

Pre- Workshop Reading

September 7

2015



This document contains some of the points which will come up for discussion during the various plenary and workshop sessions. Participants are expected to familiarize themselves with the content of this document to enable them to be prepared for the various sessions.

Discussion
Points and
Reading Lists
for NAAC
Sponsored
Workshop at
Mar Ivanios
College on 10,
11 Sep 2015

DISCUSSION POINTS FOR THE WORKSHOP

I. OBJECTIVES OF THE WORKSHOP

The theme of the workshop is: “Towards Formulating Best Classroom Practices in Teaching, Learning and Evaluation”. What this means is that by the end of the workshop the participants should have formulated and listed out best classroom practices in teaching – learning and evaluation based on the discussion themes listed below. What this workshop intends to produce is a list of around 100 of the most significant classroom practices in the perception of practising teachers. The sessions have been organized around this objective and the success of the workshop depends on the degree of involvement of all the participants in the discussion and workshop sessions (which are essentially small-group brainstorming sessions).

For this purpose, the workshop, on the basis of inputs from the Resource Persons, has listed out the following discussion points.

II. DISCUSSION POINTS

Participants are expected to go through the discussion points and the related reading material given below, so that they could be prepared for discussions and workshop sessions. The list given below is not comprehensive and Resource Persons may modify these points. However it should enable the participants to think about these points and come up with their own points which they could raise in the different sessions.

a. 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?)
- 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?
- 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?
- From a wider perspective discussion points relating to The Teacher and Ethics could deal with the following topic areas:

1. Teacher as a professional
2. Teacher and pedagogical practices
3. Teacher and students
4. Teacher as a researcher
5. Teacher and the practice of evaluation
6. Teacher and parents
7. Teacher and colleagues (teaching)
8. Teacher and colleagues (non-teaching)
9. Teacher and the local community
10. Teacher and civil society

Sample list of formulations

Please see below a sample list of formulations of best classroom practices related to the topic ETHICS AND THE TEACHER. This is only a sample list and all teachers may not agree with this list. It is up to each discussion group to arrive at a consensus about these formulations and list them out in the workshop sessions.

1. *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.*
2. *The teacher should be thorough with pedagogical principles relevant to his/ her discipline and have a well structured plan for every lesson.*
3. *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.*
4. *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.*
5. *The teacher should value internal tests meticulously, marking mistakes with explanations for the marks given (also to individual student if requested by them).*
6. *The teacher should share his/ her assessment of the student, both negative and positive, with parents, and earn the trust of parents.*
7. *They should attempt to develop a close relationship with all the students in their class as this will have an impact on their learning.*
8. *The teacher should respect his/ her colleagues and not allow unprofessional or personal dislikes to hamper their relationship.*
9. *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.*

10. *Since the teacher is paid by the government, i.e., by the people of the land, teachers should ensure their commitment to their profession by taking the required number of teaching hours, irrespective of their other official or administrative work.*

This sample list is only to give participants an idea of what is expected of them at the workshop sessions. It would be obvious that this list is open-ended, and it is up to each group to come up with the most significant best practices. The number of best practices expected from each session will be specified at the workshop.

Reading list (some formulations of ethics in education):

- [UGC's Code of Professional Ethics for Teachers](#)
- http://www.sagepub.in/upm-data/43586_14.pdf
- <http://teachercodes.iiep.unesco.org/teachercodes/codes/Asia/Philippines.pdf>
- http://www.nasdtec.net/?page=MCEE_Doc
- <https://education.gov.mt/en/Ministry/Documents/New%20Code%20of%20Ethics%20Doc%20EN.pdf>
- http://www.teachingcouncil.ie/fileupload/Professional%20Standards/code_of_conduct_2012_web%2019June2012.pdf

b. PEDAGOGICAL PRINCIPLES FOR THE CLASSROOM

- 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?
- 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?
- 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?
- 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?

Reading list:

On effective teaching-learning:

- <https://www.uoguelph.ca/tss/id/ta/tahb/tah8g.html>
- <http://www.cmu.edu/teaching/principles/teaching.html>
- <https://www.cmu.edu/teaching/principles/learning.html>

On Bloom's Taxonomy

- <http://www.nwlink.com/~donclark/hrd/bloom.html>
- http://www.nwlink.com/~donclark/hrd/Bloom/affective_domain.html
- http://www.nwlink.com/~donclark/hrd/Bloom/psychomotor_domain.html

On Learner Centred teaching

- <http://www.usciences.edu/teaching/Learner-Centered/>
- <http://fod.msu.edu/oir/learner-centered-teaching>
- <http://assessment.uconn.edu/docs/TeacherCenteredVsLearnerCenteredParadigms.pdf>

c. QUALITY OF HIGHER EDUCATION: BEST PRACTICES AND EMERGING CHALLENGES

- Best practices in facilitating learning
 - Addressing the average learner
 - Stimulating creativity
 - Triggering right thought
 - Making learning joyful
 - Introducing innovative teaching-learning models
- Best practices in curriculum design
 - Designing innovative courses
 - Introducing multidisciplinary in curriculum design
 - Changing over to a Choice-based credit system
- Best practices in Research
 - Creating a research culture
 - Bringing research to undergraduate classes

d. MONITORING TEACHING, LEARNING AND EVALUATION

- What are some of the methods available to check if effective learning is happening in the classroom?
- Is feedback from students a good mode of evaluating teaching? What are the kinds of questions teachers should ask students about their own teaching?
- How can teachers themselves assess the quality of their teaching sessions?
- What is self-reflective teaching? How can it help the teacher improve his/ her teaching?
- Can course-schedules (lecture plans) help the teacher to monitor his/her teaching? How?
- Is peer review effective for monitoring teaching? Can team teaching or collaborative teaching help teachers assess the effectiveness of their teaching? Why and how?
- What are the possible criteria by which the classroom teaching of the teacher can be evaluated?

Reading list

On Monitoring Teaching

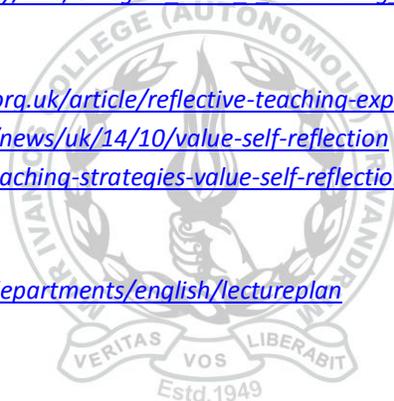
- http://www.snct.org.uk/library/126/Glasgow_LNCT_-_monitoring_teaching_&_learning.pdf

On Self-reflective teaching

- <http://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice>
- <http://www.gse.harvard.edu/news/uk/14/10/value-self-reflection>
- <http://www.teachhub.com/teaching-strategies-value-self-reflection>

Sample lecture plans

- <http://jmi.ac.in/aboutjamia/departments/english/lectureplan>



NOTE: Participants will NOT be tested on the Reading Lists; they are only meant to provide food for thought, and initiate discussion at the workshop sessions. Participants, however, are expected to think about and find answers to the questions raised in the Discussion Points.