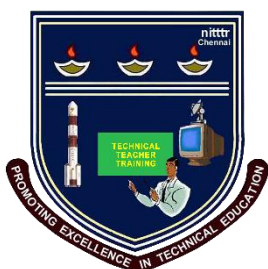


Guidebook for Learners of AICTE-NITTT Module 5

(Technology Enabled Learning & Life-Long Self Learning)

(How to Get Started – Understanding the directions of learning)

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Please note: This booklet (version 2.0) was designed for the course learners of the SWAYAM MOOC Course – Technology Enabled Learning and Life-Long Self Learning under AICTE-NITTT Programme. The information provided in the text may not be suitable or appropriate for other categories of course learners.

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Module 5: Technology enabled learning And life-long self-learning

Rationale:

The “Technology Enabled Learning life-long self-learning” is an online SWAYAM NITTT course specially designed and developed for the AICTE Technical Teacher Training Module. The course is structured to provide interactive MOOC learning experience to the faculty members and also to develop an understanding of how technology enhances and transforms classroom instruction. Integrating and infusing technologies into classroom teaching is a challenging task and its understanding is important for both teachers and students. Technology enabled teaching learning facilitates in differentiated instruction, since we are aware “one size doesn’t fit all”. Despite of your ICT literacy, this course will help you course will help you in leveraging your teaching strengths and find the approach that is right for you, your students and your educational context. Thus, the course facilitates and guide in the instructional planning through technology. You will have the opportunity to develop your understanding of effective online teaching practices and their relationship to the use of different technologies in connecting **CONTENT** to the **CONTEXT**. You will also be encouraged to progressively design and reflect upon your own online learning activity, assessment or resource for use in your own class if you choose to undertake the course assignments. The course is structured with experiential sharing, input from the experts and interviewees from the stake holders. Through many examples and case studies, the participants will be exposed how to create technology enhanced instruction for their students and what to address when designing these experiences. More specifically, in this course participants will be exploring to find answers for the following questions:

- ✓ How classroom instruction needs to be structured for the current generation learners?
- ✓ What does research evidence tell us about integrating ICT tools in classroom instruction?
- ✓ Identify and understand the range of technology enabled teaching implementation models?
- ✓ How blended learning provides shift in instruction, roles, and technology integration.

- ✓ *Review the availability of technology for the blended & flipped classroom.*
- ✓ *How can we ensure that this instructional design will help our students achieve their intended learning outcomes?*
- ✓ *What pedagogic options do we have to make our teaching successful?*
- ✓ *What assessment and feedback practices can help our students learn more effectively?*
- ✓ *Explore various management techniques to create safe and ethical technology enabled learning environments that includes social collaboration.*
- ✓ *Examine the challenges associated with technology enabled teaching learning implementation and how you can address these challenges.*

What you'll learn

After completing the learning tasks in this course, the participants will be able to:

- 1. Design effective lessons using various instructional technologies.*
- 2. Identify online Free and Open Source Software [FOSS], Open Educational Resource (OER) and other digital tools for the creating active learning environment.*
- 3. Select relevant online platforms and social media to promote student communication and peer discussion.*
- 4. Design different types of formative and summative assessment strategies and tools for a technology-enabled learning.*
- 5. Participate effectively in MOOC courses/webinars for knowledge enhancement.*
- 6. Use different types of online journals and other learning resources for professional growth avoiding plagiarism.*
- 7. Use the Artificial Intelligence appropriately in classroom teaching learning situations.*

Directions to the course participants:

We suggest the participants to kindly go through the course contents, survey (mandatory) and guidelines for attending the programme. It contains very important overall course information. It also contains the information how you need to contact the course coordinator, viz, through email or twitter. Kindly watch the video fully, and it is kept in small nuggets to engage the audience actively in the course. The structured four quadrant approach will provide complete learning experience to the learners.

Participants are expected to login into the SWAYAM Portal 4-5 times a week to complete the learning task, provide reflection about learning, assignments and participate in discussions. Discussion postings must be made throughout the week to receive full credit. It is important to remember a discussion is just that, posting all on one day doesn't allow for much response by your classmates or time to think over issues. Our expectations are very high on participation, since this course is focused to teachers and aspiring teachers. We strongly believe learning take place only through activities.

Course Evaluation for certification:

The evaluation for the participants is through activities /assignment and it is grouped under five major cluster. In each week, assignment / activities will be framed from each cluster and graded either individually or in group. The evaluation methodology will be discussed in detail during the course. The evaluation will be unique of its nature with change project.

Cluster # 1: Documentary/Film appreciation

Films/documentaries related to classroom instruction will be shared and it need to be viewed by the participants. The purpose of these films / documentaries is to educate the participant's understanding of various issues and to absorb them in planning practice. At the end of the film, a discussion and poll will be around the film.

After viewing the films, each participant is expected to write about its main focus, its applicability to Indian classroom context by answering the given question. Exploring and connecting the dots.

Cluster # 2: Literature Review

Each participant is expected to read the article given from a journal/book and write a summary by highlighting the problem, approach, methodology, analysis, how the author arrived at the conclusion and its relevance to Indian context.

Cluster # 3: Discussion Forum

The participants will be focusing towards the discussion on the topic of interest aligning with the objective of the week content. The discussion should be both in width and breadth. Evaluation rubrics is provided for better understanding.

Cluster # 4: Online Quiz

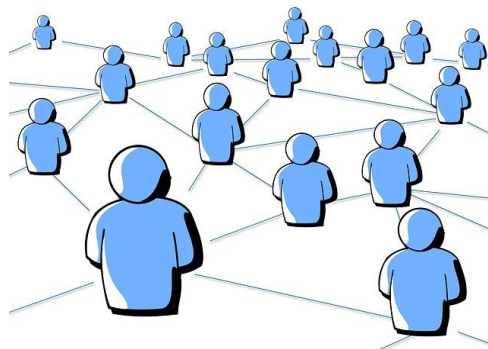
The participants will be taking online quiz focusing towards the topic & objective of the week content. Automatic graded quiz will provide the learners understanding of the content.

Cluster # 5: Change Project

The aim of the change project is to exercise the learned content into the real classroom environment. The main purpose is to make the participants appreciate the evolution and transformation made through the new approach.

Discussion Forum Do's and Don'ts

In this MOOC discussion forum is to help learners engage more with the course, their peers and the instructors. How much you interact with others will determine to a large extent how much you gain from the course. Everyone learns in different ways, but statistics have shown that the more an online learner engages in the course discussion boards, the more likely he or she is to succeed.



You can engage in online conversation to a lesser or greater degree depending on what you are comfortable with:

- ✓ *Each week we are providing prompt for the discussion, kindly participate in the conversation and ask others to reply.*
- ✓ *Reading other people's posts without contributing to the conversation.*
- ✓ *Reading other people's posts and replying to them.*

Given the vast number of learners who may be enrolled on the same course as you, it is a good idea to make time to establish which fellow participants are contributing the most valuable comments, reading their personal profiles and selecting to “follow” the chosen few. This allows you to filter the posts down to a more manageable number.

Contributing to online discussions can be daunting, but very rewarding once you become comfortable with it. Start by introducing yourself, and asking a question about the course or a particular topic being covered. Make sure your question isn’t too vague and that it hasn’t been posted before. Regular users of forums are usually keen to offer advice and feedback. Continue posting questions as and when you need to. As you gain confidence, you can start contributing to other people’s posts and offer feedback and advice if you feel you can help.

Some useful tips for posting in online discussion forums

- ✓ *Create time to spend engaging with the discussions.*
- ✓ *Keep your posts short and concise, keeping to one point per post.*
- ✓ *If you start a conversation, try to encourage a discussion by making a bold statement or posting an open-ended question. Acknowledge any replies you get by commenting on or “liking” their responses.*
- ✓ *If you post a question, check that it hasn’t already been asked before.*
- ✓ *Support any “facts” with evidence and make sure they are accurate.*
- ✓ *Use informative keywords in your thread titles.*
- ✓ *Only post comments that actually add value to a conversation.*
- ✓ *Don’t be afraid to disagree with other people’s comments, but remember to explain why.*
- ✓ *Be open to other people’s views as this can broaden your perspectives.*
- ✓ *Respond promptly, give positive feedback when it’s due and offer assistance if you can.*
- ✓ *Be polite and respect others’ views.*
- ✓ *Enjoy the interaction with peers and use the time you spend on the forums productively to deepen your understanding and hone your skills.*

One of the great advantages of MOOCs is the diversity of the people enrolled on a course at the same time with all their experience, knowledge and skills to share with others. A considerable amount of learning can be generated from interaction with like-minded people via the discussion forums, so don’t be afraid to use this excellent learning tool to your advantage.

Participate and Learn from the Poll:

Please Indicate your level of agreement with the statements presented below along the five-point scale presented from 1 (definitely disagree) to 5 (definitely agree). Some statements are not exclusive to teaching in the laboratory and you can provide a response based on your teaching in general. Note that there is no right or wrong answer. There are a variety of teaching beliefs and intentions that lead to a powerful learning environment for your students.

Completing this questionnaire should take about 10 to 20 minutes of your time and not longer. It is important to react on your first impression/feeling!

Reflection of Learning - Activity:

The power of learning is in the action of doing the activity after watching each video. Reflection provides the same power through the action of articulating thoughts. Reflection is the necessary bridge in the learning process that takes place when the learner is involved in a service-learning experience. There are the several traditional strategies such as writing in journals, or writing an essay describing the experience. In the online SWAYAM MOOC what we adopt is to express your learning in the activity space. The participants to self-reflective upon their learning, opinion, ideas, concern about the content, can list the important learning from the video and connect it how to implement into their classroom. Each week, we listed few reflections of learning activity to promote your learning.

Watch-Think-Share:

The power of learning is in the action of doing the activity after watching each video. Reflection provides the same power through the action of articulating thoughts. Reflection is the necessary bridge in the learning process that takes place when the learner is involved in a service-learning experience. There are the several traditional strategies such as writing in journals, or writing an essay describing the experience

The Watch-Think-Share strategy is designed to accommodate differentiate instruction by providing sufficient time to learners to assimilate their learning on the given TED Talks. It enable them to formulate watch and listen to the talk (TED Talks), develop individual ideas and share these ideas with a peer. In this strategy, every week expert talk link is provided and it will be connected to the problem which society is facing. Learners need to watch, have time to think about it individually, and then they work in discussion forum to solve the problem and share their ideas in their academic institution. Through this strategy learners develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.

WhatsApp Group:

In this module, we created few WhatsApp group to promote effective discussion among the learners. WhatsApp groups facilitate you in providing solutions during the learning phase and get total guidance about the application part of the learning. So learners don't waste time please follow below links join in which group you want to join get you all benefits and also give your suggestions to other participants.

Reach through Social Media:

To make effective interaction, we have created exclusive social media ids for this module:

Twitter: TELLSSL; Pinterest: NITTT-TELLSSL; Instagram: TELLSSL

Evaluation and Grading Criteria

As you look through our assignment checklist, note the points awarded for each activity. While we recognize this is a professional development course, modelling good technology enabled teaching practices is an important part of this course design. In many ways, this helps you better understand what a student sees as they participate in the technology enabled learning environment. We also want you, the participant, to understand the importance and time commitment of assignments. Assigning values to course assignments is a visual cue that helps you recognize the value of a given piece and even perhaps the amount of time it would take for you to complete that work.

If the work and entries you submit meet the requirements for each activity and show appropriate thought and time was invested, your assignment/activity will be approved and you will be awarded the full points.

Successful completion of the course will be based on the following requirements:

- ✓ *Participants must complete the course activities and readings in each unit;*
- ✓ *Participants must post in discussion forum (their post and a reply to other posts; and*
- ✓ *Participants must complete the course change project and submit a summary on the discussion board.*
- ✓ *Participants must appear for the final proctor examination.*

Happy Learning