

## **CRITERION7–BEST PRACTICES**

### **Title of the Practice: Flipped & Cooperative Learning**

#### **Objectives of the Practice:**

- To shift the institution's focus from teaching to learning
- To bring the student to the Centre of the teaching-learning process, so that the teaching-learning-evaluation process is student-centric rather than teacher-centric
- To create an engaging and interactive classroom environment
- To enhance students' participation in the classroom
- To enhance students' interest in the class proceedings
- To make learning enjoyable, yet effective
- To make optimum utilization of time in the classroom
- To enhance students 'analytical and cognitive skills
- To promote team-building and communication skills

#### **The Context:**

The pedagogy that teachers use impacts students' interest in the subject and classroom sessions. Traditionally teachers in the College have relied on the chalk-and-talk technique. Today, with the use of ICT in the classroom, the chalk and blackboard have been replaced by the LCD projector and screen. However, the pedagogy remains the same – the teachers talk and students may or may not listen and imbibe.

Additionally, in recent times, teachers have found that students' attention spans have reduced to about 20-25 minutes, which means that more than 50% of the classroom time is lost. It was therefore felt that we should look for ways to engage students' attention and to shift the focus from teaching to learning and from the teacher to the student.

After some teachers attended a workshop and shared their experiences with other teachers, almost all teachers have adopted Flipped & Cooperative learning in their classes

#### **The Practice:**

Students work in groups to complete academic tasks collectively. Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills.

By flipping learning and integrating cooperative learning, the teacher's role in the classroom is more of a facilitator and guide. Flipped learning encourages students to be more responsible for their own learning as they are no longer spoon-fed information in class

Some of the flipped and cooperative learning pedagogies are:

#### **Four Corners:**

- The teacher writes a controversial statement on the board;
- Students have to choose one of 4 options from Strongly Disagree to Strongly Agree.
- Students go to the 4 corners of the room based on their responses.
- After this, the teacher does either of the following:
  - Call on students in every corner to share why they selected the given position.
  - Ask students in every corner to discuss the statement and develop a collective response to be shared.
  - Assign completely different teams to discuss with one another.
  - Have each group research their position and present a persuasive speech to the rest of the class supporting their position.

#### **1. Team Pair Solo Strategy:**

- Students first solve a problem as a team, then they break into pairs, and finally they solve the task individually.
- By working first in teams/groups or as a whole class, students discuss their ideas, views and try to solve the problem/task. They also help each other to find the solution.
- This strategy can also be worked in reverse – **Solo Pair Team Strategy**

#### **2. Round Robin**

- A class is divided into groups of 4 to 6 students each.
- One student is assigned the role of recorder.
- The teacher poses a question, which has the potential to generate many ideas or answers.
- This allows students to generate different solutions or think divergently.
- Members of the team share responses with one another in RoundRobin style.
- The recorder writes down all the answers of the group members.

#### **3. Three Step Interview**

- The facilitator divides learners in pairs.
- First, learner A interviews learner B (in the given time period) about the topic assigned
- After time out, learners reverse roles and B interviews A (in the given time period)

- Now, each Pair teams up with another pair to form groups of four, and the process is repeated.

**Evidence of Success:**

- After the flipped learning sessions, teachers conducted informal oral tests to check the knowledge and understanding of students.
- Teachers have found that the practice has increased student understanding of concepts and retention of information by creating opportunities for students to see, hear, say and do. This is evident in their performance at both In-Semester and End-Semester assessments.
- When a flipped learning class is announced, all students read the assigned work at home before coming to College, which is something very few students do otherwise.
- The practice has helped develop listening, verbal communication, critical thinking, and decision-making skills in the classroom context; these are some of the most vital skills used in day to day life.
- The practice has developed among students an understanding of differences in values and opinions. The quality of classroom discussions and debates has improved.
- The practice makes students justify their decisions/opinions, which requires them to first understand the concept or situation and very importantly, see and hear other viewpoints as well.
- Students are now better able to understand applications of concepts and principles

**Problems Encountered and Resources Required**

When teachers started with the pedagogy, students were initially hesitant to participate. They lacked self-confidence and were afraid of being laughed at. But this problem disappeared soon.

There are no resources required.

## **Best Practice 2: Industry Embedment of Teachers**

### **Objectives of the Practice**

The Higher education system in the country is criticized for

- following outdated, irrelevant syllabi
- teachers with only academic knowledge, who are unaware of real-world developments
- producing unemployable graduates

The practice was initiated to achieve the following objectives.

- To expose teachers to current industry practices
- To enable teachers to understand the real-life applications and relevance of subjects that they teach
- To help teachers understand the work environment in industry
- To ensure that students benefit from the industry experience of teachers
- To ultimately improve the quality of learning and placement of students.

### **The Context**

The College is aware that syllabi are largely theoretical in nature with little or no practical knowledge and skills imparted as part of the curriculum. In subjects like Computer Applications, there are practical sessions, but the syllabus is very limited and again, outdated. Teachers also find it difficult to go beyond the syllabus because:

- the syllabus has to be completed in its entirety, which leaves no time for anything extra, and
- students being examination-oriented, are more interested in what they will be assessed on than on learning what is relevant and useful

The College has tried to remedy this by

- a) inviting guest faculty from industry, and
- b) encouraging students to take up internships

The matter was discussed at an IQAC meeting and the suggestion that teachers must have some sort of industry exposure and experience came from the industry members and alumni of the College IQAC.

### **The Practice**

Industry embedment involves teachers spending time in a business organization. It was decided that we would start with IQAC members, who could then serve as an example for others to follow. Accordingly, 3 IQAC members were identified and 2 teachers from the BCA programme volunteered. The teachers themselves identified the organizations where they would spend 1-2 weeks as “teacher interns”. They

spoke to the concerned officials at each organization and got informal permission.

The College then formally approached the organizations, requesting permission for teachers to spend some time with them.

The teachers joined in mid-/end-May as some of them had to complete the Centralized Assessment at Goa University.

All teachers submitted detailed reports on their return. All of them said the training helped them update their domain knowledge, gain practical exposure to the latest standards being followed by Industry, and enabled them to share the same with students. Teachers were exposed to the latest standards being followed by industry and also got the opportunity to observe some of the HR practices followed.

### **Evidence of Success**

- At the request of the Multinational Corporation to which one faculty member was deputed, he compiled the global trade of packaging industry products among developing countries, Asian countries and the African countries during the last 10 years and the trends were identified.
- The Computer Science /Information Technology faculty members developed a web application to automate allocation of electives for the B.Com programme, during the admission process.
- The College signed an MoU with the IT organisation as well as its allied organization for the B.Voc programme
- The same IT organization was involved in curriculum review and execution
- Based on their experience, all the faculty members recommended that student internship should be actively encouraged. Where internship already exists, it should be improved, made more structured and should involve interaction between the industry mentor and the College Guide.
- Accordingly, in 2019-20, the College has incentivized internship for B.Com students, by linking allocation of Electives based upon Internship. The BBA(FS) department, where summer internships are compulsory, is in the process of implementing the recommendations listed above.
- All the teachers said they would be willing to take up such a responsibility again, and strongly recommended it for all faculty members, with some prior groundwork.

### **Problems Encountered and Resources Required**

The problems relate largely to teachers having to take up this assignment during the vacation. Many teachers would not be willing to volunteer on account of missing vacation time. Also, several faculty members are involved in the Centralized Assessment Programme of Goa University, which sometimes continues up to the end of May.