

**HOMI BHABHA CENTRE FOR SCIENCE EDUCATION**  
**Tata Institute of Fundamental Research**

Date: June 20, 2021

**Title:** Understanding Teaching Practice

**Credits:** Four

**Period:** August 11<sup>th</sup> (Wednesday) to December 17<sup>th</sup> (Friday), 2021

**Contact hours:** 52 hrs, 26 sessions, Online Observations and debriefing and Action research proposal preparation

**Instructors:** Narendra Deshmukh and Kalpana Kharade.

**About the Course:** This ‘Understanding Teaching Practice’ course will provide a continuation of understanding the teaching experience. In view of the pandemic situation, classes will be conducted in online and offline (blended) mode. The course will mainly focus on discussing teaching videos and challenges of teaching online. Research scholars will observe online school classes and prepare an ‘Action Research’ proposal. As part of an assignment, they will prepare a reflective essay on a teaching practice-related book as provided during the course.

**Course objectives:**

1. Identify problems encountered by teachers in their regular practice
2. Identify potential problems in online teaching or teaching through videos
3. Prepare an Action Research proposal to examine a classroom challenge
4. Identify how researcher’s perspective might differ from a teacher’s perspective

**Course Contents:**

**Unit 1: Reading and analyses of literature**

**Unit 2: Understanding online teaching**

**Unit 3: Understanding teaching from across different professional practices**

**Unit 4: Reflections on Perspectives**

**Unit 5: An Action Research Project**

**Seminar:** 1-2 Guest seminar/s will be organise

**Assignments:**

Participation will be mandatory. All assignments listed require different degrees of prior preparation. Material for the same will be share by emails and uploaded on our badal portal.

1. Reading and discussion
2. Observing and presenting understanding of teaching styles/approaches in videos
3. Submission of Action Research proposal
4. Essay – reflective, based on unit
5. Observations and discussion (end of all classes, if observed)

<b>Unit No</b>	<b>Unit</b>	<b>Discussion and Presentation (10 marks)</b>	<b>Assignments (10 marks)</b>
Unit 1	<b>Reading and analyses of literature</b>	Participation in three novels and three articles	Writing reflections on any one novel and one article
Unit 2	<b>Understanding online teaching</b>	Observations of five lessons and debriefing	Writing reflections on online observation of lesson

Unit 3	<b>Understanding teaching from across different professional practices</b>	Observations of seven video lesson and discussion	Writing concept paper on any one teaching strategy
Unit 4	<b>Reflections on Perspectives</b>	Participation in discussion on the six readings	Writing reflections on two readings
Unit 5	<b>An Action Research Project</b>	Participation in discussion on the readings about Action Research	Preparation of Action Research Proposal

**List of readings/reference:**

1. Neill, A. S., & Lamb, A. (1995). *Summerhill School: A new view of childhood*. New York, NY: St Martin's Griffin.
2. Badheka, G. (1989). *Divaswapna* (translated). Original Hindi publisher – Prabhat Prakashan.
3. Kuroyanagi, T. (1996). *Totto-chan: The little girl at the window*. Kodansha International.
4. Lampert, M. (2001). *Teaching problems and the problems of teaching*. Yale University Press. (*Chapters for the course will be selected and shared*).
5. Raghavan, N. (2016). *The reflective teacher: Case studies of action research*. Chennai, India: Orient Black Swan.
6. Raghavan, N., Sood, V., & Anilkumar, K. (2018). *Teaching tales, learning trails*. Chennai, India: Notion Press.

7. Cohen, L, Manion, L., & Morrison, K. (2007). Research methods in education (6<sup>th</sup> e.) Routledge. (*Chapter 14 Action Research, pp297-312*).
8. Geddis, A. N., Onslow, B., Beynon, C., & Oesch, J. (1993). Transforming content knowledge: Learning to teach about isotopes. *Science Education, 77*(6), 575-591.
9. Mavhunga, E., & Rollnick, M. (2013). Improving PCK of Chemical Equilibrium in Pre-service Teachers. *African Journal of Research in Mathematics, Science and Technology Education, 17*(1-2), 113-125.
10. Shulman, L. (1986). Those who understand: knowledge growth in teaching in *Educational Researcher*, Vol.15, No.2, pp 4-14
11. Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review, 57*, 1–22.
12. Shulman, L. (2004) *The Wisdom of Practice: Essays on Teaching, Learning and Learning to Teach*, San Francisco: Jossey-Bass
13. Divaswapna (English translation) By Gijubhai Badheka- <https://archive.org/details/Divaswapna-English>
14. Kuroyanagi, Tetsuko, (1996). *Totto-Chan: the Little Girl at the Window*. Tokyo ; London :Kodansha International.
15. Neill, A. S., (1960). *Summerhill: A Radical Approach to Child Rearing\** New York: Hart Publishing Company, Inc.,

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