

## **Understanding Teaching Practice**

Graduate Course, HBCSE, TIFR.  
Monsoon 2020  
(Part 2 for Second Year Research Scholars)

**Instructors:** Narendra Deshmukh, Kalpana Kharade, Harita Raval, Reema Mani.

**Duration:** 16 weeks. Occasional Saturday class may be scheduled.

### **About the course**

This course aims to provide a continuation of understanding the teaching experience. It will start in online mode. In view of the pandemic situation and classes being conducted online, the course will mainly focus on discussing teaching videos and challenges of teaching online.

Having observed B.Ed students (pre-service teachers) in their institute, observed their practice, conducted classes in a regular school, and viewed textbooks, the Science and Mathematics Education research scholars are now ready to explore in-service teaching across different levels.

They will read, observe teaching videos, and if possible, observe online classes in the forthcoming session.

They will also make an Action Research proposal drawing from their previous experiences. As part of an assignment, they will write a reflective essay on a teaching practice-related book as provided during the course.

### **Course objectives:**

1. Identify problems encountered by teachers in their regular practice
2. Identify potential problems in online teaching or teaching through videos
3. Prepare an Action Research proposal to examine a classroom challenge
4. Identify how researcher's perspective might differ from a teacher's perspective

## **Unit 1**

### **Reading and analyses of literature**

This unit will bring research literature and books, preferably written by teachers or researchers who were teaching.

## **Unit 2**

### **Understanding teaching from across different professional practices**

In this unit, the scholars will observe and discuss teaching videos of school and college programmes, already available with HBCSE and from online content.

## **Unit 3**

### **An Action Research Project**

Scholars will find a classroom challenge that they are keen to explore and a possible method that they would employ. They will write an Action Research proposal for the same.

## **Unit 4**

### **Reflections on Perspectives**

In this unit, scholars will read and analyse one reading of teacher publication to compare one's own perspective from what is expressed in the book.

## **Unit 5**

### **Understanding online teaching**

This unit is tentatively planned, subject to permission. Scholars may join some online school classrooms and observe the teaching.

**Assignments** (Participation is mandatory. All assignments listed require different degrees of prior preparation. Material for the same will be shared on **Moodle**.)

1. Reading and discussion
2. Observing and presenting understanding of teaching styles/approaches in videos
3. Submission of Action Research proposal
4. Essay – reflective, based on unit 4
5. Observations and discussion (end of all classes, if observed)

**List of readings/reference:**

1. Neill, A. S., & Lamb, A. (1995). *Summerhill School: A new view of childhood*. New York, NY: St Martin's Griffin.
2. Badheka, G. (1989). *Divaswapna* (translated). Original Hindi publisher – Prabhat Prakashan.
3. Kuroyanagi, T. (1996). *Totto-chan: The little girl at the window*. Kodansha International.
4. Lampert, M. (2001). *Teaching problems and the problems of teaching*. Yale University Press.  
(*Chapters for the course will be selected and shared*).
5. Raghavan, N. (2016). *The reflective teacher: Case studies of action research*. Chennai, India: Orient Black Swan.
6. Raghavan, N., Sood, V., & Anilkumar, K. (2018). *Teaching tales, learning trails*. Chennai, India: Notion Press.
7. Cohen, L, Manion, L., & Morrison, K. (2007). *Research methods in education* (6<sup>th</sup> e.) Routledge.  
(*Chapter 14 Action Research, pp297-312*).

(*Note: This is a tentative list*).