THAPAR INSTITUTE
OF ENGINEERING & TECHNOLOGY
(Deemed to be University)

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

New Directions in Teaching & Learning

(BATCH 4 PARTICIPANTS)

Programme: May7 –10, 2019

Tuesday May 7, 2019 (Day-1)			
Time	**Event**	**Venue**	**Attendees**
10.00-12.30 PM	Assessment (**RK**) (**PN**)	LT201 (HALL 2) New Learning Center	Group-D
10.00-12.30 PM	Outcomes Based Approach (**MR**) (**KG**)	Activity Space1, CSED, New Learning Center	Group-B
3.00-5.30 PM	Curriculum (**GK**&**LKB**) (**GKB**)	LT201 (HALL 2) New Learning Center	Group-E

Wednesday May 8, 2019 (Day 2)			
Time	**Event**	**Venue**	**Attendees**
10.00-12.30 PM	Curriculum (**GK**&**LKB**) (**KG**)	LT201 (HALL 2) New Learning Center	Group-B
12.30-1.00 PM	New Directions Assignment Overview (MW) ALL TTFS	LT201 (HALL 2) New Learning Center	All Participants
3.00-4.30 PM	FO7 (**GKB**) (PN)	LT201 (HALL 2) New Learning Center	Participants who opted for “FO7”
3.00-4.30 PM	FO8 (**KG**) (**RK**)	Board Room, CSED, New Learning Center, L314	Participants who opted for “FO8”

Thursday May 9, 2019 (Day-3)			
Time	**Event**	**Venue**	**Attendees**
10.00-12.30 PM	Reflection (**SCB**) (**RK**)	LT201 (HALL 2) New Learning Center	Group-D
10.00-12.30 PM	Outcomes Based Approach (**MR**) (**GK**)	Board Room, CSED, New Learning Center, L314	Group-C
3.30-5.00 PM	FO3: Fostering Self-Regulated Learning (**LKB**) (**SCB**)	Board Room, CSED, New Learning Center, L314	Participants who opted for "FO3"
3.30-5.00 PM	FO6 (PN) (**GKB**)	LT201 (HALL 2) New Learning Center	Participants who opted for "FO6"

Friday May 10, 2019 (Day-4)			
Time	**Event**	**Venue**	**Attendees**
10.00-12.30 PM	Reflection (**SCB**) (**MR**)	LT201 (HALL 2) New Learning Center	Group-E
12.30-01.30 PM	Feedback session	LT201 (HALL 2) New Learning Center	

Summary of TCD-Thapar Teaching Fellows' Optional workshops

FO3: Fostering Self-Regulated Learning
Loveleen Kaur Brar, School of Physics and Materials Science

Self-regulation in students leads to transformation of learner abilities into academic skills. Self-regulated learning underpins the development of many desirable graduate attributes such as critical thinking, life-long learning, deep knowledge, commitment to personal development etc. The objective of this workshop is to discuss key self-regulation processes and how some basic strategies for self-regulation can be taught within the class environment.

FO6: Research Integrated Teaching
Parag Nijhawan, Electrical and Instrumentation Engineering Department

The whole package of learning in terms of disciplinary concepts, theory and application has to be carefully designed to fit in the research expertise into the students' learning experience and meeting the course learning outcomes.

FO7: Enhancing Learning and Feedback Skills of Students through Self and Peer Assessment.
Gurvinder Kaur, School of Humanity and Social Science

Both self and peer assessment have been found compatible to the objective of self-regulated learning and co-operative learning. The workshop will aim at demonstrate how to incorporate peer-to-peer feedback for formative and summative assessments in addition to incorporating student self -assessment. Strategies of rubrics design and effective feedback will also be discussed.

FO8 : Peer Observation of Teaching
Karminder Singh Ghuman, L M Thapar School of Management

The Peer Observation of Teaching (POT), is a process to receive constructive feedback from a peer regarding one's teaching style, methodologies, and strategies. It can assist in the reflective practice by providing inputs in the form of a new perspective, enabling discussion, sharing of best practices for improving one's teaching effectiveness.

FO9: Project Based Learning
Anoop Kumar Verma, School of Energy and Environment

Project-based learning is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems. It can really help students for lifelong learning skills as this kind of project based learning could lead to research integrated teaching in the context of their programme of study.