

New Directions in Teaching & Learning

(BATCH 2021-22 PARTICIPANTS)

Programme: 11th – 14th Oct 2021

| Monday Oct 11, 2021 (Day-1) | | | |
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| Time | Event | Venue | Attendees |
| 02.00-03.30 PM | FO4 (PN, GK) | LT201 (HALL 1) New Learning Center | Participants who opted for “FO4” |
| 03.30-06.00 PM | Outcomes Based Approach (MR, AMK) | LT201 (HALL 2) New Learning Center | Group A |

| Tuesday Oct 12, 2021 (Day-2) | | | |
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| Time | Event | Venue | Attendees |
| 02.00-04.30 PM | Reflection (SCB, PN) | LT201 (HALL 1) New Learning Center | Group C |
| 03.30-06.00 PM | Curriculum (GK, LKB) | LT201 (HALL 2) New Learning Center | Group-B |

| Wednesday Oct 13, 2021 (Day-3) | | | |
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| Time | Event | Venue | Attendees |
| 10.00-12.30 PM | Assessment (RK, AKV) | LT201 (HALL 1) New Learning Center | Group B |
| 10.00-12.30 PM | Outcomes Based Approach (MR, MNC) | LT201 (HALL 2) New Learning Center | Group-C |
| 3.00-4.30 PM | FO1 (KSG, AMK) | LT201 (HALL 1) New Learning Center | Participants who opted for “FO1” |

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| 3.00-4.30 PM | FO3 (LKB, GVK) | LT201 (HALL 2) New Learning Center | Participants who opted for "FO3" |
| 4.30-6.00 PM | Evaluating Teaching (TPS, SCB) | Online, Zoom Link will be provided | Participants who opted for "Evaluating Teaching" |

| Thursday Oct 14, 2021 (Day 4) | | | |
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| Time | Event | Venue | Attendees |
| 10.00-12.30 PM | Assessment (RK, GVK) | LT201 (HALL 2) New Learning Center | Group D |
| 3.00-4.30 PM | FO2 (AKV, MNC) | LT201 (HALL 1) New Learning Center | Participants who opted for "FO2" |
| 3.00-4.30 PM | Creativity (AMK, KSG) | LT201 (HALL 2) New Learning Center | Participants who opted for "Creativity" |
| 4.30-6.00 PM | FO5 (GVK, LKB) | LT201 (HALL 1) New Learning Center | Participants who opted for "FO5" |
| 4.30-6.00 PM | Group Work (MNC, KSG) | LT201 (HALL 2) New Learning Center | Participants who opted for "Group Work" |

Summary of TCD-Thapar Teaching Fellows' Optional workshops

FO1: Peer Observation of Teaching

Karminder Singh Ghuman, L M Thapar School of Management

The Peer Observation of Teaching (POT), is a process to receive constructive feedback from a peer regarding one's teaching style, methodologies, and strategies. It can assist in the reflective practice by providing inputs in the form of a new perspective, enabling discussion, sharing of best practices for improving one's teaching effectiveness.

FO2: Project Based Learning

Anoop Kumar Verma, School of Energy and Environment

Project-based learning is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems. It can really help students for lifelong learning skills as this kind of project-based learning could lead to research integrated teaching in the context of their programme of study.

FO3: Fostering Self-Regulated Learning

Loveleen Kaur Brar, School of Physics and Materials Science

Self-regulation in students leads to transformation of learner abilities into academic skills. Self-regulated learning underpins the development of many desirable graduate attributes such as critical thinking, life-long learning, deep knowledge, commitment to personal development etc. The objective of this workshop is to discuss key self-regulation processes and how some basic strategies for self-regulation can be taught within the class environment.

FO4: Research Integrated Teaching

Parag Nijhawan, Electrical and Instrumentation Engineering Department

The whole package of learning in terms of disciplinary concepts, theory and application has to be carefully designed to fit in the research expertise into the students' learning experience and meeting the course learning outcomes.

FO5: Effective Design and use of Rubrics for Feedback and Assessment

Gurvinder Kaur, School of Humanity and Social Science

Most of the challenges related to assessment revolve around issues of objectivity and rationality. A well- designed **Rubrics** can dilute these issues to a large extent. The aim of the workshop is to familiarize the participants to nuances of rubric design as well as its use. The principles of effective design and use of Rubrics will also be discussed in relation to different types of assessments viz., **Summative, Formative, Peer, Self etc.**