

Creative Teaching and Learning Strategies



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“One of the best-kept secrets of the good teachers is that they have little or no discipline problems in their class.”



What the effective teachers do in their classrooms?

- ***Procedures are taught and practiced***
- ***Repeated and practiced some more***

What a teacher should do if some student misbehave?

- ***List all options***
- ***Don't angry, don't fight with him***
- ***Prevent the ugly situation***
- ***Create positive environment***
- ***Pursue him/her for proper behaviour***
- ***Don't leave the class***
- ***Asking the student to leave the class-last option***

How to Organize Teaching

- 1. Gain attention of students***
- 2. Inform learners of the objectives***
- 3. Stimulate recall of prior learning***
- 4. Present the stimulus (cognitive dissonance)***
- 5. Provide proper learning guidance***
- 6. Interactive teaching***
- 7. Provide (prompt) feedback***
- 8. Assess performance***
- 9. Enhance retention and transfer***

Learning Objectives

- ***Promote active learning***
- ***Stimulate self learning***
- ***Create knowledge***
- ***Promote creativity***
- ***Match with student learning capacity***
- ***Match with objectives of Institute***
- ***Match with Global requirements***
- ***Match with requirements of COVID-19***
- ***Online teaching needs more preparation***
- ***Self understandable & self learning***
- ***Greater expressive***

Changing Pattern of Incoming Students, Education and Faculty

- ***Age of incoming students decreasing (slowly)***
- ***Increasing mental level of students***
- ***Increasing awareness***
- ***Greater access to information sources***
- ***Online teaching using various modes / sources***
- ***Lesser job opportunities***
- ***Increasing cost of education***
- ***Downfall of quality education***
- ***Lesser emphasis on practical education***

- ***Faculty aging***
- ***Economic and other pressures***
 - ***Value of education***
 - ***Encourage changes in careers later in life***

Varied classrooms

Generation Expectation

- ***Ambitious, self-starters***
- ***Want support but do not want to be told what to do or how to do it***
- ***Want high class environment***
- ***Expect instant gratification, immediate feedback***
- ***Know they must keep learning to be marketable***
- ***Independent, problem solvers***
- ***Expectations very high***

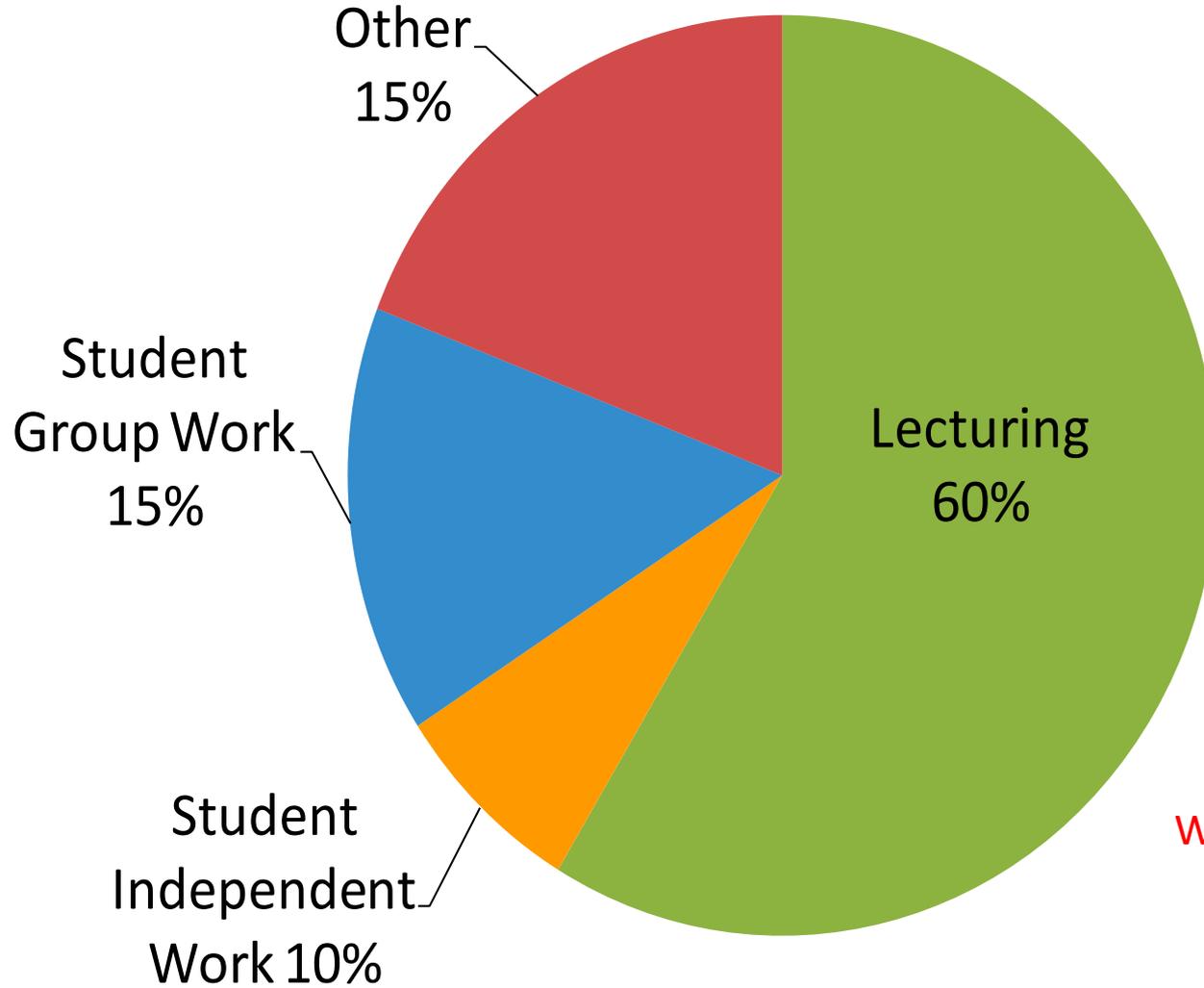
Our Students

- ***Surfers and scanners – not readers and digesters***
- ***Expect constant and immediate feedback***
- ***Want directness over subtlety***
- ***Technologically savvy but crave personal contact***
- ***Always hurried – know what they want***
- ***Want ready made study material***
- ***Lack of motivation and lack of interest***
- ***Too much Socialization***

Our Faculty

- ***Healthiest and wealthiest of generations to date***
- ***Redefine traditional values***
- ***Hard-working, adaptable to new methods***
- ***Passionate (can change the world)***
- ***Believe in hierarchy – may find it difficult to adapt to more flexible arrangements***
- ***Specialized in single discipline***
- ***Want freedom***
- ***Spend less time in library and depends more on network information***

How Faculty Spend In-Class Time



What do students retain?

Mixed Classrooms

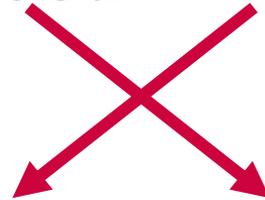
Older Students

Younger Students

Benefits Savvy

Experienced

Technologically



Challenges Anxious

Lack Identity

Mixed classroom closer to work environment

Lecturing

- ***Research has shown that it is impossible for students to absorb all of the information in a lecture (limited short term memory)***
- ***We need every student to learn – not just a few***
- ***More effective approach – get students to actively think and learn***
- ***Power point presentations need careful preparations***
- ***Online lectures need greater expression and self understanding presentations***
- ***Interactive classroom teaching required***

Student's Expectations

- ***Want solid knowledge base and real-world applications***
- ***Want clear and organized presentation of material***
- ***Want to be stimulated, active, creative and participatory***
- ***Want to know why (how does this activity, reading connect to my future career?)***
- ***Want faculty to be enthusiastic, helpful and engaged***
- ***Expect “customer service”***
- ***Want face-to-face contact and ready to accept boundaries***

Faculty's Challenges

- ***Time and salary in private sector***
- ***Multiple duties in Government sector***
 - ***Keeping up with their field***
 - ***Dealing with students with varied backgrounds and skill levels***
 - ***Work pressure***
 - ***Multiple duties***
 - ***Work culture***
 - ***Lesser focus on academics***
 - ***Management of recurring expenses***
 - ***Job security***

Strategies

- ***Understand the learners***
- ***Accept differences among students and between students and other faculty***
- ***Act to narrow down the differences***
- ***Engage students in setting goals and expectations***
- ***Be flexible, creative and try not to be surprised by anything that happens in the classroom***
- ***Multidiscipline knowledge (v. important)***
- ***Aware with global recent advances***

Strategies

- ***Problem-based learning***
- ***Student-centered instruction***
(Adult learning/Adult education)
- ***Deep study of the lesson plans***
- ***Be interactive in the class***
- ***Outcomes-based instructions with full***
Competency)

Student-Centered Learning

- ***Substitute active learning projects and experiences for lectures***
- ***Hold students responsible for material not yet covered***
- ***Assign open-ended questions and problems***
- ***Use simulations, role-playing***
- ***Use self-paced or cooperative (team) learning***

Student Challenges

- ***Students feel that teachers have changed the rules***
 - ***Teachers not teaching***
 - ***Paying tuition for what?***
- ***Team based learning - some do not want to work in groups***
 - ***Do all members contribute equally?***
 - ***Too difficult to schedule, coordinate***
 - ***Some dominate, others hide***

Faculty Challenges

- ***Fear – stop lecturing & lose control***
- ***Won't cover all of the material***
- ***Will students do the work?***
- ***Fair assessment of group and team work***
- ***Repercussions of student dissatisfaction (lower ratings, etc)***



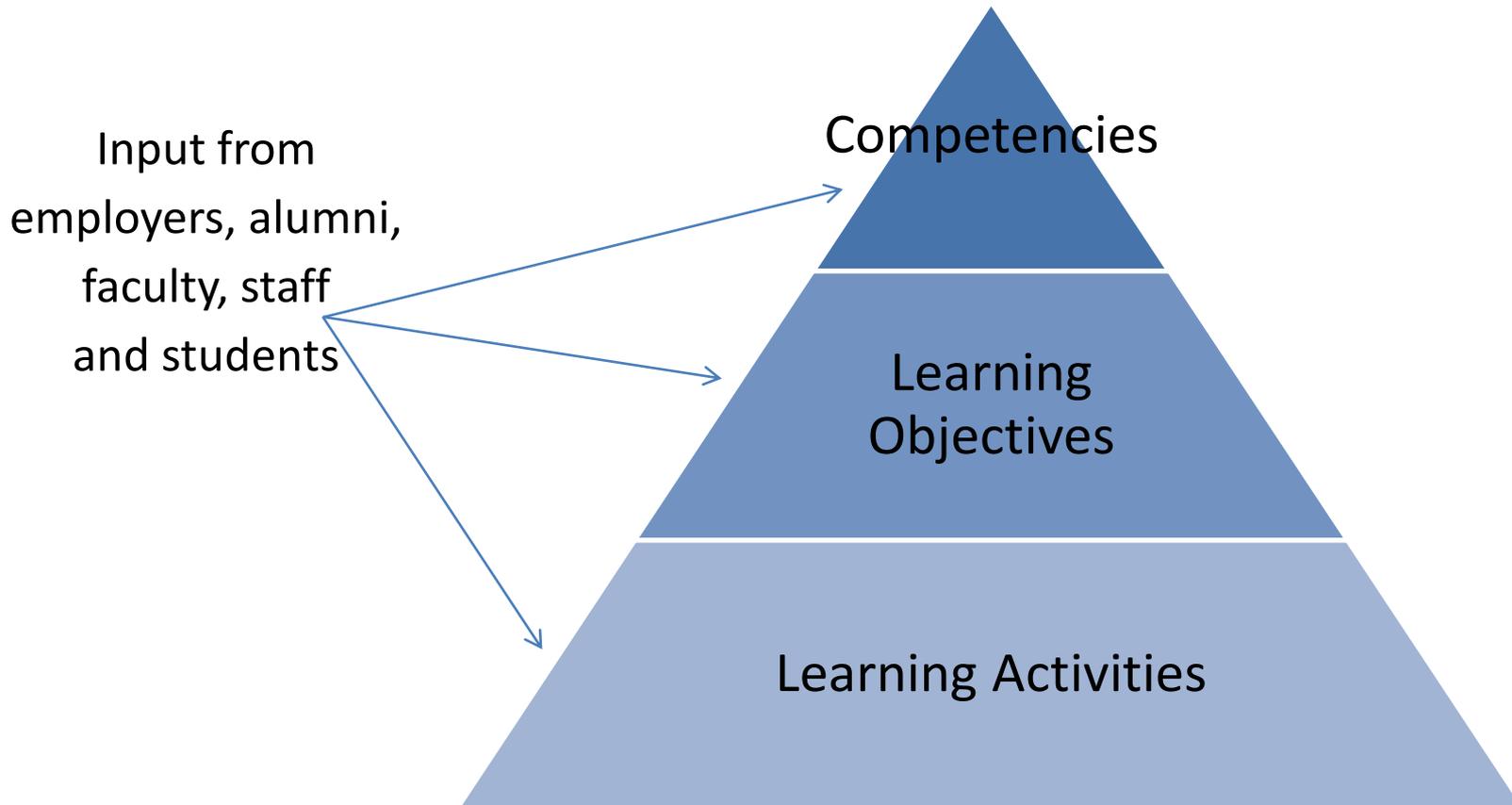
Competencies

- ***Defined by the needs of the workforce and are the essential knowledge, skills and attitudes (KSA's) required to achieve an acceptable level of performance***
- ***Achieved through formal training in the classroom and through hands-on field work (e.g., capstone experience, practicum)***

Competencies

- ***Each competency is supported by multiple learning objectives.***
- ***Learning objectives for the core competencies generally fall in lower-middle cognitive domains of Bloom's Taxonomy (knowledge, comprehension, application, analysis)***
- ***Concentration-specific and cross-cutting (or interdisciplinary) objectives are more complex and include synthesis and evaluation***

Competencies



Getting from Here to There....

Students

Learn best when outcomes are clear and integrated into relevant context

Need practical - not hypothetical - experiences

Competencies

Increase relevance and accountability in curricula

Challenges

Too many competencies

Levels vary

Assessment

Course Design

- ***Define competencies***
- ***Map the learning objectives that support each competency***
- ***Determine activities and assessments that promote student learning that are authentic (i.e., scenario reflecting what students would actually do in practice) and that are feasible to administer***

Teaching Strategies

- ***Set context***
- ***Tie topics together continually***
- ***Pre-assignments***
- ***In class lectures and activities***
 - ***Opportunity to practice – with feedback***
 - ***Audience response system “clickers”***
 - ***Short but realistic examples***
- ***Assessments***

Be Flexible

- ***Check-in***
 - ***Are students learning?***
 - ***How do you know?***
 - ***What and how could be improved?***
 - ***No partiality.***
 - ***Careful evaluation.***
 - ***Point out the mistakes.***

Summary

- ***Can't satisfy everyone so mix it up!***
- ***Teach to the top***
- ***Use student-centered approaches***
- ***Use effective technology (audience response, real examples)***
- ***Be very clear and expressive in online lectures***
- ***Consider team work, peer-to-peer exchange***
- ***Stay connected***

Strategies

- ***Use different methods***
 - ***In-class***
 - ***Outside of class (must link to course objectives)***
- ***Encourage critical thinking and synthesis***
- ***Create opportunities for reflection***
- ***Pre-class “assignments”***
- ***Project based learning***
- ***Creative learning be encouraged***

Set The Tone

- ***Create an environment that supports creativity and self learning***
- ***Encourage different points of view***
- ***Recognize (discuss) your own biases***
- ***Encourage students for discussion and presentation in the class***
- ***Encourage questioning in class***
- ***Give extra time to weaker students***
- ***Devise need based teaching methodology***
- ***Maintain rigor***
- ***Excite students about content***

Discussion Points

- ***What are your biggest challenges in teaching?***
- ***Do you have a teaching mentor?***
- ***Is teaching valued by your chair, in A&P decisions?***