



Nallamuthu Gounder Mahalingam College
 (An Autonomous Institution, Affiliated to Bharathiar University)
 90, Palghat Road, Pollachi - 642001, Coimbatore, Tamil Nadu, India.
 95th Rank in NIRF – 2023 - Among Colleges in India.



Criteria : VI

Metric No.: 6.5.3

Institution has adopted the following for Quality assurance:

Orientation programme on quality issues for teachers

Sl. No	Title of the Programme	Page No.
1	Webinar on Indirect Assessment Tools for Curriculum Development	2
2	Educator Development Programme in Association with Harappa Education	15



NALLAMUTHU GOUNDER MAHALINGAM COLLEGE (Autonomous), Pollachi

WEBINAR ON INDIRECT ASSESSMENT TOOLS FOR CURRICULUM DEVELOPMENT

The Curriculum Development Cell hosted a webinar titled "**Indirect Assessment Tools for Curriculum Development**" on August 13th, 2021, for all faculty members. The event was conducted online, with a public addressing system set up at Alkondan Hall for those wishing to attend in person.

The esteemed resource person for the webinar was **Prof. Dr. S. Bhaskar**, a faculty member from the Department of Mechanical Engineering at Kumaraguru College of Technology in Coimbatore.

Webinar Objectives:

- Explore the role of indirect assessment tools in evaluating Program Outcomes (POs).
- Gain insights into various indirect assessment methods and their functionalities.
- Understand the process of calculating PO attainment levels using indirect methods.
- Learn how to effectively utilize indirect assessment data for curriculum improvement.

Key Topics Discussed:

- **Utilizing Indirect Assessment for Program Outcome (PO) Attainment:** The session explored the vital role of indirect assessment tools in complementing traditional assessment methods and providing a comprehensive picture of student learning and program effectiveness.
- **Exploration of Indirect Assessment Methods:** Prof. Dr. Bhaskar explored into various indirect assessment tools such as course-end surveys, exit interviews, alumni surveys, and employer feedback, outlining their unique functionalities and applications.
- **Calculating PO Attainment Levels:** The process of calculating PO attainment levels using indirect methods was explained in detail. This included the concept of averaging attainment levels across various assessment tools to gauge overall program success in achieving POs.
- **Leveraging Indirect Assessment Data for Improvement:** The session emphasized the importance of utilizing data gathered through indirect assessments to inform curriculum revisions, teaching strategies, and program development.

Benefits of Attending:

- By participating in this informative webinar, faculty members gained valuable insights into:
- The significance and benefits of indirect assessment in curriculum development.
- Diverse tools and techniques available for indirect assessment.
- Effective interpretation and utilization of data obtained through indirect measures.
- Enhanced ability to assess and improve curriculum effectiveness in achieving program outcomes.

The webinar provided a valuable opportunity for faculty members to gain the knowledge and skills necessary to utilize effective assessment strategies for continuous improvement and optimizing student learning outcomes.

K. SRINIVASAN, M.C.A.,
Coordinator

Curriculum Development Cell (CDC)
NGM College (Autonomous)
Pollachi

Dr. K. MUTHUKRISHNAN,
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Coimbatore District



NGM College (Autonomous), Pollachi

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CIRCULAR

NGM / CDC / CIR21 / 09

12.08.2021

To all the HOD's

Sir/Madam,

Curriculum Development Cell has arranged a “Webinar on Indirect Assessment Tools” for all the Faculty members of our college on 13th August 2021 through Online mode and also we have arranged public addressing system at **Alkondan Hall** with physical distancing and SOPs as per COVID safety norms. Participants are requested to use either online mode or meeting hall at your convenience. Your fullest cooperation is solicited in this regard.

Resource Person: **Prof.Dr.S.Bhaskar**

NAAC Criterion: 2.6.1 & 2.6.2

Time : 10.30 A.M

CDC Coordinator

K. SRINIVASAN, M.C.A.,

Co-ordinator

Curriculum Development Cell (CDC)

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Pollachi - 642 001.

PRINCIPAL

Dr. R. MUTHUKUMARAN,
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NGM COLLEGE POLLACHI
Curriculum Development Cell

Webinar on Indirect Assessment Tool in OBE - 13.08.2021

Dr. R. MUTHUKUMARAN,
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Webinar on Indirect Assessment Tools in OBE

13.08.2021

Course End Survey with Provision for Consolidation of Survey Results:

Roll No. or Reg. No.	Name of Student	[To what extent do you feel you have learnt and will be able to do the following (which are the COs of the course)]						Signature of student (optional)
		Poor		Average		Good		
		1	3	5	7	9	10	
	Student 1							
	Student 2							
	Etc.,							
	Student 20							
	(a) Total number of students in the batch)							
Count of survey scale values	1	4						
	3	4						
	5	12						

Prof. Dr. S. Dheekar – Trainer Mobile: 94435 78135 email: traineddheekar@gmail.com YouTube: Trainer Shaker

Assessment and Evaluation: Calculation of Course Outcomes of a theory course for a batch

Academic year	2020 - 2021
Program	
Semester	
All Faculty Name / Designation / Department (who handled the course) for the program:	
Course coordinator	

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Step 3: Decide the assessment methods / Tools to be used to collect data for calculating CDs and finally POs.

Assessment method	Assessment tool	Purpose (for calculating)	Remarks
Direct assessment (through mark based assessments)	MT 1	Final values of CDs (CD1 to CD6)	Final values of POs and PSOs (PO1 to PO7) and (PSO1, PSO2)
	MT 2		
	Model Exam		
	Assignment as per DOTE		
	Seminar		
	Assignment for attaining domain independent POs (Written or Quiz or Seminar or Minor project) (for accreditation purpose)		
Indirect assessment (through surveys)	End Semester Exam	PO and PSO values	
	Course End Survey		
	Program End Survey		
	Alumni Survey		

Step 3: Decide the assessment methods / Tools to be used to collect data for calculating CDs and finally POs.

Assessment method	Assessment tool	Purpose (for calculating)	Remarks
Direct assessment (through mark based assessments)	MT 1	Final values of CDs (CD1 to CD6)	Final values of POs and PSOs (PO1 to PO7) and (PSO1, PSO2)
	MT 2		
	Model Exam		
	Assignment as per DOTE		
	Seminar		
	Assignment for attaining domain independent POs (Written or Quiz or Seminar or Minor project) (for accreditation purpose)		
Indirect assessment (through surveys)	End Semester Exam	PO and PSO values	
	Course End Survey		
	Program End Survey		
	Alumni Survey		

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Course Code and Course Name:

CO	Marks			Assignment Types (enter only that is applicable)		Assignment for external assessment CO value in % = total numerator / total denominator (x)	Final CO attainment value in % = (x+y)/2
	MT 1	MT 2	Model Exam	As per DOTE	Semester (DOTE)		
CO1	7/15	5/8	18/21	3/5	4/5	8/10 45/64 = 70%	57/75 = 76% (70+76)/2 = 73%
CO2	8/10	7/11	12/15	3/5	4/5	8/10 42/56 = 75%	57/75 = 76% (75+87)/2 = 81%
CO3				3/5	4/5	8/10	57/75
CO4				3/5	4/5	8/10	57/75
CO5				3/5	4/5	8/10	57/75
CO6				3/5	4/5	8/10	57/75

Annexure-1: COURSE END SURVEY FORM (THEORY / LABORATORY) (TO ASSESS COURSE OUTCOMES)

Faculty name	Designation / Department
Course code	Course name
Student name (Optional)	Roll no. / Reg. no. (Optional)
Program	Semester
Academic year	Batch Ex:2018-19

[Please tick (✓) appropriately]

CO no.	To what extent do you feel you have learnt and will be able to do the following (which are the COs of the course)	Poor	Average	Good
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Student name (Optional)	Roll no. / Reg. no. (Optional)
Program	Semester
Academic year	Batch Ex:2018-19

[Please tick (✓) appropriately]

CO no.	To what extent do you feel you have learnt and will be able to do the following (which are the COs of the course)	Poor	Average	Good
1				
3				
5				

Course End Survey with Provision for Consolidation of Survey Results:

Roll No. or Reg. No.	Name of Student	[To what extent do you feel you have learnt and will be able to do the following (which are the COs of the course)]					Signature of student (optional)
		Poor	Average	Good			
	Student 1						
	Student 2						
	Etc.,						
	Student 20						
	(x) Total number of students in the batch						
Count of survey scale values	1	4					
	3	4					
	5	12					

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Step 4: Program Exit/End Survey

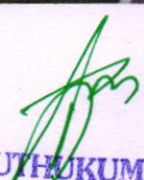
Note: Survey form is to be provided to each student who has undergone the program in a batch and data is to be collected.

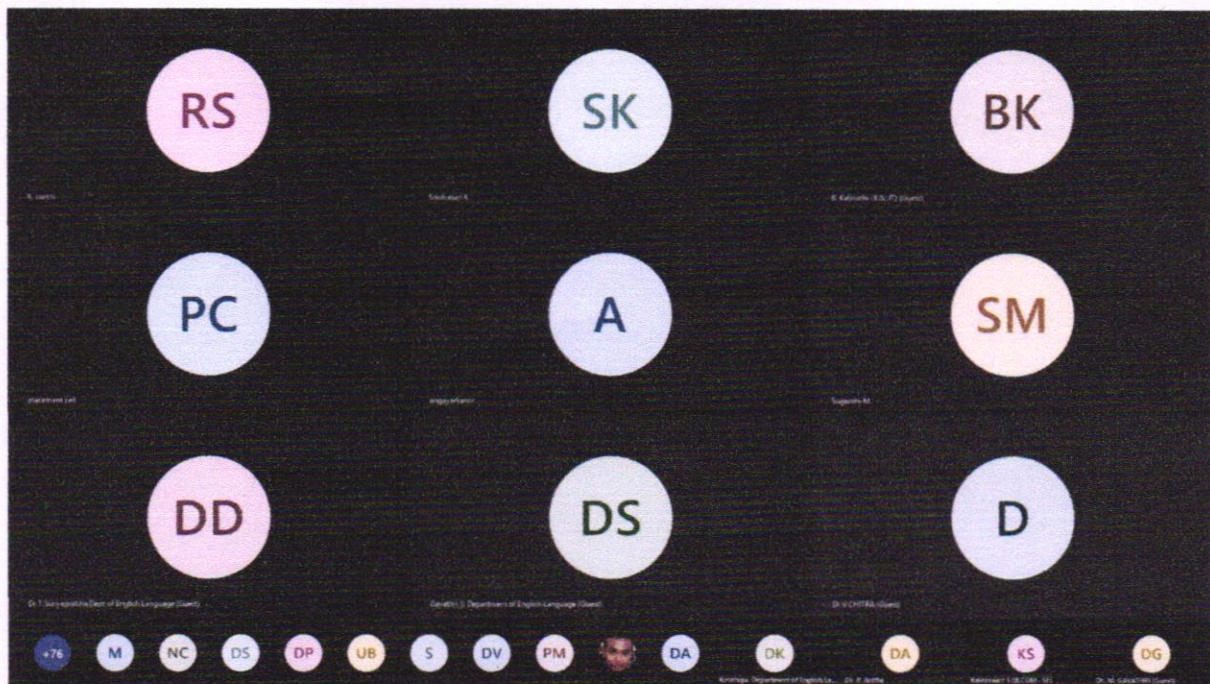
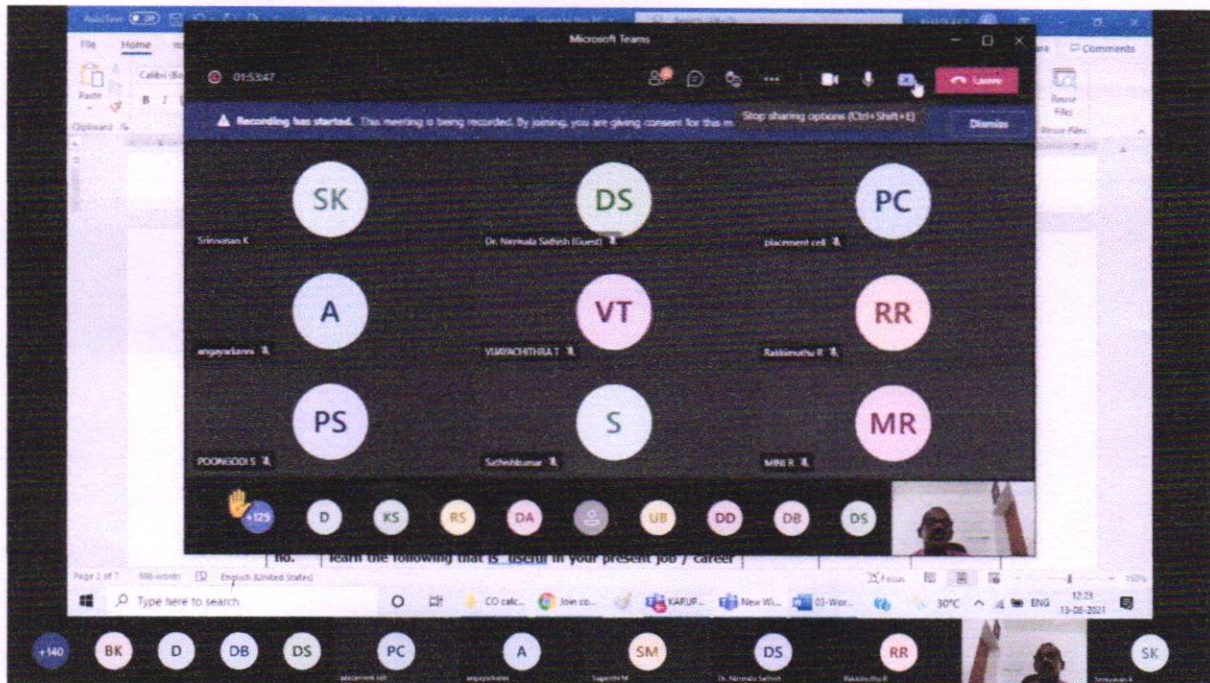
Program Outcome Number	Program Outcome Description (as in the accreditation documents)
PO1	
PO2	
PO3	
PO4	
PO5	
PO6	
PO7	

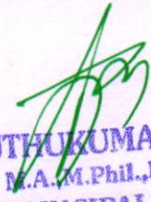
Note: Show sample calculation for 3 to 5 students

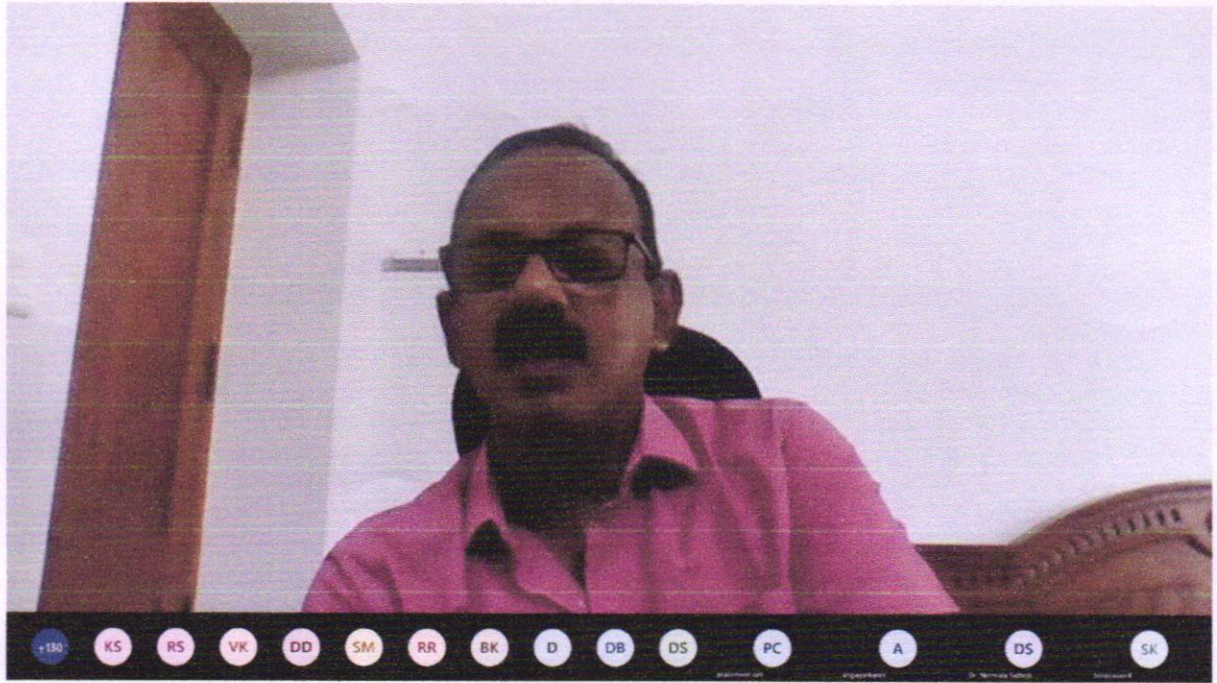
Course Code and Course Name:

CO	Marks			Assignment Types (enter only that is applicable)			(Only through external assessment) CO value in % = total numerator / total denominator (x)	(Only through external assessment) End semester exam (marks % (y))	Final CO attainment value in % = (x+y)/2
	MT 1	MT 2	Model Exam	As per DOTE Marks out of 5 or 10 according as per regulation	Seminar (DOTE)	Assignment for attaining domain independent POs (PO5 to PO7)			
CO1	7/15	5/8	18/21	3/5	4/5	8/10	45/64 = 70%	57/75 = 76%	(70+76)/2 = 73%
CO2	8/10	7/11	12/15	3/5	4/5	8/10	42/56 = 75%	57/75 = 76%	(75+76)/2 = 75.5%
CO3				3/5	4/5	8/10		57/75	
CO4				3/5	4/5	8/10		57/75	
CO5				3/5	4/5	8/10		57/75	
CO6				3/5	4/5	8/10		57/75	


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Webinar on Indirect Assessment Tools in OBE

13.08.2021

Microsoft Teams

Webinar on Indirect Assessment Tools in OBE

2021-08-13 05:00 UTC

Recorded by
ngm erp

Organized by
ngm erp

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[Please tick (✓) appropriately]

CO no.	To what extent do you feel you have learnt and will be able to do the following (which are the COs of the course)	Poor	Average	Good
		1	3	5
CO1				
CO2				
CO3				
CO4				
CO5				

Any other feedback / suggestions

Page 1 of 7 888 words English (United States)

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Alumni Survey with Provision for Consolidation of Survey Results:

Note: Collect data from all alumni from all previous batches of the program who come to the campus and consider the previous three years data for making the calculation.

Roll No	Name of alumni	[To what extent do you feel you have learnt and will be able to do the following (which are the POs of the program)]							PSOs		Signature of student						
		<table border="1"><thead><tr><th>Poor</th><th>Average</th><th>Good</th></tr></thead><tbody><tr><td>1</td><td>3</td><td>5</td></tr></tbody></table>							Poor	Average		Good	1	3	5		
		Poor	Average	Good													
1	3	5															
PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2									
	Alumni 1																
	Alumni 2																
	Alumni 335																
	(a) Total number of alumni who took up the survey in the past 03 years																
Count of survey scale	1	99															
	3	100															

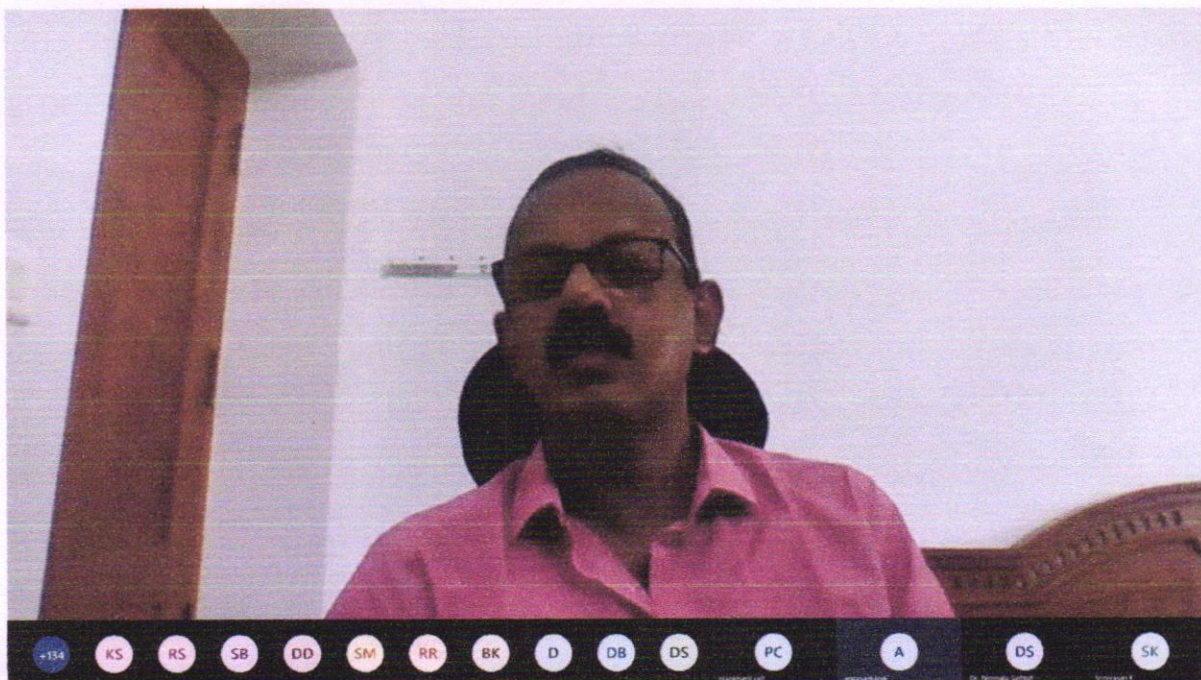
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Step 4: CO calculation (for each student) based on **direct assessment tools**.
 Note: Show sample calculation for 3 to 5 students

Course Code and Course Name:

CO	Marks			Assignment Types (enter only that is applicable)			(Only through external assessment) CO value in % = total numerator / total denominator (x)	(Only through external assessment) End semester exam (marks % (y))	Final CO attainment value in % = (x+y)/2
	MT 1	MT 2	Model Exam	As per DOIE	Seminar (DOIE)	Assignment for attaining domain independent POs (POS to PO7)			
CO1	7/15	5/8	18/21	3/5	4/5	8/10	45/64 = 70% 76%	57/75 = 76%	(70+76)/2 = 73%
CO2	8/10	7/11	12/15	3/5	4/5	8/10	42/56 = 75%	57/75 = 76%	(75+87)/2 = 81
CO3				3/5	4/5	8/10		57/75	
CO4				3/5	4/5	8/10		57/75	
CO5				3/5	4/5	8/10		57/75	
CO6				3/5	4/5	8/10		57/75	




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NALLAMUTHU GOUNDER MAHALINGAM COLLEGE (Autonomous), Pollachi

NGM College in Association with Harappa Education Conducts Online Educator Development Programme

Programme Overview:

NGM College, in collaboration with Harappa Education, conducted a 12-day online educator development programme from February 22nd, 2021, to March 6th, 2021. The programme aimed to equip faculty members with the necessary skills and knowledge to thrive in the evolving educational landscape.

Target Audience:

The programme was designed for all NGM College faculty members, divided into six batches, with each batch attending the programme for two days.

Programme Objectives:

- Equip participants with a toolkit of effective practices for the teaching-learning context.
- Foster confidence in critically analyzing and applying theory into practice.
- Enhance communication skills to effectively convey goals, objectives, strategies, and action plans.
- Develop greater self-awareness as an academic professional.
- Apply the Exposure-Implementation-Evaluation Model of Continuing Professional Development (CPD).
- Identify self-development opportunities relevant to the new educational normal.

Programme Modules:

The programme comprised five modules, each focusing on a specific aspect of educator development:

Module 1: Engaging Millennials through Active Learning Strategies Digitally

Objectives:

Explore methods, strategies, and tools for effective online teaching.

Develop and share online learning materials, resources, and educational aids.

Adopt tools and techniques to promote collaborative learning.

Outcomes:

Increased confidence in using e-tools and resources for enhanced student participation.

Improved ability to design, deliver, and document lessons using technology.

Module 2: Teaching-Learning Analytics for the Educator Practitioner

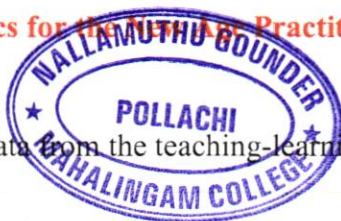
Objectives:

Recognize the importance of analysing data from the teaching-learning environment.


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Understand various methods for collecting data using e-tools.

Structure classes effectively for individual work, group work, and whole-class activities.

Outcomes:

Develop a deeper understanding of content and teaching practices.

Gain proficiency in using appropriate tools for data analysis.

Module 3: Reflective Practice through Action Research

Objectives:

Encourage teachers to see themselves as learners continuously investigating their own teaching practices.

Facilitate self-reflection on individual teaching experiences and expertise.

Introduce participants to action research as a systematic approach to improving teaching within a community of practice.

Outcomes:

Develop into a 21st-century academic by setting professional goals and milestones through teacher-research.

Enhance competencies through reskilling and upskilling.

Module 4: Essentials of Effective Research Proposal for Funding and Publication

Objectives:

Promote academic collaboration for research purposes.

Strengthen knowledge in digital research and design, fostering desired research impact.

Equip participants to effectively demonstrate their suitability to undertake research projects.

Outcomes:

Gain the ability to articulate the originality and significance of research, explaining its contribution to existing knowledge in the field.

Understand the importance of highlighting the value and impact of the proposed research.

Module 5: Assessment and Needs Analysis

This module involved conducting an online assessment to identify faculty members who would form the core research wing of NGM College.

Additionally, a needs analysis was conducted to gauge faculty interest and requirements for a potential deep-dive training programme.

The analysis aimed to inform the structure of modules and group faculty members based on their interests and needs for the second phase of the programme.

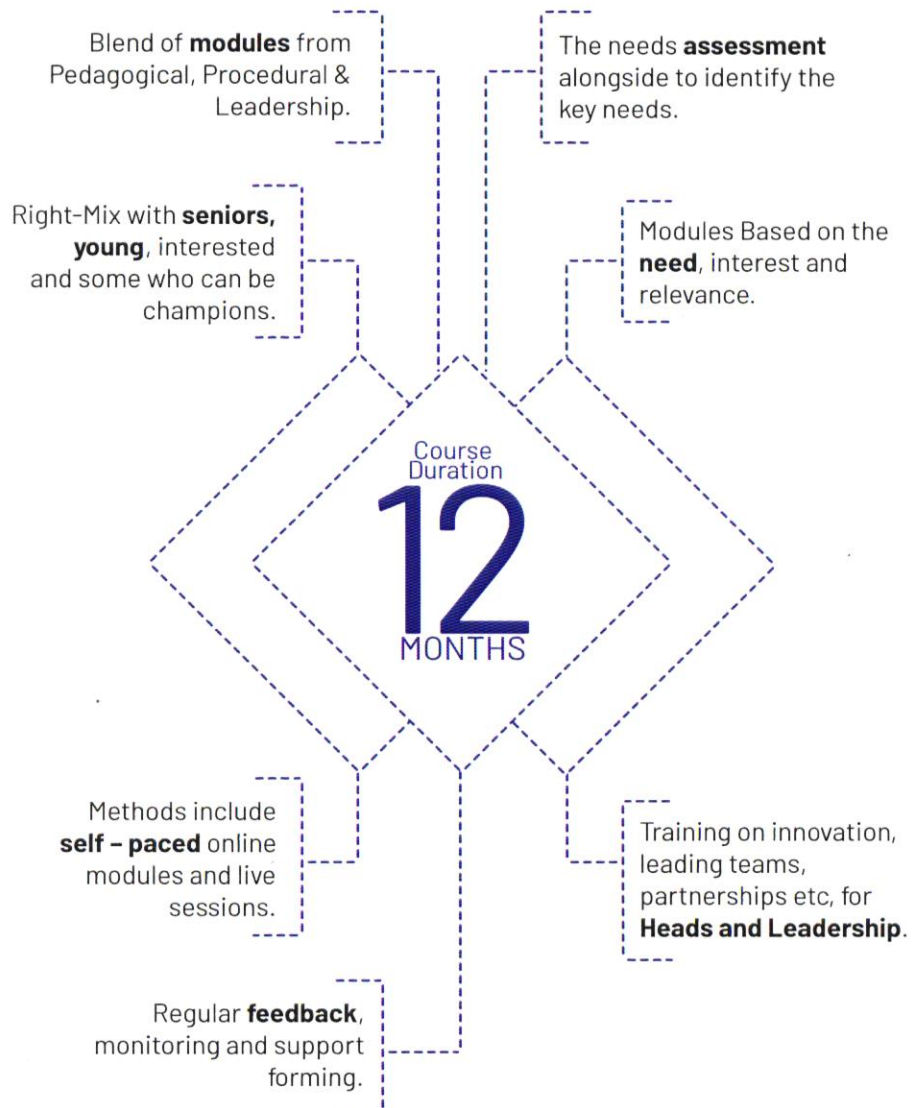
Overall, the NGM College-Harappa Education Educator Development Programme provided faculty members with a valuable opportunity to enhance their teaching skills, knowledge, and research capabilities, empowering them to excel in the ever-evolving educational landscape.

Dr. K. MUTHUKUMARAN, 2 | Page

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Salient Features and Highlights of the Programme



Please share your feedback, views and suggestions to
srini@ngmc.org



NGM COLLEGE

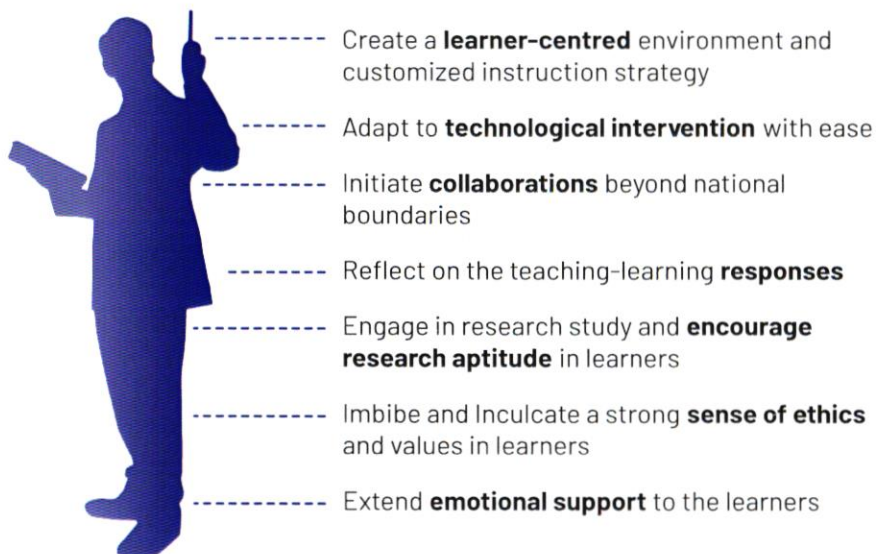
EDUCATOR DEVELOPMENT PROGRAMME

Overview

The paradigm of education is being revamped and the value of 'content' and 'knowledge' is shifting constantly than ever before. The traditional time-bound, content driven experience is becoming obsolete in the current skill-based, technology driven learning environment. To empower the learners to become active participants in the learning process, to align our pedagogy to the learning goals and to think beyond, it is significant to upskill the knowledge and competency of the educators to meet the future intellectual needs. True to the words of Swami Vivekananda, "All Power is within you; you can do anything and everything", Talent Harness Programme aims to kindle the latent potential in each of us and together build a better future.

Role of an Educator

A Teacher is no longer a simple dispenser of knowledge but is responsible to build an overarching framework to nurture and groom the learners into holistic individuals. The role of a 21st century educator is not merely a facilitator of learning but a individual with a greater responsibility to hone the critical thinking, creativity, collaborative skills, communication skills and much more. Some of the key skills include



Scope and Objectives of the Programme

Equip the educators to contribute to the academic and professional success of the learners



Upscale the requisite skills to promote high quality research

Enhance the sense of ownership and contribute with the vision of the institution

The Frame Work

The Training Programme will be conducted in the following three domains addressing key areas

Leadership Development

Embracing change
Self-Awareness – paint your canvas
Self-Directed Leadership
Reasoning Logically
Institution Goals and Teamwork
Commitment to Excellence

Pedagogical Approach

Learning Environment Management
Reasoning & Sense-Making
Focus & Coherence
Assessments

Procedural Elements

Research techniques, opportunities, funded research, publications etc.
Necessities of NIRF and other ranking procedures and records.
Institutional policies, procedures, standards – like NAAC and their roles.
Student support services such as mentoring and counselling



NGM COLLEGE

Dear Colleague

Hope you and your family are doing well and staying safe. And we acknowledge and appreciate the commendable work done by you during these challenging times. NGM has grown, blossomed and created deep impact just not in the region but globally through its alumni. And we are glad that you have played your role, as we press forward to greater heights.

New Paradigm

As the Institution sets its direction for newer accomplishments and fresh approaches, the faculty have an augmented responsibility to put passion and skills to work and build excellence in NGM as envisioned by the Founder Chairman. As radical changes are emerging in education system, there is a strong and urgent need for faculty to embrace these changes to strengthen the capacity and adapt to the transformations. Infusion of Professional Development sustains the vitality of your careers in uncertain but exciting times in higher education and in turn enriches the NGM ecosystem.

Faculty Enrichment Programme

Hence the Institution has planned to invest in your growth through a robust and interesting faculty enrichment program. The program envisions to enhance your personal skills and professional competencies in teaching, research, outreach, administration among other domains. The program has been carefully designed to offer a unique learning experience to refocus and immerse in the latest thinking about the best practices and processes in education. The stimulating program has been planned for over a period of three months focussing on self and various academic spheres that are important for an educator and you will experience the learning in different forms.

Embracing Change

We are delighted that in the Phase I of the Development Program, you along with your colleagues at NGM have the opportunity to enrol in a high-impact online course on *Embracing Change*, which aims to help you build the confidence to overcome challenges positively. The course is offered by Harappa Education and has six remarkably interesting and thought-provoking modules, can be completed in 3-4 hours.

<https://harappa.education/courses/embracing-change>

Access the course and ensure to complete the course on or before February 20, 2021. We are certain that you will have conversations with your colleagues about the thoughts you would imbibe from the course and we are eager to hear from you as well. We would appreciate your feedback in the enclosed form. **Course Feedback: bit.do/ecfeedback.**

Kindly submit the feedback after completion of the course.

Following this, intellectually stimulating and professionally impactful sessions are planned with the best of the experts in the respective domains. These courses are carefully designed to address the needs of the teaching fraternity. The enclosed booklet provides a brief of the same.

Please make use of this momentous opportunity to up skill and empower yourself.

Happy Learning! Looking forward to meet you soon for the next phase of learning!!

Shri. M. Balasubramaniam
Secretary
NGM College

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NGM College, Pollachi

Proposal for In-Service Continuous Professional

Development Program Phase- 1

Core Modules

Module 1 - Adapting and appropriate use of digital technology to facilitate effective online teaching and collaborative learning.

Module 2 - Embracing different models of learning - individual, peer, group - based on data, resulting in better learning outcomes.

Module 3 - Reflective practices through action research - setting up self-goals and working towards the same.

Module 4 - Fundamentals of research and Research publications.

Deliverables

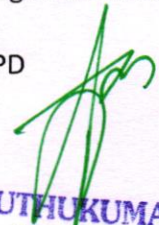
Sessions: 4 – 90min

Facilitation: Synchronous

Objectives:

By the end of the session participants would have

- A tool kit of effective practices which can be embedded into the teaching-learning context
- The confidence to critically analyze and apply theory into practice
- The ability to communicate effectively goals, objectives, strategies and action points
- Explored greater awareness of self as an academic
- Applied the Exposure-Implementation-Evaluation Model of CPD
- Identified self-development opportunities in the new normal


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Module Objectives and Outcomes

S.No	Module	Objectives	Outcomes
1	Engaging Millennials through Active Learning Strategies Digitally	- To explore methods, strategies and tools for teaching online. - To make online learning material, resources and educational aids available to all students. - To adopt tools and techniques for collaborative learning.	Teacher explores the virtual teaching environment using appropriate e-tools and resources for maximum student participation. Improved confidence in employing technology for design, delivery and documenting purposes.
2	Teaching-learning Analytics for the New Age Practitioner	- To identify the need of examining data collected from the teaching-learning environment - To understand ways to collect information and data using e-tools - Structure the class for independent work, pairs, groups, and the whole class in a thoughtful and deliberate way.	Building a new understanding of content and practice. Investigating appropriate tools to study data.
3	Reflective Practice through Action Research	- To situate teachers as learners in the classroom investigating their practice. - To examine individual teaching experience and expertise. - To understand action research as a systematic and intentional approach to changing teaching as part of a community of practice.	Evolving into the 21st century Academic: - Setting professional goals and milestones through teacher research. -Reskilling & Upskilling competencies
4	Essentials of Effective Research Proposal for Funding and Publication	- To promote academic collaboration for research purposes - To deepen knowledge in digital research and design, also promoting the desired research impact - Demonstrate why you are the correct person to undertake this research project	Highlighting originality or significance of research explaining how it develops or challenges existing knowledge of your subject Identifying the importance of your proposed research

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At the end of the two - day training a comprehensive online assessment shall be conducted, the results of which can be used as indicative to identify the cohort of faculty members who will form the core research wing of NGM College, Pollachi.

Simultaneously, a Needs analysis will also be conducted to understand the interest/need quotient for a deep dive training program. The analysis will give key insights to structure the modules for the second phase of training and to group faculty members as per the interest and needs.



A handwritten signature in green ink, appearing to be 'R. Muthukumar', is written over the official stamp.

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EDUCATOR DEVELOPMENT PROGRAMME

Ground Rules / Digital Citizenship Codes

1. Show up on time
2. Prioritize learning for you and others
3. Take notes
4. Ask relevant and concise questions
5. Answer precisely
6. Use chat box for questions
7. Mute yourself unless asked otherwise
8. Turn on video when you speak

Deal

Participants: Angayarkanni, Padma Jayaraman, Ma Foi Group

Surviving Zoom

weird echo "can you see me?" no pants joke

frozen pet interruption Brady Bunch reference

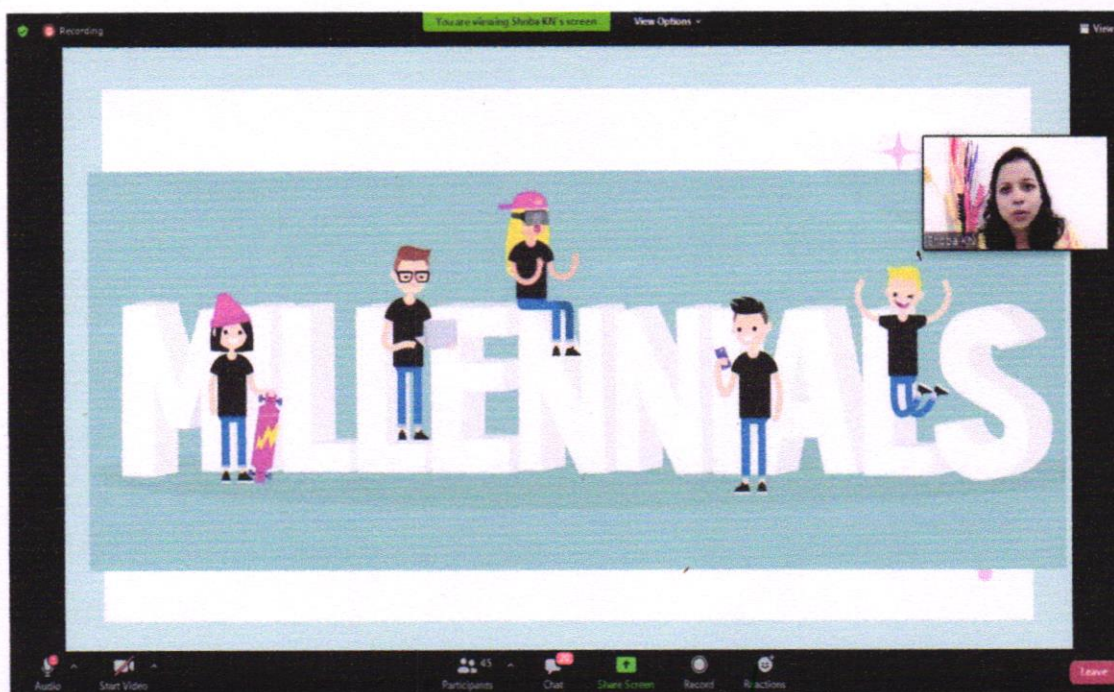
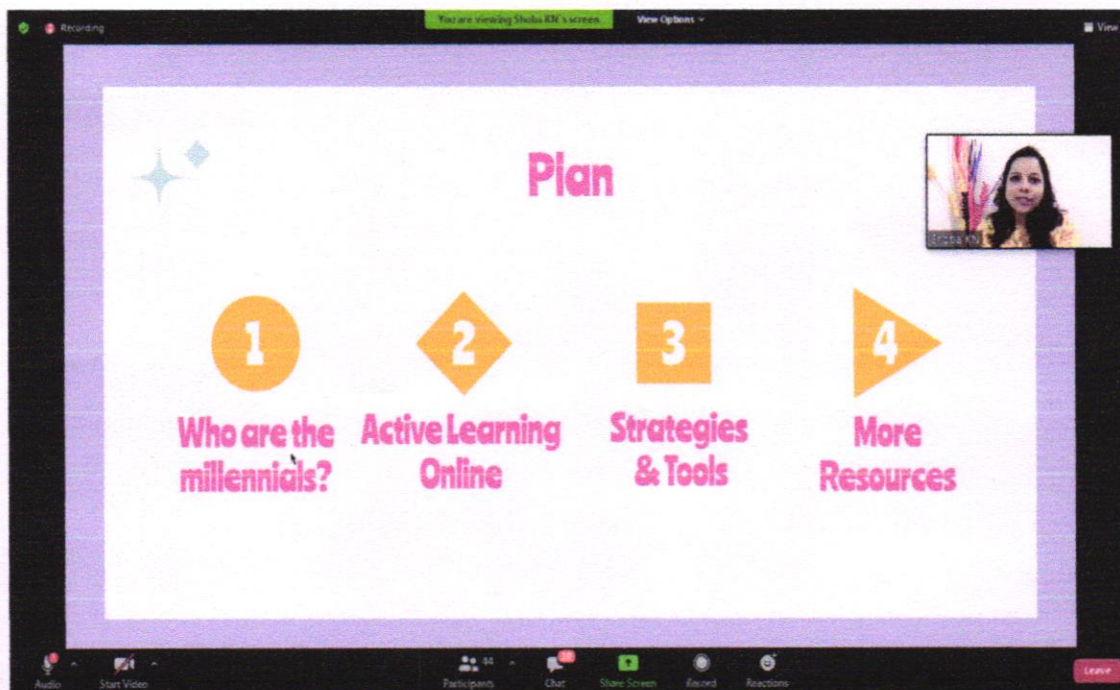
wacky background texting

camera too close talks over wrong camera too far

Participants: Angayarkanni, Manjula.T

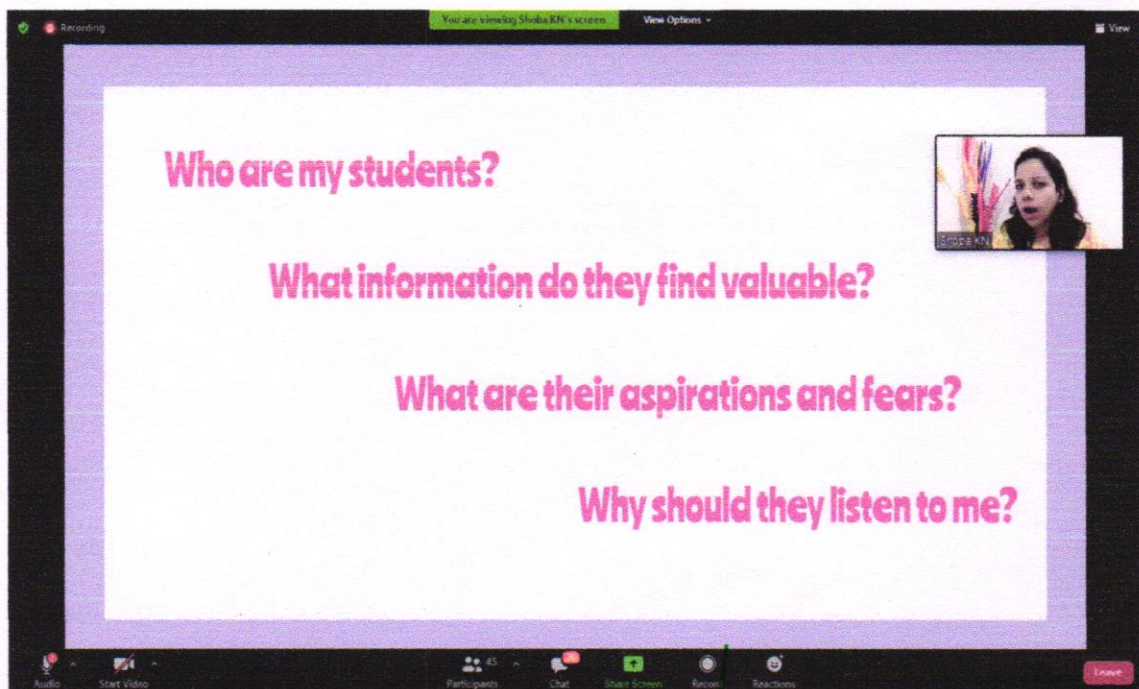
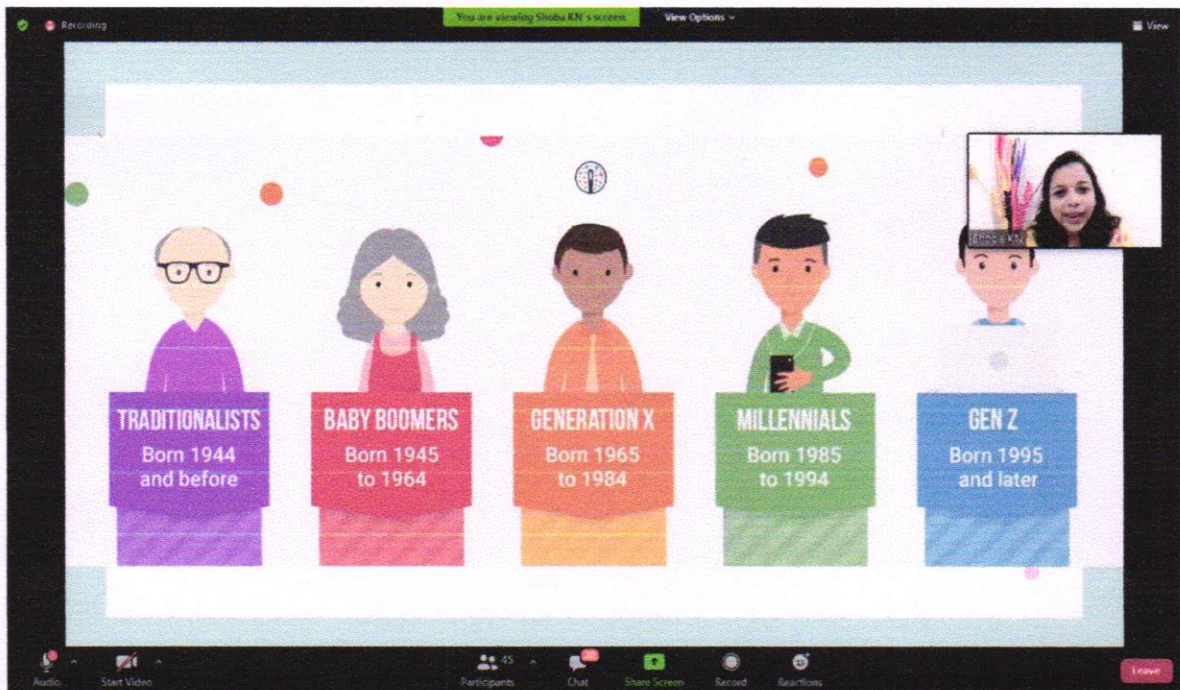
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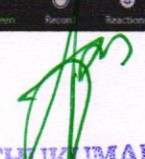
EDUCATOR DEVELOPMENT PROGRAMME



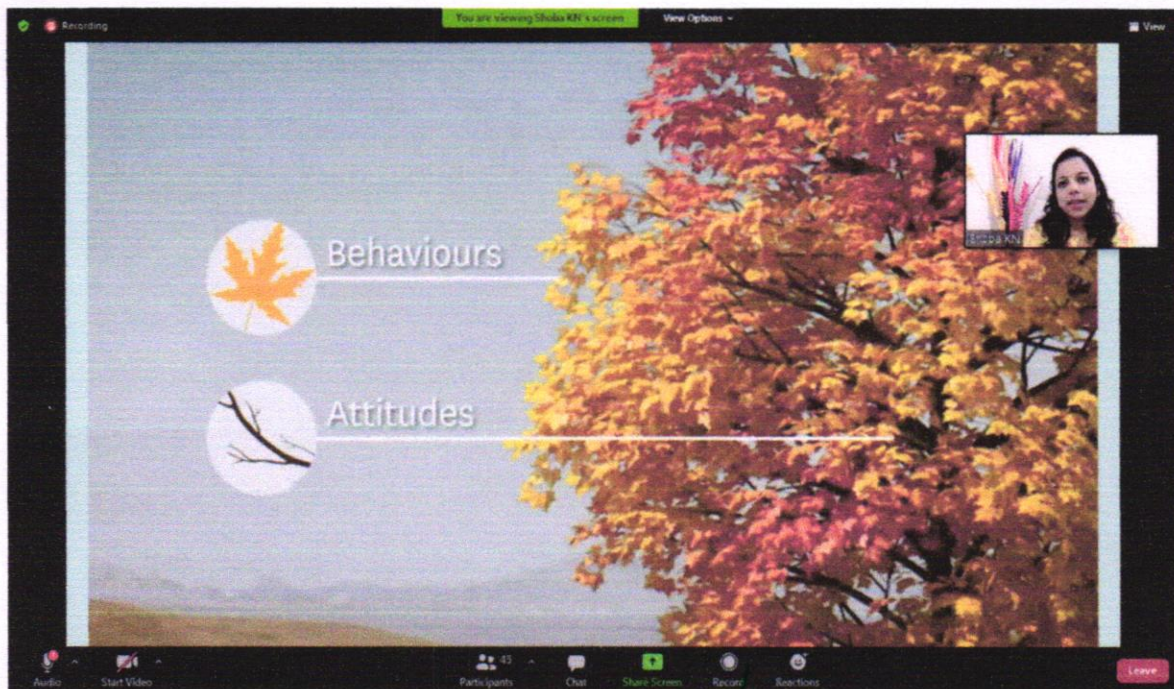
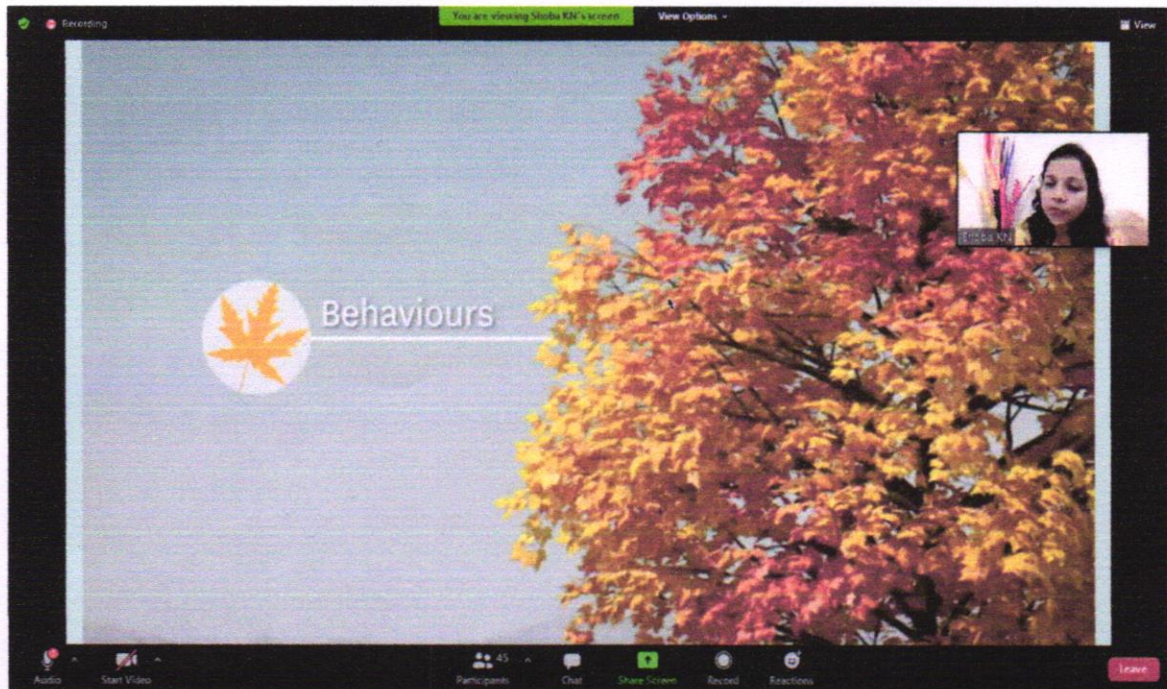
(Signature)
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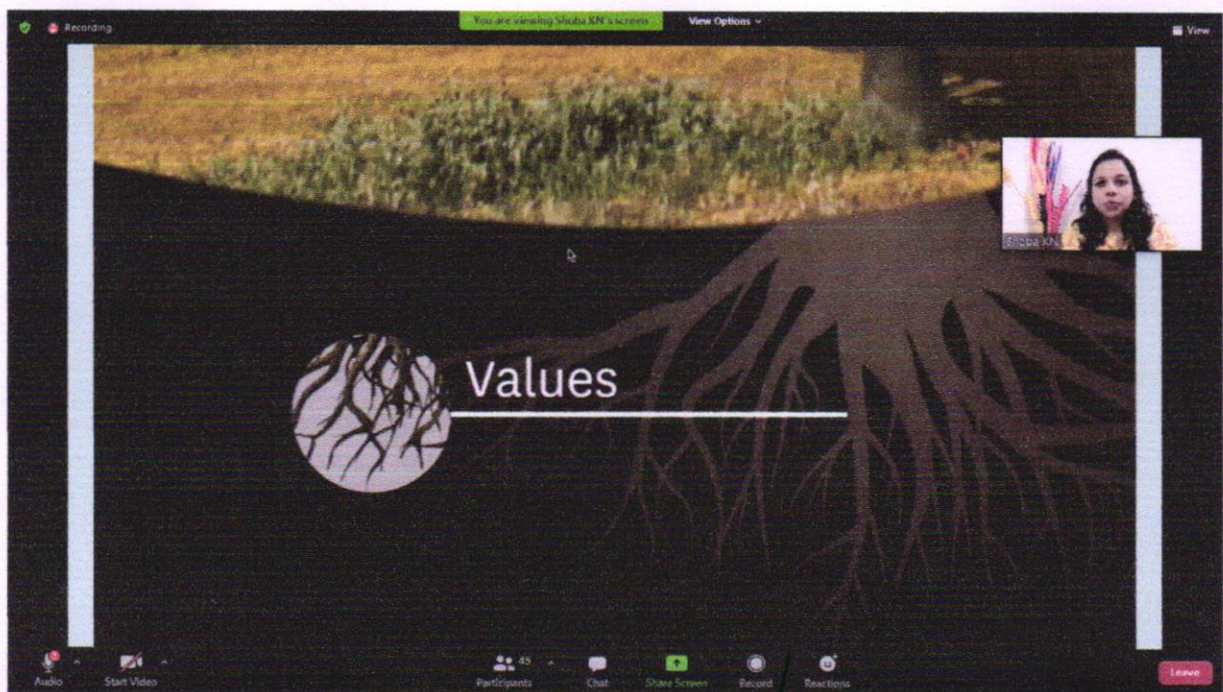
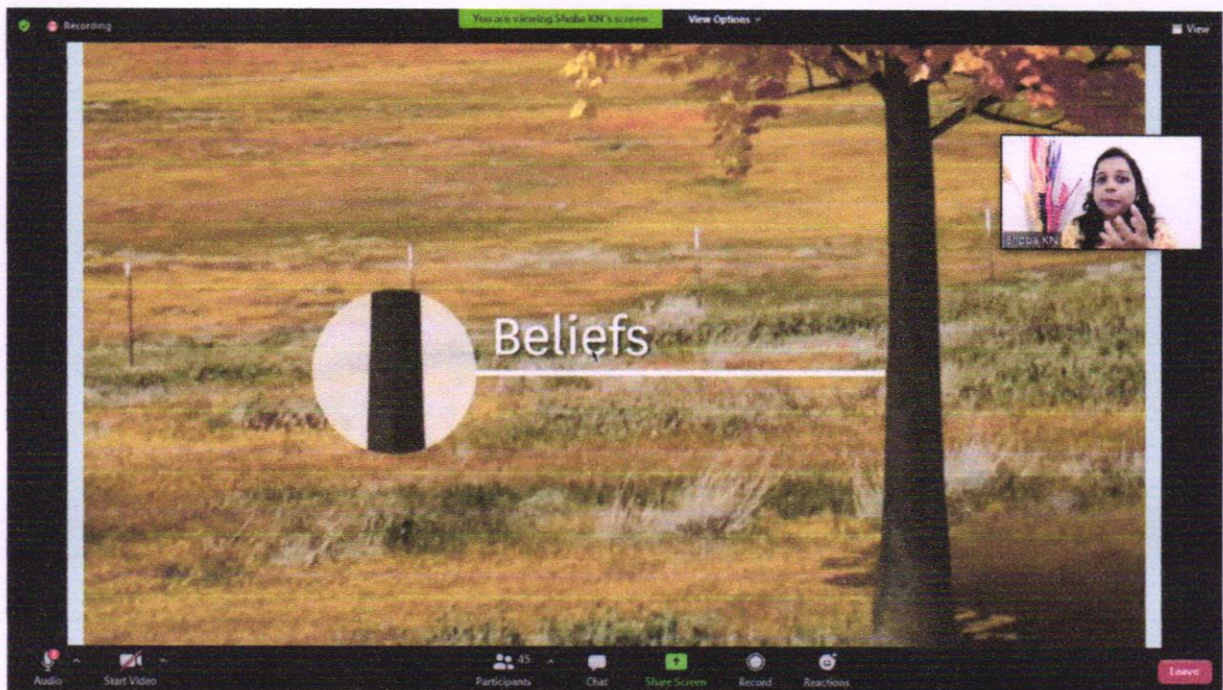

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EDUCATOR DEVELOPMENT PROGRAMME

Recording You are viewing Shoba KN's screen View Options

Type 2 characteristics of millennials

Audio Start Video Participants 46 Chat Share Screen Record Reactions Leave

Recording You are viewing Shoba KN's screen View Options

WHY ICT IN EDUCATION?

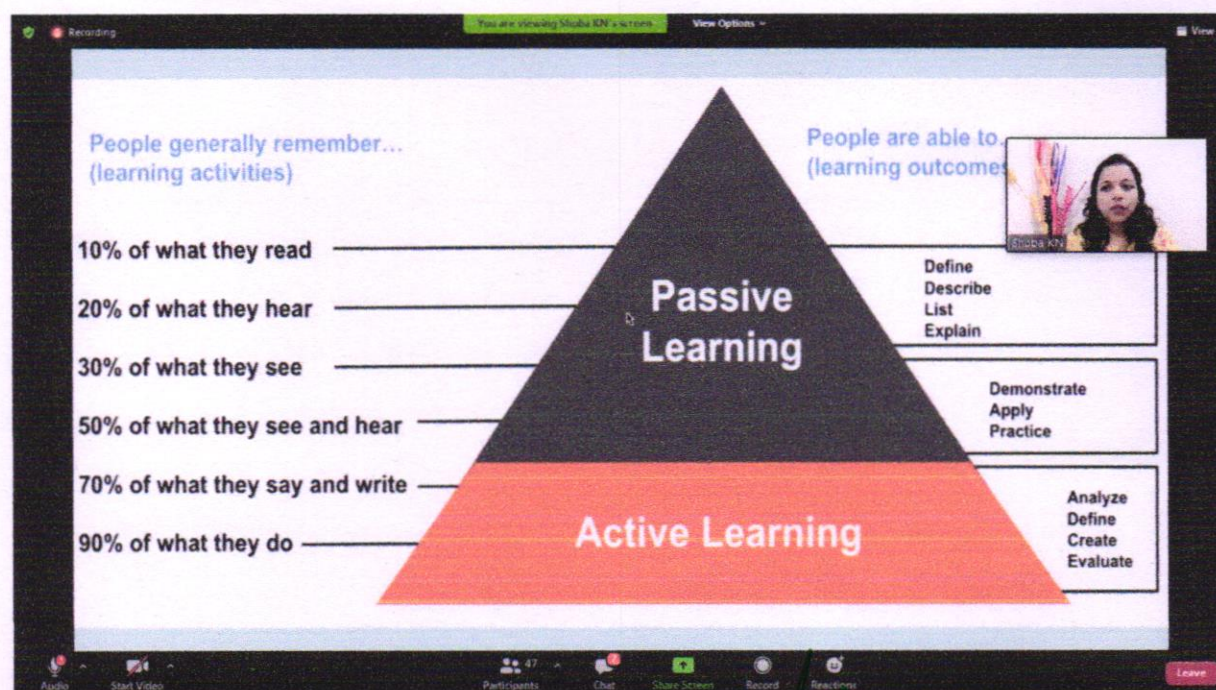
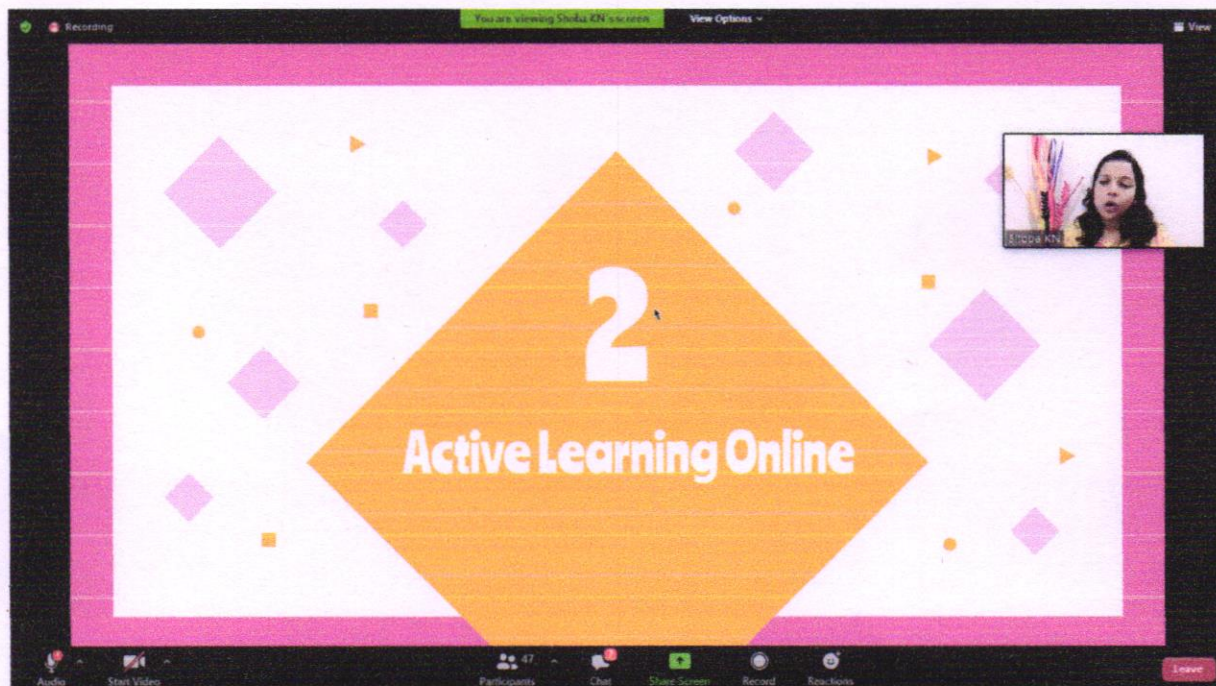
UNESCO
United Nations
Educational, Scientific and
Cultural Organization

- Share knowledge
- Facilitate universal access to education
- Bridge learning divides
- Support the development of teachers
- Enhance the quality and relevance of learning
- Strengthen inclusion and
- Improve educational administration and governance.

Audio Start Video Participants 86 Chat Share Screen Record Reactions Leave

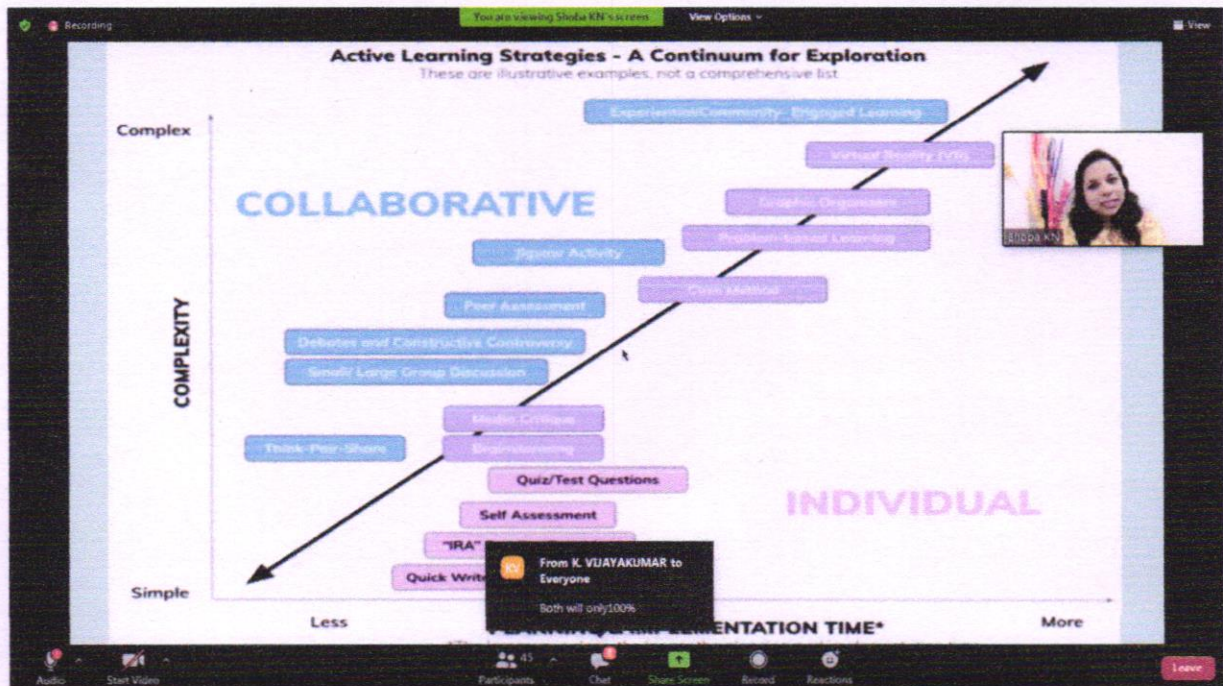
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Recording You are viewing Shoba KN's screen View Options

Learner Attitude/Experience Engagement Poll

- Rate the amount of attention you are giving this session's topic (1-10).
- Are you currently multitasking (be honest; this poll is anonymous!) on other tabs/screens (Y/N)?
- Rank your learning attitude for this class session, from 1—very unwilling to learn something new, to 10—very open to learning something new.

Audio Start Video Participants 46 Chat Share Screen Record Reactions Leave

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Recording You are viewing Shoba KM's screen View Options

As Wieman describes active learning, "Rather than listening passively, students spend class time engaged in **answering questions, solving problems, discussing solutions with their peers and reasoning about the material they are studying**, all while **getting regular feedback from their teacher...complex learning, including scientific thinking, requires the extended practice and interaction...to literally rewire the brain to take on new capabilities**" (2014)."

Shoba KM

Audio Start Video Participants 45 Chat Share Screen Record Reactions Leave

Recording You are viewing Shoba KM's screen View Options

Making Time for Active Learning

Advanced Organizing

10-12 min. Lecture

3-4 min. Activity

10-12 min. Lecture

3-4 min. Activity

10-12 min. Lecture

5-6 min. Summary

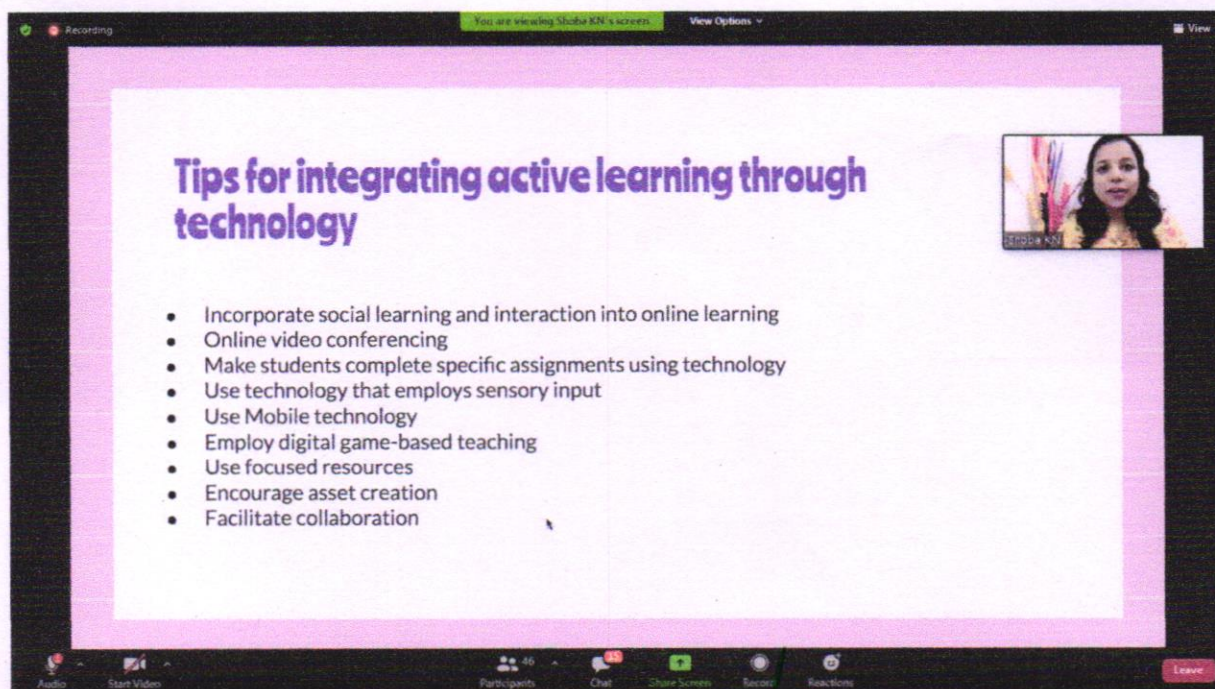
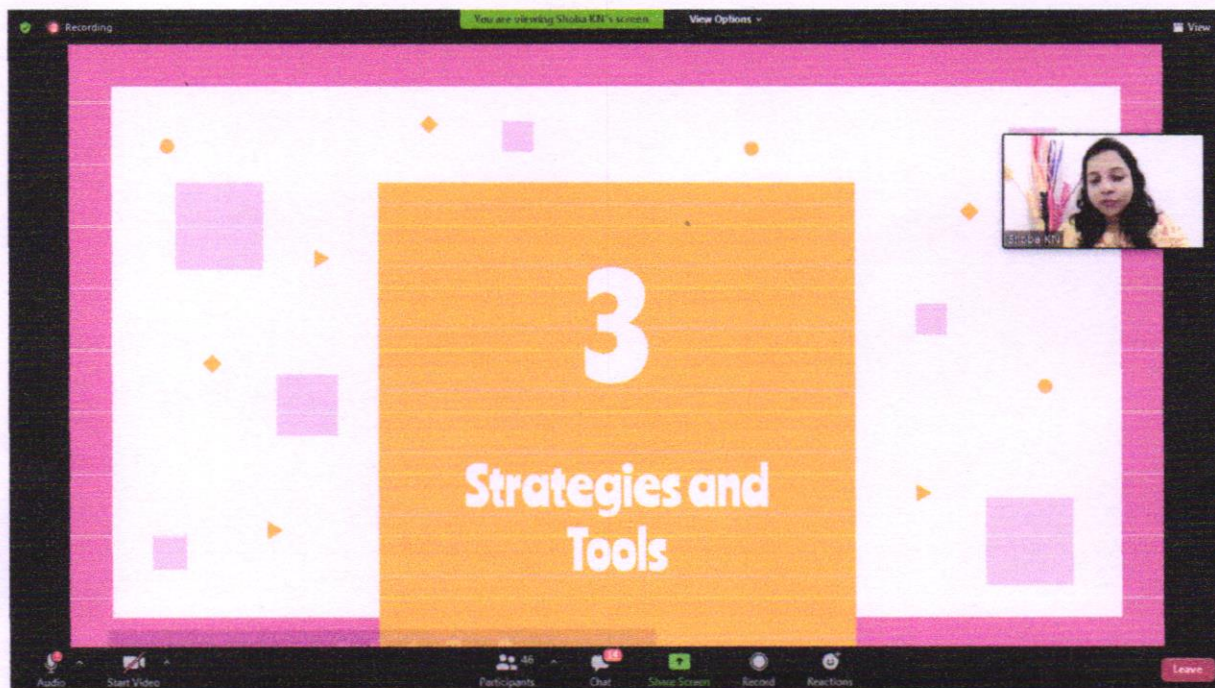
Adapted from Thinking Together: Collaborative Learning in the Sciences – Harvard University – Derek Bok Center

Shoba KM

Audio Start Video Participants 46 Chat Share Screen Record Reactions Leave

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Digital Tools for Creating Videos – Why videos?

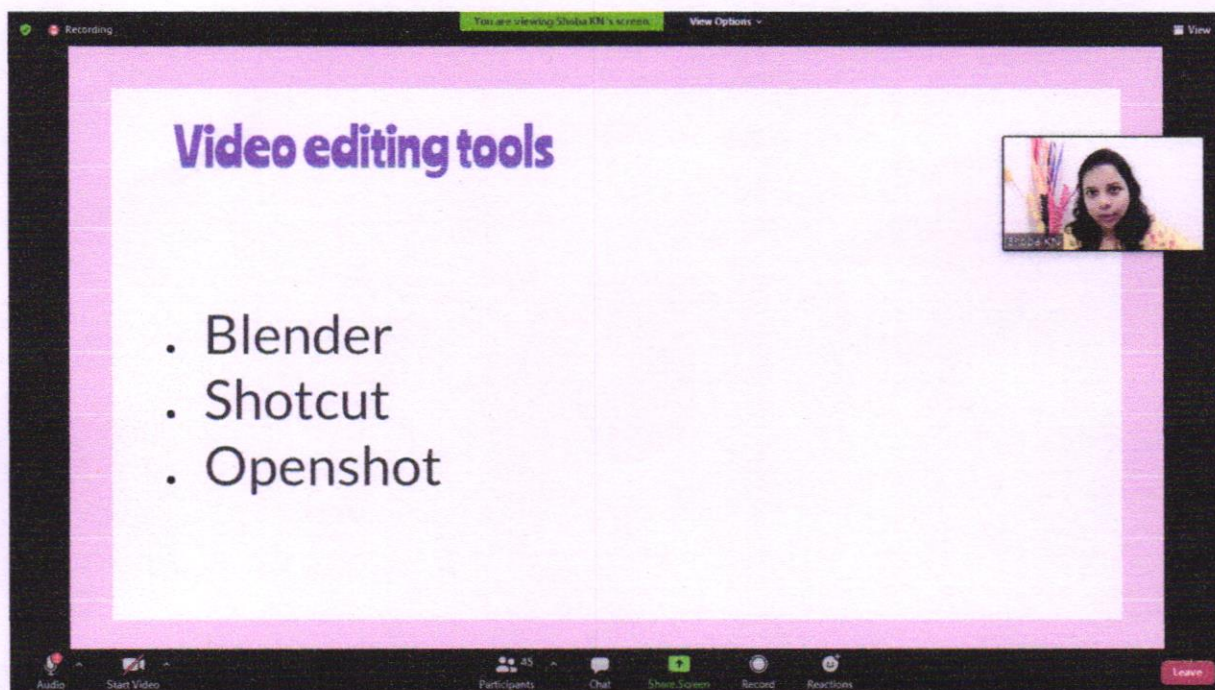
- Videos are easier to be **accepted** by students.
- **Stimulate** activities.
- Video brings more **information**.
- **Engage** learners meaningfully.
- **Integrate** the outside world into classroom.
- **More** than words can tell.
- **Easier** to understand.

Open Source Tools for Creating Video Tutorials

- Open Broadcaster Software
- Camtasia
- Screencast-O-matic
- Snagit
- Apowersoft Online Screen Recorder

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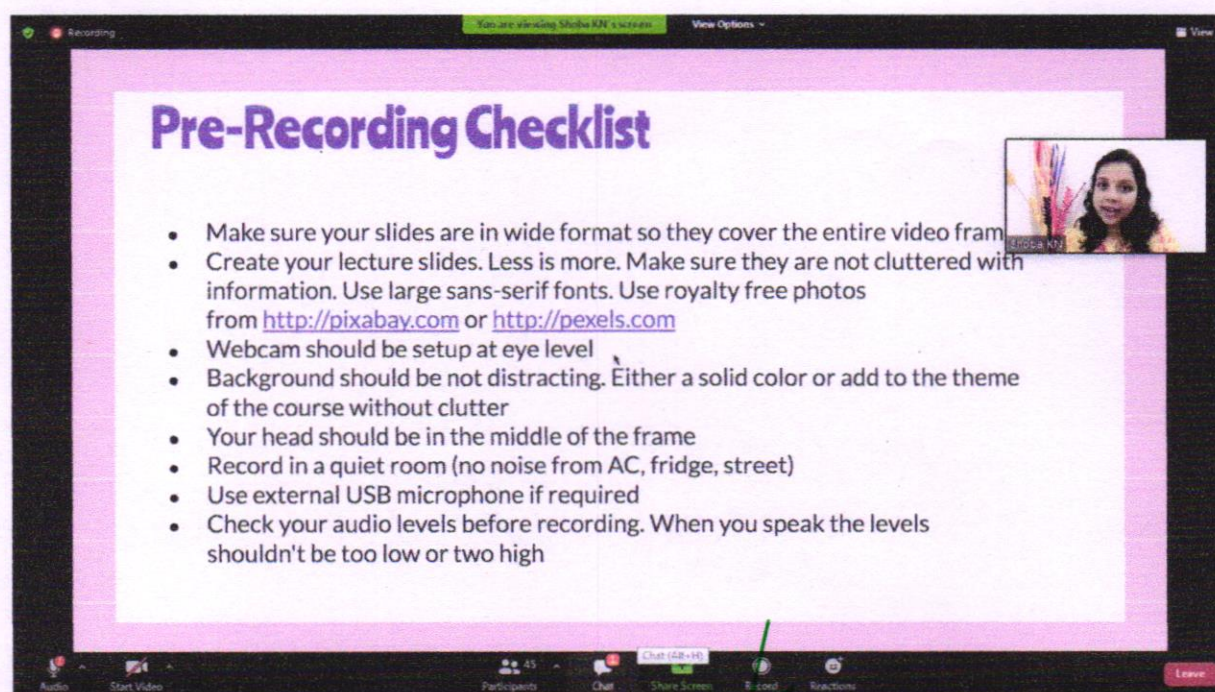
EDUCATOR DEVELOPMENT PROGRAMME



The screenshot shows a video conference interface. At the top, there's a status bar with 'Recording', 'You are viewing Shoba KN's screen', and 'View Options'. The main content area displays a slide with the title 'Video editing tools' in purple. Below the title, there's a bulleted list: 'Blender', 'Shotcut', and 'Openshot'. In the top right corner, there's a small video feed of a woman with dark hair, identified as 'SHOBA KN'. At the bottom, there's a toolbar with icons for 'Audio', 'Start Video', 'Participants' (45), 'Chat', 'Share Screen', 'Record', 'Reactions', and a 'Leave' button.

Video editing tools

- . Blender
- . Shotcut
- . Openshot



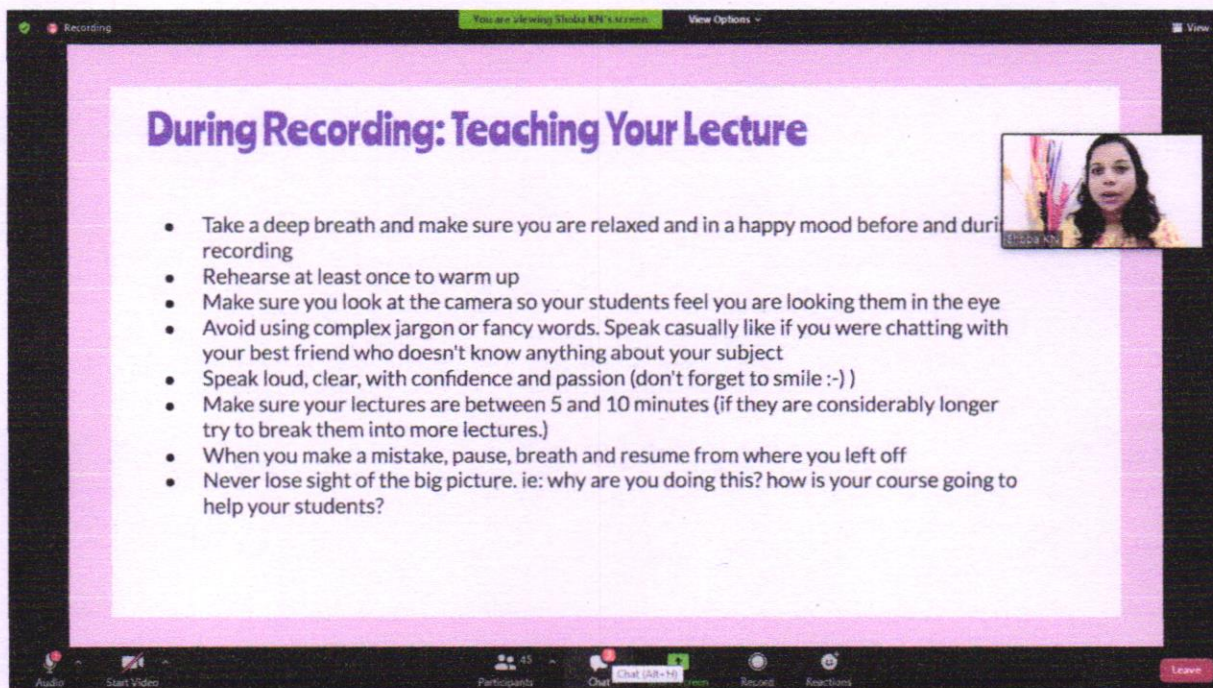
The screenshot shows a video conference interface. At the top, there's a status bar with 'Recording', 'You are viewing Shoba KN's screen', and 'View Options'. The main content area displays a slide with the title 'Pre-Recording Checklist' in purple. Below the title, there's a bulleted list of instructions for recording. In the top right corner, there's a small video feed of the same woman, 'SHOBA KN'. At the bottom, there's a toolbar with icons for 'Audio', 'Start Video', 'Participants' (45), 'Chat' (48x16), 'Share Screen', 'Record', 'Reactions', and a 'Leave' button.

Pre-Recording Checklist

- Make sure your slides are in wide format so they cover the entire video frame
- Create your lecture slides. Less is more. Make sure they are not cluttered with information. Use large sans-serif fonts. Use royalty free photos from <http://pixabay.com> or <http://pexels.com>
- Webcam should be setup at eye level
- Background should be not distracting. Either a solid color or add to the theme of the course without clutter
- Your head should be in the middle of the frame
- Record in a quiet room (no noise from AC, fridge, street)
- Use external USB microphone if required
- Check your audio levels before recording. When you speak the levels shouldn't be too low or too high

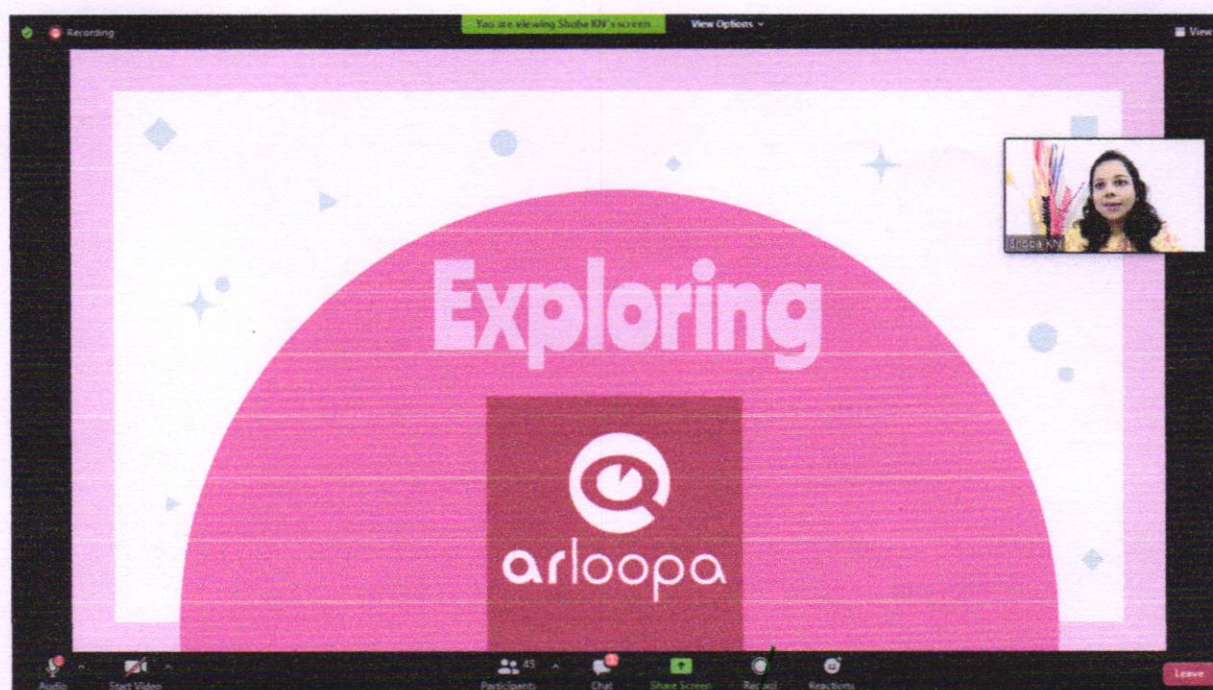

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During Recording: Teaching Your Lecture

- Take a deep breath and make sure you are relaxed and in a happy mood before and during recording
- Rehearse at least once to warm up
- Make sure you look at the camera so your students feel you are looking them in the eye
- Avoid using complex jargon or fancy words. Speak casually like if you were chatting with your best friend who doesn't know anything about your subject
- Speak loud, clear, with confidence and passion (don't forget to smile :-))
- Make sure your lectures are between 5 and 10 minutes (if they are considerably longer try to break them into more lectures.)
- When you make a mistake, pause, breath and resume from where you left off
- Never lose sight of the big picture. ie: why are you doing this? how is your course going to help your students?



Exploring

arloopa

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Recording

Digital Tools for Presentation

- Canva - <https://www.canva.com/>
- Visme - <https://www.visme.co/>
- QwikSlides - <http://www.classtools.net/qwikslides/>
- Tackk - <https://tackk.com>
- Buncee - <https://www.edu.buncee.com/>
- Prezi - <https://prezi.com/>



Recording

You are viewing Moha K's screen

View Options

Digital Tools for Collaborative Learning

- Padlet
- Jamboard – google tools
- Aww
- Mural
- Answergarden



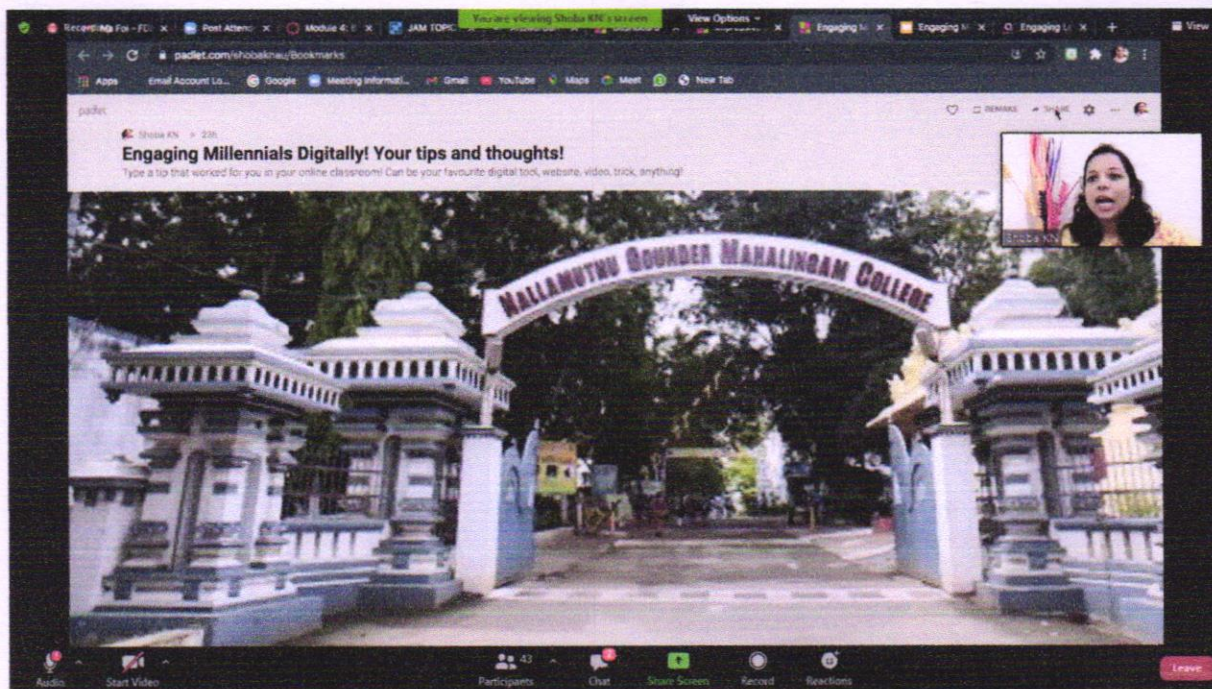
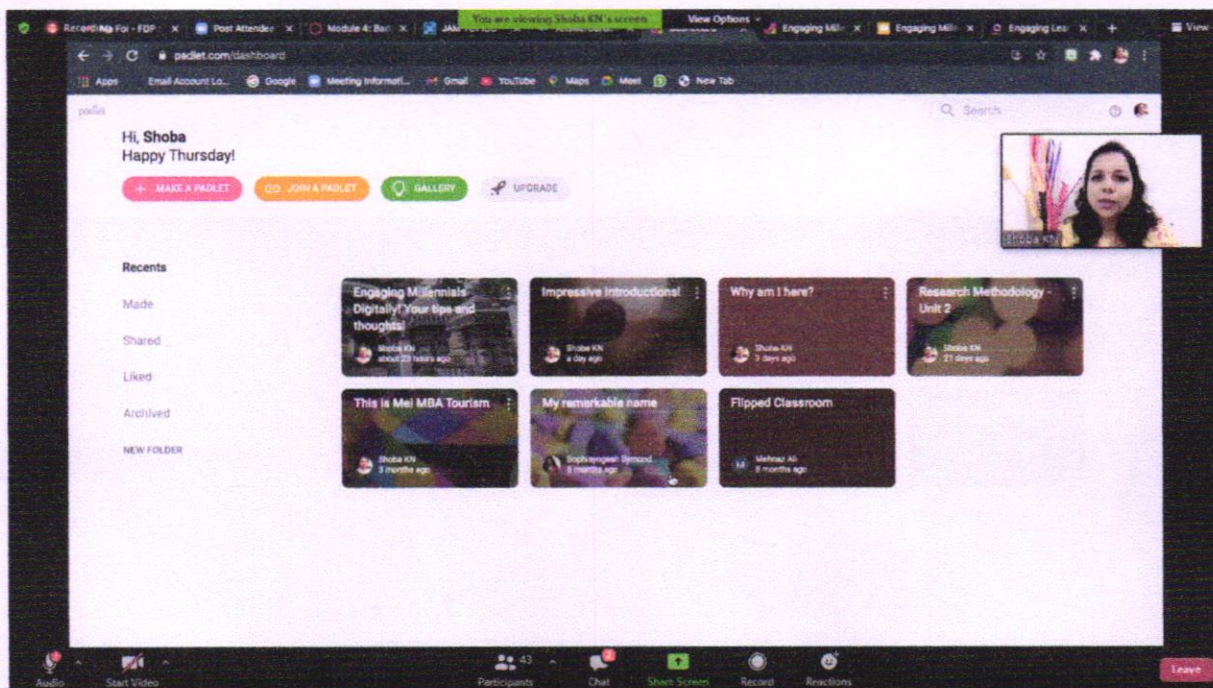
Audio Start Video

Participants 44 Chat Share Screen Record Reactions

Leave

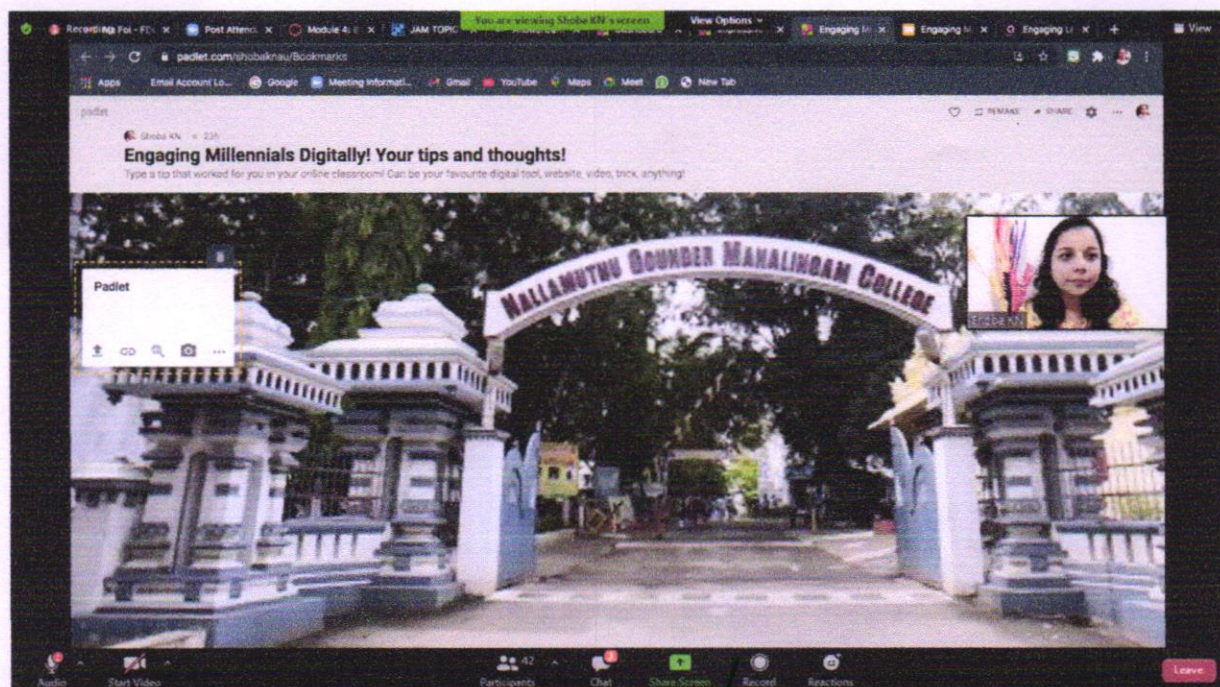
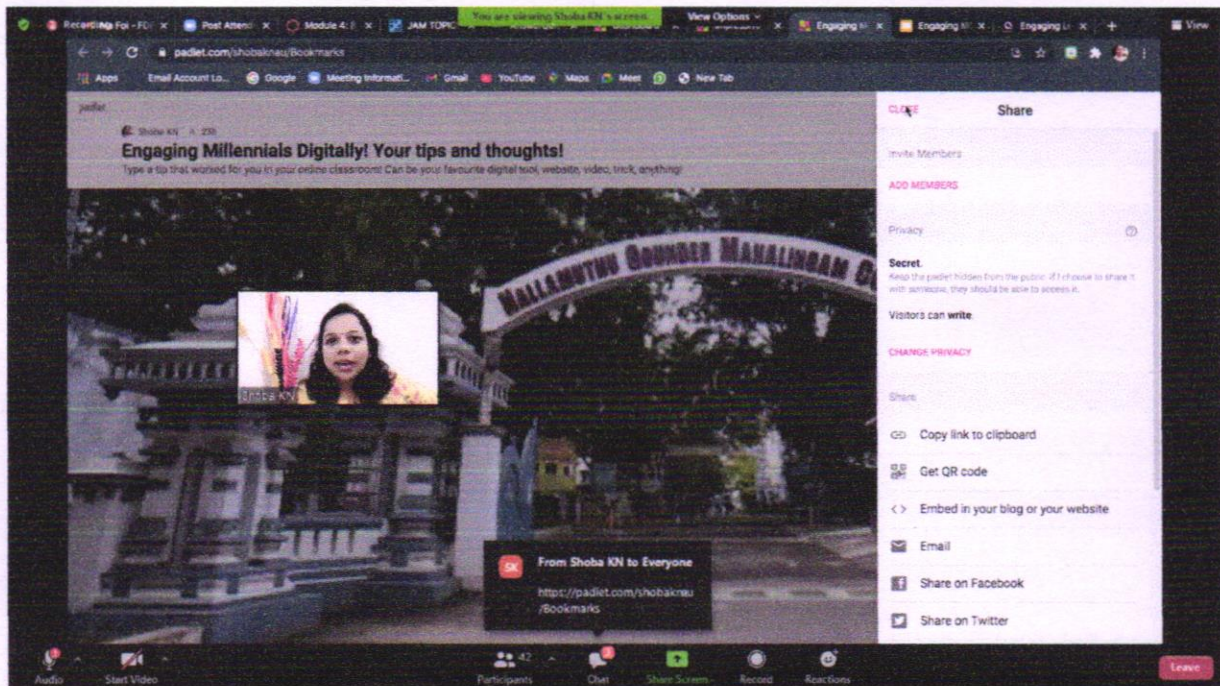

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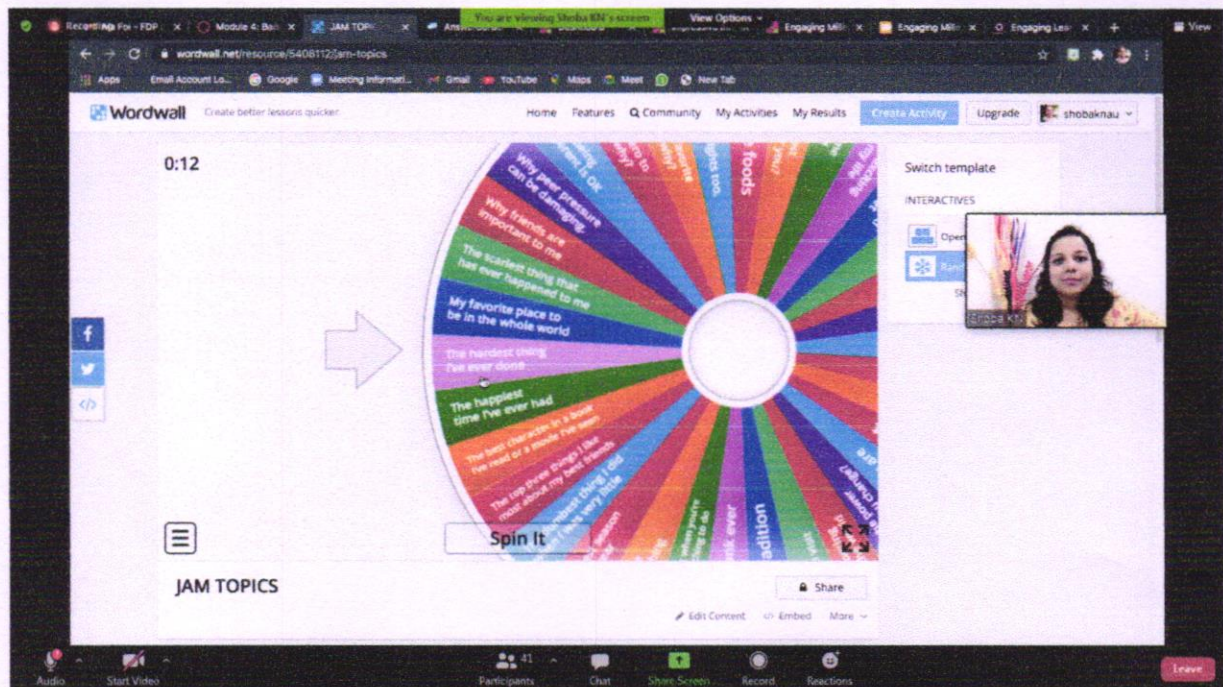
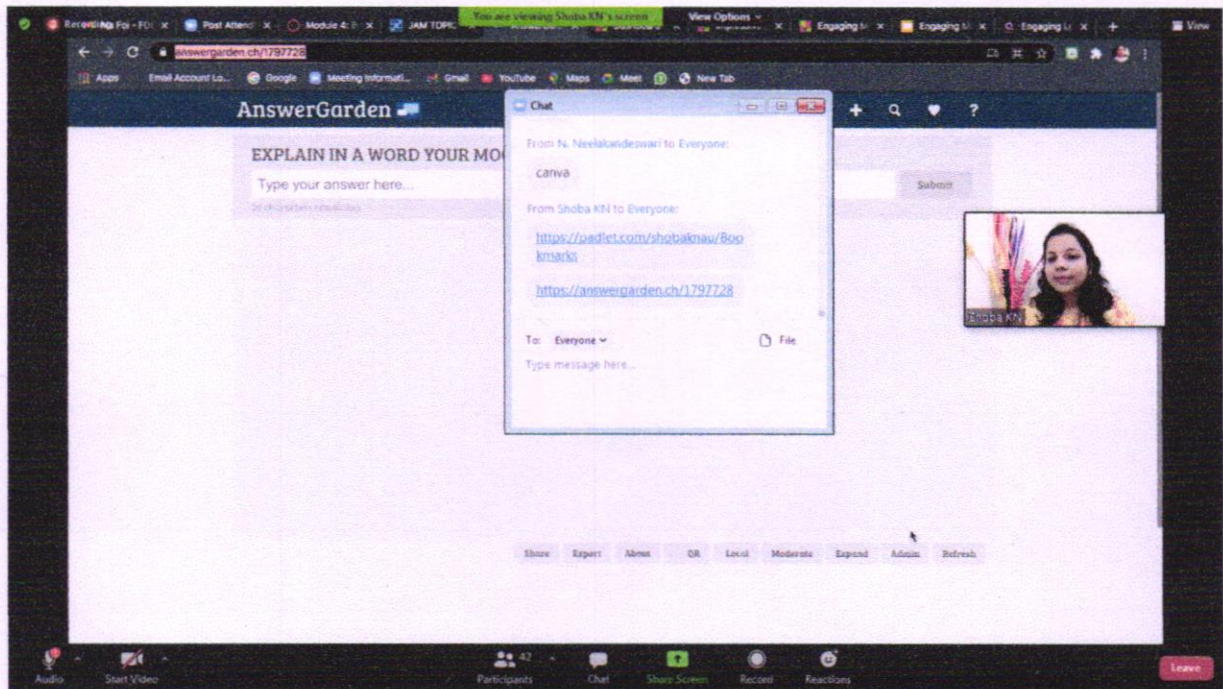

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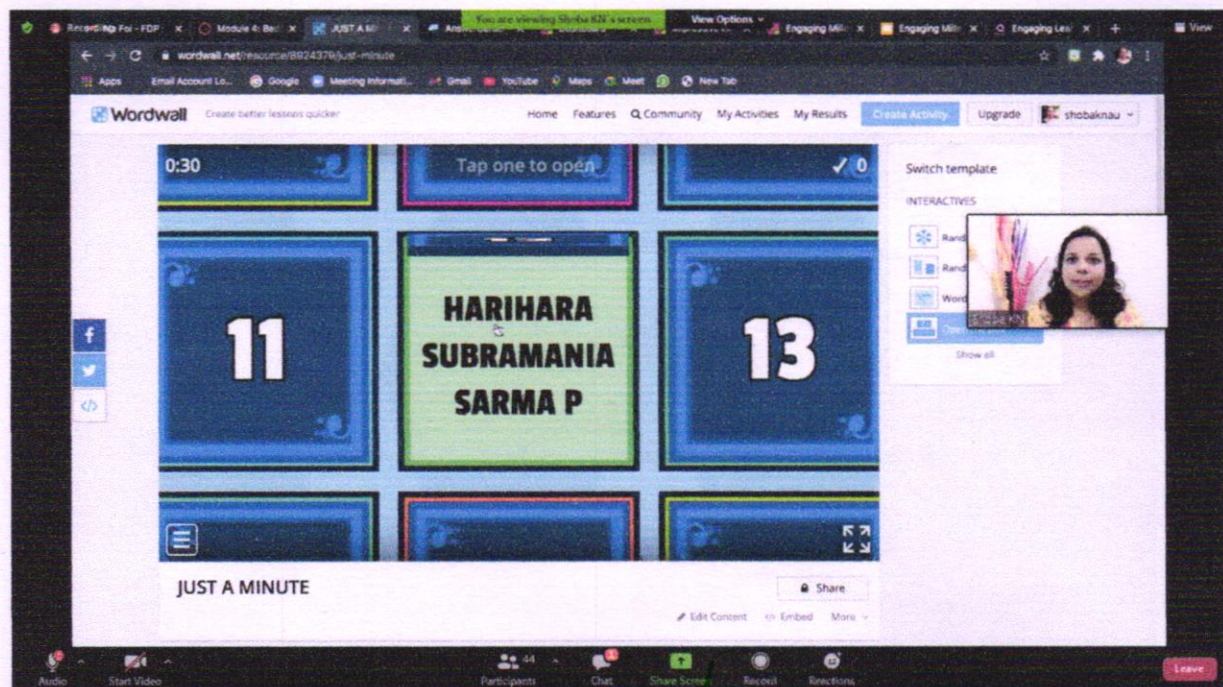
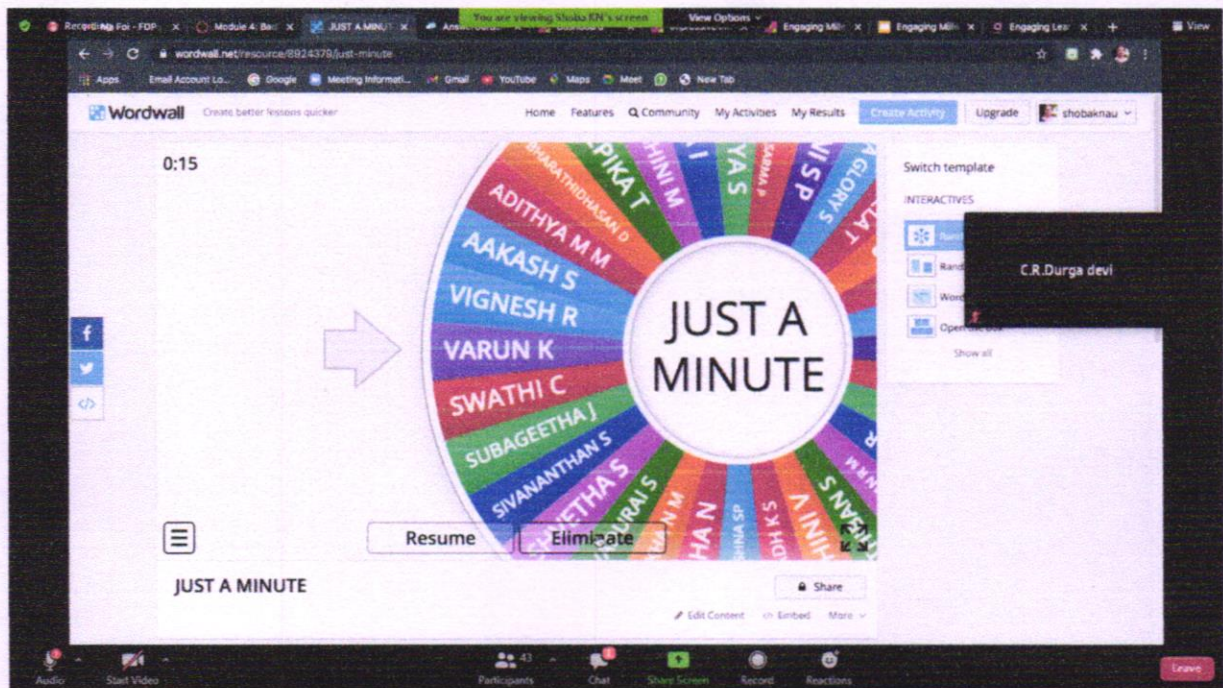
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Exploring Padlet

padlet

Pictures Anything Predictions Writing Prompts Questions Links Videos

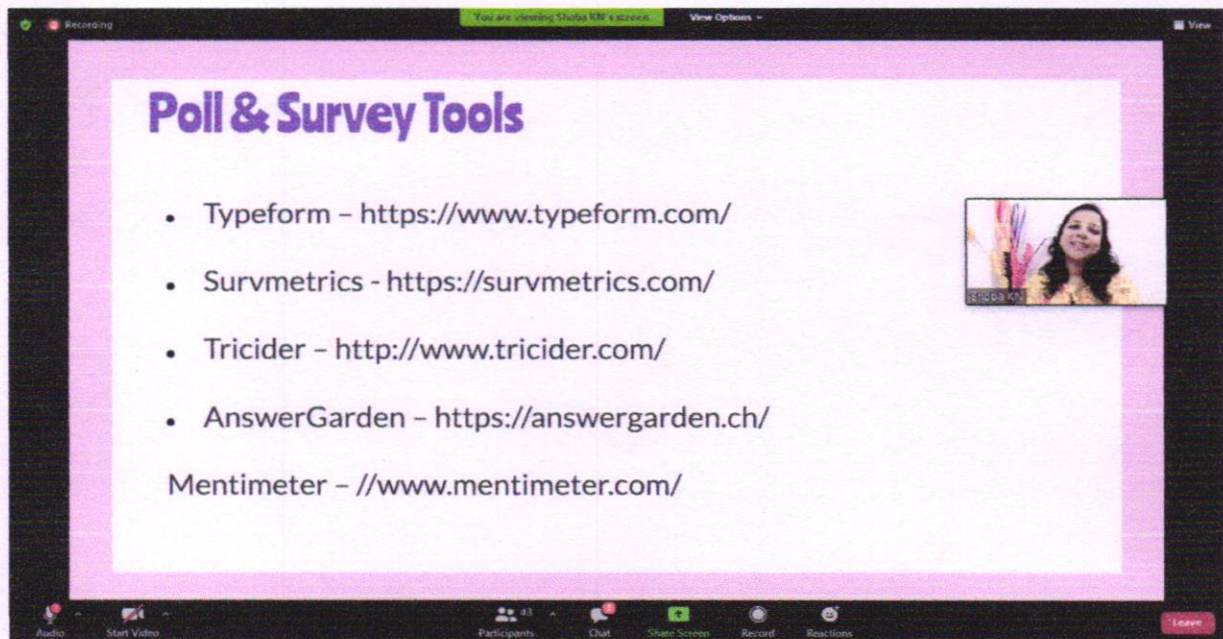
A Blank Wall for Student Ideas...

20 useful ways to use Padlet in class now

- 1 Bell ringer activity
- 2 Predicting activity
- 3 Collaborative note-taking
- 4 Event planning
- 5 Living webquest
- 6 Exit ticket
- 7 QR code padlet gallery
- 8 Ask for ideas or suggestions
- 9 Class doc hub
- 10 Whiteboard answers
- 11 Field trip recap
- 12 Poster presentation
- 13 Resource gathering
- 14 Class/club updates
- 15 Video collection
- 16 Sub plans
- 17 Interactive storytelling
- 18 Image tagging
- 19 Introductions
- 20 Gather global responses

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A screenshot of a Zoom meeting window. The main content area displays a slide titled "Poll & Survey Tools" in purple text. The slide lists five tools with their respective URLs: Typeform, Survmetrics, Tricider, AnswerGarden, and Mentimeter. A small video inset in the top right corner shows a woman with dark hair, wearing a yellow top, smiling. The Zoom interface at the bottom includes icons for Audio, Start Video, Participants (43), Chat, Share Screen, Record, and Reactions, along with a red "Leave" button.

Poll & Survey Tools

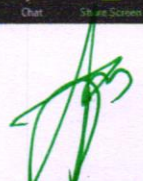
- Typeform – <https://www.typeform.com/>
- Survmetrics - <https://survmetrics.com/>
- Tricider – <http://www.tricider.com/>
- AnswerGarden – <https://answergarden.ch/>
- Mentimeter – <https://www.mentimeter.com/>



A screenshot of a Zoom meeting window. The main content area displays a slide titled "Exploring Mentimeter" in purple text. The slide features the Mentimeter logo, the text "Interact with your audience", and illustrations of a person presenting to an audience and a hand using a mobile device. A small video inset in the top right corner shows the same woman from the previous slide. The Zoom interface at the bottom is identical to the first screenshot.

Exploring Mentimeter

mentimeter
Interact with your audience


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Recording

Interactive Infographics Tools

- 1.Genial.ly - <https://www.genial.ly/>
2. Visme - <http://www.visme.co/>
- 3.Creately - <http://creately.com/>
- 4.VisualizeMe - <http://vizualize.me/>
- 5.Easel.ly - <http://www.easel.ly/>
- 6.Canva - <https://www.canva.com/>
- 7.Wordle - <http://www.wordle.net/>

Slide 42

Q&A Notes Polls Canvas Tips

EXIT



Recording

You are viewing Simba KIR's screen

View Options

Course Creation Tools

1. Teachable - <https://teachable.com>
2. CourseLab - http://www.courselab.com/view_doc.html
3. DocentEdu - <http://docentedu.com/>
4. Ed - <http://www.edapp.com/>
5. Kotobee - <https://www.kotobee.com>
6. Perusall - <https://perusall.com/>
7. NowComment - <https://nowcomment.com/>
8. Gnomio - <https://www.gnomio.com/>
9. Expertise.TV - <https://expertise.tv/>

Audio Start Video

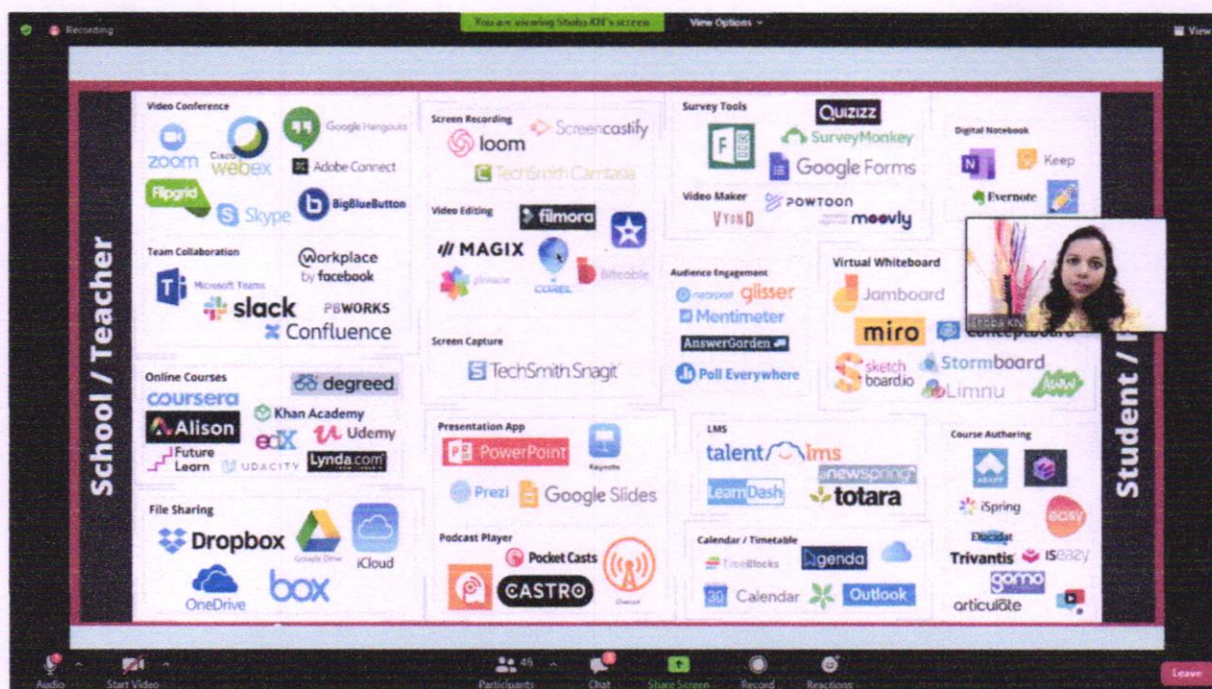
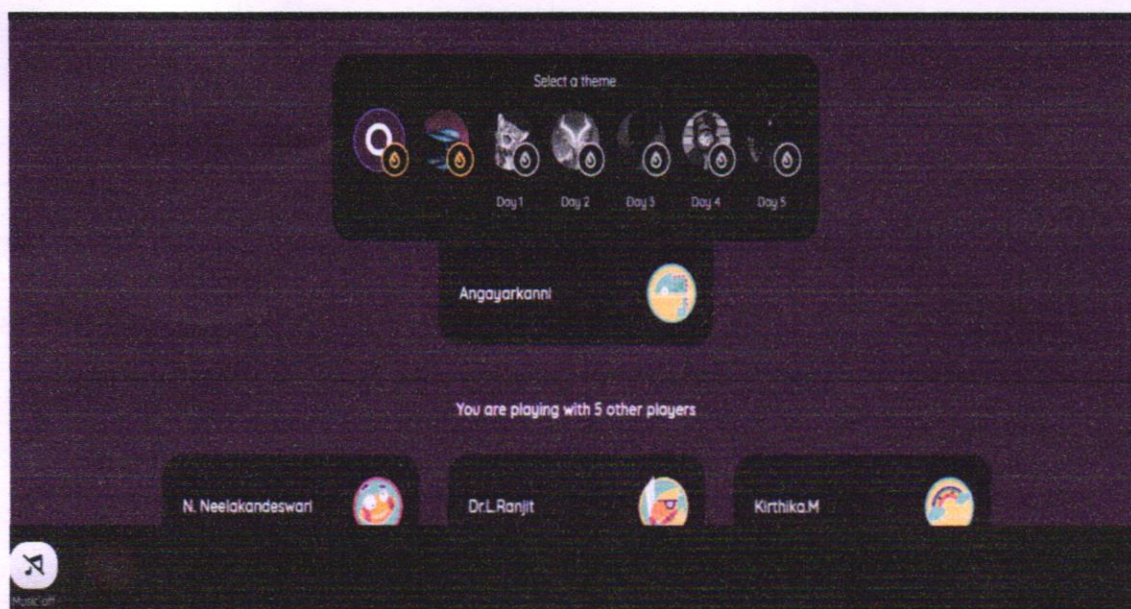
Participants 44 Chat Share Screen Record Reactions

Leave




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EDUCATOR DEVELOPMENT PROGRAMME

Recording You are viewing Shobha K R's screen View Options

Bonus

- CRYPTPAD
- CLOZE TEST CREATOR
- CUEPROMPTER
- TELESCOPIC TEXT
- MILANOTE
- VOCAROO
- TOONTASTIC
- CREATIVE PROMPTS
- GOOGLE EARTH

Participants: 45 Chat Share Screen Record Reactions Leave

Recording You are viewing Shobha K R's screen View Options

What is your one key takeaway from today's session?

Type in the chat box

CREDITS: This presentation template was created by Slidesgo, including icons by Flaticon, and infographics & images by Freepik.

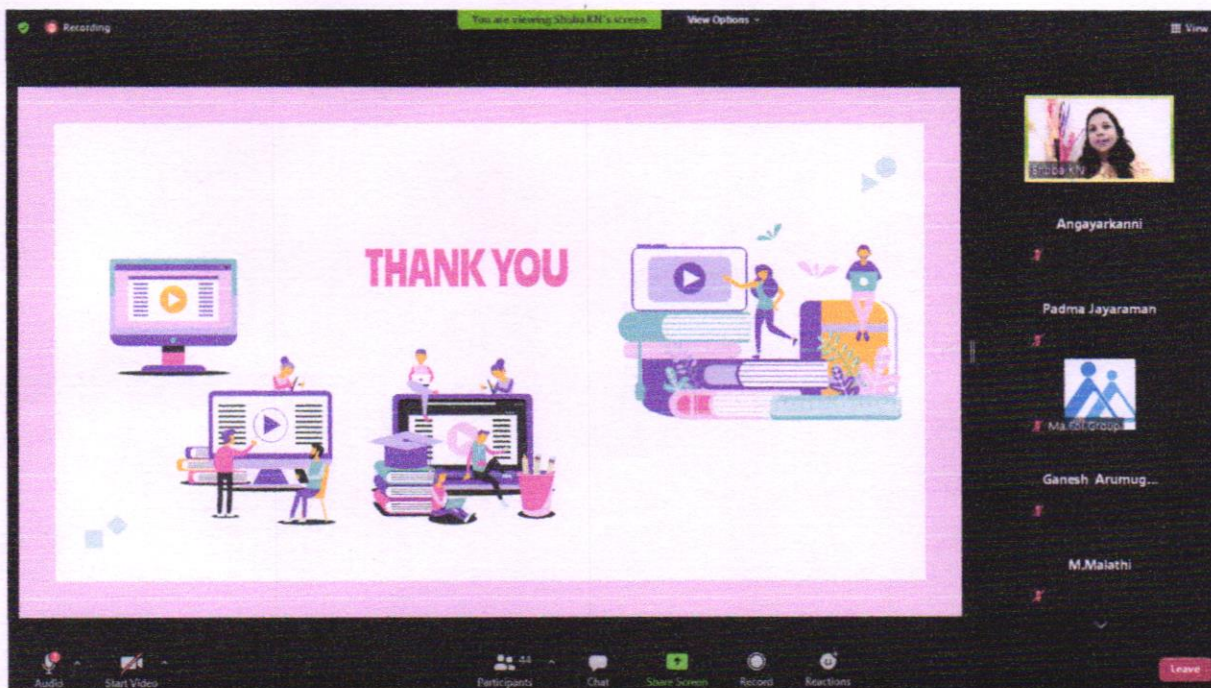
Participants: 45 Chat Share Screen Record Reactions Leave

Participants list:

- Shobha K R
- Angayarkanni
- Padma Jayaraman
- Ma.Edn Group
- Ganesh Arumug...
- M.Malathi


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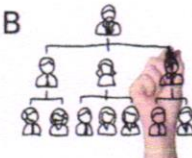
Zoom Meeting | You are viewing Poorvima Ravi's screen | View Options

Recording

TASK 1: MAPPING COMPETENCIES AS AN ACADEMIC



A



B



C



D



E



F

Join Audio | Start Video | Participants: 41 | Chat | Share Screen | Record | Reactions

1:37 PM 3/5/2021

Angayarkanni
M.Malathi
Vijayakumar. K
Dr.Antony Selva...
Rowena
N. Neelakandes...
Miduna raka

Zoom Meeting | You are viewing Poorvima Ravi's screen | View Options

Recording

TASK 1: MAPPING COMPETENCIES AS AN ACADEMIC



Effective communication



Critical thinking & Problem solving



Academic leadership



Digital literacy & citizenship



Data Literacy



Research acumen & teacher inquiry

Audio | Start Video | Participants: 40 | Chat | Share Screen | Record | Reactions

1:38 PM 3/5/2021

Angayarkanni
M.Malathi
Vijayakumar. K
Dr.Antony Selva...
Rowena
N. Neelakandes...
Miduna raka

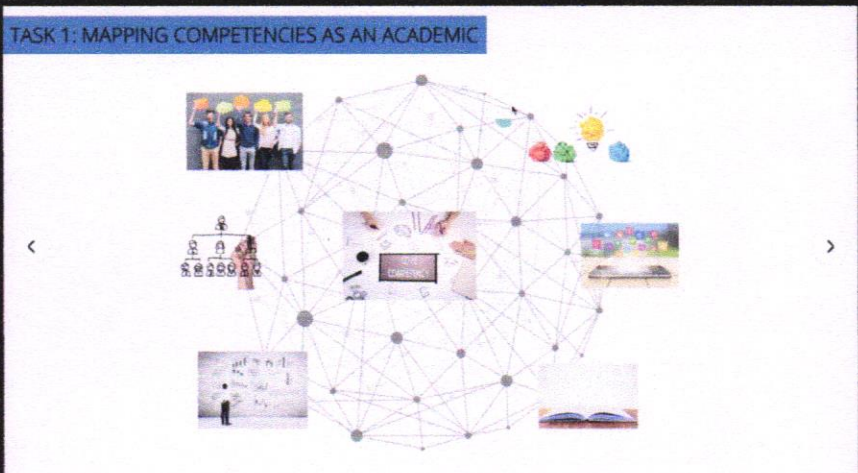
Dr. R. MUTHUKUMARAN,
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Coimbatore District

EDUCATOR DEVELOPMENT PROGRAMME

Zoom Meeting | You are viewing Poornima Ravi's screen | View Options

Recording

TASK 1: MAPPING COMPETENCIES AS AN ACADEMIC



Participants: 42 | Chat | Share Screen | Record | Reactions

1:42 PM 3/5/2021

Audio | Start Video

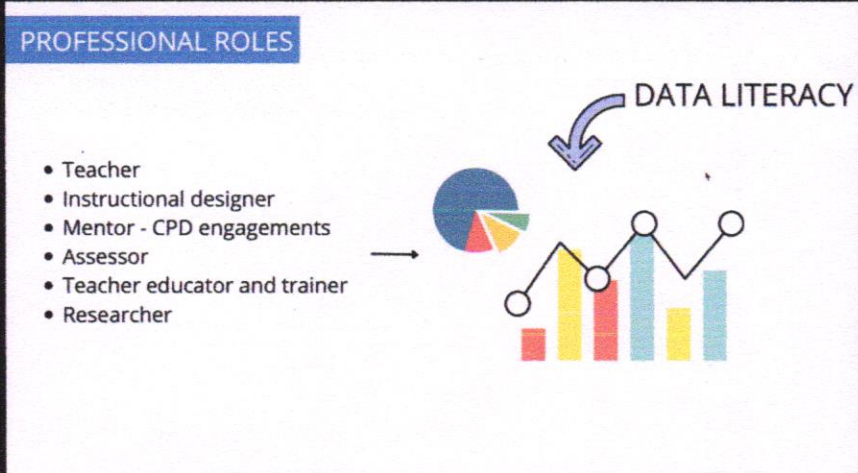
Ull Poornima Ravi

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Recording

PROFESSIONAL ROLES

- Teacher
- Instructional designer
- Mentor - CPD engagements
- Assessor
- Teacher educator and trainer
- Researcher



DATA LITERACY

Participants: 54 | Chat | Share Screen | Record | Reactions

1:44 PM 3/5/2021

Audio | Start Video

Ull Poornima Ravi



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Recording

SESSION OUTCOMES



By the end of this session we would have,

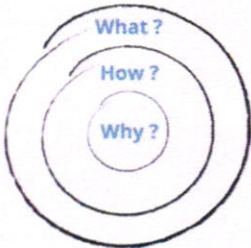
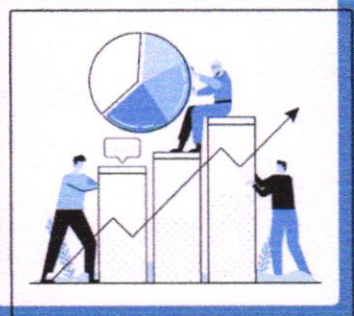
- examined the meaning & definition of TLA as a theoretical approach
- Identified the scope of Teaching Analytics
- Identified the scope of Learning Analytics
- Reflected on the purpose of embedding TLA in professional practice

Audio Start Video Participants Chat Share Screen Record Reactions Leave

1:47 PM
3/5/2021

Zoom Meeting Recording

Data Literacy

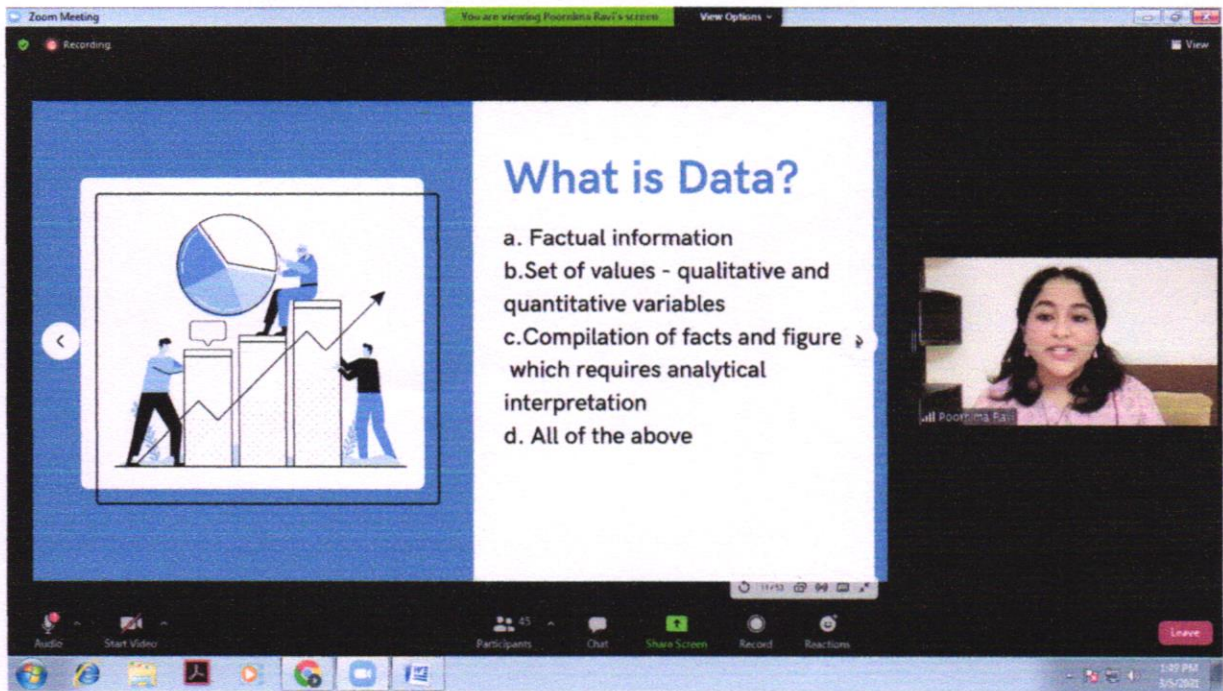


What?
How?
Why?

1:48 PM
3/5/2021


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Zoom Meeting | You are viewing Poornima Ray's screen | View Options

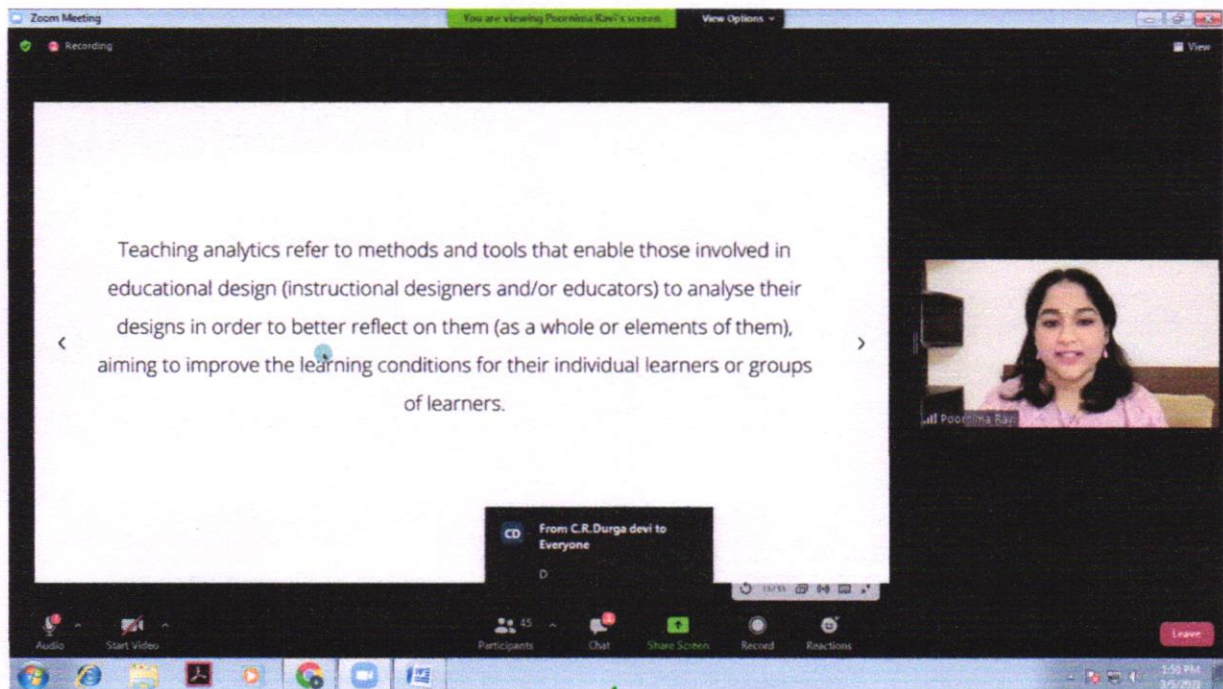
Recording

What is Data?

- a. Factual information
- b. Set of values - qualitative and quantitative variables
- c. Compilation of facts and figure which requires analytical interpretation
- d. All of the above

Participants: 45 | Chat | Share Screen | Record | Reactions | Leave

1:00 PM 3/5/2022



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Recording

Teaching analytics refer to methods and tools that enable those involved in educational design (instructional designers and/or educators) to analyse their designs in order to better reflect on them (as a whole or elements of them), aiming to improve the learning conditions for their individual learners or groups of learners.

From C.R.Durga devi to Everyone

Participants: 45 | Chat | Share Screen | Record | Reactions | Leave

1:00 PM 3/5/2022

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Zoom Meeting | You are viewing Poojitha Ravi's screen | View Options

Recording

Task 2 : Translating Data into Decisions



Prof. Radha, is an experienced academic who handles English at the intermediate level in GHYT College. She has recently designed a course on Communication English.

- The course is available through google classroom
- 5 hours a week : Total number of weeks - 8
- E-resources : Handouts, e-workbooks, videos, blogposts, e-library
- Assessments - 4 Weekly, each task carries 5 points

1. MCQ's - LMS
2. Online assignments
3. Online presentation
4. Social media led activities



From Jayasudha Senthil Kumar to Everyone

Participants: 45 | Chat | Share Screen | Record | Reactions | Leave

1:50 PM 3/5/2021

Zoom Meeting | Recording

Task 2 : Translating Data into Decisions

Student name	MCQ's - LMS	Online assignments	Online presentations	Social media led activities	Total score /20
Abhishek.R	3	3	4	5	15
Olivia. B	4	2	3	4	13
Farooq. H	3	2	3	4	12
Lavanya.K	3	1	2	5	12

Which assessment did the students find the most challenging? Why?

Chat

From Dr.M.V.Sathyabama to Everyone:
online presentation

From R.Amstaveni to Everyone:
online presentation

From Vijayakumar. K to Everyone:
Presentations

From N. Neelakandeswari to Everyone:
Online assignments

From S. Vigneshkumar MSW to Everyone:
online assignments

From S. Jayalakshmi to Everyone:
online assignment

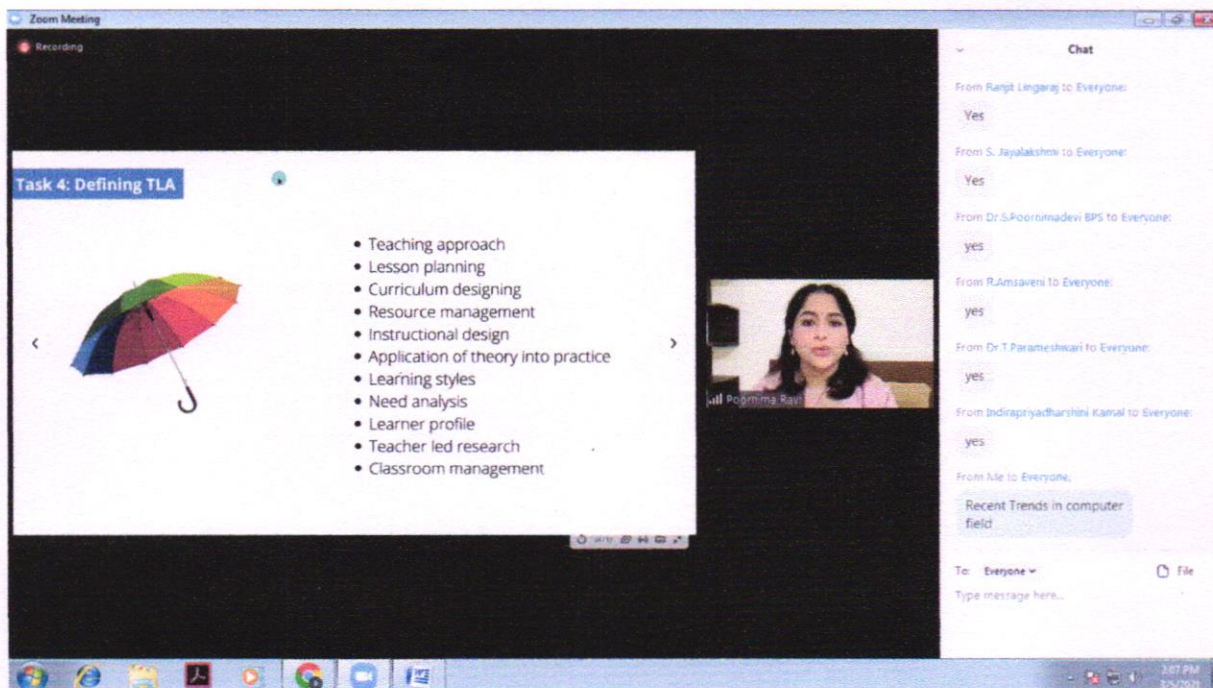
From E. Renuka to Everyone:
online presentation

To: Everyone | Type message: Everyone

2:01 PM 3/5/2021

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Task 4: Defining TLA

- Teaching approach
- Lesson planning
- Curriculum designing
- Resource management
- Instructional design
- Application of theory into practice
- Learning styles
- Need analysis
- Learner profile
- Teacher led research
- Classroom management

Chat

From Ranjit Lingaraj to Everyone:
Yes

From S. Jagalakshmi to Everyone:
Yes

From Dr.S.Poorumadevi BPS to Everyone:
yes

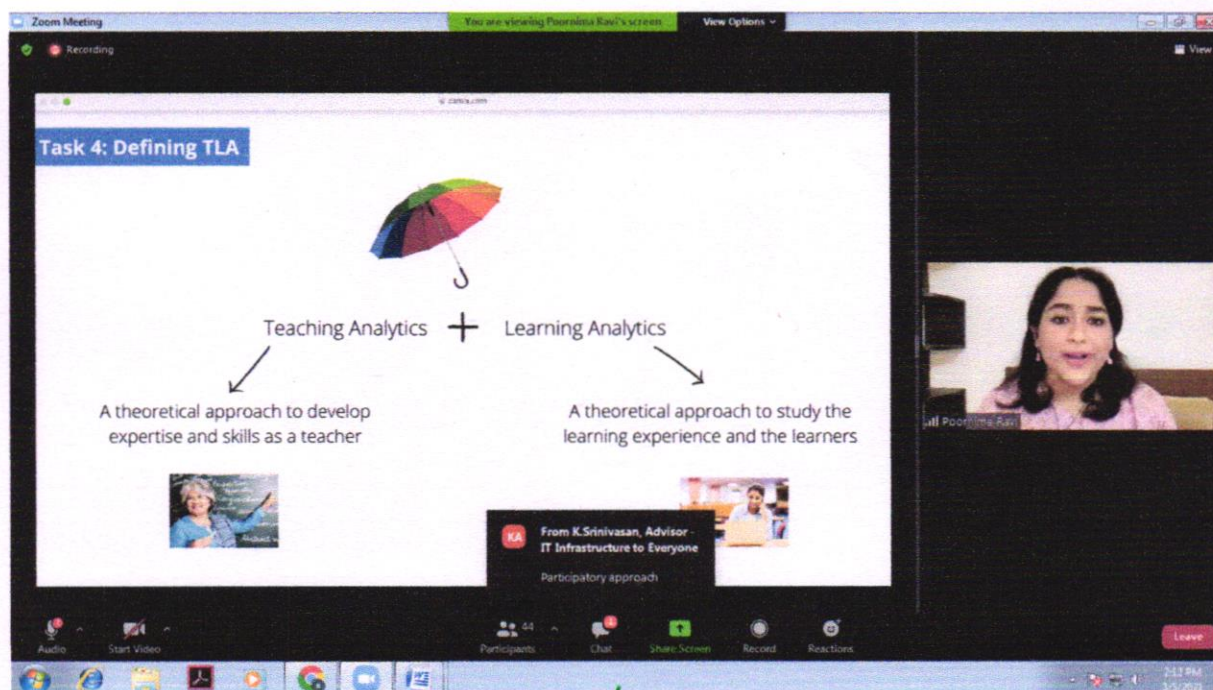
From R.Amsaveni to Everyone:
yes

From Dr.T.Parameshwari to Everyone:
yes

From Indrapriyadarshini Kanai to Everyone:
yes

From Me to Everyone:
Recent Trends in computer field

To: Everyone
Type message here...



Task 4: Defining TLA

Teaching Analytics + Learning Analytics

A theoretical approach to develop expertise and skills as a teacher

A theoretical approach to study the learning experience and the learners

Participatory approach

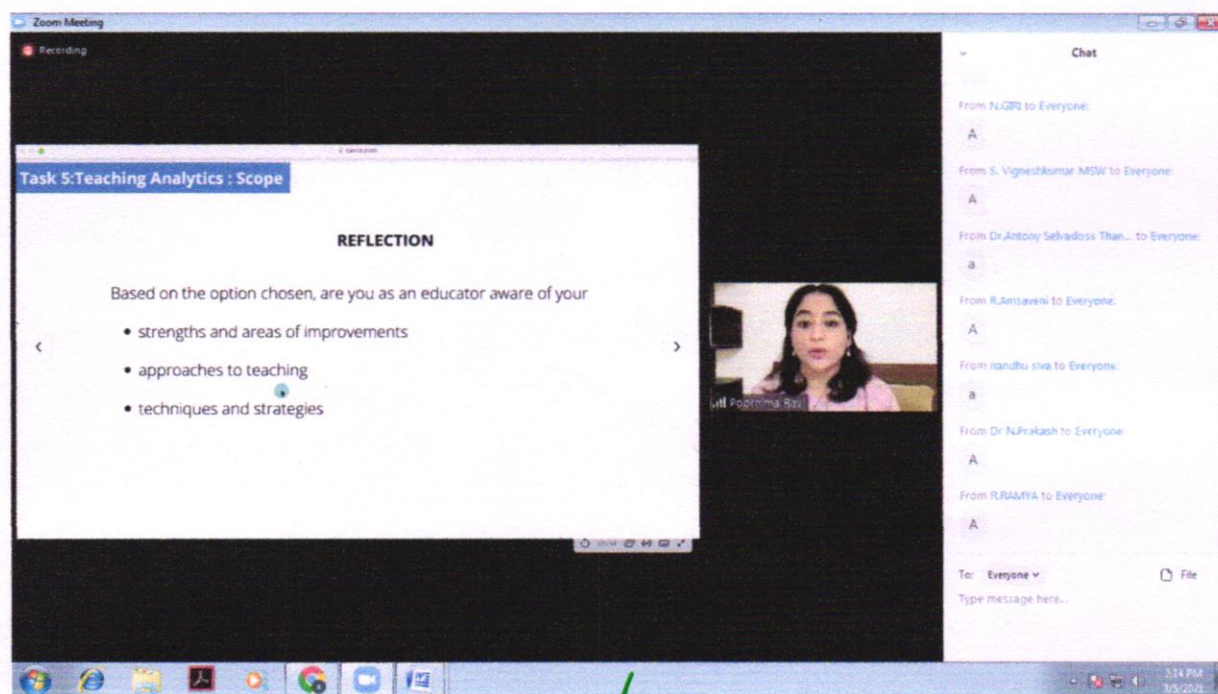
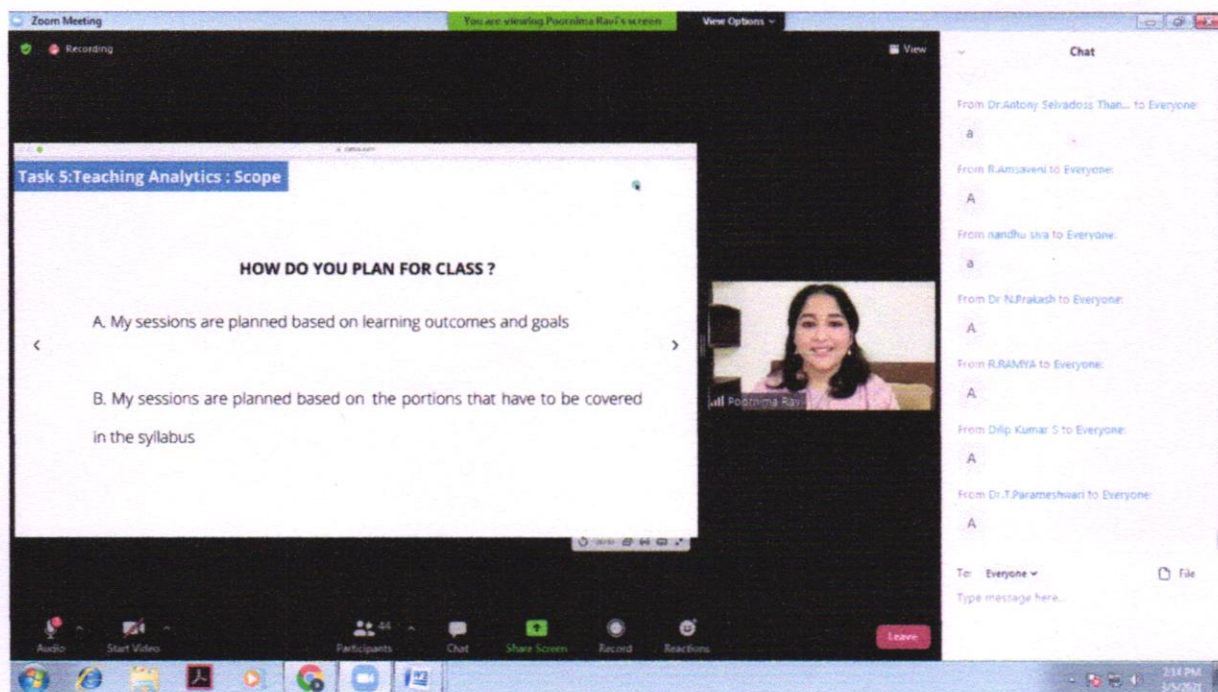
From K.Srinivasan, Advisor - IT Infrastructure to Everyone

Chat

From K.Srinivasan, Advisor - IT Infrastructure to Everyone:
Participatory approach

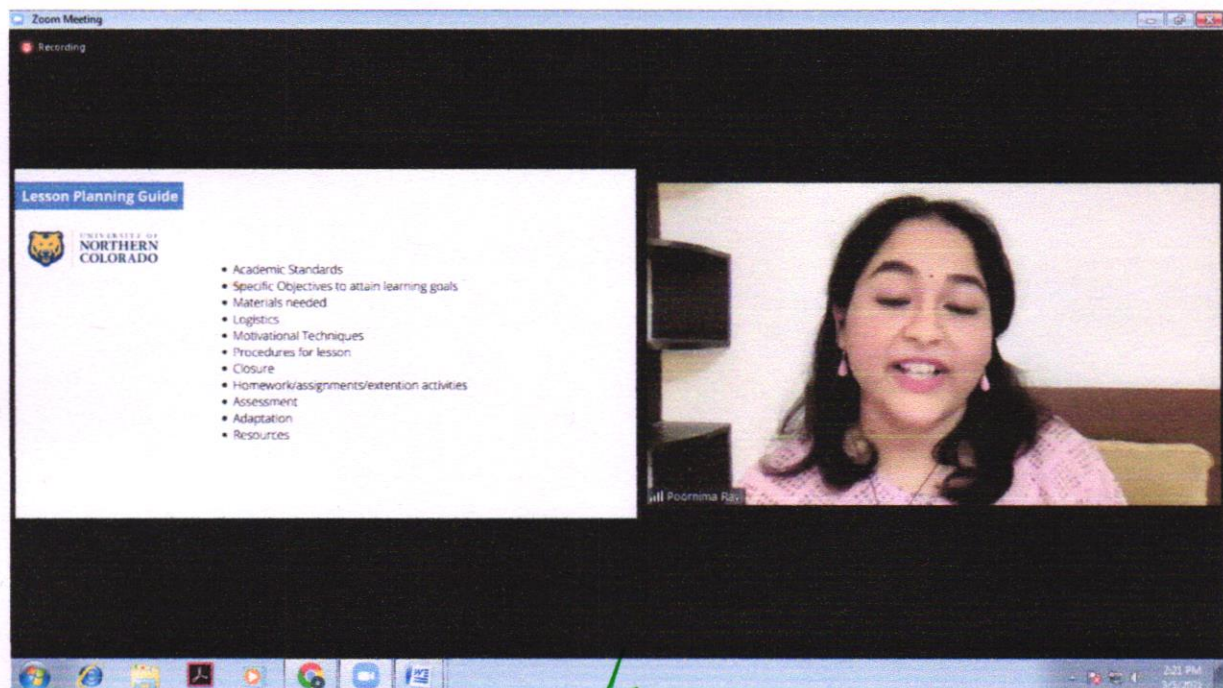
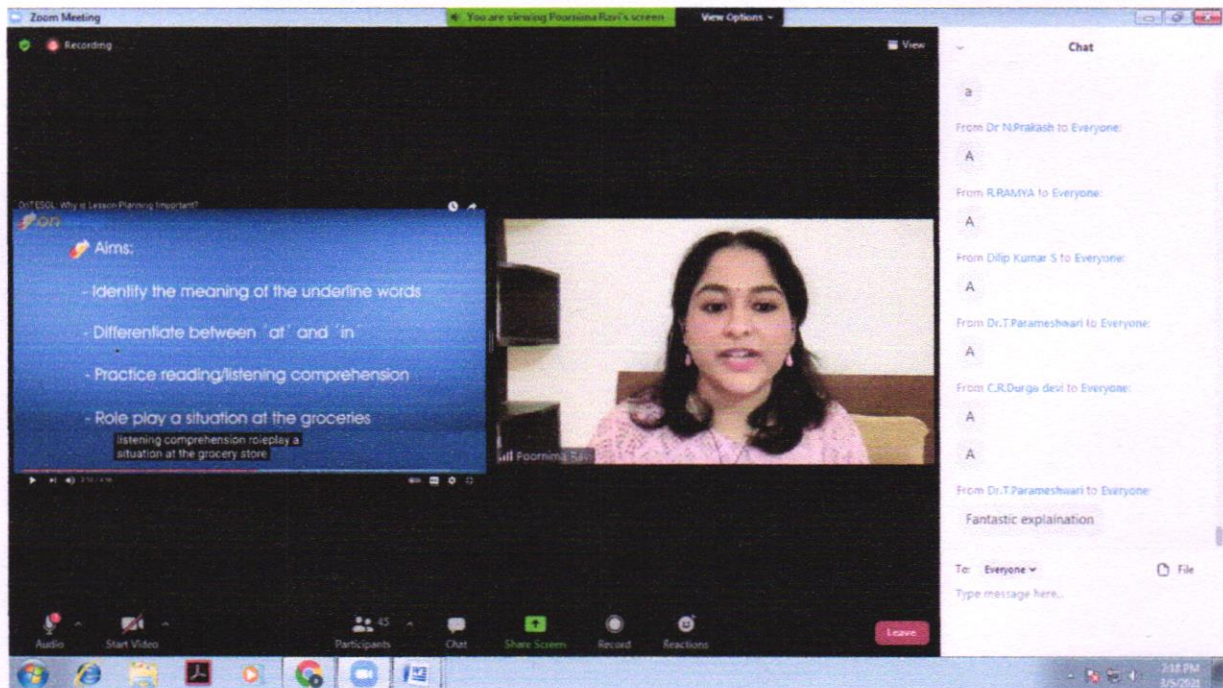
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Zoom Meeting | You are viewing Poomma Raj's screen | View Options

Recording

Task 7: Identifying the Skillset

BLOOMS TAXONOMY

EVALUATION
Assessing theories, Comparison of ideas, Evaluating outcomes, Judging, Recommending, Rating

SYNTHESIS
Using old concepts to create new ideas, Design and Problem Solving, Integrating, Imagining, Predicting, Creating

ANALYSIS
Breaking and analyzing patterns, Organization of ideas, Interpreting trends

APPLICATION
Using and applying knowledge, Using problem solving methods, Manufacturing, Designing, Experimenting

COMPREHENSION
Understanding, Translating, Summarizing, Demonstrating, Drawing

KNOWLEDGE
Recall of information, Describing, Observation, Listing, Counting, Naming

• Hypothesize
• Integrate
• Formulate
• Evaluate
• Critique

Audio | Start Video | Participants (42) | Chat | Share Screen | Record | Reactions | Leave

2:24 PM 3/5/2021

Zoom Meeting | You are viewing Poomma Raj's screen | View Options

Recording

Digital Tools

- Common Curriculum
- Planboard
- Standards Planner
- Lesson up
- Class Flow

Audio | Start Video | Participants (42) | Chat | Share Screen | Record | Reactions | Leave

2:26 PM 3/5/2021

[Signature]
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 Coimbatore District

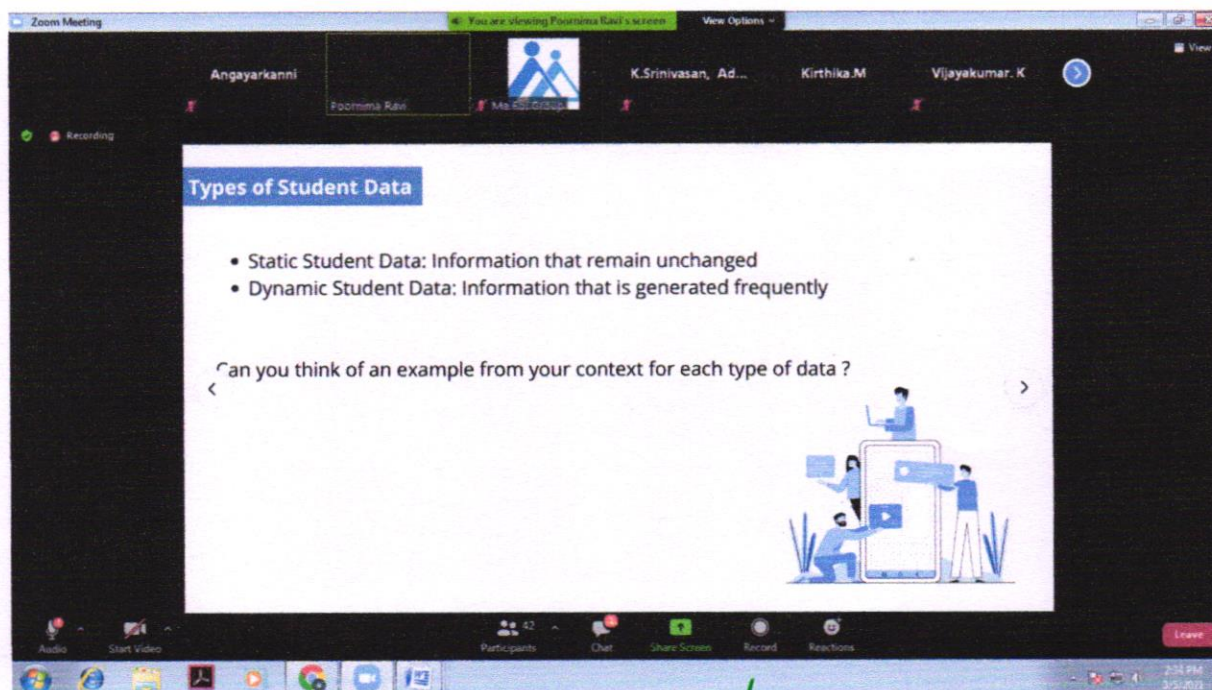
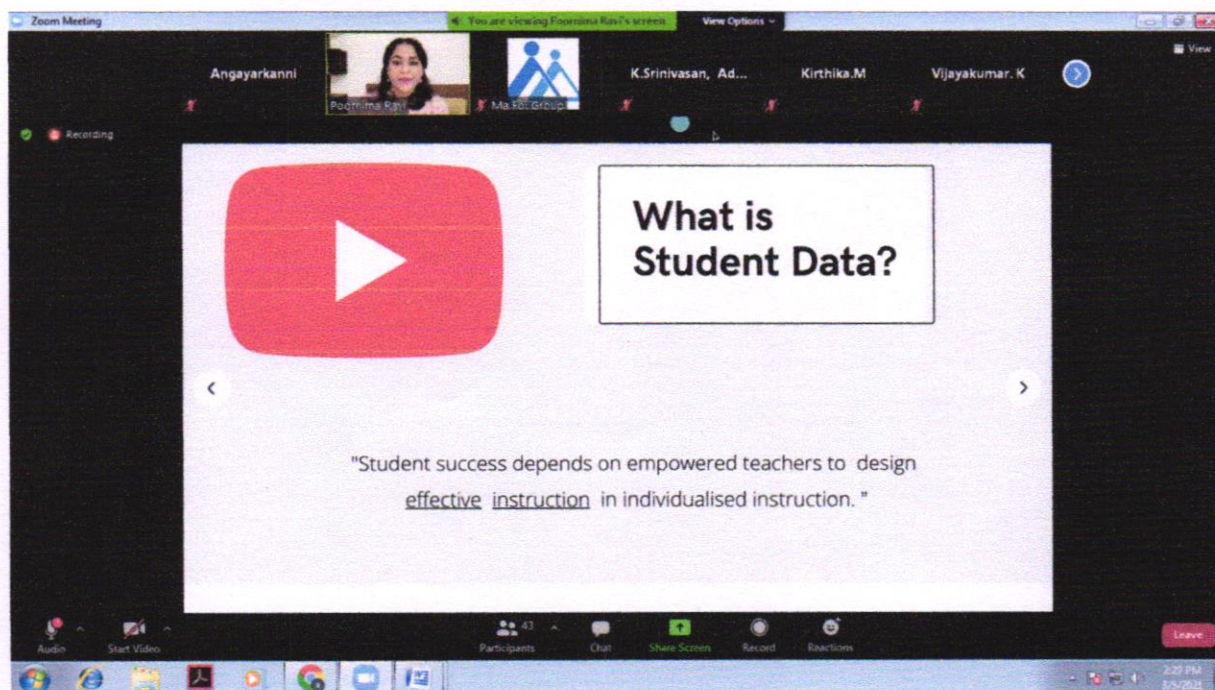
EDUCATOR DEVELOPMENT PROGRAMME

Zoom Meeting interface showing a presentation slide titled "The 21st Century Approach". The slide content reads: "One of the key challenges for 21st Century school education is how to better support individual student learning in a pedagogically effective and practically efficient personalised manner, based on their individual short, mid and long-term needs. This is typically referred to as Personalised Learning." The Zoom toolbar at the bottom shows 43 participants, chat, share screen, record, and reactions options. The top bar lists participants: Angayarkanni, Poojitha.Ravi, Ma.RBZ.Group, K.Srinivasan, Ad..., Kirthika.M, and Vijayakumar. K.

Zoom Meeting interface showing a presentation slide titled "Learner's Educational Data". The slide displays a flowchart illustrating the process of Personalized Learning: "Personalized Learning" leads to "Student Data", which leads to three learner profiles (LP1, LP2, LP3), which finally leads to "Lesson Plan". The Zoom toolbar at the bottom shows 43 participants, chat, share screen, record, and reactions options. The top bar lists participants: Angayarkanni, Poojitha.Ravi, Ma.RBZ.Group, K.Srinivasan, Ad..., Kirthika.M, and Vijayakumar. K.

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TYPES OF DYNAMIC DATA

"Data that is collected during the learning process"

- Performance - Assessments
- Engagement - Tasks and activities
- Interaction - Tools and resources
- Behaviour - level of interest and motivation

The slide features an illustration of three people interacting with a large smartphone. One person is sitting and pointing at the screen, another is standing and pointing, and a third is standing and looking at the screen. The screen displays a play button icon and some text.

Zoom Meeting interface shows participants: Angayarkanni, Podinima Ravi, Ma. K. Group, Vijayakumar. K, Rowena. The chat window on the right shows messages from various participants, all stating 'dynamic'.

Translating Data into Decisions

Student name	MCQ's LMS	Online assignments	Online presentations	Social media led activities	Total score /20
Abhishek R	3	3	4	5	15
ya R	4	2	3	4	13
Farooq. H	3	2	3	4	12
Lavanya K	3	1	2	5	11

- Which assessment did the students find to be the most interesting/engaging? Why?
- Which assessment do Lavanya and Farooq require support and guidance? Why?
- Which assessment did the students find the most challenging? Why?

Zoom Meeting interface shows participants: Angayarkanni, Podinima Ravi, Ma. K. Group, Vijayakumar. K, N. Neelakandes..., Dr. M.V. Sathya. The bottom toolbar shows options like Audio, Start Video, Participants, Chat, Share Screen, Record, and Reactions.

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Zoom Meeting | You are viewing Poojitha Ravi's screen | View Options

Angayarkanni | Poojitha Ravi | Me KBC Group | Vijayakumar. K | N. Neelakandes... | Dr. M.V. Sathya

Recording

Translating Data into Decisions

Student name	MCQ's - LMS	Online assignments	Online presentations	Social media led activities	Total score /20
Abhishek. R	3	3	4	5	15
Divya. B	4	2	3	4	13
Farooq. H	3	2	3	4	12
Lavanya. K	3	1	2	5	11

WHY?

- 1.Descriptive Learning Analytics : Past
- 2.Predictive Learning Analytics : Future
- 3.Prescriptive Learning Analytics : What should be done in the present

Audio | Start Video | Participants | Chat | Share Screen | Record | Reactions | Leave

2:59 PM 3/5/2021

Zoom Meeting | You are viewing Poojitha Ravi's screen | View Options

Angayarkanni | Poojitha Ravi | Me KBC Group | Vijayakumar. K | N. Neelakandes... | Dr. M.V. Sathya

Recording

National Assessment and Accreditation Council
An Autonomous Institute of the Ministry of Education, Government of India
एन सी ई आर सी
एन सी ई आर सी

Vision

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and performance initiatives

Mission

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects.
- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions.
- To encourage self evaluation, accountability, autonomy and innovations in higher education.
- To undertake quality related research, studies, consultancy and training programmes, and
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

VALUE FRAMEWORK

To promote the following core values among the HEIs of the country:

- Contributing to National Development
- Fostering Global Competencies among Students
- Inculcating a Value System among Students
- Promoting the Use of Technology
- Quest for Excellence

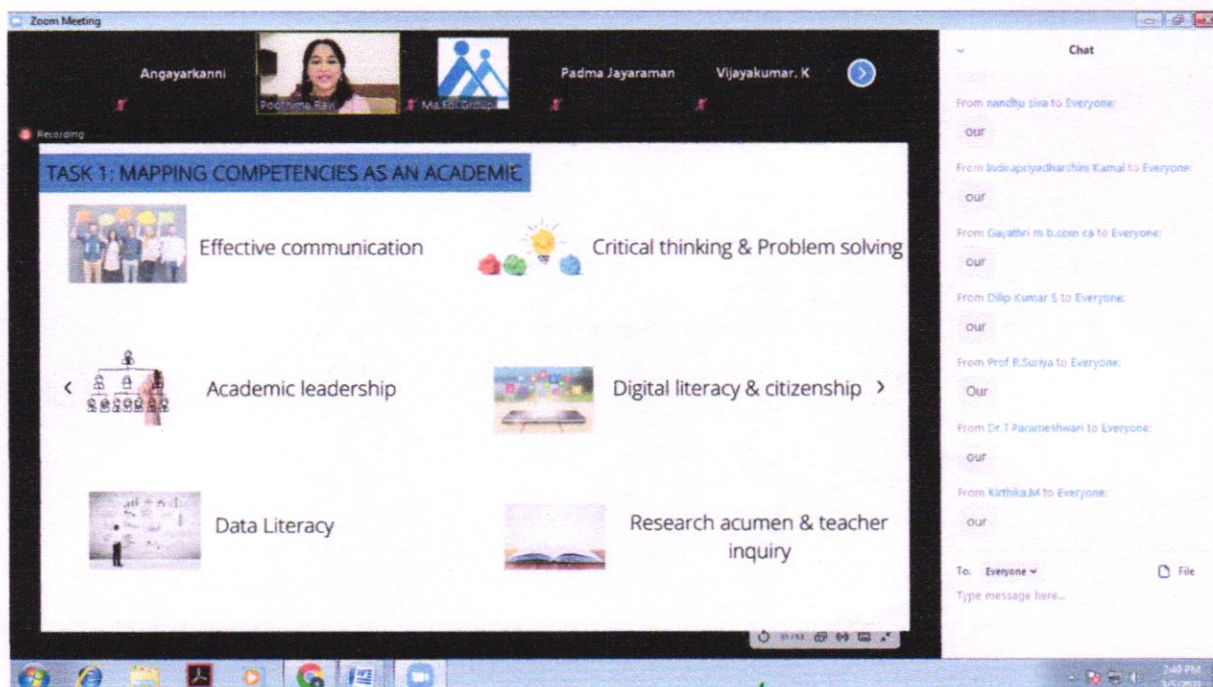
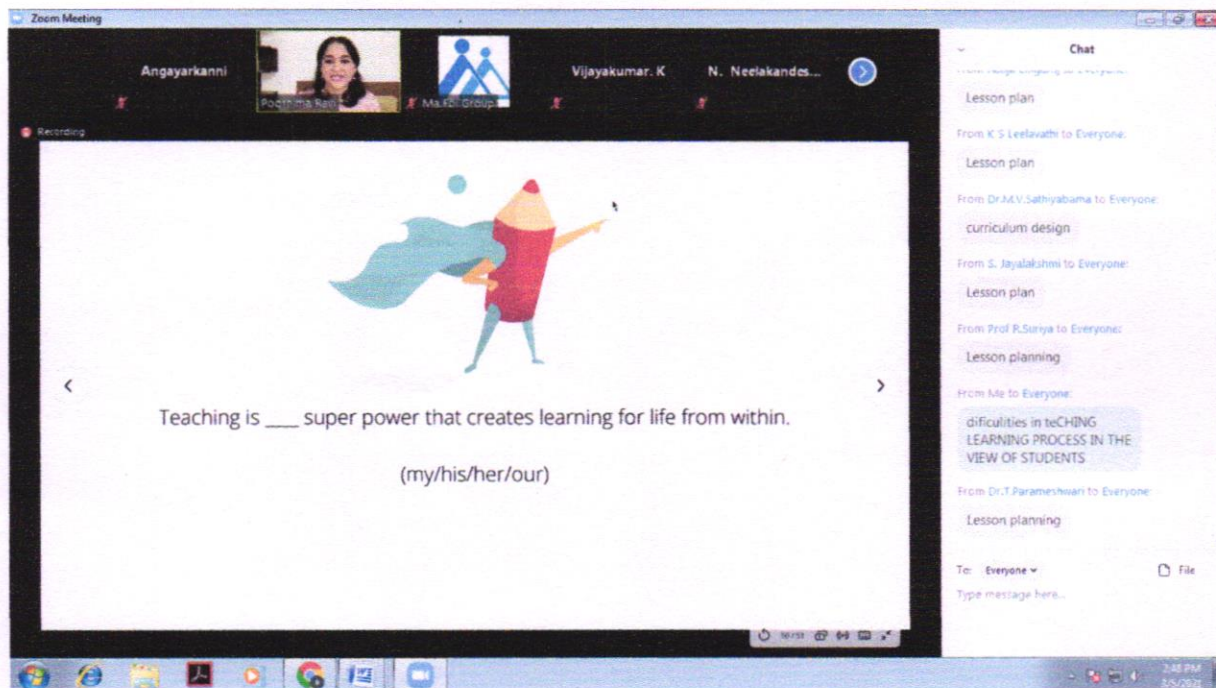


Audio | Start Video | Participants | Chat | Share Screen | Record | Reactions | Leave

3:43 PM 3/5/2021

(Signature)
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END OF SESSION Q&A

We have,

- examined the meaning & definition of TLA as a theoretical approach
- Identified the scope of Teaching Analytics
- Identified the scope of Learning Analytics
- Reflected on the purpose of embedding TLA in professional practice

Chat

From nandhu siva to Everyone:
Out

From Indrapriyadharshini Kamal to Everyone:
Out

From Gayathri m b.com sa to Everyone:
Out

From Dilip Kumar S to Everyone:
Out

From Prof R.Suriya to Everyone:
Out

From Dr.T.Parameshwari to Everyone:
Out

From Kirthika.M to Everyone:
Out

To: Everyone
Type message here...

Dr. K. KOTHUKUMARAN,
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