

MAY 2023

FDP REPORT



For: Telangana Social Welfare Residential Educational Society and
Telangana Tribal Welfare Residential Educational Society

Faculty Development Programme

Implementing Learning Design to Enhance Higher
Education Student's Learning Experience.

Date : 18th-20th, May 2023

Mode : In-person

Address : Hyderabad, INDIA

ABOUT

Active Learning Approach

Holistic Development

The Centre for Learning Design (CLD) enables people to create value using core learning design techniques.

Working with the Government of Telangana, the CLD provided a 3-day Faculty Development Programme (FDP) for 50 senior lecturers from the Telangana Social Welfare Residential Educational Society and the Telangana Tribal Welfare Residential Educational Society.

The FDP aimed to foster the holistic development of teachers by incorporating morning yoga sessions. The purpose was to promote greater self-awareness and a more embodied approach to pedagogy.

An active learning approach was used to equip participants with essential learning design principles and provide a comprehensive toolkit to strengthen their teaching methods. Participants engaged in dynamic, hands-on activities, allowing them to grasp core concepts of learning design and effectively apply them in their classrooms.

The event culminated a co-creation workshop, using a LEGO tool kit to visualize future classrooms that foster empathy, inclusivity, and respect for students' individual identities.



DAY 1:

Using active learning strategies

The FDP commenced with a warm welcome from Dr. Raul Villamarin Rodriguez, Vice President of Woxsen University. The first day began with an engaging icebreaker activity, prompting participants to express their self-perception as teachers through drawings. This exercise generated insightful images, fostering reflective thinking on their role as educators.

Led by the CLD team, the faculty delved into two fundamental learning theories: Experiential Learning and Discovery Learning. Through collaborative discussions in small groups, participants employed a set of thought-provoking questions to apply these theories in their teaching practices. This process enabled them to explore ways of making learning more dynamic and student centered.

During the final segment of the day, participants engaged in group work to create "learner personas." These personas served as tools for faculty to develop a deeper understanding of each individual student and their specific needs, fostering empathy in the educational process.



Tell me and I forget, teach me and I may remember, involve me and I learn.

– Benjamin Franklin

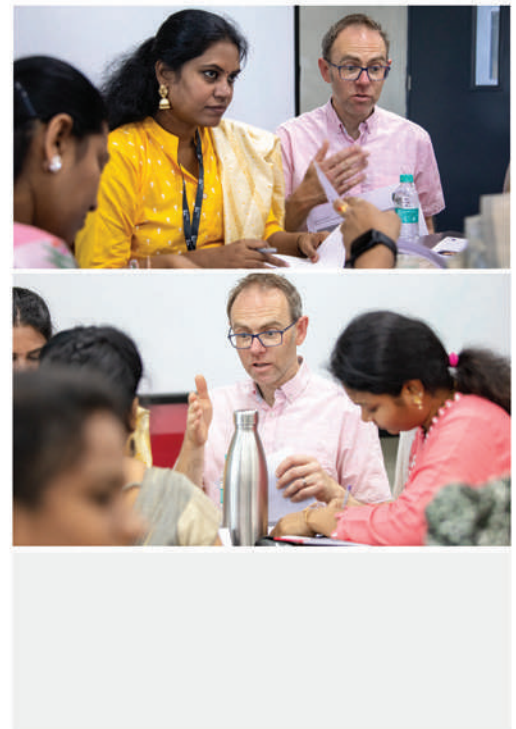
DAY 2:

Designing inclusive, interactive teaching

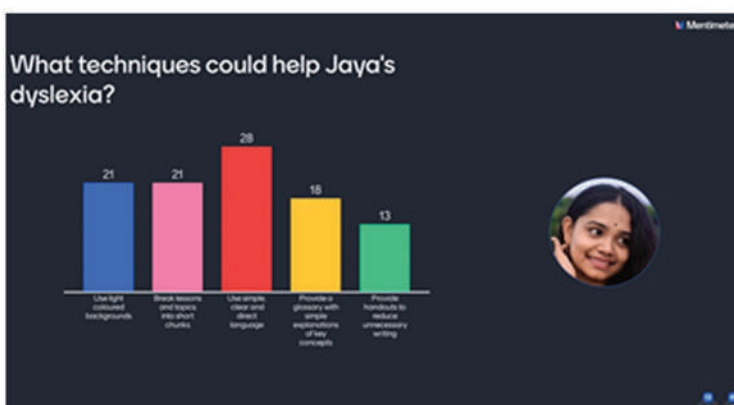
Day two commenced with an invigorating early morning yoga session, promoting physical relaxation and mental focus.

After enjoying a nourishing breakfast, the first session delved into the influence of neurodiversity on learning and teaching design. Participants explored the shared characteristics of conditions such as Dyslexia, Autism, Attention Deficit Hyperactivity Disorder (ADHD), and Dyspraxia. They also examined how the Universal Design for Learning framework can be applied to eliminate barriers to learning.

In the afternoon session, the spotlight shifted to the significance of crafting clear and concise learning outcomes.



Participants identified common challenges associated with learning outcomes and honed their skills by using Bloom's Taxonomy as a tool. By practicing the art of writing outcomes, participants aimed to make learning objectives more visible and easily assessable.



DAY 3:

Planning and implementation

Day three began with an exploration of how we facilitate change in others. This session enabled the participants to grasp the significance of congruence and empathy when interacting with students, and recognise the profound influence of acceptance in establishing the bedrock for personal growth.

To conclude the session, the participants collaborated in groups to create an inspiring 'board of inspiration' to reflect on their learning. The aim was to use creative methods and metaphors to visualise the key moments for them during the FDP.

Working in groups, the participants used LEGO, modelling clay and other creative materials to envision their future classrooms based on their newfound knowledge of inclusivity and active learning. Each group explained their journey by recording a short video presentation, unveiling their creative process and rationale behind their unique boards.



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In learning you
will teach, and
in teaching you
will learn.

– Phil Collins



A core aim of the FDP was to help participants develop empathy and self-awareness. To achieve this, the programme included morning yoga sessions to ground participants and help them focus throughout the day.

The FDP schedule required maximum energy to participate in several co-creation workshops and produce a high-end outcome. Yoga brings considerable benefits for university teachers because it promotes physical well-being, stress management, mental focus, energy, and a stronger mind-body connection. These benefits

for university teachers because it promotes physical well-being, stress management, mental focus, energy, and a stronger mind-body connection. These benefits can improve their health, teaching effectiveness, and student interactions, and produce a more compassionate pedagogy.

The yoga sessions were further enhanced through the valuable contributions of our passionate faculty members and student volunteers from SOAD B.Des Foundation and SOAP.

FEEDBACK

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The faculty development programme conducted was a whole new experience for me and an introduction to Bloom's taxonomy in teaching pedagogy to get better learning outcomes was beneficial. The resource person, Dr. Tony Reeves, was understanding and encouraging, and the way he teaches has inspired me a lot.

Ananth Aparna Sumanjali

Dept. of Microbiology TSWREIS, Mamabubnagar



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The three-day Faculty Development Programme has enhanced my higher education teaching skills.

Manimegalai Thirumalai

Guest Faculty in History, TSWREIS Vikarabad





Through the Lens:
**A Pictorial
Chronicle of
three days FDP
by CLD**







LEARNING DESIGN TEAM



Dr. Tony Reeves
Founder and MD at Ding
Learning, Creative Learning
Specialist, United Kingdom



Dr. Adity Saxena
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School of Arts & Design



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Assistant Professor
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www.youtube.com/watch?v=T4dh9PTgYyI

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