Implementation of Blended Learning in Teacher Education

Workshop Report

Prepared by

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Ravenshaw University

Ravenshaw University came into existence on the 15th day of November 2006. It was an up-gradation of Ravenshaw College established in 1868, one of the oldest and largest colleges in India which subsequently became an autonomous college and was accorded CPE status by UGC and 'A' grade by NAAC.

Founded with the mission to spread the light of learning and guided by the motto *Jnanameva Shakti* (Knowledge is power), Ravenshaw University aims to preserve its position as the "temple of learning", with a deep knowing that the phrase exists in the vernacular for a reason.

The university envisions itself as the one-stop destination for higher education for students from diverse social and economic backgrounds and will help students to steer their passions towards making the world a better place. It has a legacy of 150 years as a college and is proud to have trained some of the best minds. And yet, it is a young University which is hardly 15 years old. Formal transition is complete; but the transformation is yet to take shape. The old is in the process of giving way to a new institution, not simply in name, but also in its philosophy, outlook and objectives. We are striving to carry on the legacy of Ravenshaw, while at the same time, laying the foundations for a first-rate research university.

The Department of Education of erstwhile Ravenshaw College was established in the year 1943. It is one of the oldest Departments in India to start Education as a liberal discipline at under-graduate and post-graduate level. The Department at present equitably zeroes in on advanced level teaching, research and extension activities. The Department runs liberal courses like, B.A. (Education Elective), B.A. (Education Honours), M.A., M.Phil. and Ph.D. in Education. The Department also runs Teacher Education Programmes like Four-Year Integrated B.A.B.Ed and B.Sc.B.Ed."

Commonwealth Educational Media Centre for Asia (CEMCA)

The Commonwealth Educational Media Centre for Asia (CEMCA) (http://cemca.org/) serves as the regional educational media centre of Commonwealth of Learning (COL), Vancouver, Canada (https://www.col.org/) for Commonwealth Asia, established at New Delhi in 1994. CEMCA promotes the meaningful, relevant and appropriate use of media and technology to serve the educational and training needs leading to Sustainable Development through learning in Commonwealth member states of Asia. The Govt. of India by a Gazette

Notification, dated 10th February 2000, notified CEMCA as a diplomatic mission under provisions of the United Nations (Privileges and Immunities) Act, 1947. CEMCA works in eight Commonwealth countries of Asia: Bangladesh; Brunei; Darussalam, India, Maldives, Malaysia, Pakistan, Singapore and Sri Lanka.

CEMCA & Ravenshaw University Project

In the month of May 2021, University Grants Commission, India released its concept note on Blended mode of Teaching and Learning[1]. This document was an outcome of the Public Notice by UGC 2 that permitted Higher Education Institutes to teach up to 40% of the syllabus through online mode and the remaining 60% through the offline mode. Ratifying the usage of online strategies and empowering teachers to create a blend of an online and offline mode of course delivery, the UGC has acknowledged the need for and importance of using blended learning strategies in education.

This project aims to empower teacher educators from Odisha implement Blended Learning in their pre-service teacher education classrooms.

Objectives of the Project

The objectives of the project are

- To identify blended learning skill sets needed by teacher educators in Odisha.
- To design and organize blended learning training programs for teacher educators of Odisha.
- To implement blended learning methodology in pre-service teacher education programs in Odisha
- To evaluate blended learning methodology followed by teacher educators in Odisha

To fulfil these objectives, first a theoretical framework supports these objectives was identified (given in the next section). Basis these objectives and underlying

[1] https://www.ugc.ac.in/pdfnews/6100340_Concept-Note-Blended-Mode-of-Teaching-and-Learning.pdf

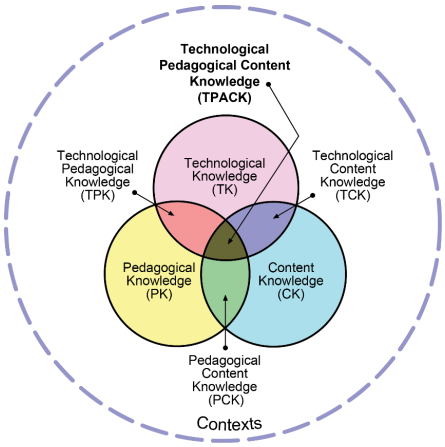
[2] UGC Public Notice # D.No.1-9/2020(CPP-II), 20 May 2021

theoretical foundations, three interventions in the form of hands-on capacity building workshops were planned.

Theoretical Foundations in Planning the Workshops

Garrison& Vaughan (2008) have identified a key characteristic of blended learning as the thoughtful fusion of face-to-face and online learning experiences. This key feature also lends itself in the definition of blended learning as envisaged in this project and as defined by Cleveland-Innes (2018) -*blended learning is the use of traditional classroom teaching methods together with the use of online learning for the same students studying the same content in the same course.*

On the surveying the related literature on blended learning a very useful framework to identify, structure and implement blended mode of learning was identified - the TPACK framework.[3],[4] This framework in its essence aims at helping educators integrate technology into the classroom practice by focussing on their technological, pedagogical, and content knowledge. This project aims to use this framework to identify the skills needed to plan, develop, and implement the blended learning mode of learning in pre-service teacher education program. Figure 1 presents a comprehensive view of the TPACK Framework.



[3] Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education, 9*(1), 60-70.

[4] Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A framework for teacher knowledge. *Teachers College Record, 108*(6), 1017-1054. doi: 10.1111/j.1467-9620.2006.00684.x.

Figure 1: TPACK Framework: Reproduced by permission of the publisher, © 2012 by tpack.org

The TPACK framework identifies three basic forms of knowledge – pedagogical, content and technological knowledge along with its intersecting points – pedagogical -content; technological-pedagogical; technological-content and technological-pedagogical-content knowledge. For the purpose of this project, the investigators will aim at strengthening the intersecting points of knowledge i.e: technological- pedagogical; technological- content and technological-pedagogical-content knowledge of the teacher educators of Odisha as a starting point.

Apart from this framework, the planned workshops also draw from the Complex Adaptive Blended Learning System while planning the implementation of the blended learning mode in pre-service education in Odisha. At the heart of the CABLS model is the learner but each component along with its sub-systems interact with each other. The six components within the CABLS model includes the learner, teacher, content, technology, learning support and the institution. The CABLS framework (Figure 2) is designed to "facilitate a deeper, more accurate understanding of the dynamic and adaptive nature of blended learning" (Wang et al., 2015).

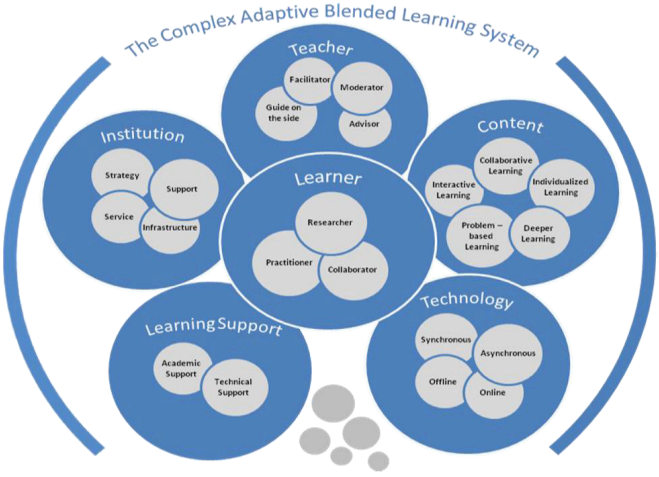


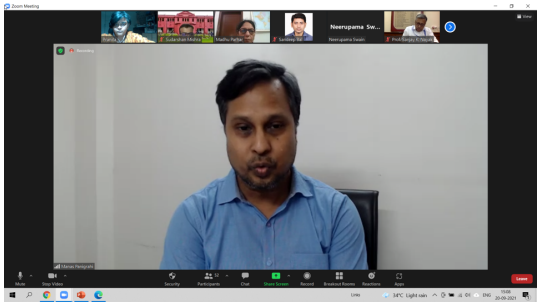
Figure 2: The Framework of Complex Adaptive Blended Learning Systems (CABLS)

Using these two theoretical frameworks, the sessions were planned to incorporate various facets that would help teachers develop their technological-pedagogical and content knowledge. It was also planned to keep the workshop post lunch and before the breakoff time of institutes so that women participants were able to attend it easily.

INAUGRAL SESSION

Prof. Sanjay Nayak, Vice-Chancellor, Ravenshaw University and Prof. Madhu Parhar, Director CEMCA, inaugurated the collaborative workshop series on "Implementation of Blended Learning in Teacher Education".

The inaugural session began with a brief introduction about the project, its genesis and rationale for the launch by Dr Manas Ranjan Panigrahi, Senior Program Officer, CEMCA. Dr Panigrahi also shared the expectations from the project and how it could be of great use to the teacher educators. The welcome address for the inaugural session was delivered by Dr. Sudarshan Mishra, the Programme Director of the Workshop series. Launching workshop session- 1 on 'Integration of ICT tools in Teaching-Learning' from 20-24 September,2021, Prof. Nayak said "Teaching -Learning can be better facilitated by integrating ICT Tools. Synchronous and Asynchronous mode of online education if used by the learners and teachers would be a pace setter in the domain of digital learning in higher and teacher education". Chief Guest of the Session Prof. Madhu Parhar, Director CEMCA said, "Use of digital learning tools will bring transformation in teaching-learning process". The vote of thanks for the inaugural session was given by Dr S K Rout, HoD, Department of Education, Ravenshaw University.

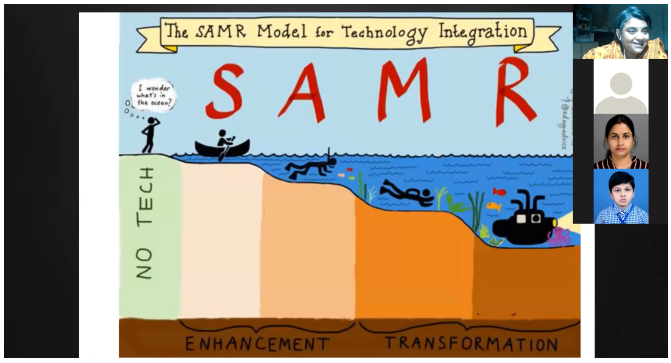


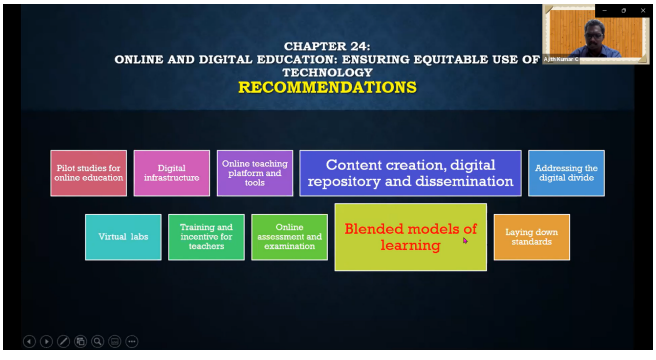
WORKSHOP – SESSION 1 - INTEGRATION OF ICT TOOLS IN TEACHING LEARNING

Theme: Integration of ICT Tools in Teaching Learning

Dates: 20 Sept – 24 Sept 2021

Proceedings of Session 1: The first session of the hands – on workshop on implementing blended learning in Teacher Education in Odisha aimed to help participants familiarise and use the various ICT tools in their teaching learning processes. These tools include tools that help facilitate classroom interaction; tools that help reflect on what they have learnt, tools that help teachers assess what students know and tools that help teachers deliver meaningful learning experiences. The workshop covered tools like Padlet, Flipgrid, Jamboard, EdPuzzle, Google Tools – Google Forms, Google Docs, Google Spreadsheet, Google Slides, PearDeck, OpenCast Software, Screencast -o-matic with an introduction to OBS. Teacher educators were also shown how they could encourage their own students to earn professional badges displaying their competencies in the tools like PearDeck, EdPuzzle etc and become certified users. The aim of this session was to help teacher educators from Odisha to get a glimpse of the various tools available to integrate technology in education and decide on the factors that help for successful integration of technology in education. In the synchronous Zoom session, the demonstration of the tool was given and wherever time permitting participants were involved in using the tool that was discussed. Apart from the two detailed technical synchronous sessions, there was a synchronous session for clearing reflection and doubt clearing – in this session there was active participation.





WORKSHOP – SESSION 2 - OER, TECHNO-PEDAGOGY AND ONLINE ASSESSMENT

Theme - OER, Techno-pedagogy and Online Assessment

Dates – 05 Oct -09 Oct 2021

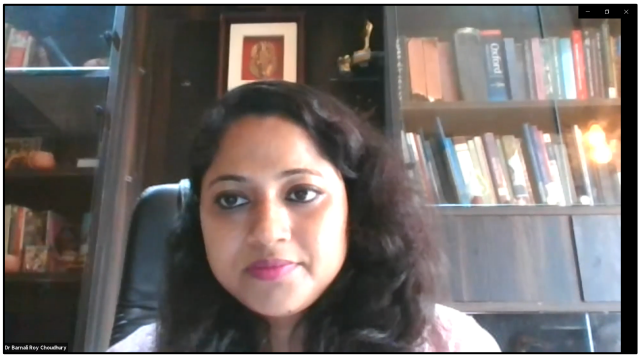
Proceedings Session 2: Using Open Educational Resources in planning and developing blended learning helps teachers cater to the diverse needs of students. OERs has the potential to help teachers save valuable time for creating resources from scratch. It helps teachers adopt resources to suit their learners needs. There are two facets of OERs where educators play a pivotal role – one as OER creators and the other as OER consumers. Teachers need to be able to transition between these two roles seamlessly and therefore the second session of the workshop was focused on OERs, Online Assessment and Techno-pedagogical tools that help teachers create assessment plans and assessment schedules to be incorporated in their blended lessons.

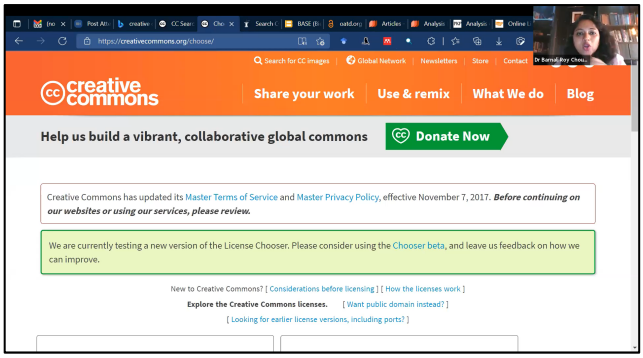
Dr Barnali Roy Chaudhury, Assistant Professor, Netaji Subhas Open University, Kolkata facilitated the session on what are open educational resources, how as teachers we often mistake free for open educational resources, how does an open educational resource look like, what intellectual protection rights are available for releasing work under the Creative Commons License, why is it important for teacher educators to know and understand the various Creative Commons Licenses and what licenses should teacher educators use to release their own work under the creative commons license.

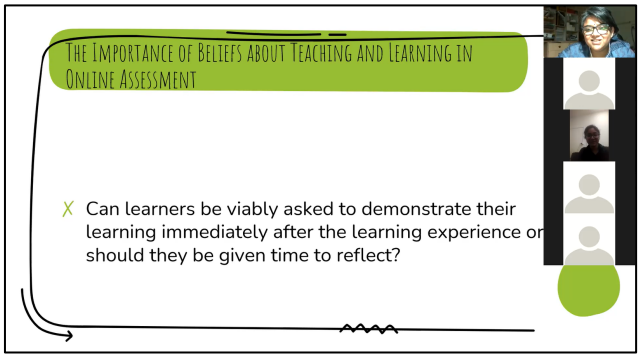
In the session on Online Assessments Dr Pranita Gopal, Visiting Faculty, Ravenshaw University, discssed about the various online assessmeunt options available for teachers and classroom facilitators using blended learning model. A detailed discussion was also held using the COL resource on Assessment Strategies for Online Learning where the big question of 'What does enhancement of learning by technology offer assessment practices' was dealt in detail. The session also covered ideas to use differentiated instruction in summative / formative assessment in blended learning, creating authentic assessments. The teacher educators were also exposed to a Flipped Learning Class on Hot Potatoes™ and its use in blended learning environments for practice etc. Teacher Educators were also encouraged to link their screencast -o-matic videos into EdPuzzle to create

tailor made e-assessments. Screencast-o-matic and EdPuzzles was covered in the first session of the workshop.

Prof Manoj Saxena, Professor, School of Education, Central University of Himachal Pradesh, Dharamshala conducted the workshop session on planning and drafting project proposals with emphasis on planning projects that are in sync with the needs of the educational system today and the expectations from researchers.







Workshop – Session 3 - Design & Development of Lessons for Blended Learning

Theme – Design and Development of Lessons for Blended Learning for Teacher Educators of Odisha

Dates – 26 Oct -30 Oct 2021

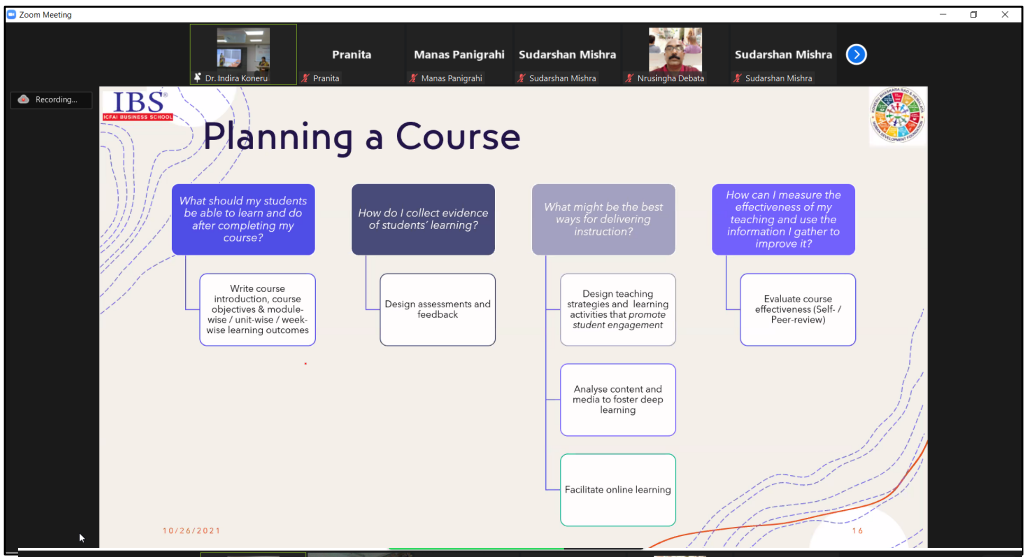
Proceedings Session 3 – In the 5 day workshop on designing and developing lessons for blended learning, Dr. Indira Koneru, Associate Dean & Head, eLearning Department, ICFAI Business School provided hands on learning experience to participants on familiarizing, working and creating learning material in Moodle. The workshop began with a detailed explanation on Blended Learning Environments and how to write course objectives for the courses.

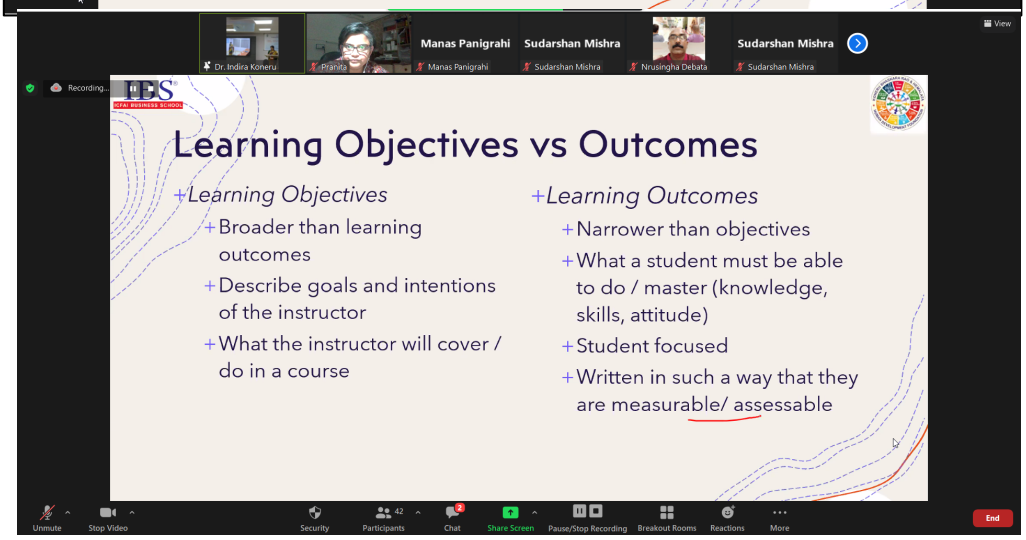
The workshop also focused on creating. Course Introduction videos for courses. Video based course introduction is an essential requirement under the SWAYAM platform and helps learners understand the course expectations and course learning outcomes. The participants were expected to create the videos using Screencast-o-matic and upload it to the Moodle platform. Course introduction videos are akin to the sales pitch that teachers need to use to get students enrolled into the Blended Learning Programs to make use of the benefits of UGC Guidelines.

The second day of the workshop focussed on embedding the course introduction video in the Moodle Platform and giving feedback to each other. The workshop then continued to discuss the course assessment options available via Moodle. For this participants learnt how to create a question bank, import questions from the question bank into the Moodle, various types of questions that can be used to create formative and summative assessment tasks. On day four of the workshop participants learnt about different types of asynchronous activities that can be blended into the Moodle Platform. On the last day of the workshop the participants learnt about how to create badges, how to embed OERs and webpages into the Book Module of Moodle, grade assessments, send message alerts to participants. Participants also learnt to evaluate blended course quality using COL's blended course learnability evaluation checklist.

Sandhya
ICFAI BUSI

Sandhya


Zoom Meeting
Pranita
Manas Panigrahi
Sudarshan Mishra
Sudarshan Mishra
Recording...
IBS
Planning a Course
What should my students be able to learn and do after completing my course?
How do I collect evidence of students' learning?
What might be the best ways for delivering instruction?
How can I measure the effectiveness of my teaching and use the information I gather to improve it?
Write course introduction, course objectives & module-wise / unit-wise / week-wise learning outcomes
Design assessments and feedback
Design teaching strategies and learning activities that promote student engagement
Analyse content and media to foster deep learning
Facilitate online learning
Evaluate course effectiveness (Self- / Peer-review)
10/26/2021
16


Manas Panigrahi
Sudarshan Mishra
Sudarshan Mishra
Recording...
IBS
Learning Objectives vs Outcomes
+Learning Objectives
+Broader than learning outcomes
+Describe goals and intentions of the instructor
+What the instructor will cover / do in a course
+Learning Outcomes
+Narrower than objectives
+What a student must be able to do / master (knowledge, skills, attitude)
+Student focused
+Written in such a way that they are measurable/ assessable
Unmute
Stop Video
Security
Participants
Chat
Share Screen
Pause/Stop Recording
Breakout Rooms
Reactions
More
End

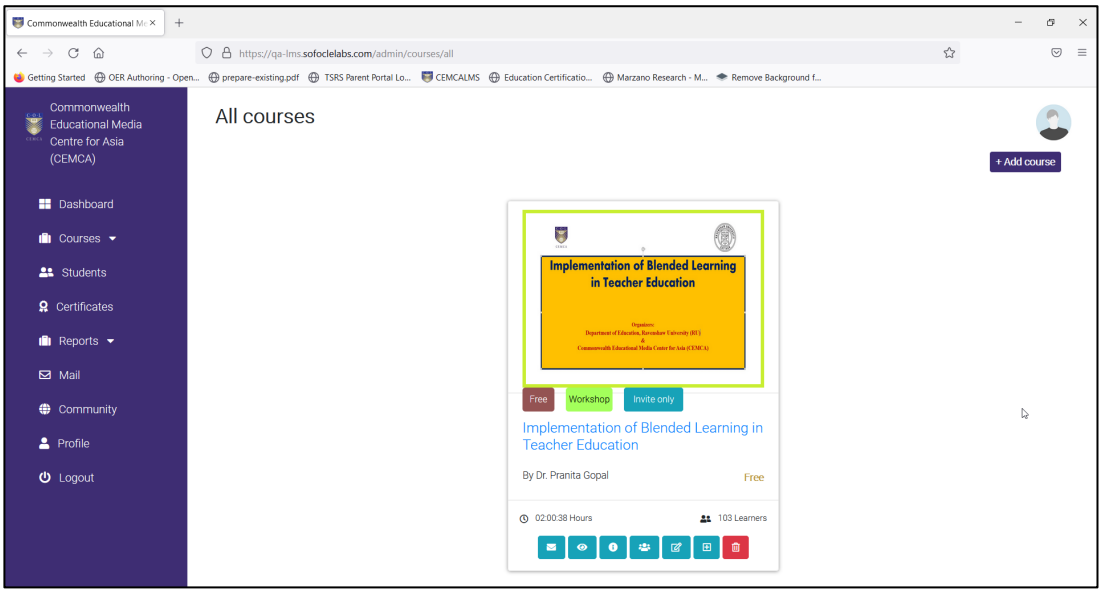
Access to Content & Resource Persons

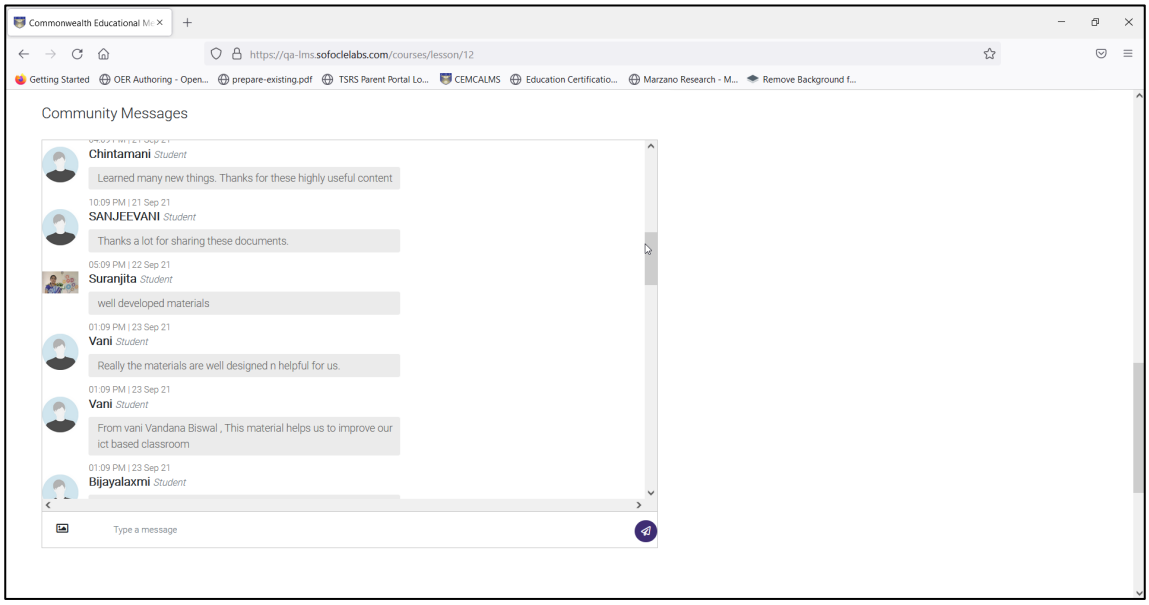
The participants of the workshops were given access to the LMS, Moodle and WhatsApp groups apart from a dedicated email access. Participants had to join the WhatsApp group using the linked shared in the email and then register to the CEMCA -LMS.

For the third session – participants had to register themselves on the Moodle as a student first, then they had the opportunity to upgrade themselves as teachers can create a short lesson as a teacher.

The content in the LMS was a mix of text, video and discussion groups. The material was curated topic

As personal numbers of experts were shared, ground rules regarding calling and participating in the WhatsApp group was shared in the first session. The teacher educators respected the directions and only contacted resource persons when in need and at the time slots given. There was tremendous advantage in providing three access points for participants to interact with the content and resource persons – as many participants who were hesitant in the beginning did interact on WhatsApp individually with resource persons; but the major drawback that was experienced by the resource persons was participants not taking time to read the instructions and give technology tools a chance, but instantly messaging resource persons for assistance.

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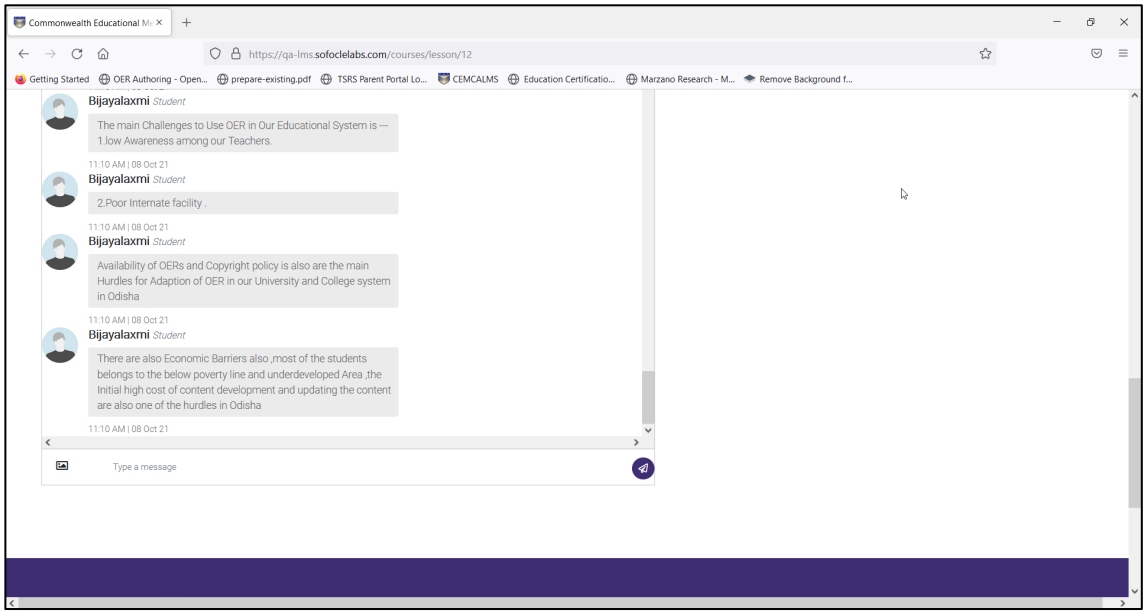
https://qa-lms.sofoclelabs.com/courses/lesson/12
Getting Started
OER Authoring - Open...
prepare-existing.pdf
TSRS Parent Portal Lo...
CEMCALMS
Education Certificatio...
Marzano Research - M...
Remove Background f...
Community Messages
Chintamani Student
Learned many new things. Thanks for these highly useful content
10:09 PM | 21 Sep 21
SANJEEVANI Student
Thanks a lot for sharing these documents.
05:09 PM | 22 Sep 21
Suranjita Student
well developed materials
01:09 PM | 23 Sep 21
Vani Student
Really the materials are well designed n helpful for us.
01:09 PM | 23 Sep 21
Vani Student
From vani Vandana Biswal , This material helps us to improve our ict based classroom
01:09 PM | 23 Sep 21
Bijayalaxmi Student
Type a message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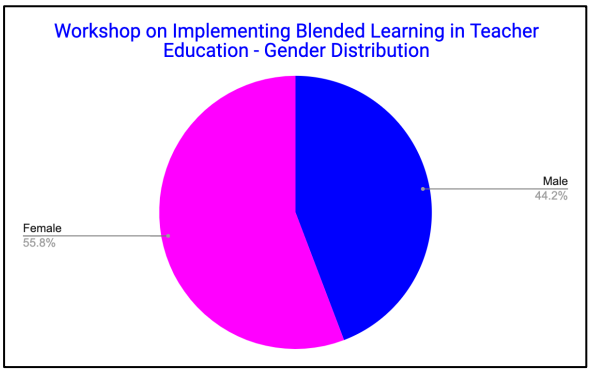
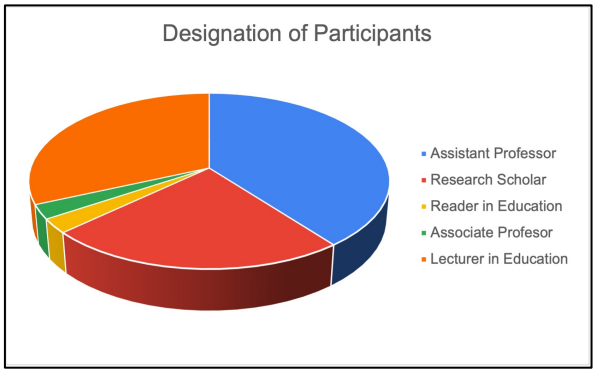
https://qa-lms.sofoclelabs.com/courses/lesson/12
Getting Started
OER Authoring - Open...
prepare-existing.pdf
TSRS Parent Portal Lo...
CEMCALMS
Education Certificatio...
Marzano Research - M...
Remove Background f...
Bijayalaxmi Student
The main Challenges to Use OER in Our Educational System is --- 1.low Awareness among our Teachers.
11:10 AM | 08 Oct 21
Bijayalaxmi Student
2.Poor Internate facility .
11:10 AM | 08 Oct 21
Bijayalaxmi Student
Availability of OERs and Copyright policy is also are the main Hurdles for Adaption of OER in our University and College system in Odisha
11:10 AM | 08 Oct 21
Bijayalaxmi Student
There are also Economic Barriers also ,most of the students belongs to the below poverty line and underdeveloped Area ,the Initial high cost of content development and updating the content are also one of the hurdles in Odisha
11:10 AM | 08 Oct 21
Type a message

PARTICIPANTS' PROFILE AND FEEDBACK

There were 100 participants who registered into the LMS for the various sessions. These participants were from the teacher education institutions of Odisha and representative of the teacher educators, DIET representatives from various state government and private institutions in Odisha.





The feedback from the participants

"...This season is very necessary for teaching learning process. It is very useful towards research activities.." Male, Lecturer in Education

It was a great opportunity to learn something new. Female, Lecturer in Education

It was highly useful and relevant to the present times. Female, Assistant Professor in Education

Workshop was useful indeed to enhance our technical skills with all the demonstrations and hands on experience. Female, Principal

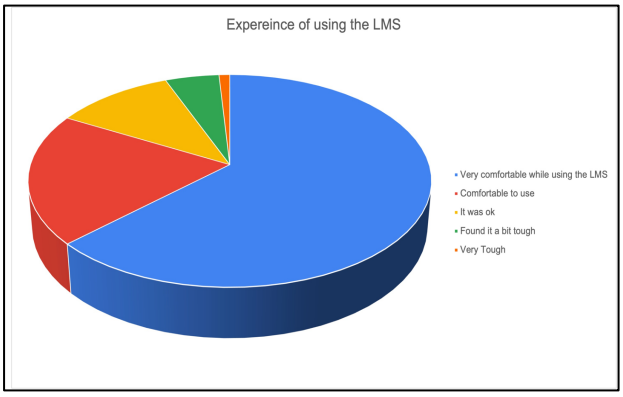
Amazing resource persons . They are friendly and 24×7 available to support us. Female, Assistant Professor in Education

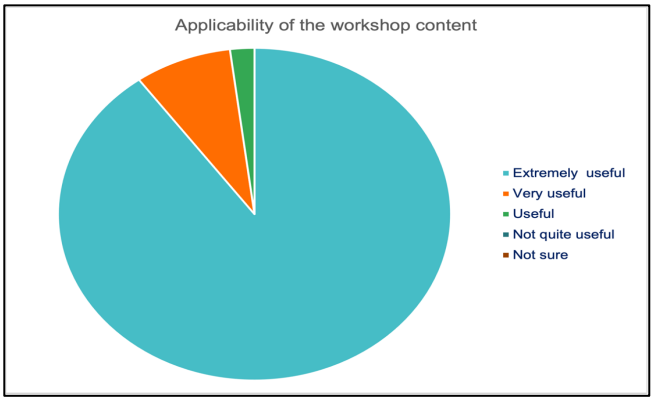
I could able to learn ICT teaching tools, such as Padlet, jamboard, classroom, keep, Google form, and OBS , LMS, Screencast-o-matic and their uses.It was a wonderful learning experience. Female, PhD Research Scholar in Education

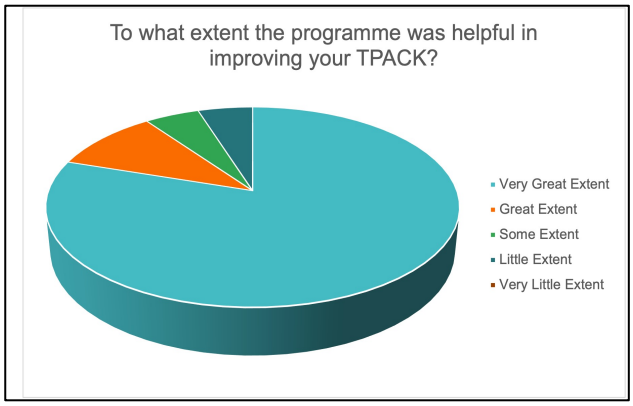
'...I loved that I was able to use these tools using Odia language..." Female, Associate Professor in Education

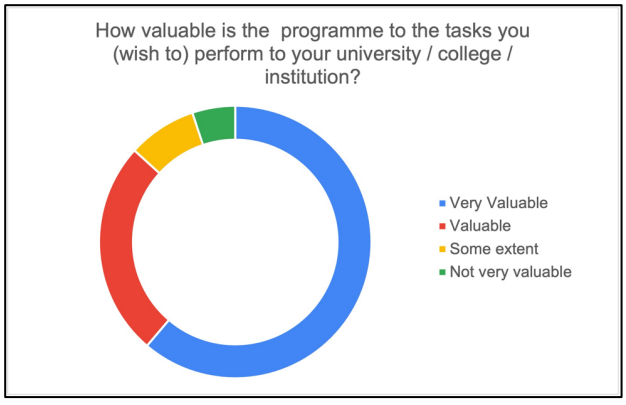
Good, I want to create and apply the tools but due to busy work schedule at Office, I couldn't get time to complete the assignment.. Female, Assistant Professor in Education

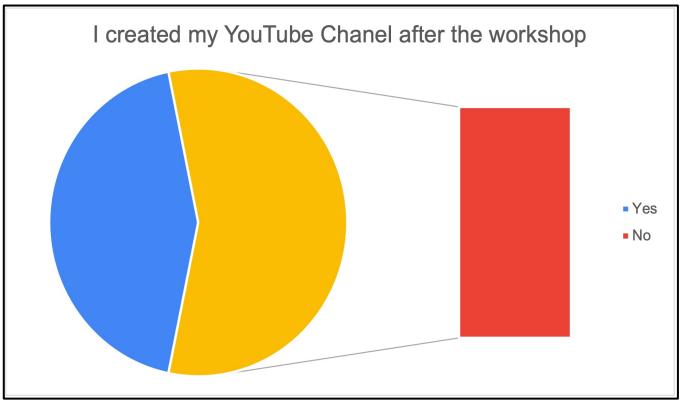
Snippets from the feedback survey are shared below:











BRIEF PROFILE OF RESOURCE PERSON

Dr. Ajith Kumar. C, has been serving as Assistant Professor (Stage II) in the School of Education, IGNOU, New Delhi. He has an M.Ed. in Science Education (Mahatma Gandhi University, Kerala), M.Sc. Physics & M.Phil. Education (University of Calicut, Kerala), Ph.D. from IASE, Jamia Millia Islamia, New Delhi. He started career as Higher Secondary Teacher in Physics, later shifted to Teacher Training and has more than 16 years of experience in teaching. He has published edited books , research papers and articles in national and international journals, and written units written for ODL institutions. His areas of interest are educational technology, statistics in research, science education, teacher education and open and distance learning. At present he is one of the coordinators of the Post Graduate Diploma in Educational Technology (PGDET) programme and co-ordinator of Post Graduate Certificate in Adult Education (PGCAE) programme offered by School of Education, IGNOU.Also he is offering a MOOC programme ' Selection and Integration of Technology in Educational Processes' in the SWAYAM platform of Govt.of India.

Dr Barnali Roy Choudhary is an Assistant Professor in the Library and Information Science of Professional Studies, Netaji Subhas Open University, Kolkata. She was a Junior Research Fellow of UGC and a Project Fellow of Commonwealth of Learning. Her areas of specializations include community information services, open educational resources, open source software, Metadata harvesting tools etc.

Dr. Indira Koneru is an Associate Dean and Head, eLearning at Icfai Business School (IBS). She manages the eLearning Department for seven IBS Campuses and trains Professors and Moodle Administrators at Icfai group of institutions. At IBS, Indira plays a pivotal role in planning, designing, developing and implementing Moodle-enabled blended online learning. As a Resource Person, she trains Professors at various academic and research institutions across India and other Asian countries on eLearning – Moodle, OER, MOOCs, Blended Learning, Instructional Design, eAssessment, EdTech tools etc. Dr. Indira is an eLearning consultant of Commonwealth of Learning (COL) and the domain expert for IIT Bombay Spoken Tutorials on Moodle. She is a volunteer Mentor of UNESCO's Open Education for Better World (OE4BW) Projects. Dr Indira is a Doctorate in Open Distance Education and a Certified Instructional Designer. She has authored self-learning material for NAARM & University of Hyderabad's PG Diploma in

Educational Technology and Management (PGD-ETM). She has contributed eLearning modules to IISER Bhopal's SWAYAM ARPIT Course on ICT for Science, Technology, Engineering and Mathematics Education and NAARM's PG Diploma in Educational Technology and Management.

Dr Manoj Kumar Saxena currently working as Professor of Education, Central University of Himachal Pradesh (CUHP), Dharmashala (HP). He is also Honorary Director of OER Cell and of Publication Center of CUHP. He did his Masters Degree in Commerce and Education. He was awarded Ph.D. in Education from M.J.P. Rohilkhand University, Bareilly (UP). He is working as teacher educator for the last 24 years. He is Member and Member Coordinator of NAAC Peer Team, Member Visiting Team of NCTE and also Member of UGC Expert Committee. His areas of specialization and interest include ICT in Education, Teacher Education, Tribal Education and Environmental Education. He is a Reviewer for the prestegious Journals of Sage and Springer Nature. He was Member of Executive Council and Academic Council of Central University of Himachal Pradesh, Dharamshala. He was also Chairman of School Board and Convener, Board of Studies in Education at Central University of Himachal Pradesh, Dharamshala.

Dr Pranita Gopal is a Visiting Faculty at the Ravenshaw University, Odisha, She also works as an Instructional Coach to help teachers make the teaching learning process meaningful and engaging. She has more than 15 years of experience of working with teachers. Apart from teaching, she loves reading, telling stories and working on art projects.

RECOMMENDATIONS

The COVID-19 pandemic forced teachers to adopt and adapt teaching learning strategies that could be delivered from a distance and in the absence of face-to-face interaction. In May 2021, University Grants Commission (UGC) released its concept note on Blended mode of Teaching and Learning which permitted Higher Education Institutes to teach up to 40% of the syllabus through online mode and the remaining 60% through offline mode. Ratifying the usage of online strategies and empowering teachers to create a blend of an online and offline mode of course delivery, the UGC has acknowledged the need for and importance of using blended learning strategies in education. The following are the recommendations from the resource persons and workshop co-ordinators

- Participants who are engaged in FDPs should not be given additional duties – unfortunately, many DIET faculty members were busy with exam duties and were able to attend the online sessions of the workshop and not complete the required assessments for certification. The co-ordinators would like to commend these DIET faculty members who engaged with the resource persons and attended the sessions while travelling from their examination venue.
- The workshop organizers and co-ordinators had earlier clarified that it was necessary to have access to a laptop along with internet connection, but many participants were wanting to use the apps via their mobile – which restricted their learning experience. We recommend that using mobiles for submission of assignments should be restricted and be permitted only for attending synchronous sessions.
- Material shared on the LMS could be available as a single downloadable pdf and not have multiple pages, as many participants have poor network connections.
- Head of Departments and Head of institutions need to play a greater role in motivating their teachers to make use of these workshops.
- Such programs should also have followed up sessions so that teachers who have doubts can continue to clear their doubts.

Implementation of Blended Learning in Teacher Education

CEMCA

RAVENSHAW UNIVERSITY CUTTACK

Workshop on
Integration of ICT tools in teaching learning
20 Sept 2021 - 24 Sept 2021

The first session of the hands – on workshop on implementing blended learning in Teacher Education in Odisha aims to help participants familiarise and use the various ICT tools in their teaching learning processes. These tools include tools that help facilitate classroom interaction; tools that help reflect on what they have learnt, tools that help teachers assess what students know and tools that help teachers deliver meaningful learning experiences.

Program Schedule

20 Sept 2021 - Synchronous Learning via Zoom

3:00 pm - 3:30 pm Inaugral Session
Project background and activities - Dr. Manas Ranjan Panigrahi, CEMCA, New Delhi
Welcoming of Dignitaries and Participants - Dr. Sudarshan Mishra, Department of Edu., Ravenshaw University
Address by Prof. Sanjay Kumar Rout, Vice Chancellor Ravenshaw University
Address by Prof. Madhu Parhar, Director CEMCA, New Delhi
Vote of Thanks - Dr S K Rout , HOD, Department of Edu., Ravenshaw University

3:30 pm - 5:30 pm Zoom Workshop - ICT Tools in Teaching & Learning - Dr. Pranita Gopal - Visiting Faculty, Ravenshaw University

21 Sept 2021 - Asynchronous Learning via LMS

22 Sept 2021 - Synchronous Learning via Zoom

3:30 pm - 5:30 pm Zoom Workshop - Video Content Creation for Teaching and Learning, - Dr. Ajith Kumar, School of Eduction, IGNOU

23 Sept 2021 - Asynchronous Learning via LMS

24 Sept 2021 - Synchronous Learning via Zoom

3:30pm - 4:30 pm - Reflections and Learning - Dr. Ajith Kumar & Dr. Pranita Gopal

Participants please note

- The workshop will use both the asynchronous learning environment using an LMS and synchronous learning via Zoom meetings.
- It is expected the participants will use the asynchronous learning environment everyday for the duration of the workshop.
- This workshop is only for the teacher educators teaching in the state of Odisha.
- Participants who have registered for the workshop will receive LMS login details via their registered email address.
- A WhatsApp group will be created for the participants and the link for the group will be shared on the registered number.
- The LMS will be functional from 20 Sept 2021 and will be accessible till the end of the third session of the workshop.
- Certificates will be issued to all the participants who complete all the three workshops and submit necessary assignments for each workshop session.

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Program Convenor
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Organizing Committee
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Dr. Ashok Dansana
Dr. D.B. Tali
Ms. P.B. Binjha
Mr. Manish Ch. Roy

Implementation of Blended Learning in Teacher Education

Workshop on

OER, Techno-pedagogy and Online Assessment

05 Oct 2021 - 09 Oct 2021

UNESCO defines Open Educational Resources (OER) as teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. OER form part of 'Open Solutions', alongside Free and Open Source software (FOSS), Open Access (OA), Open Data (OD) and crowdsourcing platforms.
OER's aim to democratize education and help greater access to material that aid learning. Teachers as OER creators can become agents of change.

In the second session on the workshop on implementing blended learning in teacher education we will be looking into understanding OERs, creative commons licenses, writing project proposals for OERs, using online assessment tools like Google Forms, Hot Potatoes etc.

Program Schedule

05 Oct 2021 - Synchronous Learning via Zoom
3:30 pm - 5:30 pm Zoom Workshop Using Google Forms, Hot Potatoes for Assessments in Blended Learning Environments
Dr. Pranita Gopal Visiting Faculty, Ravenshaw University

06 Oct 2021 - Synchronous Learning via Zoom
3:30 pm - 5:30 pm Zoom Workshop - Understanding OERs and creative commons licenses , - Dr.Barnali Roy Choudhury
NSOU Kolkata

07 Oct 2021 - Asynchronous Learning via LMS

08 Oct 2021 - Asynchronous Learning via LMS

09 Oct 2021 - Synchronous Learning via Zoom
3:30pm - 4:30 pm - Writing Project Proposals for Blended Learning - Prof Manoj Saxxena, CUHP, Dharamshala

Participants please note

- The workshop will use both the asynchronous learning environment using an LMS and synchronous learning via Zoom meetings.
- It is expected the participants will use the asynchronous learning environment everyday for the duration of the workshop.
- This workshop is only for the teacher educators teaching in the state of Odisha.
- Participants who have registered for the workshop will receive LMS login details via their registered email address.
- A WhatsApp group will be created for the participants and the link for the group will be shared on the registered number.
- The LMS will be functional from 20 Sept 2021 and will be accessible till the end of the third session of the workshop.
- Certificates will be issued to all the participants who complete all the three workshops and submit necessary assignments for each workshop session.

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Dr A K Mohanty

Implementation of Blended Learning in Teacher Education

Workshop on Design and Development of Lessons for Blended Learning for Teacher Educators of Odisha

26 Oct 2021 - 30 Oct 2021

Moodle is a free and open-source learning management system (LMS) written in PHP. It is distributed under the GNU General Public License. Moodle draws from numerous pedagogical principles that support blended learning, distance education, flipped classroom and e-learning projects, assessments and lessons in classrooms across schools, universities and other learning sectors.

In this last session of the workshop, participants will get to explore another LMS - Moodle. The participants will have the opportunity to explore the LMS as a student and as a content creator (teacher).

Program Schedule

Day 1: 26-10-2021

Planning & Designing a Blended Online Course

After completing Day 1 training and activities, participants will be able to:

- Plan & design a blended online course
- Write course description, objectives & module-wise / lesson-wise learning outcomes
- Create course introduction video using Screencast-O-Matic

Day 2: 27-10-2021

Understanding Moodle functionality & Structuring Moodle Course

After completing Day 2 training and activities, participants will be able to:

- update profile on Moodle site
- edit course settings
- embed course introductory video
- structuring a Moodle course

Day 3: 28-10-2021

Designing & Creating Assessments

After completing Day 3 training and activities, participants will be able to:

- design assessments
- create a Moodle assignment with rubric
- grade assignments with feedback
- import questions to Moodle course question bank
- create and administer a quiz
- export grades from the gradebook

Day 4: 29-10-2021

Asynchronous & Synchronous Interaction & Communication

After completing Day 4 training and activities, participants will be able to:

- use different forum types for asynchronous interaction and activities
- create a live session poll using the Choice module
- create a chat session for synchronous interaction
- explore messaging functionality for alerting students
- track learning progress
- award badges

Day 5: 30-10-2021

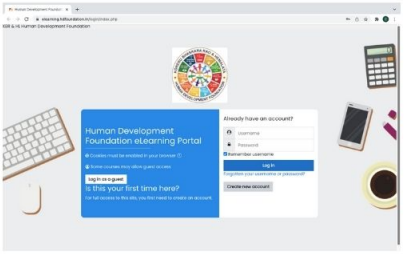
Sharing and Managing Resources in Multimedia

After completing Day 5 training and activities, participants will be able to:

- manage files & folder
- share Web resources
- embed OER in Page/Book Module
- evaluate blended course quality using COL's blended course learnability evaluation checklist

Participants please note

- These workshops are completely hand on and will be conducted via Zoom.
- The links of the workshop will be shared via the WhatsApp group and will be the same for all 5 days.
- This workshop is only for the teacher educators teaching in the state of Odisha.
- Participants who have registered for the workshop will receive LMS login details via their registered email address.
- A WhatsApp group will be created for the participants and the link for the group will be shared on the registered number.
- The Moodle LMS that has been created specifically for the purpose will be accessible via the website https://elearning.hdfoundation.in/



- Certificates will be issued to all the participants who complete all the three workshops and submit necessary assignments for each workshop session.

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Media Coverage

The following are the snippets from media regarding these workshop sessions.

Workshop on Blended Learning held by Ravenshaw varsity &CEMCA

STATESMAN NEWS SERVICE
CUTTACK, 27 SEPTEMBER:

Prof. Sanjay Nayak, Vice-Chancellor, Ravenshaw University inaugurated the Ravenshaw-CEMCA (Commonwealth Educational Media Centre for Asia) collaborated workshop series on "Implementation of Blended Learning in Teacher Education".

Prof. Nayak said "Teaching - Learning can be better facilitated by integrating ICT Tools". Synchronous and Asynchronous mode of online education if used by the learners and teachers would be a pace setter in the domain of digital learning in higher and teacher education".

Prof. Madhu Parhar, Director CEMCA said, "Use of digital learning tools will bring transformation in the teaching-learning process. Dr. Sudarshan Mishra, the Programme Director of the Workshop series also addressed the participants.

The Workshop background and activities were briefed by Dr. Manas Ranjan Panigrahi, CEMCA, New Delhi.

Three days of synchronous learning via zoom and two days asynchronous learning by LMS was held.

Dr. Ajith Kumar, School of Education, IGNOU oriented the participants on the topics such as 'Video content creation for Teaching and Learning' and 'Reflections and Learning'. Dr. Pranita Gopal was the resource person on 'ICT Tools in Teaching and Learning'.

The participants learnt the use of various google tools, creation of video contents using ScreenCast-o-Matic, use of Padlet, Flipgrid, Edpuzzles, launching their own YouTube channel and so on.

The participants included the faculty members from Universities, Teacher Education Colleges and DIETs.

The follow up workshop series will be held in the month of October, 2021.

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ଅଧ୍ୟାପନାରେ ମିଶ୍ରିତ ଶିକ୍ଷଣ ପ୍ରଣାଳୀ ସମ୍ପର୍କିତ ଜାତୀୟ କର୍ମଶାଳା

କଟକ,୨୭ ।୯ (ସମିସ): ରେଭେନ୍ସା ବିଶ୍ୱବିଦ୍ୟାଳୟରେ ସେମକା, କମନ ୱେଲଥ ଅଫ ଲର୍ଣ୍ଣିଂ ସହଯୋଗରେ 'ଅଧ୍ୟାପକ ଶିକ୍ଷାରେ ମିଶ୍ରିତ ପ୍ରଣାଳୀ ଶିକ୍ଷଣର କାର୍ଯ୍ୟାନ୍ୱୟନ' ଶୀର୍ଷକ ଜାତୀୟ କର୍ମଶାଳା ଅନୁଷ୍ଠିତ ହୋଇଯାଇଛି। ବିଶ୍ୱବିଦ୍ୟାଳୟ କୁଳପତି ପ୍ରଫେସର ସଞ୍ଜୟ କୁମାର ନାୟକ ଏହି କର୍ମଶାଳାକୁ ଉଦଘାଟନ କରିଥିଲେ। କର୍ମଶାଳାର ପ୍ରଥମ ଶୃଙ୍ଖଳାରେ 'ଶିକ୍ଷଣ ଶିକ୍ଷାଦାନରେ ସଞ୍ଚାର ତକନିକୀର ଏକୀକରଣ' ଉପରେ ଆଲୋଚନା କରାଯାଇଥିଲା। କୁଳପତି ପ୍ରଫେସର ନାୟକ ଏଥିରେ କହିଲେ ଯେ ସଞ୍ଚାର ପଦ୍ଧତିରେ ଏକୀକରଣ ହେଲେ ଶିକ୍ଷାଦାନ ଓ ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟା ସଫଳ ଓ ପ୍ରଭାବୀ ହୋଇପାରିବ। ଅନଲାଇନ ଶିକ୍ଷାର ତୁଲ୍ୟକାଳିକ ତଥା ଅତୁଲ୍ୟକାଳିକ ମାଧ୍ୟମ ପ୍ରୟୋଗ ହେଲେ ଉଭୟ ଶିକ୍ଷାର୍ଥୀ ଏବଂ ଅଧ୍ୟାପକ, ଉଚ୍ଚଶିକ୍ଷା ଓ ଅଧ୍ୟାପକ ଶିକ୍ଷାରେ ଡିଜିଟାଲ ଶିକ୍ଷଣ ପ୍ରଣାଳୀର ଗତି ନିର୍ଦ୍ଧାରଣ ହୋଇପାରିବ। ଏହି କାର୍ଯ୍ୟକ୍ରମରେ ମୁଖ୍ୟଅତିଥି ଭାବେ ସେମକାର ନିର୍ଦ୍ଦେଶକ ପ୍ରଫେସର ମଧୁ ପରହାର କହିଥିଲେ ଯେ ଡିଜିଟାଲ ଶିକ୍ଷଣ ପ୍ରଣାଳୀ

ଦ୍ୱାରା ଶିକ୍ଷା ବ୍ୟବସ୍ଥାରେ ପରିବର୍ତ୍ତନ ସମ୍ଭବ। କାର୍ଯ୍ୟକ୍ରମର ନିର୍ଦ୍ଦେଶକ ଡ. ସୁଦର୍ଶନ ମିଶ୍ର ସ୍ୱାଗତ ଭାଷଣ ଓ ଅତିଥି ପରିଚୟ ପ୍ରଦାନ କରିଥିଲେ। ସେମକାର କାର୍ଯ୍ୟାଧିକାରୀ ଡ. ମାନସ ରଞ୍ଜନ ପାଣିଗ୍ରାହୀ କର୍ମଶାଳାର ପୃଷ୍ଠଭୂମି ଓ ଗତିବିଧି ସମ୍ବନ୍ଧିତ ସଂକ୍ଷିପ୍ତ ବିବରଣୀ ଦେଇଥିଲେ। ଏହି କର୍ମଶାଳାରେ ମିଶ୍ରଣ ଶିକ୍ଷଣ ପ୍ରଣାଳୀ ବିଷୟରେ ଅଧ୍ୟାପକଙ୍କ ଦକ୍ଷତା ବିକାଶ କରାଯାଇଥିଲା। ଇନ୍ଦିରା ଗାନ୍ଧୀ ରାଷ୍ଟ୍ରୀୟ ମୁକ୍ତ ବିଶ୍ୱବିଦ୍ୟାଳୟର ପ୍ରଫେସର ଡ. ଅଜିତ କୁମାର ଏବଂ କାର୍ଯ୍ୟକ୍ରମ ସଂଯୋଜିକା ଡ. ପ୍ରଣିତା ଗୋପାଳ ପ୍ରଶିକ୍ଷଣ ଦେଇଥିଲେ। ପ୍ରଶିକ୍ଷଣାର୍ଥୀମାନେ ୩ ଦିନ ତୁଲ୍ୟକାଳିକ ଓ ୨ ଦିନ ଅତୁଲ୍ୟକାଳୀକ ମାଧ୍ୟମରେ ଦକ୍ଷତା ବିକାଶ କରିଥିଲେ। ଗୁଗଲ ଟୁଲସ, ସ୍କ୍ରିନ କାଷ୍ଟୋମାଟିକ, ପାଦଲେଟ, ଫ୍ଲିପଗ୍ରିଡ, ଏଡୁପଜଲ ଏବଂ ୟୁଟ୍ୟୁବ ଚ୍ୟାନେଲ ଲଞ୍ଚ କରିବା ଓ ଶିକ୍ଷଣ-ଶିକ୍ଷାଦାନ ପ୍ରକ୍ରିୟାର ପ୍ରୟୋଗରେ ଆଣିବାର ଦକ୍ଷତା ହାସଲ କରିଥିଲେ। ବିଭିନ୍ନ ବିଶ୍ୱବିଦ୍ୟାଳୟର ଅଧ୍ୟାପକ, ଶିକ୍ଷା ପ୍ରତିଷ୍ଠାନ, ଜିଲ୍ଲା ଶିକ୍ଷା ଏବଂ ପ୍ରଶିକ୍ଷଣ ସଂସ୍ଥାନରୁ ବହୁ ପ୍ରଶିକ୍ଷଣାର୍ଥୀ ଯୋଗଦେଇଥିଲେ। କର୍ମଶାଳାର ଦ୍ୱିତୀୟ ଏବଂ ତୃତୀୟ ଶୃଙ୍ଖଳା ଆସନ୍ତା ମାସରେ ଆୟୋଜନ କରାଯିବ ବୋଲି କର୍ମଶାଳାର ଆବାହକ ଡ. ଶରତ ରାଉତ ସୂଚନା ଦେଇଛନ୍ତି।

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ରେଭେନ୍ସାରେ ଜାତୀୟ କର୍ମଶାଳା ଉଦ୍‌ଯାପିତ

କଟକ,୩୦।୧୦(ସମିସ): ରେଭେନ୍ସା ବିଶ୍ୱବିଦ୍ୟାଳୟର ଶିକ୍ଷା ବିଭାଗ ଏବଂ ନୂଆଦିଲ୍ଲୀର ସିଇଏମସିଏର ମିଳିତ ଆନୁକୂଲ୍ୟରେ ଚାଲିଥିବା ଶିକ୍ଷାର୍ଥୀ ଏବଂ ଶିକ୍ଷକଙ୍କ ଶିକ୍ଷଣ ଦକ୍ଷତା ବୃଦ୍ଧି ସମ୍ପର୍କିତ ଜାତୀୟ କର୍ମଶାଳା ଉଦଯାପିତ ହୋଇଯାଇଛି। ଗତ ସେପ୍ଟେମ୍ବର ଏବଂ ଅକ୍ଟୋବର ମାସରେ ୩ଟି ପର୍ଯ୍ୟାୟ ଏହି କର୍ମଶାଳାର ଆୟୋଜନ କରାଯାଇଥିଲା। ବିଶ୍ୱବିଦ୍ୟାଳୟ କୁଳପତି ପ୍ରଫେସର ସଞ୍ଜୟ ନାୟକ କର୍ମଶାଳାକୁ ଉଦଘାଟନ କରିଥିଲେ। ପ୍ରାକ-ସେବା ଶିକ୍ଷକ-ଶିକ୍ଷା କାର୍ଯ୍ୟକ୍ରମ ମାଧ୍ୟମରେ ଶ୍ରେଣୀଗୃହରେ ମିଶ୍ରଣ ଶିକ୍ଷା ଦ୍ୱାରା ସମସ୍ତ ଶିକ୍ଷକ ଏବଂ ଛାତ୍ରଛାତ୍ରୀ ମଧ୍ୟରେ ଦକ୍ଷତା ବୃଦ୍ଧି କରିବା ସମ୍ପର୍କରେ ଏହି କର୍ମଶାଳାରେ ଆଲୋଚନା ହୋଇଥିଲା। କର୍ମଶାଳାର ପ୍ରଥମ ଅଧିବେଶନ ଆଇସିଟି ଉପକରଣ ସମନ୍ୱୟ ଉପରେ ପର୍ଯ୍ୟବେକ୍ଷିତ ଥିଲା। ଦ୍ୱିତୀୟ ଅଧିବେଶନରେ ବୈଷୟିକ ଶିକ୍ଷା ବିଜ୍ଞାନ ଏବଂ ସଂଯୁକ୍ତ ମୂଲ୍ୟାୟନ ଉପରେ ଅତିଥିମାନେ ଆଲୋକପାତ କରିଥିଲେ। ସେହିଭଳି ତୃତୀୟ ଅଧିବେଶନରେ ମିଶ୍ରିତ ଶିକ୍ଷଣ ପାଇଁ ପାଠ୍ୟ ଯୋଜନା ପ୍ରସ୍ତୁତିକରଣ ଉପରେ ଅନୁଷ୍ଠିତ ହୋଇଥିଲା। ଡ. ଏସ. କେ ରାଉତ ଏହି କର୍ମଶାଳାରେ ଆବାହକତ୍ୱ କରିଥିବାବେଳେ କାର୍ଯ୍ୟକ୍ରମ ନିର୍ଦ୍ଦେଶକ ଡ. ସୁଦର୍ଶନ ମିଶ୍ର ପ୍ରାରମ୍ଭିକ ଅଭିଭାଷଣ ପ୍ରଦାନ କରିଥିଲେ। ବିଭିନ୍ନ ରାଜ୍ୟର ବିଶ୍ୱବିଦ୍ୟାଳୟର ଅଧ୍ୟାପକ ଅଧ୍ୟାପିକା ଏବଂ ବିଦ୍ୟାର୍ଥୀମାନେ ଯୋଗଦେଇଥିଲେ।