

ONE-WEEK FACULTY DEVELOPMENT PROGRAMME

ADVANCED PEDAGOGICAL TECHNIQUES

13 September – 19 September 2021

REPORT

EXECUTIVE SUMMARY

Pedagogy refers to the theory and practice of learning. It inculcates the knowledge and skills required for effective teaching. In the present times, the teacher bears the responsibility of being a provider of resources and one who can ignite young minds. Pedagogy has to be altered constantly to adapt with the contemporary requirements. Effective teaching strategies need to be devised and implemented that take care of multiple learning styles to benefit the student fraternity. The minds of the students have to be shaped to capacitate them to develop a problem-solving approach and to bring out innovations to address the societal issues. The teachers hence need to be well equipped with skills and knowledge required for guiding and monitoring their progress. Technology has also proved to be an immensely supportive tool in the hands of the teacher that can assist in enhanced teaching learning, increasing student participation and.

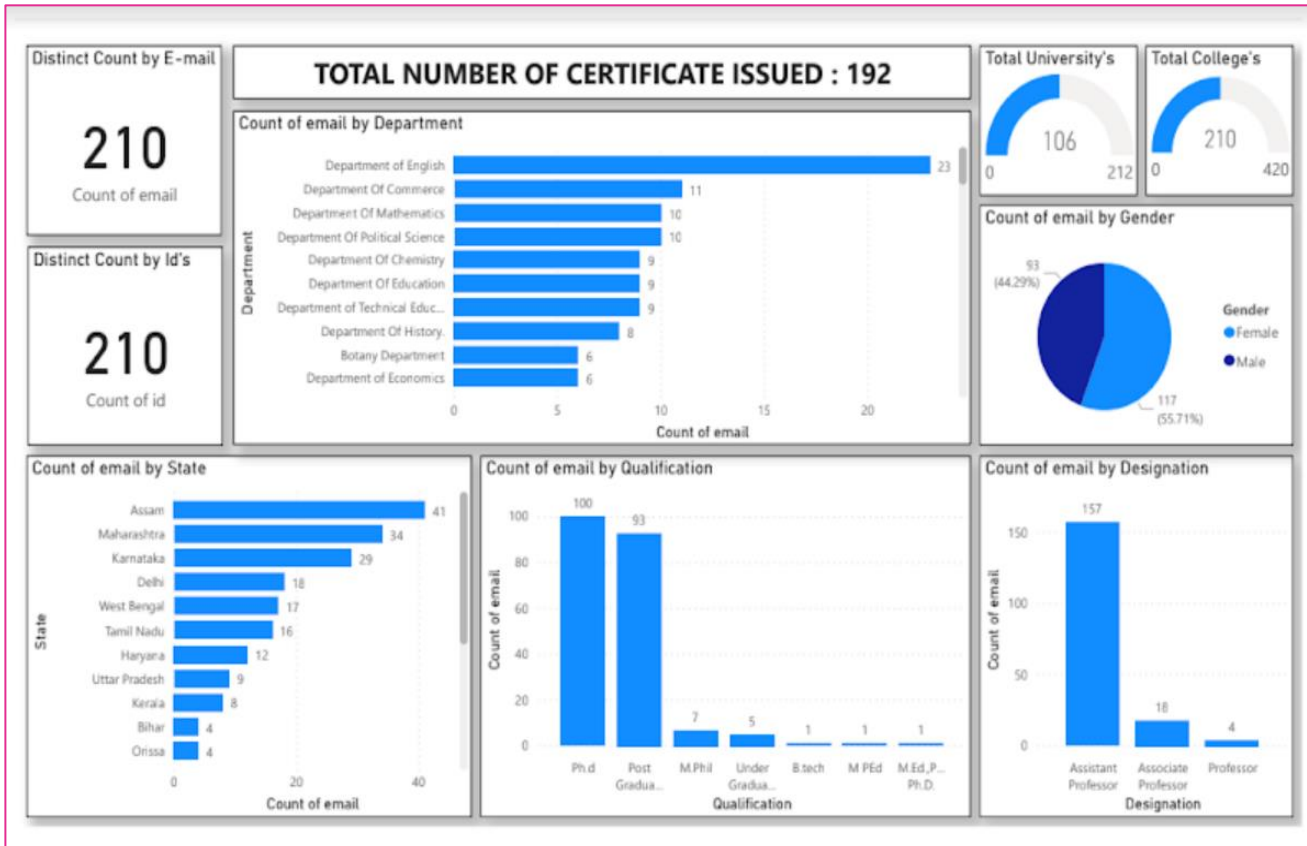
The Faculty Development Programme on “Advanced Pedagogical Techniques” was organised by the Teaching Learning Centre, Ramanujan College, University of Delhi in collaboration with Lakhimpur Girls’ College, Lakhimpur, Assam under the aegis of Ministry of Education sponsored Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching from 13 September – 19 September 2021. A total of 215 participants registered for the programme out of which 188 were issued certificate and 114 scored A+ grade and 57 scored Grade A. The participants were assessed on the basis of the quizzes (06) and assignment (03) given for the sessions conducted.

For this, the four-quadrant approach prescribed by the Ministry of Education was followed. The sessions were divided into four major parts: video modules, reference materials, assessment and quiz on each topic. Every session was followed by a feedback form where participants shared their opinion about the sessions.

Dr. Nikhil Kumar Rajput, Dr. Dipakshi Sharma, Dr. Harpreet Bhatia, Prof. Vikas Nath and Ms. Sheetal Singh from different colleges of University of Delhi delivered the lectures around the following themes:

- Teaching-learning models
- The Science Behind Art of Presenting
- Innovative Pedagogical Techniques and Blooms’ Taxonomy
- Outcome Based Education and Curriculum Design
- Creating Interactive Lessons

ANALYSIS OF THE PROGRAMME



SESSIONS

Teaching-Learning Models

Dr. Nikhil Kumar Rajput

In the first session conducted by Dr. Nikhil Rajput, different teaching learning models were discussed which the teachers can adopt in their classrooms to facilitate ease of teaching and learning. Three types of teaching learning models were discussed i.e, Traditional method, Blended Learning and MOOCs.

A session on Flipped Classroom and Peer to Peer Learning was also conducted by Dr. Nikhil Rajput. Dr. Rajput discussed some of the benefits of flipped classrooms which include, accessible contents anytime, self-paced learning, students come prepared in the class, equal learning opportunities and lessens the need of private tutoring.

The Science Behind the Art of Presenting

Dr. Dipakshi Sharma

On the same day, the next session was conducted by Dr. Deepakshi Sharma on The Science behind the Art of Presenting. A good presentation technique is an essential instrument for every successful researcher. Presentations, in addition to publications, form an important tool in order to propagate insights and research results. On top of that, presentations are important in the quest to find partners and funds for further research. This does not solely confine itself to the academic world but also outside of it.

Innovative Pedagogical Techniques

Dr. Harpreet Bhatia, Keshav Mahavidyalaya, University of Delhi

The session discussed the different methods involved in developing pedagogies for the world where knowledge is equivalent to understanding, building up, destabilising and reconstructing new dimensions. Dr. Bhatia argued that it is the need of hour for all the teaching faculties to be aware and be equipped with the new and innovative pedagogies. For this, she divided her lecture into four different but equally significant segments. Throughout her lecture, she talked about the emerging concept of Blended Learning, HOTS, the different Skills and Competencies which needs to be developed by the teachers and the Assessment Methods. Overall, the objective of the session was to introduce the participants with a larger pool of teaching methods.

Blooms' Taxonomy

Dr. Harpreet Bhatia, Keshav Mahavidyalaya, University of Delhi

Bloom's Taxonomy is a classification of the different objectives and skills that educators set for their students (learning objectives). The taxonomy was proposed in 1956 by Benjamin Bloom, an educational psychologist at the University of Chicago. The terminology has been recently updated to include the following six levels of learning. These 6 levels can be used to structure the learning objectives, lessons, and assessments of your course:

1. Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
2. Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
3. Applying: Carrying out or using a procedure for executing, or implementing.
4. Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
5. Evaluating: Making judgments based on criteria and standards through checking and critiquing.
6. Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing

Outcome Based Education and Curriculum Design

Prof. Vikas Nath, Bharati Vidyapeeth Institute of Management & Research

Curriculum design is a term used to describe the purposeful, deliberate, and systematic organization of curriculum (instructional blocks) within a class or course. In other words, it is a way for teachers to plan instruction. When teachers design curriculum, they identify what will be done who will do it, and what schedule to follow. In this framework, Prof. Vikas Nath discussed the important facets of outcome based education and the parameters needed to design the curriculum in this context.

Assessment Tools

Ms. Sheetal Singh, Ramanujan College, University of Delhi

The session focused on understanding various assessment tools and learning about different assessment methods that are available to educators. Ms. Sheetal Singh discussed two modes of assessment, Quizziz and Kahoot that can be used by educators to make the process of assessment more interactive and fun for students.

The seven videos on Quizziz demonstrated how to efficiently use Quizziz in a step-by-step manner. They explained how to add codes to Quizziz, how to create a new quiz and edit as well as share it across platforms, how to add questions as well as images and multiple-choice answers. There was also a discussion on game modes such as team, classic and test, how to play a game on different levels (playing live, assigning games as well as using the practice option) and how to share the link of the game to various apps like Google classroom, Twitter, Microsoft Teams etc.

The next part of the session focused upon learning about Kahoot, a fun and interactive method to learn through games. The videos illustrated how to set up an account and explained alternate ways to create one's own Kahoot. The tutorials explained how to set the time limit, add music and various clues to the game, how to test the quiz and share with others. The resource person shared examples of a number of games with questions and time limits and the aspect of creating a challenge. The session concluded with an informative quiz and application-based assignment.

Creating Interactive Lessons

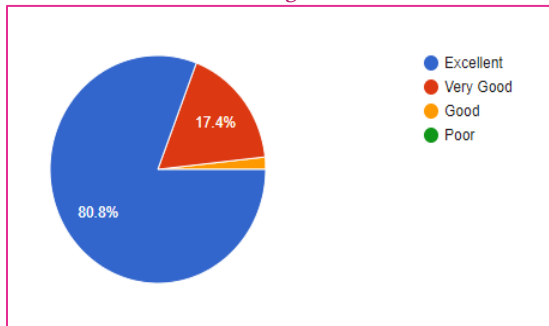
Ms. Sheetal Singh, Ramanujan College, University of Delhi

InsertLearning saves teachers and students time while keeping students engaged. Teachers can insert questions, discussions, and insight directly into any website. When students go to that website, they can respond to those questions and discussions, see that insight, and take their own notes. InsertLearning will let you turn any webpage into an interactive lesson. Formerly known as Docent EDU and developed by two high school teachers who wanted to create a richer learning experience for their students, this webtool has made some amazing progress. InsertLearning has this fantastic toolbar that will allow you to highlight text, add sticky notes, insert questions, videos, or even a discussion all inside the webpage.

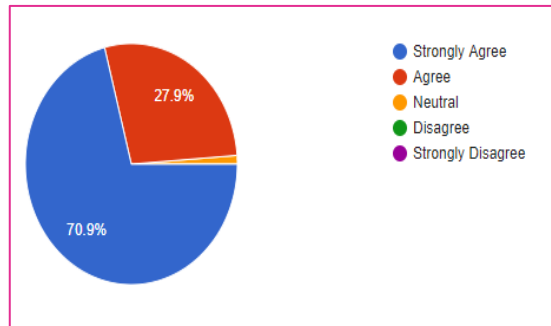
PARTICIPANT FEEDBACK

Feedback forms integral component of the programmes organized by the Centre. Participants are encouraged to share their feedback after every session to know about the limitations of the FDP. An overall feedback form about the organization of the programme is also shared with them towards the end of the FDP. The feedback is designed to know about the working and efficiency of our in-house developed Learning Management System (LMS); quality of sessions and resource persons. Participants also shared how much the FDP helped in the overall knowledge addition and if they are willing to recommend the programmes to their colleagues. The last two questions become an important criteria to understand the learning outcomes from the FDP.

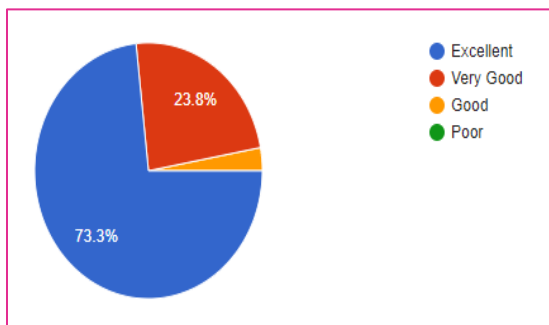
Functioning of LMS



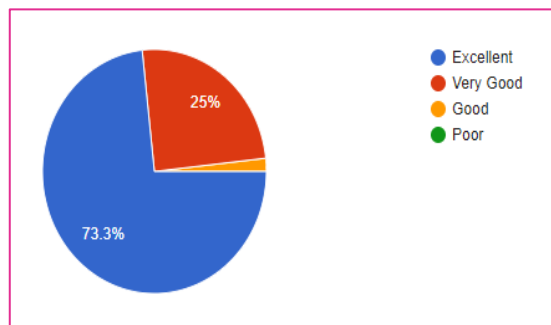
User Friendliness of LMS



Overall Content



Resource Persons



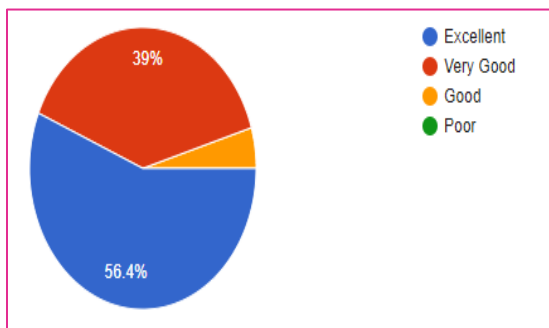
LEARNING OUTCOME

The Programme helped the participants to:

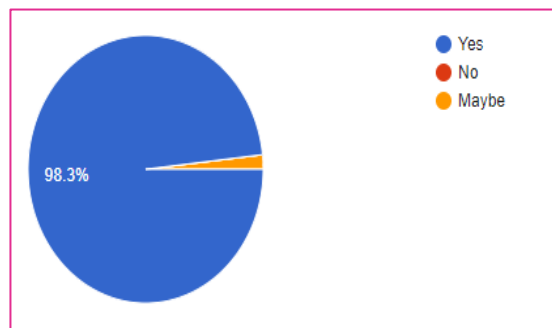
- Equip themselves with the usage of advanced pedagogical techniques in their classroom
- Gain better understanding of the Bloom's taxonomy framework for enhancing critical thinking among students and to promote outcome-based education
- Utilize important technological tools to enhance the teaching learning process
- Design and implement evaluation schemes that can properly assess the student's learning
- Effectively improve the teaching learning process to make it student centric

The participants completed 06 quizzes and 03 assignments given in the duration of the course. Further, the learning outcome is also evident in the high percentage of participants who believe that the programme added to their overall knowledge and they would recommend the course to their colleagues.

Overall Knowledge Addition



Recommend to Colleagues



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