

How a course is built and run on Thinkera

This guide explains the platform's method, not one particular course. Every course here — programming, English, management, any field — is built the same way and run from the same workspace, so what is on this page applies to whichever course you work on.

The official syllabus is the base; additions come on top of it where they are needed.

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1 • The method

The principle every screen in the workspace is built on.

A course on the platform starts from **the official syllabus**: its lessons, its order, its terms. That is the base and it does not change — the student is examined on it, and a term translated to taste costs them a mark. On top of that base, two things are added:

The base

The syllabus lessons

Each lesson becomes a full lesson: an explanation, files, assessments and practice. The order is the syllabus's order.

The addition

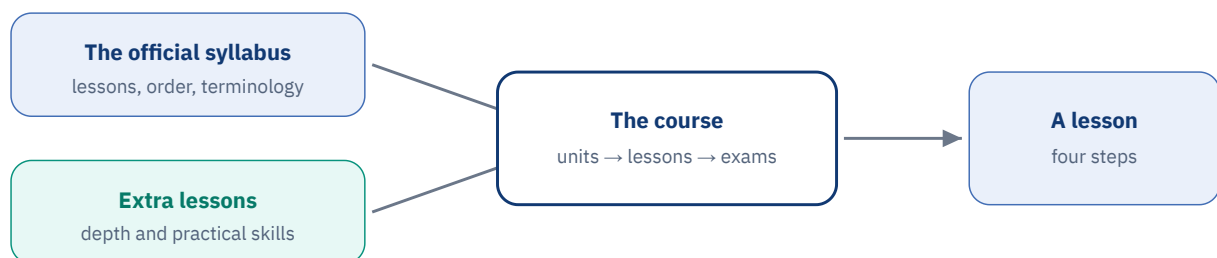
Extra lessons

For a part the syllabus passes over quickly, or a practical skill it assumes and never teaches. It goes in as its own lesson and is marked as such, so the student knows it is an addition and not examinable material.

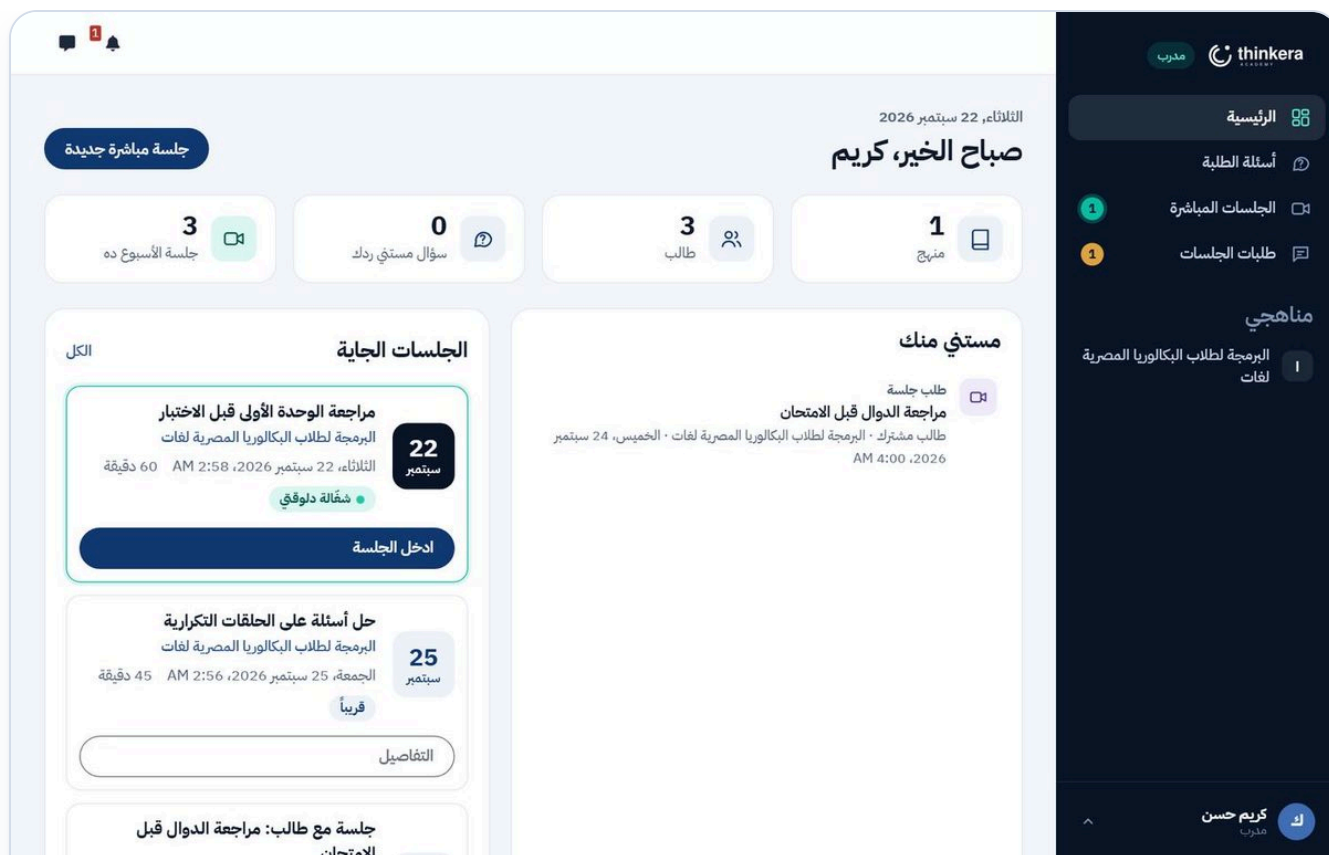
The rule

What is separate stays separate

Material from outside the syllabus is never merged into a syllabus lesson. Merging it makes examinable something nobody was ever examined on.



The same structure in every course, whatever its field.



The workspace opens on what is waiting for you: answers to mark, questions to reply to, and the sessions coming up.

2 • Building the course

From a syllabus to a course that runs.

1 Divide the syllabus into units

One subject per unit, with its lessons in the syllabus's order. Unit 1 stays open and free in full — that is the platform's way in every course, not a temporary offer.

2 Put in the syllabus lessons

One lesson for each, with the same name and the same order. Each takes the four steps in the next section.

3 Add the extra lessons

After reading the whole syllabus and knowing where the gaps are. An extra lesson goes into its place in the sequence and carries its own mark.

4 Set the order and the conditions

From the lesson order page: whether lessons open in sequence or all at once, and what opens each one. It has a student preview, so you see what they will see.

The default condition is now one stated thing: a lesson counts as finished when the student scores **75% or more on its “Practice: Advanced level”**, and the next lesson opens on that — not on opening every file or completing every activity. You can change it per lesson on the same page: choose other activities to count, raise or lower the percentage, or leave a lesson open with no condition at all.

A lesson opens in one of four ways: after the lesson before it (the default), after specific lessons you choose, **after a whole unit**, or always open. “After a whole unit” is kept as **the unit itself**, not as the lessons it held when you saved it: add a lesson to that unit later and the waiting lesson waits for it too, without your going back to the page. The units offered are those whose lessons all come before the lesson you are editing.

And “what counts as finishing this lesson” has three choices: every activity in the lesson, only the activities chosen below — all of them, or **any one of the activities chosen below**. The third is the one to use when the student may choose their road: watch the video **or** read the booklet.

5 Place the activities on the steps, and decide free or paid

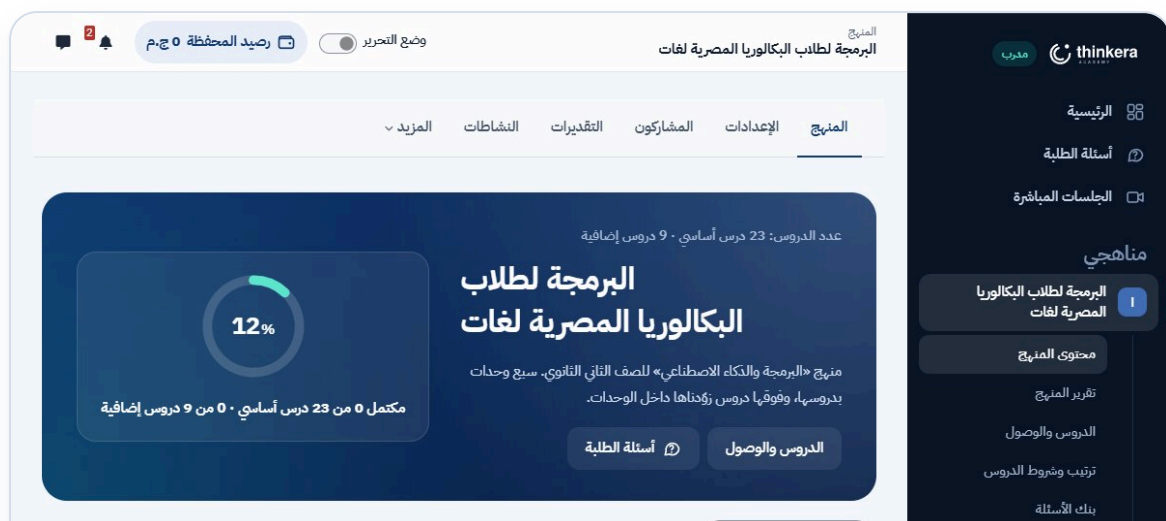
The “Lessons and access” page shows a lesson's activities in one table: for each one its **step** (The explanation · Lesson files · Assessments · Practice, or “automatic”, which puts it where it is expected), and its **access**, free or paid. Both are yours: open a whole lesson as a sample, or leave a single activity open; the student sees the change at once. What stays with the administrator is the course price, the enrolment methods and publishing it on the site.

And as you build: the page tells you where you are

The course's own home page shows you numbers a student does not see. At the top, the **lesson count split** into its two kinds — the syllabus lessons and the extra ones — rather than one figure that mixes them. In the ring, **how much of the content is built**: how much of the course exists, not how much of it you have opened. And under it, **how many are finished**, of each kind.

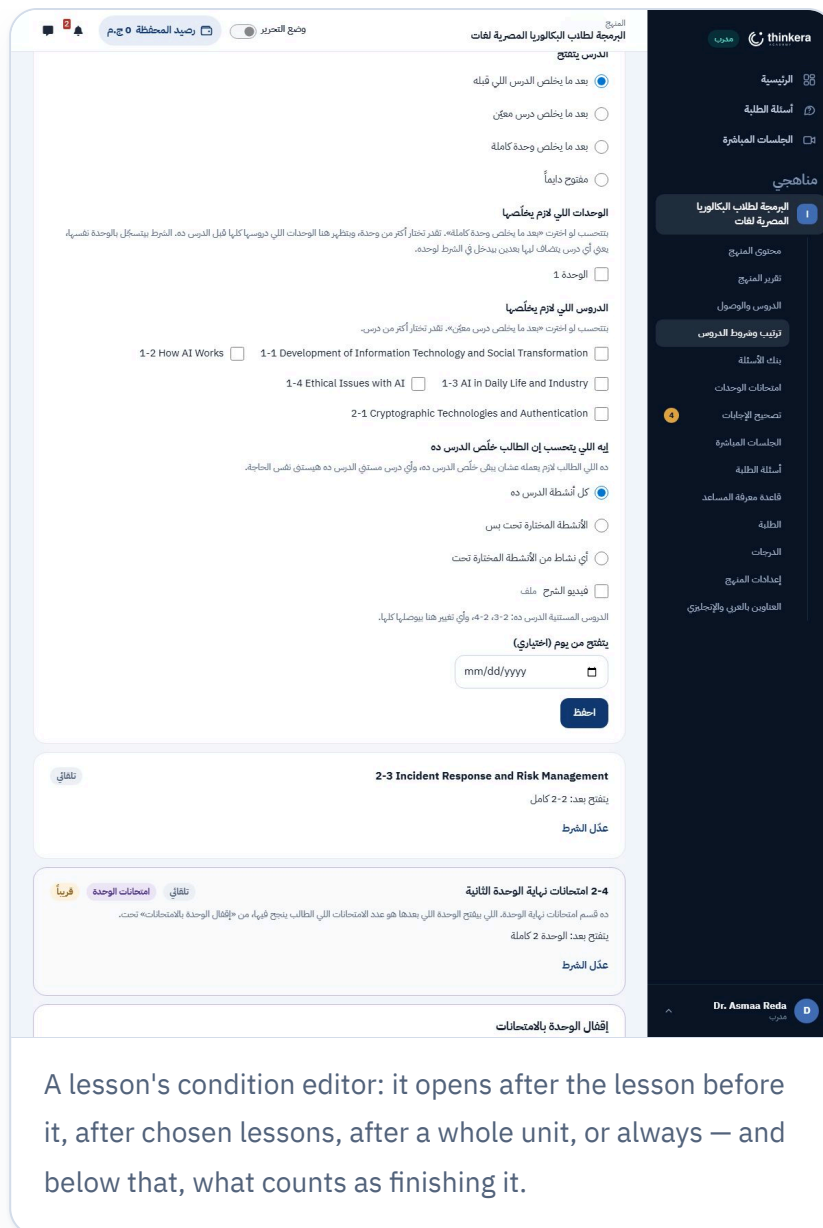
The measure is the shape of a finished lesson itself: an explanation (interactive and plain) + the lesson files + the assessments + practice (three levels and the interactive set), with every unit ending in a paper of exams. The lessons not written yet are already in the outline, shown as “coming soon” — and that is what gives the figure a denominator. So the percentage tells you **how much is left**, and the line under it tells you where.

It counts pieces; it does not judge them. A lesson with a booklet has its booklet. Read it as an estimate of the work still to do.



Through your eyes: the ring is how much of the content is built, not how far you have got through it, and under it how many lessons of each kind are finished.

Lesson order and the conditions that open them, with a preview through the student's eyes.



This page belongs to the trainer and to the administrator alike. The trainer reaches it from the course's own sidebar, the administrator from the course menu (“Lesson order and conditions”) — the same screen, the same powers. There is nowhere else the progression conditions are set.

3 • A lesson's four steps

The student sees the same four steps in every lesson; you decide what goes in each one.

The explanation
the lesson video

Lesson files
booklet, sheet, answers

Assessments
how to use them

Practice
quizzes and activities

The steps are the same in every course; what differs is what goes inside them.

Step

What goes in it

The explanation	The lesson video. You can put in two versions: an interactive one that stops and asks, and a plain one that runs straight through. The student opens on the interactive one, with a link under it to the plain one.
Lesson files	The booklet, the question sheet, its answers, and anything else. They are shown inside the page and can be downloaded.
Assessments	The video that shows the student how to use the sheet and its answers: answer first, mark second.
Practice	Quizzes , which are marked, with a link under them to interactive practice , activities with no mark. The student opens on the quizzes.

What drives the steps: every activity you put in a lesson sits in one of the four steps, and that is where the student finds it. A hidden activity is not shown to them at all.

4 • The question bank

All of a course's questions in one place, split by lesson and level.

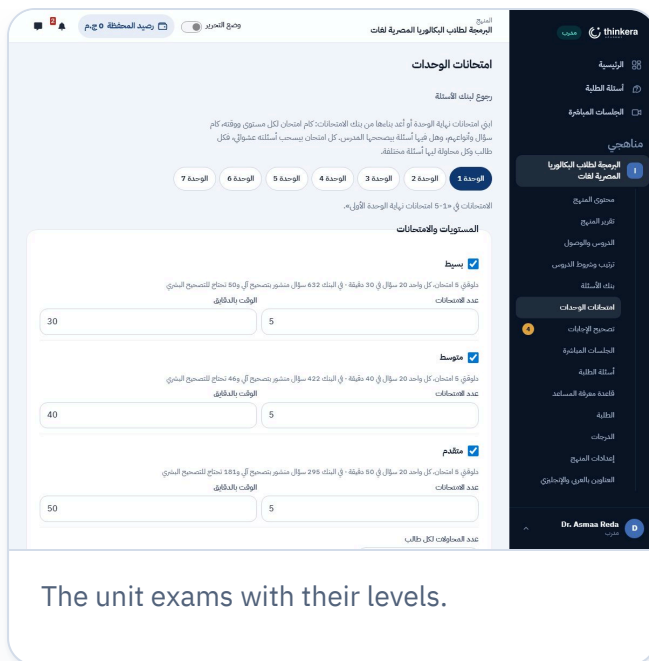
The bank is where every piece of practice and every exam comes from. Questions are split by lesson and by level, and each one records its type and the thinking it asks for — so practice does not come out as one long recall test.

The bank: each lesson with its levels and counts.

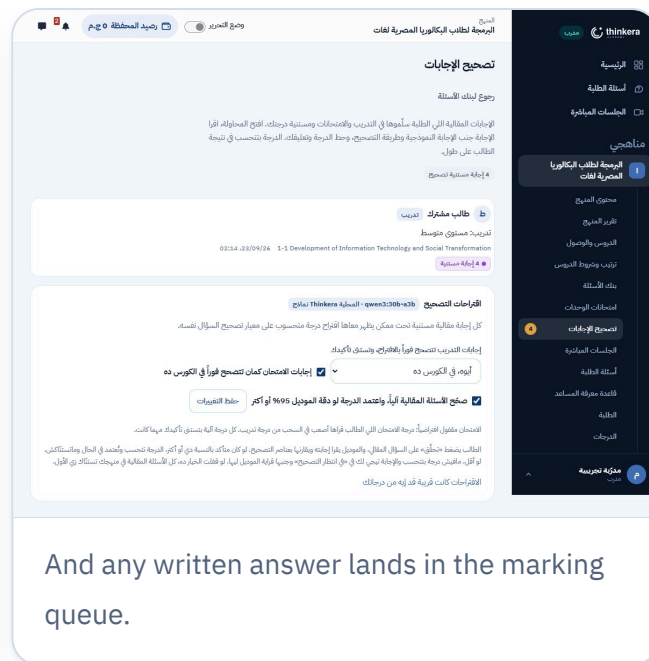
An essay question is written with a model answer and a mark scheme – and those are what the marking is done against later.

Import in bulk; questions arrive as drafts until you have reviewed them.

Review mode: one question at a time, through the student's eyes.



The unit exams with their levels.



And any written answer lands in the marking queue.

6 • Marking and review

Written answers are marked automatically — and what has changed is that a mark the model is sure of now stands on its own. That decision is yours to make.

1 The automatic mark

The answer is measured against the model answer and the mark scheme you wrote in the bank. Nothing is judged out of thin air: the scheme is the reference.

2 The student asks for it themselves

A written question now carries a **Check** button like every other one. The student presses it, their answer is handed in, and the model reads it in front of them in about fifteen seconds.

3 Above 95%: the mark stands at once

If the model is **95% confident or more** of its own marking, the mark is worked out and shown to the student there and then, without waiting for you. That is what lets them carry on practising and take another attempt instead of losing a day, and it spares you reading the answers that were never in doubt.

These marks do not appear in your review queue — they are settled. You can still open any attempt and change a mark whenever you want to.

4 Below 95%: it comes back to you

Below that, no mark is given at all. The answer reaches your **waiting to be marked** queue as before, with the model's reading of it beside it as a suggestion. The student is told that you will read it, and is shown no number.

5 And the switch is yours

In the AI card on the marking page there is a checkbox: **mark essay questions automatically, and let the mark stand when the model is 95% sure or more**. It is **on by default**. Turn it off and every written answer in your course waits for you, as before.

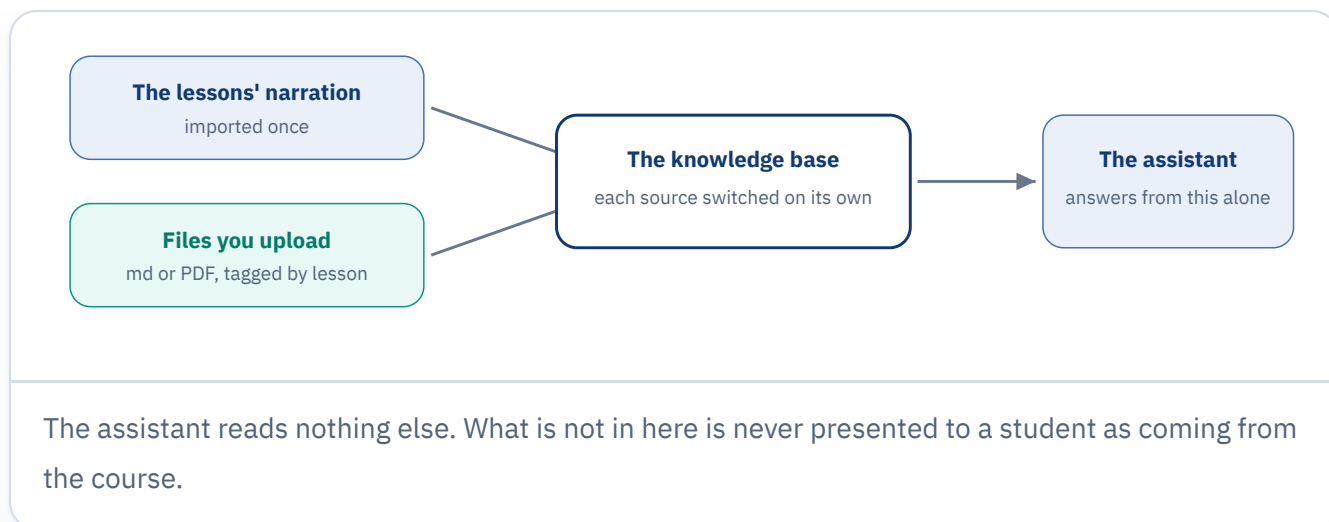
6 If you change a mark, they are told why

A changed mark reaches the student as a notification with the reason. That is what makes a student trust the number instead of arguing with it.

7 • The AI assistant

It answers students from your course's lessons, and you decide what it may read.

The assistant searches in three steps: the lesson the student is in, then the rest of the course, then it asks the student whether they want an answer from outside the course. The first two read from **the course's knowledge base** — which is yours to control.



The knowledge base page

In the workspace, under the course: «The assistant's knowledge base». It holds:

- **Uploads** in md or PDF, each tagged with the lesson it belongs to, so the assistant can return it in the right place.
- **A switch per source**, without deleting it. A source that is off is not read.
- **Deletion** of what no longer holds, and a view of what was imported and when.

The rule behind it: the assistant names the part of the lesson an answer came from, and when it finds nothing it says so rather than inventing. Going outside the course happens only when the student says yes, and that answer is labelled as being from outside. The student always knows whose words they are reading.

AI on the platform: two jobs, not a general «intelligence»

The platform does not run a model in order to be able to say it runs one. There are exactly **two jobs**, each with its own model chosen in the platform's settings:

For the student

The course assistant

It answers from the knowledge base above, in its three steps, and names its source. That takes off your hands the questions whose answer is already

For the instructor

A suggested mark

On the marking page, «suggest a mark» compares the student's answer with the model answer and the mark scheme and returns a proposed mark with its

written in the lesson — so what reaches «student questions» is what actually needs you.

reasoning. The work carries on server-side even if you close the page, and is waiting when you come back.

The decision

Confirming is yours

A suggestion is not a mark. The student sees nothing until you confirm, and you can change the number and write a reason — which reaches them.

And how do you know whether to trust a suggestion?

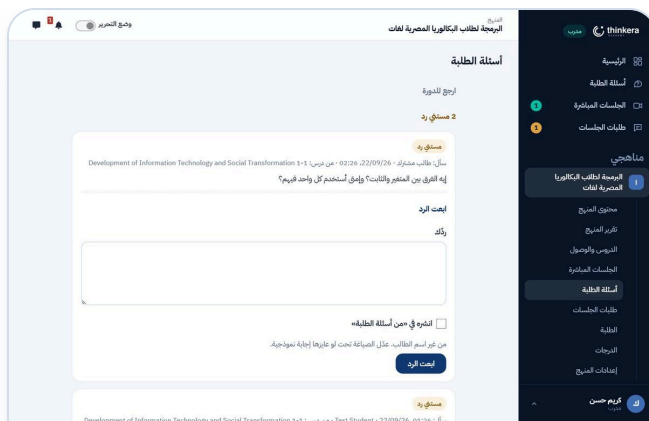
There is a page called «**how accurate the AI's suggestions are**»: it compares each model's suggestions with the marks instructors gave themselves, over the answers that have both. Answers the suggestion marked on its own are left out of the comparison — they would only agree with themselves. So «how far do I trust this» rests on a number rather than an impression.

What is recorded

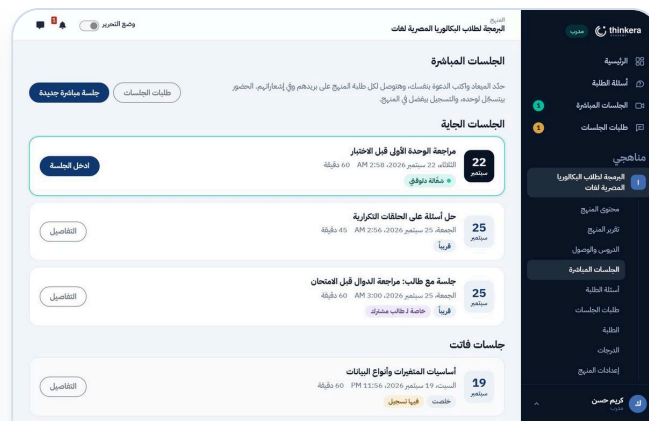
- **A usage log** with one line per request: the model, how big the request was, how long it took, and whether it worked.
- **What is never written there**: a single word a student wrote, or any key.
- **The model runs on the academy's own server**, so neither students' answers nor your course's content leaves for an outside service.

8 • Questions and sessions

What the assistant does not replace.



Student questions are answered here. One that would help the others can be published to the whole course with its answer.



Live sessions: you set the time and the length and decide who may see the recording. Requests for private sessions arrive on the same page.

9 • Following the class

Who is working, who has stopped, and where they stopped.

The course report: the numbers, how progress is spread, and daily activity.

The students table tells you exactly where each one stands, and when they were last here.

10 • Course settings

The last part, and usually done once.

- **Course settings:** what the student sees and what is locked, the leaderboard and the badges.
- **Translation:** the course's text in the other language, for students who switch in their preferences.
- **Prices and enrolment:** the price of the course and of a session, with Unit 1 staying open and free.