

AŚVATTHA

The TLC Newsletter "Nurturing Lifelong Learning"

Volume 2 | Issue 2 | April 2014

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

This edition includes reporting of TLC events in the last 2 months, especially a new initiative of TLC in the form of a 90 Minute Interactive Series on Teaching Learning Practices every Wednesday between 4.15-5.45 pm in TLC. This edition also brings to you some insightful articles on TLP and finally, announcements for future programs offered by TLC. We hope that you can contribute with your articles/suggestions for the upcoming editions. Thank you.

EVENTS - TLC 90-MINUTE INTERACTIVE SESSION SERIES

"Learning 'Learning"

Dr. Rajeev Sukumaran, Senior Project Consultant, TLC 26 February 2014

This interactive session introduced the concept of "learning' from a fundamental This interactive session the ages reoccur about the purposes of point of view and its varied forms related to introduced the pros and education and about how to encourage "context" of learning, with special reference cons in large classroom learning. The challenges of teaching to to teaching-learning process in engineering learning. and science subjects. After looking at how reports learning happens in the brain, the related teaching-learning process between the knowledge embodied in topics of learning improvement and in large classrooms were the subject matter, on the one hand, and verification maximization, occurrence of learning, and retention of related to large classroom the other hand. This interactive session learnt content, were discussed. Finally learning and some Tips was designed to bridge the contested some proven models/theories of learning for managing the learning territory between theory and practices and methods of learning were introduced (read more)

"Concept Based Learning **Development Forum**"

Dr. Ranganathan Vijayaraghavan CEO. eSpectrum Consulting 19 March 2014

Concept Based Learning has theoretical underpinning constructivism. This facilitates transfer platform to share thoughts on the of of knowledge through active and following collaborative learning. It is a learner- teaching/learning: centered process, using a set of defined (a) Do engineering students think students at the heart of the learning concepts and helps construct new that chemistry is relevant in process, knowledge within a given situation. engineering education? Concepts are structured with critical (b) What are the different ways to empowers students to realise their attributes to assist for selection and motivate engineering students to full potential; engaging with their categorization. They are also meant to learn basic science such as teachers and embarking on the be easily recalled, transferred and chemistry? integrated into a specific situation. In (c) How to assess their basic will be most beneficial to them. In this interactive session, demonstration understanding in a meaningful this "Concept Based Learning way? Development" and the merits and setbacks were also discussed.

"Learning in **Large Class Room**" Dr. Edamana Prasad &

Dr. Rajeev Sukumaran

5 March 2014

and discussed.

"Is Chemistry Relevant in **Engineering Education? If Yes,** how to make it interesting? If Not, why not?"

Prof. Dr S Sankararaman, (Chy) 26 March 2014

aspects

"Learning theories: What works in a class room?"

Dr. Rajeev Sukumaran 12 March 2014

The debates that have occurred through Literature improve learning in a class room may be regarding viewed as the creation of bridges the presented. Typical issues the minds and motives of students, on in IIT M were identified that work in a classroom, where both perspectives are needed but neither can suffice.

"Student Centered Learning"

Dr. Rajeev Sukumaran 2 April 2014

Student-centred learning method of learning or teaching that puts the learner at the centre. Each in The interactive session provided a student may require different ways learning. researching of analyzing the information available. Student Centered Learning puts it is only recognition of this diversity that learning process in the manner that interactive session. approach was discussed in the context of IITM students.

EVENTS - TLC 90-MINUTE INTERACTIVE SESSION SERIES

"Role of Instructional Design on Teaching-Learning"

Dr Rajeev Sukumaran on 9 April 2014

Instructional design is a system of developing well-structured instructional materials for learning; using objectives, related teaching learning strategies, systematic feedback, and evaluation. Awareness of instructional design principles can help one to: (a) Apply the appropriate pedagogical technique for the specific learning environment whether classroom, online, or blended. (b) Assist in developing learning objectives and determining how to align those objectives with appropriate assessment strategies to measure the desired learning outcomes. (c) Relate effective ways of motivating and engaging students in activities designed for learning. (d) Increase student collaboration through the use of effective communication tools and group activities. (e) Become familiar with some of the technology tools currently available for improved learning (f) Select the technique that is most suitable for the type of learning and course delivery. (g) Adapt instructional materials created for one format to another such as translating classroom instruction to online learning. (h) Design and create multimedia or other supplements to support learning. This interactive session addressed the above mentioned points.

FEATURED ARTICLE

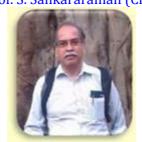
Ethics and Freedom Prof. M.S.Ananth Visiting Professor, IISc & Former Director



A discussion on a topic like this is fraught with difficulties that are illustrated by a blog and an anecdote. Ron Brown's (retired Professor of Physics, UC) blog says: "When my son was about five, we were walking along the cliffs overlooking the ocean... (read more)

Chalk and Talk or Powerpoint Presentation?

Prof. S. Sankararaman (Chy)



As a teacher I am often faced with the dilemma as to whether I should use the traditional chalk and talk (C&T) method or the modern Powerpoint (PPT) projection for presenting my lectures.(read more)

The Distribution of Relevant Abilities Prof. G. K. Suraishkumar (BT)



Remember the day when we first met the Department Head in the Institute – most likely, the day we joined? Did it include pleasantries, welcome, formalities. (read more)

UPCOMING TLC ACTIVITIES

April 2014 Inter-IIT Meet

June 2014 FDP SAHGE 2014 "Self-Awareness and Higher Goals in Education (click for Brochure)

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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