



**PARVATIBAI CHOWGULE COLLEGE OF ARTS & SCIENCE
AUTONOMOUS-MARGAO
GOA**

CENTRE FOR TEACHING LEARNING

**DOCUMENT OF E-CONTENT CREATION & ONLINE
TEACHING**

ACADEMIC YEAR 2020-21

CONTENTS

Sr No	Description	Page No.
1	Introduction	3
2	Work Review	4-6
3	Guidelines for Faculty E-Content creation	7-9
4	E-Content Enhancers	10
5	Leraner Centric MOOCS (LCM)	11-13
6	Documentation for E-Content and Teaching FTF(In online Mode)	14
7	Review,Feedback & Future Plans	15-18

INTRODUCTION

Since 1st of June, 2020 the college reopened post covid, the Centre for Teaching Learning (CTL) has been facilitating the Faculty transition to Online Teaching. The (CTL) powered by IQAC organised an Expert Webinar FDP Series on “Effective Online Teaching Learning Evaluation” held on 23rd and 24th June, 2020 for all the college faculty conducted by Dr. Vini Sebastian, Associate Professor, St Xaviers Institute of Education. Dr. Sameena Falleiro, coordinator of CTL Parvatibai Chowgule College was the convenor of the FDP. She highlighted the importance and role of CTL in these COVID times and shared with the participants that the Expert Webinar FDP Series is a continuous FDP wherein, the CTL provides a platform and invites eminent Experts in the areas of ICT and Education to share their expertise with the faculty. The CTL has also planned to organise and is in the process of implementing regular in-house training and interactive sessions for the college faculty.

In the month of July, a series of workshops were conducted to train faculties in using software's like OBS to integrate it in their videos. This workshop was conducted by DHE and nearly 10 college faculty participated in it. These master trainers after having hands on training on the OBS software trained our college faculties in using OBS for the online mode of teaching and learning.

The college has established an Office of online teaching on 16th July, 2020 to assist teachers for smooth transfer to online teaching during the academic year (2020-2021). The CTL has been assigned responsibility for the same.

Committee for Centre for Teaching Learning (CTL) has been setup with Dr. Sameena Falleiro as the Co-ordinator and Mrs.Doreen D'Souza as the Secretary.

Members of CTL Committee:

- 1.Andrew Barreto
- 2.Madhavi Motankar
3. Rupali Tamuly
4. Castor Godinho
- 5.Dikshita Aroskar
6. Nelson Antao

WORK REVIEW

TIMELINE FOR 20th to 25th JULY, 2020 (Week-1)

1. Creating a Course in CLAAP: MOODLE/GOOGLE CLASSROOM
 - a. (As per existing guidelines / format of the Course Home, Syllabus etc to be followed)
2. In addition to that adding of the 2 Introductory videos (Faculty and Course) in the Course Home Page.
3. The HODs to email the report on/before 24th July, 2020 to ctl@chowgules.ac.in

TIMELINE FOR 27th to 1st AUGUST, 2020 (Week-2)

1. In view of the Ongoing Admission Counselling in college for students, there were no online sessions conducted by the Office of Online Teaching on 28th and 29th of July (Tue & Wed), 2020.
2. All faculties however were expected to create and upload the Faculty and Course Introductory Videos in CLAAP.
3. Those HOD's who had not yet submitted the Script Check Report were requested to kindly do the needful on/before 29th July, 2020 (Wed) by 11.00am.

Sr.No	DATE	ACTIVITY	COMMENTS
1	27/07/2020	Scripting (Advanced)	Session delivered by Prof.Masur, Department of Mathematics

TIMELINE FOR 3rd to 8th AUGUST, 2020 (Week-3)

- (1) Faculty were expected to continue working on their CLAAP E-Content as per the 4-quadrant format shared by the Principal.

TIMELINE FOR SUBMISSION OF PROPOSED WORK
(According to Guidelines and Explanatory Note prepared by the CTL)

Following is the Submission Plan of Proposed Work
PERIOD/TIMELINE : (10th August, 2020 to 29th August, 2020) i.e Week 4, 5 and 6.

Sr.No	WEEK	ACTIVITY	EXECUTION
1	10th August, 2020	Review of Script Content Check by HOD	Update the Sheet in the drive
2	10th to 15th August, 2020	Expert Webinar FDP Series: 10/08/2020 Work on Course Schedule & Unit 1 Videos	# *
3	17th August, 2020	Check by HOD	Update the Sheet in the drive
4	17th to 22nd August, 2020	Work on Unit 2 Videos	# *
5	24th August, 2020	Check by HOD	Update the Sheet in the drive
6	24th to 29th August, 2020	Work on Unit 3 Videos	# *
7	1st September, 2020	Check by HOD	Update the Sheet in the drive

Space allotted for shooting videos: IT Lab, AV Room, Flipped Classroom of CTL; Conference Room C Block; Science Faculty can use the laboratories for the same.

* Faculty expected to bring their own personnel/laptop/mobile/other accessories required for the shooting.

The CTL to remain open from 9.00am to 5.00pm.

Entries to be made in the Log Book kept outside the CTL.

GUIDELINES FOR FACULTY E CONTENT CREATION

(I) Faculty Introductory Video

- 1) Greetings to the Audience
- 2) Introduce yourself (Educational Qualification, Teaching experience, etc)
- 3) Courses taught by you
- 4) Teaching, Learning and Evaluation/Assessment Strategies that you use

(II) Course Introductory Video

- 1) State the Level of the course (beginners/introductory/intermediate/advanced...)
- 2) Prerequisites (if any)
- 3) The Course Syllabus to be run through (main topics/units/modules that you will cover in this course)
- 4) The Course Delivery (Methodology of conducting the lectures/ what activities that you would conduct/ practicals / evaluations/assessments, etc)

(III) CLAAP (CHOWGULES LEARN ANYTIME ANY PLACE)

Broad Outline of Course Layout:

There will be 3 Main sections and a Class Policy before the Topic wise detailing of slides etc.

(A) COURSE HOME

Home Page

*Course Description

*Picture (with a 25-30 word brief description on the course)

*Faculty Details

*Profile Picture, Qualifications, Contact Details, Achievements

*Syllabus – The PDF as given by the BOS

(B) COURSE DETAILS

* (Semester Number ; Faculty Name ; Marks ; Credits ; Time; Location; Lecture Duration; Prerequisites) –

*Course Objectives and Learning Outcomes

*Teaching Methodology

* Lecture Schedule and References

* Lecture Number, Topic, Content, References, Additional references, Links, Scholarly articles

(C) COURSE EVALUATION METHODOLOGY

*Exams, Type/Activity, Marks, Percentage

(D) CLASS POLICY

*General expectations, Assignment guidelines, Plagiarism.... Further Reading...

(IV) PPT SLIDE DESIGN

A standard template is now available for use.

- *Overall Flow of PPT Slides

- *Cover Slide

- *Agenda/Outline

- *Main Body

- *Activity/Evaluation/Instruction

- *Review & Feedback

- * Summary

- * Q&A

- * Reference

- *Thank You

The following detailed format/ flow were suggested to be incorporated for the in-between slides:

– Definitions – Special Features - Exceptions – Theory/ Theorist – Uses/ Application -
Functioning / Examples

E-CONTENT ENHANCERS

(1) Google Meet Extensions that enhance the quality of online classes.

Some of the extensions that are mentioned are Attendance (to record participant attendance) and Grid view (to view all the participants together on the screen).

For more details Please visit the LINK: [Make Google Meet better with these 5 Chrome extensions](#)

(2) The Following Websites are all from the Educational Technology Department at IITB.
[Educational Technology](#)

This is one website that has a huge collection of resources, worksheets, online learning pedagogies, IT tools and well researched material and so much more!!!

Please feel free to visit them and use and reuse, it's all available FREE to download, You are free to use, distribute and modify it , including for commercial purposes, provided you acknowledge the source.

[Online Teaching](#)

(This is a self-paced course for instructors to move towards teaching online. The course is constructed as a website. Each page contains key points, concepts (videos and text), information about tools (videos and links), self-check questions with feedback, and recommendations. The last page leads to a discussion forum for interaction)

[Teaching Resources](#)

(This link shares Resources for designing and implementing Think-Pair-Share active learning strategy, Resources for designing and implementing Peer Instruction active learning strategy and Resources for teaching-learning using ICT)

LEARNER CENTRIC MOOCS (LCM)

QUADRANT	CONTENT	DESCRIPTION	MODE OF EXECUTION
Q1	VIDEO	Subtopics as mentioned in the syllabus and in course schedule (chunked).	Course Instructor(s) Videos/PPT with Course Instructor(s) Voice Over. *Recommended time duration (minimum 8 minutes) * SW like OBS or any other can be used to do this
Q2	E-RESOURCES	References prescribed by BOS Mandatory & Supplementary Readings, Web based Reference/Links.	Additional resources like E-Books, Downloadable PDFs, OER, Blogs, Vlogs, YouTube Videos, MOOCS, TED Talks, Newspaper Articles, Government Report. *Provide Weblinks
Q3	ACTIVITY	Learning By Doing Experience.	The Course Instructor should facilitate Discussion Forums. Provide Worksheets, Practice Questions. Give topics for Assignments, E-Posters, Self-Videos, Mind Maps, E-Presentations, etc. *Upload Instructions/ Document
Q4	ASSESSMENT	Evaluation Modes as mentioned in the IQAC Handbook.	*Upload Assessment Rubric

Note:

- (1) In all the above the Course Instructor must authenticate the validity of the resources that they share; Take care of license(s); Citations; Acknowledgements and follow Academic Ethics.
- (2) All the above 4 quadrants should be reflected in the Course Schedule and executed in CLAAP.

CHUNKING

Principle of chunking: Breaking the content into smaller, meaningful units.

How to chunk content if you are creating your own video?

- ☒ Identify naturally occurring “pause” points.
- ☒ Pause points occur when:
 - An example can be given for the topic
 - Topic goes into greater details
 - There is a branching to a slightly different topic
 - There is a need for clarification via question
 - Do a demo; solve a problem; give an activity
- ☒ Above mentioned are “conceptual” pause points.
- ☒ Create a new video after each pause point.
- ☒ For time based chunking: decide suitable time duration for the video such that the learner stays engaged. The video should not be too long.

How to chunk existing videos?

- ☒ If you find suitable videos that have been already created but are too “long”
 - Use video editing software to cut videos into shorter ones.
 - Tools – TubeChop, Youtube Trimmer, YTCropper

SUGGESTED DOCUMENTATION FOR E-CONTENT & TEACHING FTF ONLINE

- a. Record keeping at two levels:
1. At **INDIVIDUAL FACULTY LEVEL**: Maintenance of tentative course schedule (uploaded by 28th august 2020) and executed course schedule (actual execution process: table attached at the end of the document). Course schedule Teaching, Learning and Evaluation must be designed keeping in mind the CLO PLO by default. Monthly submission to the HOD by all faculty. HOD will send compiled to the office.
 2. **For FTF Online**: copy of individual time table signed by HOD and countersigned by Principal to be maintained by the teacher and submitted to the office, recording of all lectures using classroom.
 3. Four documents are important: Executed copy of course schedule; Copy of time table duly signed; record of attendance; record of FTF lectures(video).
 4. Teachers to update their site by uploading write up and videos about the e content done by them. Same integrated into CTL website.
 5. Faculty to also maintain a work diary about the hours spent in creating e-content(time taken to create ppt, time taken to shoot video, time taken to edit video etc).

FORMATS FOR REVIEW & FEEDBACKS

1. REVIEW OF E-CONTENT DEVELOPMENT FOR PCCAS

Name of The Department:

Name of the Faculty

Course Title:

Course Code:

Semester:

- 1: Have you done the Faculty/Course introductory video?
2. Can you share your experience?
3. Which software did you know before?
- 4.. Which new software did you learn?
5. What do you have to say about the support provided by CTL in terms of training.
6. Which of those softwares you have used that were taught in the training by CTL?
7. Can you share your experiences of making e content ?
8. Any other support in future that you think CTL should provide?

2. SCRIPT & COURSE CONTENT CHECK

Instructions:

1. HODs / Department I/C to ensure that the Content, Language, Matter and Coverage have been taken care of as per the guidelines that have been shared.
2. Type YES if tasks done and NO if not completed in the respective columns.

NAME OF THE DEPARTMENT:

Sr. No	Course Code	Course Title	Name of Faculty	CLAAP course created (Moodle / Google Classroom)	Faculty Introductory Video	Course Introductory Video

SAMPLE COURSE SCHEDULE

(College Logo/Department Logo to be put)

Department of -----

Name of the Course Instructor :								
Course Title: -----								
Course Code: -----								
Academic Year : 2020-21								
Semester: -----								
LECTURE NO.	UNIT NUMBER	UNIT NAME	SUB TOPIC	VIDEO NUMBER	VIDEO TITLE (Q1)	E-RESOURCES (Q2)	ACTIVITY (Q3)	ASSESSMENT (Q4)
1	1	Thinking like an economist and ten principles of Economics	Decision making	1	Decision making	1.Mandatory & Supplementary Readings Web based Reference/ Links 2. Note by course instructor (word / ppt) 3. Additional resources	Post on a Discussion Forum : Activity related to decision making (Island Activity)	
2				2	Decision Making			
3				3	Ten principles of economics			
4				4	Ten principles of economics		Identifying the principles required for a given CASE STUDY	
5			Functioning of an Economy	5	Functioning of an economy			
6				6	Functioning of an		VLOG on Example	

					economy		related to Tourism economy....	
7			Normative and positive economics ;	7	Normative and positive economics			
8				8	Normative and positive economics		WORKSHE ET: Statements and situations given	
9				9	Circular flow of income : Two sector closed economy			
10				10	Circular flow of income three sector open economy			
11				11	Circular flow f income with four sector open economy and with leakages		CASE STUDY of	
12				12	Production possibility curve			

FUTURE PLANS:

- (1) Review of work done so far (at departmental level meetings wrt Facilitation to Online TL)
- (2) Expert FDP webinars to continue in areas of:
 - Copyrights
 - Advance Multimedia Editing,
 - Online Assessment/Evaluation modes
 - Active Learning Strategies/Pedagogies
 - Cooperative/Collaborative Learning Strategies
 - Need based FDP (Virtual Labs,etc)
- (3) Feedback from Students for all courses handled by Faculty on E-content (Survey designed by CTL)