

We are delighted to present the 2nd Edition of Aśvattha, the bi-monthly TLC Newsletter!

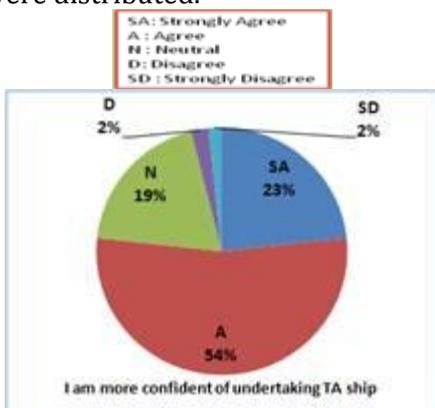
This edition includes reporting of TLC events in the last 2 months, an article on 'Changing your Practice: Becoming a Scholarly Teacher', two new columns of experience sharing called 'Faculty Speak' and 'Alumni Speak' on the issue of 'Student Motivation in Class' and finally announcements for future programs offered by TLC.

So what are you waiting for? Go ahead, have an enjoyable read!

EVENTS

TA Orientation (TAO) Programme
 (26 and 31 July, 2013)

The objective of TAO for TAs of Engineering Design, Physics and Mathematics departments was to sensitize the students towards their new responsibilities of a Teaching Assistant. Prof. Karmalkar and Dr. Deepa Venkitesh (EE) were the TAO Coordinators. Prof. Karmalkar, Prof. Pramod Mehta, Dr. Edamana Prasad, Dr. Smita Srivastava and Dr. Deepa Venkitesh were the Resource Persons. Three parallel common sessions for 2½ hours were conducted by TLC for 287 TAs. Department modules are to be held in the respective departments as per the requirements. Quick look-up manuals were distributed.



Overall Feedback from Participant TAs

TLC's Second Anniversary Celebrations
 (23 August, 2013)

An interesting Panel Discussion was organized on the topic "Is teaching an art or science?" Panelists were: Prof. Krishnaiah, Prof. Vijayan, Dr. Thillai Rajan and Dr. Preeti Aghalayam. Moderator: Prof. S. Ramamurthi, Director, IITM addressed the panel discussion.



Prof. Krishnaiah, Prof. Vijayan, Prof. Karmalkar, Dr. Thillai, Dr. Preeti



Prof. Bhaskar Ramamurthi

YFR Awardees's Felicitation
 (6 September, 2013)

The Young Faculty Recognition Awardees for the year 2013, Dr. A. Arockiarajan (AM), Dr. Madhulika Dixit (BT), Dr. Boby George (EE) and Dr. K. Kalpana (HSS) were felicitated by TLC. Prof. Sankaran (former Professor, EE) was the Chief Guest for the programme and Prof. S. Srinivasan (EE) introduced the Chief Guest.



Prof. Kolar, Prof. Sankaran, Prof. Srinivasan



YFR 2013 Awardees

"When we think we 'know', we cease to learn" - Dr. Sarvepalli Radhakrishnan

FEATURED ARTICLE

Changing your Practice: Becoming a Scholarly Teacher - Prudence Merton, Ph.D.

(Associate Director for Faculty Programs and Assessment, Dartmouth College, New Hampshire)

In his landmark book, *Scholarship Reconsidered*, Ernest Boyer (1990) re-conceptualized the faculty role in teaching by representing teaching as a scholarly activity. His ideas quickly generated controversy, and a dialogue distinguishing two roles with respect to teaching: scholarly teaching and the scholarship of teaching. Scholarly teaching, the focus of this essay, begins with reflection and inquiry on how students are learning and what fosters and impedes that process. Scholarly teachers document student learning and instruction, identify resources in the literature to assist them in defining and addressing their questions, implement data collection processes, apply what is learned, and document outcomes. They change how they teach in order to address a student learning issue, and documenting the process and what they found. ([read more...](#))

FACULTY SPEAK: "STUDENT MOTIVATION IN CLASS"



Dr. Sujatha Srinivasan (ME)

As a student, I found that if what I was learning was of relevance in real life, it was motivating. A teacher whose passion for the subject or topic shone

through was motivating. Arriving at a simple result after pages of derivation - the beauty in the simplicity was motivating. A completely new perspective on something was motivating. A challenging question in the class was motivating. How much I was motivated in class though almost invariably depended on the attitude with which I went to class. If I went with an open mind and a desire to learn something new, I was never disappointed. Otherwise, it didn't quite matter how good the class was!

Prof. Ajit Kumar Kolar (ME)

Teaching Learning being a two way, simultaneous process of knowledge dissemination and knowledge receiving, one would think that "motivation" is a "simultaneous" phenomenon, both the student and the teacher contributing to student learning by their individual motivation. While it is logical to ask whether the student is motivated to learn, it is also equally logical to ask if the teacher is motivated to teach. It would appear that the best way to seed and nurture motivation in students is to make the "class" interactive and participative for which various means are available to teachers, some inherent, some acquired. Intrinsic motivation is something which we all possess to different degrees by our very nature. Are there well established ways of enhancing extrinsic motivation, both for teachers and students? Is there something like a "collective motivation" or a "common but differentiated motivation" which leads to enhanced learning? This needs an honest debate among all concerned.



Dr. Preeti Aghalayam (CH)

In my opinion, keeping student motivation alive in the class is a very important (and most difficult) part of our teaching

activity. Each batch of students is different, so it is important to use the first few weeks of class to understand what the 'pulse' of the class is. Some of the common themes I have found over the years is that they like to hear about practical, real life applications of things we study, although they do well with the mathematics. With my personality, I am not able to maintain a very 'strict' atmosphere in the class, so I make a lot of jokes, and try hard not to lecture monotonously. Though they feel lazy to do so, they seem to prefer it when I ask them to derive equations or solve problems themselves and walk around the class to guide them. Overall, if I display a positive, energetic and passionate persona, most of the students will respond. Despite best intentions and efforts, I cannot make every student feel excited all the time about my class or subject, that is something I just accept, especially in larger classes. By and large, as far as our interaction with them is concerned, it is best to 'take the high road' and hope that if not your subject, they will remember you, as being a considerate person.

"The role of the teacher is like the proverbial 'ladder', it is used by everyone to climb up in life, but the ladder itself stays in its place" - Dr. A P J Abdul Kalam

ALUMNI SPEAK

Sri Akhil Krishna Purushotham, BTME 2000, Associate Director, KPMG, Bangalore

Motivation is about seeing the big picture, relating to it, and identifying with its purposefulness. Great leaders convey a vision – a big picture – get people to identify with it, and motivate them to work together to actualize it. An old lady sweeping floors of a church was asked about her work - she responded enthusiastically, “I am part of the team building the largest church in our country”. In IITs, people must relate the small picture (the nuts and bolts) of what they learn in classes, with the big picture of the industry, national and global scenario. For example, they should see the continuum from boilers and turbines, to the power scenario of the country and world. We often love the big picture – but fail to pursue the bits. We love to eat, we don't love to wash utensils or cut vegetables. One must have the equanimity & maturity to see the full continuum – the big picture as an end result of painstaking perseverance with component small pictures. That is motivation - taking care of the means, so that the end can take care of itself."

UPCOMING TLC ACTIVITIES

16-18 October, 2013	Faculty Development Programme on Teaching Learning Methodologies for TEQUIP Engineering Colleges of Tamilnadu by the TLC core faculty team and Wipro.
10 December, 2013	A one-day refresher program on Teaching Learning Principles by Prof. Jeff Froyd (Texas A & M) for all IITM faculty who have participated in the earlier FDPs. Faculty Development Programme by Prof. Jeff Froyd along with core TLC faculty. This is exclusively for all IITM faculty. Interested faculty members are requested to write to Chairman, CCE to register for the programme. While it is open to all faculty, newly recruited faculty, especially, are encouraged to send in their registrations at the earliest.
11-13 December, 2013	
14 December, 2013	A one day Faculty Development Workshop on Advanced Topics on Teaching Learning Methodologies by Prof. Jeff Froyd.

"The first principle of true teaching is that nothing can be taught" - Sri Aurobindo

TLC Multipurpose hall is available for conducting interactive sessions. Interested faculty may contact Chairman, CCE for further details.

For suggestions/feedback, please mail to iitmtlc@gmail.com. We would be happy to feature your articles, suggestions, ideas related to the Teaching Learning Process. Looking forward to your support! Please visit www.cce.iitm.ac.in for interesting reads on TLP under our Faculty Reachout Initiative.

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