

Understanding Teaching Practices (Year 1 cohort) – Jan to Apr 2022

This is a core, 4 credit course in understanding teaching practices. The sessions will be held twice a week. It has a classroom as well as a practical component. The duration of the course will be approx. 14 weeks, including a continuous dedication of a week to classroom visits. It may have one or two more off-campus visits. The course aims to give a sample of aspects of school teaching-learning that may have relevance to scholars of educational research.

Instructor: Reema Mani

Credits: 4

Course Day and Time: Tuesday and Thursday (11 AM to 1 PM)

Starting from January 13, 2022

Course objectives:

Sr. No.	On completing the course, the students will be able to
CO1	identify and observe classrooms to conduct inquiry with the purpose of identifying useful practices
CO2	review various aspects of schooling and teaching-learning processes
CO3	interpret classroom teaching observations
CO4	engage with classroom inquiry with a view to integrate organization/community values and goals
CO5	imagine and innovate teaching-learning strategies to foster organization/community/personal values and goals

Tentative schedule in weeks:

Week	Session	
1	1	Orientation to the course. Getting the basics of observation. HW announcement 1.
	2	Observation task.
2	3	Observation – types, description, purposes, finishing.
	4	Video observation. HW announcement 2 and 3.
3		Classroom observation.
4	7	Research in teaching-learning
	8	Research in teaching learning. HW announcement 4.
5	9	Research by teachers
	10	Comparative study of teacher preparation
6	11	Assessment

	12	Assessment. HW announcement 5.
7	13	Sociology of educating.
	14	Sociology of educating. HW announcement 6.
8	15	Discussion of progress HW 4
	16	Discussion of progress HW 5
9	17	Trends in education
	18	Schools without walls?
10	19	Pedagogies
	20	Pedagogies
11	21	Gaming in education
	22	Teacher education and gaming
12-13		Break for completing assignments
14		Turn in assignments

Requirements and Grading: Apart from the school visits, the scholar will be required to turn in assignments from time to time. Details including deadlines of each assignment will be shared in class. There will be no separate essay apart from the given home assignments.

Course readings (tentative list in alphabetical order):

1. Black, P., & William, D. (2018). Classroom assessment and pedagogy. *Assessment in Education: Principles, Policy & Practice*, 25(6), 551-575.
2. Gee, J. P. (2003). What video games have to teach us about learning and literacy. *Computers in Entertainment (CIE)*, 1(1), 20-20.
3. Hostetler, A., Sengupta, P., & Hollett, T. (2018). Unsilencing critical conversations in social-studies teacher education using agent-based modeling. *Cognition and Instruction*, 36(2), 139-170.
4. Hsiao, L., Lee, I., & Klopfer, E. (2019). Making sense of models: How teachers use agent based modeling to advance mechanistic reasoning. *British Journal of Educational Technology*, 50(5), 2203-2216.
5. Kumar, K. (1986). Textbooks and educational culture. *Economic and Political Weekly*, 21(30), 1309-1311.
6. Nawani, D. (2015). Rethinking assessments in schools. *Economic and Political Weekly*, 1(3), 37-42.

7. Sarangapani, P. M. (2003). Indigenising curriculum: Questions posed by Baiga vidya. *Comparative Education*, 39(2), 199-209. <https://doi.org/10.1080/03050060302552>
8. Young et al. (2012). Our princess is in another castle: a review of trends in serious gaming for education. *Review of Educational Research*, 82(1), 61-89.
9. Young, M. (2014). What is a curriculum and what can it do? *Curriculum Journal*, 25:1, 7-13,
10. Young, M. (2018). A knowledge-led curriculum: Pitfalls and possibilities. *Impact*, 4, 1-4