Certificate Program in Teaching – Learning and Evaluation

Certificate Program in Teaching – Learning and Evaluation

About this Course

This course is designed to provide current and next generation college teachers with an introduction to outcome based effective teaching – learning and evaluation strategies and the research that support them. We will examine and evaluate the new understanding of human learning, student's behaviour and explore ways of applying them in class room situation for deeper or active learning.

We will explore several key concepts and issues that the teachers need to understand about higher education, whole person education, communication skills, human relations, team building and their implications in today's classroom situations. We will look at some of the key elements in aligned curriculum and outcome based design considerations that the educators need to be clear while working toward deeper student engagements and designing meaningful learning experiences. We will also investigate the ways in which education is evolving and, in turn, how the roles of teachers are changing in the digital world.

This program is the first project of Marian Institute for Innovations in Teaching-Learning and Evaluation (MITLE) under the Marian College Kuttikkanam and draws on the expertise of experienced faculty from different Universities and Colleges. MITLE program seeks to equip educators and potential educators with the skills and knowledge necessary to meet the expectations of the UGC and NAAC in higher education sector.

What you will learn

1. Evaluate major learning theories and concepts and apply at least one theory in class room situation;
2. Develop student engagement strategies for enhanced learning;
3. Design aligned and outcome based curriculum and course plans;
4. Develop assignments and other evaluation rubrics in line with outcomes;
5. Integrate digital technology in teaching-learning & evaluation;
6. Design learning programs using Moodle digital platform;
7. Demonstrate communication and facilitation skills;

Course Syllabus

Week- 1: Introduction
The institutional vision and mission of Higher Education shape our approaches to curriculum design, learning and the significance of Whole Person Education in 21st century educational context. Education is far more than just providing students with professional knowledge and some skills, but it is preparing them for life ahead. Thus, the whole person education that fosters spiritual, intellectual, humane, social and physical development of students, nurturing them to become confident, caring leaders who possess integrity, perseverance and a sense of responsibility for themselves and others.

Week- 2: Learning about Learning

At the heart of teacher preparation programs is the need for teachers to learn about learning. That's why, without exception, all programs dedicate more time to instructional strategies than to any other subject, requiring both educational psychology and instructional methods courses and returning to this topic throughout other coursework. The rationale is obvious: Teachers must know how to promote learning and make it stick. If students absorb something for the moment, but can't retain or recall information later, they haven't really learned.

Week- 3: Understanding students

Effective teachers, like other effective communicators, recognize the value of understanding their audience. However, for an educator, audience analysis reveals a complexity of differences among students in any given learning environment. The more thoroughly instructors understand the differences, the better chance they have of meeting the diverse learning needs of all of their students. An educator must consider the characteristics of the students at their institution, the mindset of the generation, the variety of learning styles and the cognitive development of students.

Week- 4: Student engagement strategies

Student engagement improves the quality of academic experience in students, helps to increase student retention and contribute to strengthen the relationship between the college and its students. Several student engagement strategies are explored in this module. Mind Map and concept maps are diagrams that are primarily used for generating and exploring ideas, brainstorming, creative thinking and organizing information.

Week- 5: Outcome based Teaching- Learning and evaluation

In outcomes-based education (OBE), the design of the curriculum, syllabus, teaching and learning strategies, and assessment should be "constructively aligned" with the student performance, which are called "outcomes." To effectively ensure that the course learning outcomes are achieved, the students must be engaged in the learning process.

Week- 6: Designing aligned curriculum and Assignments

Constructive alignment in teaching links the constructivist theory of learning (where students link new material to previous knowledge and experiences, and extrapolate to future understandings) with outcomes-based teaching. Implementing constructive alignment in course design results in explicitly linking teaching and learning activities, to classroom assessments and evaluation, to course learning objectives, and ultimately to course learning outcomes.

Week- 7: Active Learning Strategies and Interactive Teaching

Active learning" is a broad term often used to describe a range of activities but the one thing all have in common is that they require students to actively engage with course material (versus passively receiving information).The goal of this module is to illustrate how to incorporate various active learning techniques in a course to increase understanding and transfer. Active learning strategies helps to initiate learners and faculty into effective ways to help learners engage in activities based on ideas about how people learn.

Week- 8: Inquiry Based Learning- a pedagogical approach
Inquiry-based learning (IBL) describes a cluster of student-centered approaches to learning and teaching that are driven by inquiry or research. An inquiry-based approach empowers students, positioning them as active participants in their education and preparing them to work under their own initiative in a professional or further academic context.

Week- 9: Teacher as Facilitator & Transformative Teaching
The role of teacher is changing in smart and active learning methodologies. Now teacher is as a facilitator in learning. Teaching and learning are being modified due to innovations in education. Transformative teaching is a multi-layered practice grounded in democratic leadership. It is the practice of protecting all and fostering equitable treatment, often through activism or negotiation with the school system. This form of transformative leadership relies on emotional intelligence and is cultivated through mindfulness, hope, and compassion.

Week- 10: Assessment and Evaluations
Assessment is supposed to guide learning. It creates a dynamic where teachers and students can work together to progress their own understanding of a subject or topic. Assessment should be about authentic growth. Blooms & SOLO Taxonomy helps in this process. Evaluation on the other hand is a summative process.

Week- 11: Technology Integration in Teaching-Learning
In the current technological world of Information services, academic systems are also in the process of adapting information technology solutions. How technology can help in the classroom, how roles of teachers are changing in response to trends in and policies regarding technology are examined.

Week- 12: Communication Skills, Team Building and Human Relations
Teaching is generally considered as only fifty percent knowledge and fifty percent interpersonal or communication skills. For a teacher, it is not just important to give a quality lecture but it is more important for the presentation of a lesson or lecture in class. When educators incorporate team-building strategies into their classes it creates a sense of belonging, encourages tolerance and team spirit, improves communications skills, and creates an atmosphere of community. Human Relations can be seen in education through group development and the resulting enhanced interpersonal interaction.

Week- 13: Program Summary and Questions and Clarifications

Learning Design: Self Learning with 2 days contact classes for each module