

VASAVI COLLEGE OF ENGINEERING (Autonomous)
 IBRAHIMBAGH, HYDERABAD – 500 031
DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES
 AUDIT COURSEM.E.-II Semester
Course Name: Pedagogy Studies
 Common to all Branches

W.E.F-2024-2025

L:T: P (Hrs/Week):2	SEE Marks:60	Course Code:PI24AC210EH
Credits: 3	CIE Marks:40	Duration of SEE:Hours:03

COURSE OBJECTIVES	COURSE OUTCOMES
Objectives of this course are to get students:	Upon the completion of this course the students will be expected to:
Understand and identify different behavioural styles and adapt training as necessary.	Do a Learning Style inventory and understand theirs, and their students' learning style
Identify the characteristics of an exceptional facilitator	Demonstrate successful understanding of key concepts during a practice presentation.
Understand and identify different behavioural styles and adapt training as necessary.	Do a need analysis and why it is a necessary step in any training program.
Understand how to make lecture-based programs active.	Develop strategies for different types of learners, handling hecklers, bullies, and other disruptive participants
Make effective trainer aids such as power points and learn to identify all the dependencies	Present information in a clear, concise, engaging manner.

From Fabulous to Fantastic -The Art and Science of Teaching the Digital Generation

Keeping information fresh and reinforcing new learning is a constant challenge for an instructor imparting knowledge to an adult. How do you choose activities that are fun but meaningful? How do you assess the level of knowledge already in the room? Is there a formula for creating a successful learning session?

This course is designed to nurture the process of learning, to facilitate sharing of field level experience and giving constructive feedback on training style and delivery. This Audit Course will teach participants how to determine the needs of an audience, improve classroom charisma, handle difficult participants, use activities effectively, and more.

Course Outline

Unit 1 - Astounding Adults: How they learn

Teaching adults calls for trustworthiness and neutrality while keeping the discussion focused. The first two sessions are about how adults learn how to help in retention and recall.

- How do adults learn
- Pedagogy and Andrago
- Malcolm Knowles theory of Andragogy
- Neuro Linguistic programming
- Kolb's learning styles
- Helping adults learn

Unit 2 - Classic Course/Class Design

This section's focus is on creating a classic course design that is tailor made for the trainee's learning style. This section also focuses on assessing the trainees' needs in class and customizes activities/direct discussions to address these needs. This section is delivered in two sessions.

- Six thinking hats and the classic course design
- Creating a beautiful body
- Opening
- Main body
- Grand finale

Unit 3 -Beating Murphy's Law

This section is designed to help trainers make effective trainer aids such as power points and learn to identify all the dependencies in advance and have sufficient back up plans, in case there are technical issues. This section is spread over four sessions.

- Power Point
- The Rule of Three
- Anecdotes and Metaphors
- Beat Murphy's Law
- Awesome audiovisuals

Unit 4 - Dazzling Deliveries

Keeping trainees focused so they can get their desired results takes skill. Group dynamics and motivations can vary on many levels. Participants will learn how those factors affect facilitation. They will use tips shared in this session to practice re-engaging the audience through dialogue, feedback, and testing for consensus and understanding.

Training vs. facilitating vs. presenting

- Icebreakers
- Training Rainbow
- Teaching Style Tips
- Presenting and Demonstrating
- Teaching/Socratic Direction
- Facilitating discussion/brainstorming/increasing participation
- Process Monitoring

Unit 5 - Fruitful Feedback

This Unit finishes with an important but sometimes forgotten skill of how to give and receive feedback. During an activity called What Would You Say? Participants evaluate their presentations and also do a peer evaluation and create an action plan on the following areas.

- Relevance of Content
- Level of Content
- Rating of the Presenters
- Knowledge Transfer
- Most Useful Aspect of the Course
- Least Useful Aspect of the Course
- Action plan to go from Fabulous to Fantastic

METHODOLOGY

- Case Studies
- Demonstration
- Presentations
- Expert lectures
- Writing and Audio-visual lessons

ASSESSMENTS

- Online assignments
- Individual and Group

Suggested Books

The break-up of marks for CIE:

Internal Tests (2); Quiz Tests (3) + Assignments (3)

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|---------------------------|--------------------------------|-------------------------------------|---------------------------------|
| 1. No. of Internal Tests: | <input type="text" value="2"/> | Max. Marks for each Internal Tests: | <input type="text" value="30"/> |
| 2. No. of Assignments: | <input type="text" value="3"/> | Max. Marks for each Assignment: | <input type="text" value="5"/> |
| 3. No. of Quizzes: | <input type="text" value="3"/> | Max. Marks for each Quiz Tests: | <input type="text" value="5"/> |

Duration of Internal Tests: 90 Minutes

17/05/2024
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Head-HSS & BOS, Chairman-VCE

17/05/2024
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17/05/2024