

Report on Enhancing Teaching Excellence July 18 – 20, 2022

Introduction:

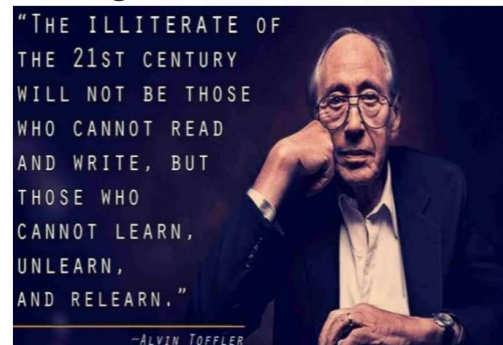
Faculty Development Academy organized 3-day training on Enhancing Teaching Excellence from July 18 till 20, 2022. The workshop was organized for the faculty members of CUI, Islamabad campus in collaboration with Kamyab Jawan Markaz. The purpose of this program was to promote the understanding of faculty about face-to-face teaching in comparison with online teaching pedagogies, engagement in an online environment, educational technology in blended model and online evaluation strategies. There were 21 participants from different departments of CUI, Islamabad. Two sessions of two-hours each were arranged on daily basis. Different resource persons were invited to enlighten the participants with their diverse knowledge and skills.

Session-1

Developing Instructional Design for E-Learning:

The first session was taken by Dr. Sumbal Manzoor. Dr. Sumbal has been in various management roles. She has developed significant strategic leadership skills through vocational and academic guidance. Currently she is serving as Head of International Centre of Excellence (ice), I-Qualify UK.

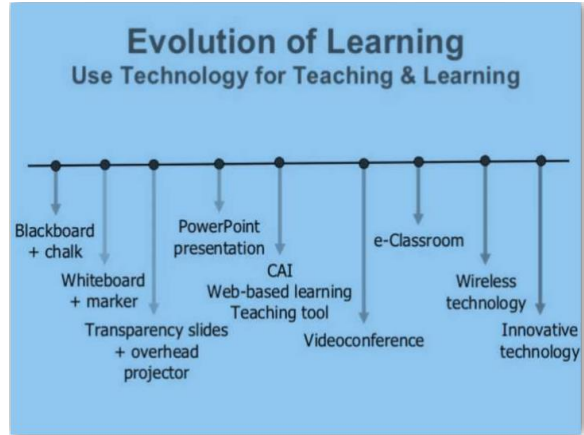
The domain expert started her session by passing a statement that it is hard to unlearn for teachers. The faculty has to leave old and traditional ways of teaching in order to keep their students up-to-date and compatible with rest of the world. Although it is very tough for the teachers to unlearn, yet it is the need of time to adopt new ways of teaching. Here she shared a famous saying by Alvin Toffler.



The resource person involved the participants by posting a question asking what is pedagogy and what do the faculty want from the curriculum and students at the end of the term. There were several replies like the faculty wants output of students, internal satisfaction, and how formative assessment lets you gauge better. The speaker elaborated the concept of pedagogy and shared that it is Art, Science and a Profession which caters to the needs of a student. Again a query was raised by the trainer that does Digital Pedagogy mean teaching online or not? There were mix replies on this question. The speaker clarified that Digital Pedagogy means using IT tools, digital tools, Ed-tech tools for communication. The evolution of learning was shared by the trainer starting from Blackboard Chalk till wireless and innovative technology. Today we need

technology in every classroom and with every student and teacher because it is the pen and paper of the era.

Since we have already entered into the age where it is hard to stay away from technology, it is better to learn and adopt the new ways in order to stand and compete with the entire world. After the pandemic, the whole world has shifted to virtual learning so that the process of learning does not stop. There are many learning tools that



were derived and implemented during covid-19. Some are low-tech approaches while others are high-tech. Low-tech included handouts and worksheets etc. while high-tech is comprised of technology like Learning Management System (LMS). There are two kinds of approaches; one is Student – Centered while the other is Teacher – Centered. Low-tech is usually student centered whereas, high-tech is student as well as teacher centered.

Pedagogical Approaches:

The resource person shared the kinds of Pedagogical Approaches.

Constructivist: According to this approach, learners are actively involved in the learning process, creating their own meaning and knowledge of the material

Collaborative: This approach says that multiple learners work together, like in a small group instruction, and they all contribute and help each other learn

Inquiry-Based: It is of the view that students address real-world problems, like in project-based learning, by asking questions and doing further research

Integrative: In this method by using multiple academic disciplines and common language, students engage with cross-curricular material

Reflective: In this approach both teachers and students reflect on lessons, projects, and assessments to see how to improve them in the future.

Ed Tech – tools:

The speaker shared some Ed – tech tools with the audience. She explained all of them and asked the participants to search all of them one by one and note



down their research about these tools on paper.

The domain expert insisted that there has to be a curiosity in the faculty members to learn more about these Ed – tech tools.

Technology in Teaching:

The resource person elaborated the concept of technology in teaching. She further explained the objectives. The faculty must know that what they expect from the learners. They should know how to structure their lectures. The teachers must be capable of designing the lecture in a manner which leads to deep learning. Here the speaker involved the participants and jotted down the traits of a good teacher on the white board.

The speaker shared some advantages of Technology in Teaching. Technology makes it easier to assess information. There is found to be greater interest in learning. Retention of information has also increased. Knowledge sharing is easier and teaching has become more interactive. Thus teaching is now more organized and effective.

There were tips and tricks shared by the domain expert that how to grab and gain attention of a student. The use of fewer words in text makes it easier for the learner to retain the information. Students learn more effectively from animation and narration than from animation and text.

Learning Theories:

There were three theories discussed during the session. The Behaviorist, Cognitivist and Constructivist theories were elaborated by her.

Behaviorist theory is the study of observable behavior. Cognitivist theory is the study of mind or thought processes. Constructivist theory is the study of construction of meaning or it is also described as diversity of opinions. This is the latest theory and the previous theories are obsolete now.

Session-2

Enhancing Students' Engagement in E-Learning (Online Tools):

The second day's session on the above mentioned topic was also taken by Dr. Sumbal Manzoor. This session was the practical implication of the previous session. Dr. Sumbal started the session with some questions. She inquired the audience to think about what they do on daily basis, and what their role is. If a person has to replace their post on temporary or permanent basis, and what will be their suggestion or advice to that person and what one question would they ask from that person? There were several replies from most of the participants. A number of thoughts were jotted down on a chart paper. The concept of these Q&A was to make the participants think about what they do on daily basis. The resource person wanted them to realize that they are

doing many tasks and might be over-worked, and stressed by taking up so many responsibilities every day. She made the participants recognize that they must do self – appreciation and should know how to handover their responsibilities to others.

HyFlex Model of Learning:

This concept was introduced and a query was asked about the difference between Blended learning and Hybrid learning. Here some situations were shared and trainees were asked to tell whether the scenario is hybrid or blended.

1. Before attending a seminar about engaging in difficult conversations, learners are asked to view a video on body language.
Hybrid or blended?
2. At the annual conference, roughly 80 percent of registrants watch the keynoter from seats in front of the stage in the hotel ballroom, while the others catch her remarks via a live stream.
Hybrid or blended?

There were mix views from the participants regarding the above mentioned questions. The resource person explained the two concepts. The first situation is ‘blended’ whereas the second one is ‘hybrid’. At this point, the participants were much clear about the two concepts.

HyFlex model is derived from Hybrid plus Flexible. Hybrid is a mix of face to face, asynchronous and synchronous online activities. Whereas in Flexible approach, students can choose their methods of participation as per their requirement, weekly or topic wise. Therefore, HyFlex integrates both options.

Significance of HyFlex Model:

HyFlex model is much significant because:

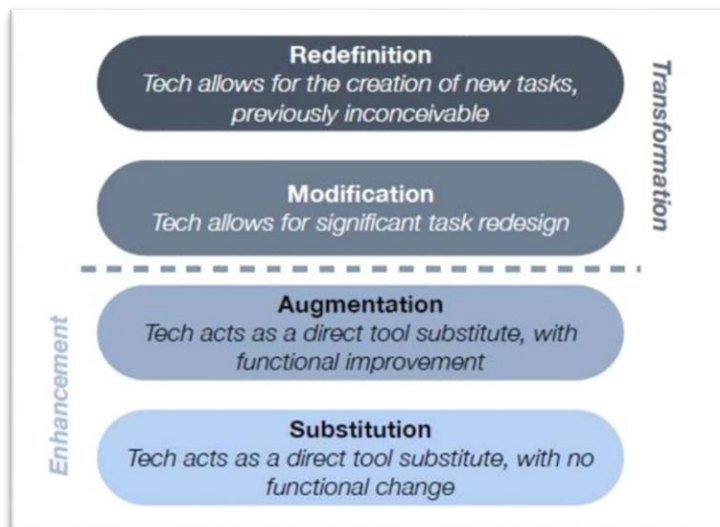
- Normal operations on college and university campuses can be threatened by the effects of climate change, natural disasters (including hurricanes, wildfires, and earthquakes), health crises such as the COVID-19 pandemic, and other disruptions.
- Instructors using HyFlex could maintain instructional continuity during such disturbances.
- The flexibility of the HyFlex model could enable institutions to maintain educational and research activities even for students with disabilities.
- By providing multiple pathways for students to access and participate in learning, HyFlex can support a diverse student community.

E – Learning & Ed – Tech Tools:

The resource person defined the concept of E-learning. E-learning refers to a learning system that we can obtain through the internet using an electronic device. We also call it online learning or online education. The ‘E’ in E-learning stands for ‘Electronic.’ Hence, the original term is Electronic Learning. After defining the concept, she shared the idea of Ed – Tech tools. Educational technology, or Ed – Tech, is a term for a variety of digital tools and methods that can enhance learning. Ed – Tech can help teachers design instruction, develop engaging ways for students to learn, track data based on student learning, reflect upon learning, and make data-based decisions.

SAMR Model:

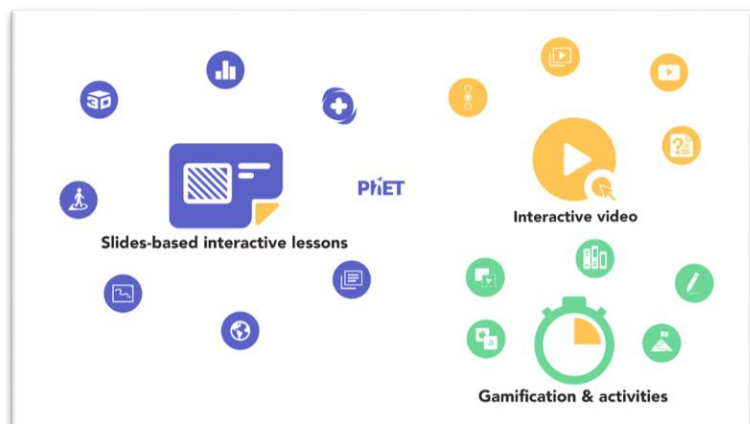
SAMR stands for Substitution Augmentation Modification Redefinition.



In this model the resource person conducted a practical by making the participants use padlet.com. They applied their learning instantly by using this website. Padlet is free for sign up. It is user friendly. There are at least five padlets to be used for free. This model is very helpful because it shows the time of response as well and helps to reduce the chances of cheating.

NearPod:

This was the next online tool elaborated by the domain expert. Nearpod is a collaborative tool which is used for better teaching and learning experiences. It has multiple features from lesson



planning to assessment. The best feature of Nearpod is that it has multiple features on a single platform. This is also free to use. It has unlimited videos about almost all the subjects. Besides showing the videos, one may post questions and get responses at the same time. Along with using the videos from within NearPod one may upload his own videos from YouTube. Questions can also be edited and modified in it.

Mentimeter:

This is another online tool which is used to engage students using live polls, word clouds, quizzes, multiple choice questions and more. It is a very communicative tool and makes interaction much easier with learners. It immediately gets holds of your participants. It is a good tool for checking knowledge and analyze opinions.

The resource person discussed the ways of keeping students engaged. She highlighted that engaging students in the learning process increases their attention and focus. Education with participation is much effective. If your students are going to remain engaged, especially in a remote online setting, they need to participate and communicate. The purpose of faculty should be to teach for engagement and not for only covering the curriculum.

This session was much insightful. The resource person shared her hands – on experience with the participants and made sure that they all were engaged thoroughly. The participants left the session with delight and joy of gaining new concepts and tools.

Session-3

Creating E-Learning Assessment Tools (Online Tools):

The third session was delivered by Dr. Kashif Sohail Malik. After the introduction of participants, the resource person shared the expectations and norms of the session. The session formally started with a question. The speaker asked the participants to share an experience where they felt extremely embarrassed in their life. After receiving the responses, the resource person again posted the same question in a different manner. Now he asked the participants to share an experience where they felt embarrassed while they were taking their classes. There was a mix of experiences shared with everyone. The purpose behind these questions was to make the participants realize that embarrassment is normal, but it is not normal when one does not accept it.

The aim of the workshop was defined. “Workshop focuses at assessment as an integral part of teaching and learning with an emphasis of its effective use through online learning assessments. Workshop has a practical element of designing various assessment items for effective online assessments complimenting online teaching and learning.” After explaining the aim, the learning outcomes were shared with the audience. He further elaborated that technology has transformed our lives in last 15 years and during last 28 months the teaching profession has changed entirely.

It has become online, online and online. Not only the mode of delivering lectures has been transformed to online, but the method of assessment has also gone online. It has become much difficult to conduct the assessments face to face in hard copy. Online assessment is a powerful tool. It is easy to use and gives instant results. New surveys show that what areas of virtual life are here to stay. Since it will be a hybrid future, the faculty must overcome their fears of technology.

Online Learning & Learners:

The resource person carried out some brain storming session. He made the participants realize that the learner today is collaborating via technology and being a teacher, you are at their social space. The learner gains socializing time and fun through technology and again a teacher interrupt in their fun time. They are better user of technology as compared to the teachers. The faculty faces problems when they are with students because students are much more proficient in tools and gadgets. The teachers feel embarrassed due to this fact. The resource person emphasized that one must not feel abashed because half of the knowledge lies in admitting the fact that “I don’t know”. The resource person mentioned about Project Zero (PZ). It is a project of Harvard University. It says that with online learning, human beings are conveying and they are concerned about their studies, but the behavior of teachers turn them off and they get away from studies. Their attitude of teachers plays a vital role in students’ learning behavior.

Online Teachers & Teaching:

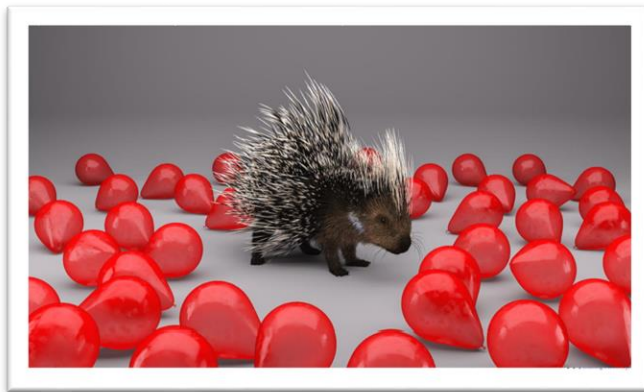
Since the learner today is much advanced in technology, the teachers must change their assumptions. They should not feel embarrassed in accepting the facts. In fact it will be much easier and helpful if the teachers today utilize the skills of their students. The faculty must use their students as their helping hands. This will not only engage the students, but will also give them a sense of responsibility. Never feel shy to learn from your own student. It won’t be wrong to say that learning is fun, fun has learning and technology is fun learning. The speaker suggested that making learning social these days is the only way to connect with your students. Once the faculty makes the students their helping hands, and involve them in all tasks, it will give the students a sense of ownership.

Engage learners’ brains by using a mix of content delivery methods—video, text, audio, and presentations. Bring in guest instructors and speakers so they don’t get tired of seeing the same face and hearing the same voice. Keep the element of surprise alive. Communicate in multiple formats: Email, WhatsApp, Chat boxes, Dashboards etc. here the domain expert said that **Collective Intelligence** is the biggest advantage of technology. Collective Intelligence and Collective Wisdom are two different concepts. The difference is due to technology integration. Collective Wisdom will be limited among the people who came together and attended some meeting or class. The knowledge and shared ideas will remain among the attendees only. On the

contrary, Collective Intelligence will spread into the whole world via technology. Technology provides much more avenues for learning and forces everyone to stay connected.

Assessments:

The resource person asked some fundamental questions from the participants saying; Is the paper and pen test unavoidable? Shall the assessment be taken online? Why do we have to assess and how to assess? He gave comparison of classroom assessment and online assessments by showing the following pictures.

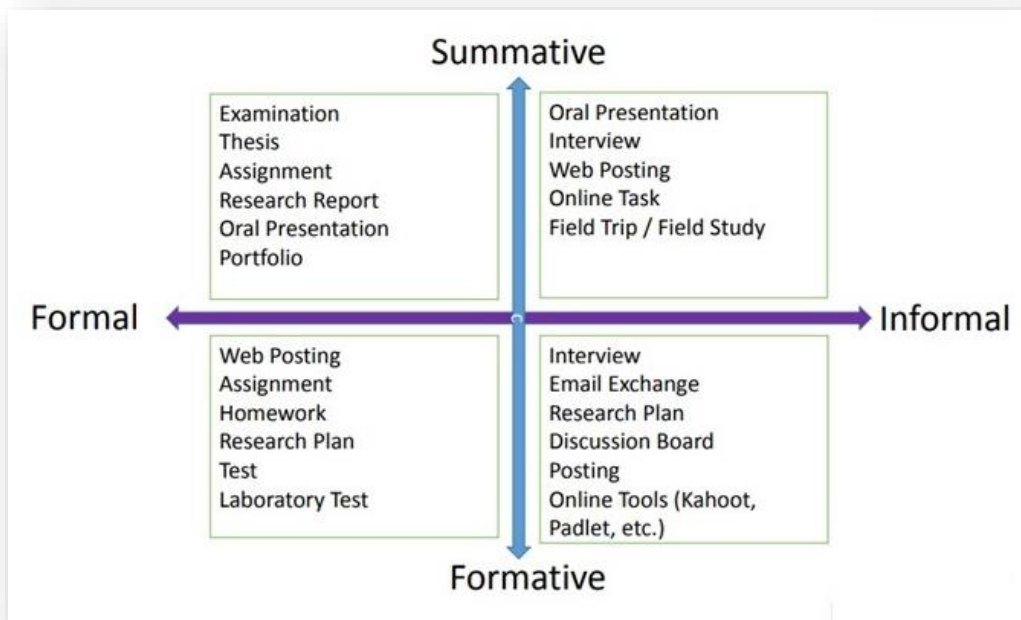


Student Reaction to Classroom Assessment

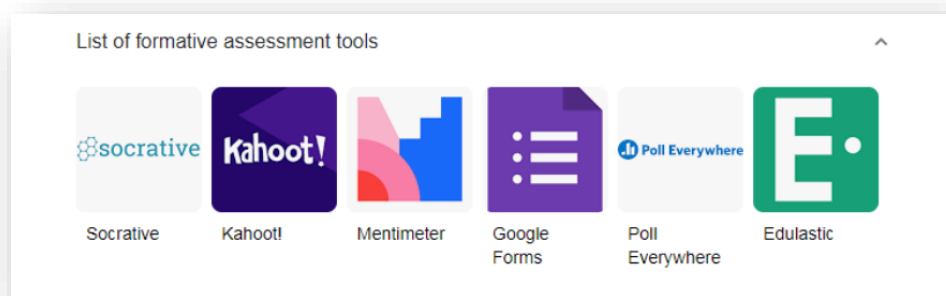


Students' Reaction to Online Assessment

There has to be some specific time or defined schedule of when to assess the students. The speaker shared the concepts of Formative and Summative assessments, Formal and Informal assessments.



The domain expert emphasized that it is very easily possible to assess students online. There are given tools for it. We need awareness and exposure of such tools. He further said that the faculty members are just a few steps away from this process. He asked the participants to search for ten best online assessment websites on Google.



The speaker gave the examples of hard – working and smart – working faculty members. A hard working faculty member takes plenty of time to check plagiarism whereas, the smart working faculty member takes help from online tools and sort out the issues. Usually the teachers have some myths in their minds when it comes to online assessments. They think that online assessments are not possible as they are time consuming, difficult and costly. They have the element of plagiarism and are not fair. On the contrary, the reality is that online assessments are possible and have been practiced since years. They are easy to carry out and are more user friendly. Online assessments are less time and cost consuming. They are diversified and have multiple options. Plagiarism can be controlled easily and they are more fair and systematic.

The resource person conducted hands – on activities and made the participants practice the online assessment tools. He made the participants work individually as well as in groups so that once they left the session, they were well aware of these tools. It was a very interactive and insightful session. Dr. Kashif was much interactive. The questions were asked throughout the session and participants were satisfied accordingly.