GOVERNMENT COLLEGE(A) RAJAHMUNDRY

DEPARTMENT OF COMMERCE &MANAGEMENT STUDIES

I BBA (Honours) · Academic Year 2025–26

COURSE

# Applications of Artificial Intelligence

## 🧠 THINK – PAIR – SHARE

*Collaborative Learning Activity*

| | |
|---|---|
| 📅 Date of Activity | 27 / 02 / 2026 |
| 👩‍🏫 Faculty In-Charge | Dr. B. Prathima |
| 💻 Platform Used | Padlet (Collaborative Digital Wall) |

### About This Activity

Think-Pair-Share is an interactive pedagogical strategy that encourages individual reflection, collaborative discussion, and collective knowledge sharing. Students first ***think*** independently, then ***pair*** with a peer to discuss, and finally ***share*** insights with the entire class through Padlet.

⚡ AI · Machine Learning · Deep Learning · NLP · Computer Vision ⚡

*Learning Today · Leading Tomorrow*

**ACTIVITY REPORT**

**Title:** Think–Pair–Share Activity on *Types of Processor* (CPU, GPU, TPU, NPU)
**Faculty In-Charge:** Dr. B. Prathima
**Platform Used:** Padlet (Collaborative Digital Wall)
**Methodology:** Think–Pair–Share (TPS)
**Mode:** ICT-Enabled Collaborative Learning

## 1. Introduction

A student-centric Think–Pair–Share (TPS) activity was conducted using Padlet to enhance conceptual understanding of different types of processors—CPU, GPU, TPU, and NPU. The activity aimed to promote analytical comparison, collaborative learning, and real-time knowledge sharing through structured individual reflection, peer discussion, and whole-class interaction.

## 2. About the Digital Tool Used: Padlet

Padlet is an interactive web-based collaborative platform that enables real-time student participation and knowledge sharing. It allows users to post ideas, images, links, and comments on a shared digital board organized into formats such as columns, grids, or timelines, making it ideal for structured pedagogical strategies like Think–Pair–Share.

With multi-user access, moderation controls, and export options (PDF/Excel), Padlet supports active learning, peer interaction, ICT integration, and systematic documentation of student engagement. The platform also provides visible digital evidence of participation, making it suitable for academic reporting and quality assurance purposes. **3. Objectives**

- To understand the concept and functions of a processor.
- To differentiate between CPU, GPU, TPU, and NPU.
- To analyse the role of processors in AI applications.
- To encourage collaborative and technology-enabled learning.
- To develop critical thinking and comparative skills among students.

## 3. Description of the Activity

The activity was conducted in three structured stages using Padlet columns:

**Stage 1: THINK (Individual Posting)**

Students individually responded to prompts such as:

1. What is a processor?
2. Why do AI applications need a powerful processor?
3. Which processor is used in a smartphone?

Students posted definitions and explanations. For example:

- A processor was described as the “brain of the computer” that executes instructions and performs calculations.
- Students identified NPUs in smartphones for tasks like face recognition and camera AI.

This stage ensured independent reflection and foundational understanding.

**Stage 2: PAIR (Collaborative Editing)** Students worked in pairs to:

- Compare CPU and GPU.
- Mention applications of CPU, GPU, TPU, and NPU. Key comparative insights included:
- CPU: General-purpose processing with fewer, powerful cores.
- GPU: Designed for parallel processing with many smaller cores.
- TPU: Specialized for AI model training and tensor operations.
- NPU: Used in smartphones and edge devices for AI-based tasks. This stage strengthened analytical and collaborative skills.

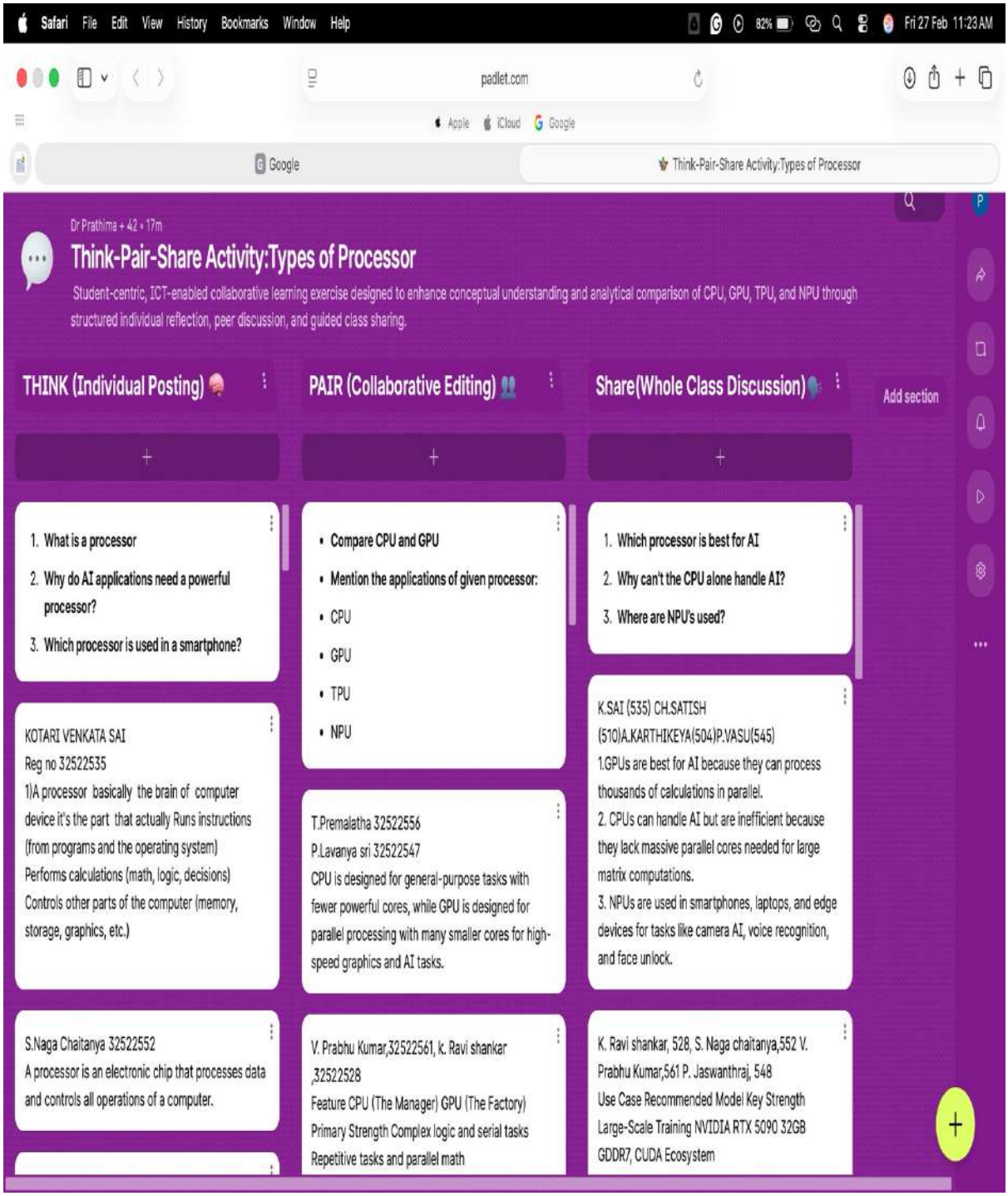
## DIGITAL EVIDENCE OF ACTIVITY

**Figure 1: Students Viewing the Padlet Interface and Listening to Instructions for the Think–Pair–Share Activity**

**Figure 2: Padlet Interface Projected in Classroom Showing Structured Questions Before Student Engagement**

**Figure 3: Students Discussing Share-Stage Questions During Whole-Class Interaction**

**Figure 4 shows real-time student participation in THINK, PAIR, and SHARE stages on Padlet.**



**Stage 3: SHARE (Whole Class Discussion)**
Groups shared consolidated responses addressing:

1. Which processor is best for AI?
2. Why can't CPU alone handle AI efficiently?
3. Where are NPUs used?

Major conclusions:

- GPUs are best suited for large-scale AI tasks due to parallel computation capability.
- CPUs can handle AI but lack massive parallel cores for large matrix operations.
- NPUs are widely used in smartphones, laptops, and edge devices for camera AI, voice recognition, and face unlock.

This stage encouraged peer learning and conceptual clarification.

## 4. Student Participation

- Active participation was observed across all three stages.
- Students posted individual responses with name and register number.
- Collaborative group responses demonstrated conceptual comparison and real-world application understanding.
- Real-time interaction and digital engagement were visible on the Padlet wall.

## 5. Learning Outcomes Achieved

By the end of the activity, students were able to:

- Define and explain the role of a processor.
- Differentiate between CPU, GPU, TPU, and NPU.
- Explain why GPUs are preferred for AI training.
- Identify real-world applications of NPUs in smart devices.
- Engage effectively in technology-enabled collaborative learning.

## 6. Pedagogical Significance

- Promoted active learning and student-centered pedagogy.
- Integrated ICT tools effectively into classroom teaching.
- Enhanced higher-order thinking through comparison and evaluation.
- Encouraged peer discussion and structured academic interaction.
- Provided digital evidence of student engagement.

## 7. Outcome and Reflection

The Think–Pair–Share activity using Padlet successfully facilitated interactive and analytical learning. Students demonstrated improved conceptual clarity regarding processor types and AI applications. The structured digital collaboration created an engaging learning environment and supported outcome-based education practices.

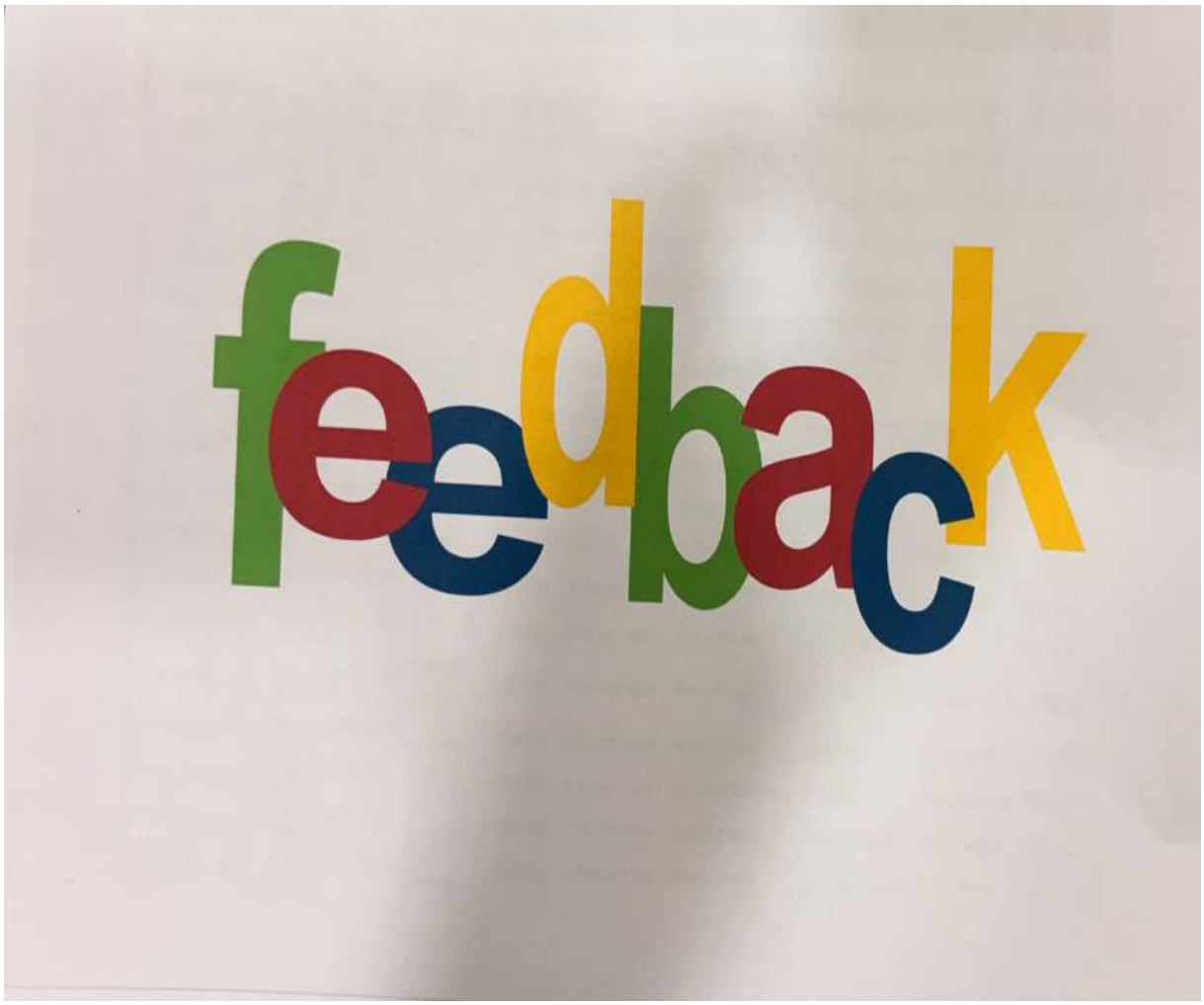
The activity effectively combined technology integration with collaborative pedagogy, making abstract technical concepts more accessible and interactive. It stands as a strong example of ICT-enabled, student-centered learning aligned with modern educational practices.

# ATTENDANCE REGISTER

## ATTENDANCE SHEET
### Think–Pair–Share Activity Using Padlet

**Topic:** Types of Processors in Artificial Intelligence
**Course:** Artificial Intelligence – Infrastructure Module
**Faculty Coordinator:** Dr. B. Prathima
**Date:** 27/02/26
**Venue:** Room No. 510
**Total Students:**

| Sl. No | Register No | Name of the Student | Signature |
|---|---|---|---|
| 1. | 32522501 | A. Sai Lakshmi | A. Sai Lakshmi |
| 2. | 32522535 | K. Sai | K. Sai |
| 3 | 32522543 | N. Devi | N. Devi |
| 4. | 32522556 | T. Lakshmi premlatha | T. L. Premalatha |
| 5 | 32522634 | K. Lakshmi chaitanya | K. L. Chaitanya |
| 6 | 32522564 | Y. Akshaya | Y. Akshaya |
| 7 | 32522547 | P. Lavanya Sai | P. Lavanya Sai |
| 8. | | | |
| 9 | 32522552 | S. Naga chaitanya | S. Naga chaitanya |
| 10 | 32522561 | V. Prabhu Kumar | V. Prabhu Kumar |
| 11 | 32522548 | P. Jaswanthraj | P. Jaswanthraj |
| 12. | 32522528 | K. Ravi Shankar Dola | K. Ravi Shankar |
| 13. | 32522537 | L. Narasimha Nayak | L. Narasimha Nayak |
| 14. | 32522506 | B. chiruthra | B. chiruthra. |
| 15 | 32522504 | A. Hanhan Karthikeya | A. Hanhan Karthikeya |
| 16 | 32522531 | K. veera babu | K. veera babu |
| 17 | 32522516 | D. Hema Durga Prasad | D. Hema Durga Prasad |
| 18 | 32522514 | D. Satyaranjan | D. Satyaranjan |
| 19 | 32522545 | P. Vasu | P. vasu |
| 20 | 32522510 | ch. Satish kumar | ch. Satish kumar |
| 21. | 32522559 | V. Durga Prasad | V. Durga Prasad |
| 22. | 32522544 | P. Yaswanth. | P. yaswanth. |
| 23 | 32522522 | J. Dinesh kumar | J. Dinesh kumar. |
| 24. | 32522519 | G. Praneeth Vivek | G. Praneeth vivek |
| 25 | 32522562 | V. Hema latha | V. Hema latha. |
| 26. | 32522513 | D. Prathyusha | D. Prathyusha |
| 27 | 32522553 | G. Geethika. | G. Geethika. |
| 28 | 32522563 | V. Suryakumari | V. Suryakumari. |
| 29. | 32522523 | J. Smaili | J. Smaili |
| 30 | 32522530 | K. Lavanya | K. Lavanya |
| 31 | 32522564 | V. Keerthana | V. Keerthana |
| | | | |
| | | | |


feedback

| Timestamp | Email Address | Name of the Student | Register Number | 1. The Padlet activity helped me understand the differences between CPU, GPU, TPU, and other AI processors. | 2. The Think-Pair-Share method improved my clarity before posting on Padlet. | 3. Posting responses on Padlet increased my participation compared to traditional classroom discussions. | 4. Peer comments and interactions on Padlet enhanced my learning experience. | 5. The overall use of Padlet supported collaborative and digital learning. |
|---|---|---|---|---|---|---|---|---|
| 2/28/2026 11:34:42 | pentapativasu02@gmail.com | P. Vasu | 32522545 | A) Strongly Agree | A) Very Effective | A) Yes, significantly | A) Very Helpful | A) Excellent |
| 2/28/2026 11:35:30 | royalravi793@gmail.com | K. Ravi Shankar | 32522528 | A) Strongly Agree | A) Very Effective | A) Yes, significantly | A) Very Helpful | A) Excellent |
| 2/28/2026 11:35:46 | sri32522547@gcrjy.ac.in | PLavanya sri | 32722347 | A) Strongly Agree | A) Very Effective | A) Yes, significantly | A) Very Helpful | A) Excellent |
| 2/28/2026 11:35:47 | hemalathaveeramasetti@gmail.com | Veeramsetti hemalatha | 32522562 | A) Strongly Agree | A) Very Effective | A) Yes, significantly | A) Very Helpful | A) Excellent |
| 2/28/2026 11:35:53 | dasraja7369@gmail.com | D satyaranjan | 52522514 | A) Strongly Agree | A) Very Effective | A) Yes, significantly | A) Very Helpful | B) Good |
| 2/28/2026 11:35:54 | vithanalasuryavathi@gmail.com | Suryakumari | 32522563 | A) Strongly Agree | A) Very Effective | A) Yes, significantly | A) Very Helpful | B) Good |
| 2/28/2026 11:36:11 | smailijami@gmail.com | J.Smaili | 32522523 | A) Strongly Agree | B) Somewhat Effective | A) Yes, significantly | B) Moderately Helf | C) Needs Imp |
| 2/28/2026 11:36:16 | lakavathnarasimhanayak@gmail.com | L. Narasimha Nayak | 32522537 | B) Agree | B) Somewhat Effective | A) Yes, significantly | A) Very Helpful | A) Excellent |
| 2/28/2026 11:36:19 | lavanya32522530@gcrjy.ac.in | K lavanya | 32522530 | A) Strongly Agree | A) Very Effective | A) Yes, significantly | A) Very Helpful | A) Excellent |
| 2/28/2026 11:36:25 | arepallidurgarao36@gmail.com | A. DURGA RAO | 32522505 | A) Strongly Agree | B) Somewhat Effective | B) Slightly | B) Moderately Helf | A) Excellent |
| 2/28/2026 11:36:32 | hemalathaveeramasetti@gmail.com | Veeramsetti hemalatha | 32522562 | A) Strongly Agree | A) Very Effective | A) Yes, significantly | A) Very Helpful | A) Excellent |
| 2/28/2026 11:36:35 | saikotari04@gmail.com | KOTARI Sai | 32522535 | B) Agree | B) Somewhat Effective | B) Slightly | A) Very Helpful | A) Excellent |
| 2/28/2026 11:36:35 | keerthana32522560@gcrjy.ac.in | V.keerthana | 32522560 | A) Strongly Agree | B) Somewhat Effective | B) Slightly | A) Very Helpful | A) Excellent |
| 2/28/2026 11:36:36 | vithanalasuryavathi@gmail.com | Suryakumari | 32522563 | A) Strongly Agree | A) Very Effective | A) Yes, significantly | A) Very Helpful | B) Good |
| 2/28/2026 11:37:36 | ambikachamundeswari@gmail.com | JALADANI DINESH KUMAR | 32522522 | A) Strongly Agree | A) Very Effective | B) Slightly | B) Moderately Helf | A) Excellent |
| 2/28/2026 11:37:39 | kayalaveeru23@gmail.com | Kayala Veerababu | 32522531 | A) Strongly Agree | A) Very Effective | B) Slightly | A) Very Helpful | A) Excellent |
| 2/28/2026 11:37:55 | arepallidurgarao36@gmail.com | A DURGA RAO | 32522505 | A) Strongly Agree | B) Somewhat Effective | B) Slightly | B) Moderately Helf | B) Good |
| 2/28/2026 11:38:02 | pulidindjaswanthraj@gmail.com | P. jaswanthraj | 32522548 | A) Strongly Agree | A) Very Effective | A) Yes, significantly | A) Very Helpful | A) Excellent |
| 2/28/2026 11:38:26 | akshayayadla01@gmail.com | Yadla Akshaya | 32522564 | A) Strongly Agree | A) Very Effective | A) Yes, significantly | A) Very Helpful | A) Excellent |

| Timestamp | Email Address | Name of the Student | Register Number | 1. The Padlet activity helped me understand the differences between CPU, GPU, TPU, and other AI processors. | 2. The Think-Pair-Share method improved my clarity before posting on Padlet. | 3. Posting responses on Padlet increased my participation compared to traditional classroom discussions. | 4. Peer comments and interactions on Padlet enhanced my learning experience. | 5. The overall use of Padlet supported collaborative and digital learning. |
|---|---|---|---|---|---|---|---|---|
| 2/28/2026 11:38:45 | ambikachamundeswari@gmail.com | JALADANI DINESH KUMAR | 32522522 | A) Strongly Agree | A) Very Effective | B) Slightly | A) Very Helpful | A) Excellent |
| 2/28/2026 11:38:55 | sailaxmi0789@gmail.com | A. Sai Lakshmi | 32522501 | A) Strongly Agree | A) Very Effective | A) Yes, significantly | A) Very Helpful | A) Excellent |
| 2/28/2026 11:39:50 | kanta32522525@gcrjy.ac.in | Kalingi manikanta | 32522525 | C) Disagree | B) Somewhat Effective | B) Slightly | A) Very Helpful | A) Excellent |
| 2/28/2026 11:39:53 | satishnaidu2406@gmail.com | SATISH KUMAR | 32522510 | C) Disagree | B) Somewhat Effective | B) Slightly | A) Very Helpful | A) Excellent |
| 2/28/2026 11:40:18 | ambikachamundeswari@gmail.com | JALADANI DINESH KUMAR | 32522522 | A) Strongly Agree | A) Very Effective | B) Slightly | A) Very Helpful | A) Excellent |
| 2/28/2026 11:47:43 | nnadipudilavanya@gmail.com | N.Devi | 32522543 | A) Strongly Agree | B) Somewhat Effective | B) Slightly | A) Very Helpful | A) Excellent |
| 2/28/2026 11:54:49 | yaswanth32522544@gcrjy.ac.in | PALLETI YASWANTH | 32522544 | B) Agree | A) Very Effective | A) Yes, significantly | A) Very Helpful | A) Excellent |
| 2/28/2026 12:03:33 | babikumar64170@gmail.com | R.S.S satyendra kumar | 32522550 | A) Strongly Agree | A) Very Effective | A) Yes, significantly | B) Moderately Helf | A) Excellent |
| 2/28/2026 12:10:06 | suryaprekash30@gmail.com | E Satya Surya prakash | 32522517 | A) Strongly Agree | A) Very Effective | A) Yes, significantly | B) Moderately Helf | B) Good |
| 2/28/2026 12:10:12 | 111608928@gmail.com | B.lovaraju | 32522508 | A) Strongly Agree | A) Very Effective | A) Yes, significantly | B) Moderately Helf | B) Good |
| 2/28/2026 12:14:13 | geethika32522553@gcrjy.ac.in | S.Geethika | 32522553 | A) Strongly Agree | A) Very Effective | A) Yes, significantly | A) Very Helpful | A) Excellent |
| 2/28/2026 13:15:23 | nagab4002@gmail.com | M. Naga Babu | 32522538 | A) Strongly Agree | A) Very Effective | A) Yes, significantly | A) Very Helpful | A) Excellent |
| 3/2/2026 15:51:11 | nnadipudilavanya@gmail.com | N.Devi | 32522543 | A) Strongly Agree | B) Somewhat Effective | A) Yes, significantly | B) Moderately Helf | B) Good |