

Ensuring Teaching–Learning (TL) Effectiveness in our Academic Programmes

The Forum for Academic Culture has been engaged in activities aimed at enhancing *Teaching–learning (TL) effectiveness*. In the first phase, it focused on spreading awareness of effective teaching and learning techniques through open programmes at the Institute level. In July 2013 it conducted a faculty workshop on effectiveness of teaching and in January 2014, a student seminar on effective learning. (See FAC website for details.)

Second Phase: Enabling Teaching–Learning Effectiveness

A model of *teaching–learning maturity* of an academic institution proposed in [1] specifies 3 levels of achievement for teaching/learning activities:

- *Awareness*: Arousing interest in teaching/learning effectiveness
- *Enablement*: Ensuring high teaching/learning effectiveness
- *Integration*: Creating an environment that automatically ensures high teaching/learning effectiveness.

Awareness of teaching and learning effectiveness could be spread separately to faculty and students. However, enablement involves use of effective teaching techniques by an instructor in a course where all students are aware of techniques of effective learning.

Achieving the enablement level in the entire Institute is a huge task. Hence in the second phase FAC proposes to focus on a specific segment of our academic programmes, hereafter called the *focus segment*, which would be comprised of II year B.Tech./MSc and I year M.Tech. students. The second phase would have 3 components:

1. Faculty workshops on Teaching Techniques

It is desirable that instructors teaching courses in the focus segments attend workshops such as the FAC workshop on “Effective Teaching” (July 2014) and “Instructional Design with Active Learning.”

2. 2-hour Student Workshop “Effective Learning” in July 2014

Students in the focus segment would participate in the seminar.

3. Use of Effective Teaching techniques in courses

All instructors teaching courses in the focus segment would use effective teaching techniques.

The second phase would satisfy the conditions for enablement in the focus segment—all students in a course would have been made aware of effective learning techniques and all courses they take would be taught using effective teaching techniques.

[1] D. M. Dhamdhere: *The Teaching–Learning (TL) Maturity Model*, Feb 2014, URL:http://www.cse.iitb.ac.in/~dmd/maturity_model.ppt