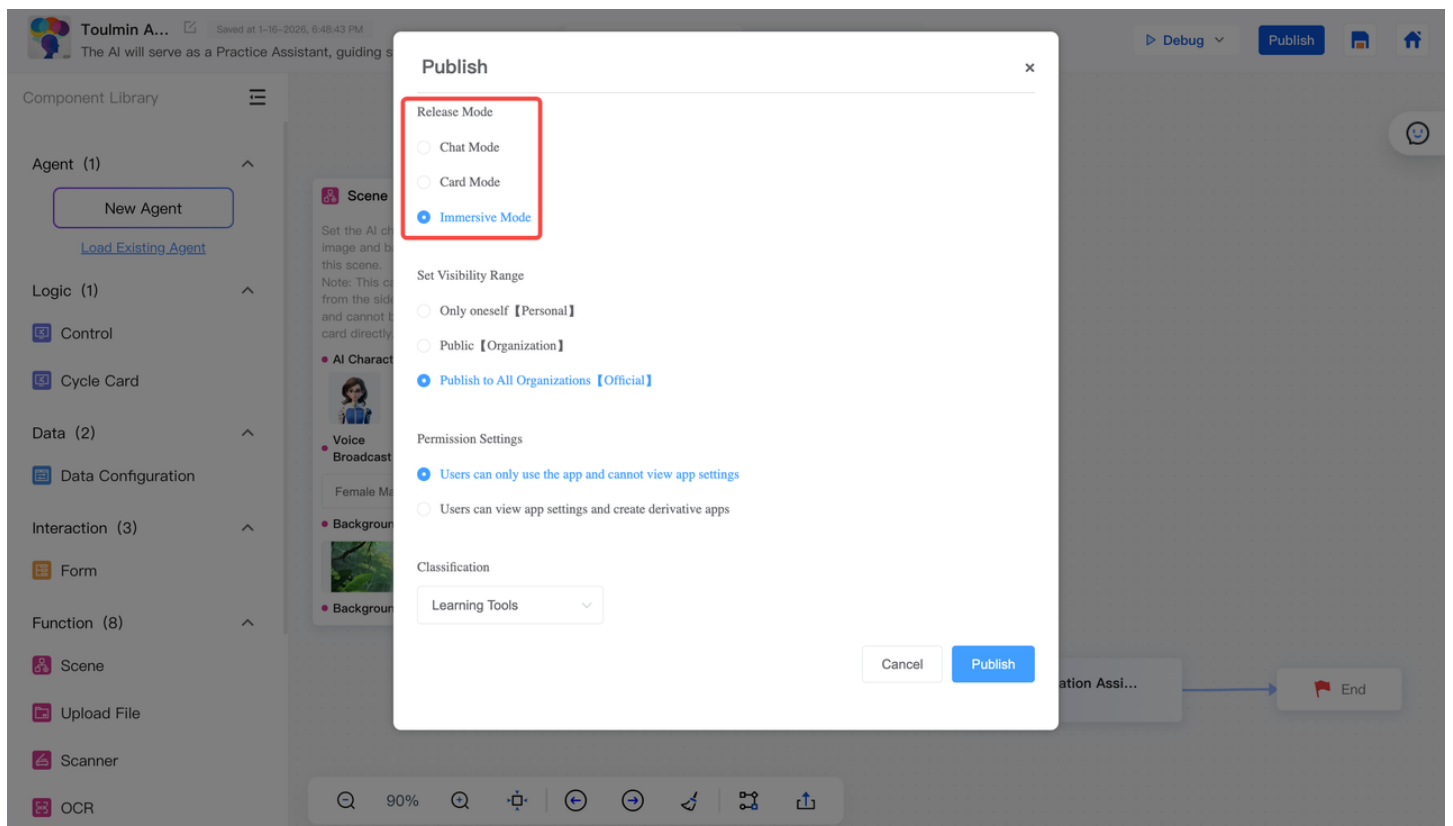
3. Permission Settings

4. Category

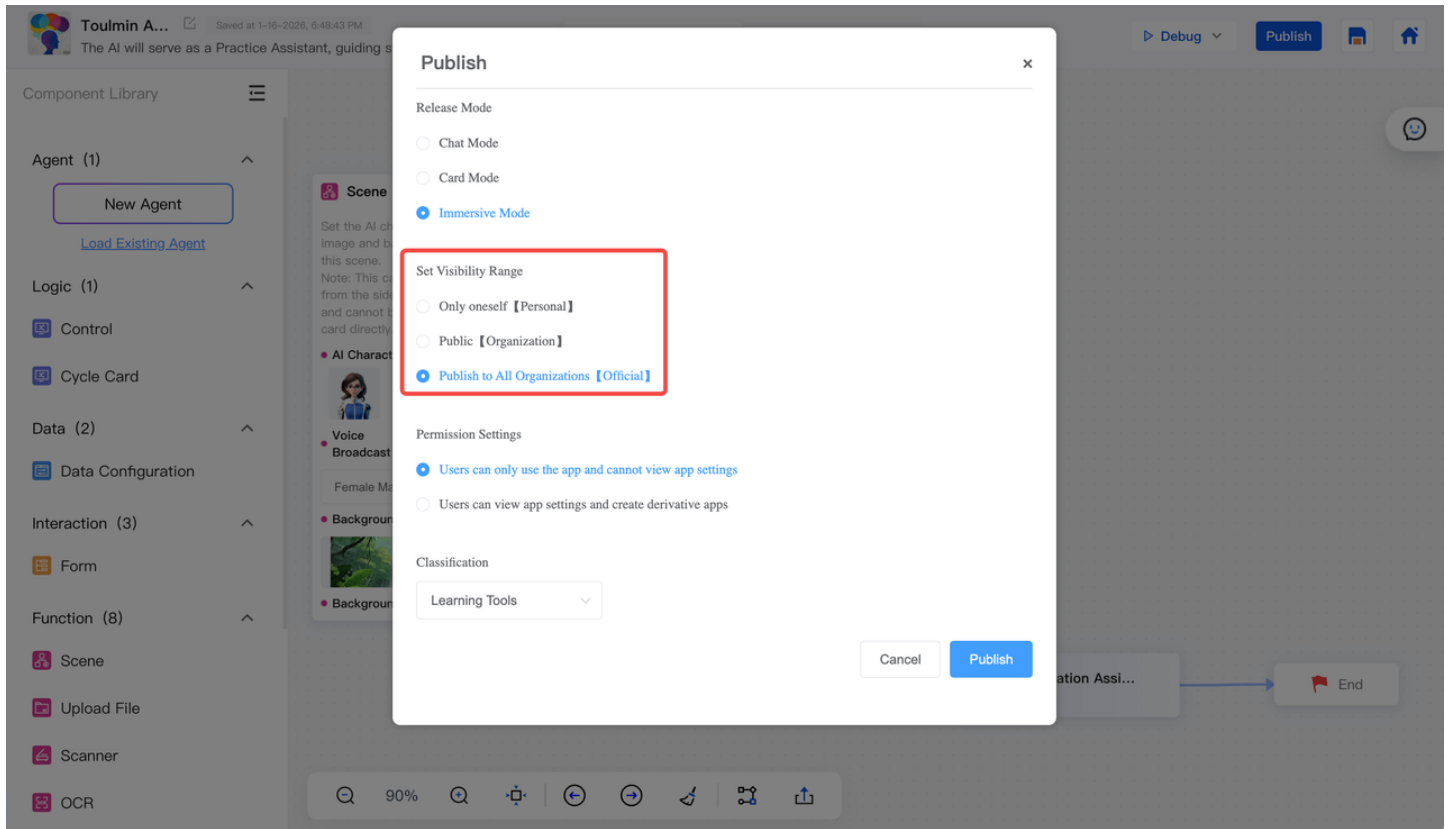


We will display the process of setting publishing attributes in the order of the item layout from top to bottom:

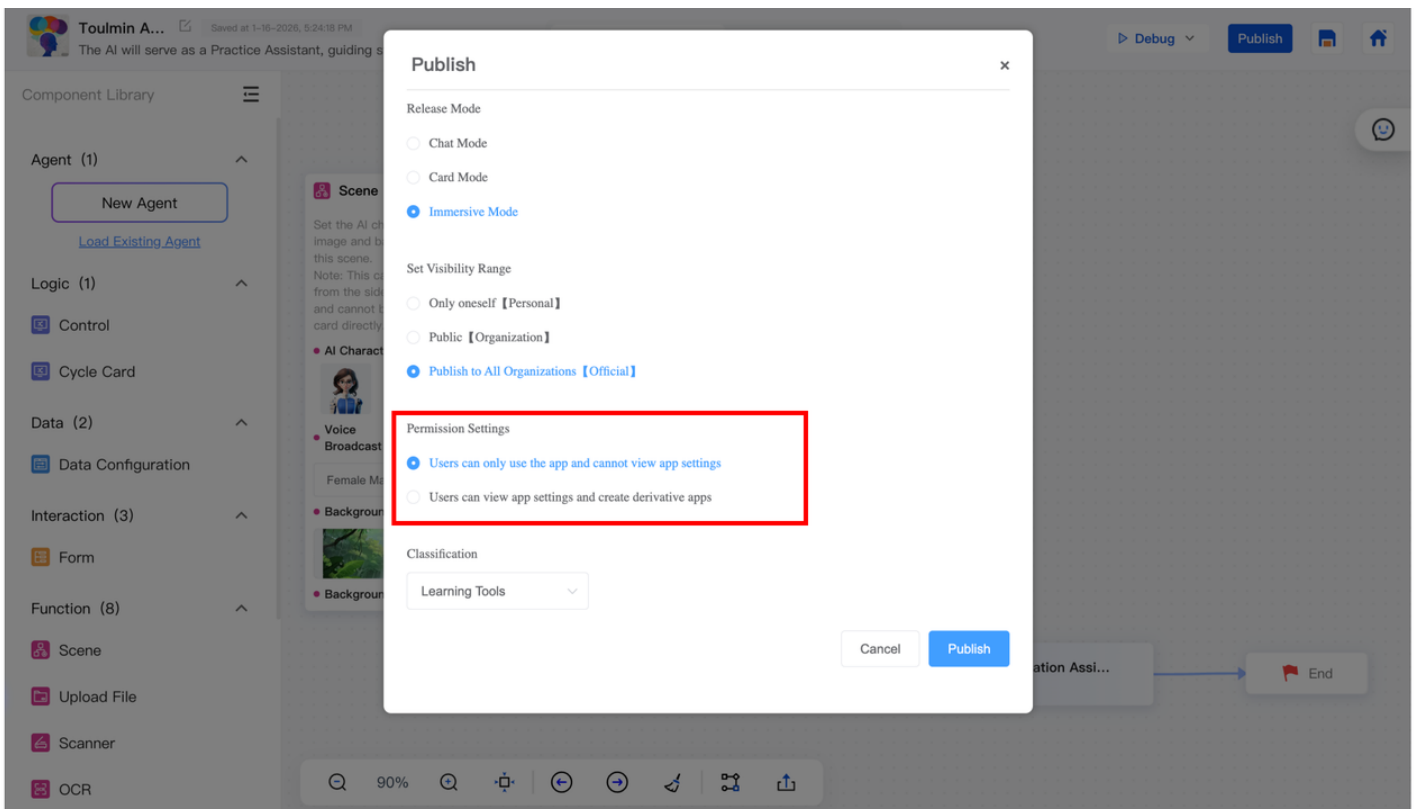
Publish Mode: Users can select the workflow's publishing form: **Chat Mode**, **Card Mode**, or **Immersive Mode**.



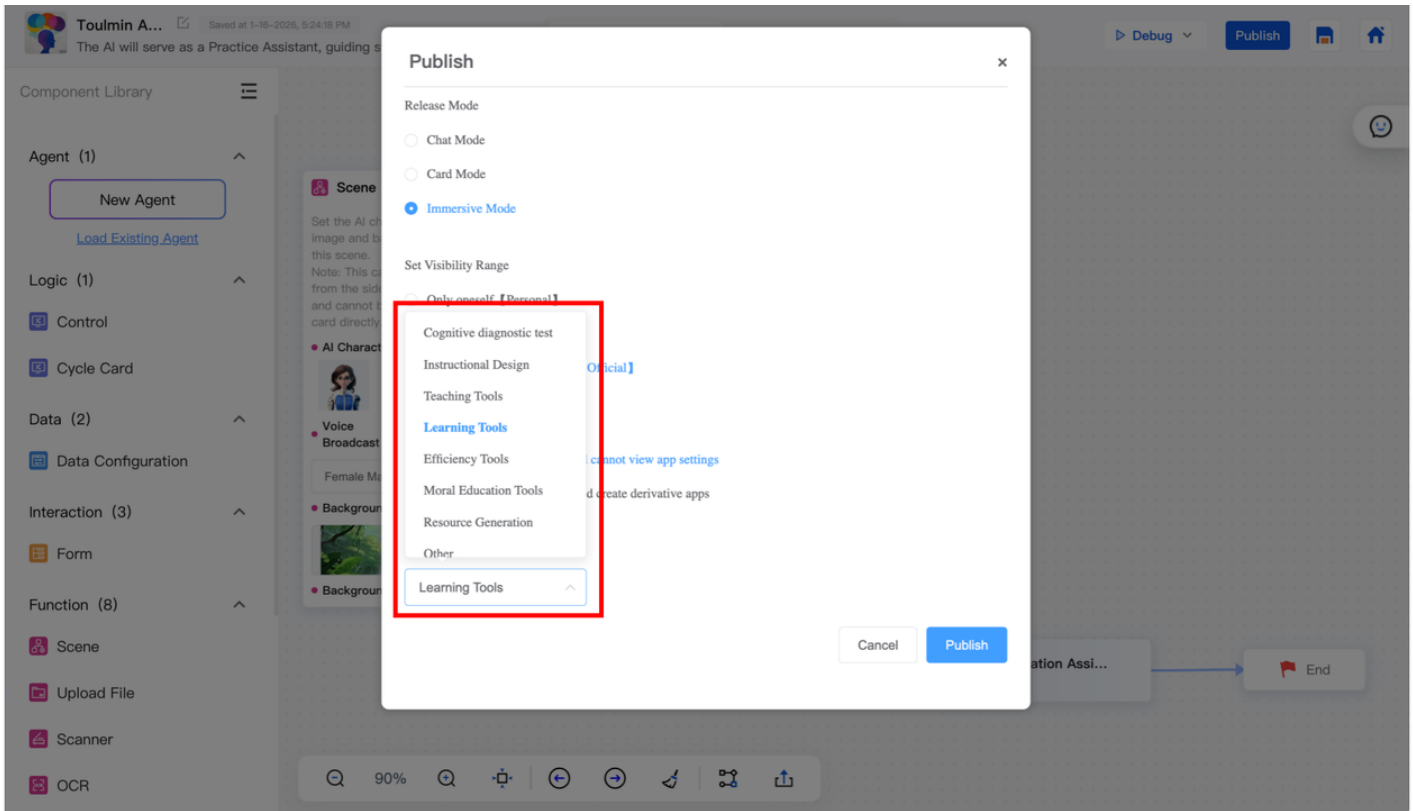
Users can select the application's permission scope. It can be set to **Private** (visible only to me), **Public** (visible within the organization), or **Publish to All Organizations** (visible to all CocoFlow users).



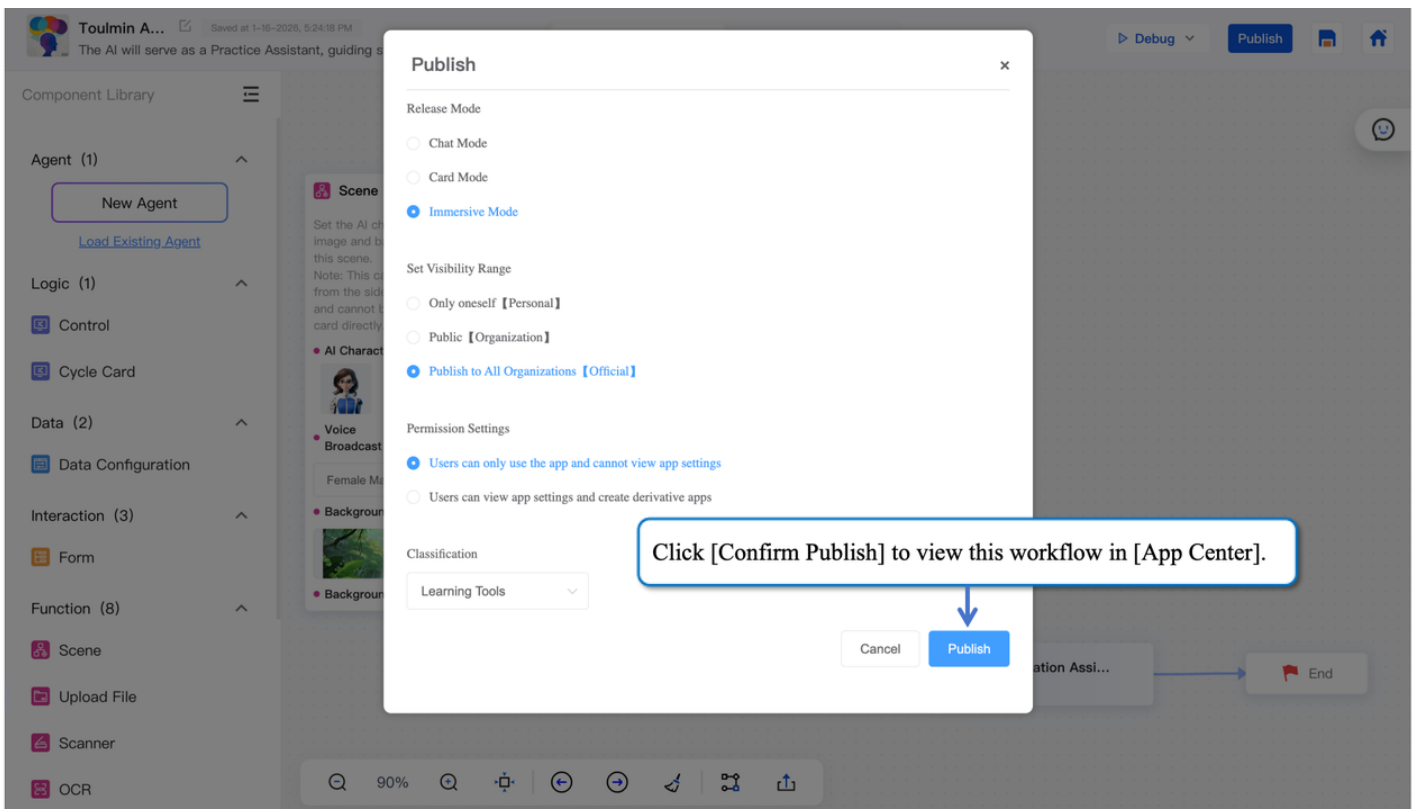
Users can choose to only support using the workflow, or support copying and remixing by other users.

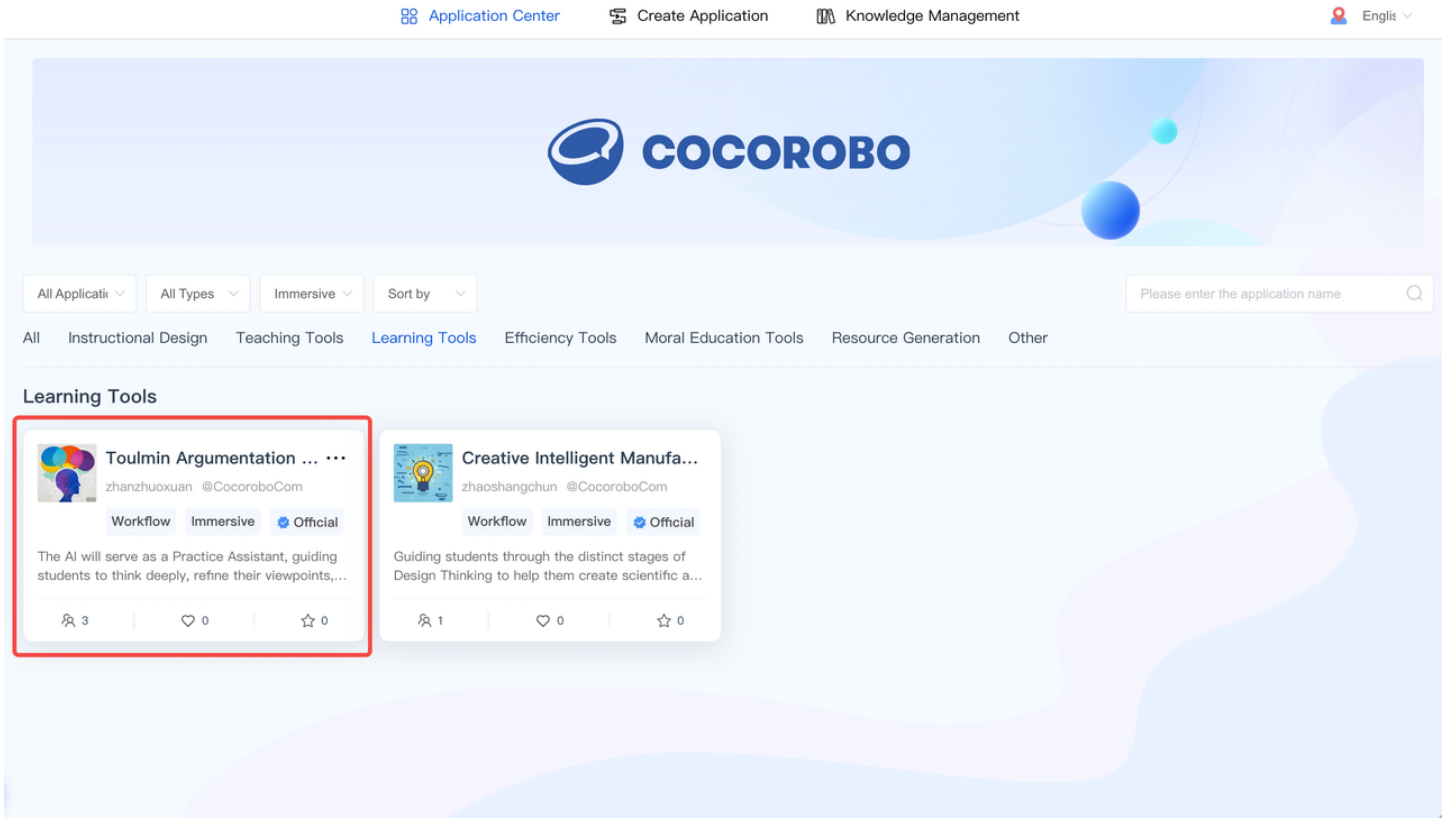


Users can set the functional classification of the workflow: 1. Instructional Design, 2. Teaching Tools, 3. Learning Tools, 4. Efficiency Tools, 5. Resource Generation, 6. Human-AI Co-education, 7. Syllabus Curriculum, 8. Cognitive Diagnostic Test, 9. Others.

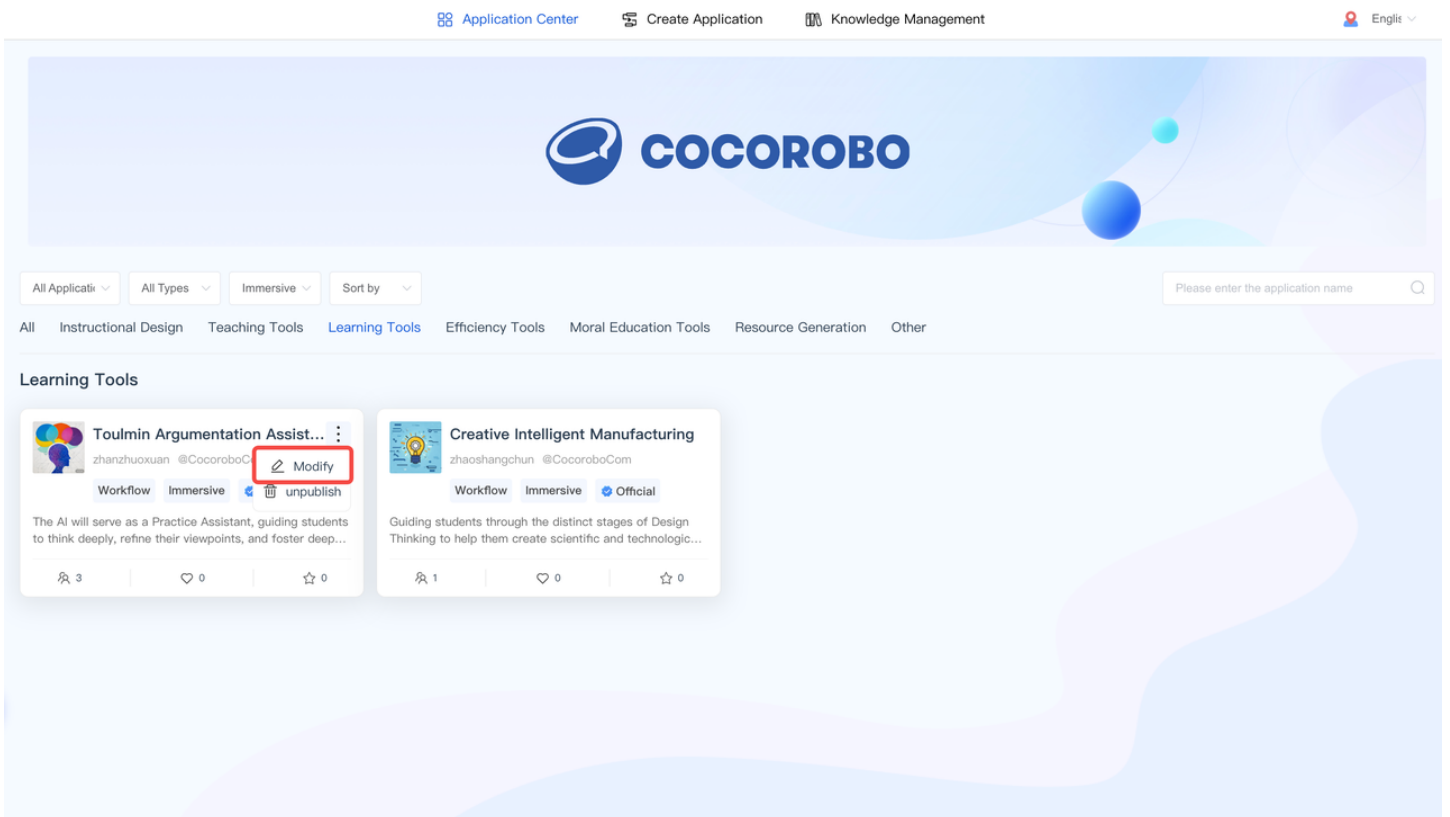


After completing the attribute settings for all items, users can click **Confirm Publish** to view the workflow in the **App Center**.

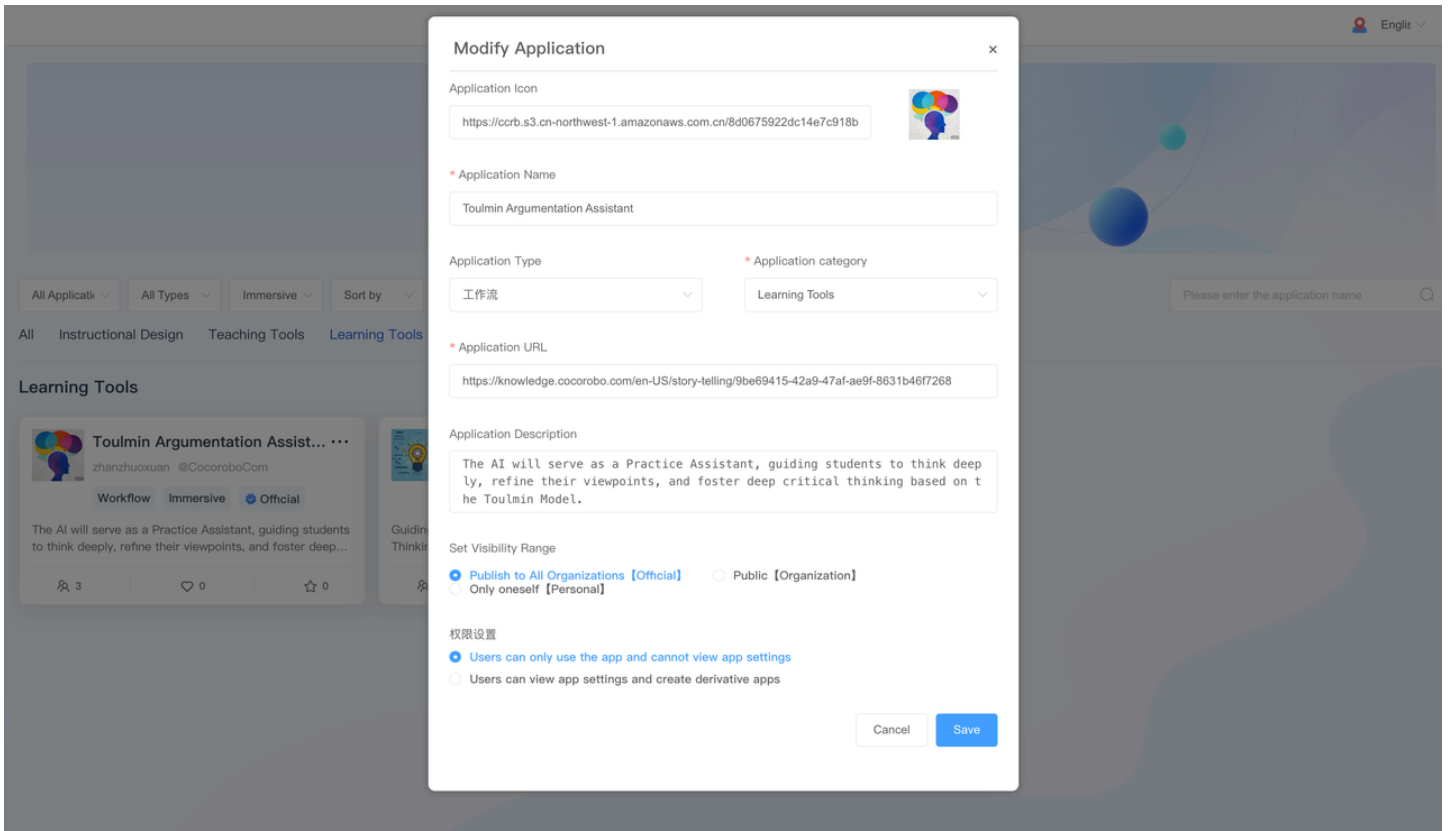




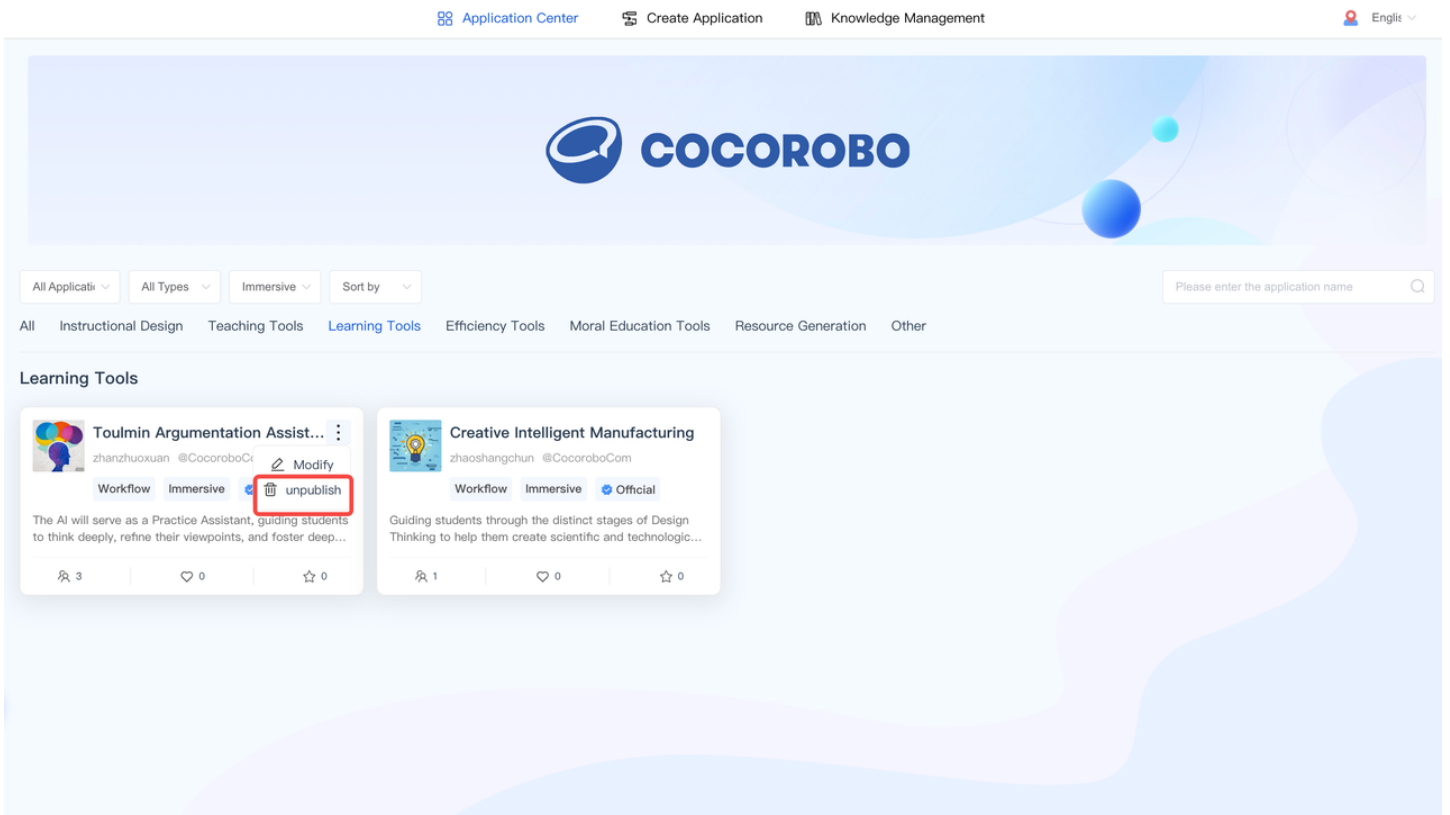
After the application is published, users can still modify attributes such as the icon, name, tags, type, link, introduction, visibility, status, and permissions of the workflow in the **App Center**.



The figure below shows the modify attribute settings window, where users can complete modifications for all items.



If you need to unpublish, users can **Unpublish** the workflow in the **App Center**. The unpublished workflow will no longer be visible in the App Center.

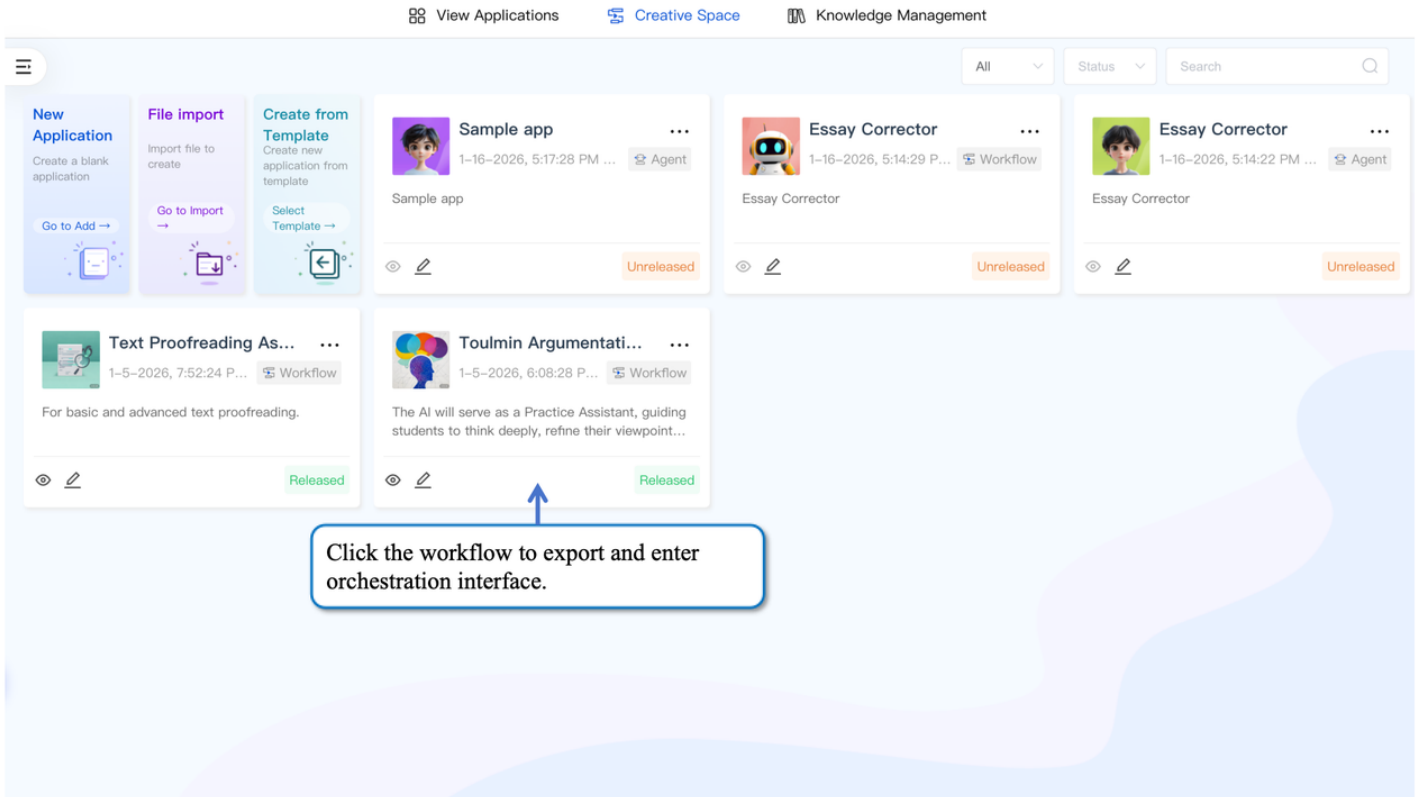


3.3.7 Export/Import Workflows

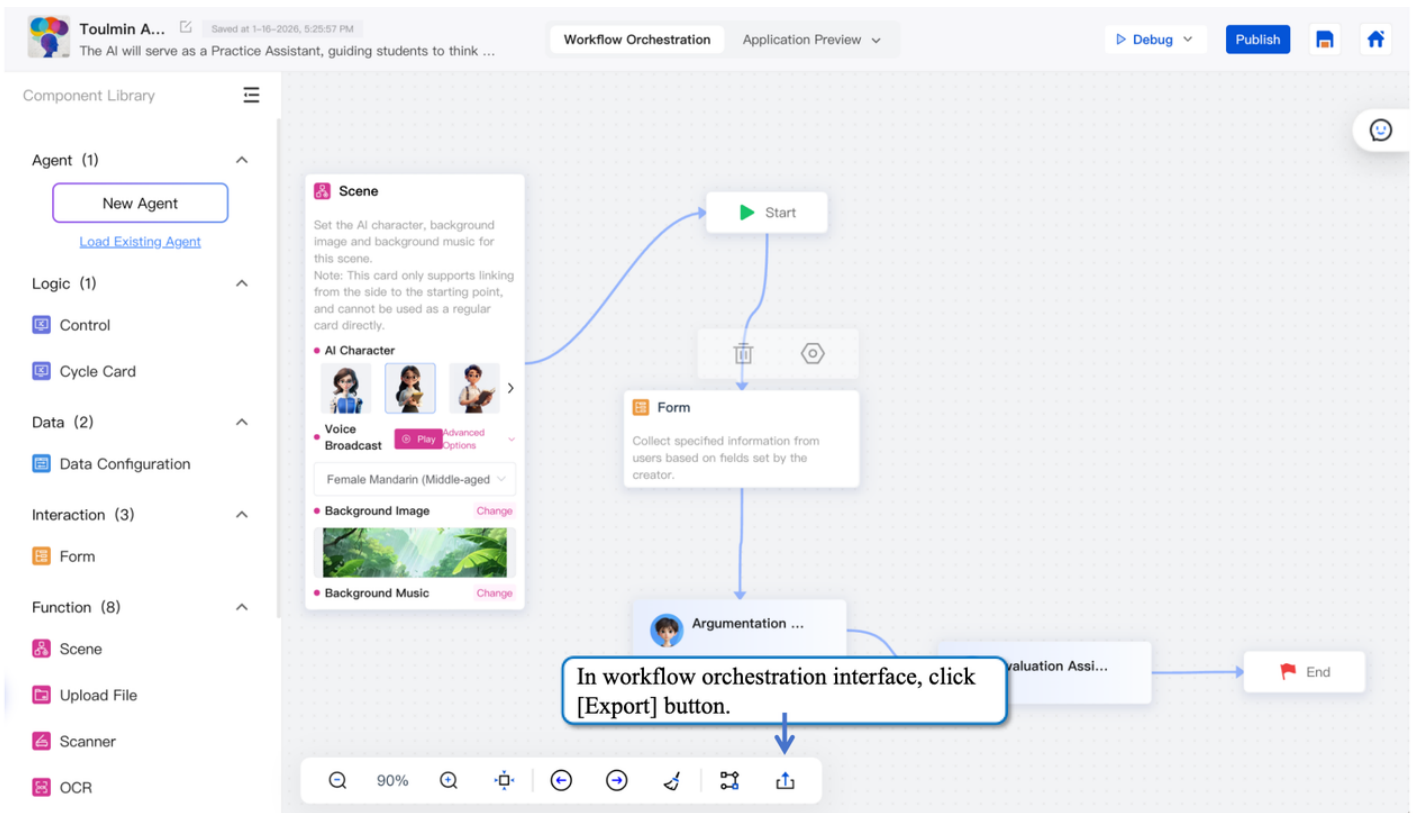
The import and export functions provide users with the ability to circulate workflows in the form of images or JSON files. *For example, if User A needs to share a workflow template they created, they can export it via a JSON file. After obtaining the JSON file of the workflow template, User B can import it into their own workspace for secondary creation (remixing).*

The prerequisite for exporting a workflow is that the user possesses editing permissions for the workflow: specifically, having the **Allow Copy & Remix** permission enabled in the settings.

First, users need to click the target workflow on the workflow interface to enter the workflow orchestration interface.



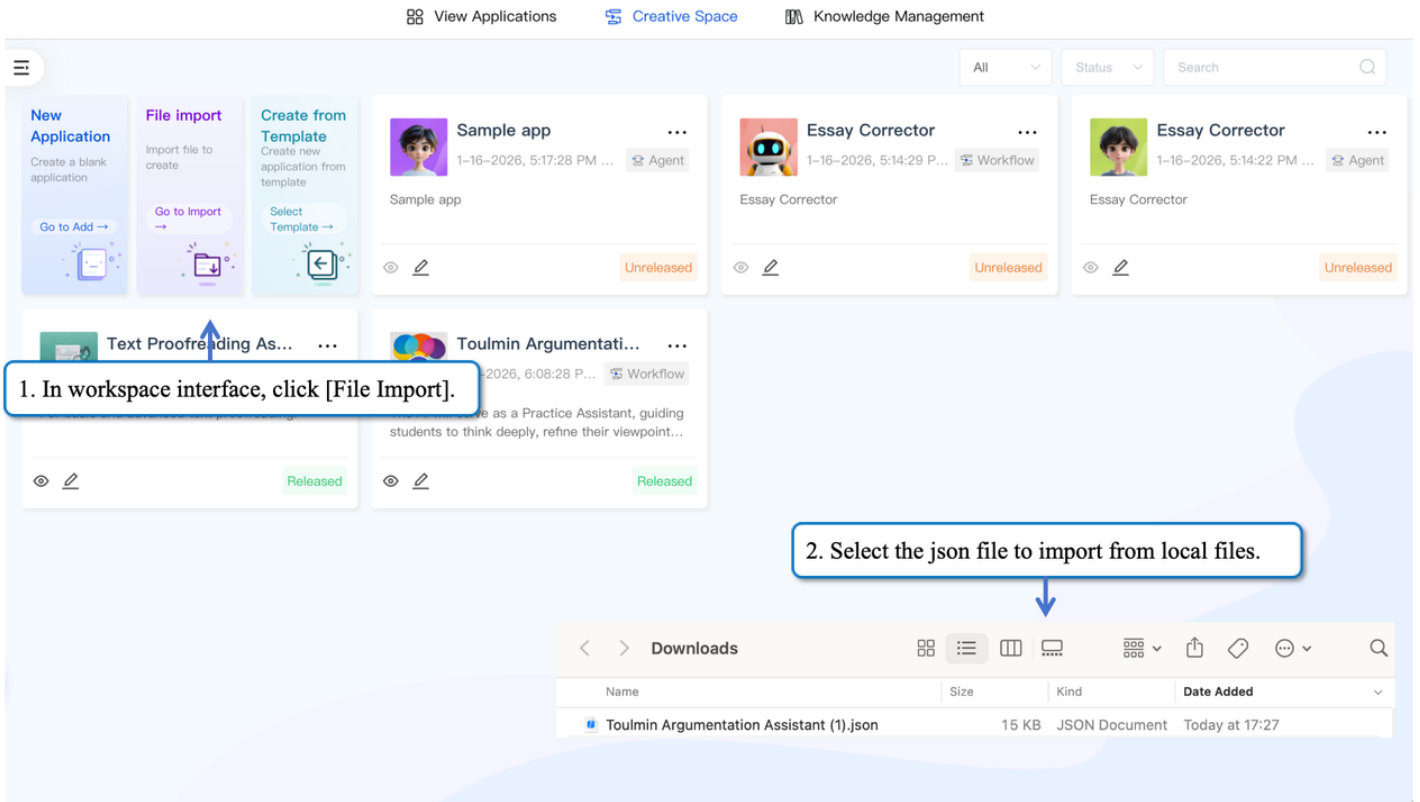
Users need to click the **Export** button in the button bar at the bottom of the workflow orchestration interface.



The system will ask the user for the desired export format in a pop-up menu: **1. Image, 2. JSON File.**

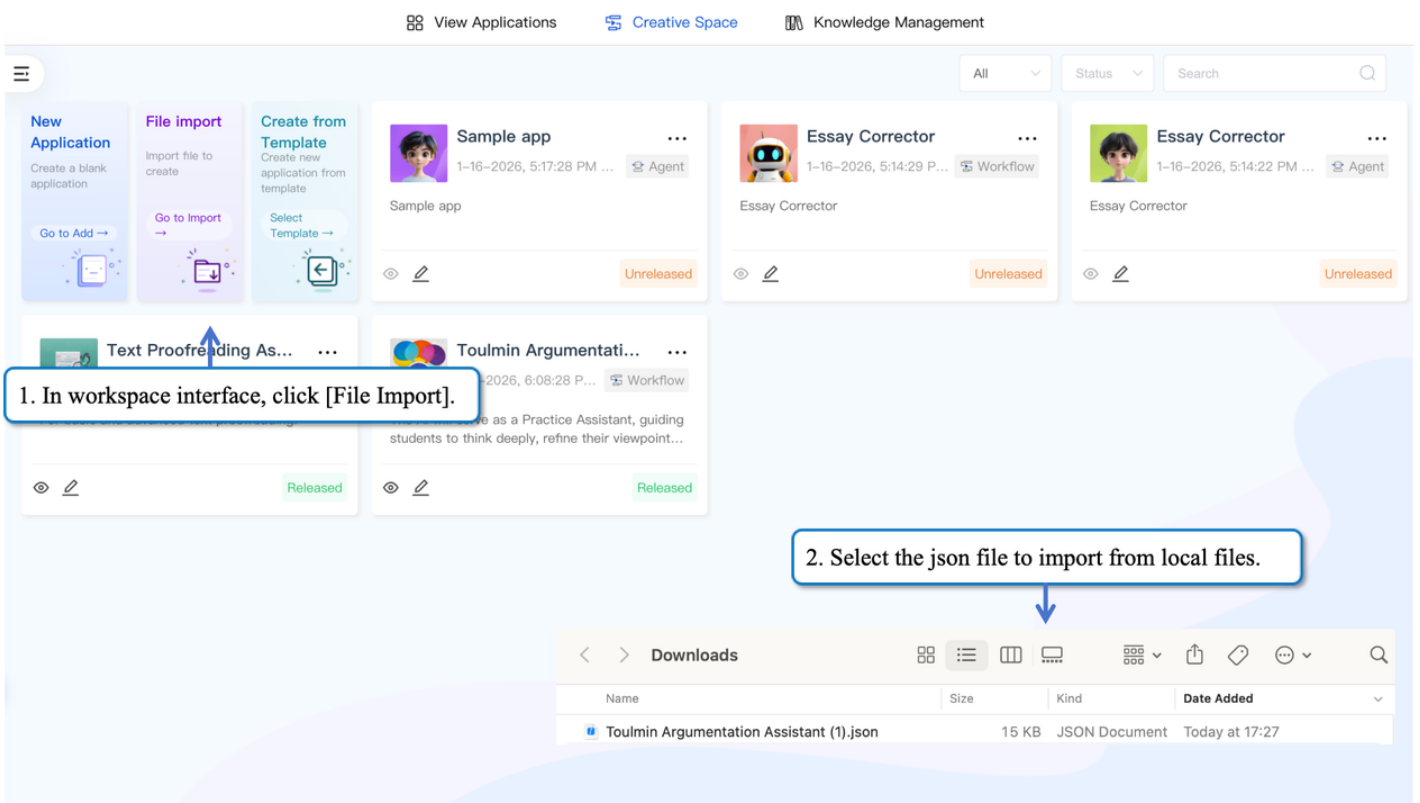
- *Note:* Currently, only the JSON file format supports importing. If you need to import this workflow again later, please select the **JSON File** format for export.
- Exporting as an **Image** is suitable for users to review and share the design and orchestration of the workflow.

After selecting the export format, click **Confirm**, and the file will be downloaded and saved to your computer.



If users need to import the workflow again, they need to click **Import from File** on the workflow interface.

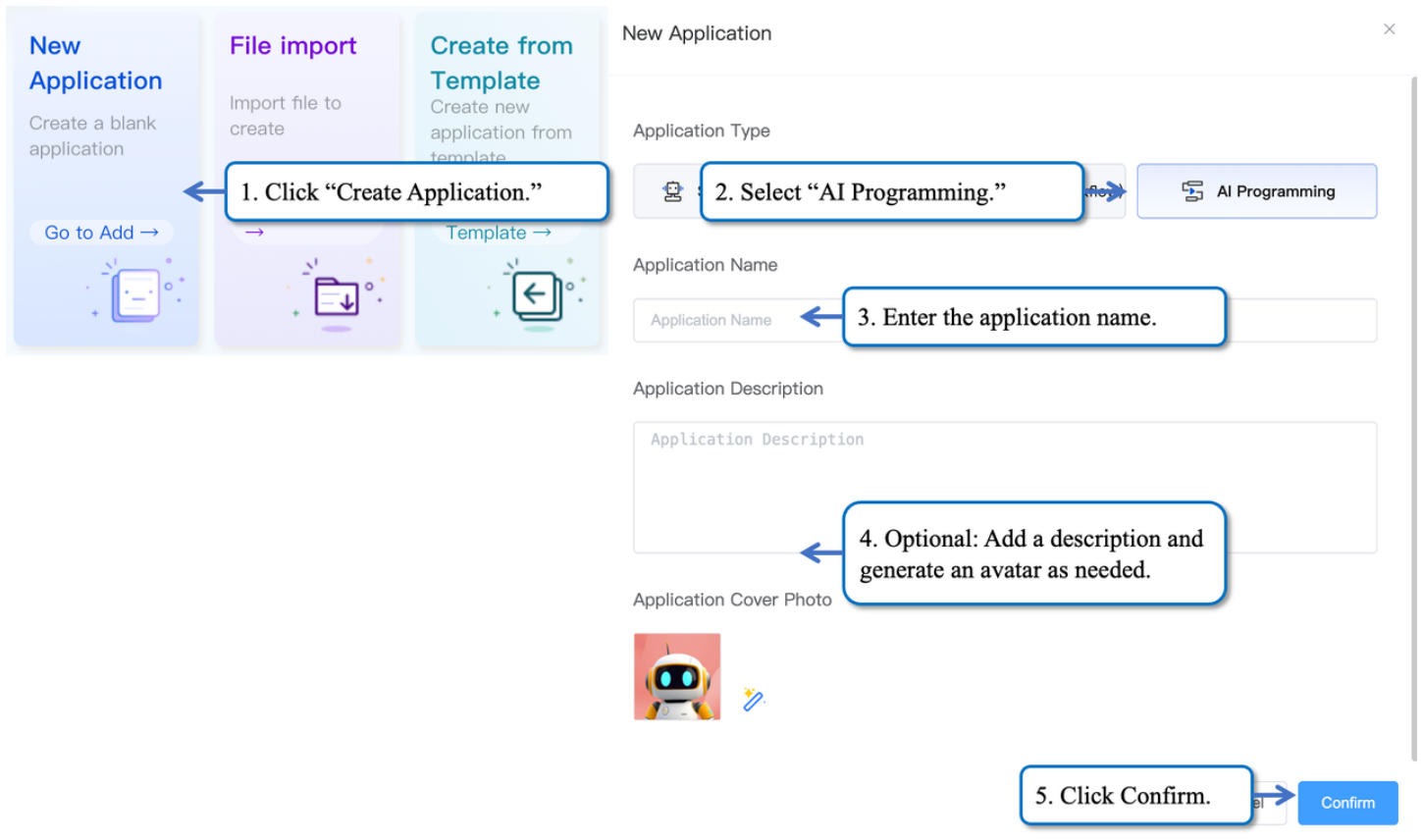
Subsequently, users need to select and open the pre-saved JSON file from its local location to complete the import process.



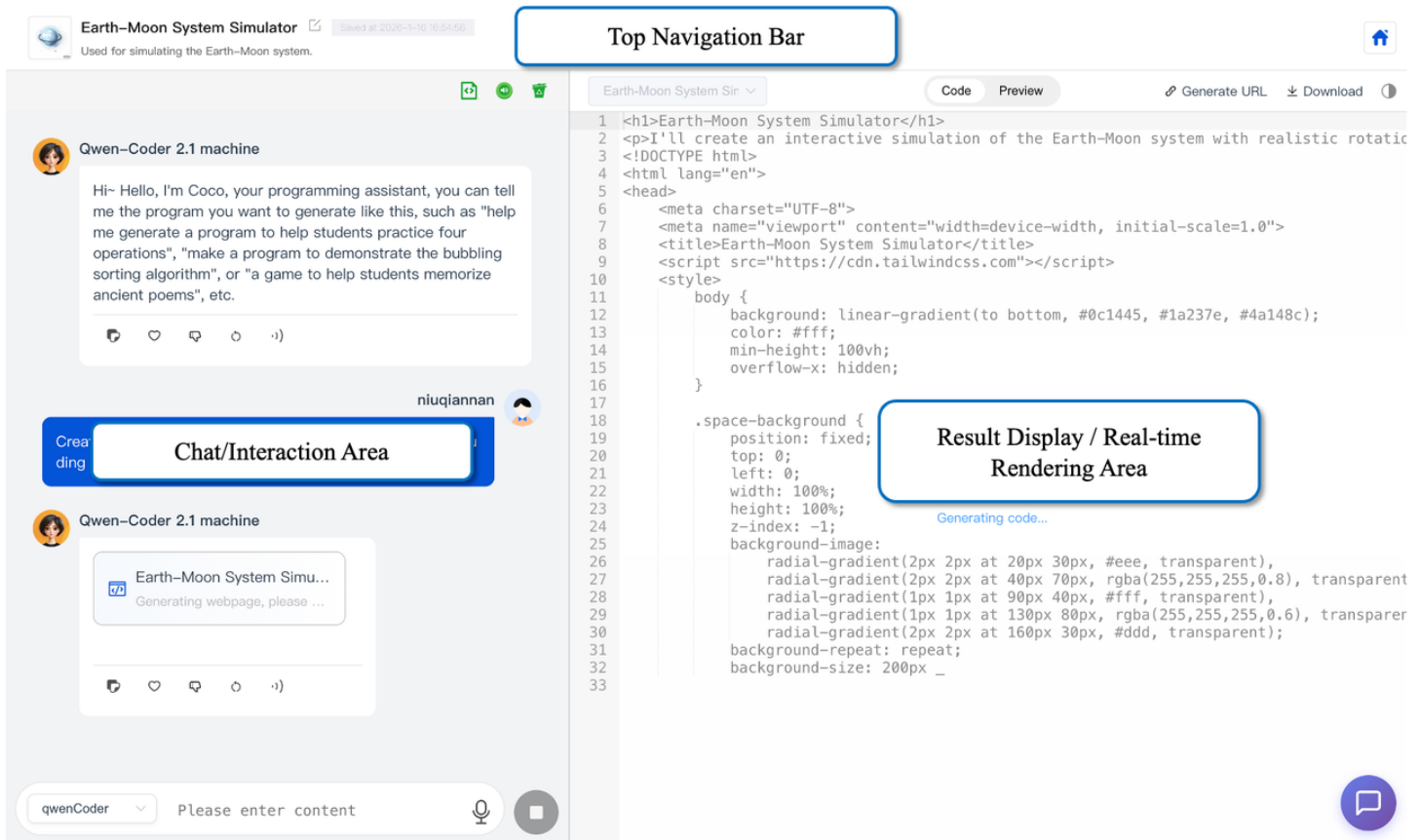
3.4 Create H5 Pages (AI Coding)

Users do not need to master complex code. By simply describing requirements via natural language (voice or text), the system generates complete H5 web page code in real-time and provides an instant effect preview and debugging environment, delivering a "What You Think Is What You Get" web creation experience.

On the Workspace page, click the **New App** button and select **AI Coding** to start creating an H5 application. In the "New App" pop-up window, fill in the **App Name** (Required) and **App Introduction**, and upload or AI-generate an **App Cover**. Once completed, you will enter the H5 Orchestration Page. The orchestration page consists of two sections: the **Left Dialogue Interaction Area** and the **Right Real-time Rendering Area**.



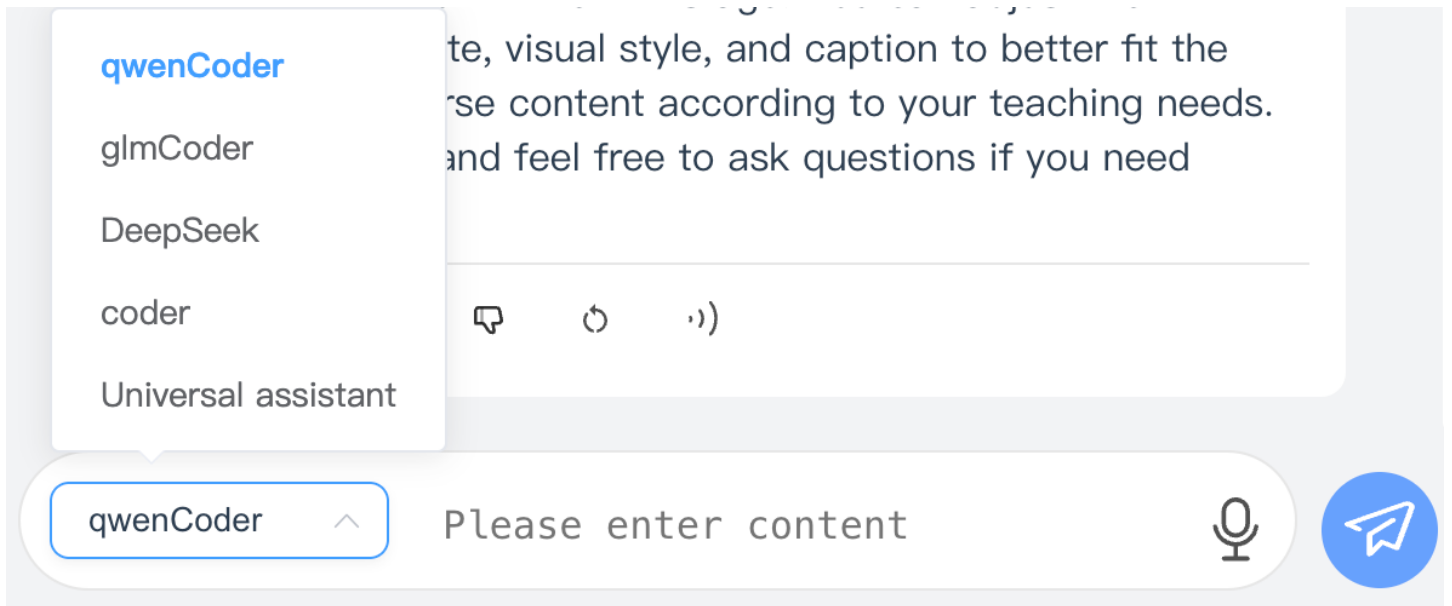
3.4.1 Detailed Section Description



Top Navigation Bar: The top left displays the current H5 project name (e.g., "test") and save status. The top right features a Home icon, allowing users to exit the coding workbench and return to the platform homepage at any time.

Left Dialogue Interaction Area: This area serves as the command window for users to convey web design requirements to the AI. Users can type text in the bottom input box or click the microphone icon to describe web functions using voice (e.g., "Make me a visual demonstration page for bubble sort").

The left side of the input box supports switching between different large programming models (e.g., "qwenCoder") to adapt to coding tasks of varying difficulty.



The interface displays the AI's understanding of user requirements and code generation progress in a conversational format. Below each reply, options for Copy, Retry, and Voice Playback are provided to facilitate user management of generated code snippets or explanations.

The **Expand Code Page** in the top right corner of the interface collapses the workspace on the right to enlarge the dialogue interface; the **Auto-Read** button controls whether AI output is automatically played aloud; the **Clear** button permanently clears the current dialogue record.

Right Real-time Rendering Area: This area acts as the "canvas" for the H5 web page, used for real-time rendering of the web effects generated by the AI.

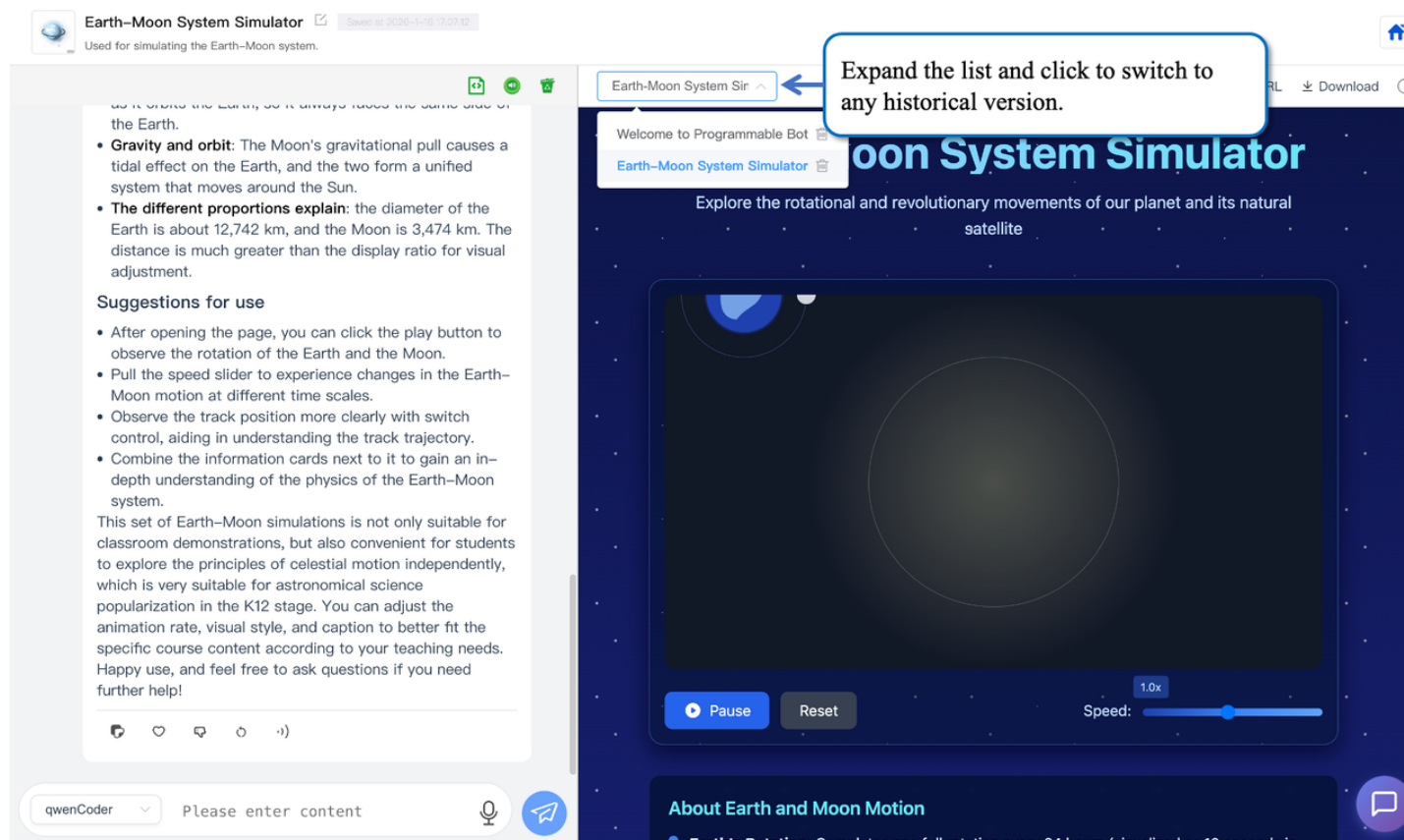
- **Preview Mode (Preview):** The default view. It uses the built-in browser kernel to render and display the final interactive effects of the H5 web page in real-time, allowing users to test functions (such as clicking buttons or viewing animations).
- **Code Mode (Code):** Click the "Code" button at the top to switch. It displays the source code (HTML/CSS/JS) constituting the current H5 page, allowing users with programming skills to view or fine-tune the logic.

3.4.2 Usage Process

Users can initiate creation in two ways:

- **Custom Instructions:** Directly write prompts describing the visual style, included elements, and functional logic of the target H5 web page in detail, and send the instructions.
- **Quick Reuse:** Browse the platform's preset programming example cards, click the **Copy** button in the top right corner to obtain the standard prompt, and paste it into the dialogue box on the left.

After the instruction is sent, the area on the right will automatically execute code generation and page rendering. Once rendering is complete, users can directly perform real-time interactions such as clicking and scrolling with the H5 web page in the preview interface to verify the functional effects. If page details need fine-tuning, users do not need to modify the code; simply send specific modification instructions (e.g., "Change the background to blue") in the dialogue box on the left, and the system will automatically update the web page based on the context. Every adjustment will be automatically saved as a new independent version. Users can view history or switch back to any previous version via the version dropdown menu in the top left corner of the preview area.




When the web page is adjusted to a satisfactory state, the system supports generating an exclusive access link and QR code for the work. Users can share the generated H5 web page conveniently with others by copying the link or downloading the QR code image, allowing recipients to access it directly online or scan the code to experience it.



Earth-Moon System Sir ▾

1. Click "Generate URL." → Generate URL ↓ Download

Url ×



2. Copy the QR code.

3. Copy the link.

<https://ccrb.s3.cn-northwest-1.amazonaws.com.cr> Copy Link

Download QR Code Confirm

Knowledge Base - Help Document

1. What is a Knowledge Base?

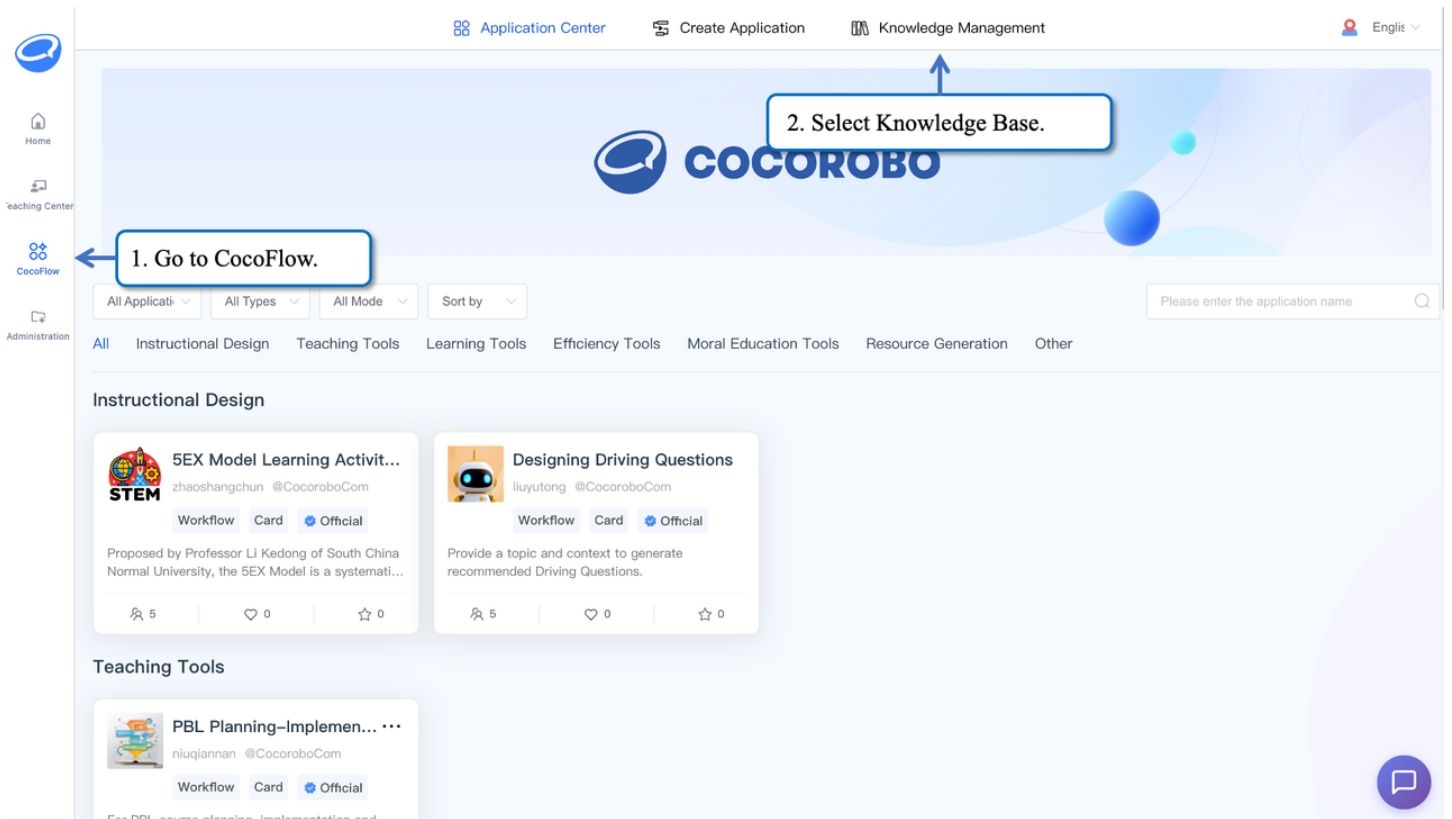
The **Knowledge Base** serves as an external extended storage space for the AI Agent system, effectively loading a "proprietary database" into the general large language model (LLM).

While general LLMs possess vast amounts of public internet knowledge, they often lack private data specific to an organization or vertical professional details (such as school-based curriculum standards, internal teaching lecture notes, etc.). The Knowledge Base allows users to upload these non-public or highly specialized documents to the platform.

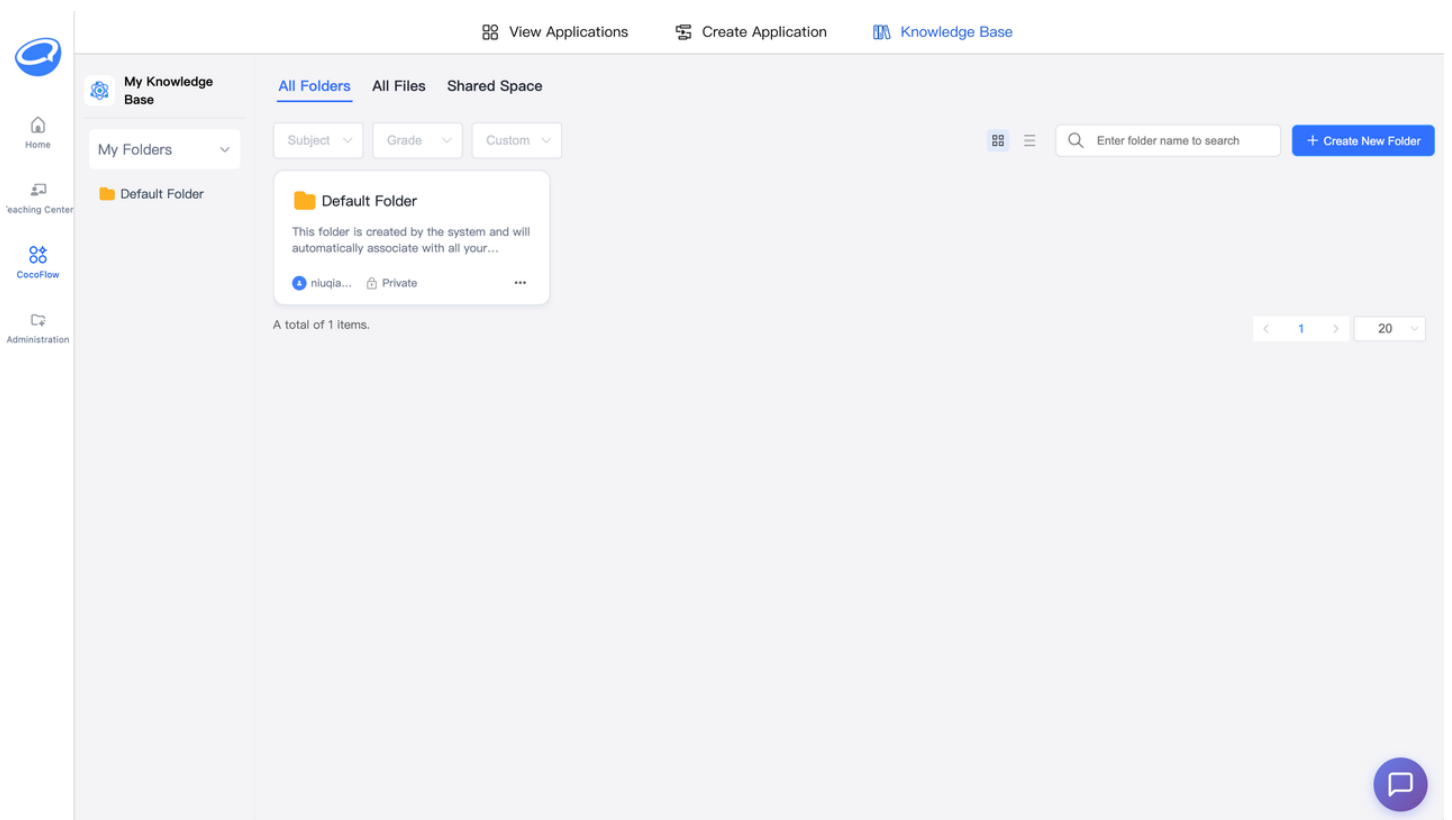
During operation, the Agent can precisely retrieve relevant information from the Knowledge Base and use it as a factual basis to generate answers. This not only effectively fills the model's knowledge gaps in specific domains but also significantly improves the accuracy and credibility of responses, avoiding model "hallucinations" or fabricated content.

Accessing the Knowledge Base

After logging into the platform, enter the **CocoFlow** interface. Find and click the **Knowledge Management** icon in the top main navigation bar to enter the **Knowledge Base** main interface.



Left Sidebar (File Directory Tree) Displays "My Folders" (folders created or copied by the user).
Right Side (Core Operation Area) Features three main view tabs at the top: **All Folders**, **All Files**, and **Shared Space**.



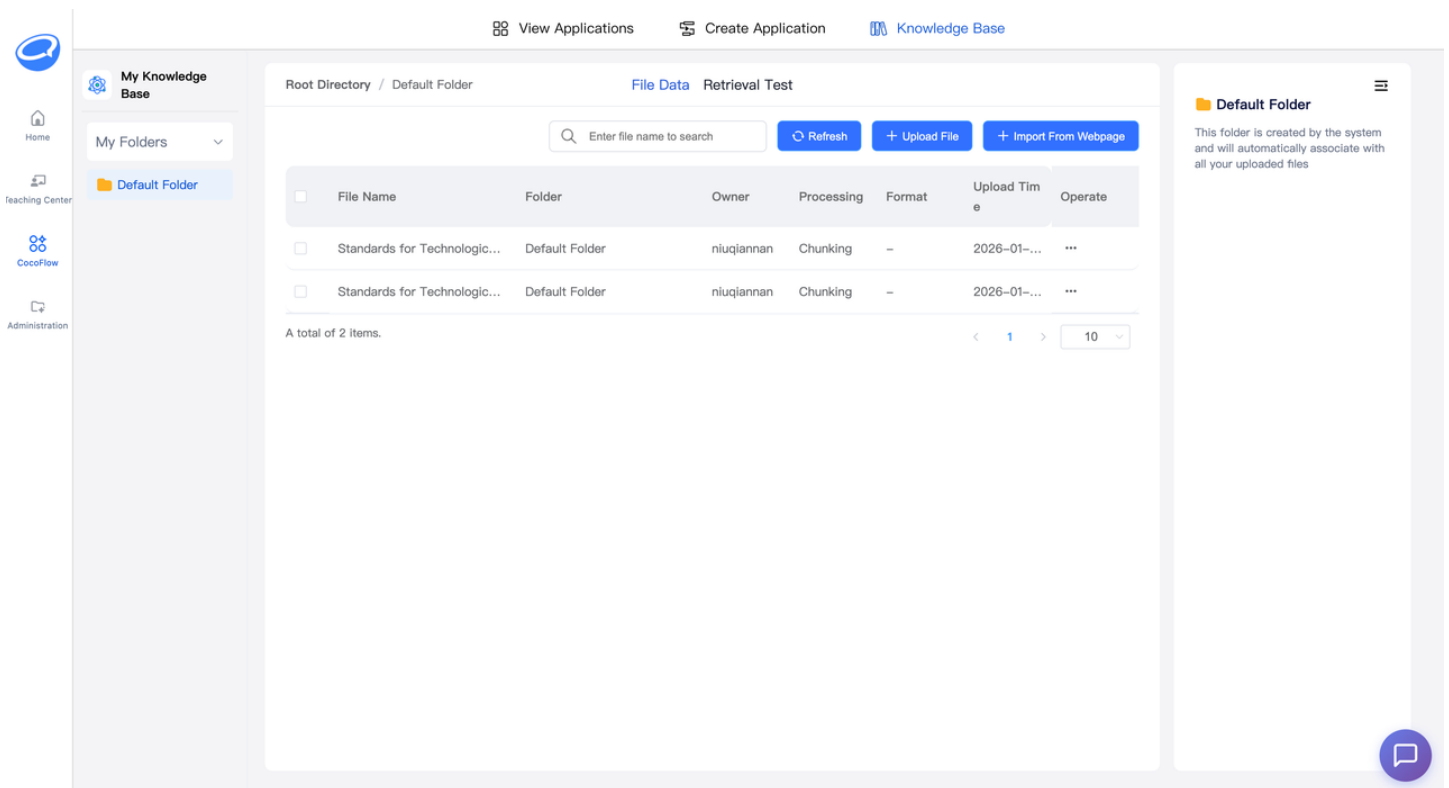
Manage All Folders

In the **All Folders** view, every folder created or copied by the user is displayed. Each folder card shows the **Creator's Name**, **Permission Status** (e.g., "Public"), and **Tags**.

Find the target folder card in the list and click the **"..." (More)** icon in the bottom right corner. A floating menu will appear offering options including **View**, **Copy**, and **Delete**.

Select "View" to enter the folder details page. Here you can:

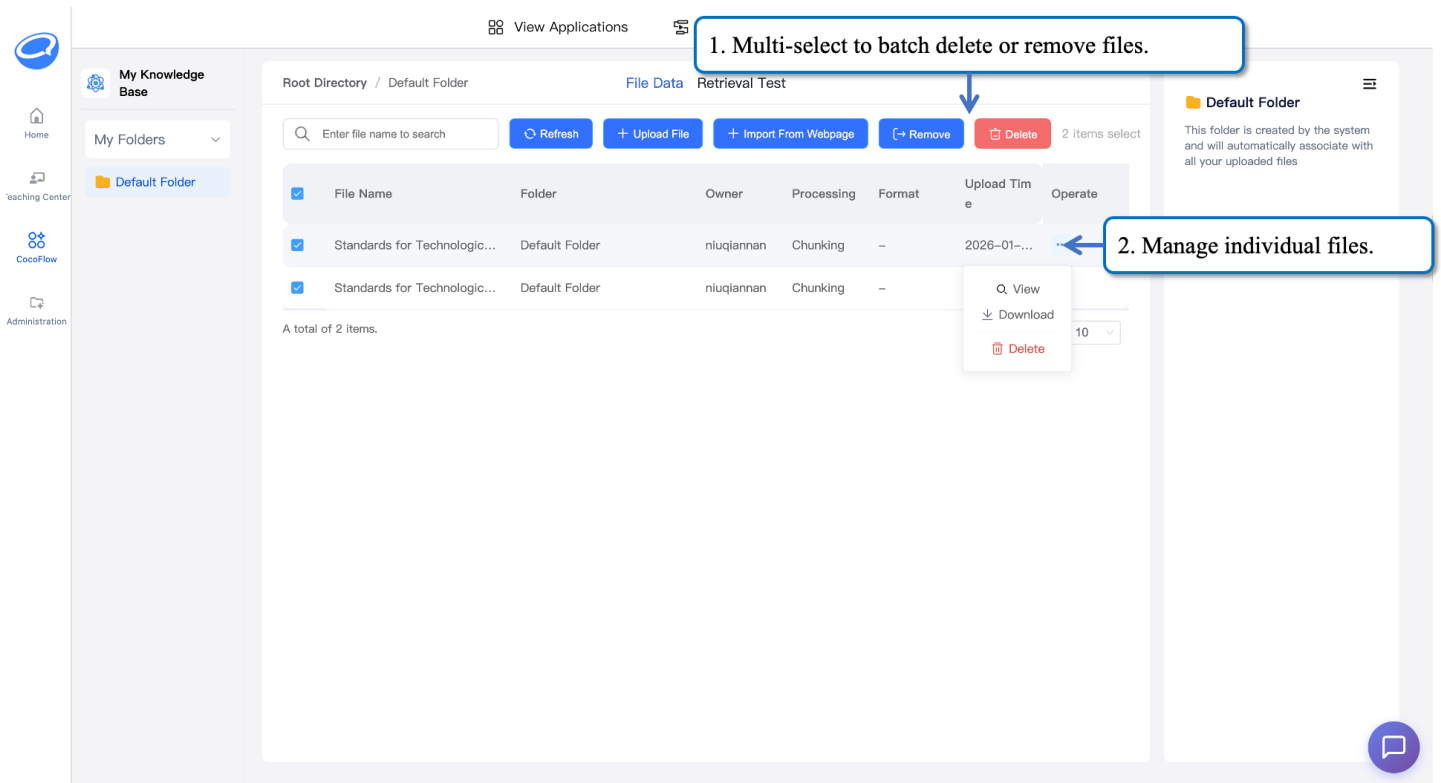
- **Browse & Search:** View the file list or use the search bar to find files by name.
- **File Management:** Use the function buttons to **Upload Files**, **Import from Web**, or **Link Files**.
- **Info Overview:** The right sidebar displays the folder name and description.



The screenshot displays the 'My Knowledge Base' interface. The main content area shows a folder view for 'Default Folder' under 'Root Directory'. It includes a search bar, 'Refresh', 'Upload File', and 'Import From Webpage' buttons. A table lists files with columns for File Name, Folder, Owner, Processing, Format, Upload Time, and Operate. The table contains two rows of files named 'Standards for Technologic...'. The right sidebar shows the folder name 'Default Folder' and a description: 'This folder is created by the system and will automatically associate with all your uploaded files'. The bottom right corner has a chat icon.

File Name	Folder	Owner	Processing	Format	Upload Time	Operate
Standards for Technologic...	Default Folder	niuqiannan	Chunking	-	2026-01-...	...
Standards for Technologic...	Default Folder	niuqiannan	Chunking	-	2026-01-...	...

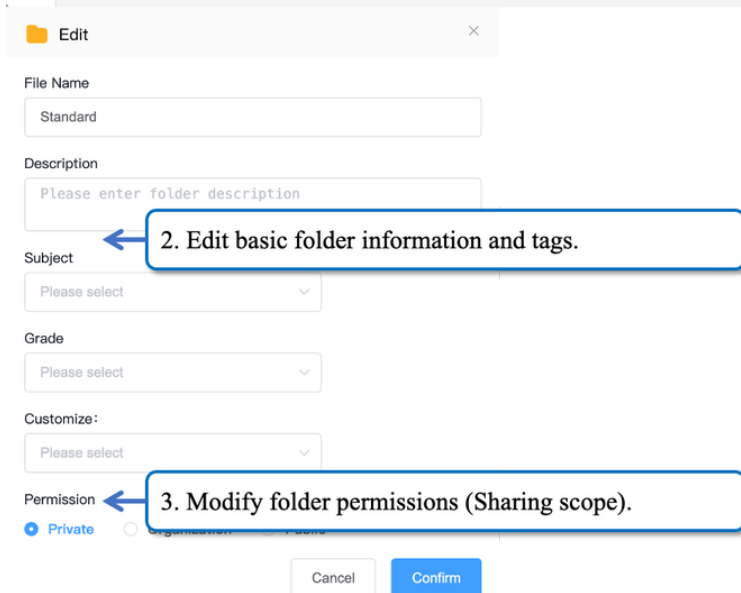
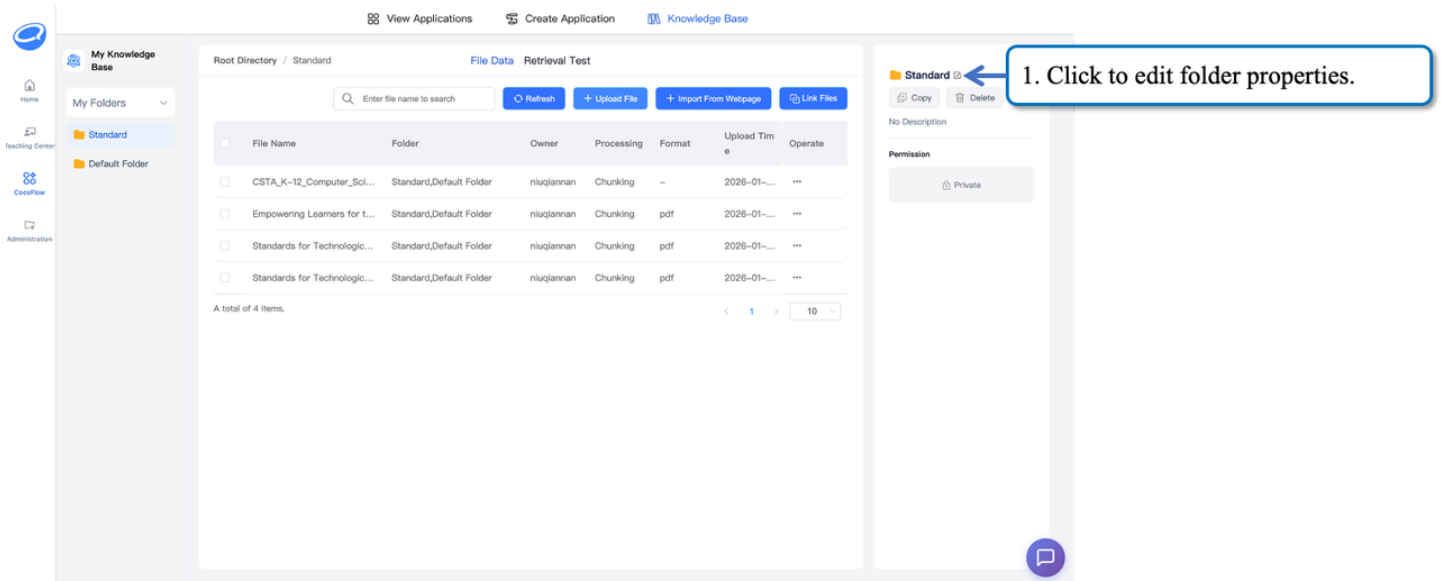
For a single file within a folder, users can **View** the file content, **Remove** the file, and **Download** it. Users can also select multiple files within the folder to perform **batch deletions** or **removals**.



Setting a Folder as a Shared Folder

If you need to modify the folder's attributes, please go to the right sidebar of the folder details page and click the **Edit icon (pen shape)** next to the folder name. The system will display an "Edit" dialog box, allowing users to configure the following information:

- **Basic Information:** Modify the **Folder Name** and **Description** content.
- **Tag Classification:** Set or update **Subject Tags**, **Grade Tags**, and **Custom Tags** to facilitate classification management.
- **Permission Management:** Set the visibility scope of the folder. Users can select **Private** (visible only to oneself), **Organization** (shared within the organization), or **Public** (visible to the entire platform). Once the configuration is complete, click the **"Confirm"** button to save the changes.



Retrieval Test

Retrieval Test is the "Debug Mode" of the Knowledge Base. Users can input test questions to see what snippets the system retrieves and their relevance scores.

Steps:

- 1. Enter Test Mode:** Click the **Retrieval Test** tab in the folder details navigation.
- 2. Execute Test:** Input a keyword or question (e.g., "History") in the left text box and click **Test**.
- 3. View Results:** The right panel shows:
 - **Test Parameters:** Search method (e.g., Semantic Retrieval), Reference Limit, Relevance Threshold.
 - **Relevance Score:** Confidence level (e.g., 0.2403). Higher is better.
 - **Source Document:** The specific file title.
 - **Text Segment:** The actual content snippet hit by the search.

4. **History:** Test records are saved below the input box for comparison.

The screenshot shows the 'Retrieval Test' interface. Three callouts are present: 1. '1. Navigate to the Retrieval Test interface.' points to the 'Retrieval Test' tab. 2. '2. Enter the query content.' points to the 'Data visualization' input area. 3. '3. View retrieval results and parameters.' points to the 'Test Result' section, which displays a semantic retrieval score of 0.4478 and a document snippet from 'CSTA_K-12_Computer_Science_Standards_(Revised_2017).pdf'.

Create New Folder

1. Under the "All Folders" tab, click the blue **+ New Folder** button in the top right corner.
2. In the popup dialog:
 - o **Name:** Enter the folder (or Knowledge Base) name.
 - o **Description:** (Optional) Enter a brief introduction or usage purpose.
3. Click **Confirm** to create.

The screenshot shows the 'Create New Folder' dialog box. Three callouts are present: 1. '1. Click "Create New Folder."' points to the '+ Create New Folder' button. 2. '2. Enter a folder name and description.' points to the input fields for 'Please enter folder name' and 'Please enter folder description'. 3. '3. Click Confirm to Create.' points to the 'Confirm' button.

View All Files

Click the **All Files** tab in the top navigation. Unlike the folder view, this list breaks the hierarchy structure and displays **all documents** you own, facilitating quick cross-folder search and operations.

[View Applications](#) [Create Application](#) [Knowledge Base](#)

My Knowledge Base

My Folders

- Standard
- Default Folder

Root Directory / Standard File Data Retrieval Test

Refresh
+ Upload File
+ Import From Webpage
Link Files

<input type="checkbox"/>	File Name	Folder	Owner	Processing	Format	Upload Time	Operate
<input type="checkbox"/>	CSTA_K-12_Computer_Sci...	Standard,Default Folder	niuqiannan	Success	pdf	2026-01-...	...
<input type="checkbox"/>	Empowering Learners for t...	Standard,Default Folder	niuqiannan	Success	pdf	2026-01-...	...
<input type="checkbox"/>	Standards for Technologic...	Standard,Default Folder	niuqiannan	Success	pdf	2026-01-...	...
<input type="checkbox"/>	Standards for Technologic...	Standard,Default Folder	niuqiannan	Success	pdf	2026-01-...	...

A total of 4 items. < 1 > 10

Standard

Copy Delete

No Description

Permission

Private

Operation Instructions

- Upload File** Click the blue **" + Upload File "** button in the top right corner of the page to upload a new document.
 - Files uploaded directly on this page will be stored in the "Default Folder" by default. If you need to store them in a specific category, please enter the corresponding folder and perform the **Link File** operation.
- File List Information** The file list displays comprehensive attributes of your documents to help you quickly assess file status:
 - Basic Info:** Includes Filename, File Type (e.g., PDF, TXT), and Upload Time.
 - Location & Permissions:**
 - Folder Location:** Displays the current path of the file (e.g., "Interdisciplinary Works, Default Folder..."), facilitating traceability.
 - Owner:** Displays the name of the file uploader.
- Single File Management** Hover your mouse over the far right of any file entry and click the **"..." (More)** icon to expand the operation menu:
 - View:** Preview the file content online.
 - Download:** Save the file to your local device.
 - Delete:** Permanently remove the file from the Knowledge Base.

4. Retrieval & Refresh

- **Search:** Enter filename keywords in the search box at the top right corner to quickly locate target documents.
- **Refresh:** Click the "**Refresh**" button to update the list status and view the latest upload or chunking progress.

Access Shared Folders

To access public resources or school-shared materials, users need to click the "**Shared Space**" tab on the top navigation bar.

- **Resource Display:** On this page, users can browse public folders published by other users, such as "Background Knowledge", "Interdisciplinary Works", or "Excellent PBL Designs".
- **Card Info:** Each folder card is labeled with the creator's name, permission status (e.g., "Public"), and tag information.

Users can click the "More" button at the bottom right of a folder card to view the files inside, or click **Copy** to copy the folder to **My Folders**.

The screenshot displays the 'My Knowledge Base' interface. At the top, there are navigation links: 'View Applications', 'Create Application', and 'Knowledge Base'. The main content area is divided into 'All Folders', 'All Files', and 'Shared Space' (which is the active tab). On the left, there is a 'My Folders' sidebar with 'Standard' and 'Default Folder' listed. The main area shows a folder card for 'Standard' with 'No Description' and a creator 'niuqia...' with a 'Public' permission. Below the card, it says 'A total of 1 items.' and there is a pagination control showing '1' of '20' items.

File Management & Operations

Upload Local Files

Users can upload existing teaching materials (lesson plans, courseware, ebooks, etc.) from their computer.

- Action:** Inside a folder, click the blue **+ Upload File** button. Select the file from your local device.
- Chunking Status:** After uploading, the system automatically performs "**Chunking**" (AI content parsing).
 - Initial State:* May show as "Chunking..." (Processing). The file is not yet retrievable by the Agent.
 - Action:* Wait a moment and click the **Refresh** button.
 - Final State:* When status changes to "**Success**", the file is ready for Agent retrieval or testing. ()
- List Display:** In the list below, users can view the detailed attributes of the files, including chunking status (e.g., "Success"), file type (e.g., docx, xlsx), and upload time.

The screenshot displays the 'My Knowledge Base' interface. At the top, there are navigation links for 'View Applications', 'Create Application', and 'Knowledge Base'. The main content area shows a file list under the 'Standard' folder. The list has columns for 'File Name', 'Folder', 'Owner', 'Processing', 'Format', 'Upload Time', and 'Operate'. Three callout boxes highlight key actions and statuses:

- 1. Click to upload local files.** Points to the '+ Upload File' button.
- 2. File uploaded successfully; chunking in progress.** Points to the 'Chunking' status in the 'Processing' column for the first file.
- 3. File chunking completed.** Points to the 'Success' status in the 'Processing' column for the second file.

File Name	Folder	Owner	Processing	Format	Upload Time	Operate
common core state standa...	Standard,Default Folder	niuqiannan	Chunking			
CSTA_K-12_Computer_Sci...	Standard,Default Folder	niuqiannan	Success	pdf	2026-01-...	...
Empowering Learners for t...	Standard,Default Folder	niuqiannan	Success			
Standards for Technologic...	Standard,Default Folder	niuqiannan	Success	pdf	2026-01-...	...
Standards for Technologic...	Standard,Default Folder	niuqiannan	Success	pdf	2026-01-...	...

A total of 5 items. < 1 > 10

Link Files (File Association)

If a file already exists in your "Default Folder" or elsewhere, you don't need to re-upload it. Use the **Link File** function to create a reference in the current folder.

Operation Steps

1. Open Link Window Click the blue "**Link File**" button on the far right of the folder function bar, and the system will open a file selection dialog box.

2. Search and Filter

- **Filter Source:** Use the dropdown menu in the top left corner (displaying e.g., "Default Folder") to specify which source folder to retrieve files from.
- **Search File:** Use the search box in the top right corner to enter a filename and quickly locate the target document.

3. Batch Select Files

- **Multi-select Checkboxes:** Square checkboxes are provided on the far left of the file list. This feature supports multiple selections, allowing users to check one or more files to be linked at once.
- **Batch Operation:** Whether for a single document or a large volume of materials, selection can be completed in one go via checkboxes, greatly improving organization efficiency.

4. Confirm Add After selection is complete, click the blue "**Add**" button in the bottom right corner of the dialog box. The system will link all checked files to the current folder, and the operation will take effect immediately.

1. Click Link files.

2. Select the files to be associated with this folder.

3. Click "Add" to complete.

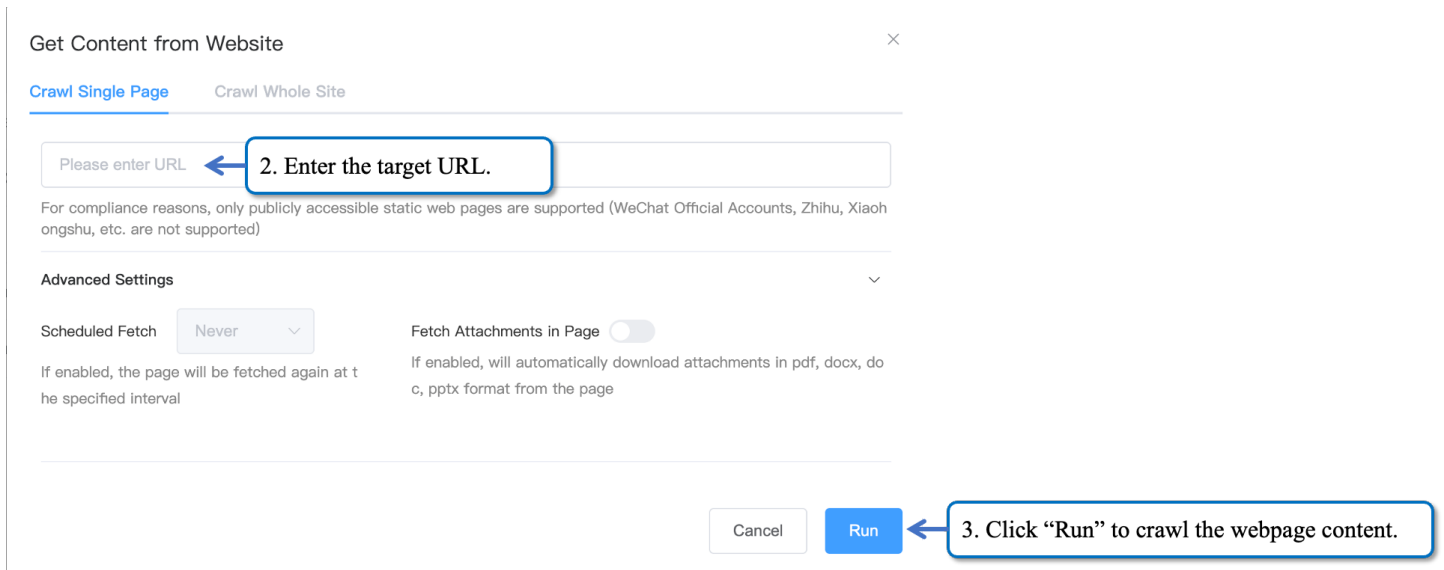
Web Scraping

In addition to local files, the system also supports directly "scraping" content from public webpages on the internet and saving it as Knowledge Base documents.

- Click the **" + Import from Webpage "** button in the function bar.

1. Click "Import from Webpage."

- In the pop-up dialog box, paste the target webpage URL into the input box. Currently, only publicly accessible static webpages are supported (Note: Platforms with special encryption or access restrictions such as WeChat Official Accounts, Zhihu, and Little Red Book are not supported).
- **Execution & Results:** After configuration is complete, click the "Run" button in the bottom right corner to start scraping. Successfully scraped content is usually saved to the current folder in Markdown (.md) format (e.g., "Baidu Baike....md" in the list).



Teaching Space

The Teaching Space is embedded within CocoFlow and serves as a teaching management application for AI Applications (Agents / Workflows). It supports student-AI classroom interaction, student management, analysis, and more.

Application Addition and Invitation

Users enter the Teaching Space via [CocoFlow] - [Teaching Space].

It supports adding applications published in the organization's Application Center to be used as a teaching/instructional application.

In the pop-up window, clicking [Select Application] opens the Application Center list, allowing you to choose your own or other users' applications for instruction.

Select the application and click [Confirm]. Then, set the Teaching Class and Collaborative Teachers (Optional) to complete the setup of the instructional application.

If a Collaborative Teacher is set, they can view the instructional application in their personal Teaching Space and perform the same operations as the creator, such as viewing the student list and managing the class.

After entering the teaching application, the [Share] option in the top operation bar supports copying the link or QR code to invite users. Users can open the link or scan the QR code to enter the usage interface (dialogue interface) of the teaching application.

Monitoring and Classroom Control

When a user enters the teaching application, the teacher's side displays all real-time participants in the current application.

After the user engages in dialogue, the teacher's side instantly updates the user's dialogue record with the AI within the node.

For Workflows, the system updates the records for the sequence of nodes. For Agents, the system updates the record for only one node.

The system supports marking the current user's task status as Completed or Incomplete. When a Workflow is finished, the task status is marked as Completed (only effective for Workflows).

The system supports sorting the student list by Student Name or Task Status (the latter only effective for Workflows). The teacher's side can uniformly set a countdown timer and send it to the user interface, where both the teacher's side and student's side can see it.

The teacher's side can also send messages to the user page, visible to the student's side.

Individual User Control

The system supports control functions for individual users: Pause, Remove, Restart, and Send Message.

When Pause is set for an individual user, the corresponding user interface cannot continue the dialogue.

When a user is Removed, all data generated by that user in the current teaching application will be cleared, and the user is removed from the usage list.

When Restart is set for an individual user, the user's application will restart (same result as the user clicking restart personally).

When a Message is sent to an individual user, only that user receives the message from the teacher's side.

Uniform Application Control

The system supports uniform setting for Application Pause and Application End(30).

When the application is Paused, all current users in the application cannot continue the dialogue until the application is resumed.

When the application Ends, all current users in the application are removed, and the application can no longer be used for instruction.

Intelligent Analysis

Student Analysis

In the student list, the system's backend conducts participant status analysis based on the node dialogue content and other records.

It uses icons/emojis to quickly mark the user's status at different nodes. It provides a one-sentence intelligent summary and analysis of the user's current performance and instructional suggestions.

It supports analyzing the user's dialogue performance with the AI and grouping them according to specific labels (e.g., *Quickly Mastered*, *Steady Progress*, etc.).

Alternatively, it can automatically group students based on their current Task (Node) Progress.

Data Management and Analysis

The [Download] function within the instructional application supports exporting the dialogue content of all users in CSV format.

It supports switching from the student list page to the Analysis Page to view visualized analysis results regarding participation, knowledge comprehension, and learning progress.

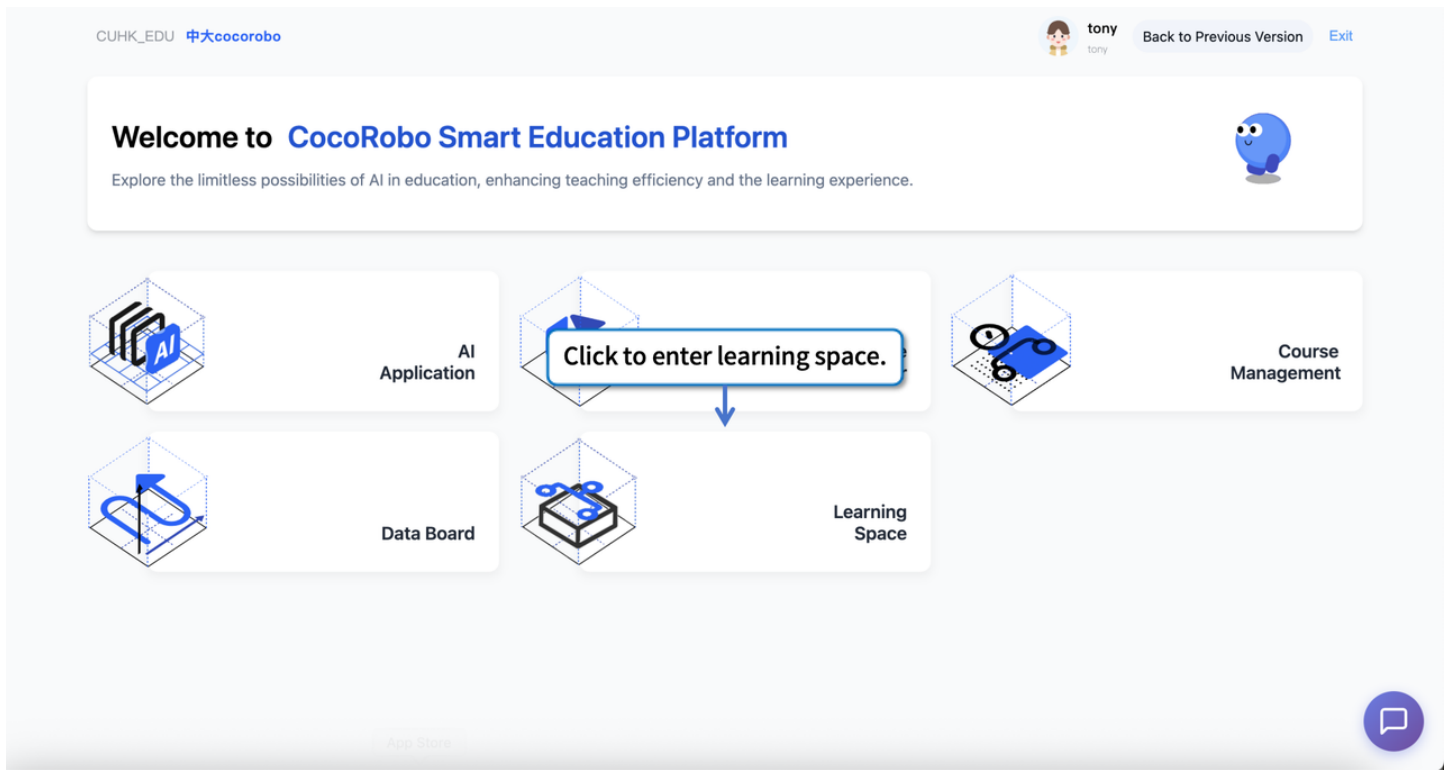
It also supports using the AI Assistant on the Analysis Page for auxiliary Q&A and teaching suggestions.

Learning Space

Learning Space is an intelligent self-directed learning environment designed to help users efficiently organize materials, interact deeply with AI, and generate diverse learning outputs. The interface features a three-column layout: the left panel is the Sources area for managing learning materials; the center is the AI Chat area where AI provides intelligent responses based on selected sources; the right panel is the Workspace for generating notes, podcasts, quizzes, and other learning outputs.

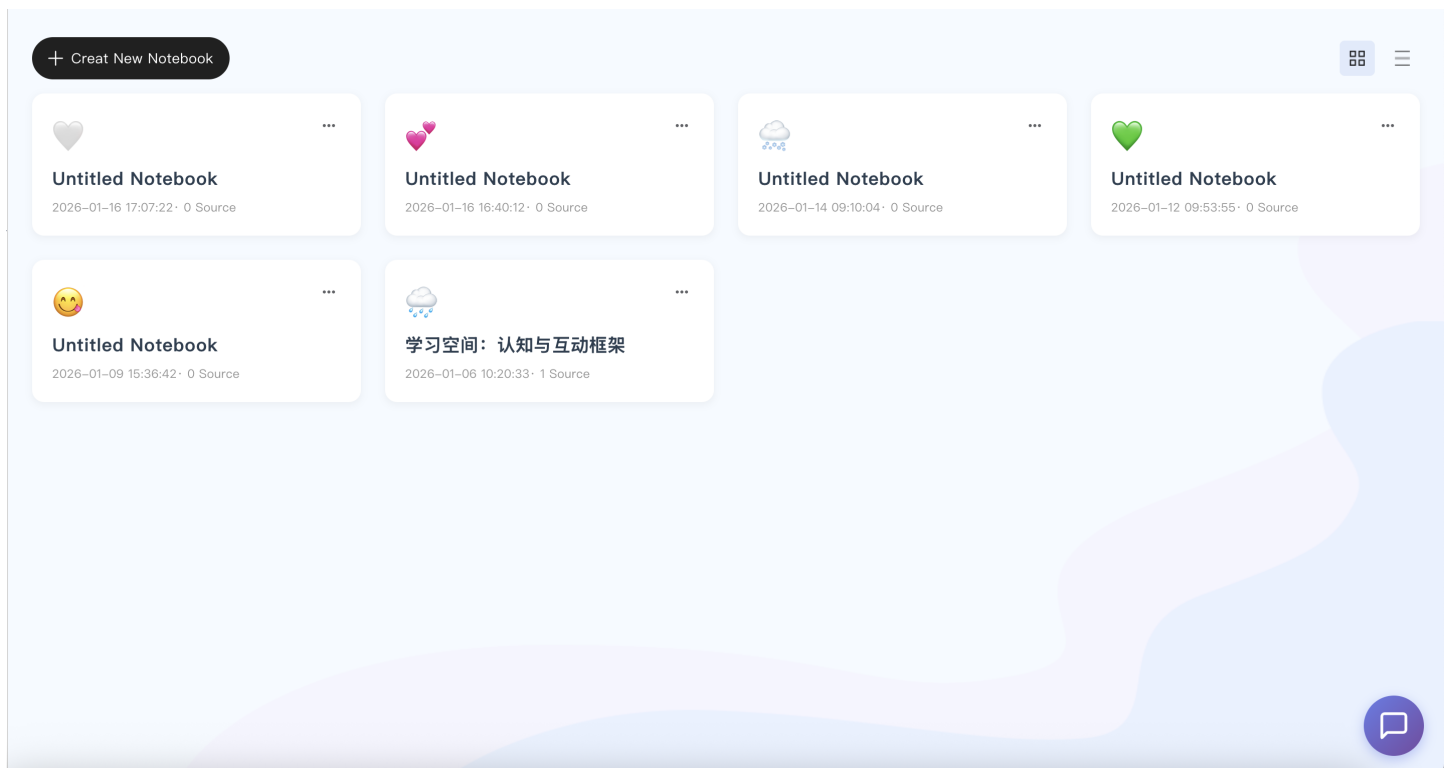
Accessing Learning Space

After logging in, click **Learning Space** in the main navigation bar to enter.



Creating a New Notebook

After entering Learning Space, click **Create New** to create a new learning project. Each notebook can independently manage sources, conversation history, and generated content.

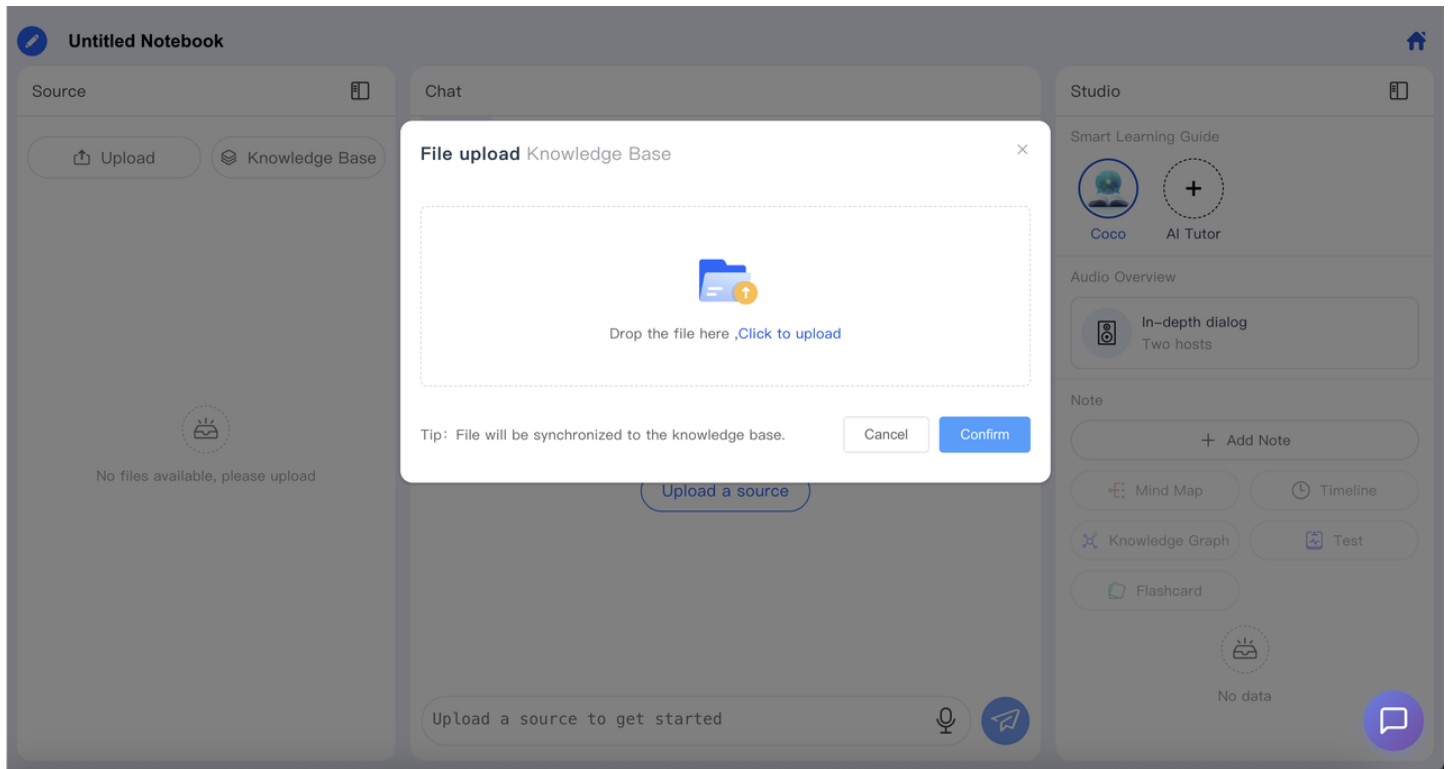


Adding Files

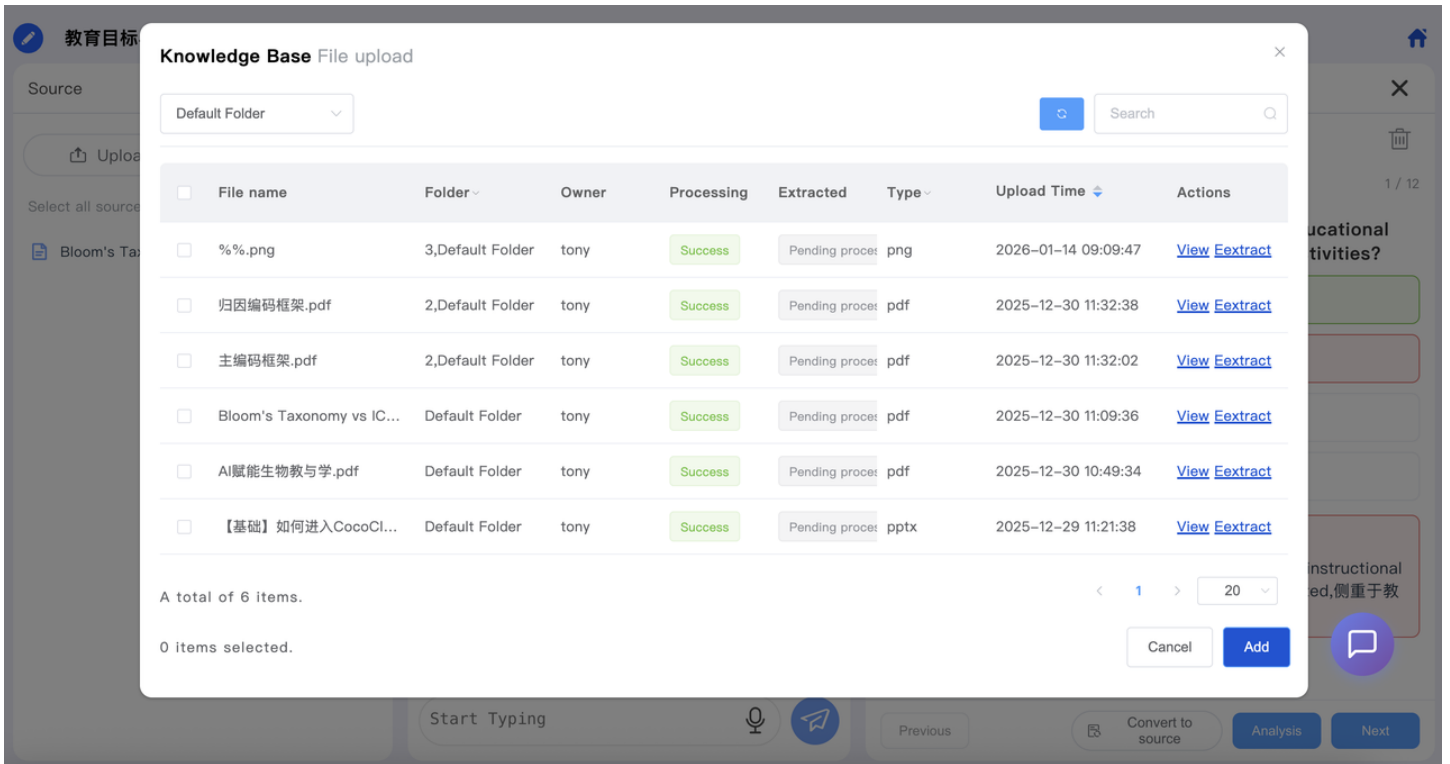
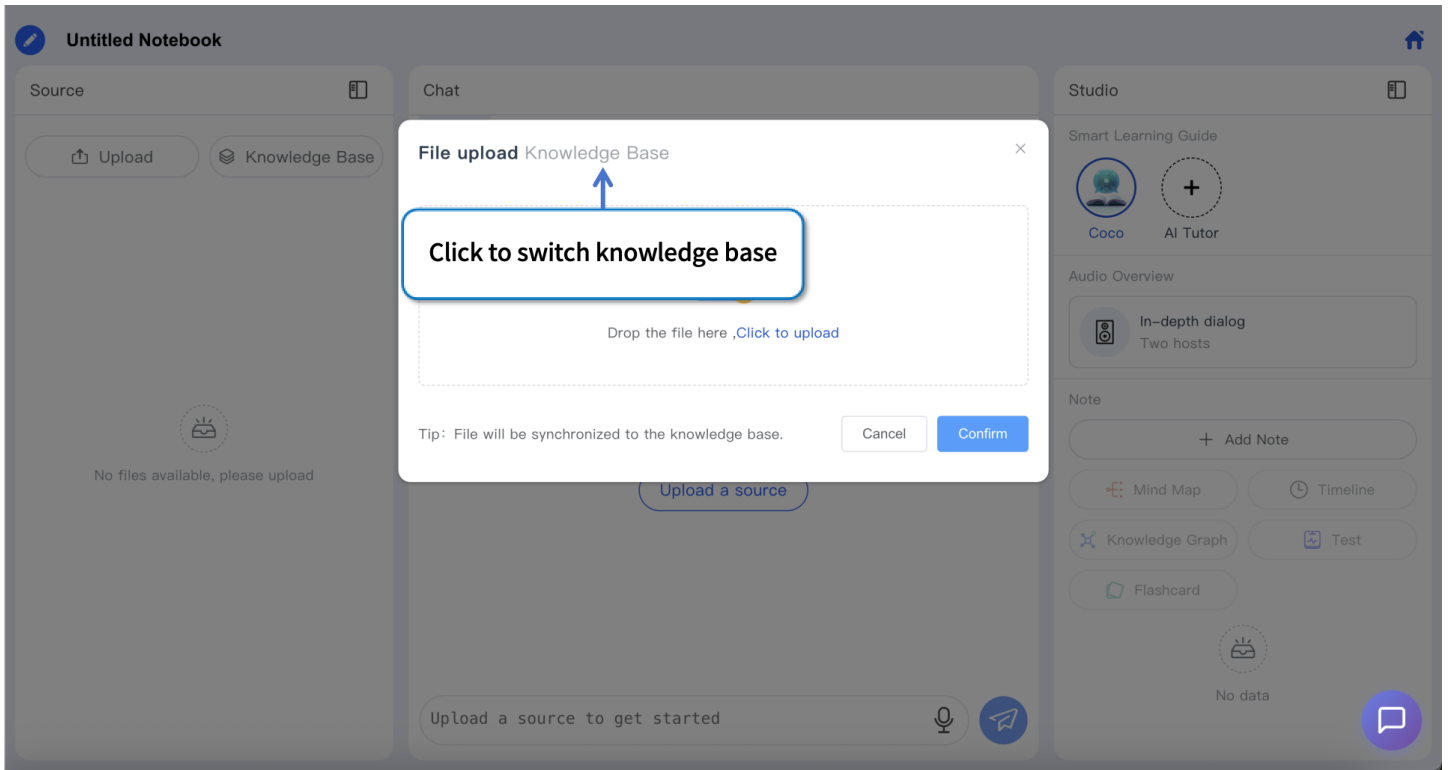
The platform supports multiple ways to add learning materials:

Uploading Local Files

1. Click the **Upload** button in the Sources area.
2. Select the files you want to upload in the file picker (batch selection is supported).
3. Wait for the upload to complete. The system will automatically parse the file content.



Click **Knowledge Base** to directly select materials that have been parsed and stored in the platform's Knowledge Base, allowing quick import into the current Learning Space.



Viewing File Details

Click any file in the sources list to view its AI-generated summary and full content, helping you quickly understand the key points.

Click on a file to view individual file summary and content

Chat

Below is an overall summary of the current knowledge base, its core concepts, and how they connect as a system for understanding learning and teaching design.

1. Two Complementary Lenses on Learning

The knowledge base centers on the relationship between: Bloom's Taxonomy (what learning goals are) and the ICAP framework (how learning happens through engagement).

- Bloom's Taxonomy focuses on **learning objectives** and **cognitive**

Studio

Smart Learning Guide

Coco AI Tutor

Audio Overview

In-depth dialog Two hosts

Generate

Note

+ Add Note

Mind Map Timeline

Knowledge Graph Test

Flashcard

Source

对 Bloom's Taxonomy 作为目的 (Ends) 的关注，关注教学目标和评估设计、指向任务执行、范围为个体认知的描述；对 ICAP 作为“手段 (Means)”、关注参与活动、指向知识变化过程、强调共同建构 (co-construction) 的描述。

Auto-suggestion

How can I practically combine Bloom's Tax...
What are some concrete examples of class...
How do I evaluate or assess students' learni...
In what situations would Bloom's Taxonomy...
How can I redesign a traditional lecture-bas...
Are there any common misconceptions or ty...

Bloom's Taxonomy 与 ICAP 框架 互补的教育视角：从“教学目标”到“学习手段”的整合 ## Bloom's Taxonomy - 焦点：目的 (Ends) 关注教学目标的分类 (如：分析、评估) 与评估设计。目标导向 - 认知过程：任务执行 指向执行特定评估任务的过程 (例如：“分析”即分解材料)。- 范围：个体认知未明确区分个人认知与人际互动。 ## ICAP Framework - 焦点：手段 (Means) 关注达成目标的具体参与活动 (如：被动、主动、互动)。过程导向 - 认知过程：知识变化 指向学习发生的心理机制与知识建构过程。- 范围：共同建构 特别强调人际互动 (Co-construction) 对学习成果的增益。

Chat

Explain confusion

“Don't just say 'I don't understand' — tell me **where** you are stuck.”

If you want, you can now answer me with one of these:

- “I don't understand this **word**: _____”
- “I don't understand this **sentence**: _____”
- “I don't understand this **idea**: _____”

Then I'll explain that exact thing in simple English.

Which specific step in the explanation is most confusing to you and why?

Is there a particular term or concept in the explanation that you would like me to define more clearly?

Would you like a detailed, step-by-step walkthrough of the entire process, or just a clarification of one part?

Studio

Smart Learning Guide

Coco AI Tutor

Audio Overview

In-depth dialog Two hosts

Generate

Note

+ Add Note

Mind Map Timeline

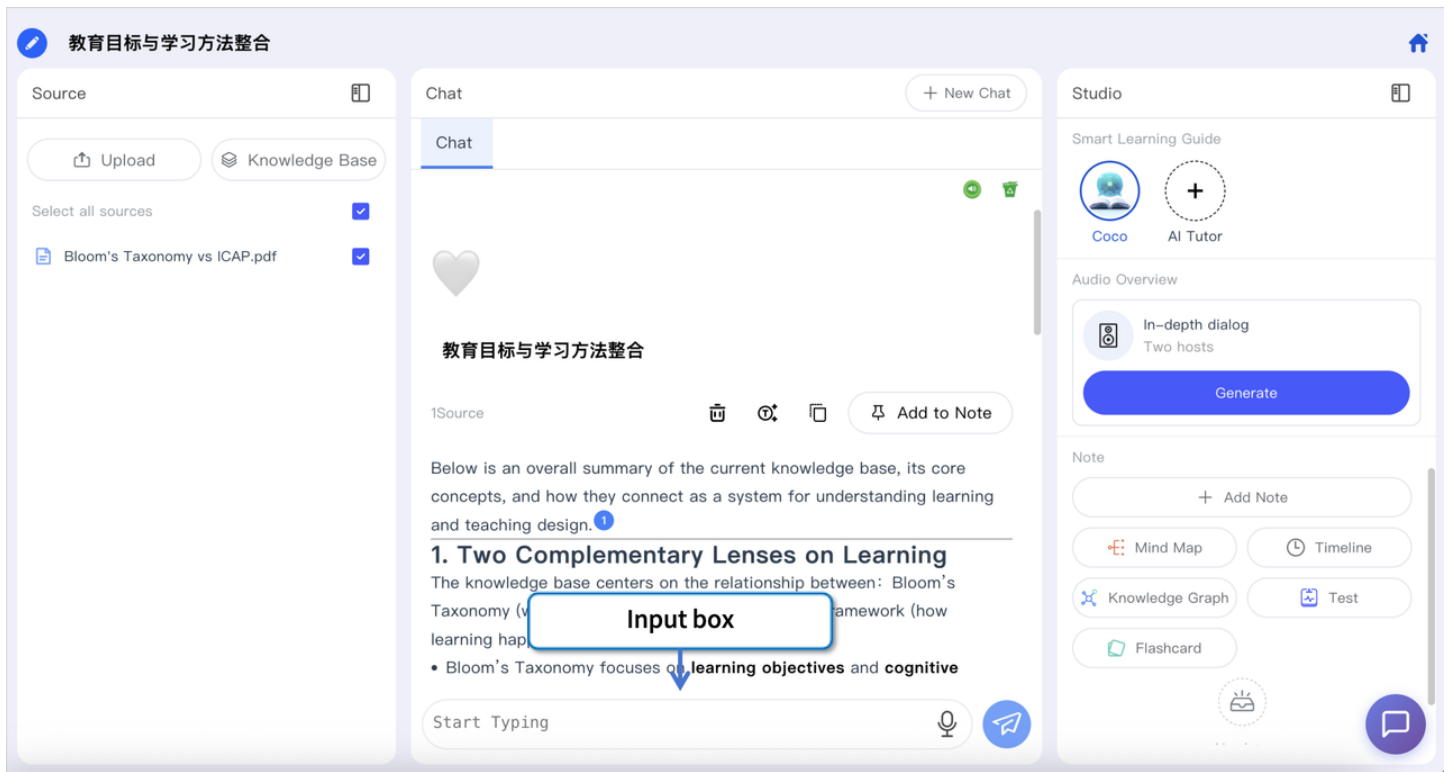
Knowledge Graph Test

Flashcard

Bloom's Taxonomy 与 ICAP Framework 测验 Test

AI Chat

The center area is the AI Chat area where users can engage in in-depth conversations with the AI.



The AI will respond based on the selected sources in the left panel and cite the references in its replies, ensuring traceability and accuracy.



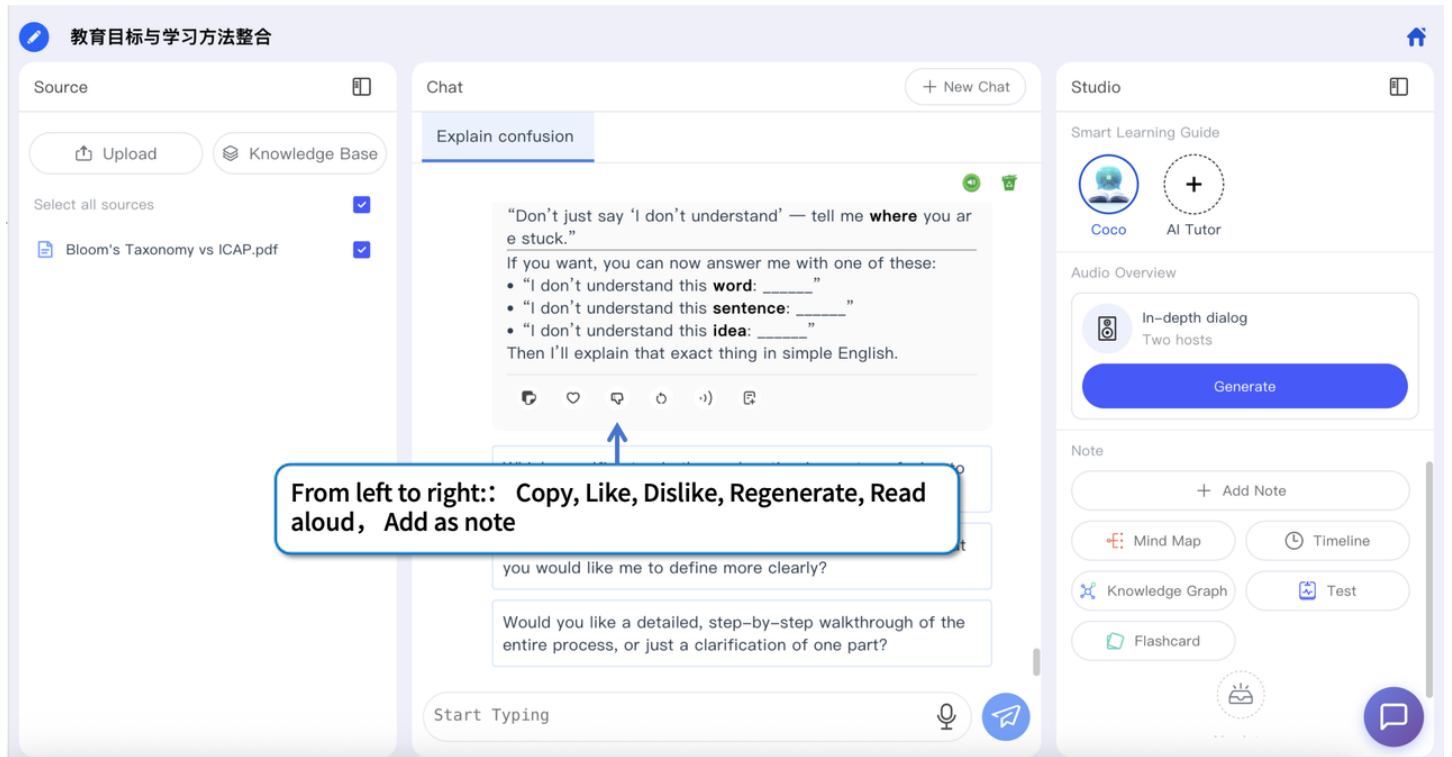
Conversation Actions

Users can perform the following actions on AI responses:

1. **Copy:** Copy the AI response to the clipboard.
2. **Like/Dislike:** Provide feedback on the response quality to help improve AI performance.
3. **Regenerate:** Request the AI to regenerate the response if unsatisfied.

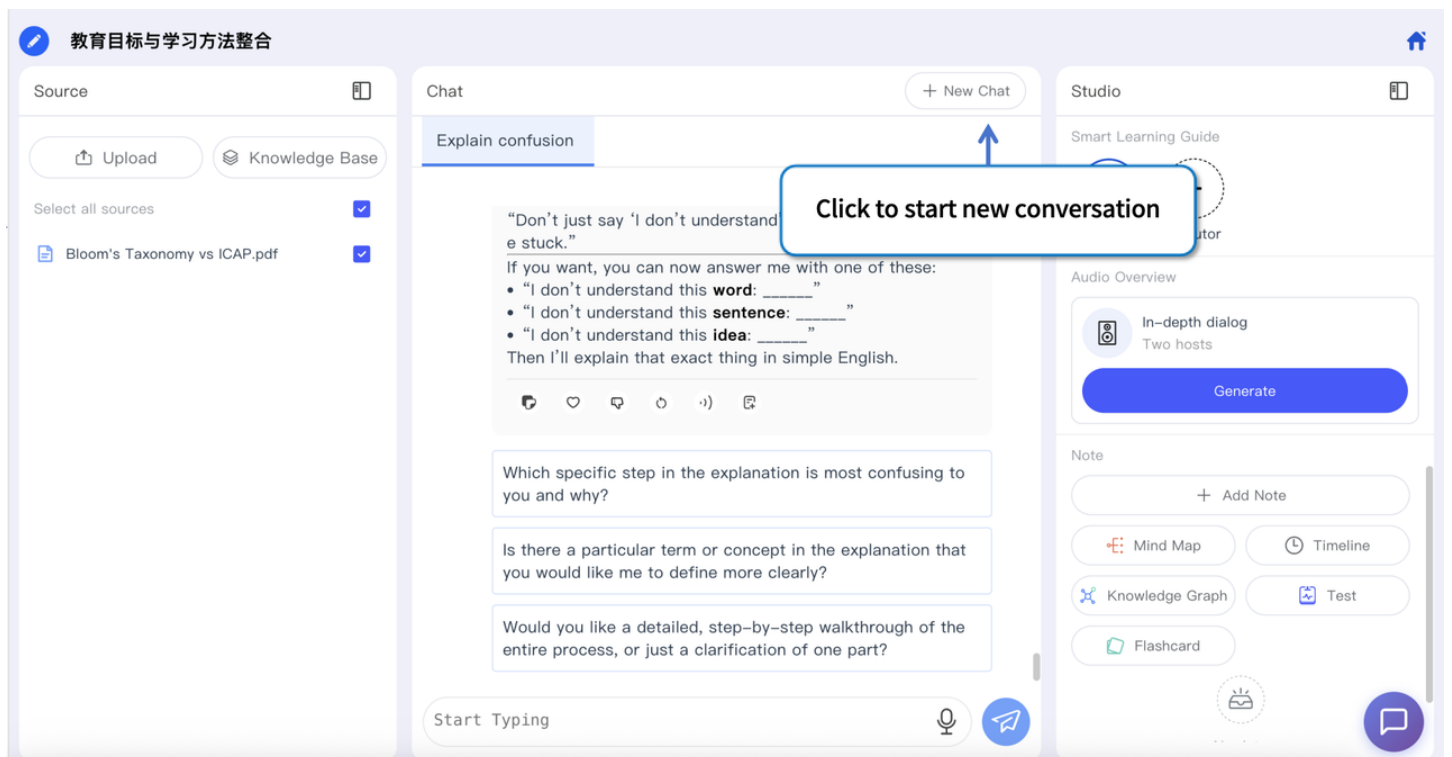
4. **Read Aloud:** Convert the AI response to speech playback.

5. **Add to Notes:** Save valuable responses directly to the Notebook in the right panel.



Creating a New Conversation

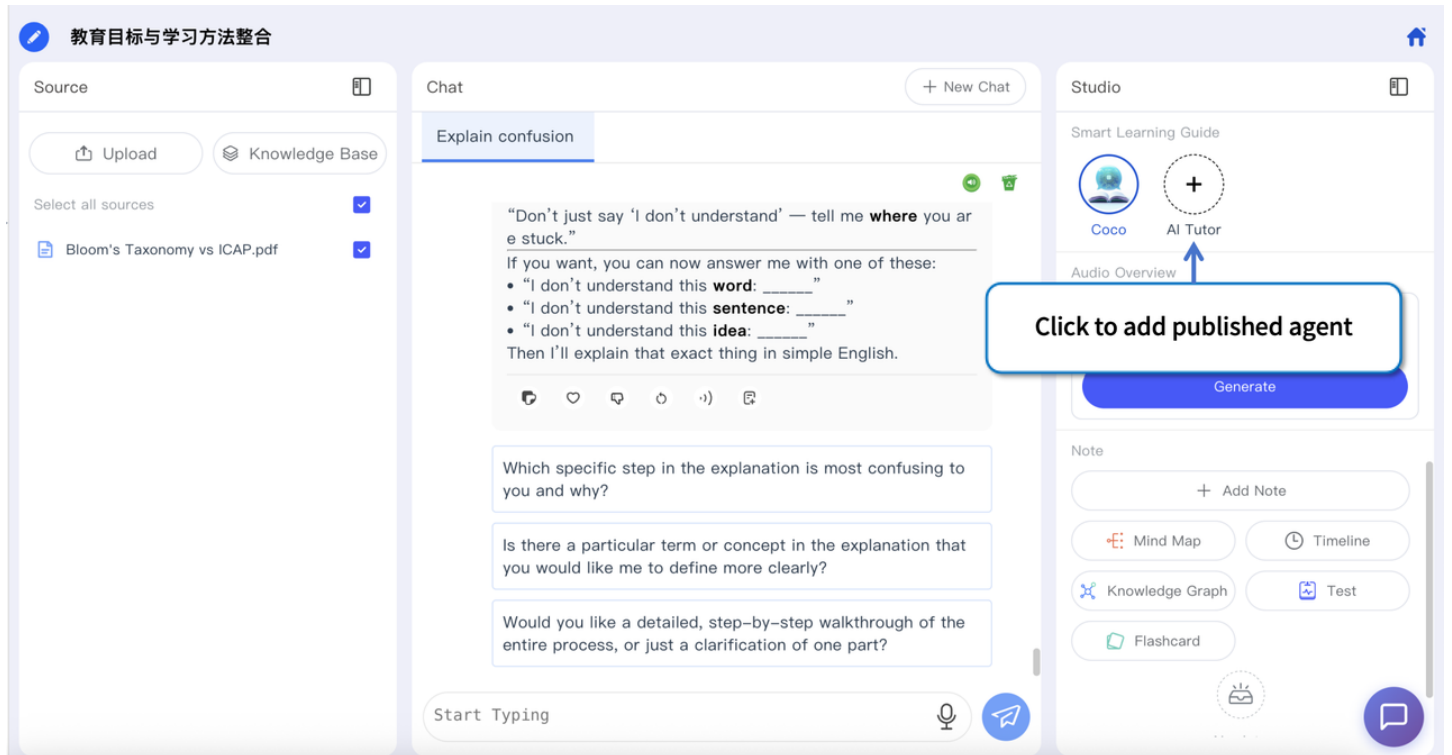
Click **New Conversation** to create an independent conversation. Different conversations maintain separate contexts, making it easy to organize discussions by topic.



Adding and Switching AI Assistants

Learning Space supports adding and switching between different AI personas to meet various learning needs.

1. Click the + button in the AI Tutor area to open the app selection panel.
2. Browse the list of apps published as learning tools and select the one you need.
3. Once selected, the app will replace the current AI in the chat area.



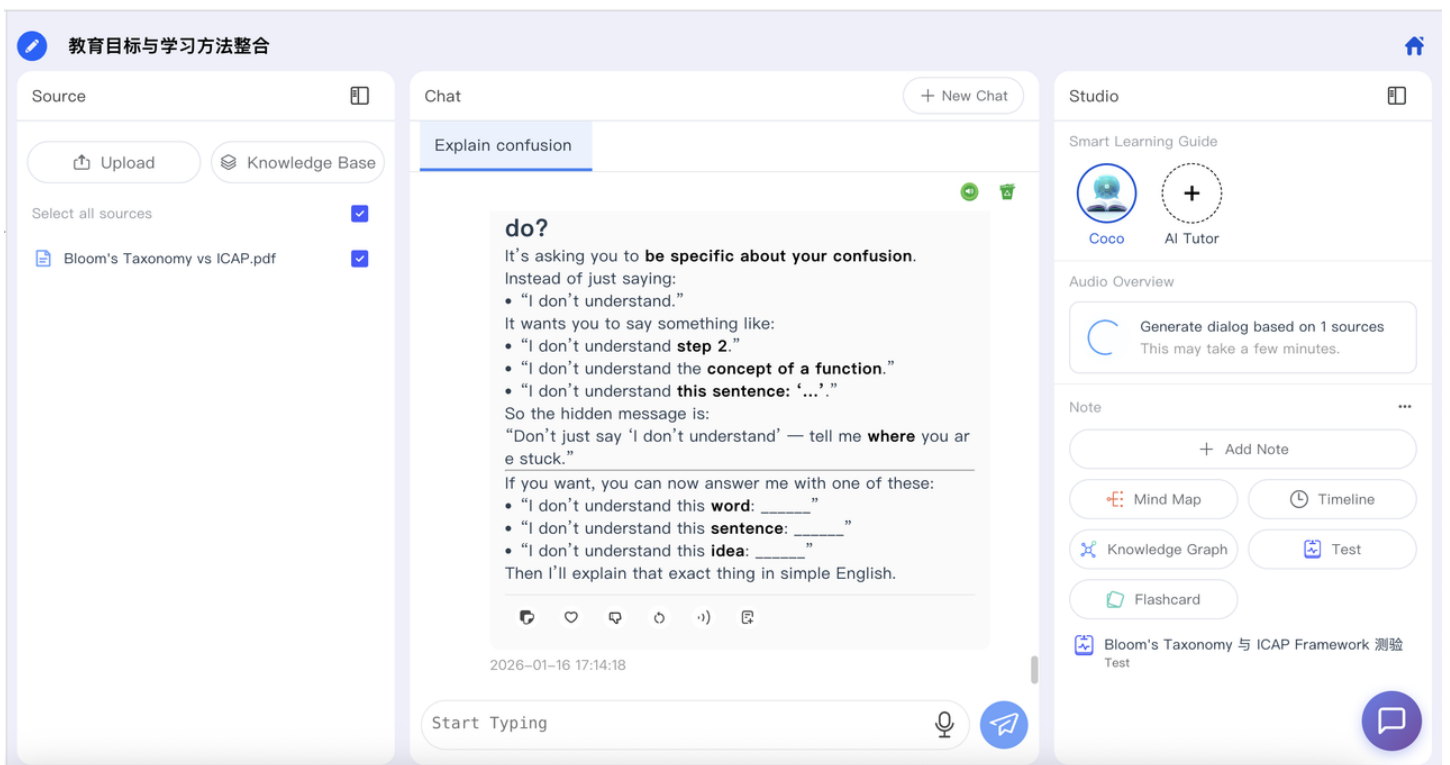
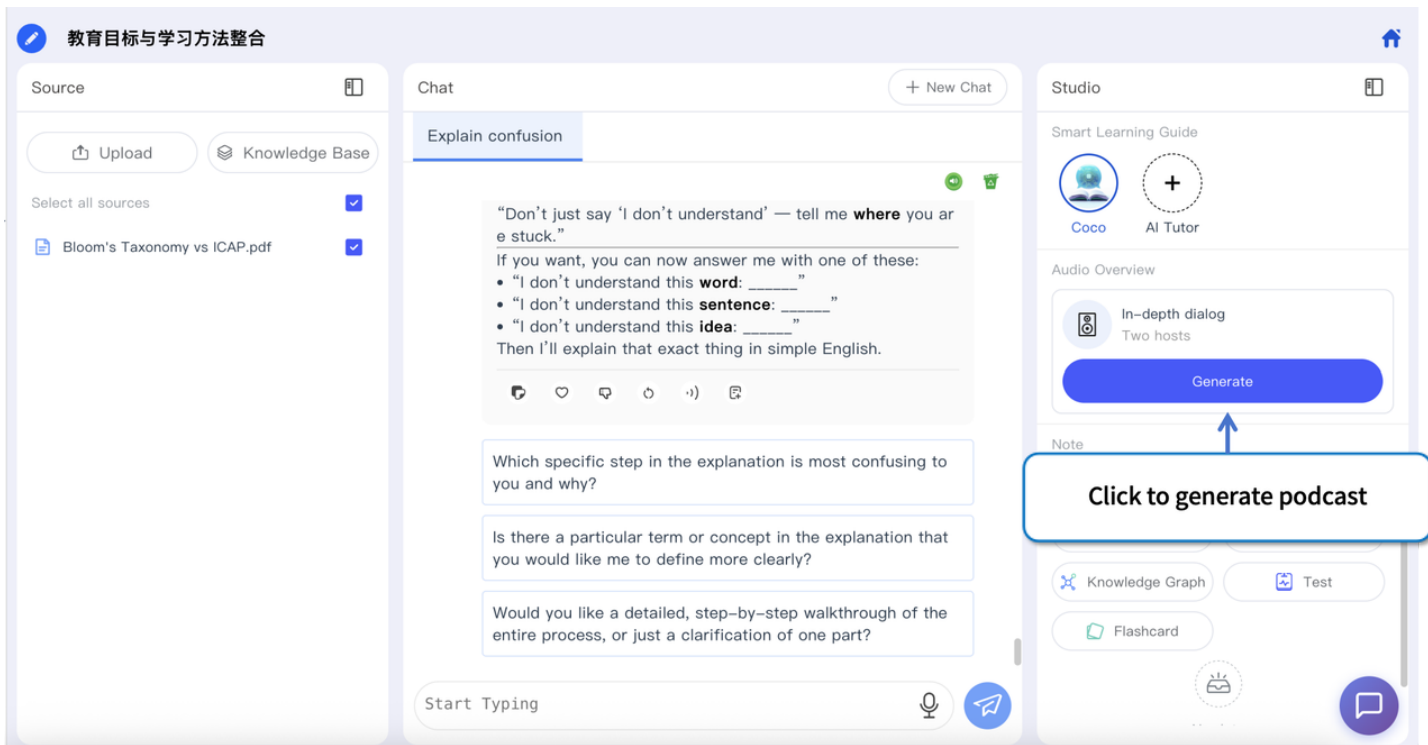
【缺两个图】

Tip: Different AI personas have different specialized capabilities. You can select the most suitable AI assistant based on your learning topic.

Generating Podcasts

Learning Space supports converting learning materials into engaging two-person dialogue podcasts, helping users absorb knowledge through audio.

1. Ensure the sources you want to convert are selected in the left Sources area.
2. In the right Workspace, find the **Audio Overview** module and click the **Generate** button.
3. The system will automatically generate a two-host podcast audio based on the selected sources.

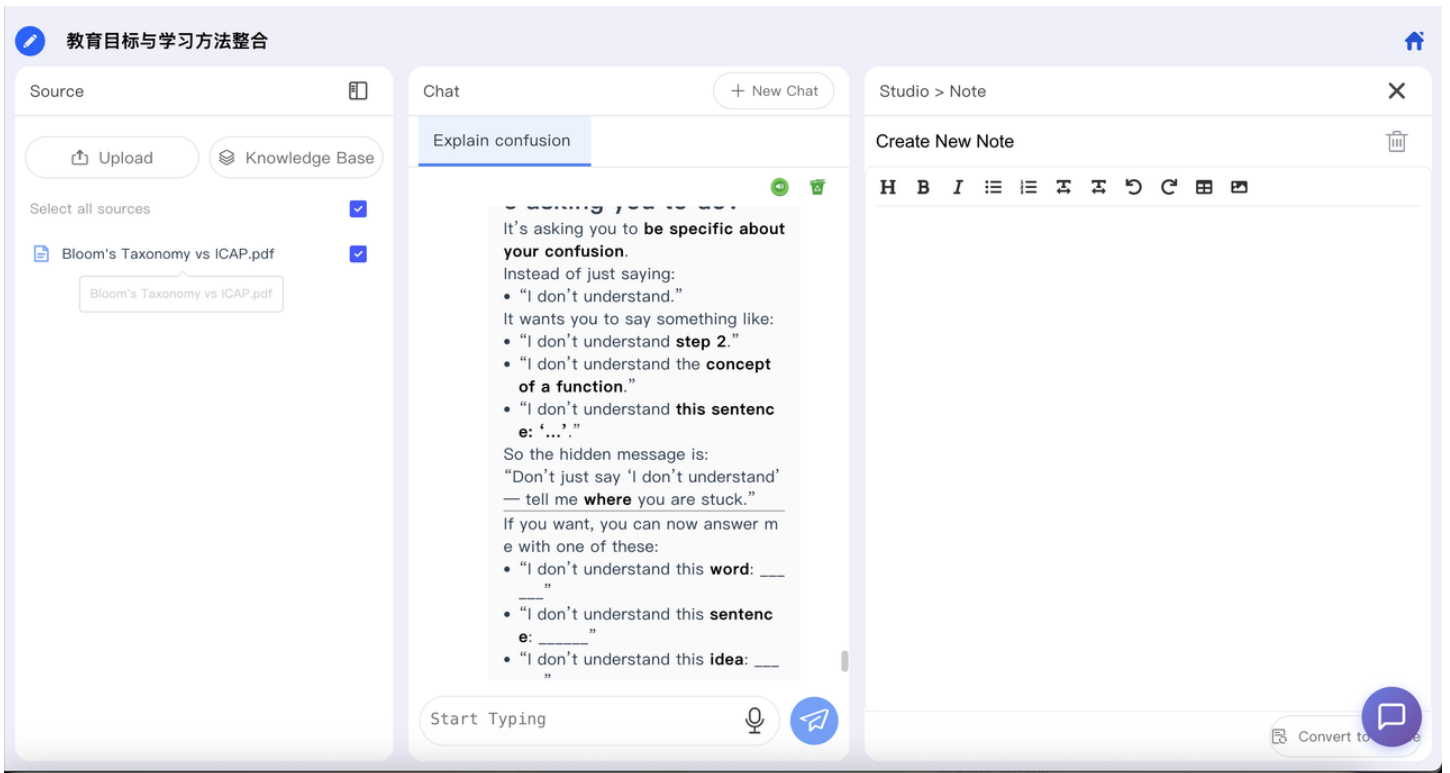
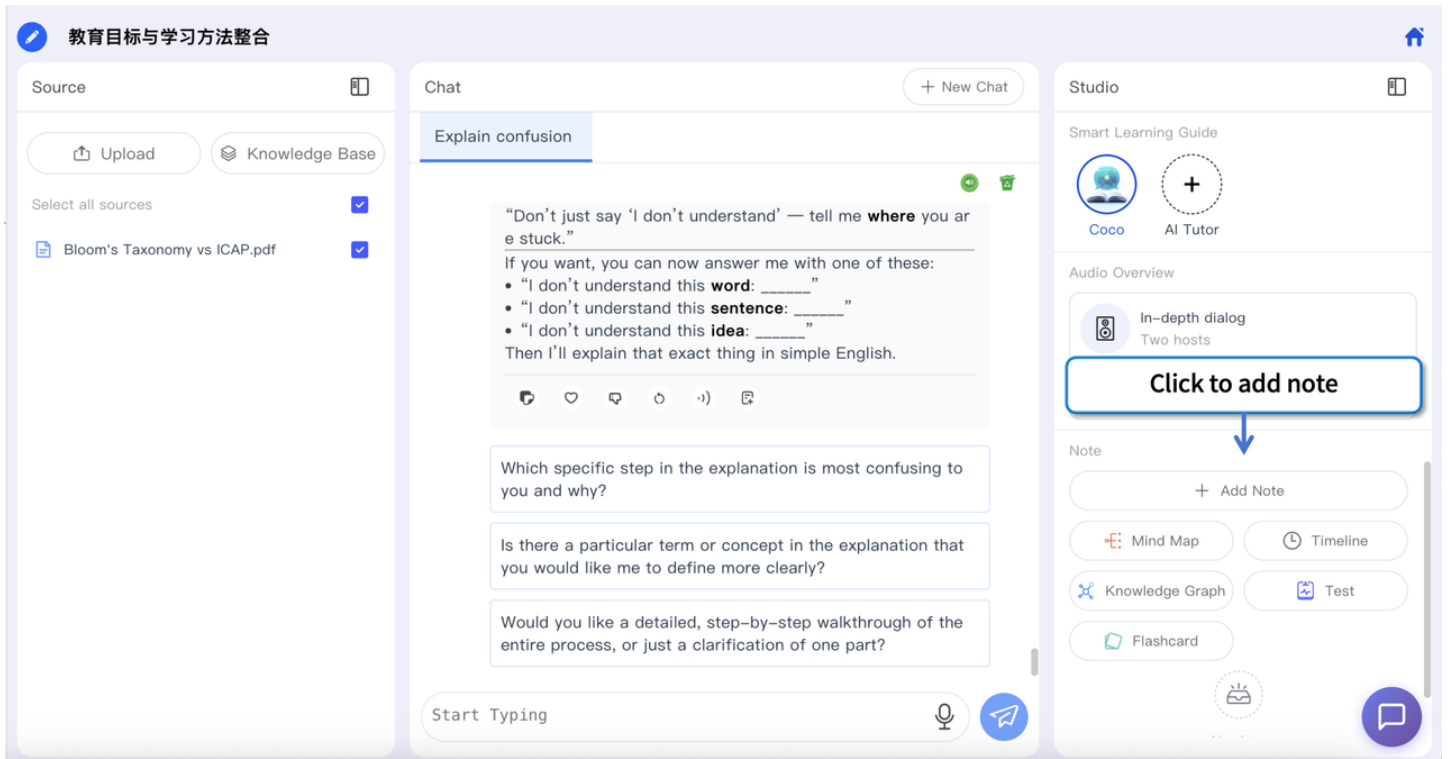


Tip: Podcast generation may take some time. Please wait patiently. Once complete, you can play it online or download it for listening.

Adding Notes

Users can create and manage learning notes in the right Workspace.

1. Click the **Add a Note** button to create a blank note.
2. Enter content in the note editor. Markdown syntax is supported for formatting.
3. Notes are saved automatically, but you can also save manually to confirm.



Tip: In addition to adding notes manually, you can also click **Add to Notes** in the AI chat to save AI responses directly as notes.

Generating Learning Materials

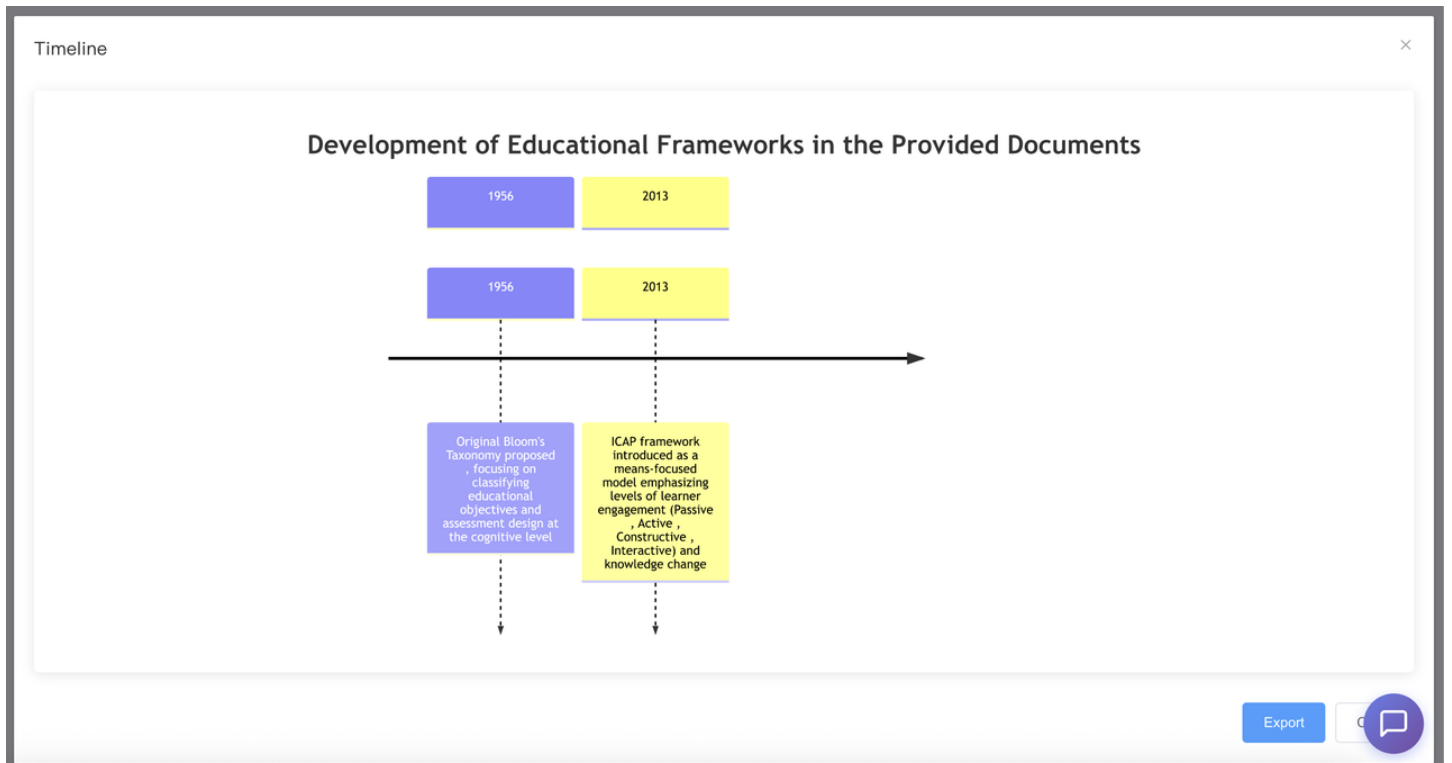
Learning Space provides multiple AI-powered material generation features to help users understand and memorize knowledge from different perspectives.

Generating a Timeline

Based on temporal information in the selected sources, the system automatically extracts key events and generates a visual timeline.

1. Select source files that contain temporal information.
2. Click the **Timeline** button. The system will automatically extract important time points.
3. Once generated, click the file to open and view the timeline.

The screenshot shows the AI Tutor interface. On the left, the 'Source' panel lists 'Bloom's Taxonomy vs ICAP.pdf'. The central 'Chat' window displays a conversation about understanding a concept, with a user asking for clarification and the AI providing a detailed explanation. On the right, the 'Studio' panel offers various learning tools. A callout box with a blue border and white background points to the 'Timeline' button, with the text 'Click to add timeline'.



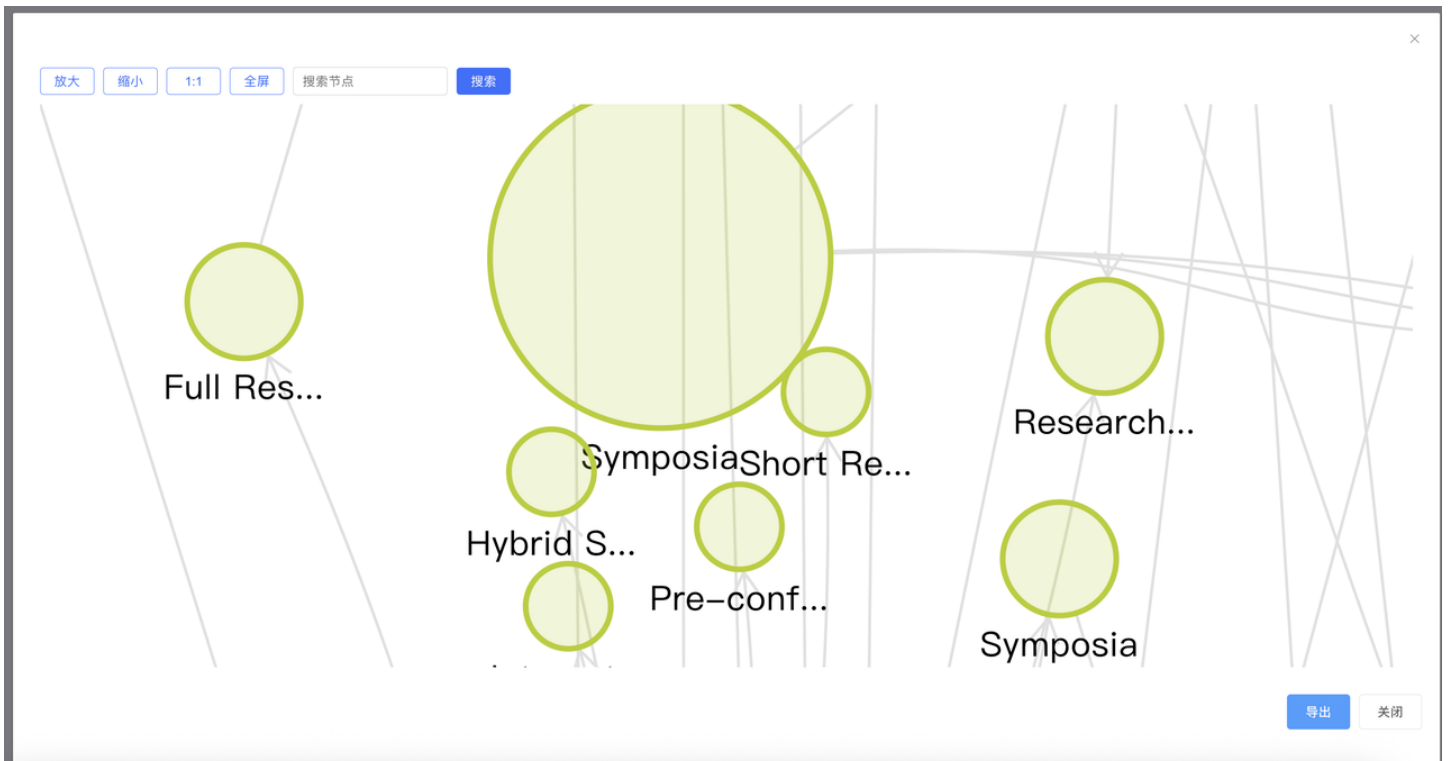
Generating a Knowledge Graph

Visualize concepts and relationships from your materials to help build a knowledge structure.

1. Select the source files you want to analyze.

2. Click the **Knowledge Graph** button. The system will perform entity-relationship extraction on each selected file.
3. Once extraction is complete, click the generated file to view the Knowledge Graph.

The screenshot shows the 'Studio' interface with a chat window on the left and a 'Studio' panel on the right. The chat window contains a message from the AI Tutor: "Don't just say 'I don't understand' — tell me **where** you are stuck." followed by a list of prompts: "If you want, you can now answer me with one of these: • 'I don't understand this **word**: _____' • 'I don't understand this **sentence**: _____' • 'I don't understand this **idea**: _____' Then I'll explain that exact thing in simple English." Below the chat are three input prompts: "Which specific step in the explanation is most confusing to you and why?", "Is there a particular term or concept in the explanation that you would like me to define more clearly?", and "Would you like a detailed, step-by-step walkthrough of the entire process, or just a clarification of one part?". A blue box labeled "Parsing completed indicator" points to the "Knowledge Base" button in the top left. Another blue box labeled "Click to add knowledge graph" points to the "Knowledge Graph" button in the right panel.



Tip: Entity-relationship extraction for the Knowledge Graph may take some time. Please wait patiently for processing to complete.

Generating Flashcards

Convert key concepts and knowledge points from your materials into flashcards with the concept on the front and explanation on the back, ideal for memory training.

1. Select the source files from which you want to extract knowledge points.
2. Click the **Flashcards** button. The system will automatically identify and extract core concepts.
3. Once generated, click the file to view the flashcards and practice with flip-style memorization.

The screenshot shows the 'Studio' interface with three main panels: 'Source', 'Chat', and 'Studio'. The 'Source' panel on the left shows 'Bloom's Taxonomy vs ICAP.pdf' selected. The 'Chat' panel in the center contains a conversation about explaining confusion. The 'Studio' panel on the right has a 'Flashcard' button highlighted with a blue callout box that says 'Click to generate flashcard'. Other buttons in the Studio panel include 'Generate', 'Knowledge Graph', and 'Test'.

The screenshot shows the 'Studio > Note' interface. The 'Chat' panel on the left displays a generated flashcard with the following text: 'e asking you to do? It's asking you to be specific about your confusion. Instead of just saying: • "I don't understand." It wants you to say something like: • "I don't understand step 2." • "I don't understand the concept of a function." • "I don't understand this sentence: '...'." So the hidden message is: "Don't just say 'I don't understand' — tell me where you are stuck." If you want, you can now answer me with one of these: • "I don't understand this word: ___" • "I don't understand this sentence: '...'" • "I don't understand this idea: ...".' The 'Studio > Note' panel on the right shows the flashcard's front side: 'Complementary educational perspectives (integration from teaching objectives to learning means)' with an 'Explain' button below it.

Generating Quizzes

Learning Space supports automatically generating quizzes based on your materials to help users assess their learning progress.

Generating Quiz Questions

1. Select the source files you want to generate a quiz from.
2. Click the **Quiz** button. The system will generate approximately 15 multiple-choice questions based on the content.
3. Once generated, click the file to start answering questions.

The screenshot shows the Learning Space interface with three main panels: Source, Chat, and Studio. The Source panel on the left shows an uploaded file 'Bloom's Taxonomy vs ICAP.pdf'. The Chat panel in the center displays a conversation about understanding a sentence. The Studio panel on the right has a 'Smart Learning Guide' section with a 'Generate' button highlighted by a blue callout box with the text 'Click to generate quiz'. Below this are options for 'Mind Map', 'Timeline', 'Knowledge Graph', 'Flashcard', and 'Test'.

This screenshot shows the same interface but with a quiz question generated in the Studio panel. The question is: "1. Which framework is primarily focused on educational goals or 'ends' rather than specific learning activities?". The options are A. Bloom's Taxonomy, B. ICAP Framework, C. Constructivist Learning Theory, and D. Behaviorism. Option A is highlighted in green, and a red box below it indicates it is incorrect, with a note: "Incorrect Bloom's Taxonomy emphasizes the classification of instructional objectives (e.g., analyze, evaluate) and is goal-oriented,侧重于教学目标而非具体活动。". The Chat panel shows the original text from the source file with annotations explaining the confusion.

Users can use the following features while taking the quiz:

1. **Select Answer:** Click an option to receive instant feedback. The system will immediately show whether it is correct or incorrect.
2. **Get Hint:** For uncertain questions, click **Hint** to get a clue.
3. **Record Saving:** All quiz records are automatically saved for later review.

The screenshot displays the 'Studio > Note' interface. On the left, a 'Source' panel shows 'Bloom's Taxonomy vs ICAP.pdf' selected. The central 'Chat' window contains a question: '3. What is this sentence asking you to do?' with a detailed explanation of the question's intent. The right panel shows a quiz question: '3. According to the materials, Bloom's Taxonomy mainly addresses which of the following?' with four options: A. Social interaction among learners, B. Classification of teaching objectives and assessment design, C. Specific classroom engagement modes, and D. Neural mechanisms of memory consolidation. Option B is highlighted in green, and a 'Correct' message is displayed below it. The interface includes navigation buttons like 'Previous', 'Convert to source', 'Analysis', and 'Next'.

After completing the quiz, you can get a detailed analysis report:

1. Click the **Analysis** button and wait for the system to complete the analysis.
2. Once complete, click **View Analysis** to see your overall performance.
3. The analysis report will display accuracy rate, weak knowledge areas, and other detailed information.

教育目标与学习方法整合

Source: Bloom's Taxonomy vs ICAP.pdf

Chat: Explain confusion

It's asking you to **be specific about your confusion**.
 Instead of just saying:
 • "I don't understand."
 It wants you to say something like:
 • "I don't understand **step 2**."
 • "I don't understand the **concept of a function**."
 • "I don't understand **this sentence**: '...'"

So the hidden message is:
 "Don't just say 'I don't understand' — tell me **where** you are stuck."
 If you want, you can now answer me with one of these:
 • "I don't understand this **word**: ____"
 • "I don't understand this **sentence**: ____"
 • "I don't understand this **idea**: ____"

Quiz Question: 1. Which framework is primarily focused on educational goals or 'ends' rather than specific learning activities?

Options:
 A. Bloom's Taxonomy
 B. ICAP Framework
 C. Constructivist Learning Theory
 D. Behaviorism

Incorrect
 Bloom's Taxonomy emphasizes the classification of instructional objectives (e.g., analyze, evaluate) and is goal-oriented, 侧重于教学目标而非具体活动。

Click to view analysis

Buttons: Previous, Convert to source, Analysis, Next

教育目标与学习方法整合

Source: Bloom's Taxonomy vs ICAP.pdf

Chat: Explain confusion

• "I don't understand the **concept of a function**."
 • "I don't understand **this sentence**: '...'"

So the hidden message is:
 "Don't just say 'I don't understand' — tell me **where** you are stuck."
 If you want, you can now answer me with one of these:
 • "I don't understand this **word**: ____"
 • "I don't understand this **sentence**: ____"
 • "I don't understand this **idea**: ____"

Then I'll explain that exact thing in simple English.

2026-01-16 17:14:18

Quiz Question: Bloom's Taxonomy 与 ICAP Framework 测验

Analysis

I. Cognitive Diagnosis Analysis
 (Understanding how you are thinking and where the confusion is)

From your responses, the pattern is very clear and actually quite specific:

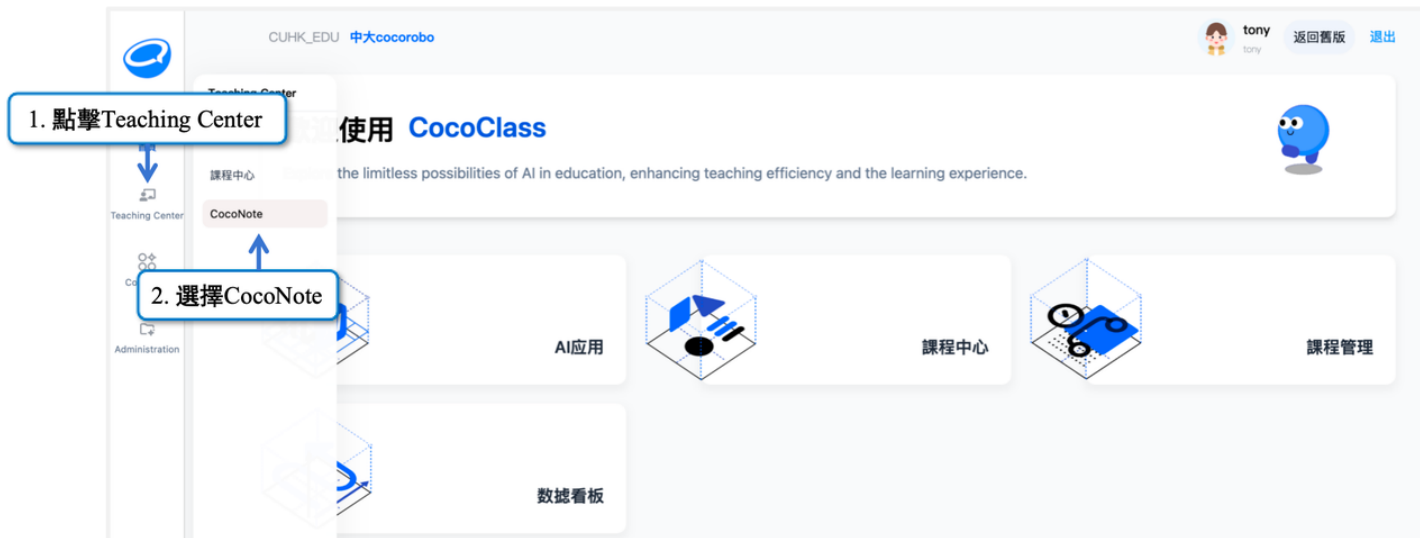
- You **confused the "goal/ends" vs "process/means" roles** of Bloom's Taxonomy and the ICAP Framework in Q1-2.
- When the question directly stated Bloom's main use (Q3), you answered correctly.
- A large number of items were **left unanswered** (Q4-Q12), which suggests either (a) low confidence, (b) incomplete internalization of the concepts, or (c) you are relying on rote memory and, once it fails, you stop instead of reasoning further.

From a cognitive perspective, you **partially remember some labels** (e.g., Bloom: analysis/evaluation; ICAP: passive/active/interactive), but these are not yet integrated into a **coherent mental model**. Your current representation seems to be:

Buttons: Re-analyze, Back to Quiz

General operating instructions:

Create new projects



分組設置

請設置小組數量及名稱

第1組名稱: 第1組 添加

1. 點擊添加, 增加組數。

批量添加小組: - 0 + 批量添加

請設置每組人數

請輸入2-10的數字

2. 設置每組組員人數。

空位置

第1組

移除組員

添加組員

3. 點擊添加組員。

空位置

添加組員

搜索學生的姓名

選擇成員

teacher... teacher... teacher... teacher... teacher...

teacher...

4. 選擇成員。

取消 確定

5. 點擊確認創建。 確認創建

The instructions for Interface and Cards

協同建構

卡片庫

控制類

- 主題卡片
- 階段卡片
- 任務卡片

內容類

- 資源卡片
- AI 卡片
- 思維卡片
- 白板卡片
- 攝像頭

側邊欄功能區: 添加資源, 查看記錄和數據

控制區: 提供快捷操作

全屏 清空 生成 演示 儀表盤 刷新 分享

協同創建反饋

小組列表: 學生賬號只可以查看本小組成員; 教師賬號點擊小組列表, 可查看各小組的界面

聊天室: 與小組成員或AI交流

編輯模式 只讀模式 100%

基础操作

视图缩放

按住ctrl键（Mac上command键），同时滚动鼠标进行缩放

移动卡片

选中卡片，长按鼠标左键进行拖动。

卡片连线

选中卡片，鼠标左键点击高亮圆形锚点，拖动光标至需要链接的卡片的圆形锚点。

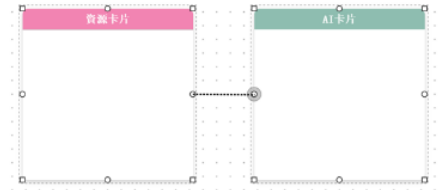
改变卡片大小

选中卡片，拖动四角方形锚点。



删除卡片

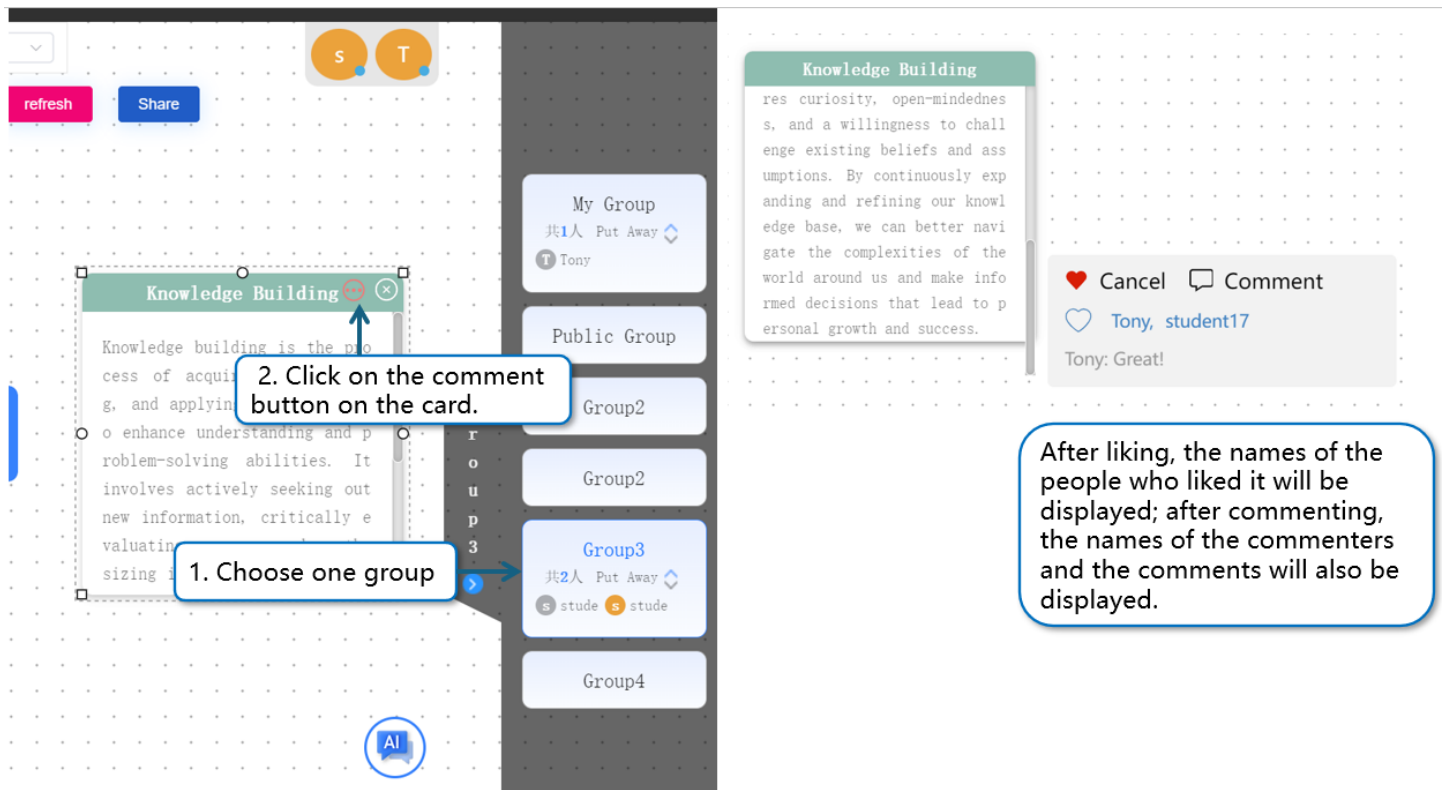
点击鼠标右键后选择删除卡片，或者选中卡片后使用键盘“Delete”/“Backspace”键



Liking and commenting on each other's cards

1. 点击权限

2. 设置是否允许学生查看其他小组



Card library 【卡片庫】

Cards are the basic unit of collaborative construction. You can drag cards from the sidebar to build a framework for the project (control cards) and add resources (content cards).

Control Card 【控制類卡片】

Control cards are used to provide hierarchical relationships for content cards, and are also used to organise cards to perform other functions.

控制类卡片

◆ 控制類

主题卡片

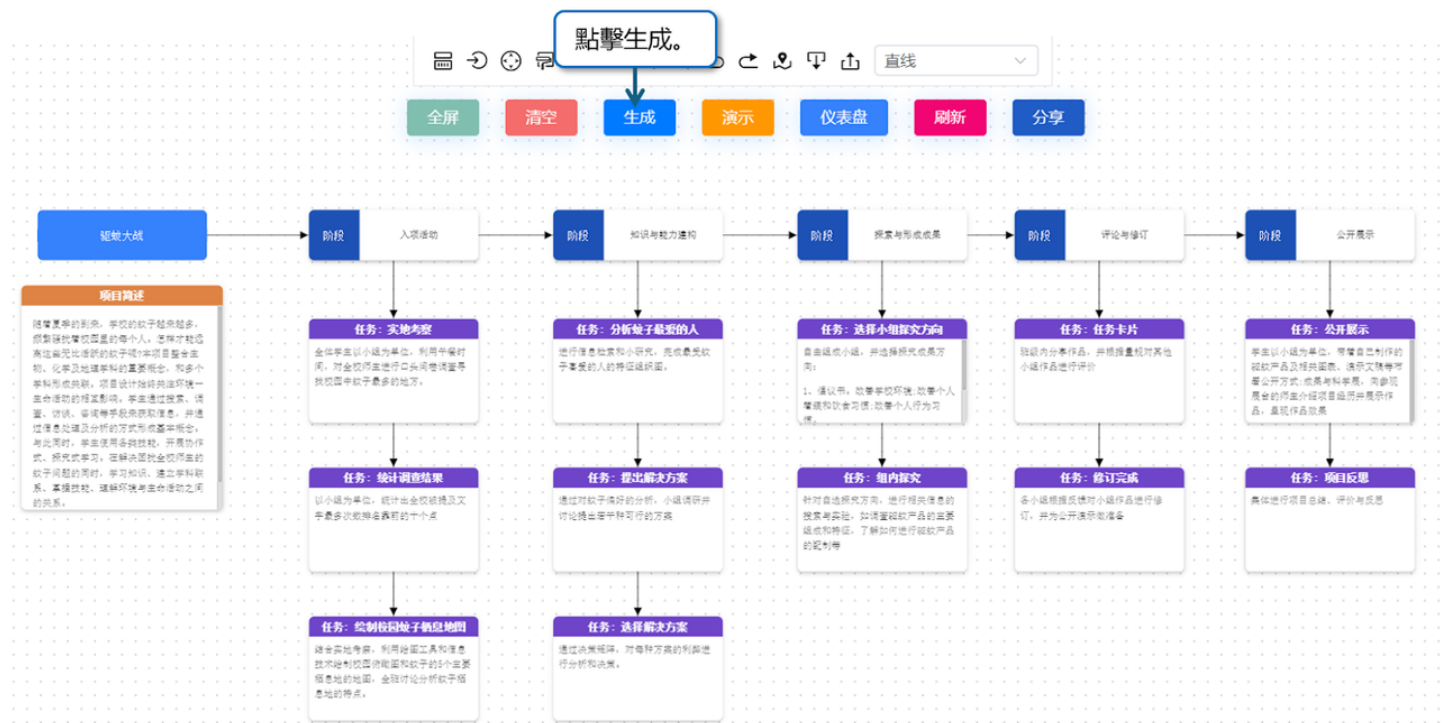
階段卡片

任務卡片

搭建层级框架

当将卡片按照 **主题卡片**→**阶段卡片**→**任务卡片**→**其他内容卡片** 的顺序连线时，当点击控制区的【生成】，则会得到一份可以预览所有卡片内容的【生成结果】。该【生成结果】可以用于【创建课程】，【创建项目】；进行【演示】或【分享】，如下图：

*注意：连线时可以略过阶段卡片，让主题卡片直接连接任务卡片，但不能倒置任务卡片和阶段卡片的顺序。



生成結果

導出為TXT 創建課程 創建項目 演示 分享 階段1 卡片式

驅蚊大戰

創建課程 創建項目 演示功能 分享功能

階段1: 任務 實地考察

任務 課程管理 任務 項目管理

在【課程管理】預覽或修改課程 在【項目管理】預覽或修改課程

任務: 繪製校園蚊子棲息地圖

任務: 統計調查結果

任務: 分析蚊子最愛的人

任務: 提出解決方案

任務: 選擇解決方案

階段3: 探索與形成成果

任務: 選擇小組探究方向

任務: 繪製校園蚊子棲息地圖

結合實地考察, 利用繪圖工具和資訊技術繪製校園俯瞰圖和蚊子的5個主要棲息地的地圖, 全班討論分析蚊子棲息地的特點。

Content Card 【內容類卡片】

Content cards are used to provide various text, icons, pictures, videos, voices, documents, links and other resources for projects.

Resource Card 【資源卡片】

Resource cards can contain plain text, icons, pictures, text+pictures, videos, voices, documents or links.

1. 點擊資源卡片

2. 双击資源卡片, 进行编辑

3. 輸入標題, 定制標題顏色, 選擇是否隱藏標題

4. 勾選圖標, 文本, 網頁, 圖片, 視頻或語音并輸入內容

AI Card 【AI卡片】

AI cards can generate content for you by calling AI. Cards can contain plain text or images.

1. 點擊AI卡片

2. 双击AI卡片, 进行编辑

3. 輸入主題。

4. 點擊獲取。

5. 點擊關鍵詞或追問。

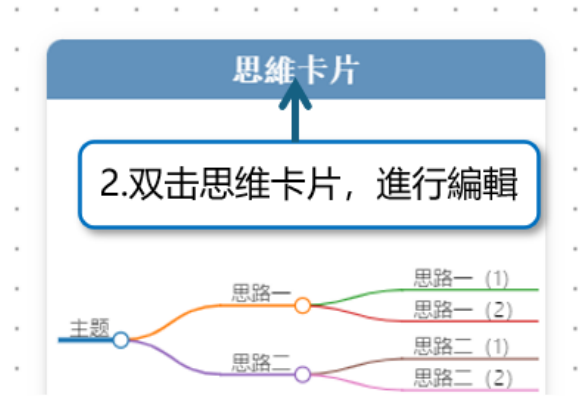
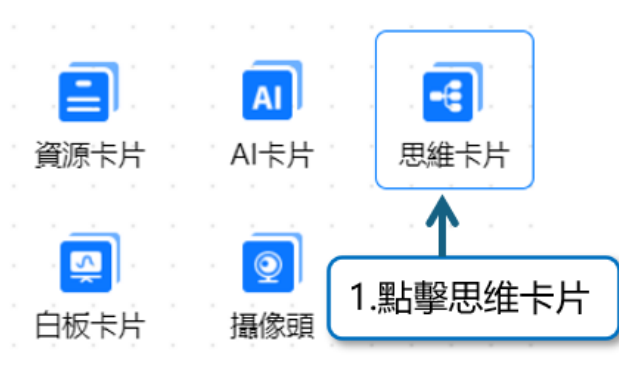
6. 勾選圖片。【注意】同一張卡片上, 文字描述和圖片二選一

7. 點擊換一組。

Thinking Card 【思維卡片】

In Mind Cards, you can use Markdown syntax to draw mind maps.

◆ 內容類



設定思維導圖

創作 樣例1 樣例2 樣例3 下載

1	# 主题
2	## 思路一
3	- 思路一 (1)
4	- 思路一 (2)
5	## 思路二
6	- 思路二 (1)
7	- 思路二 (2)
8	

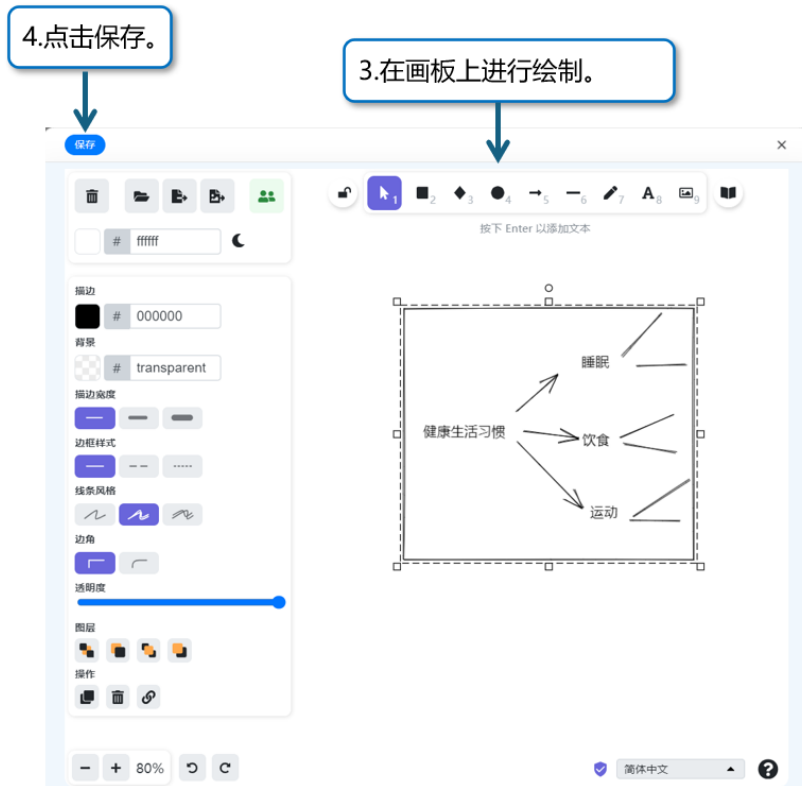
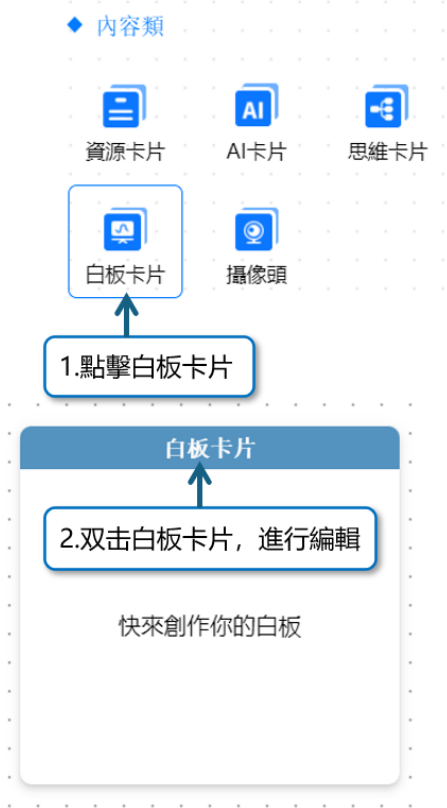
3. 选择样例

4. 编辑内容

主题 思路一 思路二 思路一 (1) 思路一 (2) 思路二 (1) 思路二 (2)

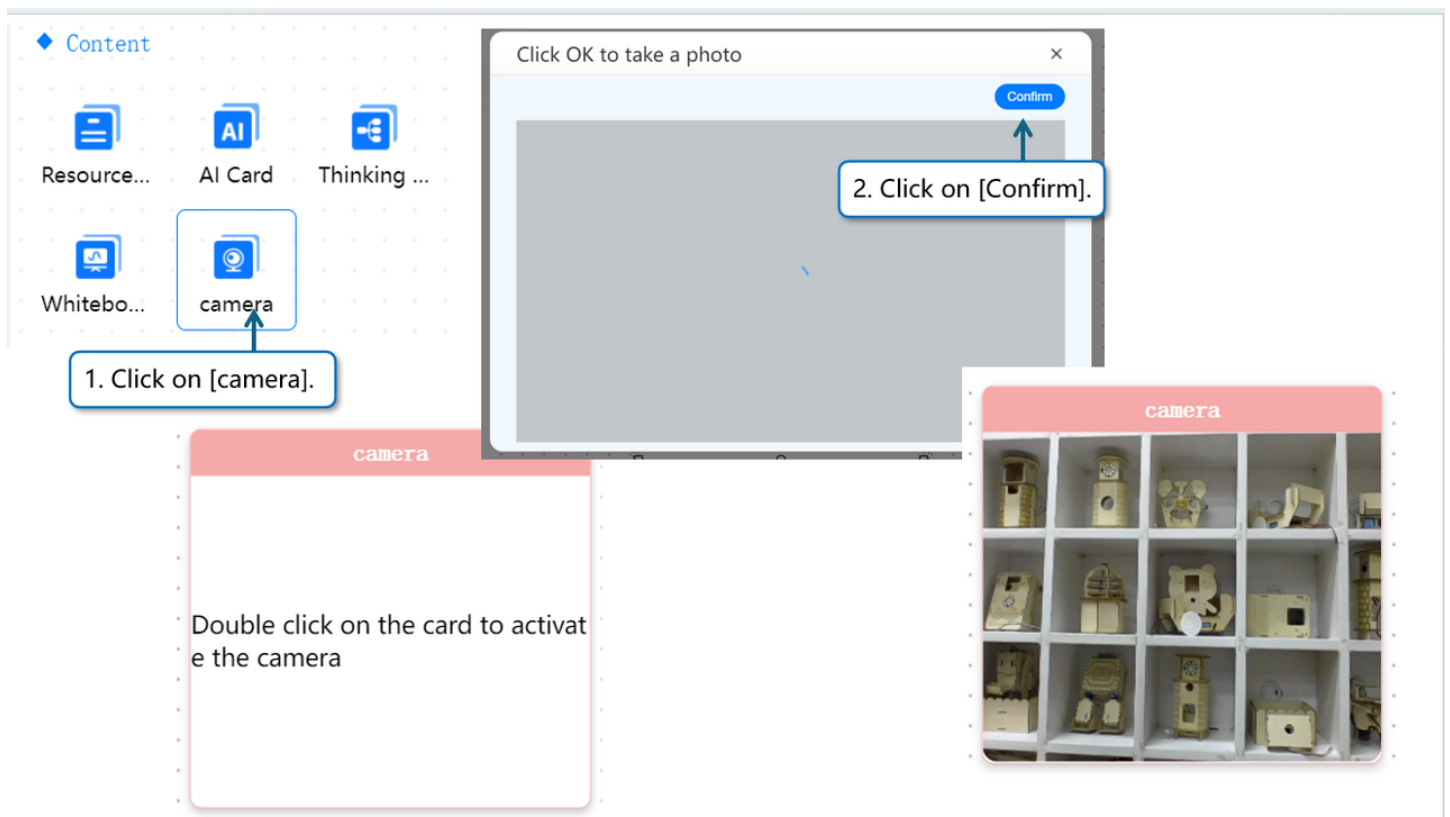
Whiteboard Card 【白板卡片】

On the whiteboard card, you can draw pictures, hand-drawn style flow charts, mind maps, etc.



Camera 【攝像頭】

You can use the camera card to take real-time photos.



Scaffolding 【腳手架】

- **PBL Type:** Provides templates for building cards that can be used in scenarios such as collaborative research, group creation, and group collaboration in PBL teaching.
- **Thinking Type:** Thinking scaffolds that assist teachers and students in conducting different types of thinking activities.
- **Subject Type:** Provides resources for students to learn and for teachers to teach and conduct research within various subjects.
- **AI Type:** Provides templates for AI functions and prompt suggestions.

Chatroom 【聊天室】

1. 點擊聊天室圖標

2. 輸入內容，與組員交流。

3. 輸入@，@AI或小組成員。

4. @AI后，可選擇與AI直接對話，或著引用某一卡片，或者分析用戶行為，或者@組織中任一個智能體。

Dashboard 【儀錶盤】

Through the **Dashboard** in the control area above, users can view the real-time operation status of the entire project (updated every 30 seconds). On the left side of the dashboard, users can see the data, while the right side displays the corresponding data details. When you click to select a chart on the left, you can view the details on the right.

- Total activity

Total activity refers to the total number of new cards added to the project within a specified period. It helps users assess the activity level of all project participants over a certain time frame.

- Group participation

This line chart shows the number of cards in each group and their changes within two minutes.

- Number of cards

A bar chart displays the total number of cards for each group, as well as the increase or decrease in the number of cards after the user opens the dashboard.

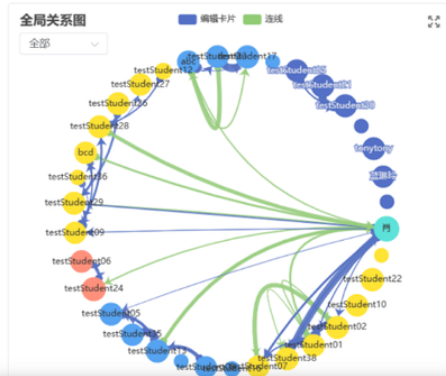
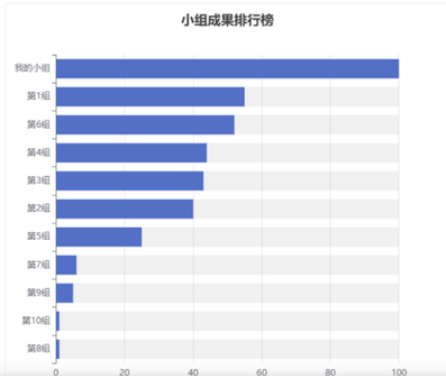
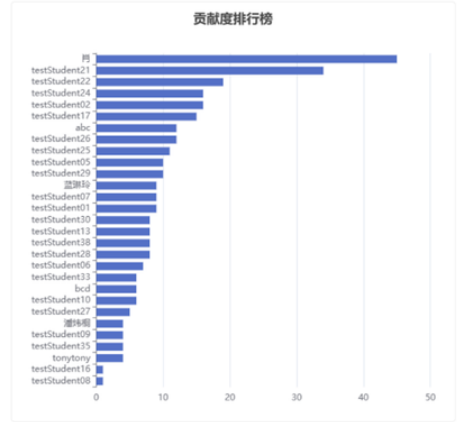
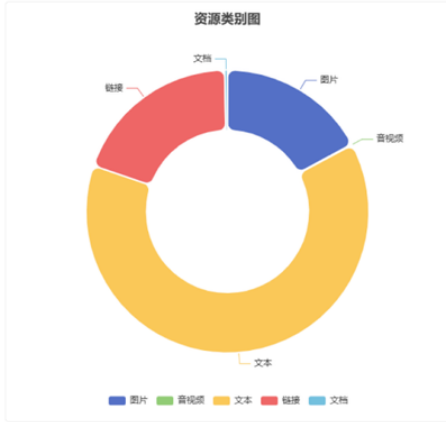


Learning analytics 【學習分析】

Through the **Learning Analytics** in the sidebar, teacher users can access the project's comprehensive data dashboard. The data is currently divided into four categories: **Overall**, **Group**, **Individual**, and **Outcomes**.

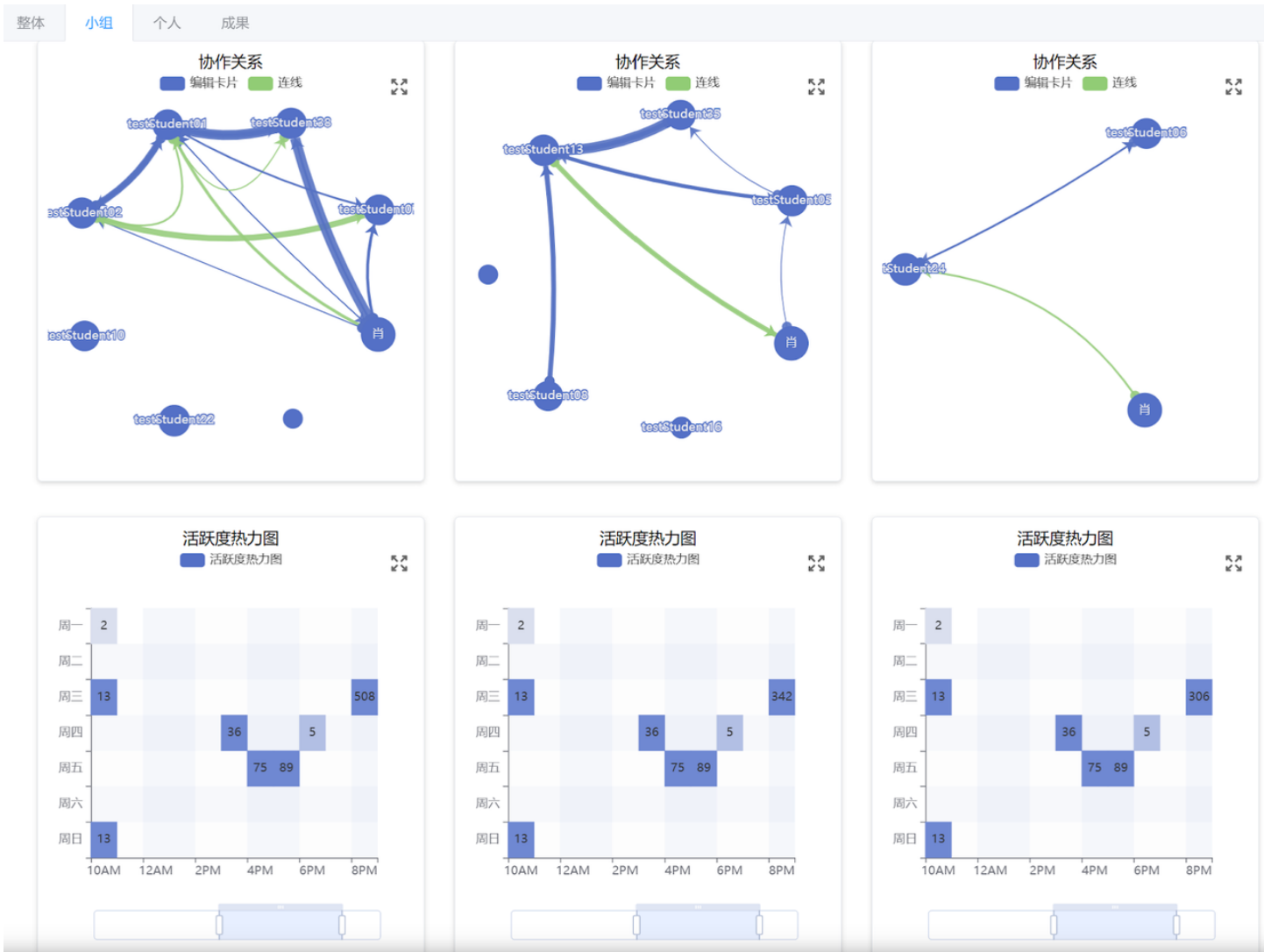
- Overall

This page allows users to assess the overall status of the project. The data includes the proportion of various resources in the project, the frequency of all users' actions, the collaboration relationships between all users, and the ranking of card contributions.



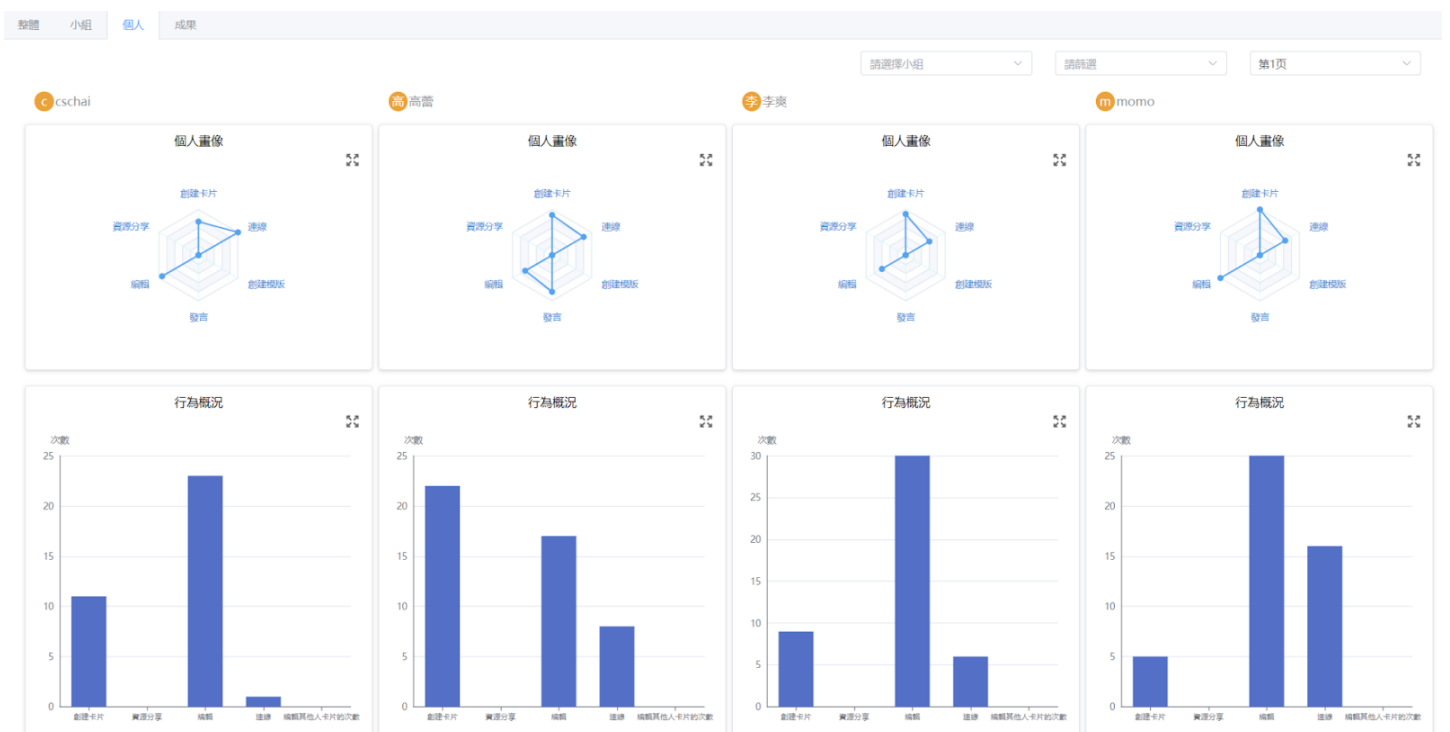
• Group

This page displays group-based data, which is similar to the data shown on the overall page.



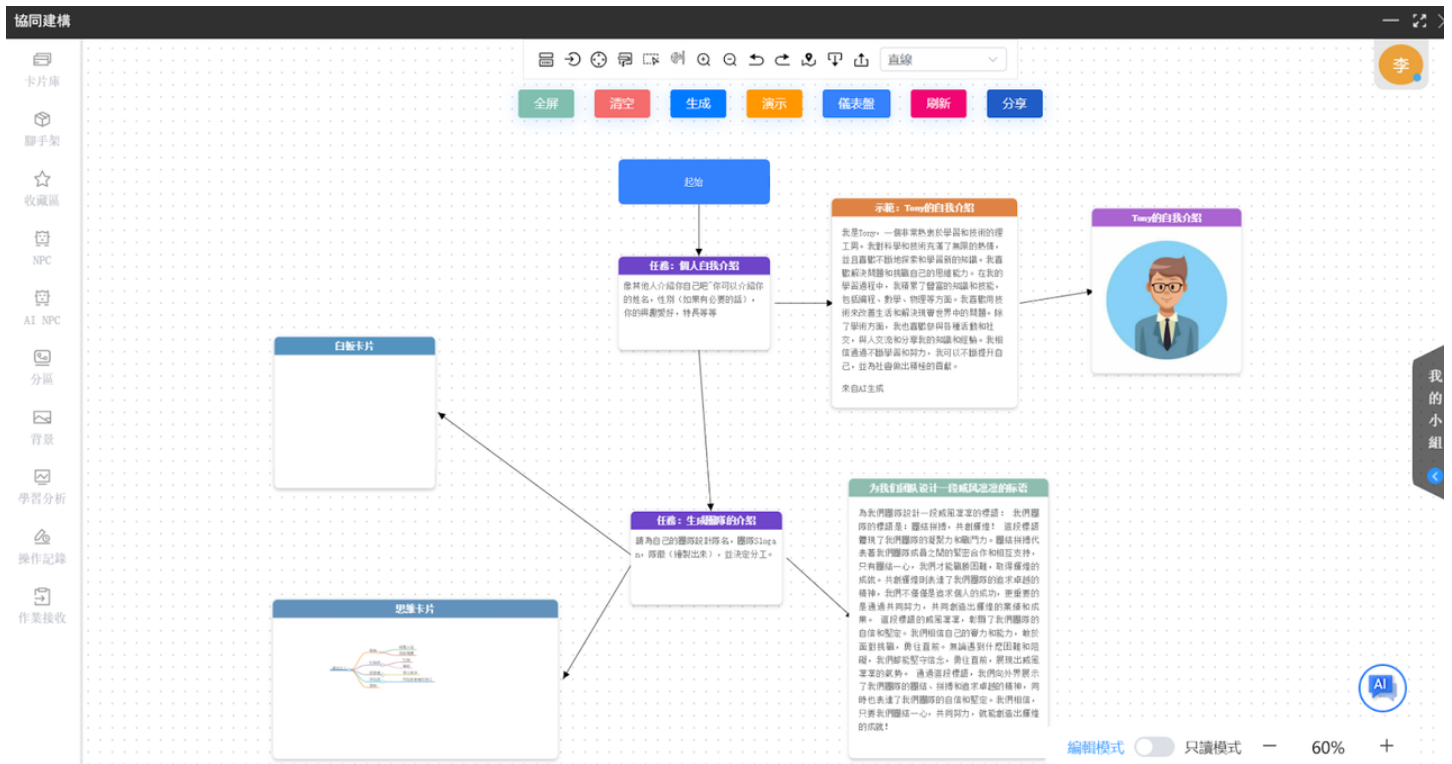
Individual

This page presents individual-based data, including personal profiles inferred from individual behavior data, behavior statistics, and more.



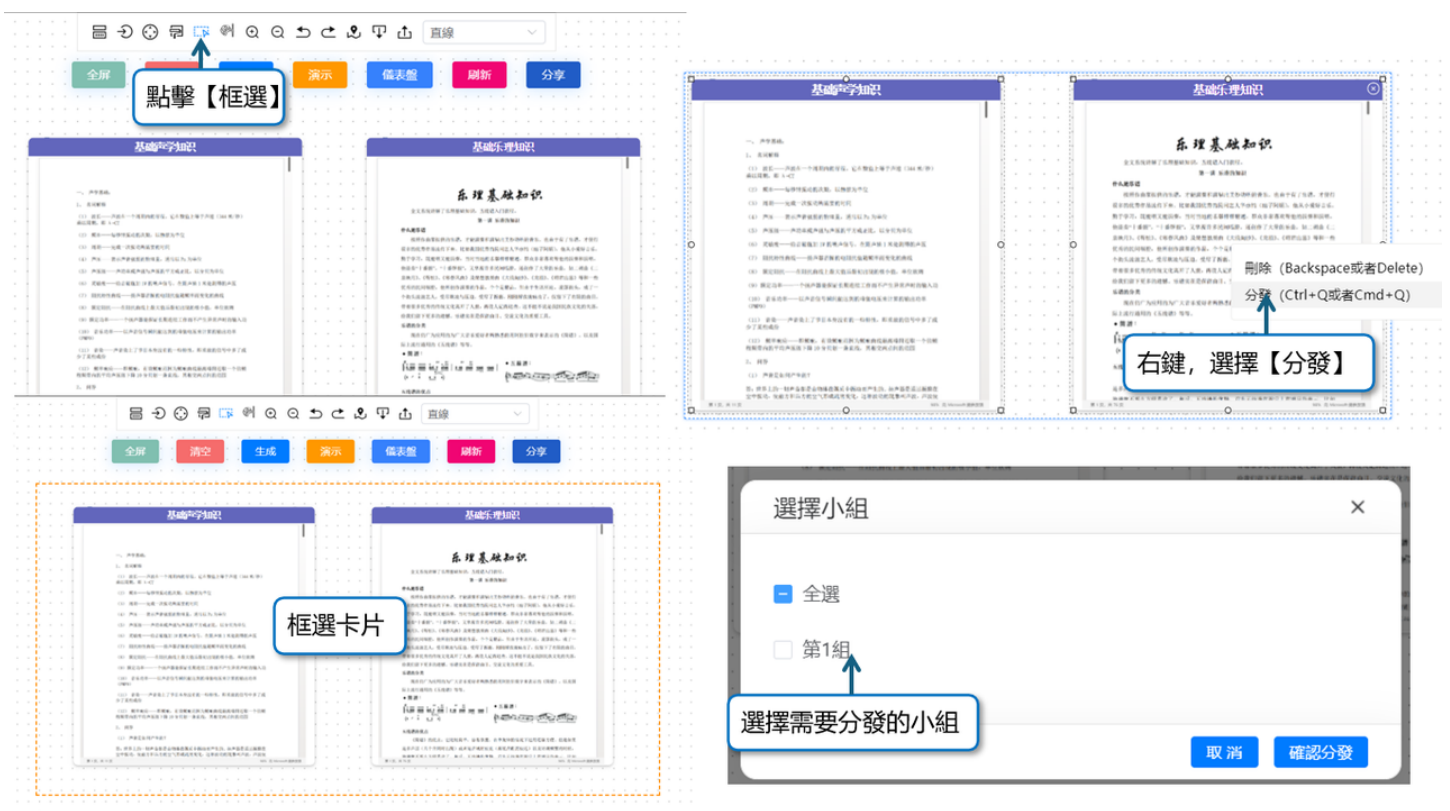


Scene 2 Self-introduction and team introduction



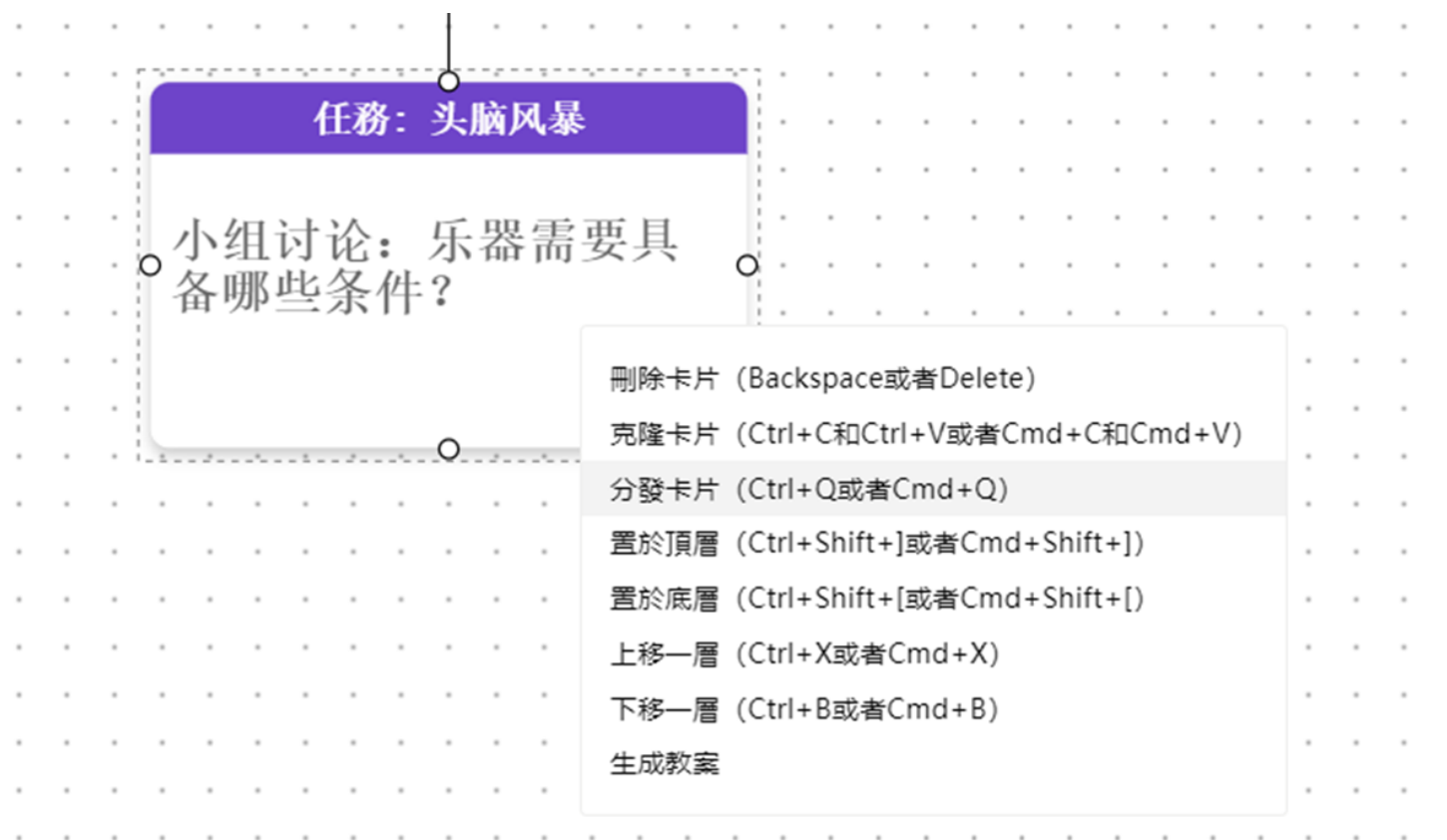
Scene 3 Distribute learning resources

Teachers can distribute resources to students by selecting a resource card, right-clicking it, and choosing the [分發] option. If multiple cards need to be distributed, the [框選] tool in the control area can be used.



Scene 4 Distribute tasks

Task cards can be used to assign tasks to students. Teachers can edit the assignment requirements within the task card and then distribute it to the students' groups.



Students can link their own cards to the task card. By selecting the task card and clicking [生成] in the control area, they can complete the submission process.



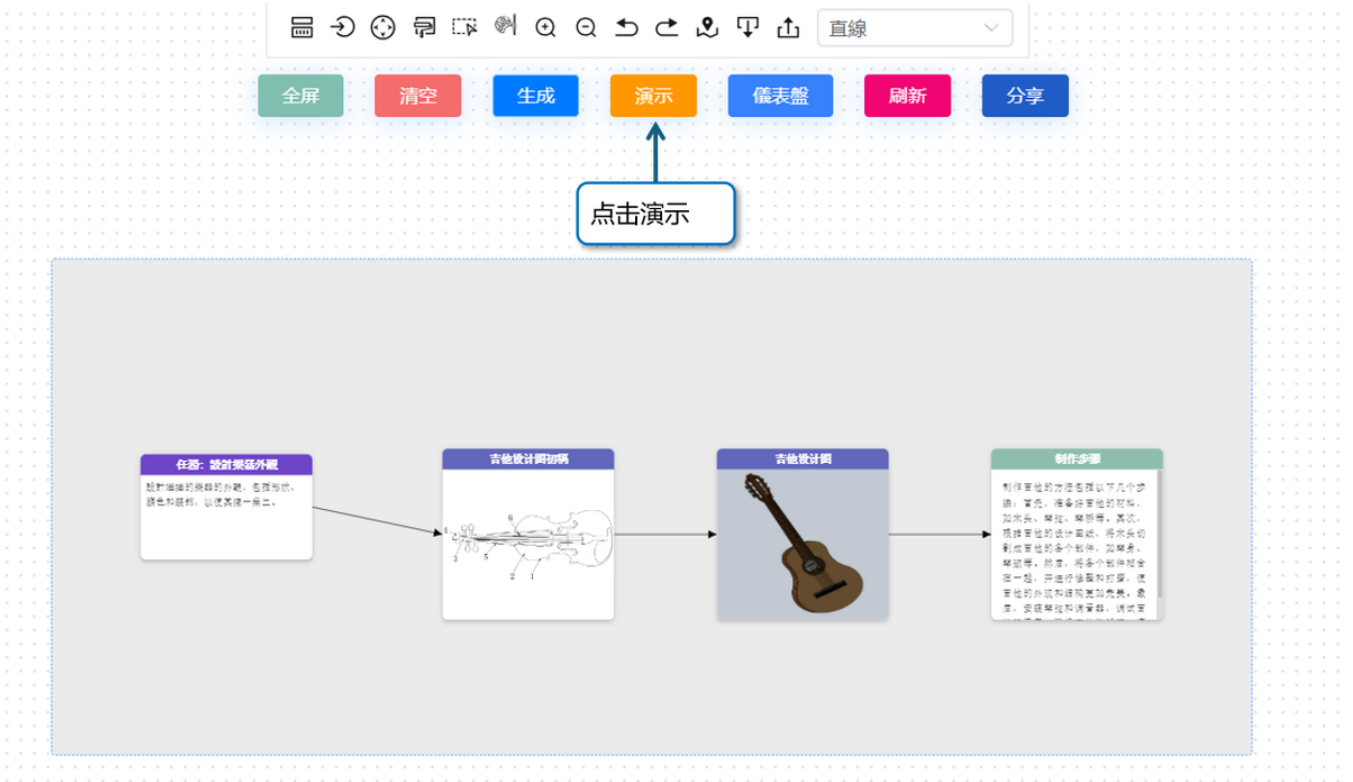
Teachers can view submitted assignments in the [作業接受] area.



Scene 5 Team “brainstorming”

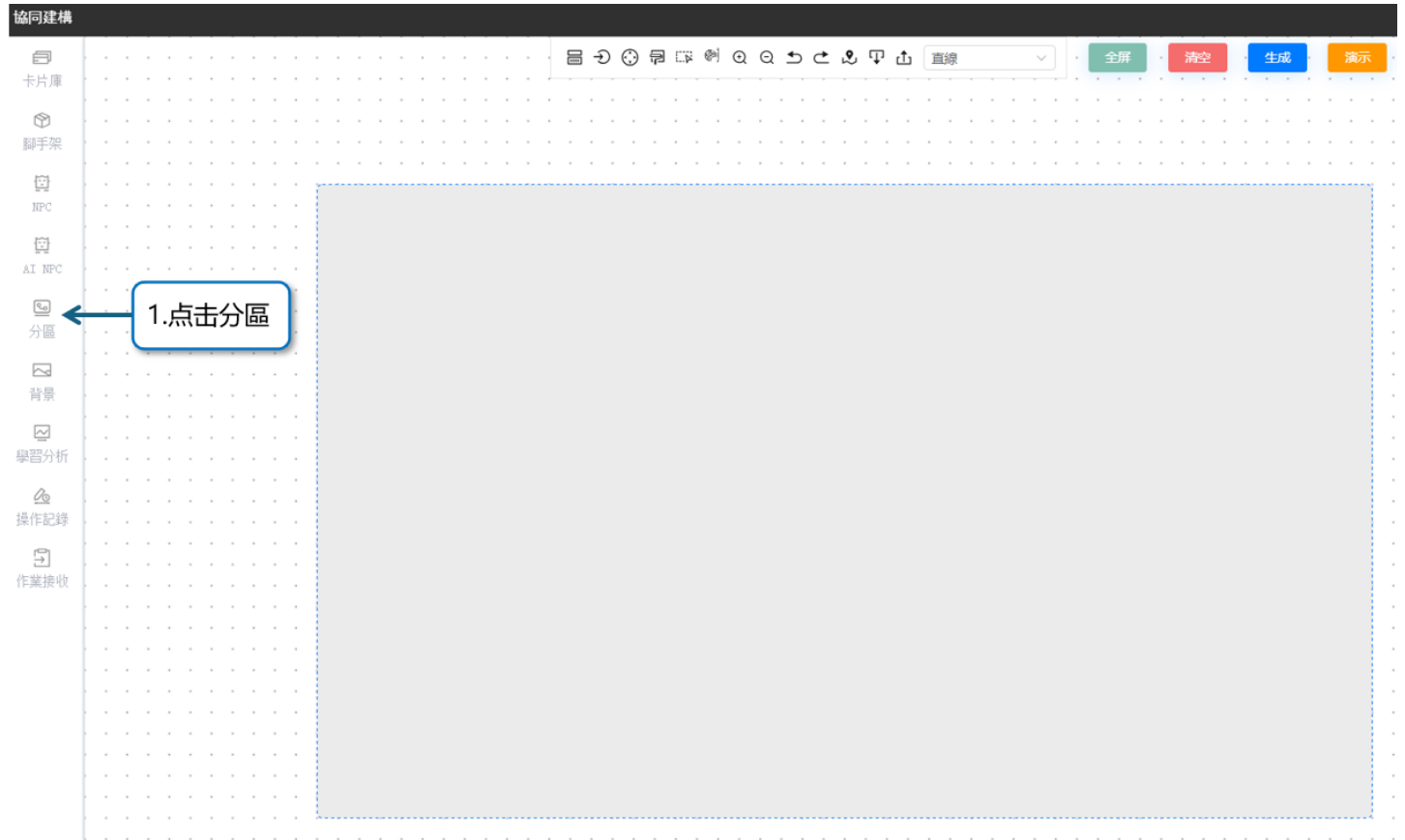
Place the card according to the sequence of **Theme card**→**Phase card**→**Task card**→**Content card**. When students click 【演示】 in the control area, they can enter the demonstration mode that is convenient for reporting and presentation work.

*Note: This operation can also be achieved by clicking [演示] in [生成結果].



Scenario 2: Gamified learning

Click on the 【分區】 and drag it to the whiteboard.



Double-click the shaded area to upload a background image.



You can place NPC in the background. Double-click the NPC to configure the NPC movement button. The default is Up: w, down: s, Left: a, right: d (English input method); it can also be modified to up: ↑, down: ↓, left: ←, right: →, etc.

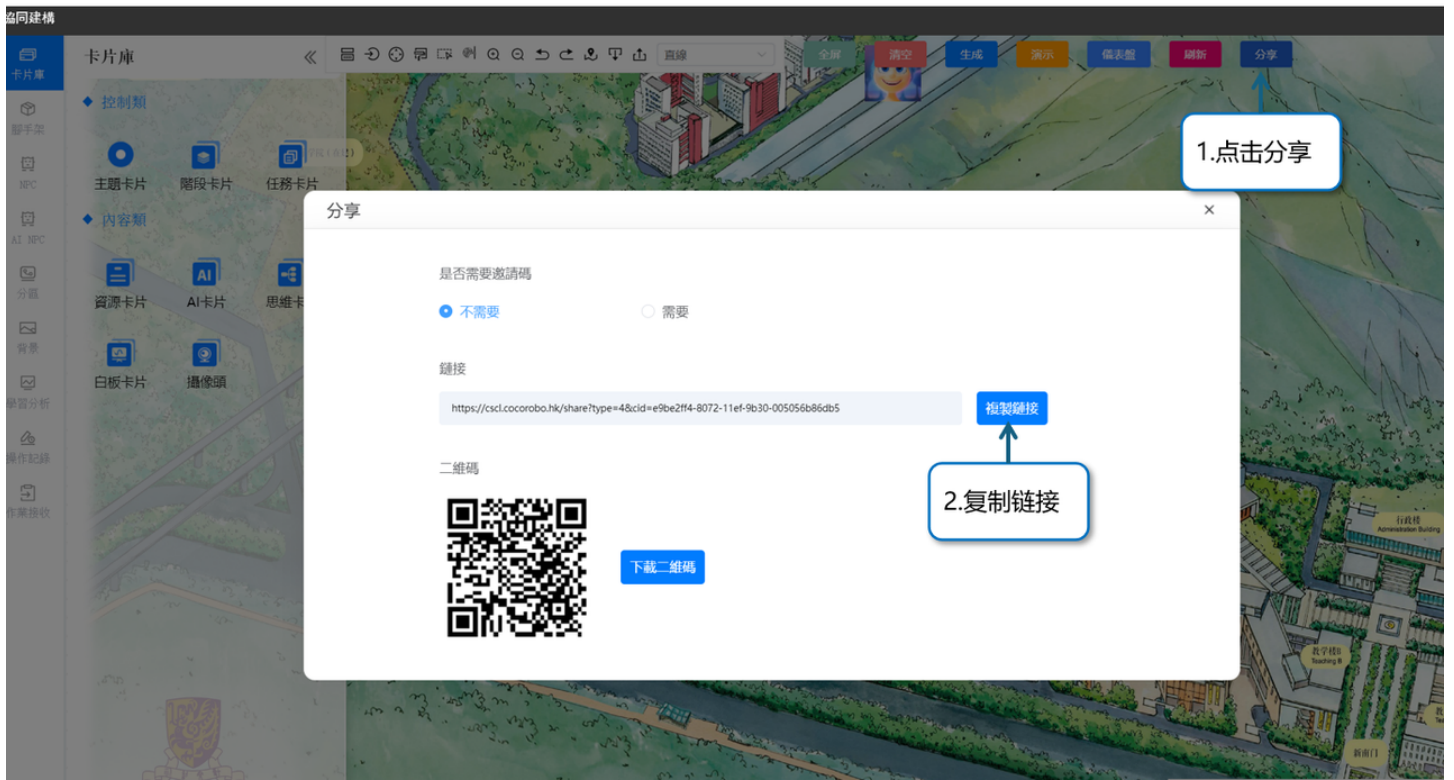
Resource cards can be placed on background images.

Double-click the 【資源卡片】 to replace the card content with an icon [圖標] to hide the card content.



The image shows a screenshot of a map editor interface. On the left is a 3D-style map of a university campus with various buildings and greenery. A blue callout box with the text "1. 勾选图标" (1. Check the icon) points to a small icon on the map. On the right is a configuration panel for a resource card. The panel has two tabs: "編輯模式" (Edit Mode) and "預覽模式" (Preview Mode). Under "編輯模式", there are fields for "標題" (Title) set to "學勤書院" (Diligent College) and "標題顏色" (Title Color) set to blue. There is a checked checkbox for "圖標" (Icon) and a "點擊上傳" (Click to upload) button. Below this is a preview of the icon, a blue cartoon character, with a blue callout box containing "2. 点击上传或搜索网络图标" (2. Click upload or search network icon). At the bottom of the panel, there are options for "內置鏈接" (Built-in link) and "嵌入代碼" (Embed code), both with input fields.

Click to share and copy the link.

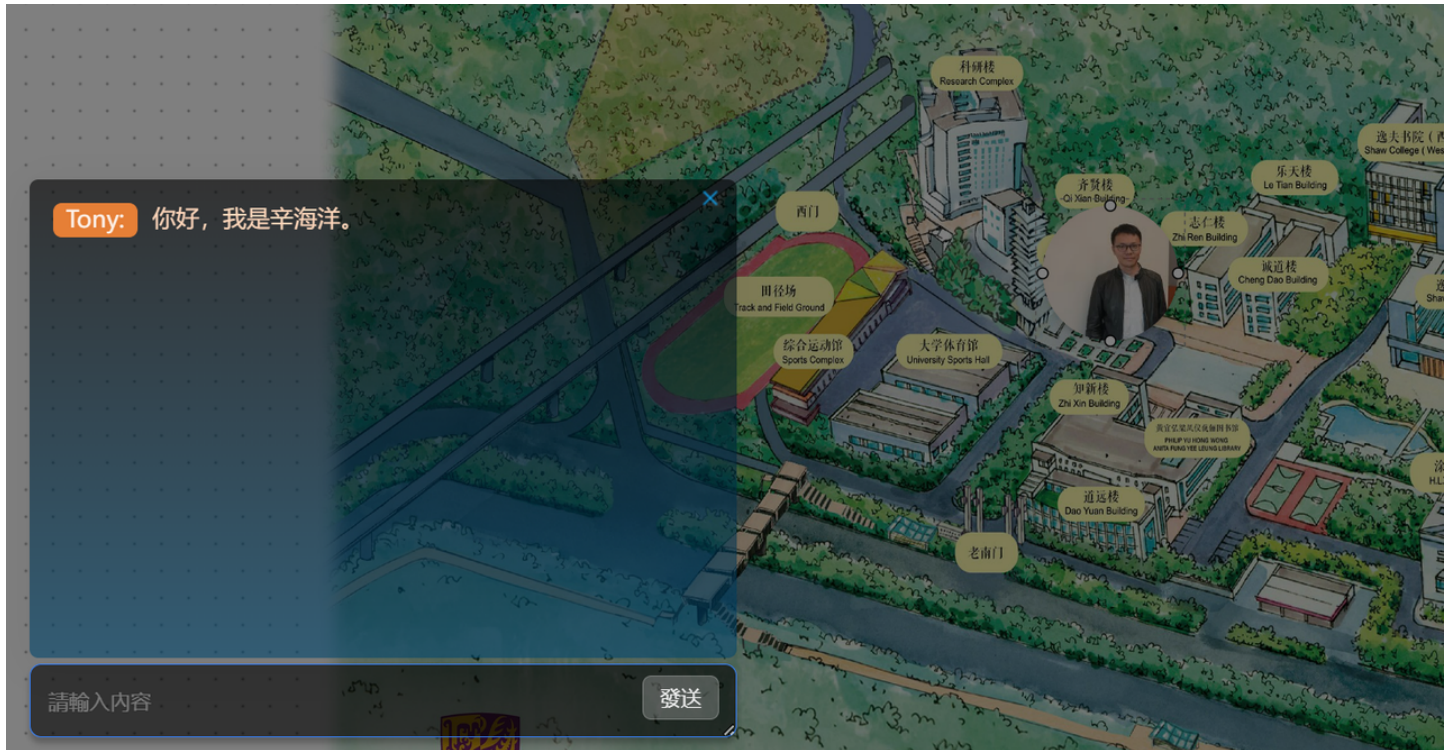


Open the link in a new browser window and use the movement button to control the movement of the NPC. When the NPC moves near the icon [圖標], press the Enter key to read the content of the 【資源卡片】 .



You can also place an AI agent created by yourself in [AI Assistant+] or shared by others in the community on the background image.

Refresh the link page you just opened. When the NPC moves near the AI agent, press the Enter key to talk to the AI agent.



Classroom Observation Homepage

The homepage is the main entry page for the Intelligent Classroom Observation Analysis System. Users can quickly initiate classroom analysis, browse professional analysis cases across various subjects, access help, quick start guides. The page features a clean, simple design with core functions clearly visible.

1. Quick Start Analysis

The system allows users to initiate classroom analysis through three methods. Users can choose the most suitable analysis entry based on their specific scenario.

1.1 Three Analysis Entry Points

The center of the homepage displays three function cards corresponding to three analysis methods: Live Video Recording, Live Audio Recording, File Upload.

Tip: The 'Live Video Recording', 'Live Audio Recording' features are currently under development. Please stay tuned.



1.2 File Upload Entry

Click the [File Upload] card, the system will navigate to the [Upload Files] page. Users can upload pre-prepared class session recording files for analysis. This feature supports various audio, video, text file formats, suitable for scenarios with existing recorded materials.

Hover the mouse over the [File Upload] card to display the [Get Started] button. Click this button or directly click the card, the system will navigate to the [Upload Files] page, where users can complete file uploads, fill in lesson information, select analysis templates.



2. Professional Analysis Case Library

The bottom of the homepage features the Professional Analysis Case Library section where users can browse pre-configured sample cases across various subjects to understand the presentation, analysis dimensions of the reports.

2.1 Browse Sample Cases

The case library displays professional analysis cases for multiple subjects in a card list format. Users can click on case cards to expand, view detailed information.

The top of the case library provides a subject selector supporting filtering across the following 16 subjects:

All | Chinese | Mathematics | English | Science | Information Technology | Physics | Chemistry | Biology | History | Geography | Politics | General Technology | STEM | Art | Music | Psychology

Click any subject tag, the system will automatically filter, display sample cases for that subject. The selected subject tag will be highlighted, the subject template list will update in real time.

After finding a template of interest in the subject template list, click to view its detailed framework. Click [View Sample Report] button in the details area,, the system will open a complete sample report using that template in a new window. Users can learn about the various analysis modules, sample report effects in detail.



3. Quick Start Guide

3.1 Help Center Entry

The homepage provides a [Help Center] link entry. Click this link to enter the Help Center page (this current page) to view detailed feature descriptions, operation guides.



Create New Classroom Analysis via File Upload

The system allows users to initiate classroom analysis through three methods. After clicking 'Upload Files' on the homepage, users can create a new classroom for analysis through this method, upload class session recording data, fill in basic lesson information, select analysis templates, start AI intelligent analysis with one click.

The analysis of a classroom session can be quickly completed through the following 5 steps.



1. Upload Classroom Files

1.1 Supported File Types

The system supports various formats of classroom-related files, divided into three groups by importance:

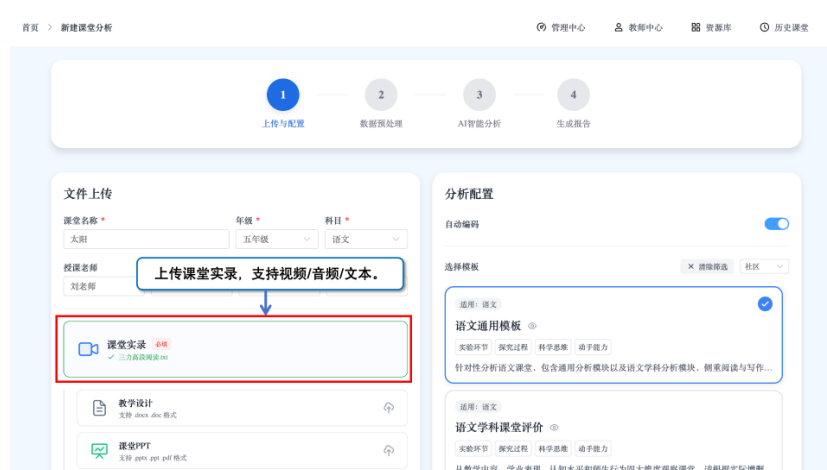
(1)class session recording(Required, Important)

The class session recording is the core data source for analysis. The system will perform AI intelligent analysis based on this file.

Supports the following formats:

File Type	Supported Formats
Video Files	mp4, avi, mov, wmv
Audio Files	mp3, wav, m4a
Text Files	txt (Classroom Transcript)

Tip: The class session recording is required. Analysis cannot be started without uploading a class session recording. It is recommended to upload clear, complete classroom audio or video files for more accurate analysis results.



(2)Supplementary Files(Optional, Fill as Needed)

Supplementary files are used to enhance the accuracy, completeness of the analysis. The system will combine these files for comprehensive analysis.

File Name	Supported Formats	Function Description
Instructional Design	doc, docx, pdf	Helps the system understand teaching intent, design logic
Classroom Slides	ppt, pptx, pdf	Assists in analyzing the structure, presentation of teaching content
Student Assignments	doc, docx, pdf, jpg, png, zip	Provides reference data on student learning outcomes

(3)Additional Materials(Optional)

Users can upload other supplementary materials helpful for analysis, with a maximum of 5 files supported. Supported formats: jpeg, png, docx, doc.

1.2 Click to Upload

Click [Click to Upload class session recording] button or the corresponding upload entry in the upload area. The system will open the local file selector,, users can select the files to upload.

After successful upload, upload area will display a green checkmark icon, indicating successful upload. Hovering shows the delete option, allowing you to delete, re-upload.

2. Fill in Lesson Information

2.1 Required Information

Users need to fill in the following basic information at the top of the upload area. This information will be used for report display, template matching:

The screenshot shows a web interface for creating a classroom analysis report. At the top, there are four steps: 1. Upload and Configure, 2. Data Preprocessing, 3. AI Analysis, and 4. Generate Report. The current step is 'Fill in Basic Information'. The form has several fields: 'Lesson Name' (text input), 'Grade' (dropdown menu), 'Subject' (dropdown menu), 'Teacher' (text input), 'Lesson Time' (text input), 'Textbook Edition' (text input), and 'Student Count' (text input). A red box highlights the Lesson Name, Grade, and Subject fields. Below the form, there are three sections: 'Classroom Recording' (with a video icon and a checkmark), 'Lesson Design' (with a document icon and a checkmark), and 'Lesson PPT' (with a presentation icon and a checkmark). On the right side, there is an 'Analysis Configuration' section with a toggle for 'Automatic Coding' and a 'Select Template' dropdown menu. Two templates are visible: 'General Chinese Template' and 'Chinese Classroom Evaluation Template', both with a blue checkmark.

(1) Lesson Name

Fill in the name of this lesson in the input box, such as "Area of a Parallelogram". The lesson name will be displayed in the title area of the analysis report.

(2) Subject

Click the dropdown selection box to select the subject of the current classroom. After selecting a subject, the system will automatically recommend analysis templates suitable for that subject.

The system provides 16 subject options: Chinese, Mathematics, English, Science, Information Technology, Physics, Chemistry, Biology, History, Geography, Politics, General Technology, STEM, Art, Music, Psychology.

(3) Grade

Click the dropdown selection box to select the teaching grade. The system provides 12 grade options: Grade 1 to Grade 6, Grade 7 to Grade 9, Grade 10 to Grade 12.

2.2 Optional Information

Users can supplement the following optional information as needed:

(1)Teacher

Fill in the name of the teacher. It will be displayed in the basic information area of the report.

(2)Teaching Date

Select the specific date of the classroom. It will be displayed in the report.

(3)Textbook Edition

Fill in the textbook edition used, such as "PEP Edition", "Beijing Normal University Edition" etc.

(4)Number of Students

Fill in the number of students in the class to assist in analyzing participation metrics.

(5)Classroom Photos(Recommended to Upload)

Users can upload up to 3 classroom photos. Click the placeholder area to select local image files.

Tip: It is recommended to upload classroom photos. Photos will be displayed in the media area of the generated report page, helping users review the classroom scene, enhancing the completeness, intuitiveness of the report.



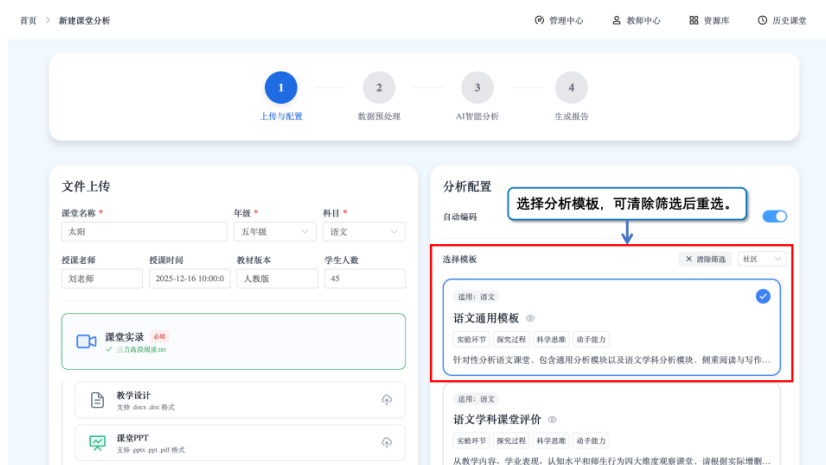
3. Select Analysis Template

3.1 Browse Template Library

The analysis configuration area on the right side of the page displays available analysis templates. Each template contains several analysis modules,, the system will generate an analysis report with the corresponding structure based on the selected template.

The template library is displayed in card list format. Each template card contains:

- Template Name
- Template Description
- Number of analysis modules included
- Applicable subject, grade



3.2 Filter Templates by Subject

The system will automatically recommend analysis templates suitable for the subject selected by the user in the lesson information. Recommended templates will display the [Suitable for Your Class] tag to help users quickly find the best matching template.

Users can also manually browse other templates without subject restrictions. Click [Clear Filter] to browse all templates across all subjects in the community.

3.3 Template Preview, Selection

Click the eye icon button on the right side of the template card to view detailed information about the template, the list of analysis modules it contains.

Click the template card or the [Use This Template] button to select the template. The selected template card will display highlighted border, checkmark icon.

4. AI Auto Coding

4.1 AI Auto Coding Toggle

At the top of the analysis configuration area, the system provides an [AI Auto Coding] toggle. When enabled, the system will automatically perform structured coding of classroom content (such as questioning, answering, lecturing,, other discourse moves), enhancing the granularity of the analysis.

Tip: It is recommended to keep this enabled to obtain more detailed classroom discourse analysis results.



5. Start Analysis

5.1 Click to Start Analysis

After completing file upload, lesson information,, template selection, users can click [Start Analysis] button at the bottom of the page to initiate analysis. If the button is grayed out, disabled, check whether the required fields have been completed.

Click the [Start Analysis] button,, the system will initiate the analysis processing flow.



4.3 Analysis Progress Display

After clicking start analysis, the status of the 4 step progress bars at the top will change to indicate the current processing stage.

(1) Data Preprocessing

The system is preprocessing the uploaded class session recording, including speech-to-text conversion, audio extraction from video, auto coding,, other preparation work.

Displays progress text with percentage: "Data Preprocessing...22%"

(2) AI Intelligent Analysis

The system is applying AI algorithms to perform in-depth analysis of classroom data, extracting key teaching indicators, interaction features.

Displays progress text with percentage: "AI Intelligent Analysis...22%"

(3) Report Generation

The system is generating a visual report based on the analysis results, integrating data, charts from various analysis modules.

Displays progress text with percentage: "Generating Report...22%"

(4) Completion, Redirect

After report generation is complete, the system will automatically navigate to the analysis report page.



Generated Report

The generated report page is the core output module of the system, presenting multi-dimensional AI analysis results of the class session recording in visual form. Users can view comprehensive evaluations, browse details of each analysis module, interact with the AI assistant through Q&A, share or export the report.

1. Basic Report Overview

1.1 Report Page Structure

A complete classroom analysis report contains the following main areas:



(1) Top Navigation Bar

Displays the report title, lesson name, completion status badge,, operation buttons such as [Download], [Export],, [Share].

(2) Basic Lesson Information

Displays basic information such as teacher, grade, subject, lesson duration,, report generation time.

(3) Media Display Area

Displays the classroom video player, audio player, or classroom photos/screenshot thumbnails. Users can click thumbnails to view full-size images.

(4)Comprehensive Evaluation Area

Displays overall evaluation information in card format including core keywords, classroom highlights,, improvement suggestions.

(5)Analysis Module Details Area

Displays analysis modules grouped by the selected template structure. Each module contains visual charts, analysis conclusions, improvement suggestions,, [View Details], [Ask AI] operation buttons.

(6)AI Assistant Entry

The AI assistant button floats in the bottom right corner of the page. Click to open the AI Q&A dialog. Clicking [Ask AI] also activates the AI assistant.

Tip: This feature is still under development. Please stay tuned.

2. Share Report

Users can share reports with other teachers or teaching researchers through the following methods:

2.1 Get Share Link

Click the [Share] button in the top right corner of the page. The system will display a share window. In the share window, click [Copy Link] button. The link will be copied to the clipboard. Send the link to others,, they can view the report by opening the link.

Illustration

2.2 Get and Download QR Code

The share window also displays the report's dedicated QR code. Users can:

1. Share the QR code with others. They can scan it to view the report on their mobile devices
2. Click [Download QR Code] button to download a high-resolution QR code image, share it with other users



3. Export and Download

3.1 Export Report in docx Format

Click the [Export] button in the top right corner of the page. The system will export the current report as a Word document (.docx format). The exported document contains all text content, data charts,, analysis conclusions from the report. Users can edit, print it locally.

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太阳 课堂分析报告 ✓

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教材版本	学生人数	报告生成	
-	-	2025-12-24 17:23:29	

课堂视频与照片 收起 ^

3.2 Download Report

Click the [Download] button in the top right corner of the page. The system will display a download options window. Users can select the file types they want to download:

File Type	Description
Classroom Video Files	Originally uploaded classroom video
Classroom Audio Files	Originally uploaded or extracted classroom audio
Classroom image files	Uploaded classroom photos
Classroom transcript files	Class session recording text generated by speech recognition
Instructional design files	

	Originally uploaded instructional design documents
Classroom slides files	Originally uploaded classroom slides
Student assignment files	Originally uploaded student assignments
Supplementary material files	Originally uploaded other supplementary materials

After selecting the desired files, click [Confirm Download] button. The system will package, download the selected files.

History Classroom

The History Classroom page is used to manage all classroom analysis records created by users. It supports search, filter, sort,, quick access to analysis reports. Users can centrally manage their teaching analysis history on this page.

1. Classroom List Area

1.1 History Classroom List

The main body of the page displays all classroom analysis records in list format.

Each record displays the following information:

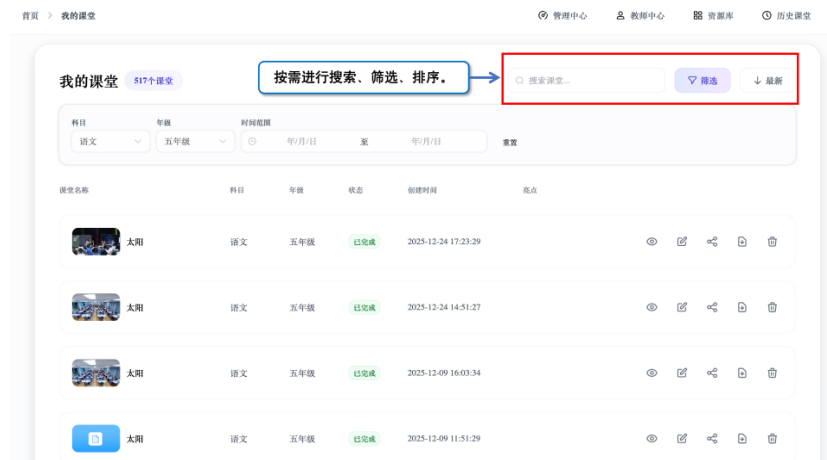
Column Name	Content Description
Classroom Name	Thumbnail + Lesson Name
Subject	Subject of the Lesson
Grade	Teaching Grade
Status	Analysis status badge (Completed/Analyzing/Pending Analysis)
Creation Time	Date, time of classroom creation
Highlights	AI-identified classroom highlights summary (displays gold tag when highlights exist)
Operation	Operation buttons for preview, edit, share, download, delete, etc.

StatusBadgeDescription:

Status	Color	Description
Completed	Green	Analysis report has been generated. Full report can be viewed
Analyzing	Blue (with loading animation)	AI analysis in progress. Please wait
Pending Analysis	Orange	Uploaded but analysis not started

1.2 Search, Filter, Sort

The page provides multiple search, sorting methods to help users quickly locate target classrooms.



(1)Search

Enter keywords in the search box to search by classroom name or subject in real time. The system supports fuzzy matching, updates the result list instantly as you type.

(2)Filter

Click [Filter] button to expand the filter panel. Filter by the following dimensions: Subject, Grade, Time Range.

Click [Reset] button to clear all filter conditions, restore display of all records.

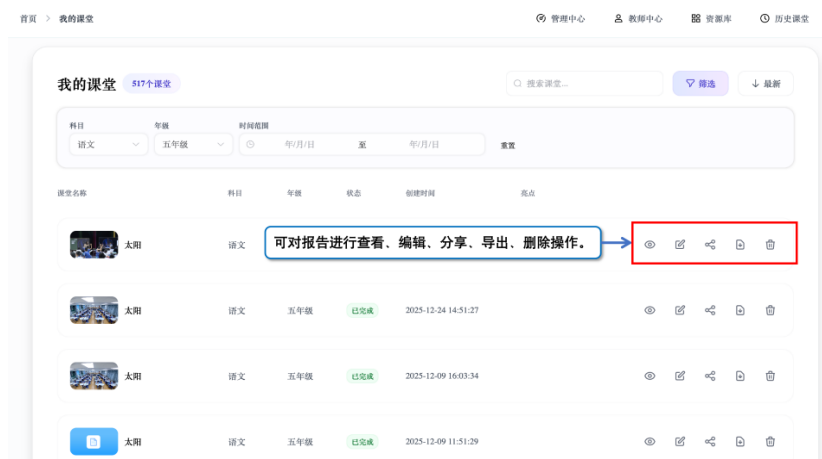
(3)Sort

Users can click [Newest/Oldest] button to switch the sorting method of the course list, sorting by creation time:

- **Newest:** Newest created classrooms appear first (default)
- **Oldest:** Earliest created classrooms appear first

Click the sort button to 'Newest', 'Oldest', The arrow icon in the button will rotate accordingly.

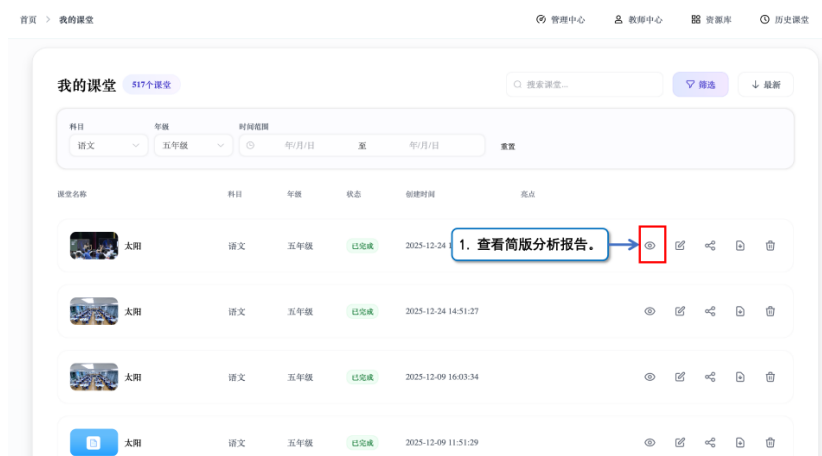
2. Classroom Record Operations



2.1 View Classroom Brief

Click [Preview] button (eye icon) in the operation column on the right side of the classroom record. The system will display a quick preview window showing the analysis summary of that classroom.

Tip: Only "Completed" Status classrooms can perform Preview Operation.



2.2 View Full Report

Click [View Full Report] button in the quick preview window, or directly click the classroom name in the classroom list. The system will navigate to the full analysis report page for that classroom.



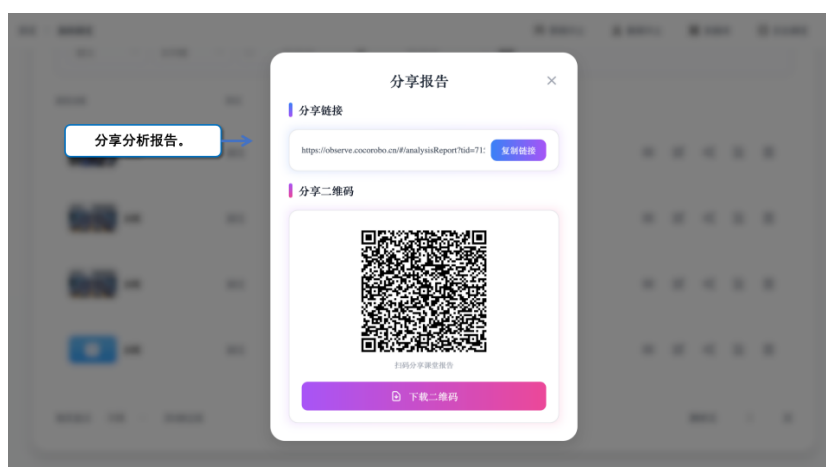
2.3 Re-analyze

Click the 'Edit' button to re-analyze, edit the report.

Tip: This feature is currently under development. Please stay tuned.

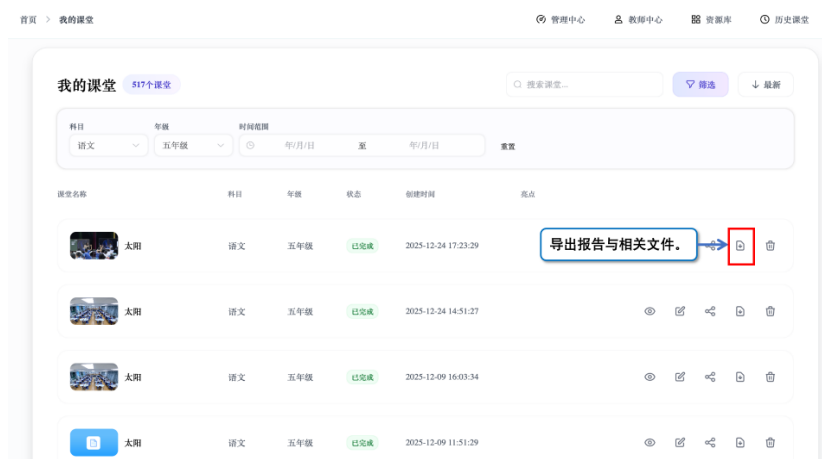
2.4 Share Report

Click the [Share] button (share icon) in the operation column to generate a share link for that classroom report. The operation is the same as the share function on the report page.



2.5 Export Report

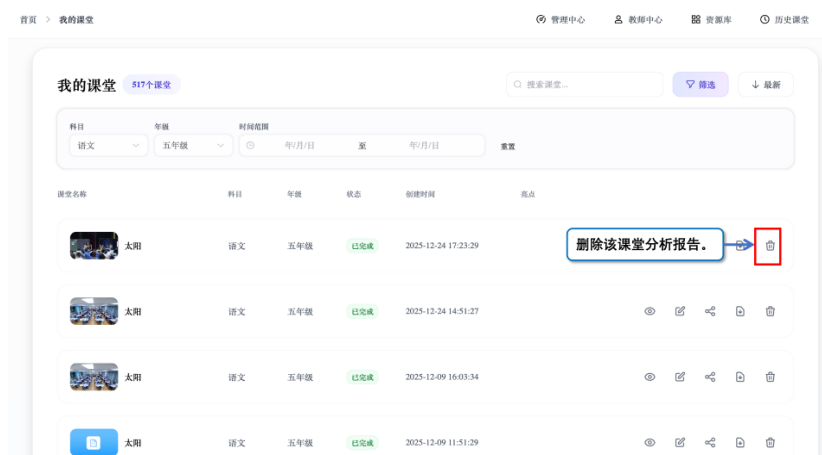
Click the [Download] button (download icon) in the operation column to download the analysis report, related files for that classroom. The operation is the same as the download function on the report page.



2.6 Delete Analysis Record

Click [Delete] button (delete icon) in the operation column. The system will display a confirmation prompt. After confirmation, the classroom record, its analysis report will be permanently deleted.

Tip: Deletion cannot be undone. Please operate with caution. It is recommended to export important report data before deletion.

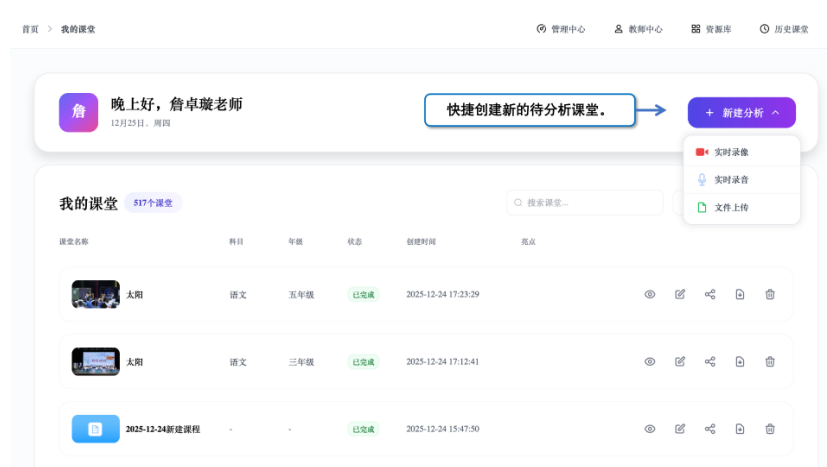


3. New Analysis

3.1 Click to Create Analysis

Click [New Analysis] button in the top right corner of the page. The system will display a dropdown menu with three analysis methods: Live Video Recording, Live Audio Recording, File Upload.

Currently only the [File Upload] function is available. Click to navigate to the upload files page. The [Live Video Recording], [Live Audio Recording] functions are under development.



Card Components

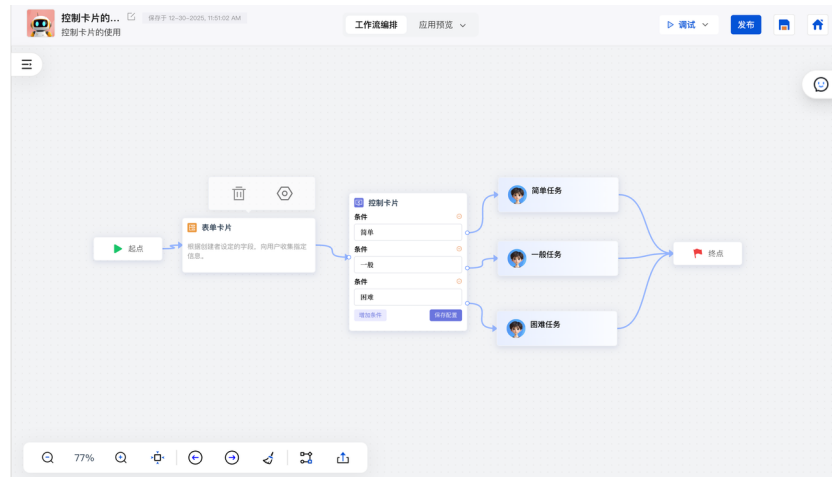
Control Card

[Control Card] is used to implement navigation to different branches. After users connect the [Control Card], the system will automatically navigate to the corresponding branch based on the conditions met to execute the task.

The preceding node of the [Control Card] needs to be connected to an input source, such as [Form Card] or [Answer Card], as the basis for judgment.

The preceding node of the [Control Card] is recommended to connect to the following cards: [Form Card], [Answer Card].

Usage Example:

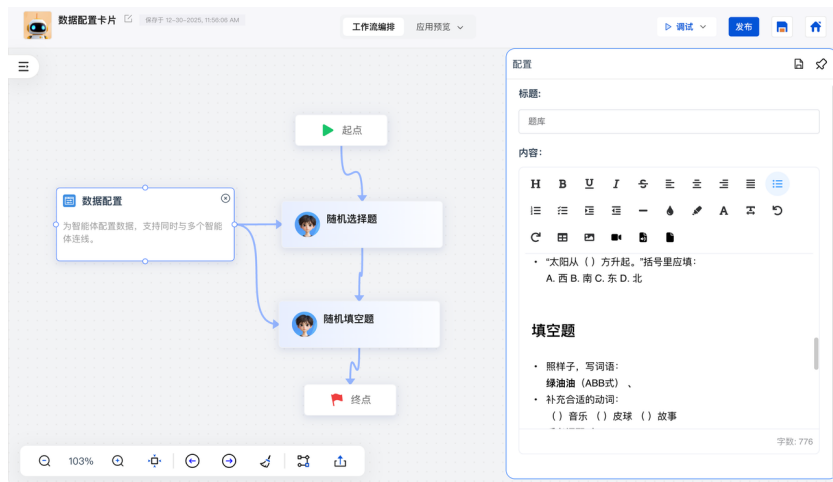


In this case, first use the 'Form Card' to collect the task difficulty the user wants to challenge. After the user selects the difficulty, the corresponding agent will automatically execute, provide task content of the corresponding difficulty.

Tip: The subsequent node of the [Control Card] does not support directly connecting to another [Control Card]. If you need to connect a second [Control Card], users need to connect an input source at its -1 node for the system to determine the next task to execute.

Data Configuration

[Data Configuration] card is used to provide supplementary configuration data for the agent. It supports configuring text, images, videos,, other content. The configured content is associated with the connected agent by default.



Tip: The [Data Configuration] card must be connected to an agent, can only be connected on the left side of the agent. It does not support connection in the main flow.