LIC 8 – Review LIC

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Over the past 3 years, due to your effort and participation in the TDC Programme, there has been a tremendous increase in peer support within schools, enhanced cultures of academic discussion, and an effort towards continuous improvement. Each Learning Improvement Cycle has taken important pedagogical practices into classrooms, and the Academic Resource Team meetings have played an important part in contextualising and adapting those practices to the needs of each classroom. The support and inputs from all the DIETs and Mentor Teachers have helped guide this journey and create safe and supportive environments for everyone involved so they can build their own mastery. **Congratulations to all of you on your success so far!**

We still have a long way to go, but before we move forward, let's take a pause and reflect on everything we have done so far. This review LIC will help you answer some important questions:

1) **How have previous LICs influenced my practice?**
2) **How am I using what I learnt previously in my day to day teaching?**
3) **What are some best practices I can learn from?**

As we all know, **purposeful reflection** that allows us to identify what is going well and how we can improve is an important part of learning. So let's become lifelong learners, and help create 'an education system where everyone learns together.'

> **Use these handouts to find all the content related to LIC 1 and LIC 2, ideas for how to adapt the themes to online teaching, and reflection questions that can help you incorporate the themes into your practice!**

> **All handbooks from previous LICs can be found here:**
> **https://drive.google.com/drive/folders/1vdU4ld-_4BhzTCYE3E2Q_3F4GcVPwRE7?usp=sharing**

The Structure of LIC 8

November	
Activity	**Activity Focus**
Co-Learning Session 1	• Revisiting LIC 1 (Connect) & LIC 2 (Check for Understanding & Respond)
ART Meeting 1	• TDC introduces LIC 1 (Connect) & LIC 2 (Check for Understanding) & their strategies • Sharing of best practices, progress & challenges under each theme (Connect & Check for Understanding) • ART chooses one of the two themes (Connect or Check for Understanding) to focus on for the coming month • Discussion on how to use that theme's strategies for online teaching • Creation of action plans for how each teacher will use a strategy under that theme

Peer Observations & Developmental Feedback Cycle 1	• Each ART member gets developmental feedback on their practice of the strategy from a peer by sharing one of the following:
	  - Their plan of implementation
	  - Inviting a peer to their lesson in which they will be implementing
	  - A recording of the implementation/sharing the audio or video lesson
	• ART member then adapts strategy based on feedback

ART to Non-ART Cross Sharing Cycle 1	• ART members take the ART meeting content to their peers teaching the same subject through faculty meetings
December	
Co-Learning Session 2	• Revisiting LIC 3 (Lesson Planning) & LIC 4 (Teaching Learning Strategies)
ART Meeting 2	• Same structure as ART Meeting 1
Peer Observations & Developmental Feedback Cycle 2	• Same structure as Cycle 1
ART to Non-ART Cross Sharing Cycle 1	• Same structure as Cycle 1
February	
Co-Learning Session 3	• Revisiting LIC 5 (Classroom Routines) & LIC 6 (Teaching Learning Strategies 2)
ART Meeting 3	• Same structure as ART Meeting 1

Peer Observations & Developmental Feedback Cycle 3	• Same structure as Cycle 1
ART to Non-ART Cross Sharing Cycle 3	• Same structure as Cycle 1

Revisiting LIC 1 – Building Connect

Let's see what we had read about in LIC 1!

It's very important that children feel connected to their teachers and feel safe and valued within the classroom environment. The strategies mentioned below are the first step in achieving this:

A. Name games to get to know children's names and help them get to know each other

Knowing and using children's names is a really basic but effective way to help children feel valued in your class. And the great news is that in getting to know all your children's names you can have some great fun that also contributes to creating a positive classroom culture. Here are just a couple of 'name game' ideas but there are many more. Can you invent any yourselves?

- Whilst doing the daily register, rather than just asking children to say 'present', ask them to answer you by telling you something about themselves. For instance, the mood they are in, their favourite song, their favourite fruit, etc.

  - Teacher (doing register): Gopal?

  - Gopal: Yes, Ma'am, I, Gopal am here and I like mango

  - Teacher: Neha?

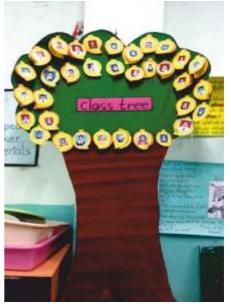 - Neha: Yes, Ma'am, I, Neha am here and I like watermelon

B. Greeting children as they arrive in class

Making children feel welcome as they arrive in your class has a big impact on how they will approach their day or lesson with you. The way you greet children at the start of the class sets expectations for the rest of the class. If you greet children by name and ask them how they are, the children will feel valued and will want to work hard for you; they will feel like you care about them and their learning.

You can use the greeting to engage students briefly and build rapport: "Loved your homework, Dev!"; Thank you for helping Arti yesterday, Shayna"

C. Name Tag Activity

Ask children to draw their own personalised identity tags. You can ask them to write their name and draw their own picture or their favourite animal or anything else. The idea is to make it a fun activity and use these identity tags in the class. It will help you to learn and remember children's name easily over a period of time.

D. Class Tree

You can create a class tree in which the students' names and teachers' names of that class and their pictures are pasted on the chart. The chart can be pasted/hung in the classroom providing a sense of togetherness among the students and teachers.

E. Making Children's work visible

You can paste or hang any material pertaining to the classroom learning in the class. This gives children a sense of ownership for the class. Try using this material during your lectures as well and try having a rotation policy for students to make these materials to ensure that all the students become part of this process and there is a sense of inclusivity as well.

Remember! Simply sharing practices is not the same as REFLECTING on the practices. Reflection is used to identify what went well and what could be better so that we can improve the practice.

Time for Reflection!

1) How have you incorporated Building Connect in your practice since LIC 1?
2) How has Building Connect impacted your practice?
3) What continues to be a challenge in Building Connect?

How Can We Build Connect Online?

> Let's read an example of how to use Connect online with students! Think about how you can incorporate some of these in your own practice, or about other things you might do.

Improving connect during Semi-Online/Online Teaching-Learning activities

A) Encourage students to enter their names instead of the name of their phones. By entering their own name, the student will feel that s/he has a place in the Semi-Online/ Online Teaching-Learning activities going on doing these difficult times.

B) Ask students for their opinion during the online interaction, and **ask them to share reactions to let you know how they are feeling**. Be sure to address students by their names.

C) Seek Peer support during interactions **suggesting a pair / small group of students to have virtual discussion after the class** about the topic taken up in the Semi-Online/ Online Teaching- Learning activity.

D) To generate interest of students, **assign a theme for a week and encourage students to change their profile picture corresponding to that theme**. Throughout the week, invite two/ three students in Online class to volunteer to briefly describe their profile picture.

For Semi-Online teaching- learning activity, students can share the description in two- three lines through a voice message or a typed message on WhatsApp.

Use Your Favourite Cartoon as Your Display Picture!

Similarly, you can ask them to put pictures of their hobby, favourite food, a word that shows how they are feeling that day and so on. Remember, you can even do this with adults to make your meetings more fun!

Classroom is a dynamic ecosystem where the students and teachers are in a process of co-learning continuously. The teacher takes the responsibility of facilitating the students' learning but in the process s/he ends up learning as well. Since it's a dynamic process, it's important that there is a continuous assessment of the gaps between teaching and learning. As an educator, the responsibility falls on us to adapt our teaching strategies for filling these gaps.

During the whole academic year, at various point in time, we take tests or do activities with children. We get a certain sense of the students' current learning standard during this whole process as well. As an educator, it's important that this process:

1. Does not judge the students based on his/her performance. Instead, the students feel safe and appreciated for their efforts. It's important that the teachers do no pass any comments or remarks that make students feel judged in the process.

2. Allows the teacher to identify changes s/he needs to adapt to fulfil the gaps between teaching and learning process. The teacher adapts the classroom strategies to fulfil these gaps.

In this whole process, it's important to identify that what are we trying to assess and be very clear with. We are not trying to assess students, instead we are trying to assess our efforts to ensure teaching-learning process in our classrooms. We act based on our perceptions and it's important that the conversation moves away from :-'You have got 3/10 and she has got 8/10' to 'I saw in last assessment that most of my students learnt multiplication of single variables but some still face challenges with multiplication of double variables. I will try to find some way to fulfil this gap'

The purpose of assessment is necessarily to improve the teaching-learning process and materials, and to be able to review the objectives that have been identified for different school stages by gauging the extent to which the capabilities of learners have been developed. Needless to say, this does not mean that tests and examinations will have to be conducted frequently. On the contrary, routine activities and exercises can be employed effectively to assess learning. (NCF -2005: Pg -79, 3.11)

Difference between Assessment & Evaluation:

Dimensions of Difference	Assessment	Evaluation
Content: Timing/Primary Purpose	Formative: Ongoing to improve learning	Summative: To gauge quality
Orientation: Focus of Measurement	Process: How learning is going	Product: What has been learnt
Findings: Uses	Diagnostic: Finds areas of improvement	Judgmental: Arrives at final score

Strategies to Check for Understanding:

MIND MAP

Mind maps provide teachers with insight into their students' thought process regarding a specific topic. By asking students to create mind maps demonstrating their comprehension of a concept, teachers are able to understand what a student's prior knowledge was and how well the student understands the assignment or the material being taught. This is a very effective way of assessing students' understanding.

- All mind maps begin with a main concept or idea that the rest of the map revolves around, so choosing that idea or topic is the first step. Begin by creating an image or writing a word that represents that first main idea.
- From that main idea, create branches (as many as needed), that each represent a single word that relates to the main topic. It's helpful to use different colors and images to differentiate the branches and sub-topics.
- Then, create sub-branches that stem from the main branches to further expand on ideas and concepts. These sub-branches will also contain words that elaborate on the topic of the branch it stems from. This helps develop and elaborate on the overall theme of the mind map. Including images and sketches can also be helpful in brainstorming and creating the sub-branch topics.

To implement this strategy effectively for assessments: -

- Ask students to draw a mind map of the last concept learnt individually. While they are creating the mind maps, circulate in the room and take notes of how they are engaging with their mind maps.
- Once they are done ask them to share it with their partners/ paste on the classroom walls. And allow students to work on each other's mind maps to fill the gaps in it.
- On the basis of your notes, adapt your teaching strategy on that particular topic.

PEER ASSESSMENT

Peer Assessment is a classroom strategy that is useful for classrooms with more number of children. Apart from assessment, it also gives an opportunity for children to learn from each other through discussions.

To implement this strategy effectively:

- Prepare worksheets/assessment sheets for the children.
- Ask them to finish the worksheets in the given stipulated time.
- Once they are done, ask them to discuss these in pairs and help each other in identifying gaps in learning process. During this activity, keep circulating in the classroom and take notes on students' discussion. This can be anything varying from individual student's record on 'concept understanding and gaps', major challenges faced by students in attempting the worksheet etc.
- Once this is done, attempt to adapt your teaching strategy based on the responses from students. It can be:- Discussing particular topic again, talking to specific group of students in extra time on particular topic, etc.

SIGN FOR UNDERSTANDING AND RESPOND

This classroom strategy helps a teacher to quickly gauge how well students have understood a particular concept and make any needful quick amendments to teaching strategies.

Once a particular concept gets over, tell children that now we will try to understand how much I have been successful in teaching the last concept: -

- Say to the children, "Those who feel 100 % confident about the last concept on 'XYZ' that I taught, will give a thumbs up"
- Tell them, "Those who have understood it to a great extent but just have one or two doubts, give a horizontal thumb."
- Ask them, "Those who think that we need another discussion all over again, please give a thumbs down"
- Now, ask all the children to close their eyes and make signs using thumb as instructed previously.
- Keep noting who understood the concept to what extent. Give 5 minutes to pair up the participants who have understood it fully with those who haven't and ask them to discuss to clarify their doubts. If needed find a suitable time to discuss it further and make any relevant teaching strategy for the same.

MY FAVORITE NO/MISTAKE

This classroom strategy helps to build a culture of celebrating and learning from mistakes in a safe and non - judgemental environment. It is a form of formative assessment and provides children with an opportunity to fulfil the gaps prevalent in teaching and learning.

- Have warm up problem on the board when students walk in
- Hand out index cards or ask them to do the problem on a single page.
- Have students write answer on the card, without their names.
- Collect and sort the cards
  - Say yes/no aloud while sorting
  - "We have quite a few yeses and some very interesting noes". Yesses stand for the responses that are correct while Nos are the ones which are not correct.
  - "This is my favorite no" – "It showed some good ____(math)". Try mentioning the reason why is this your favorite No.
- Analyze good first: "Did some things that I loved" "What am I happy to see?" "What do I like?". By doing so, you are ensuring that you praise the learner for the effort s/he has put in and then moving to next step.
- Analyze mistake: "Now what is incorrect?" "Where is the mistake?" Make sure to maintain the anonymity of the concerned child to avoid any judgements in the classroom.

ANONYMOUS SELF-ASSESSMENT

In a classroom, a teacher can also ask students directly to gauge their level of understanding. But a lot of times students feel hesitant in doing so. There can be multiple reasons for this:- They are hesitant in expressing their mistakes in front of peers or they might be afraid regarding reaction of the teacher, etc. So to give a chance to children for self assessment in the class, you can use this strategy in the classroom: -

- Make an assessment box and use this for capturing students' self – assessment at the end of chapter.
- For eg. You can ask students to write on a piece of paper at the end of day's lesson anonymously (without mentioning their names) about: -
  - Which part of the lesson you understood well
  - Which part of the lesson you understood fine but need a bit more understanding?
  - Which part of the lesson, you did not understand at all?
- Ask students to put their papers in the box before class gets over.
- Empty the box to gauge the students' understanding of the particular concept.
- Based on the responses, see for which topic do you need to modify your teaching strategy

Time for Reflection!

1) Were you able to build a shift from evaluation to assessment? How did you do that?
2) What impact were you able to see as a result of that shift?
3) What continues to be a challenge in Checking for Understanding?

How Can We Check for Understanding Online?

During these pandemic times, students and teachers are in a process of co-learning through technology i.e. online mode of teaching learning. The teachers are taking the responsibility of facilitating the students' learning and in the process they themselves are also learning. Since it's a dynamic process it's important that there is a continuous assessment of the gaps between teaching and learning. As an educator the responsibility falls on us to adapt our online teaching strategies for filling these gaps.

During teaching, at various points in time, it is very common to ask some questions from students to get a certain sense of student's current learning standard. As a teacher it is important that this process:

1. Doesn't judge the students based on her/his performance. Instead the students should be made to feel safe and appreciated for their efforts. It's important that the teacher don't pass any comment or remark that makes students feel judged in the process.
2. Allow the teacher to identify changes s/he needs to adapt to fulfil the gaps between teaching and learning process. The teacher adapts the classroom strategies to fulfil these gaps.
3. Be clear about what it is that we are trying to assess.

At the time of online/semi-online teaching we can use the following platforms for different strategies to check for understanding:

1. **Asking students to create mind maps after they have been taught a concept:**
   - Whiteboard on Zoom during a live online class
   - Mentimeter can be used during a live online class or the link can be shared through WhatsApp
   - Padlet can be used during a live online class or the link can be shared through WhatsApp
2. **Exit Tickets at the end of a lesson to check what they have understood and what needs to be repeated in the next lesson.**

   - Google Form links can be shared through WhatsApp along with the video/audio lesson
   - Chat Box can be used during a live online lesson
   - Padlet can be used during a live online class or the link can be shared through WhatsApp
   - Jamboard is another option through which students can add notes anyonymously, as well as Google Classroom

3. My Favourite No/Mistake

- Google Form can be used to collect answers and they can then be discussed in the next lesson OR if not doing a live online class, a summary of your Favourite Nos along with the reasons can be shared over WhatsApp
- Padlet can also be used to instead of Google Forms
- Simple WhatsApp can also be used, and students can be asked to share pictures of their responses, following which teachers can share their Favourite Nos

Here are some quick tutorial on how to use some of these platforms:
Padlet Tutorial: https://www.youtube.com/watch?v=dC69Sr-OQikT
Mentimeter Tutoital: https://www.youtube.com/watch?v=8ckjXGzOM-g
Google Classroom Tutorial: https://www.youtube.com/watch?v=-nmxTIzmc4M&feature=youtu.be
Padlet on Phone Tutorial:
https://www.youtube.com/watch?v=UexRHjcGkGQ&feature=youtu.be
Additional Mentimeter Tutorial:
https://www.youtube.com/watch?v=IOPnAAzPfXA&feature=youtu.be

Please do not download Mentimeter app on your laptop or phone, always use the website on your browser!

How else can you Check for Understanding when using virtual platforms to teach? What can you do while using these strategies so that students do not feel a pressure to be 'right', but instead can be open about where they need help?

Video Links to LIC Themes & Strategies

Check for Understanding (Secondary Science – English Commentary):
https://www.youtube.com/watch?v=2kf51TQV9ZI

Check for Understanding (Secondary Science – Hindi Commentary):
https://www.youtube.com/watch?v=lbuKAOaswF4&t=2s

Check for Understanding (Secondary English – English Commentary):
https://www.youtube.com/watch?v=tcT8iagP1Bk

Check for Understanding (Secondary English – Hindi Commentary):
https://www.youtube.com/watch?v=UJGfmf1_ibo

My Favourite No: https://learn.teachingchannel.com/video/class-warm-up-routine#