

NAAC SPONSORED WORKSHOP AT MAR IVANIOS COLLEGE: THE FINAL WORKSHOP SESSION



AN MIC IQAC PRESENTATION

THEME AND OBJECTIVES



- **THEME**

- “Towards formulating best classroom practices in Teaching-Learning and Evaluation”

- **OBJECTIVES**

- “to provide a platform for academicians, educational experts and teachers to come together, re-assess and re-formulate best classroom practices”
- “to provide the basic theoretical framework around which best classroom practices should evolve, and to translate theoretical insights into classroom practices through work-shop/ interactive sessions”

DISCUSSION THEMES



- The teacher and ethics
- Basic pedagogical principles
- Best classroom practices
- Monitoring teaching-learning and evaluation

SOME DISCUSSION QUESTIONS RAISED: THE TEACHER AND ETHICS



- “What the teacher is, is more important than what s/he teaches”. Do you agree or disagree with this statement? Why? What do you think are some of ethical modes of behaviour that society expects of teachers? What are the ethical standard teachers are expected to maintain in their relationship with students? What do you think are the behavioural traits which successful teachers have? (By the way, who is a successful teacher, and who decides who is a successful teacher?)

SOME DISCUSSION QUESTIONS RAISED: THE TEACHER AND ETHICS



- Would you agree with the statement that the personality and ethics of the teacher has an impact on the level of learning of the student? If YES, why do you think so? What are the kinds of personality traits and ethical modes of behaviour which could have a positive impact on learning? Can you list out a few?

SOME DISCUSSION QUESTIONS RAISED: THE TEACHER AND ETHICS



- What are the ethical practices that the teacher is expected to follow while teaching in the classroom situation? What are the ethical practices related to teaching and learning? What are the ethical practices expected of teachers while evaluating students, both academically and socially, both in the classroom and outside, both in classroom evaluation and in mid-semester and end semester examinations?

SOME DISCUSSION QUESTIONS RAISED: PEDAGOGICAL PRINCIPLES



- What are some of the basic pedagogical principles and what are their implications for classroom practices?
- What are the implications of the psychological theories of cognitivism and behaviourism for classroom practice?
- What are the important steps to keep in mind when preparing for each class? What is the first and most important thing one must decide on before finalizing the lesson plan for each class?

SOME DISCUSSION QUESTIONS RAISED: PEDAGOGICAL PRINCIPLES



- How can Bloom's taxonomy help one to plan a class and move from simple to complex learning processes?
- How can one make one's teaching more learner-centred? Which kind of class is easier for the teacher, teacher-centred or learner-centred? Why? Why are learner centred classes considered more effective for learning than teacher-centred classes?
- How can teaching be made more innovative?

SOME DISCUSSION QUESTIONS RAISED: PEDAGOGICAL PRINCIPLES



- What are the practices which promote curriculum enrichment?
- What are the principles involved in organizing remedial classes and tutorial sessions? How does one plan for these?
- What are the factors to be kept in mind when designing a test? What are the qualities of a good test?

SOME DISCUSSION QUESTIONS RAISED: PEDAGOGICAL PRINCIPLES



- Does continuous evaluation make learning more effective? How can continuous evaluation be made rigorous? What are criterion-referenced tests and formative assessment? How can these concepts help in understanding how to organize internal tests? How can Bloom's taxonomy help in setting questions with different difficulty levels?
- What are the features of a quality teaching-learning session? When and how do students learn most efficiently?
- Would you agree with the statement that memory is the residue of thought, i.e., the more one thinks about something the more it is likely to be retained in memory? If yes, what application can this have in teaching?

SOME SAMPLE FORMULATIONS



- *The teacher should be a life-long learner, constantly striving to improve not only their subject knowledge, but also striving to learn how to teach better, using the technologies available to the student.*
- *The teacher should be thorough with pedagogical principles relevant to his/ her discipline and have a well structured plan for every lesson.*
- *Students should recognize that their teachers are hard-working, committed to their teaching, and have integrity in their personal life. This is especially because teachers, often without their knowing, become the role models for their students.*

SOME SAMPLE FORMULATIONS



- *Teachers should be fair and unbiased in their relationship with students, taking special care not to discriminate on the base of sex, race, caste or social background.*
- *The teacher should value internal tests meticulously, marking mistakes with explanations for the marks given (also to individual student if requested by them).*
- *The teacher should share his/ her assessment of the student, both negative and positive, with parents, and earn the trust of parents.*
- *They should attempt to develop a close relationship with all the students in their class as this will have an impact on their learning*

SOME SAMPLE FORMULATIONS



- *The teacher should respect his/ her colleagues and not allow unprofessional or personal dislikes to hamper their relationship.*
- *They should never criticize or ridicule a student or make a personal statement about the student in front of the whole class. Only feedback/ evaluation about the learning points in class should be given inside the classroom; negative behavioural feedback should be given only in private.*
- *Since the teacher is paid by the government, i.e., by the people of the land, teachers should ensure their commitment and accountability to their profession by taking the required number of teaching hours, irrespective of their other official or administrative work.*

FINAL WORKSHOP FORMAT



- The most important best practice suggested by Prof C Thangamuthu's lecture (in practical, concrete terms).
- The most important best practice suggested by Prof Sheela Ramachandran's lecture (in practical, concrete terms).
- **(Time 10 minutes)**

FINAL WORKSHOP FORMAT



- Identify and formulate at least one (maximum three) best ethical practices for teachers in each of the following topic areas:
 - The teacher as a professional
 - The teacher and pedagogical practices
 - The teacher and students
 - The teacher as a researcher
 - The teacher and the practice of evaluation
- Identify one most important personality trait of the teacher which has a positive impact on student learning. Rephrase it into three best practices.
- **(Time: 15 mins)**

FINAL WORKSHOP FORMAT



- Identify best practices for a teaching session on the basis of the following points:
 - The most important first step in planning a lesson.
 - Introduction.
 - Presentation.
 - Practice/ Learning tasks
 - Evaluation/ Feedback
 - Expansion
- Identify three best practices relating to monitoring and tracking student behaviour in class.
- Identify three best practices relating to continuous evaluation.
- Identify three best practices relating to curriculum enrichment.
- **(Time: 25 mins)**

FINAL WORKSHOP FORMAT



- Formulate one best practice each in facilitating learning related to:
 - Addressing the average learner
 - Stimulating creativity
 - Making learning joyful
 - Introducing innovative teaching-learning models
- Formulate one best practice each in curriculum design related to:
 - Designing innovative courses
 - Introducing multidisciplinary in curriculum design
 - Changing over to a Choice-based credit system
- Formulate one best practices in Research related to:
 - Creating a research culture
 - Bringing research to undergraduate classes.
- Formulate one best practice in monitoring teaching-learning and evaluation:
 - Through lecture plans
 - Through student evaluation (when? how often?)
- **(Time: 25 mins)**

Thank you!

