REPORT

Digital Workshops on Teaching, Learning, and Assessment Online

Teaching Learning Enhancement Cell

Digital Workshop on
Teaching, Learning, and Assessment Online
in Outcome Based Education
For
CHRIST (Deemed to be University), Delhi NCR Campus
7 September 2020- 11 September 2020

Sweta Mukherjee, PhD, Suparna Majumdar Kar, PhD, and Vinay M, PhD

Teaching Learning Enhancement Cell
CHRIST (Deemed to be University), Bangalore
tlec@christuniversity.in
https://tlec.christuniversity.in/

MISSION
CHRIST is a nurturing ground for an individual's holistic development to make effective contribution to the society in a dynamic environment

VISION
Excellence and Service

CORE VALUES
Faith in God | Moral Uprightness
Love of Fellow Beings
Social Responsibility | Pursuit of Excellence

Date- 7/09/2020- 11/09/2020

Time: 2:30 pm- 4:30 pm

Participants- 72 Faculty, CHRIST (Deemed to be University) Delhi, NCR Campus

Resource persons- Dr Suparna Kar, Dr Sweta Mukherjee,and Dr Vinay, TLEC, CHRIST (Deemed to be University)

The Teaching, Learning Enhancement Cell of the University organised a five-day digital workshop on teaching, learning, and assessment online from September 7, 2020 to September 11, 2020 for the faculty members of Delhi NCR campus. The workshop was spread over two weeks.

Expected Learning Outcomes: At the end of this workshop, participants were expected to be able to:

- Design Outcomes for the courses that they are teaching and map them with the Programme and Programme Specific Outcomes

- Align their teaching, learning, assessment strategies to attain these outcomes

- Design and implement lesson and assessment components and integrate these into their Course Plans

- Identify and use appropriate digital tools for teaching, learning, and assessment online

The schedule for the workshop was

Day 1: September 7, 2020, 2.30 to 4.30 pm

- Outcome Based Education: An overview

- Understanding by Design: Backward Design

- Designing Learning Outcomes

- Constructive Alignment in Higher Education

Asynchronous task: Design two outcomes each for

- Programme

- Programme Specific

- Course Outcome

The first day of the workshop started with an overview of outcome based education. The sessions on the first day were specifically focused on theoretical underpinnings of outcome based education and constructive alignment in higher education. The

synchronous sessions were followed by asynchronous tasks where the faculty were required to design two outcomes at the programme level, programme specific, and course level.

Day 2: September 8, 2020, 2.00 to 3.30 pm

- Mapping Outcomes of Programme, Programm (Specific), Course with Graduate attributes

- Teaching and learning practices: Synchronous and asynchronous

- Aligning Learning Outcomes with Pedagogy and Assessment

- Course Plan Design- Aligning pedagogy and assessment with learning outcomes (Focus on Sections 1 and 2)

Asynchronous task: Course plan (Sections 1 and 2)

The second day of the workshop focussed on mapping outcomes at several levels. The session was also focused on aiding faculty to design teaching and learning in the online platform, and aligning pedagogy with assessment. In continuation of the synchronous session, the asynchronous session required faculty to work on sections 1 and 2 of the course plan which essentially are concerned with outlining course outcomes, the class policies, the unit details, and the pedagogy that faculty designs for these units of teaching.

Day 3: September 9, 2020, 2.30 to 4.30 pm

- Introduction to Digital Tools for Teaching and Learning Online

Asynchronous task: Identify and design synchronous and asynchronous components for Section 2 of the course plan

The third day of the workshop was focused on introduction to digital tools for teaching and learning online. The entire session focused on different types of digital tools available that can be used to facilitate pedagogy and assessment online. The asynchronous task was an extension of the activities of asynchronous session 2. For this asynchronous task participants were asked to design and describe both synchronous and asynchronous

teaching learning components for the second section of the course plan that focuses on pedagogy.

Day 4: September 10, 2020, 2.30 to 4.30 pm

- Course plan (Sections 3 and 4)

- Evaluation and assessment practices (online and offline)

- Assessment design

- Feedback and assessment

- Measuring attainment of Learning Outcomes

Asynchronous task: Course Plan (Sections 3 and 4)

Day 4 of the workshop focussed on the third and fourth sections of the course plan. The entire session was based on drawing the difference between the terms evaluation and assessment, assessment design; ways in which feedback can be provided to learners both online and offline, and ways to measure attainment of learning outcomes. For the asynchronous sections the participants were asked to work on section 3 where they had to provide the assessment outline and the alignment of the course outcomes with the different components of assessment; and section 4 which required the participants to provide a detailed description of the assignments and evaluation rubrics.

Day 5: September 11, 2020, 2.30 to 4.30 pm

- Open Book Exams

- Digital tools for assessment

- Ethics in teaching and learning online

The last day of the workshop mainly emphasized on different types of assessment practices that can be adapted to the online platform, digital tools for assessment, and ethics in teaching and learning online. The participants were also given feedback on selected assignments.

Each day of the workshop began with a short introduction by one of the faculty members from the NCR campus. The concluding address was delivered by Fr Viju. Following the workshop, Dr Kritika Rastogi shared the feedback report for the same. As per this feedback report, all the four objectives of the workshop were met. 70% of the faculty rated the workshop as excellent. The participants mentioned some significant takeaways from the workshop such as: ways to use different digital tools for online teaching and learning, better understanding of outcome based education, developing good quality question paper, and better understanding of the mapping of POs, PSOs, and COs.

TLEC would also like to provide a few suggestions for future workshops. During the synchronous sessions, faculty was given space (break out rooms) to interact with each other and discuss some of the concerns that were put forth. However, this interaction was minimal, and not all faculty participated in such discussions. We would like to suggest encouraging faculty to participate in discussions as this would definitely enrich the collaborative learning processes. Over all the workshop was a successful first attempt by TLEC and faculty from the Delhi NCR campus to work together for understanding teaching and learning online.

Participant List:

1. SIDDHARTH DUBEY
2. Sabu John A Academic Office NCR
3. GARIMA ANAND
4. AMIT MALHOTRA Commerce NCR
5. NITIKA SHARMA COMMERCE NCR
6. PRAMILA S COMMERCE NCR
7. SHREYA SUNIL NAIR Commerce NCR
8. JERUSH JOHN JOSEPH DEPARTMENT OF COMMERCE NCR
9. RUPALI KUMARI DEPARTMENT OF COMMERCE NCR
10. Sanjay Rastogi Department Of COMMERCE NCR
11. REETA TOMAR DEPARTMENT OF ECONOMICS NCR
12. SALINEETA CHAUDHURI DEPARTMENT OF ECONOMICS NCR
13. MERLYN SHARMA DEPARTMENT OF ENGLISH NCR
14. PRABHA ZACHARIAS DEPARTMENT OF LANGUAGE NCR
15. MEGHA DEPARTMENT OF LANGUAGES
16. PHILIP VARGHESE DEPARTMENT OF POLITICAL SCIENCE NCR
17. KAVAN DEPARTMENT OF PSYCHOLOGY NCR

18. SNEHA SAHA DEPARTMENT OF PSYCHOLOGY NCR
19. Surekha Chukkali Department of Psychology NCR
20. ANJIM SABIHA Dept of Commerce NCR
21. TANUPRIYA Dept. Languages NCR
22. POMPI BASUMATARY Dept. of Languages NCR
23. SHALINI SHARMA ECONOMICS NCR
24. SHWETA BAHL Economics NCR
25. SONIA MUKHERJEE Economics NCR
26. Sulakshana Rao Economics NCR
27. Benzigar M English
28. NUPUR GUPTA INSTITUTE OF MANAGEMENT NCR
29. ANUJA SINGH LANGUAGE DEPARTMENT NCR
30. ANIL KUMAR NAYAK LANGUAGES NCR
31. JYOTI PRAKASH PUJARI LANGUAGES NCR
32. VINOTHINI M LANGUAGES NCR
33. BABITA Management Studies NCR
34. GAURAV GUPTA Management Studies NCR
35. RUCHI PAYAL MANAGEMENT STUDIES NCR
36. AKANCHA SRIVASTAVA PSYCHOLOGY NCR
37. ANEESHA VERMA PSYCHOLOGY NCR
38. BHAWNA Psychology NCR
39. DEEPIKA CHAMOLI PSYCHOLOGY NCR
40. HARGUNEET KAUR PSYCHOLOGY NCR
41. KRITIKA RASTOGI PSYCHOLOGY NCR
42. NIDHI PSYCHOLOGY NCR
43. RIDHIMA SHUKLA PSYCHOLOGY NCR
44. SANGEETA YADAV PSYCHOLOGY NCR
45. SONALI MUKHERJEE PSYCHOLOGY NCR
46. SWATI PATHAK PSYCHOLOGY NCR
47. VATSAL PRIYADARSHI PANDEY PSYCHOLOGY NCR
48. Fr. Antony Puthussery
49. Akhilesh Tiwari School of Business and Management
50. Deeksha Gupta Ganguly School of Business and Management
51. Jeanne Poulose M School of Business and Management
52. Joji Chandran O School of Business and Management
53. Deepti Sinha School of Business and Management NCR
54. Priyanka School of Business and Management

55. Sachin Sinha School of Business and Management
56. Sanjib Bhattacharjee School of Business and Management
57. Tapas Das School of Business and Management
58. Varnita Srivastava School of Business and Management
59. Vinod Sharma School of Business and Management
60. Avinash Kumar School Of Law
61. BHAVANA SHARMA School of Law NCR
62. RAMESH KUMAR SCHOOL OF LAW NCR
63. SARISH SEBASTIAN School of Law NCR
64. SHRADHA SANJEEV school of law
65. Riya Baby SCHOOL OF SCIENCES (NCR)
66. SHILPA SRIVASTAVA SCHOOL OF SCIENCES (NCR)
67. STEPHENRAJ S SCHOOL OF SCIENCES (NCR)
68. SWATI AGRAWAL SCHOOL OF SCIENCES (NCR)
69. VARUNA GUPTA SCHOOL OF SCIENCES (NCR)
70. AMITA SONI School of Sciences NCR
71. Chitresh Shrivastva
72. KUSUM LATA Sociology NCR