India's Most Insightful Comprehensive Professional Development Program for School Educators
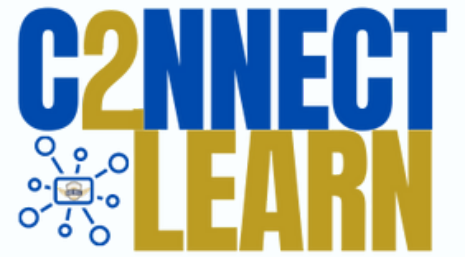
C2NNECT LEARN
For Schools & Individuals

70 Hours Enablement

- 10 Online Workshops
- Delivered on Weekends
- Modular Structure
- Relevant Topics
- Delivered by Leading Teacher Educators
- Interactive, Engaging, Live Sessions

ICSL

BEYOND THE MINIMUM!

The NEP 2020 mandates a minimum of 50 hours of annual professional development for all educators. At ICSL, we believe that progressive schools and educators must go beyond this minimum requirement to maximize their potential and impact. **Connect2Learn National Open Workshops provide 70 hours of insightful professional development** to teachers across all grades and subjects with the aim to energize, empower, and enable them to **make a real impact in the classrooms**.

HYBRID LEARNING & NEP 2020

The short-term priority of all schools is to successfully implement hybrid learning. The long-term plan for schools is to effectively implement the National Education Policy.

The topics of the workshops have been selected to address both the short-term and long-term objectives of the school.

LEARNING PATH

The learning path for each workshop is designed to ensure maximum learning of each participant.

DIDACTIC (150 mins, Saturday): Participants gain in-depth insights into the topic based on the latest research and global best practices that are contextualized to their schools, subjects, and grade levels.

Q&A LAB (120 mins, Sunday): All queries and doubts of participants towards initiating and implementing change in their classrooms are addressed.

POST-WORKSHOP TASK (150 mins, 2 weeks): Participants apply the competencies gained during the workshop for their students/subjects.

FEEDBACK ON TASK SUBMISSIONS: Each participant will get detailed feedback on the tasks submitted by them.

ICSL

CALENDAR 2022

Each workshop is offered twice in the year. So, if for any reason you miss a workshop, you can always take it when its offered again.

All zoom live sessions are conducted on
- Saturdays (4PM - 6:30 PM)
- Sundays (4 PM - 6 PM)

W01: Foundations of Hybrid Learning Cultures
      12th - 13th Feb & 02nd - 03rd July

W02: Strengthening Teacher-Student Relationship to Build Engagement
      26th - 27th Feb & 16th - 17th July

W03: Hybrid Learning Curriculum and Content
      12th - 13th Mar & 30th - 31st July

W04: Using Technology for Effective Learning and Assessment
      26th - 27th Mar & 27th - 28th Aug

W05: Pedagogies for Digital Natives
      09th - 10th Apr & 10th - 11th Sep

W06: Preparing Students for Active Learning
      23rd - 24th Apr & 24th - 25th Sep

W07: Learner-Centric Learning Experiences
      07th - 08th May & 08th - 09th Oct

W08: Essentials of Mentoring Skills
      21st - 22st May & 29th - 30th Oct

W09: Competency-Based Learning and Assessment
      04th - 05th June & 12th - 13th Nov 2022

W10: Designing Accurate MCQ Based Assessments
      18th - 19th June & 26th - 27th Nov 2022

Note: ICSL reserves the right to alter the schedule of workshops without prior approval of registered participants. All such changes will be shared with the participants at least 4 days in advance. No refunds will be entertained due to such alterations.

School Partner Program | Year-Long Engagement

ICSL has developed an exclusive **"impact-focused"** partner program for schools that are seeking an effective and affordable solution for the annual professional development of all teachers of the school.

In addition to all the Connect2Learn workshops, our partner schools will benefit from several exclusive and personalized benefits.

Personalized Topics: Partner schools can substitute any 2 workshops with topics of their choice.

Pre-program exclusive orientation: All teachers will attend an orientation program to understand how they can derive maximum benefit from the training.

Pre-program self-assessment: All teachers will take a 100-question MCQ assessment that reflects their current competencies.

Collaborative Learning: All teachers will be part of a WhatsApp group to collaborate, discuss any implementation issues, or access the mentors for inputs.

Post-program self-assessment: All teachers will take a 100-question MCQ assessment that reflects their competencies after having attended the trainings.

School analysis and report: On completion of the program, the principal will be provided a comprehensive report on participation, active learning, and impact.

Contact

Mrs. Harinder Sraw
National Program Head
hsraw@icsl.org.in
+91 95746 52777

Mr.Avi Chand
Head, Partner Program
achand@icsl.org.in
+91 99587 89787
+91 99990 57404

Individual Registration

Rs 750
Per workshop

Rs 6000
10 workshops

All educators, school leaders, researchers in education, or students interested in joining the education profession are eligible to register for Connect2Learn National Open Workshops.

Connect2Learn workshops are based on research-based global best practices that are contextualized to meet the need of educators in India.

Connect2Learn workshops are relevant for:
- All classes
- All subjects
- All Boards of education

Certificates are awarded on completion of each workshop.

Contact

Ms. Aakriti Chauhan
Marketing Executive
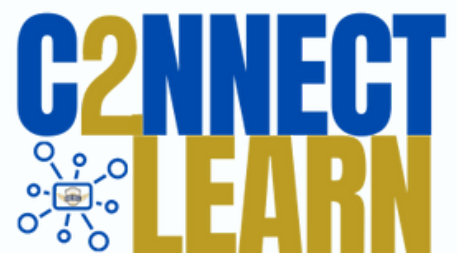a.chauhan@icsl.org.in
+91 70657 93797

Ms. Priya Gupta
Community Engagement
p.gupta@icsl.org.in
+91 9958894464

To register for workshops visit: www.icsl.org.in/connect2learn

Workshop
Details

C2NNECT
LEARN

For Schools & Individuals

Hybrid learning is here!

Teachers must equip themselves, their students, and parents by establishing a new learning culture that reaps the maximum benefits of hybrid learning.

W01

FOUNDATIONS OF HYBRID LEARNING CULTURES

Overview

In a hybrid learning model, students learn both in the online and face-to-face mode. The present learning cultures, established for physical learning, do not support the new hybrid learning environments. As a result, teachers are already experiencing several issues in making hybrid learning effective.

Establishing a positive hybrid learning culture involves defining 'what' and 'how' students are expected to do to learn.

Defining and establishing a hybrid learning culture is neither obvious nor trivial. Teachers must define a positive learning culture for their classrooms that reflects the content and their unique pedagogical styles. And, the school must also establish school-wide hybrid learning culture.

From the NEP 2020

Teachers require suitable training and development to be effective online educators. It cannot be assumed that a good teacher in a traditional classroom will automatically be a good teacher in an online classroom.

THIS WORKSHOP WILL HELP PARTICIPANTS TO DEVELOP THE FOLLOWING COMPETENCIES.

Knowledge

- What is a learning culture? How does hybrid learning culture differ from the traditional learning culture?
- How can teachers establish and nurture a hybrid learning culture?
- What new opportunities does online learning offer to build a strong learning culture?
- What practices ensure high student engagement in hybrid learning?
- What practices can help make online assessment effective?

Skills

- Help students become self-learners.
- Engage students during online and offline learning sessions.
- Balance the online and offline components of learning and assessment.
- Deliver instructional activities that are effective in both online and offline sessions.
- Conduct online assessments that accurately measure student progress.

Attitudes/Behaviours

- Consider hybrid learning as an evolutionary step and not a temporary challenge.
- Give equal importance to both the offline and online components of learning.

It begins with fun!

Recall Aamir Khan's character in the movie *Taare Zameen Par*. On the first day of his class, he sings and dances to establish a strong emotional connect with his new students. Is this a good practice for teachers to improve students' engagement in learning?

W02

STRENGTHENING TEACHER-STUDENT RELATIONSHIPS TO BUILD ENGAGEMENT

Overview

The engagement of students in learning activities is strongly influenced by their relationships with teachers. Higher engagement levels further fuel improvement in academic performance.

Digital natives, in particular, give a lot of weightage to relationships before they engage in any activity or person.

Research indicates that frequency of positive interactions, objective observations, and awareness are the three critical requirements for building strong teacher-student relationships.

Participants of this workshop will design their action plan to improve their relationship with their students.

THIS WORKSHOP WILL HELP PARTICIPANTS TO DEVELOP THE FOLLOWING COMPETENCIES.

Knowledge

- What are the major factors that impact the quality of interactions with students?
- How can teachers minimize the consequences of negative interactions?
- What techniques help teachers to observe students and the classroom environment objectively?
- How can increased awareness of themselves and their students help teachers to strenghten relationships with students?

Skills

- Create meaningful positive interactions with students.
- Mindful, objective observation skills.
- Ability to handle conflicts in relationships with students.
- Consciously improve their awareness levels.

Attitudes/Behaviours

- Develop professional conduct to aid strengthening of relationships with students.
- Be mindful of the impact minor incidents can have on their relationships with students.
- Conduct their professional duties with high degree of self-awareness

Blending is NOT mixing!

Salads are mixed, chutneys are blended.
Most teachers are just mixing face-to-face
learning with online learning instead of
creating a blended learning curriculum.

W03

HYBRID LEARNING CURRICULUM AND CONTENT

Overview

The curriculum encompasses all the transactional details of learning, including content, pedagogy, and assessment.

Hybrid learning is effective only if it is supported by a thoughtfully designed hybrid learning curriculum and relevant digital content.

Educators should design learning experiences for online, offline, and hybrid modes. This requires reengineering of the traditional curriculum by considering curricular objectives, learning outcomes, as well as the strengths and constraints of online learning. This must be supported by appropriate content created or curated by teachers.

THIS WORKSHOP WILL HELP PARTICIPANTS TO DEVELOP THE FOLLOWING COMPETENCIES.

Knowledge

- Which type of online learning activities can students engage with independently or with minimal support?
- How can online learning activities be made more effective and efficient?
- How to determine the ratio of online to offline learning time?
- What competencies should students develop to learn effectively in a hybrid mode?
- What are the best practices to create or curate content for hybrid learning?

Skills

- Analyze the existing curriculum to identify learning outcomes that are most suited for online learning, offline instruction, or a mix of both.
- Create or curate audio-visual and print content for hybrid learning.
- Monitor and measure the effectiveness of the hybrid learning curriculum and content.

Attitudes/Behaviours

- Engage actively in curating and creating content for students.
- Realise the significance of defining a blended learning curriculum.

We have no choice!

Technology will be at the forefront of learning and assessment sooner than we can imagine. It's time to acquire and master the skills of using the power of technology to improve learning outcomes for each child.

W04

USING TECHNOLOGY FOR EFFECTIVE LEARNING AND ASSESSMENT

Overview

In the future, there will be only two kinds of teachers - those who use technology and those who use technology effectively.

The quick and sudden adoption of technology over the last 2 years is nothing but the starting point of a very long journey of becoming a competent tech-enabled teacher.

Tech-enabled teachers can use technology to create and curate content for their students, design and deliver tech-enabled learning, and administer fair and accurate online assessments. And, they will be able to do all this effortlessly.

THIS WORKSHOP WILL HELP PARTICIPANTS TO DEVELOP THE FOLLOWING COMPETENCIES.

Knowledge

- What is the role of technology in education?
- How can we use technology to complement face-to-face learning?
- What are the limitations of using technology?
- How can we magnify pedagogical and assessment strategies by using technology?
- What is the most effective way to master tech-skills?

Skills

- Create audio-visual content using various technology tools, software, and apps.
- Deliver synchronous and asynchronous learning to students.
- Use technology tools to conduct assessment and monitor student performance and progress.

Attitudes/Behaviours

- Understand that becoming a competent tech-enabled educator is a lifelong journey.
- Develop a positive attitude toward the role of technology in improving student learning levels.

They learn differently!

If you want to help digital natives learn independently and effectively, you will have to adopt the teaching practices that are suitable for their learning needs and styles.

W05

PEDAGOGIES FOR DIGITAL NATIVES

Overview

Research shows that the traditional pedagogies are ineffective for digital natives.

The NEP 2020 proposes revolutionary pedagogical transformations that focus on thinking and problem-solving skills; India's culture, heritage, history; and citizenship values.

The teaching styles of the majority of teachers are influenced by the teaching styles used by their teachers when they were in school. This makes it very difficult for teachers to develop and implement innovative pedagogical strategies with their students.

How can teachers successfully pivot their teaching methods to meet the expectations of NEP 2020, digital natives, and hybrid learning?

Did you know?

Digital native is a person born in the digital era of computers and internet. India has the 3rd largest population of digital natives in the world. In 2020, more than 30% of India's population was under 17 years.

THIS WORKSHOP WILL HELP PARTICIPANTS TO DEVELOP THE FOLLOWING COMPETENCIES.

Knowledge

- What are the pedagogical reforms proposed by the NEP 2020?
- What are the major transitions that education will witness in the coming years?
- How does Connectivism Learning Theory influence our pedagogical strategies?
- Why are the traditional pedagogical strategies used by teachers not effective for digital natives?
- What are the major considerations for designing pedagogical strategies that will be effective for digital natives, hybrid learning, and NEP2020?

Skills

- Design learning experiences and activities that are effective for the learning styles of digital natives.
- Adopt their unique pedagogical strategies in line with the needs of the digital natives.

Attitudes/Behaviours

- Appreciate the need and relevance of adopting pedagogical practices that meet the needs of digital natives.
- Adapt existing best practices in pedagogy to develop new pedagogical approaches for digital natives.
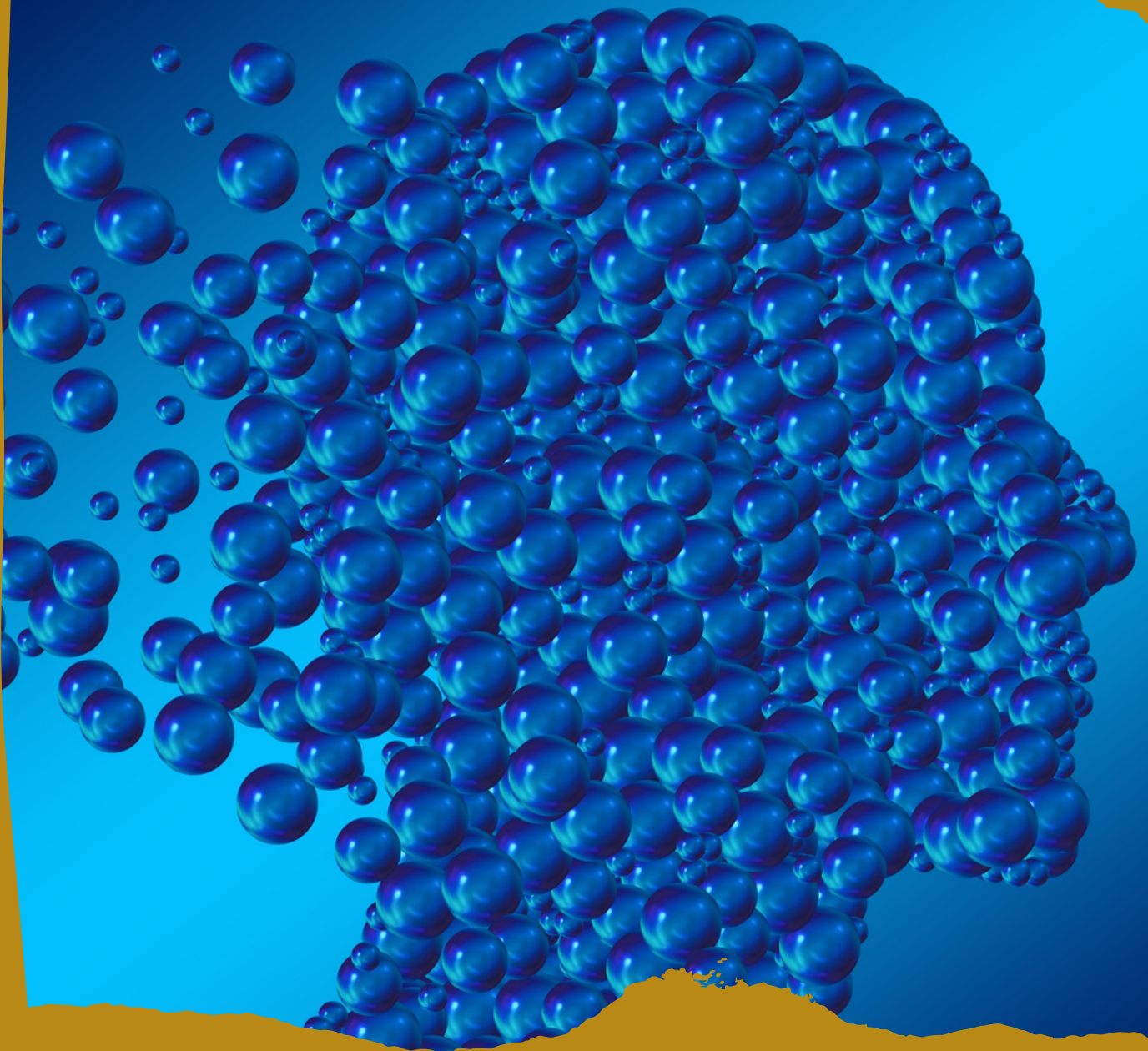
We can't decide for them!

Independent self-learners are active learners who decide what to learn, when to learn, and how to learn. They also decide how they want their progress to be assessed. It's time for us to lose the control to make them successful.

W06

PREPARING STUDENTS FOR ACTIVE LEARNING

Overview

There are three reasons why students must be prepared for active learning.

1. For the success of a hybrid learning model, students need to become pro-active self-motivated learners.
2. Competency-based learning, as advocated by the NEP 2020 requires students to make decisions regarding what, how, and when they want to learn as well as how they want their competencies to be assessed.
3. Learner-centric education is effective only when students proactively engage in learning experiences.

Moving forward the main objective of teachers will be to ensure students' readiness to learn and their active engagement in learning.

THIS WORKSHOP WILL HELP PARTICIPANTS TO DEVELOP THE FOLLOWING COMPETENCIES.

Knowledge

- What are the competencies that active learners possess?
- What are the socio-emotional or cognitive factors that prevent students' to take control of their learning?
- How can the learning environment and culture facilitate students' involvement in learning tasks?
- How can we monitor and assess students' participation in learning?
- What kind of learning experiences promote students' active participation?

Skills

- Objectively monitor the engagement levels of students in learning tasks.
- Identify reasons for low engagement levels in students.
- Interact with students to implement corrective measures to improve engagement.

Attitudes/Behaviours

- Shift ownership of learning to students while continuing to monitor and measure their progress.
- Collaborate actively with students to help them improve their engagement in learning tasks.

To learn, learn to reflect!

John Dewey said, "We do not learn from experience. We learn from reflecting on experience." Teachers must learn to design experiences that promote reflection and critical thinking. This is the only way to create independent learners.

W07

LEARNER-CENTRIC LEARNING EXPERIENCES

Overview

The NEP2020 recommends that experiential learning should be implemented across grades and subjects. Educators should move away from lectures and notes and immerse students in meaningful learning experiences.

Educators must acquire skills to design learner-centric learning experiences that focus on learning outcomes. Such experiences engage students in a series of activities or tasks that scaffold learning and allow students to progress at their own pace to demonstrate mastery.

Learning experiences should be multi-disciplinary and help students to develop problem-solving skills, an understanding of India's culture, and citizenship values.

THIS WORKSHOP WILL HELP PARTICIPANTS TO DEVELOP THE FOLLOWING COMPETENCIES.

Knowledge

- What are the differences between learner-centric and teacher-centric learning experiences?
- Why do educators need to design learner-centric learning experiences?
- What should students experience while engaging in learner-centric tasks?
- How can effective learning experiences address multiple learning outcomes, proficiencies, and competencies simultaneously?
- How can group work help to manage time while providing flexible learning opportunities to students?

Skills

- Analyse the learning needs and styles of students.
- Design learning experiences that cater to diverse learning styles and multiple learning outcomes.
- Deliver learning experiences to students in an engaging and enriching manner.

Attitudes/Behaviours

- Adopt learner-centric approaches.
- Focus on developing competencies (knowledge, skills, attitudes) in students.
- Act as a mentor to students, individually and in groups.

It's tougher than teaching!

Teachers are trained to teach their subjects, complete the syllabus and prepare students for examinations. Mentoring independent learners to achieve learning outcomes is a whole different ballgame for which most teachers need support.

W08

ESSENTIAL MENTORING SKILLS

Overview

The NEP 2020 envisages the future role of the teacher as a mentor who facilitates independent learning. Educators must be empowered to transition from being a "sage-on-the-stage" to a "guide-on-the-side".

The journey begins with empathy towards students. It requires teachers to identify the learning needs of individual students and the bottle-necks that are preventing them from progressing.

Mentors need to find innovative strategies that are customized to help each student discover the unique path to achieve his/her learning goals.

Mentoring skills that work for one individual may not work for another. These skills draw from the experience and environment of the person as well as the learner.

THIS WORKSHOP WILL HELP PARTICIPANTS TO DEVELOP THE FOLLOWING COMPETENCIES.

Knowledge

- What aspects of NEP and hybrid learning demand teachers to become mentors?
- How are teaching skills different from mentoring skills?
- What are some best practices that good mentors use to become effective and efficient?
- What are the different mentoring styles that work with students?

Skills

- Develop empathy towards students' learning needs and styles.
- Mentor students to achieve their academic, emotional and personal goals.
- Use the individual progress as a metric for student performance.

Attitudes/Behaviours

- Develop a belief in mentorship as a successful approach to help students succeed.
- Continuously monitor their own mentoring style and skills.

Informed or Competent?

Technology provides instant access to any information humans may need. To be successful, students will need to develop competencies. And, teachers will need to assess these competencies.

W09

COMPETENCY-BASED LEARNING AND ASSESSMENT

Overview

Implementing competency-based learning and assessment is a major priority of the NEP 2020. Our education system has to focus on developing problem-solving skills and reduce the reliance on rote memorization. Our students must be 'competent' and not just well-informed.

The transformation to competency-based learning and assessment impacts curriculum design, choice of content, pedagogies, and assessment strategies.

In this workshop, participants will learn about Norman Webb's depth of knowledge levels, critical competencies related to problem-solving, how curricular objectives are mapped to competencies and proficiency levels, and how to design competency-based questions.

THIS WORKSHOP WILL HELP PARTICIPANTS TO DEVELOP THE FOLLOWING COMPETENCIES.

Knowledge

- What are the important characteristics of competency-based learning?
- Why is it important to focus on competencies to develop problem-solving skills?
- How are curricular objectives mapped to competencies?
- How can we define the proficiency levels that students must achieve for each competency?
- What changes do we need to make to our pedagogical and assessment strategies to implement competency based learning and assessment?

Skills

- Define proficiency levels for each competency related to different learning outcomes to meet the curricular objectives.
- Design tasks that help students demonstrate their competencies.
- Use DoK levels to design assessment that measures attainment of competencies.

Attitudes/Behaviours

- Shift focus from 'rote memorisation' to 'competency development'.
- Mentor self and students to develop deeper insights in their domain/subject.
- Use competency based assessments to measure student progress.
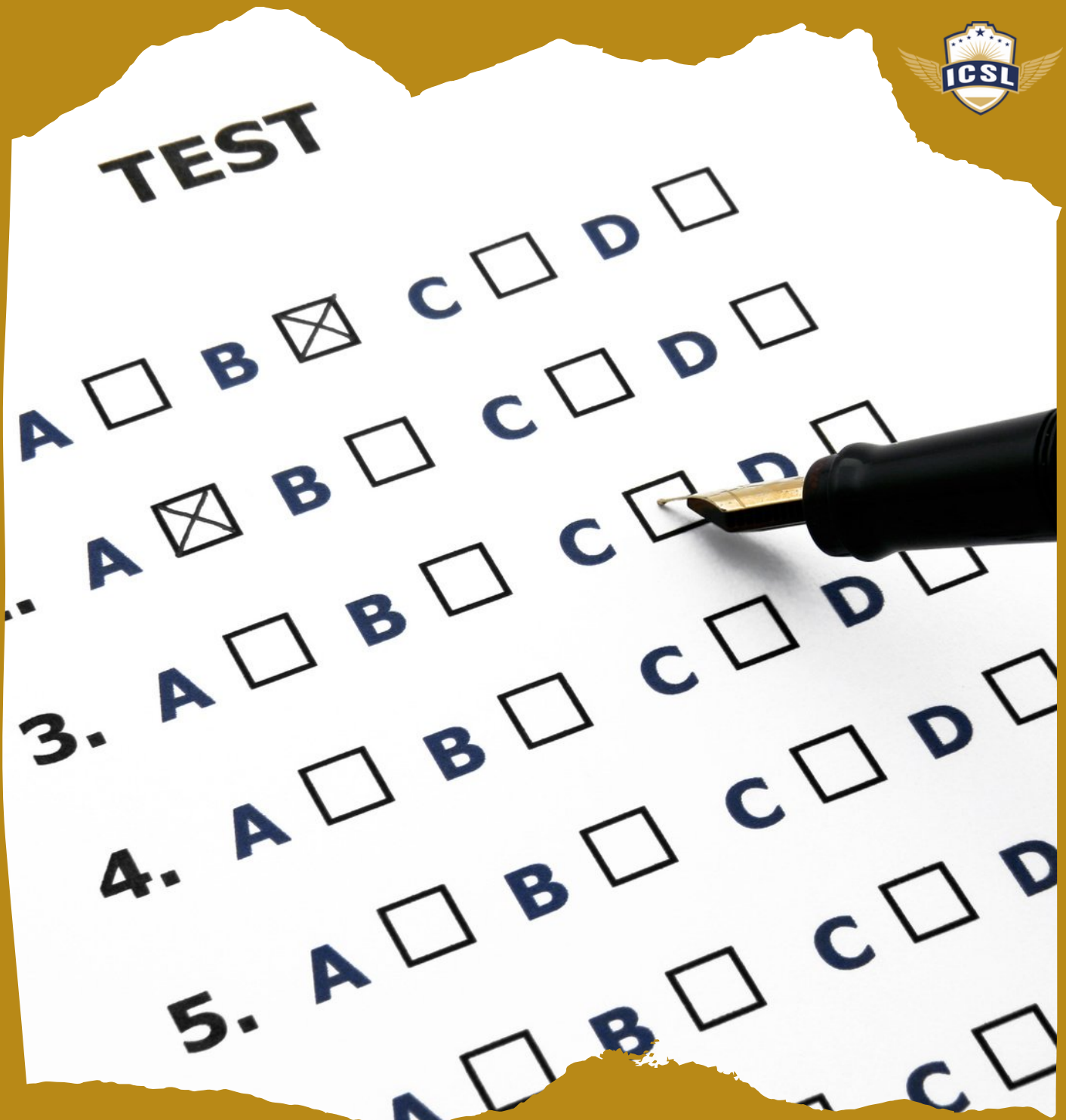
Anything but easy!

Contrary to popular perceptions, designing an accurate MCQ based test can be quite challenging. And, it is equally baffling for students to ace a good MCQ-test.

W10

CREATING ACCURATE MCQ ASSESSMENTS

Overview

NEP 2020 recommends every school to transition to tech-enabled adaptive assessment to monitor and measure the progress of individual students throughout their academic journey.

MCQs are the most effective and efficient formats of questions for all types of assessment – formative or summative.

MCQs are extremely effective to assess higher-order thinking abilities, provide instant (or timely) feedback to students, and generate useful data for teachers.

MCQ quizzes can be used by educators to diagnose learning gaps, pre-knowledge, engagement in learning, or attainment of specific learning outcomes.

Developing the skills to design accurate MCQs needs considerable effort.

THIS WORKSHOP WILL HELP PARTICIPANTS TO DEVELOP THE FOLLOWING COMPETENCIES.

Knowledge

- What are the 5 criteria to evaluate the accuracy of MCQs?
- What are the 5C metric to write stems of MCQs?
- How should distractors be chosen to improve the accuracy of the MCQ?
- How to change the 'rigour' of the questions to measure HOTS?
- What is the difference between 'difficulty level' and 'DoK level' of an MCQ?
- How to create a blueprint for a MCQ-based assessment?

Skills

- Write accurate MCQs.
- Design effective MCQs based assessments for their subjects and grades.
- Use test results to derive useful feedback to improve teaching-learning.

Attitudes/Behaviours

- Use formative MCQ based assessment to improve teaching and learning.
- Use MCQs to strengthen student assessment.