



## New Directions in Teaching & Learning.

### Programme: Sept 17-21, 2018

<b>Monday Sept 17, 2018 (Day-1)</b>			
<b>Time</b>	<b>Event</b>	<b>Venue</b>	<b>Attendees</b>
9.30-11:00 pm	Fellows Optional 5 (FO5) RK	CED Seminar Room	Participants who opted for "FO5"
11-12:30 pm	Fellows Optional 4 (FO4) MR	CED Seminar Room	Participants who opted for "FO4"
2.00-3:30pm	Fellows Optional 3 (FO3) LKB	CED Seminar Room	Participants who opted for "FO3"
3:30-5:00 pm	Fellows Optional 2 (FO2) GK	CED Seminar Room	Participants who opted for "FO2"
5:00-6:30 pm	Fellows Optional 1 (FO1) SB	CED Seminar Room	Participants who opted for "FO1"

<b>Tuesday Sept 18, 2018 (Day-2)</b>			
<b>Time</b>	<b>Event</b>	<b>Venue</b>	<b>Attendees</b>
9.30-12 pm	Student Centred Learning (Fellows)	MED Seminar Room	For anyone who was unable to attend in March
2.00-4:30 pm	Curriculum	MED Seminar Room	Group-A
2.00-4:30 pm	Reflection	CED Seminar Room	Group-B
5.00-6.00 pm	Sharing scholarship in teaching and learning	CED Seminar Room	Group-D

<b>Wednesday Sept 19, 2018 (Day-3)</b>			
<b>Time</b>	<b>Event</b>	<b>Venue</b>	<b>Attendees</b>
9.30-12 pm	Outcomes Based Approach	MED Seminar Room	Group-D
2.00-4:30 pm	Assessment	CED Seminar Room	Group-C
5.00-6.00 pm	Sharing scholarship in teaching and learning	CED Seminar Room	Group-E

<b>Thursday Sept 20, 2018 (Day-4)</b>			
<b>Time</b>	<b>Event</b>	<b>Venue</b>	<b>Attendees</b>
9.30-12 pm	Reflection)	MED Seminar Room	Group-C
2.00-4:30 pm	Assessment	CED Seminar Room	Group-E
12:00-1:00 pm	Information session: Assignment	C-Hall TBC	ALL

<b>Friday Sept 21, 2018 (Day-5)</b>			
<b>Time</b>	<b>Event</b>	<b>Venue</b>	<b>Attendees</b>
9.30-12 pm	Evaluating Teaching 'O3'	CED Seminar Room	Participants who opted for 'O3'
9.30-12 pm	Group Work 'O2'	MED Seminar Room	Participants who opted for 'O2'
12:00-1:00 pm	Feedback: Focus Group	CED Seminar Room	Two representatives from each group (A/B/C/D/E)

**FO1: Leadership in Teaching & Learning****Subhas Chandra Bose,****School of Humanities and Social Sciences**

The objective of this workshop is to discuss the creation of an academic environment at TIET where the concept of developing leadership in teaching & learning practice is accepted, thus allowing for individual lecturers to develop an ethos of leadership in teaching and learning, and to aid the development of the University as a whole.

**FO2: Motivating and Supporting Students in their Learning****Gagandeep Kaur, Electrical & Instrumentation Engineering,**

Academic teachers have to play many different roles in supporting and motivating students, as students progress through college and learn how to become self-regulated learners and gain successful careers. The success of the teacher lies in the success of the students. In this workshop, we will discuss how to become a better 'co-traveller' in motivating and supporting students in their learning.

**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: Building a Community of Practice to Discuss Teaching & Learning****Meenakshi Rana,****School of Mathematics**

A Community of Practice enables the building of specialized knowledge by the sharing of thoughts, and exploring and reflecting on the experience of its participants. In this workshop we will identify the principles and purposes of communities of practice in Higher Education and discuss how they can be used to discuss teaching strategies such as supporting self-directed learning or contributing to the development of the graduate attributes.

**FO5: Teaching a Large Class: Challenges and Solutions****Rajesh Khanna, Department of Electronics and Communication Engineering**

Teaching a large class has some unique challenges such as connecting to and engaging with students effectively, but a large class can also be rewarding to teach. However, because it is often a passive experience, learning in a large class can be difficult for students. In this workshops, the challenges of teaching a large class will be discussed as well as some active learning strategies for dealing with these challenges.

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