

***ACTIVE LEARNING
&
CONTENT MANAGEMENT WORKSHOP***

Expectations

- What are your expectations of this workshop???
- Think about that teacher you were very fond of.....

Vishnu Dental
College

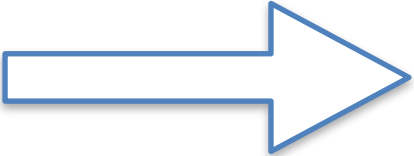

Workshop coverage

- This workshop has 4 segments:
 - 1. Content preparation and its management
 - 2. Active learning in small group teaching
 - 3. Effective keynote preparation and its application
 - 4. Advanced apps in conducting activities and instant feedback

Workshop Objectives

- Upon completion of the instruction you can
 - Identify the challenges in 21st century education
 - Design content for effective teaching and learning process
 - Practice “LEARNER - CENTRIC” teaching process by encouraging self learning attitude
 - Analyse the importance of activity based SGT
 - Make an effective keynote presentation by knowing various features of the app
 - Take classes for students using Apple TV
 - Use advanced apps in conducting activities and
 - Give or receive instant feedback from or to learners

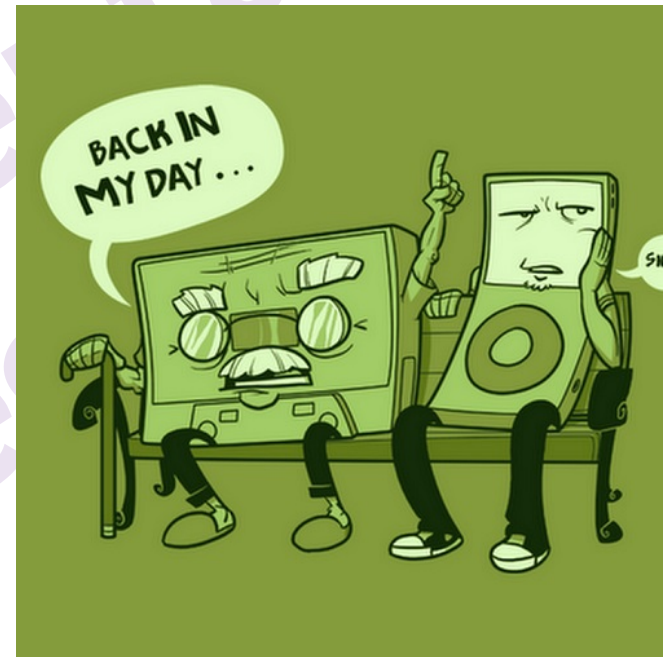
Yesterday Vs Present world of education

- Educational material - before & after
- Teacher  Learner Centric
- Passive  Active learning
- Student's response - instant feedback
- Learning no longer a one time affair
- Development of ICT tools



Generations

- Baby Boomer generation (1940s-1960s)
- GenX (1960s – 1980s)
- GenY or Millennials (1990s – 2000s)
- GenZ (2000s and later)



Challenges in 21st century education

- How to improve student engagement?
- How to equip students with the 21st century knowledge, skills and attitude?
- How to allow continuous improvement in curriculum, incorporation of better open educational resources?
- How to ensure examination system reinforce teaching and learning?
- How to ensure life long learning?
- How to teach a class with (close to)100% efficiency?

Importance of setting priorities and chase the goal



Outcome or Specific Learning Objectives

- A statement of something that students should be able **to do** after receiving instruction
- Individual stages that learner's must achieve, to reach the goal
- It has to be

**SPECIFIC
MEASURABLE
OUTCOME BASED
REALISTIC
INTERRELATED**

Importance

- Eliminates the “guess work”
- Allow the teacher/facilitator to determine the materials and medium that is necessary to facilitate the learning
- Determining appropriate methods for evaluation - evaluation is based on each objective

How to write an objective?

- Clearly articulate the intended **knowledge, skills, abilities** and **competencies** that characterise the essential learning required for a graduate of a program of study
- Formulated with the help of action verbs that is identify, assess, list, solve, analyse, design, compare etc.,

Content management system

- What do you want the students to be able to do? {skill set}
- How can you best help students achieve it? {guide}
- How will you know what they have achieved?
{evaluation}
- How do you close the loop? {how evaluation system reinforces the teaching and learning?}

Content management

1. Subject outcome
2. Subject overview
3. Subject level test item
4. Textbooks and Reference books for the Subject
5. University question papers
6. MCQ's question papers



Content management

PART-02

2.1 Chapter outcome

2.2 Chapter overview

2.3 Chapter level test item

2.4 Chapter learning strategy or study material

a. Charts

b. Pictures/Images

c. Videos

d. Keynote in PDF format

e. Book chapters

2.5 Chapter most common or frequently asked questions

Content management

PART-03

3.1 Session outcome

3.2 Session summary

3.3 Session level test items or Activities

3.4 Session learning strategy or study material

a. Charts

b. Pictures/Images

c. Videos

d. Keynote in PDF format

e. Book chapters

Advantages of doing this...

- In planning:
 - It guides selection of “proper tools” for the instruction
 - Modes and methods of teaching with activities will depend on the set objectives
 - Allows consistent results from learners across instructors and across years

Advantages of doing this...

- In design:
 - It provides or brings clear focus, objectivity to instructor
 - What he needs to teach and the depth of his teaching
 - How he has to evaluate what he taught
 - It provides the student with a clear understanding of what he is expected to learn and what he will be tested on

Advantages of doing this...

- In evaluation:
 - It calls for measurable results in tests- making tests very focused and uniform
 - It allows “goal posts” for students (curtail depth)
 - It provides benchmark
 - It provides criteria to judge - competent enough

In the end....

- We shall create **C-L-E-A-R** content, that is....

Comprehensible to students

Learner centric

Evident observable in fulfilment

Attainable, but of high standards

Related to the course content and goals

Activity

- Please unlock your iPad and tap on the downloaded **FILE EXPLORER** app



- Kindly enable air drop for transferring the format for content development. You must receive 5 files which includes 3 Pages documents and 2 keynote presentation.

LET'S BREAK FOR TEA



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VDC

How can we address the challenges?

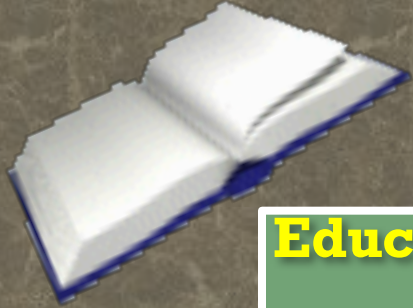
- How to improve student engagement? Activity based SGT, encouraging pre-learning, providing instant feedback
- How to equip students with the 21st century knowledge, skills and attitude? By setting a target for learners, Designing content management system and its management
- How to allow continuous improvement in curriculum, incorporation of better open educational resources? Designing content management system and its management
- How to ensure examination system reinforce teaching and learning? Providing instant feedback, conducting remedial classes and altering the teaching and learning method
- How to ensure life long learning? By encouraging self learning attitude
- How to teach a class with (close to)100% efficiency? Activity based SGT, encouraging pre-learning, providing instant feedback

teaching and learning strategies : small
group teaching and activity based learning



“ The seeds of teaching will
be fruitful ... only when it
meets the needs of
student...”





Education program/ course

**Curricul
um**

Teacher

Student

Friends

- Public
(2 hrs)

Relative s

- Occasions
(3 hrs)

Teacher s

- Institution
(7 hrs)

Parents

- Home
(4 hrs)

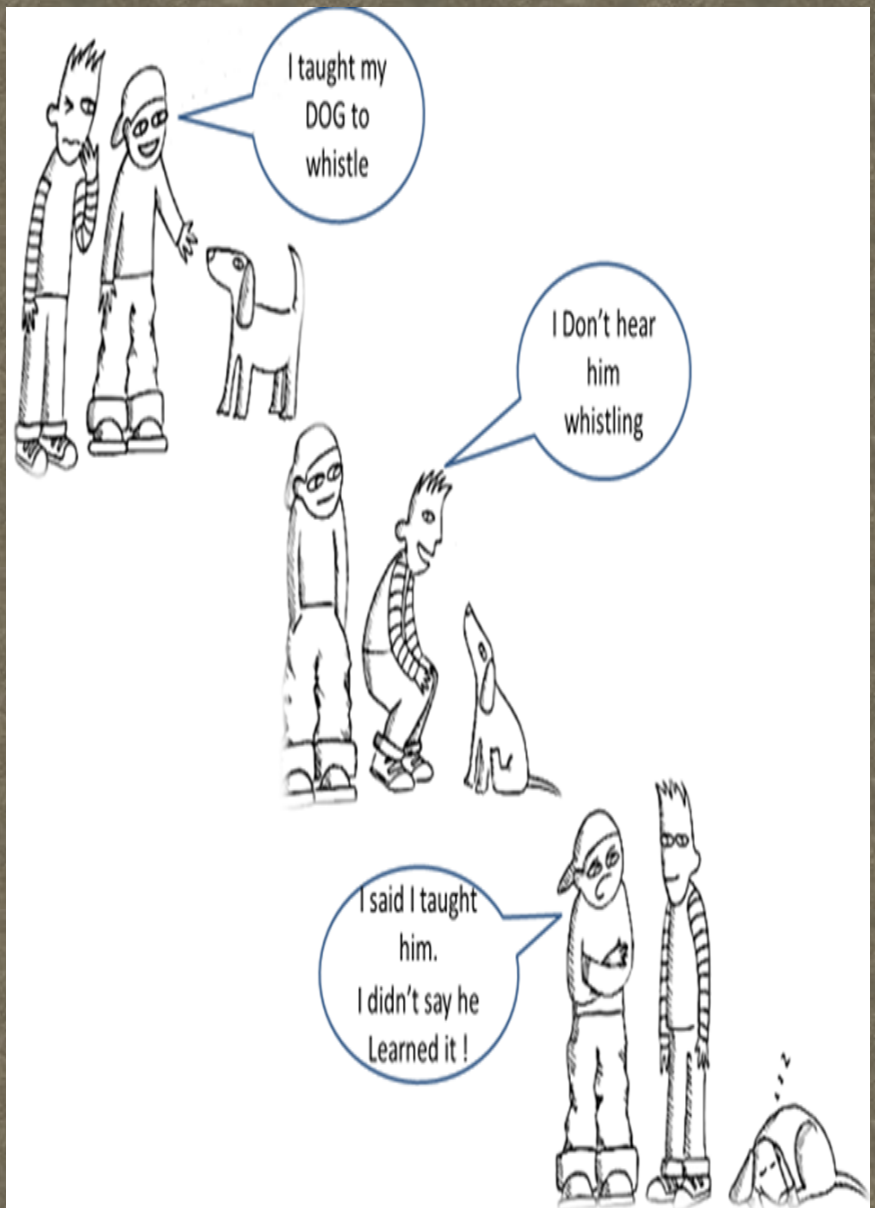
Society

- Public
(2 hrs)

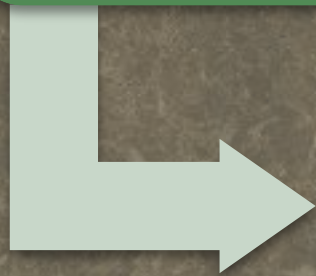
Student

```
graph TD; Friends[Friends  
• Public (2 hrs)] --> Student((Student)); Relative[Relative  
• Occasions (3 hrs)] --> Student; Teacher[Teacher  
• Institution (7 hrs)] --> Student; Parents[Parents  
• Home (4 hrs)] --> Student; Society[Society  
• Public (2 hrs)] --> Student;
```

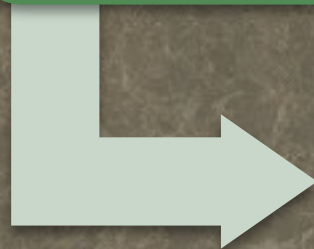
I'M TEACHING



**Need to think
out of the box
apart from the
curriculum ???**



**Need for
suitable
teaching
methodologies
???**



**Need for a
change in
learning
practices ?? ?**

WHY THIS TOPIC?





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UNIVERSAL LEARNING

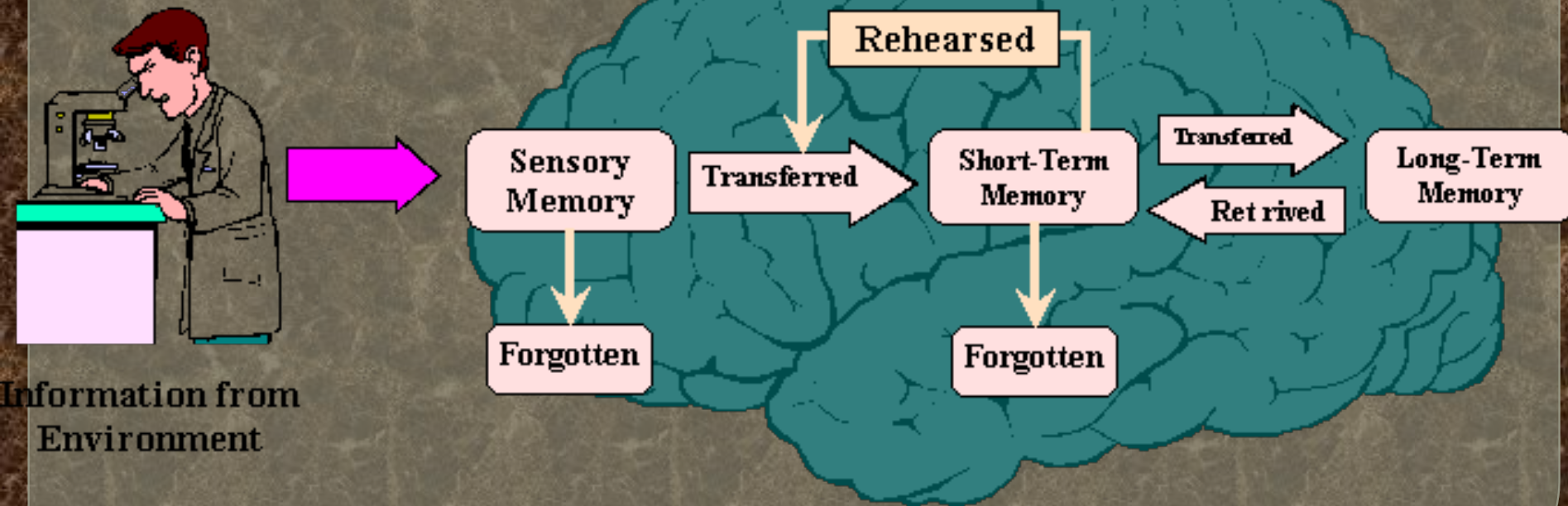
VDC ESTD 2002
Vishnu Dental College



BRAIN

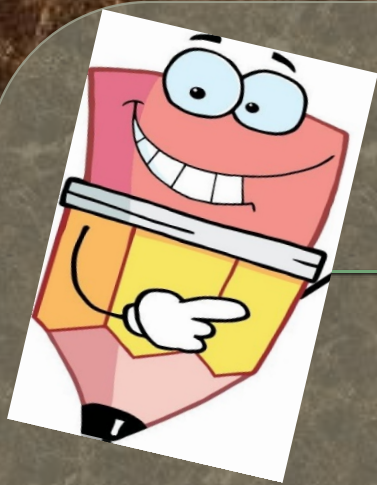
- *PLASTICITY* – The ability of brain to modify its neural connections to adapt to challenges in the environment
- *Short term memory* – A phase of memory in which a limited amount of information may be held for several seconds/minutes
- *Long term memory* – the final phase of memory in which information storage may last from hours to lifetime

How the Brain Learns



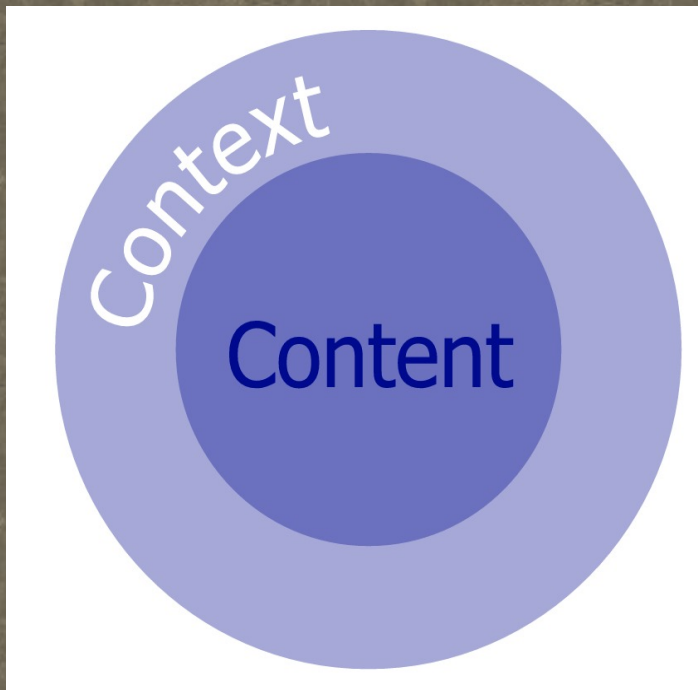
Harvard Research on Retention

100% The Speaker wanted to 'say'
80% was said
60% was heard
40% was remembered after 3 hrs
15% was remembered after 3 days
0-5% was remembered after 3 months



Content and Context

Context



Mindset

Methodology

Eight Styles of Intelligences



Nature Smart
Picture Smart
(*Naturalist*)
(*Spatial / Visual*)



People Smart
(*Interpersonal*)



Number Smart
(*Logical / Mathematical*)



Self Smart
Word Smart
(*Intrapersonal*)
(*Linguistic*)



Body Smart
(*Bodily - Kinesthetic*)



Music Smart
(*Musical*)





**What Learning Theories
are we using ??**



4 KEYS TO TEACHING

- **Interest**
- **Motivation**
- **Determination**
- **Curiosity**

3 E'S FOR A TEACHER

- **E – Energy**
- **E – Enthusiasm**
- **E - Empathy**

Basic Education Principles



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Essential skills for a medical teacher- Harden 2017

S

• Specific

M

• Measurable

A

• Attainable

R

• Relevant

T

• Timely



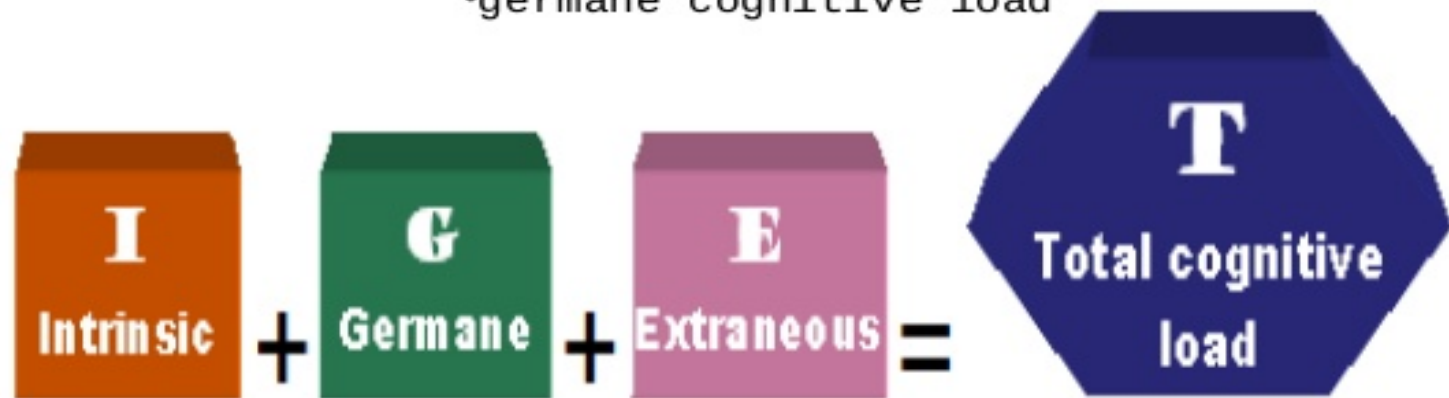
Cognitive Load Theory



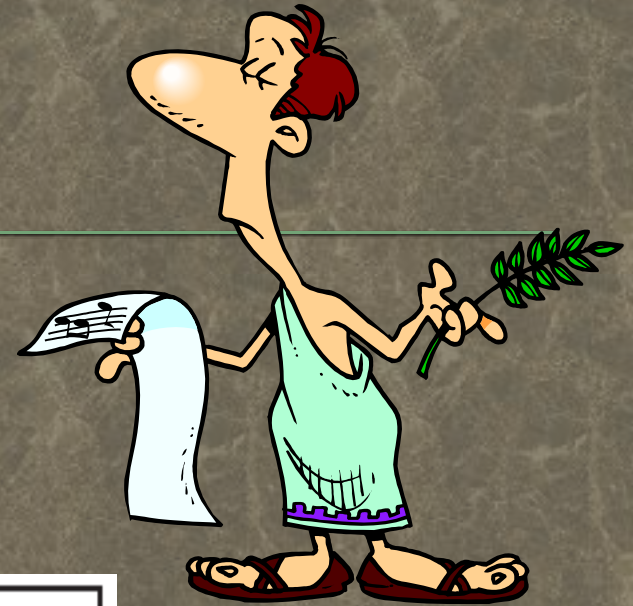
COGNITIVE LOAD THEORY

Sweller discusses, in his view, three types of cognitive load:

- extraneous cognitive load
- intrinsic cognitive load
- germane cognitive load



Cognitive load theory : John sweller - 1989



Intrinsic Load + Extraneous Load + Germane Load



Manage



Minimize



Maximize

People generally
remember...
(learning activities)

People are able to...
(learning outcomes)

10% of what they read

Read

Define List
Describe Explain

20% of what they hear

Hear

30% of what they see

View Images

Passive
Learning

Watch Videos

50% of what
they see and
hear

Attend

Watch a Demonstration

Demonstrate
Apply
Practice

70% of what they
say and write

Participate in Hands-On-Workshops

Design or Create Lessons

Active
Learning

Simulate, Model, or Experience a Lesson

90% of what
they do.

Design/Perform a Presentation - "Do the Real Thing"

Analyze
Define
Create
Evaluate

Edgar Dale's Cone of Learning

Student engagement and a student centred approach

- Move from teacher-centred to ***student-centred learning***

REASONS FOR THE MOVE

- It prepares the students to take responsibility for their learning process
- More effective and more motivating for students
- Ensures that all students achieve the expected learning outcomes

Laidlaw J.M; Essential skills for a Medical Teacher - 2017

Small group Teaching

- Feature of education programmes for many years
- Learners work together in a group, interacting to achieve common learning goals
- Deep learning with a more complete understanding of the subject
- It embraces the **FAIR** principles of effective learning

Small group Teaching



Effective ways of Small group teaching

- **R** – Establish *rapport* with the group or students
- **E** – discuss mutual *expectations* of roles of facilitators and students
- **S** – outline the *structure* of course / learning session
- **T** – Set a brief but relevant *task* and provide a feedback on group's achievement of task and their interaction

Step 1

Consider what you want the students to learn or achieve: the learning outcomes

Step 2

Choose a suitable set of group tasks to deliver the selected outcomes

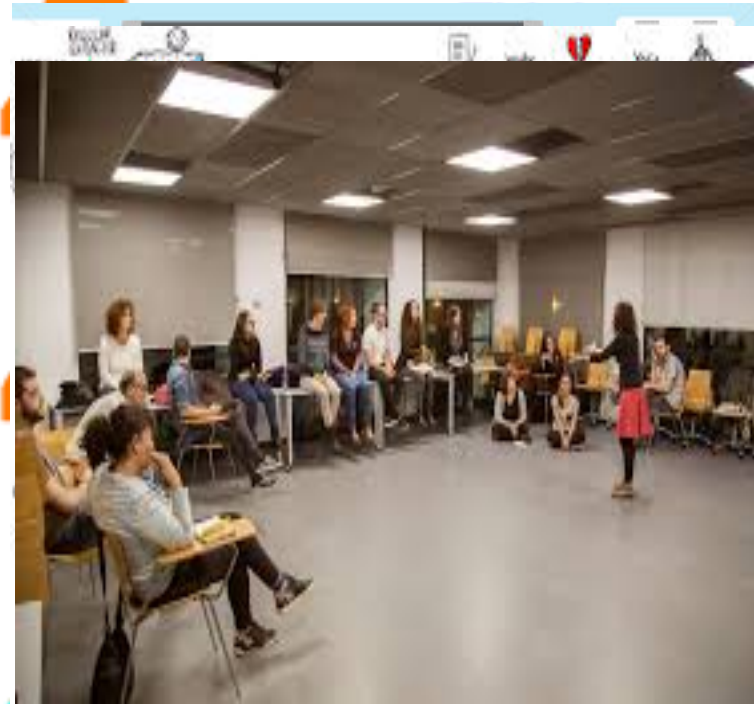
Step 3

Decide how to organise the small group



Activities for the small group session

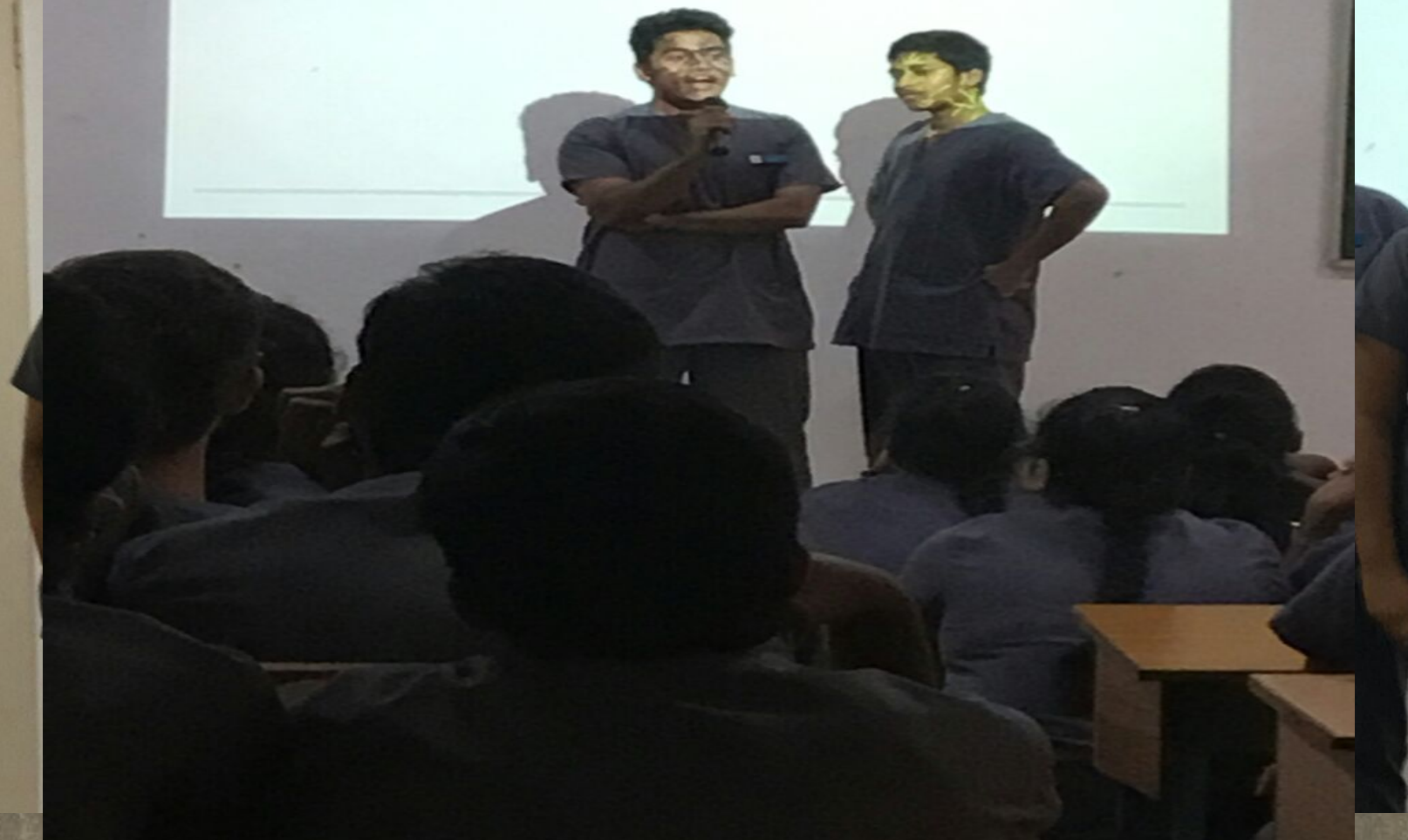
- Think-pair-share
- Quick quizzes
- Mind mapping
- Role play



Activity based teaching



CLINICAL ANATOMY OF FACE



TAKE HOME MESSAGE



SPICES model – useful tool to analyse the curriculum and educational strategies

S – Student centred

P – Problem – based

I – Integrated

C – Community oriented

E – Electives

S – Systematic



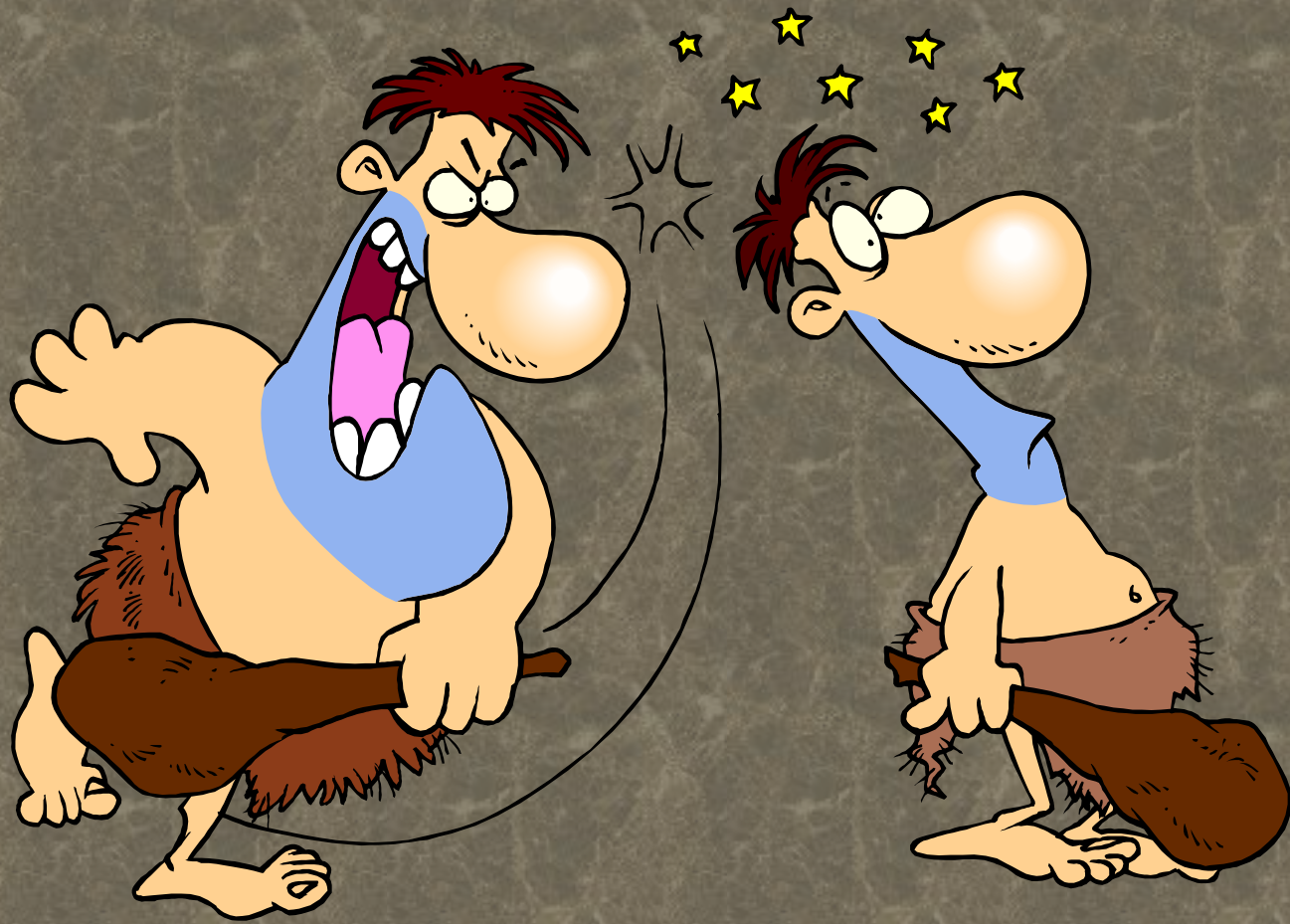


Conclusion



A team is
many hands & one mind.

Change is the new Law



Thank you for your
patience!

HOW TO MAKE AN EFFECTIVE KEYNOTE?



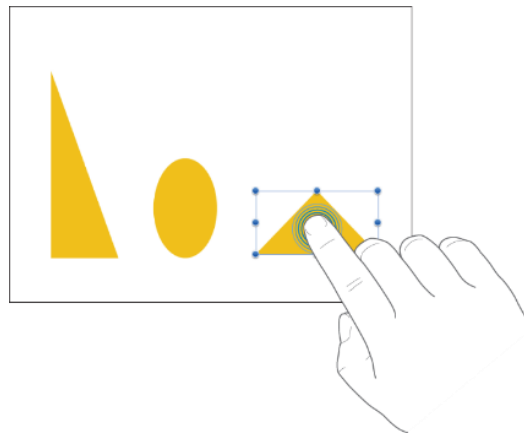
Keynote is an apple application to create and edit audio-visual presentations on your Mac, on iCloud.com, and on your iPhone or iPad. Its full version features are enable for Mac only while limited functionality in iPad and iPhone are illustrated below.

GESTURES

Finger gestures are crucial to using Keynote on your iOS device. These are the gestures you need to know:

A. Tap

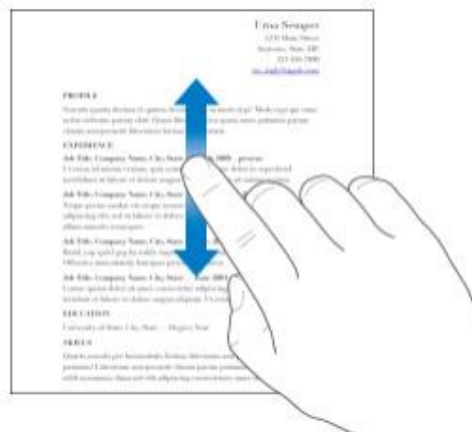
Using one finger, quickly and firmly touch the screen, then lift your finger. Use this gesture to select an object or activate a button.



B. Scroll, swipe, flick

Slide one finger up and down or side to side on the screen to move the content within the screen or within a pane. This action allows you to see items that are currently beyond the edges of the screen or more options within a pane. Scroll quickly by swiping or flicking one finger rapidly across the screen.

Swipe or flick up and down to scroll.

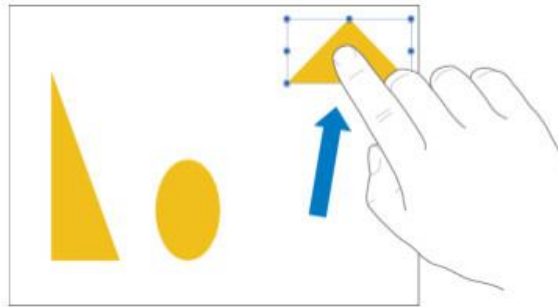




C. Drag

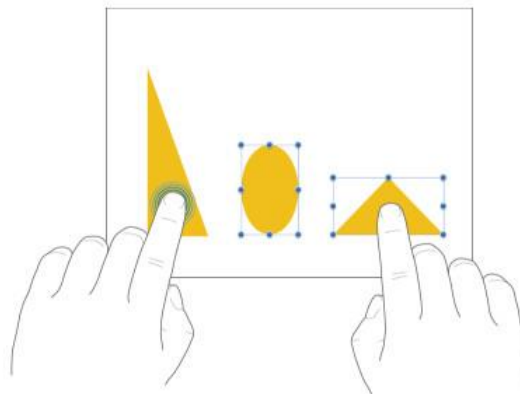
You can drag to move an object, or to resize an object or selection range.

To move an object, touch and hold your finger on the object, then drag it to where you want it. To resize an object, tap it, touch and hold one of the selection handles, then drag to resize.



D. Select multiple objects

Select as many objects as you want by touching and holding one object on the screen, then tapping the other objects with another finger. Use both hands if it's easier.



E. Pinch open to zoom in

Place two fingers on the screen and spread them apart. This action allows you to see a close-up of items on the screen. Pinch open quickly to immediately increase the slide size. An indicator displays the current slide magnification as you pinch.





F. Pinch closed to zoom out






Place two fingers on the screen and bring them together. This action allows you to see more items on the screen. Pinch closed quickly to immediately reduce the slide. An indicator displays the current slide magnification as you pinch.



FUNCTIONALITY

1. Create a presentation

To create a Keynote presentation, you first choose a theme, which is a set of predesigned slide layouts that you use as a starting point. Each layout includes placeholder images and text styled as headlines and body content. To add your own content, you replace the placeholder content with your own.

- a. To use a different layout for the first slide, tap the slide in the slide navigator on the left, tap , tap Master, then tap a layout. Each slide layout is a master slide you use as a starting point for your content.
- b. Do any of the following to build your presentation:
 - *Add a slide:* In the slide navigator, tap the slide you want the new slide to follow, tap , then tap a layout. If you don't see the slide navigator, pinch closed on the screen to zoom out.
 - *Add text:* Double-tap placeholder text to add your own.
 - *Add an image:* Tap  to replace placeholder images with your own.
- c. To play the presentation, tap , then tap a slide to go to the next slide.
- d. To close the presentation, tap Presentations or  in the top-left corner of the screen.

Your presentation is saved automatically as you work, so you don't lose your work when you close the presentation. Closing the presentation doesn't quit Keynote.



You can rename a presentation or change where it's saved at any time.


2. Where's my presentation?

If you're having trouble finding your presentation, you can search for it in the presentation manager by its title, or browse for it wherever you store presentations (for example, on iCloud Drive, on your device, or with a third-party storage provider). You can also sort presentations to help you find the one you want.

In the presentation manager, do any of the following:

- Search: Tap in the search field at the top of the window, then enter all or part of the presentation's name.
- View only shared or recently edited presentations: Tap Recents at the bottom of the screen.
- Browse all presentations in the current location: Tap Browse at the bottom of the screen.
- The location you're browsing is shown along the top of the screen. For example, if you see Keynote at the top and iCloud Drive on the left, the current location is the Keynote folder on iCloud Drive. To change where you're browsing, tap the link in the top-left corner to see the Locations list (you may have to tap more than once), then tap a location.

Tip: If you're already in browse view, tap Browse again to see the Locations list.

- Sort by name, date, size, or tag: Tap Browse at the bottom of the screen, swipe down in the presentation manager until buttons appear at the top, then tap one. To view the presentations as a list instead of as thumbnails, tap .

3. Undo or redo actions


Do one of the following:

- Undo the last action: Tap the Undo button. Tap multiple times to undo all your recent actions.
- Redo the last action: Touch and hold the Undo button, then tap Redo. Perform these steps multiple times to redo all your recent actions.

If you want to delete all the changes you made since you opened a presentation, you can restore the presentation to its state when you opened it.

4. Change the working view

You can view your slides in different ways to help you organize and edit your presentation.

Tap  in the toolbar at the top of the screen, then choose:




- a. Slide view (the default): Displays a single slide for editing. You can show or hide the slide navigator in this view.
- b. Light table view: Displays slide thumbnails as if on a light table. This view is useful for organizing your presentation because you can see more slides at once. It's also the best view for selecting multiple slides to act on at once, for example, to add the same transition, to skip slides, or to duplicate slides.




5. Change the slide layout

Every Keynote theme includes different master slide layouts. To quickly change the look of a slide, you can apply a different master to it. You can also turn body text and title placeholders off to hide them on a slide.

Apply a different master to a slide


- a. Select one or more slides. If you're in slide view and don't see the slide navigator, pinch closed on the slide to zoom out.
- b. Tap , then tap Master.
- c. Swipe to see all of the masters, then tap one to apply it.

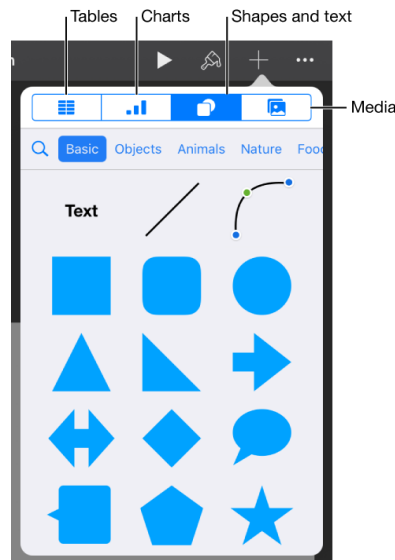
6. Change the background color

- a. Select one or more slides. If you're in slide view and don't see the slide navigator, pinch closed on the slide to zoom out.
- b. Tap , then tap Background.
- c. Swipe left or right to view the color choices, then tap a color.
The colors in the grid to the left of the grayscale options are designed to go with your theme.
- d. To match a color on the slide or use a custom color, swipe to the color wheel and do one of the following:
 - i. Match a color: Tap , then on the slide, tap the color you want to match.
 - ii. Create a custom color: Drag the slider around the wheel to change the color. To change brightness, drag the top horizontal slider. To change saturation, drag the bottom slider. The circle in the center of the wheel shows your change in the right half and the previous color in the left half. To revert to the previous color, tap the circle.
 - iii. Use a recently created custom color or a recently selected color from elsewhere on the slide: Swipe to the color wheel, then tap a color well to the right of .




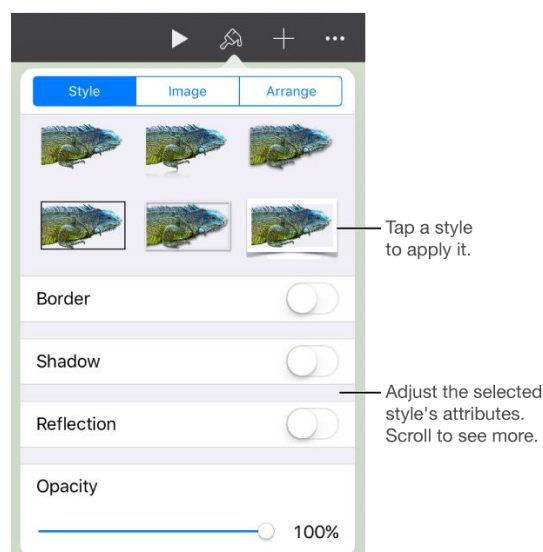
7. Objects overview

An object is any item you place on a slide. Tables, charts, text boxes, shapes, and photos are examples of objects. When you tap  in the toolbar, then tap a button, you see different styles of tables, charts, shapes, or media that you can add to your slides.



You can change the look of an object by modifying individual attributes of it—like its fill color, border, shadow, and more—or you can quickly change the overall appearance of an object by applying a predefined object style to it. Object styles are combinations of attributes that are designed to match the theme you're using.

Tap  to see controls for changing the look of objects. Each object has its own formatting options, and when you select a image, for example, you see only controls for formatting images.





8. Copy text and objects between apps

You can copy text and objects between Keynote presentations and other applications. If your iPad supports multitasking with Split View or Slide Over, you can also open Keynote and a second application—for example, Mail, Pages, Numbers, Safari, or Photos—and drag objects (like text boxes, photos, tables, and charts) to copy them from one application to the other.

Note: When you copy charts, tables, and shapes between iWork apps (Pages, Keynote, and Numbers), these objects remain editable. When you copy them to other apps, they're copied as images, and their content can't be edited.

- a. Open the Keynote file you want to copy content to or from, then swipe up from the bottom of the screen to reveal the Dock.
- b. In the Dock, touch and hold a second app, drag it out of the Dock to the left or right edge of the screen, then lift your finger.
- c. In the second app, open the file (for example, a document, a message, or a note) you want to copy content to or from.
- d. In either file, select the content you want to copy, touch and hold it until it appears to lift, then drag it to the other file.

Tip: To copy from one Keynote presentation to another, drag the selection with one hand, then tap Presentations (in the top-left corner of the screen) with the other hand and open the second presentation. Drag the selection to where you want it.

Regular copy and paste functions are also available in the menu that appears when you tap an object.

9. Animate objects and change slide transitions

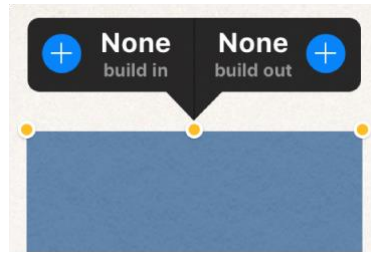
- A.** To make your presentation more dynamic, you can animate the text and objects on a slide. For example, you can make text appear on the slide one bullet point at a time, or make an image of a ball bounce onto the slide.

Object animations are called *build effects*. Different build effects can be applied depending on whether the object is a text box, chart, table, shape, or media (photo, audio, or video).


Moving an object onto a slide is *building in*. Moving an object off a slide is *building out*.

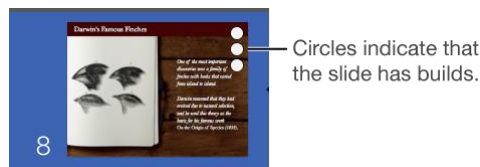
- a. Tap an object, then tap Animate.
- b. Tap Build In to move the object onto the slide, or tap Build Out to move the object off the slide.


You can apply both types of builds to an object.



- c. Tap the build effect you want; scroll to see them all.
- d. To preview the build effect, tap *Play* at the top of the list.
- e. To set the duration, direction, and other settings, tap *Options* below the Build In or Build Out list, then use the controls to make changes, then tap Done in the upper-right corner.
- f. The *Delivery* option appears only for the text formatting.
- g. Tap Done in the upper-right corner of the screen.

To see at a glance which slides have object builds, tap , then tap Transitions and Builds. In the slide navigator, any slide with an object build has three circles in the upper-right corner.




- B.** Transitions are visual effects that play as you move from one slide to the next. For example, the Push transition makes a slide appear to push the previous slide off the screen. You can add a transition between any two slides in your presentation.
- a. In the slide navigator, tap the slide you want to add a transition to.
 - b. Tap the slide again, tap Transition, then tap a transition (scroll to see them all).
 - c. To preview a transition, tap Play above the Transitions list.
 - d. To set the duration, direction, and other settings for the transition, tap Options below the Transitions list, then use the controls to make changes.
 - e. To add a transition to another slide, tap a slide in the slide navigator, tap , then tap a transition. (You might need to tap Effects at the bottom-left to see the Transitions list.)
 - f. Tap Done when you're finished adding transitions.



10. Export to PowerPoint or another file format

You can export a Keynote presentation to save a copy of it in another format—PDF or Microsoft PowerPoint. Exporting a presentation in another format is useful when you're sharing it with others who may use different software from you. Any changes made to the exported version don't affect the original.

Save a presentation in another format

- a. Open the presentation, then tap .
- b. Tap Export, then tap a format (PDF or PowerPoint).

If you're not sure what software your recipient has, choose PDF. Recipients can open and read a PDF but not make changes to it.

- c. Tap one of the options for sending, saving, or posting the presentation.
- d. Choose a location, or provide the requested information (an email address if you're sending an email, for example) then send or post the copy.

11. View, copy, and restore an earlier version of a presentation

iCloud periodically saves versions of the files stored on iCloud Drive. If your presentation is saved on iCloud Drive and you want to return to a previous version of it (for example, because you deleted content you decide you still need), you can restore an earlier version.

- a. View, copy, and restore an earlier version

With the presentation manager in browse view, tap Select at the top of the screen, then tap the presentation (a checkmark appears).

- b. Tap Versions at the top of the screen.
- c. Tap a previous version to select it.
- d. Tap Preview.
- e. Keynote displays the version. You can search for text in the preview, and you can copy text and objects. However, you can't edit in the preview.

Do one of the following:

- a. Save a copy of the version shown in the preview: Tap Save a Copy.
- b. Keynote opens the copy as a new presentation for you to edit. (The original version is available in the presentation manager, where the copied version also appears.)
- c. Replace the current version with the preview version: Tap Restore.
- d. Close the preview and return to the current version: Tap Close.

CLASSROOM ASSESSMENT TOOLS

Socrative – Teacher Instructions

Socrative is limited to 50 users per activity. You must have at least two devices to participate.

Teacher Instructions – Running “On-the-Fly” Single Question Activities

1. Sign up for a teacher account at www.socrative.com
2. From the Control Center, click **MULTIPLE CHOICE**, **TRUE/FALSE**, or **SHORT ANSWER** under the **SINGLE QUESTION ACTIVITIES** section
3. Wait for the students to respond from their devices
4. When the votes have been submitted, scroll past the graph and click **END ACTIVITY**
5. If applicable, when using **SHORT ANSWER** questions, complete the following to complete a follow-up vote based on the student answers:
 - a. Click **VOTE ON RESPONSES**

Votes:

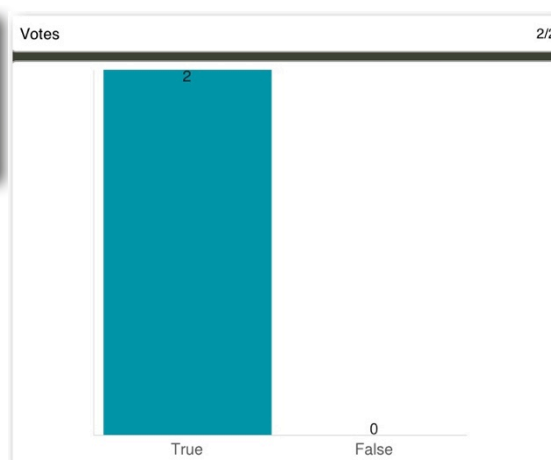
2 I learned a lot today!

0 I'm not sure about that last problem we discussed.

End Activity

- b. Wait for the students to submit their vote from their devices
- c. Click **END ACTIVITY**

End Activity

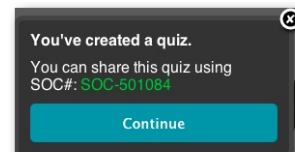


Teacher Instructions – Quiz-Based Activities

Creating a Quiz

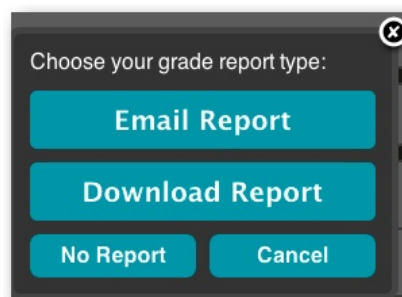
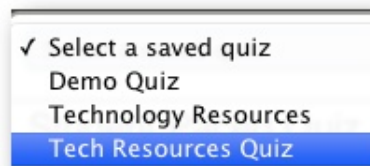
1. Sign up for a teacher account at www.socrative.com
2. From the Control Center, click **MANAGE QUIZZES** in the **CREATE, EDIT, AND IMPORT QUIZZES** section
3. Click **CREATE A QUIZ**
4. Choose the question type and follow the on-screen instructions
NOTE: Be sure to place a checkmark next to the correct answers where appropriate.
5. Scroll down to begin another question
6. Click **SAVE**
7. Click **CONTINUE**
8. Click **MAIN SCREEN**

NOTE: Socrative will add a new #1 question asking students to enter their name.



Running a Quiz

1. Go to t.socrative.com or the **SOCRATIVE TEACHER CLICKER** app and log into your teacher account
2. From the Control Center, click **START QUIZZES** in the **QUIZ BASED ACTIVITIES** section
3. From the drop-down list, select the preferred quiz
4. Select either **STUDENT PACED QUIZ** or **TEACHER PACED QUIZ**
5. If appropriate, select **HIDE LIVE RESULTS**
6. When ready, click **SEND NEXT QUESTION TO STUDENTS**
7. Continue previous step until the end of the quiz or until ready to end
8. Click **END ACTIVITY**
9. Click **EMAIL REPORT, DOWNLOAD REPORT, NO REPORT**, or **CANCEL**
10. Scroll down to the bottom of the Control Center window and click **LOG OUT**



Running an Exit Ticket

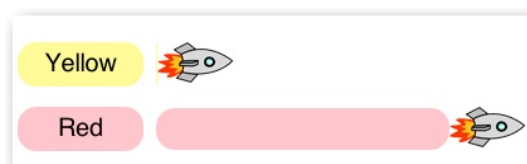
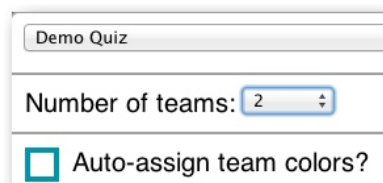
1. Go to t.socrative.com or the **SOCRATIVE TEACHER CLICKER** app and log into your teacher account
2. From the Control Center, click **EXIT TICKET** in the **QUIZ BASED ACTIVITIES** section

Students will be answered the following questions:

- a. How well did you understand today's material?
 - b. What did you learn today?
 - c. Please solve the problem on the board.
3. When students have responded, click **END ACTIVITY**
 4. Click **EMAIL REPORT, DOWNLOAD REPORT, NO REPORT**, or **CANCEL**
 5. Scroll down to the bottom of the Control Center window and click **LOG OUT**

Running a Space Race Game

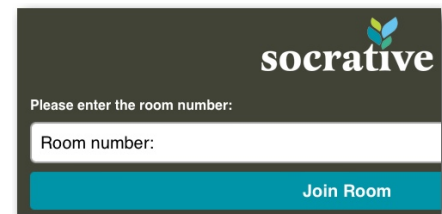
1. Go to t.socrative.com or the **SOCRATIVE TEACHER CLICKER** app and log into your teacher account
2. From the Control Center, click **SPACE RACE** in the **QUIZ BASED ACTIVITIES** section
3. From the drop-down list, select the preferred quiz
4. From the second drop-down list, select the number of teams
5. Turn **AUTO-ASSIGNED TEAM COLORS** on or off
6. Click **NEXT**
- Click **START SPACE RACE**



Socrative – Student Instructions

Student Instructions – Single Question Activities

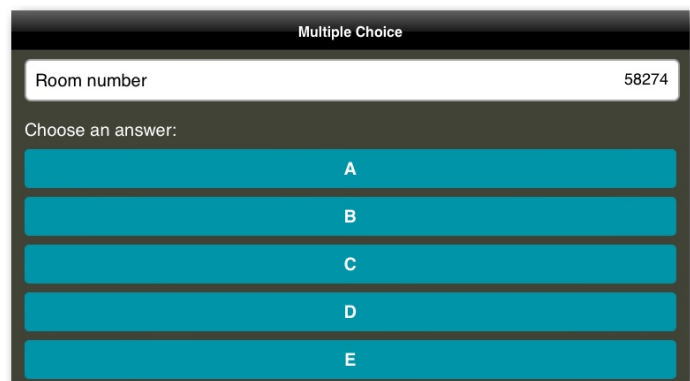
1. Launch the **SOCRATIVE STUDENT CLICKER** app or go to m.socrative.com in a web browser
2. Enter the **ROOM NUMBER** supplied by your teacher and click **JOIN ROOM**
3. Complete one of the following:
 - a. For **MULTIPLE CHOICE** and **TRUE/FALSE** questions, click your answer when prompted by the screen
 - b. For **SHORT ANSWER** questions, enter your answer into the **SUBMIT RESPONSE** field and click **SUBMIT**.
 - c. If **VOTING** on short answer class responses, click the answer that fits best
4. Click **LOG OUT** when prompted by the teacher



Student Instructions – Quiz-Based Activities

Teacher Paced Quiz

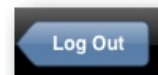
1. Launch the **SOCRATIVE STUDENT CLICKER** app or go to m.socrative.com in a web browser
2. Enter the **ROOM NUMBER** supplied by your teacher and click **JOIN ROOM**
3. Enter your name as prompted and click **SUBMIT**
4. Wait for your teacher to send the next question
5. Complete one of the following:
 - a. For **MULTIPLE CHOICE** and **TRUE/FALSE** questions, click your answer when prompted by the screen and click **DONE**
 - b. For **SHORT ANSWER** questions, enter your answer into the **SUBMIT RESPONSE** field and click **SUBMIT**.
6. Click **FINISH**
7. Click **LOG OUT** when prompted by the teacher



Student Paced Quiz

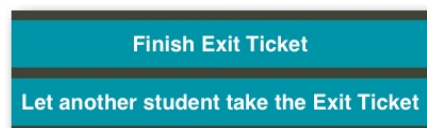
1. Launch the **SOCRATIVE STUDENT CLICKER** app or go to m.socrative.com in a web browser
2. Enter the **ROOM NUMBER** supplied by your teacher and click **JOIN ROOM**
3. Enter your name as prompted and click **SUBMIT**
4. Complete one of the following:

- a. For **MULTIPLE CHOICE** and **TRUE/FALSE** questions, click your answer when prompted by the screen and click **NEXT QUESTION**
- b. For **SHORT ANSWER** questions, enter your answer into the **SUBMIT RESPONSE** field and click **SUBMIT**.
5. Click either **FINISH QUICK QUIZ** or **LET ANOTHER STUDENT TAKE THE QUIZ**
6. Click **LOG OUT** when prompted by the teacher



Exit Ticket

1. Launch the **SOCRATIVE STUDENT CLICKER** app or go to m.socrative.com in a web browser
2. Enter the **ROOM NUMBER** supplied by your teacher and click **JOIN ROOM**
3. Enter your name as prompted and click **SUBMIT**
4. Complete the following questions:
 - a. How well did you understand today's material?
 - b. What did you learn today?
 - c. Please solve the problem on the board.
5. Click either **FINISH EXIT TICKET** or **LET ANOTHER STUDENT TAKE THE EXIT TICKET**
6. Click **LOG OUT** when prompted by the teacher



Space Race Game

1. Launch the **SOCRATIVE STUDENT CLICKER** app or go to m.socrative.com in a web browser
2. Enter the **ROOM NUMBER** supplied by your teacher and click **JOIN ROOM**
3. Enter your name as prompted and click **SUBMIT**
4. If applicable, choose a team color
5. Answer the questions when prompted
6. Click **NEXT QUESTION** to move to the following question
7. Click **FINISH SPACE RACE** after the last question
8. Click **LOG OUT** when prompted by the teach

STANDARD OPERATING GUIDELINES

Standard operating guidelines for content creation and management

1. Content Design

- Content must be segregated according to modules. Subject curriculum must be divided into 3 modules pertaining to internal examination syllabus.
- Each module must be uploaded completely and only then the next module can be uploaded.
- Content on a chapter must be systematically divided for number of sessions allotted for that chapter
- All keynotes prepared must be on the college background with compulsory Vishnu Dental College watermark on it (prototype shared). The font style and size must be uniform. It must contain more of images and text must be organized in bullets instead of sentences.
- Keynote content should be customized for activity based small group teaching indicating activities which are apt for that topic on a slide

2. Learner Centric Content preparation

- Supplementary files like videos, images, handouts, charts etc which aid in better understating to student must be uploaded.
- Files uploaded must be appropriate and without ambiguity.
- Each teaching faculty must prepare chapter plan and session plan.
- All columns provided in the chapter plan and session plan prototype must be filled
- Bloom's taxonomy must be followed in constructing specific learning outcomes
- Specific learning outcomes must not be more than 5-6 in chapter plan and 3-4 in session plan
- Specific learning outcomes shall follow **SMART** model (Specific, Measurable, Attainable, Relevant, Timely)
- Department HOD'S shall monitor the subject plan before uploading it into the server. It must be made available to students to read on the first day of respective subject's theory class

3. Authenticity of the content

- Content prepared by faculty must be shown to the HOD and authorization of the same is mandatory and only then content must be uploaded into the server
- Refine the content before uploading without any further modifications for that academic year
- Content uploaded will be scrutinized by academic dean and his team

4. Content Presentation

- HOD'S shall arrange their department content in such a way that students can be effectively and efficiently benefitted out of it
- Periodic monitoring must be done to prevent data breach or data malignment
- In case of any unique idea or method in presenting the content, it must be reported to the Academic Dean and then implemented.

5. Support & Assistance

- In case of any assistance and support you can request the VDC *e-learning* team
- Each department must book a slot in weekly planner to upload the content into the server.

DAY	FORENOON	AFTERNOON
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
SATURDAY		

- Once uploaded the module of content, it must be reported to assigned VDC e-learning team member. It is for him to monitor if its uploaded in the right path and adequacy of content to facilitate flipped class teaching methodology.

- VDC e-learning team member assigned to monitoring the content are:

TEAM MEMBER	I YEAR	II YEAR	III YEAR	IV YEAR
Dr. TS Bharath	√		√	
DR. Ramakrishna	√	√		
Dr. Vineet		√	√	
Dr. Rajesh			√ (final year subjects)	√

6. Data Protection & Privacy


- Management is keen in maintaining the privacy and security of content through a mobile development management solution.
- It is the duty of the faculty members of respective departments to maintain a backup of department content. This can be done by creating a Google drive of departmental Gmail ID. The Google drive credentials must be under the control of HOD

For any queries and to book a slot in weekly planner, kindly call Dr. Bharath @9703931755 or Dr. Rajesh @9885067499


**WORKSHOP
ON
DCAP
INSTITUTIONAL LEARNING
MANAGEMENT SYSTEM**

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- TIME TABLE
- UPLOAD RESOURCE

RESOURCES

Course

Branch

Semester


Resource Type

- Select-
- E-Book
- Question Bank
- Interview Tips
- Notes
- Lecture
- Others
- Viva Tips

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RESOURCES


Course
Branch
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SL.NO	TITLE	
1.	1.1 Homeostasis	 Download
2.	1.2 structure and transport of cell membrane	 Download
3.	1.3 Resting membrane potential and action potential	 Download
4.	3.1 Classification of nerve fibers and structure of skeletal muscle	 Download
5.	3.2 Neuro Muscular Junction	 Download
6.	3.3 Skeletal Muscle Contraction	 Download
7.	3.4 Properties of skeletal Muscle	 Download
8.	3.5 Smooth Muscle and Cardiac Muscle	 Download
9.	Organization of Central Nervous System	 Download
10.	Organization of Central Nervous System	 Download

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SUBJECT CHAPTERS

ORAL PATHOLOGY(8,Section-1) ▼

New Chapter

SL.NO	CHAPTER.NO	TOPIC	Edit	Delete
1	1.1	developmental disturbances	Edit	Delete
2	1.2	developmental disturbances	Edit	Delete
3	1.3	developmental disturbances	Edit	Delete
4	1.4	developmental disturbances	Edit	Delete
5	1.5	developmental disturbances	Edit	Delete
6	1.6	developmental disturbances	Edit	Delete
7	1.7	developmental disturbances	Edit	Delete
8	1.8	developmental disturbances	Edit	Delete
9	2.1	benign tumors of epithelial and connective tissue origin	Edit	Delete
10	2.2	benign tumors of epithelial and connective tissue origin	Edit	Delete
11	2.3	benign tumors of epithelial and connective tissue origin	Edit	Delete
12	2.4	benign tumors of epithelial and connective tissue origin	Edit	Delete
13	3.1	premalignant lesions and conditions	Edit	Delete
14	3.2	premalignant lesions and conditions	Edit	Delete
15	4.1	malignant tumors of epithelial and connective tissue origin	Edit	Delete
16	4.2	malignant tumors of epithelial and connective tissue origin	Edit	Delete
17	4.3	malignant tumors of epithelial and connective tissue origin	Edit	Delete
18	4.4	malignant tumors of epithelial and connective tissue origin	Edit	Delete
19	4.5	malignant tumors of epithelial and connective tissue origin	Edit	Delete
20	5.1	salivary gland diseases and tumors	Edit	Delete
21	5.2	salivary gland diseases and tumors	Edit	Delete
22	5.3	salivary gland diseases and tumors	Edit	Delete
23	5.4	salivary gland diseases and tumors	Edit	Delete
24	5.5	salivary gland diseases and tumors	Edit	Delete

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