

**Report on the International Conference on  
Curriculum Development for the Indian Community Colleges  
3<sup>rd</sup> to 5<sup>th</sup> March 2016**

**About the Conference:**

ICRDCE, India and Montgomery College, USA jointly conducted an International Conference on “Curriculum Development for the Indian Community Colleges”. About 110 delegates, who can be considered as who-is-who of Community College movement in India participated in this event. This conference was sponsored by the U.S. Consulate General, Chennai, India,

**Conference Architects:**

**ICRDCE**

The Indian Centre for Research and Development of Community Education, Chennai is an initiative of Jesuit Madurai Province and a unit of Jesuit Chennai Mission. It was started in January 1999. It is a facilitating and coordinating agency for Community Colleges in India. It has been involved in the preparation, establishment, monitoring and evaluation of 336 Community Colleges in 17 states of India. These Community Colleges are run by NGOs and service minded trusts/societies. They have trained about 150,000 students in the last 17 years out of which 90 % have got jobs while 6% opted for higher education.

**Montgomery College USA**

Montgomery College’s first classes were held in the evenings at a local high school on September 16, 1946. Their total enrolment was 186 men and women. Today they serve nearly 60,000 students a year as these students pursue a wide variety of educational goals. They have multiple campuses in various parts of Montgomery, Maryland.

**Conference Objective**

- Perfect and fine tune curriculum of community colleges in India with the expertise provided by U.S. community college experts and inputs from Indian counterparts.
- Seek approval of the National Skill Development Corporation (NSDC) for the revamped curriculum fine tuned at the conference.

**The Inaugural Session on March 3, 2016**

Dr. M.S. Jacob, S.J., Director, ICRDCE, in his welcome address commented that the Conference was a significant event in the history of Community College movement in India. Referring to the conference as the need of the hour, Dr. Jacob defined two-fold focus for the event: 1. Bring U.S. experts to fine tune Community College curriculum as per global standards and 2. Bring together all practitioners in one forum for interactive learning so as to fall in alignment with the standards set forth by the National Skills Development Centre.

Dr. Xavier Alphonse, S.J., Senior Advisor, ICRDCE spelt out objectives and dynamics of the conference. He emphasized the need to fine tune the curriculum for community colleges in India with the help of 11 experts from Montgomery College. He fondly recalled the collaboration with the Montgomery College by referring to the visit of students and members of faculty from India. He was confident of meaningful

interaction during the conference leading to enrichment of curriculum as well mutual learning. He appreciated the sentiments expressed by the visiting team. He referred to observation of Dr. Sanjay Rai, Senior Vice President for Academic Affairs that the whole event is aimed with a vision to help the poor. Dr. Xavier also reflected on the comment of Dr. Clarice Somersall that the conference was labour of love

Dr. Xavier remarked that the objective of the conference is Sharing and Mutual Learning. According to him, dynamics of the conference was in implementation of a dream to action for mutual benefit. He called upon the delegates to make the Conference effective, meaningful and useful.

Special Address:

Ms. Preeti Arora, Principal, Stds & QA, NSDC, New Delhi praised the Community College moment as a process of empowerment of the disadvantaged. She remarked that NSDC aimed at setting standards for skills & employment. In an extensive manner she explained the process for approval of skills by NSDC. She hoped that the community college curriculum would instill confidence and self esteem among the students.

Special Address:

Dr. Jayapathy, S.J., Rector, Loyola College, lauded the community college system as response to the dire need of the community. He could see finger of God in this endeavor. His recommendation was to make the curriculum tailor made to people. He further urged that curriculum should be constantly renewed to respond to changes and emerging challenges. Curriculum, in his opinion, should have distinct quality, making crucial difference in a way students learn to learn by themselves.

Special Address:

Dr. DeRionne Pollard, President, Montgomery Community College buoyantly referred to U.S. President Obama's remarks on Indo-U.S. relationship as fine partnership of the century. President Obama, she said, commended on the increase in shared knowledge between the two countries. Obama was appreciative of the great stride in the Community College movement (U.S.) having 11,000 teachers, and serving 10 million students.

Public education system, according to Dr. Pollard, was previously blocked and closed to women and coloured due to cost factor. She was happy to note that such education was made available through Community Colleges. She asserted her fundamental belief, "Each one has equal opportunity; Each one can contribute. If we do not engage everyone in the social fabric it will be a huge loss. Nations cannot have the luxury to leave anyone behind". She was emphatic that one student in Community college can break chain of poverty in that family.

Dr. Pollard was happy that the Conference was perfectly timed. In her opinion the conference was a clear evidence of globalization. She urged all involved in the education field to tirelessly support innovation.

Special Address:

Dr. Sanjay Rai, Senior Vice President for Academic Affairs, Montgomery College referred to the call of Mahatma Gandhi. Gandhi desired a new model of education incorporating vocational trade, paving way for classless society.

Dr. Rai considered community college curriculum as one aligned to democratization of education. According to him, "21<sup>st</sup> century warrants education that is flexible and responsible to respond to changes.

It is certainly a matter of concern that India being the largest democracy should have 37% of its population below the poverty line. Something new has to be done; and Community College is the viable option”.

He predicted that 25 % of global workers would be Indians. He said that present day best practices would soon become obsolete. Therefore the need of the hour is to train for a skill which is not there today. “Train people for a job which is not there today”, he urged. “To make Indian Government’s “Made in India” a success, community college is the most viable option”.

#### Chief Guest’s address

Phillip Min, U.S. Consul General, Chennai in his inaugural address referred to India – U.S. collaboration in the area of community education. He spoke about the joint endeavour between Obama and Modi to help Indian community colleges to gain expertise in vocational trades. Mr. Min recalled consulate’s support in sponsoring students and teachers to U.S. community colleges to learn and gain expertise in their respective trades. He mentioned of continued future support. About five Indian representatives of Community Colleges would be meeting U.S. counterparts soon, he said.

Commenting on community college system of education Mr. Min said: “This system is totally job oriented, building deeper and broader understanding of vocations students choose. Community colleges lead the way. About 50 % of under graduate students attend Community colleges in USA. Education has to give accurate and comprehensive knowledge; and community colleges do that precisely”.

### **GENERAL SESSION ON DAY 1**

#### Approval of Skills by NSDC – Curriculum Development and Alignment:

Ms. Preeti Arora, Principal, Standards & QA, NSDC, New Delhi handled an exhaustive session on approval criteria for skills by NSDC.

She referred to the massiveness of the requirement. According to her, 400 million skilled workers have to be trained and developed. “The challenge is huge. We need to connect the supply of skilled human resources with sectoral demands. Certification and assessment have to be in alignment with global standards”, Ms. Arora said. As job roles change in every six months, skill development has to be progressively innovative. Ms Arora was emphatic that educators need to align National Occupational Standards with community college curriculum.

Ms Arora elaborated the process for skills approval by NSDC and clarified doubts raised by the participants.

#### Overview of 3 Day Event:

Dr. Michael Mills, Vice President of E-Learning, Innovation and Teaching Excellence outlined themes to be discussed in the morning sessions and work to be developed in afternoon.

He dwelt at length about conference take-aways that include curriculum design process and overview of curriculum development. He spelt out conference sessions. He highlighted the importance of defining ‘student learning outcomes’. Dr. Mills urged the delegates to actively participate in the proceedings, while at the same time to be sensitive about time constraints.

Dr. Deborah E. Preston, Instructional Dean, Visual Performing and Media Arts listed out elements of Good Occupational Training Program Design. The five elements she elaborated are: 1. Need Analysis which leads to identifying the goals; 2. Learning outcomes which are measurable; 3. Learning activities which have to be effective and efficient; 4. Outcome assessment which help students and faculty to stay motivated, leading to documentation for future review and course correction and finally 5. Continuous improvement cycle (iterate)

Dr. Preston stressed on the daily activities that we constantly build on them to take the programs to greater levels. She underscored the importance of building and maintaining good relationship with the student community. Her suggestions were: (a) share about ourselves; (b) connecting with the learner and (c) setting expectations.

Mr. Richard Cerkovnik, Director of the Interdisciplinary Science, Technology, Engineering and Mathematics startled the audience claiming that teaching would be easy. He said that if everyone was like the teacher in thinking, understanding, goals and intensity of work, then teaching would be easy. But reality is different. Therefore, he averred, teaching was hard and complimented the teachers for what they were doing. “Teaching”, Mr. Cerkovnik said, “is understanding brain process. He urged the teachers to observe and iterate learning points.

Mr. Ed Roberts, Dean of Applied Technologies and the Gudelsky Institute for Technical Education entreated community colleges to engage local business and industry in their endeavours. According to him reaching out to local business would benefit community colleges in the following ways: \* Support your programs \* Identifying critical workforce needs and \* Professional development for Instructors. In this context he suggested building partnership with local business and forming advisory bodies.

### **General Session on Day 2**

#### Overview of Day 2:

Dr. Michael Mills outlined Learning Outcomes for the day. He referred to the philosophical shift in preparation of syllabus aimed at Student Learning Outcomes. He cited Bloom’s Taxonomy as a tool to derive Student Learning Outcomes. Dr. Mills cautioned the group of possible pitfalls and drew a distinction between goals and SLOs. He recommended small group activities as an effective learning mechanism.

Dr. Clarice Somersall charmed the audience with the citation of a brilliant piece, “Did You Know”. She asserted that students need to know that the teacher cared before the students care about what they were going to learn. Her advice was, “Before you choose activities, look at the outcomes and align your activities with them”. She reflected upon the philosophical shift in education being student centred. She pointed out that we need to consider scope and relevancy before choosing the teaching methodology. Dr. Somersall was more for learning by activity. Students learn more by doing and problem solving than by mere listening. She commended on the work of Bornwell & Elison (1991) and Bloom’s Taxonomy (1956). She suggested that Taxonomy of learning behaviours could be thought of as the goals of learning process. She advocated project based learning which helped students connecting with others. Teacher, she proclaimed, should be more of a Guide on the Side than a Sage on the Stage.

Dr. Michael Mills listed out elements of good occupational training program design. He referred to the process of evolution of a teacher. In all these things, one consistent thread was self reflection and

Self assessment. Dr. Mills mesmerised the audience with the experiential learning as to which would fall first – paper or a book.

### **General Session – Day 3**

Mr. Richard Cerkovnik posed a teaser as to what we want to make the students of: concrete takers OR concept takers. He dwelt at Flexible Grading Policy which gave autonomy to the faculty. He made a pertinent remark that “Do, Learn and Attach a Label”, was a far more effective way to teach a concept. Accountability for learning is best instilled through empowerment all the way in all dimensions. Students are asked to choose their learning outcome and thereafter they are given activities to share concepts with others. Richard elaborated on rubric categories and enjoined us to make it REAL – Reach, Expand, Achieve and Learn.

While on evolution of Teacher, Richard suggested that teachers need to be gentle with themselves while taking risks. “It’s ok if we do not know things. We need to be comfortable with this aspect of life”, said Mr. Cerkovnik.

### **Common Session on Conclusion of the Conference**

In a very dynamic and interesting session visiting faculty from Montgomery responded to several questions raised by the Indian delegates. Points raised and responses thereto are here below:

Mr. Cerkovnik laid stress on following aspects as ingredients of successful Community College: Public funding, Proximity to residence, Serving people from diverse background, strategic planning and continuous improvement. He exhorted delegates to “Empower students to change life and thus Enrich society”. Economic engine, in his opinion, plays a big part of our focus. He spoke in favour of following up with students after leaving, counselling them for greater success. Students who accomplish great things in life will be great ambassadors for the college. They also help in mobilization of funds.

Dr. Mills gave a quick rundown of the relevance of community College system in the present day context. He advocated massive growth of community colleges as a means for economic growth and social uplift of underprivileged youth.

Dr. Pollard pronounced five pronged mission for Community Colleges in India, namely: 1. Transfer of knowledge through education; 2. Workforce development; 3. Focus on developmental education; 4. Enrolling business houses and industry in training for new knowledge as well for income generation and 5. Develop the Community around.

Dr. Somersall quipped, “It is not nice to have community colleges. We have to have them”.

Dr. Alphonse raised a question on having accrediting agency for community college education. Dr. Sanjay Rai was emphatic in his response that industries didn’t bother about accreditation if they find students capable of performing. Further, he commented that Government had to stay out of accreditation policy. Suggestions from Montgomery team on this aspect were:

- Advocacy by past and present students for funding
- Classes to be conducted in elementary colleges
- Cultivate relationship with industry and social bodies
- Create culture of giving among people instead of looking at “what’s in it for me”.

- Educate and encourage industries to park part of its allocation for Corporate Citizenship for community colleges.
- If Indian government can ensure tax benefit for international transfer of funds, there is a possibility of funding.
- Funding from people who benefitted from this system.
- Continue to stay with the students, celebrate their success and foster their entrepreneurial needs. This will motivate them to help the institute.

Other suggestions on Community College movement were:

- Make right people as partners in your venture
- Give representation to students in the Governing body
- Enlist help of volunteers in fund raising
- When a new program is introduced, get it vetted by industrial partners.
- Introduce online classes
- Ongoing evaluation and revision of syllabus
- Revisit need analysis
- Constitution of Advisory Committee
- Recruiting faculty from industries. Example of Ms. Silvia Vargas was cited.

Suggestions for Futuristic Outlook:

- Nature of work is constantly changing. Faculty has to be grounded on current progress.
- Similarly student profile too undergoes changes. Therefore, constantly search for internal programs that will meet with these criteria.
- Every program has to be rigorously evaluated for current relevancy. Get external experts for such evaluation.
- Be proactive in program review.
- Hire faculty who will work for 3 days in industries. This will help in narrowing skill gap.
- Business is in the community. Industries have vested interest in helping community colleges. Therefore, create a process to assess industry's needs.

**Interface Meeting of Indian Community College Administrators with  
U.S. Community College Experts  
6<sup>th</sup> March 2016**

Dr. M.S. Jacob, S.J., Director, ICRDCE in his welcome address highlighted the imperative need to strengthen the community college system in India. As India will be the most populous country by year 2028, imparting of life skills and trade skills needs top priority. Partnership with local business and industry is crucial for development of community college movement. He was happy that ICRDCE was playing a vibrant role in ensuring strength and spread of community colleges in India. He underlined the importance of developing community colleges to be run intelligently, ethically and skilfully. He emphasised the need to institute a system to secure commitment and competency of faculty in community colleges. He was happy to note that 105 delegates from 73 organizations from 13 states of India participated in the conference and subsequent interface sessions.

Dr. Xavier Alphonse, S.J., Senior Advisor, ICRDCE introduced objectives and dynamics of the interface meeting. He declared that the approach should be one of helping the poor and learning from them. He exhorted that leaders should be sensitive to the needs of people. He called upon promoters of community colleges to keep this in mind in all their endeavours. Referring to the deliberations during the three day international conference, Dr. Alphonse endorsed adoption of the U.S. model of community colleges. Such modelling, he said, should encompass three elements namely: (a) Recognition, (b) course content and information and (c) Response to changing environment and student expectations.

Dr. Alphonse was proud that growth of community colleges in India was God's work amidst constraints.

Mr. G.V. Subrahmanian, Director, Sri Vivekananda Rural Community College commended emergence of about 350 community colleges in India due to the determined efforts of ICRDCE. All these colleges kept target group of school dropouts in mind while building curriculum content. Success of these colleges, in his opinion, was due to showering of abundant love and paying individual attention to the students. Such individual attention was aimed at their holistic development. GVS referred to the target group as people discarded by society as it mistakenly took them as useless. In his view, they were used less and cared less.

Mr. Subrahmanian issued a clarion call to consolidate this movement in India horizontally and vertically. In India, he said, we need to strive for sustainability, financial viability and administrative excellence. GVS took note of the massive demand for skilled labour and existence of huge population. He was confident that community college movement would grow and contribute in a large measure – contribute to national economy and individual prosperity of the target group.

Dr. DeRionne Pollard, President, Montgomery College, USA advocated the need to be resolute to serve the unserved. This would, in her opinion, help us grow the economy of the country. She was of strong opinion that active engagement with students as well local business was essential for phenomenal growth. "Transcendence occurs through connection with each other". The message to students as well to industry has to be 'I need you to survive – survive and thrive'.

Dr. Joseph Antony Samy, S.J., Principal, Loyola College urged leaders of community colleges to be leaders of heart rather than being leaders of mind. Leaders of heart relate to people. He exhorted faculty to love the children as very important persons and not as uncared for.

## Take Away Points, Feedback, Directions and Way Forward

### This segment captures thoughts of

1. Prof. Albert Selvanayagam – Bangalore Community College, Bangalore
2. Mr. Mohammad Maaz Hussain – Al-Barkaat Syed Hamid Community College, Aligarh
3. Fr. Maria Nayagam SVD – UPAYA Community College, Odisha
4. Dr. Brijender S. Panwar – M.S. Panwar Community College, Solan, HP
5. Mrs. R. Asvini – Development Community College, Medavakkam
6. Sr. Thelma Paiva – Vidhyadeep Community College, Bharuch, Gujarat
7. Mr. I. Victor – KGF Community College, KGF
8. Ms. Regini Sekar – Dr. Chandran Devanesen Rural Community College, Karanai
9. Mr.S. Sekar – Dr. Chandran Devanesen Rural Community College, Karanai
10. Mr. Emmanuel Jeganathan – Dr. Chandran Devanesen Rural Community College, Karanai
11. Mr. Roy Santhosh – Swami Vivekananda Rural Community College, Pondicherry
12. Mr. Duraisamy – Swami Vivekananda Rural Community College, Pondicherry
13. Dr. David Mansingh – Antoni Ammal Community College, Thiruvaiyaru

### Key Learning's:

- Vision, Mission and Accountability: In our Colleges, have we worked on Vision and Mission? It is the clarity of the vision and Mission, with explicitly stated values, believed by the staff, which gives guidance, empowers, and enrich our approach to the entire teaching-learning–testing process. This also ensures ‘Accountability’ a value which should be foremost in our minds, realized and lived every-day. It is important for us to excel in what we do and be stewardship leaders. Ensure that our Colleges are contributing to the economic development of the State and Nation. It is also important to follow up with the students even after they leave. Make your College the most relevant one in your State.
- Importance of ‘Transfer Education’ by which the students can move to University with the credits they have earned at Community College.
- ‘Developmental Education’ by which old students can come back even after 5 to 10 years to continue their education. Community Colleges have expertise and opportunity to train nearby ‘Industries’ and help generate income to the College. Community colleges must foster the attitude of ‘Life-long-Learning’ and be mutually beneficial, namely, Community →College ← Community /Public good →Private good ← Public good, leading to well-educated Community.
- Our Colleges must be market driven, which means we should also conduct non-credit, short term programs / courses which meet current public needs. Our best advocates are our old students.
- Need to have ‘Board of Trustees’ with elected and appointed members, about 5 + 5. Also we need to have ‘Volunteers’ to raise money for the College.
- Have a rigorous process constantly aligning our Programs to businesses. At least once in two years conduct ‘Economic Impact Study’, collecting data as well as ‘Anecdotal’. The Marketing department should consider advertising through TV, Railway Stations, Twitter, and also approach Churches, Cinema Houses, Malls and put ‘Info Desks’ and talk to people about your Community College.

- Mr. Michael Mills offered to organize an online ‘Faculty Enrichment Program’ for our Community Colleges in India.
- Curriculum revisions must be done periodically by a Committee. The committee, consisting of Faculty members must revisit the Curricula, evaluate, and update. An advisory Council should consider the concept and possibility of ‘Associate degree’. Work on partnership with Industries and consider taking people as Faculty members with Industry experience.
- ‘Market will make us irrelevant, if we don’t change according to the changing trends. You will never be where you are right now. For a question on ‘Agriculture based courses’, the need is the same universally. Rural Community Colleges should study the real needs and also consider the possibility of different ‘Economic Models’ which could be emerging in rural areas.
- Vision and Mission of both countries were driven by three words
  - Access (Yes to all & Including the excluded)
  - Affordability of the curriculum by the students
- Success of the program- measured in terms of successful completion of the course/credits/degree. “Putting them on path for a good future”
- The profile of the students who get admitted to Community Colleges was different in two countries as summed below:
  - In India:  
Poor, School drop outs, widows, single-parent child, low level of English and IT grasping power and with low-self esteem and self-confidence; from downtrodden and financially poorer sections of the society/community.
  - In USA  
Students came for completing basic education and then to go for higher education in affiliate university post 2 years in CC; have better financial support with options for paying fees and other financial expenses;
- Assessment of skills and final evaluation is also different in the two countries
- In India, Govt. plays a major role in defining Standards Of Performance for evaluation of the students before issuing certificates.
- In USA, the govt. plays a very non-significant role and it is out of the academic process that evaluation occurs.
- In India, the final evaluation is a very lengthy process and hence causing delays in final placements due to non-availability of certificates/final grades as industry demands a “certified” candidate. In few pockets, industry plays some role in this regard, but largely defined by the various Sector Skills Councils and a proper alignment is needed to get better results.
- In USA, industry plays a major role in accreditation and setting up the syllabus.
- Delegates from both the countries agreed that industries in the respective countries play a vital role in training/skilling/hiring/developing students of the Community Colleges
- Another strategy defined was to hire faculty from the industry to work part-time/full time in order to make the students learn the most recent and updated skills in the market.
- An added benefit seen with effective networking with industry is financial help in setting up the infrastructure at Community College.

- Vertical Mobility and Credit Transfer provide the flexibility to the students to come to learn and earn at the time/pace suited as per his micro environment.
- Students can opt for higher education or fill the gap in education due to limitations at their end.
- Training of Teachers/ Instructors is a thrust area for both countries, as felt by the administrators and delegates from US.
- ICRDCE and its affiliated/attached community colleges are viewed as highly successful by the US delegates from Montgomery College. 366 Community Colleges from 17 states with 90% placements is a thing to be proud of.
- In the USA, there are two types of processes for setting up the Governing bodies for smooth operations of community colleges:
  - a. Elected by the public
  - b. Appointed by the Governor of the State where CC is situated/located.
- In India, largely the CC management decides on this subject and they get to nominate/include the people in the two boards:
  - a. Governing Body
  - b. Advisory Board
- This is largely based on their academic/industrial qualification/experience/authority in the chosen sector of offering a curriculum in the CC – a judicious blend is needed in this regard of academic and industry people in these two bodies for effective day to day and overall operations of the CC
- I want to challenge myself and my community college based on the seminar. They explained that “What is the meaning of community college and its function. And whom it is meant for? They also talked about the curriculum development in which the teacher or the faculty, industrial partners, students are involved. I challenge myself and my college that we should be able to involve them to develop curriculum”.
- We should have different committees like 1. Advisory board 2. Examination committee
- Another challenge in front us is that we need to look for variety of courses. This will again challenge us to look for new faculty with a qualification that involves lot of finance.
- After 100 years of service we still do the mobilization of students in different ways that challenges us not to sit and satisfied with.

We need to have a follow up programme of the students after their placement. Suggestions:

- We can merge some of the courses of Montgomery College so that they can award the certificates to the students.
- The Montgomery College could establish an organization for funding to support the poor community college in India.
- We need to get some the nationalized certificates so that the students are able get jobs.
- Realized that teaching is not just a profession but service
- How about the possibility of fund raising in USA for Indian community colleges?

- There has been the experience of delay in money transaction between India and USA for an online course.
- There lies an obstacle due to the laws of two countries contradicting each other.
- It is time to do something by claiming funds from the Indian Government and requesting tax exemption for the donors.
- Joint certification could be seriously thought about.
- “Our deepest fear is not that we are inadequate, but is that we are tremendously powerful”. We are children of God and so no shrinking; only shining
- Formulate a curriculum which focuses on
  - 90 % attitude
  - 9 % Skills
  - 1 % Content
- Method to create accreditation agency to look into staff, partnership etc?
  - Borrow from other accreditation agencies
  - Infrastructural change also needs to have an accreditation process
  - Scholarship is applied to accreditation committee
  - Government stays away from accreditation committee
- Joint certification with USA would do good as we had with IGNOU in 2009
- Action plan:
  - Joint request to be given to the Prime Minister of India
- Do the evaluation of the teacher:
  - Observe, Evaluate and Improve
- Could have two advisory boards like in USA
- One selected by Government and the other by the community

#### **Parallel Sessions:**

- On all the three days there were three parallel sessions.
- Session on Health Science was handled by Dr. Geetha Kada and Ms. Jenny Liu, Professors from Montgomery College.
- Session on Information Technology was handled by Ms. Silvia Vargas, (Cyber Security & Networking) and Mr. Patrick Donovan, both Professors from Montgomery College.
- Session on Applied Session was handled by Mr. Ed Roberts, Dean of Applied Technologies.
- Consolidated recordings by rapporteurs of respective groups are appended to this Summary.

## HEALTH SCIENCE

The following are the learning outcomes of the program

- Course, concept map
- Formative and summative level evaluation
- Objectives, activity to teach
- Remodelling of teaching activity

### Day 1 Take Away Points

- Introduction by the resource persons.
- Introduction of the participants
- Basics of Teaching
- Introduction to the concept of Program Objective, Course Objective and Class/Unit Objective.
- Detailed examples were presented. Participants interacted and took part in framing the three levels of objective setting.
- Introduction to Bloom's Cognitive Domain/Bloom's Taxonomy and how to write Students Learning's Outcome.
- Details of the levels of students (who come to join the college) based on Bloom's Taxonomy:
  - a. Level 1: Knowledge/Comprehension
  - b. Level 2: Comprehension/Application
  - c. Level 3: Application/Analysis
  - d. Level 4: Analysis/Synthesis and Evaluation
- Check list for writing Student Learning Outcome was discussed and explained

### Day 2 Take Away Points

- Focus moved on to how to align program , course and class objectives/outcomes by the help of various examples from the Health Sector courses like General Duty Assistant/ Nursing/ Home Health Aid and other courses
- A complete picture was given to see the benefits of having the three outcomes/objectives aligned:
  - a. Greater focus and clearer communication to the interested students for better alignment of course to interest levels of the prospective students- Specific.

b. Better evaluation and assessment is possible at the end of the program/course/class(unit) outcomes, if properly and rightly defined/written down – Measureable, Attainable, Realistic and Time Bound.

- We were introduced to old and new versions of Bloom’s Cognitive Domains.
- Group activities were conducted to emphasize the above points and to clear doubts.

#### Day 3 Take Away Points

- Activity Strategies were discussed and concept was introduced. Methodology to be used as per the Levels defined by Bloom’s Taxonomy and Cognitive Domains was discussed.
- Video was shown to show to demo the **Simulation Strategy- Code Blue** and how to use this effectively as a training tool
- **Clinical Evaluation Tools** were discussed as per the provided material in the conference. Examples from real-life scenarios were discussed with the group. Also we brain stormed as to how the same can be replicated in India by customization for our end use.
- The focus was on aligning Student Learning Outcome to Evaluation and types of **Evaluation- Formative and Summative**.
- The types of evaluations viz., Formative and Summative, were discussed with many examples and pros and cons of the same were also discussed.
- The sessions on the third day were application oriented as well as evaluating the outcomes of the application of knowledge. Some of the learning tools and strategies such as simulation, video presentation, and debate and role play method were used to facilitate towards easy and simple learning process. We were also taught about evaluation of student’s learning outcomes by using formative and summative methods. The formative method focuses on the process of identifying student’s strength, weakness and the areas that need to be improved. The summative method focuses on evaluating the outcomes of students’ learning level at the end of completion of each unit of the course. The two Health Science professors of the Montgomery Community College, USA made us to enact and understand each concept taught on that day. Activities of the third day program provided us a broader view and methodology to be applied in the learning, teaching and evaluation of student learning outcomes.

\_\_\_\_\_End Health Sector \_\_\_\_\_

## INFORMATION TECHNOLOGY

Faculty: Ms. Silvia Vargas and Mr. Patrick Donovan

Day 1

1. INFORMATION TECHNOLOGY AND CYBER SECURITY - Ms. Silvia
2. THE CHANGING FACE OF CONTINUING EDUCATION - Mr. Patrick Donovan

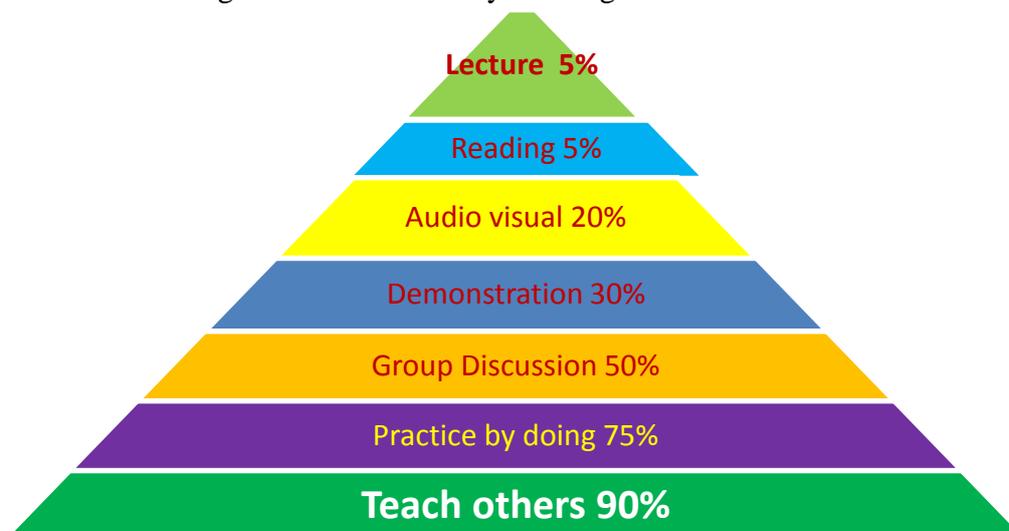
Ms. Silvia Vargas explained beautifully the meaning and importance of Information Technology and Cyber Security. She defined: “Cyber Security is protecting data/information that are stored in the computers all over the globe, from persons, cybercriminals, agencies, enemy countries, hackers etc.” She narrated how we could include basics of computer studies and its operations and cyber security in our Community College Curriculum. Train students to develop computer skilling and awareness on the dangers of cyber crime, malware, hackings, unethical use of computer technology.

Use of Internet has tremendously increased throughout the world, and it is important to protect our data, money, etc. through cyber security. This knowledge increases job opportunities for skilled persons in cyber security.

We learned the importance of our dress in work place and career. Grooming impacts self esteem as well getting attention and ensuring respect from others. This reminds us of what Shakespeare said “Apparel often proclaims a man”.

The following are essential requirements of an effective teacher: Team work, collaboration, customer service, presentation skills, communication skills, leadership qualities, enthusiasm and positive attitude.

A crucial learning for us was: The way learning occurs.



We also learnt BLOOM'S COGNITIVE DOMAIN:

- Creating
- Synthesise
- Evaluate
- Analyse
- Apply
- Understand
- Remember/Recall

Two key learnings are

- Be very clear about what you are trying to assess
- Be patient when you are teaching the students

2<sup>nd</sup> part THE CHANGING FACE OF CONTINUING EDUCATION by Patrick Donovan

Take always:

- Diversity in the class room: It pertains to teaching, awareness in student differences and likenesses.
- Review information technology. Video film "DID YOU KNOW", illustrates how technology touches everyone and how quickly it changes. The video illustrates the wide gap among people living in the same place – some write, some talk, some email and some texting messages – all different communication patterns.
- Technology changes daily and teachers must keep updated to meet current demands.
- Difference between traditional and modern teaching methods, As multiple generations attend community college at the same time, we need to keep these differences in mind.

Day 2

Learning: DIVERSITY IN THE CLASS ROOM through demo of "SILENT INTERVIEW"

Two students were asked to volunteer. One should ask the other student following questions and the other student must remain silent

- What is your favourite hobby?
- Where did you spend your childhood days?
- What is your favourite music and food?
- What position or department are you in?
- What do you value the most (work, travel, family, money, religion)?
- What language do you speak in addition to English?

Then the first student who asked these questions should guess the answers and verify the answers with the other student. Some guesses were correct and some were not. Learning: A teacher should never guess and come to a conclusion and judge a student. Don't go by the external factors.

## 2<sup>nd</sup> Exercise was FIND THINGS IN COMMON

Pair with an unknown person and discuss similarities and dissimilarities among the two. We realise how much in common we have. At the same time, students in a class room differ with others on many things. Lesson: don't treat all the students alike. Modern Technology should be aligned with modern teaching methods and diversity among students

Mr. Donovan explained about the new Information Technology which is very revolutionary that web designing can be done even by a lay man. (SharePoint developed by Microsoft Inc, USA.) As there was inadequacy of time for details, Mr. Donovan promised to teach us online and gave his email and phone number. Very generous of him, indeed!

Ms. Silvia Vargas continued to explain the Information Technology in relation to Cyber Security and Cyber Crimes on the 2<sup>nd</sup> Day.

### Learning:

- Two major Actors of Cyber Crime are 1) Russia and 2) China.
- Aligning program, course and class objective/outcome.
- Following are the new IT devices and software:
  - Key stroke logger, a new device to record whatever one does in the computer that will be stored and monitored (policing). What is Key stroke Logger?
    - This software monitors as the user uses the computer.
    - Anything you type on the keyboard will be recorded in the disk.
    - If you visit any site the picture will be taken.
    - One can monitor child's activities on the computer and guide him/her.
    - In an office your job will be at a risk if you use unofficial sites or do the personal work and also go to the social networking sites
  - Phishing: It's a financial attack software. Phishing email messages, websites, and phone calls are designed to steal money. Cybercriminals can do this by installing malicious software on your computer or stealing personal information off of your computer.
  - Cleaner an application to remove unwanted data from the computer system. This software will be able to clean temporary files, optimize & speed up your computer with the world's leading PC Cleaner regularly.
  - How can users be alert and aware of virus attacks. Be prepared to invest in an antivirus.
    - Change the password
    - Save your data in the cloud
    - Delete the cookies before closing the site after use.
    - Use free antivirus ie Avasti by logging into [www.filehippo.com](http://www.filehippo.com)
    - Be diligent and responsible while we use the internet

- 419 Nigerian Scam. They are social engineers, hacking into computers and misusing data for cyber crime cheating people. Advance fee fraud scammers are a world-wide menace, and they operate from every continent. These scammers range from small one-man-band criminals scamming a few thousand dollars a year, to highly organised groups raking in hundreds of thousands of dollars a month. These cybercriminals use social engineering to convince people to install malicious software or hand over your personal information under false pretences. They might email you, call you on the phone, or convince you to download something off of a website.
- Cloud Management: Cloud management means the software and technologies designed for operating and monitoring applications, data and services residing in the cloud. Cloud management tools help ensuring cloud computing-based resources are working optimally and properly interacting with users and other services.
- Firewall to protect your computer from malware, virus and Trojans. A firewall is a network security system, either hardware- or software-based, that controls incoming and outgoing network traffic based on a set of rules. With this security system the management can decide as to what programs can be used by the students/staff etc.
- Program, course and class objectives should reflect different aspects of student learning, comprising of:
  - Cognitive > Knowledge
  - Effective > Attitude
  - Behavioural > Skills
  - Analytical > Values
  - Numerical > Meaning
  - Measurable > Un-measurable
  - Reasoning > Intuition
  - Tangible > Intangible
  - Knowledge > Wisdom
- Teachers to follow:
  - Sequence of Teaching

### Day 3

- Major Actors of Cyber Crime are 1) Russian and 2) China
- Currently, cyber crime has penetrated the Mobile phone through “Voice mail” and many people around the world undergo huge loss of money. Voice mail from unknown persons should never be answered or redialled. If you answer or redial, you will be trapped by revealing your link to these Cyber criminals. Delete these voice mails immediately from your mobile without dialling back.
- Cyber crime also takes place through online shopping, email, social network, Facebook.
- India is the 2<sup>nd</sup> crime victim in the world. Internet/mobile phone users are allotted PII – Personal Identifiable Information, therefore we should never give our real name and real date of birth while creating email ID or Facebook account.
- Formative Assessment: Goal of Formative Assessment is to monitor student learning and to provide ongoing feedback. This is useful to the institution and teachers to improve

teaching skills and to the students to improve learning skills. This will also help in evaluating student's learning at the end of the instructional unit by comparing it against standard or bench mark. "Everyone has potential to success, why don't you help them to make use of it "

- Levels of outcome are as follows:
  - Level I: Imparting knowledge (questions, Cues, Lists, Definition, Explanations, etc.)
  - Level – II: Comprehension – for example what kind of software is installed in the computer system they use.
  - Level – III: Applications – How would you use a particular software and what for will you use it. For example: MS Word, MS Excel, etc.
  - Level – IV: Analysis – why this particular application software is installed and what you get out of it?
  - Level – V: Synthesis - make students to produce something out of their learning
  - Level – VI: Evaluation - Assess the students' learning, level of understanding and retention power and skill development by the standard bench mark yardstick.

Mr. Patrick M. Donovan started the session: "The Changing face of continuing Education" with a video about "Did you know?" IT changes everything. The video tells us how we communicate in different ways. In early days we used to write letters to our friends, later we used to call them. then we sent e-mail and now we send text.

Transition from "Write Me" to "Call Me" to "Email Me" to "Text Me"

Almost 3 billion people use the internet. More than 4000 books are published on use of internet. The ages of big data in 2015

Mr. Patrick explains about "Enterprises SharePoint Technologies"

What is Share point?

What is the traditional website development?

Active Directory

Top Ten SharePoint sites

Eg. <http://monster.com>

Dice.com

Microsoft. Com

He gave various ideas about website presentation. And also he gave us his contact information.

----End Information Technology

## APPLIED TECHNOLOGY

**Course faculty: Mr. Ed Roberts**

### **DAY 1**

- Understanding the critical situation on teaching for teacher.
- A detailed idea about internship and the possibilities of exploitation by companies.
- Necessary resources to get admission for students.
- Similarities and differences between community colleges in India and USA.
- Method called "I Best" - Integrated Basic Educational Scientific Technology
- Need analysis of the community college
- Resources, Jobs, Poor academic, Certificate, Work skill & Internship for the Students.
- Students Learning Outcome (SLO) using Bloom's taxonomy
- Business & Industry Engagement

### **DAY 2**

- Difference between course and the program clearly.
- Tips to improve our skill in practices on particular trade for learning outcomes.
- Aspects of Student Learning
  - Cognitive – Knowledge
  - Affective – Attitudes
  - Behavioural – Skills
- Learning outcome has 3 types,
  - i) Observable ii) Measurable iii) Able to demonstrate
- Expectations are not necessarily learning outcomes. Holistic view of Program, Course & Class Outcomes
- Aligning Program, Course & Class Outcomes
- Learning is about to demonstrate and program is to outcome.
- Learning Pyramid (Learning, Reading, Audio visual, Demonstration, Discussion group, Practice by doing & Teaching others)
- Blooms Cognitive Domains (Six levels of Domain)
- Program outcomes, course and class objectives, and learning strategy. Levelled Outcomes & how they are used across the curriculum
- Relationship to levelled outcomes
  - Level 1: Knowledge/Comprehension
  - Level 2: Comprehension/Application
  - Level 3: Application/Analysis
  - Level 4: Analysis/Synthesis and Evaluation

**DAY 3**

- Aligning students learning outcomes and assessments.
- Worksheet of doing Aligning student outcome.
- Types of assessments.
- Formative assessments is about to monitor the students. Formative Assessment is also for the Instructors to improve their teaching & by Students to improve their learning
- Summative assessment is to evaluate student learning.
- Formative & Summative Assessment
  - ❖ Pre-assessment - What do they know already?
  - ❖ Formative assessment - What are they learning?
  - ❖ Summative assessment - What have they learned?

----End Applied Technology