

A.Y.2023-24

DATABASE MANAGEMENT SYSTEMS
(22AD2102R)

CO-4- ALM-2: BRAIN STORMING SESSIONS.

TOPIC: **Shadow Paging, Recovery Techniques**

Using a non-structured approach to discuss the topic of "Shadow Paging and Recovery Techniques" through a creative role-play scenario can be an engaging way to explore the concept. Here's how this approach could work, along with the provided rubric:

Procedure:

1. **Scenario Introduction:** The faculty provides a scenario, for example, a situation inside a bank where the concept of shadow paging and recovery techniques can be applied. This scenario should set the stage for the creative role-play exercise.
2. **Role-Play and Creativity:** Students are expected to use their creativity and take on various roles within the given scenario. They can play the roles of bank employees, customers, or any other relevant characters. Their task is to apply the concepts of shadow paging and recovery techniques to the scenario, considering how these techniques would be used in the given context.

Rubric Evaluation:

- The role-play scenario accurately identifies the question, provides a cogent answer, and is well-executed. The scenario demonstrates a deep understanding of the topic, and the pair's creative roles contribute significantly to the exploration of shadow paging and recovery techniques within the context of the scenario.
- The role-play scenario accurately identifies the question and summarizes it or suggests an appropriate practical context. The scenario is well-executed, and the creative roles offer valuable insights and understanding, though there may be room for further depth.
- The role-play scenario accurately identifies the question and summarizes it or suggests a practical context, but to a lesser degree. The scenario is executed competently, and the creative roles provide some insights, although they may not fully address the question's depth or complexity.
- The role-play scenario does not accurately identify the problem, is not clear, or is poorly executed, making it challenging to discuss or answer effectively.

This non-structured approach encourages students to apply their understanding of the topic in a creative and contextual manner. It allows for exploration of the concepts in a practical scenario, enhancing their comprehension and problem-solving skills. The rubric provides clear criteria for evaluating the effectiveness of the role-play scenarios and the quality of the students' contributions.