



ENGAGING STUDENTS

CHALLENGES AND SHARING OF EXPERIENCES

Editor

Dr. A K SENGUPTA





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Handbook for Educators

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"Handbook for Educators"

Editor. Dr. A K Sengupta

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PREFACE

Keeping students engaged is one of the biggest challenges for educators of the current times. This is true for students at all levels from schools to postgraduates. Being present in class submitting assignments on time or even doing well in the summative examination is no guarantee that the students were engaged and have imbibed the skills/competencies they were expected to during the given course.

Educators at all levels have been grappling with the problem, particularly for modern generation students whose expectations from education are different. New innovative action-based, and experiential learning methodologies have, therefore, evolved that have proved to be somewhat effective in handling the problem. However, the experiences vary across the board and many experiments are going on at all institutions.

To look at this issue of keeping students engaged at SIES institutions, a round table was organized under the banner of SIES School of Learning and Leadership Development (SIESSLDD) on the topic “Engaging Students: Challenges and Sharing of Experiences” on 7th November 2023. The venue was the conference room of SIES College of Management Studies, Nerul, Navi Mumbai. During the round table, it was decided to bring out a compendium of the challenges faced, and strategies adopted by some of the SIES institutions. This book is the outcome of the above endeavour.

The insight shared on different challenges, and techniques suggested to engage students in the teaching and learning process will be beneficial to all educators across the level from school to higher education.

We take this opportunity to thank all the faculty members participated in the round table as well as the authors of the articles. We are also immensely thankful to the Management of SIES without whose support we would not have been able to bring out this publication. We hope this will be disseminated at all levels and will be of some use to educators at large.

Happy reading!!

A K SEN GUPTA

SUMA NAIR

**SIES School of Learning and Leadership Development
(SIESSLLD)**

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1

ENGAGEMENT TO EMPOWERMENT

Understanding The Challenges In Student Engagement And Mapping A Trajectory For Success



Dr. Vidhya Satish,
Professor and Director
vidhyas@sies.edu.in



Ms. Lakshmi Shiva Kumar,
Assistant Professor and
Coordinator of Early Childhood
Teacher Education Program
lakshmis@sies.edu.in



Ms. Rashmi Pradhan,
Assistant Professor
rashmip@sies.edu.in



Ms. Bhakti Gala,
Assistant Professor
bhaktig@sies.edu.in



Ms. Kavita Krishnamurthy
Assistant Professor
Kavitak@sies.edu.in

(All from SIES Institute of prehensive Education)





Abstract

This article explores the complex dynamics of student engagement, transcending passive participation to active involvement and ownership in the learning process. It also explores the various types and stages of engagement to solve the profound impact on academic success and future outcomes. The SIES Institute of Comprehensive Education serves as a case study, addressing challenges in engaging diverse students enrolled in teacher training programs. From individual and behavioural issues to socio-environmental and attitudinal challenges, the institute navigates a complex educational landscape.

Further, it describes a comprehensive set of strategies employed by the institute, including interactive and hybrid teaching methods, dual language incorporation, and innovative approaches like gamification. A model guiding students from initial engagement to empowerment is presented, emphasizing the crucial roles of both teachers and students at each stage. Real-world examples and student feedback draw a line under the transformative power of these strategies.

It concludes that education is a journey of experiences. Therefore, educators must strive to create enjoyable and meaningful learning experiences for today's digital learners. The article argues that engaging and relevant learning experiences empower students not just for employment but also for active participation in their communities and building the nation.



Keywords:

Student Engagement, Behavioural Engagement, Emotional Involvement, Cognitive Engagement, Initial Engagement, Engaged Learning, Engaged Exploration, Engaged Collaboration, Engaged Empowerment, Individual And Behavioural Challenges, Socio-Environmental Challenges, Academic Challenges, Attitudinal And Behavioural Challenges, Hybrid Mode, Dual Languages, Experiential Learning, Gamification.



Introduction

In the ever-evolving realm of education, student engagement has emerged as the keystone for transformative learning experiences. This article gets into the various aspects of student engagement, which are the types and stages of student engagement. It also shares the challenges faced by the SIES Institute of Comprehensive Education which has been divided into four categories. The article provides a guide for educators, offering strategies to promote optimal engagement in diverse learning environments. From the initial stages of involvement to the highest level of empowered learning, the article narrates the journey of students as active participants in their educational experience. It advocates for a change in the education paradigm that goes beyond academic success and encourages students to become the architects of their learning destinies.

What is Student Engagement?

Student engagement is the process by which students not only play an effective role in the learning process but also take

charge of their learning. When students are effectively engaged, not only will they concentrate, but also contribute to classroom discussions and develop active learning competencies that are aimed at by the educator.

The glossary of education reform refers to student engagement as the degree of attention, curiosity, interest, optimism, and passion students show when they are learning or being taught. This extends to not just learning but also motivating themselves to learn and progress in education. Student engagement does not begin and end with the students. It also refers to how educators, school administrators, and other adults might more fully “engage” students in the processes of governance and decision-making (Abbott, 2016).

Active student engagement leads to not just understanding of concepts but also freedom of expression, introspection of the concepts and application to real-life situations. Engaged learners become better students, displaying academic success and favourable outcomes in future life as well. In today’s context, active engagement of students is not an easy task, and an educator ought to understand and adopt techniques that sustain students’ interests.

What is and What is not Active Student Engagement?

- Merely observing that a class is quiet does not infer student engagement. A crucial distinction ought to be made between compliance and authentic engagement.
- Answering questions alone does not mean student engagement.

Student engagement is active listening, participating, having a conversation, or initiating a dialogue with the educator, sharing viewpoints, and reacting to the discussion.

Types of Student Engagement

1. **Behavioural engagement** emphasising involvement in extracurricular, social, and academic activities.
2. **Emotional involvement** means emphasising the degree and types of favourable and unfavourable responses to educators, students, assignments, and school.
3. **Cognitive engagement** is the study of students' degree of involvement in their education.

Many studies have thus shown a connection between academic success and student involvement, making it a crucial component of a supportive educational environment. Students who consistently attend class, finish their work, arrive prepared, and participate in class and school events are examples of **behaviourally engaged students**.

When students enjoy going to school, show interest in it, and feel a connection to the school, they are **emotionally engaged**.

When students work hard to perform well in class, they are **intellectually engaged**, and this can result in a strong academic self-concept (*Engagement | National Centre on Safe Supportive Learning Environments (NCSSLE)*, n.d.).

In this manner, we come to know that student engagement is **multi-dimensional**. However, it is difficult to quantify its nature.

Research has demarcated five stages, which are as follows:-

Stage 1 – Initial Engagement

While participating in class activities, pupils in the first level of participation adopt a passive stance. Their involvement is not driven by their curiosity or interest; rather, it is the result of an outside factor, like curricular requirements or teacher expectations. Teachers are very important at this point. Teachers can spark curiosity and encourage higher levels of involvement by utilizing interactive tools and a variety of instructional approaches.

Stage 2 – Engaged Learning

At Level 2, the lectures and activities begin to have a personal and relevant impact on the students. Their participation now stems from their interests rather than just being a response to external expectations. Benjamin Franklin once remarked, “Involve me and I learn; teach me and I may remember; tell me and I forget”. This quotation aptly captures the spirit of Level 2 involvement, in which students transition from recipients to participants.

Stage 3 – Engaged Exploration

At Level 3 students are actively exploratory because they are involved in their education. They inquire, look out for solutions, and consider learning to be more than just what is taught in the classroom. Consider the example of Noela, a literature instructor, who read a poem to her students. Her students were so engrossed in the poet’s work that they started investigating it on their own, uncovering a variety of themes and poetic strategies. The classroom conversations that resulted

from this examination were lively and perceptive, demonstrating a perfect example of engaged exploration.

Stage 4 – Engaged Collaboration

Students share, debate, and work together to explore ideas with their peers throughout this engagement phase. The classroom becomes a dynamic place where people may ask questions, analyze information, and work together to create new knowledge. To give an example, a mathematics teacher gave his students a challenging problem. The pupils demonstrated their elevated level of involvement with the subject by working together to brainstorm solutions to the challenge rather than trying to solve it alone.

Stage 5 – Engaged Empowerment

When students take charge of their education, they are engaged at the highest possible level. They assess their learning objectives, determine their assets and liabilities, and monitor their development. For instance, Siddhi, a student at a Mumbai High school, has strong feelings regarding climate change. She took the initiative to find out more about the topic, made it her mission to get her other classmates to know about it, and conducted a successful awareness campaign at her school. Siddhi exemplifies engaged empowerment through her actions (Lee, A., 2023).

Challenges faced at SIES Institute of Comprehensive Education

SIES Institute of Comprehensive Education Sion and Nerul is an institute training early childhood teachers, counsellors, and special educators. Here students are predominantly graduates and those who have completed Grade XII. A few professionals

and/or postgraduates also enrol for the programs. Thus, engaging a diverse class in terms of educational qualifications, age, social strata, life, and work experiences makes engagement quite a challenge.

We have divided our challenges related to student engagement as following:

- Individual and behavioural challenges
- Socio-environmental challenges
- Academic challenges
- Attitudinal and behavioural challenges.

1. Individual and Behavioural Challenges

- a. **Low attention span-** One of the most evident traits that we observe in our students is low attention span. They are distracted and lose interest soon.
- b. **Not taking down any class notes or writing anything during the class-** Students listen and participate in classroom discussions but rarely do they take down class notes. Traditional teachers find this trait a bit odd as so many relevant examples are discussed during the lectures. This leads to below-average performance during the examinations.
- c. **Special abled students** – As an institute, we are sensitive to the needs of all types of students; we do admit students with learning difficulties. Some of them find it difficult to engage in classroom interactions due to their learning problems.

- d. **Students with psychological issues** – With the rise in mental health issues, we have observed that a few students experience certain psychological problems. These students are unable to focus in the classroom and can cause a distraction to others.
- e. **Lack of intellectual and emotional maturity to grasp the content** - Students are aware that the course leads to employment as a Kindergarten teacher special educator or counsellor, but a few do not comprehend the role of a teacher in a child’s life and the efforts that need to be put into becoming one.

2. Social & Environmental Challenges

- a. **Language barriers** – Few students who enrol for our programs are not very proficient in the English language. They are skilful but lack effective communication in the English language. This becomes a deterrent to communication leading to disengagement during class.
- b. **Long working hours** - Since our courses are professional, students must undergo a strict rigmarole during the year. They have theory lectures to attend alongside with internship. Their course thus becomes long and tedious. The present generation of students do not adjust well and find the long working hours difficult to handle.
- c. **Pursuing dual programs** - Some students pursue dual programmes that may comprise undergraduate/ postgraduate programs simultaneously with our

professional course and many times their focus keeps shifting.

- d. **Taking up employment to support the family** - Some students take up employment to support their family. Long and tiring working hours leave them with less time to study resulting in a lack of focus and less time dedicated to self-study after class lectures.

3. Academic Challenges

- a. **No previous exposure to basic knowledge** - Students have trouble catching up with the rest of the class and inability to even manage to understand a message properly despite guidance given.
- b. **Dependence on notes and PPTs that are shared** – This seems to be a recent issue as students do not take down running notes during theory lectures. There is a huge dependence on the PPTs used by the teacher and the notes given. Often extra information is given, or the format of the presentation may not be in sync with the notes leading to a bit of confusion in the students as they often compare the notes.
- c. **Impact of flipped classroom** – While the usage of flipped classroom has been successful in some courses, in a few courses students do not read up pre-class notes or watch videos that have been sent earlier. In such scenarios, it becomes difficult to have an optimal classroom discussion. The essence of the flipped classroom is then lost.

- d. **Openness to adopt different methods** – While the teachers strive their best to adopt different teaching-learning modalities, not all students are open to embracing them. In a few cases, they get lost in the method and do not reflect on the core idea behind the activity. For example, if role plays are used, students may enjoy the drama part and lose out on the reflection that is required.

4. Attitudinal challenges

- a. **Lack of team spirit** – Every profession requires working in a team environment. Often students do not cohesively work in a team environment. Lame excuses are given, and 100 per cent participation is often not observed. This lack of team spirit and the spirit of camaraderie is more due to a lack of proper attitude, wrong prioritization and simply a lack the willingness to excel in the chosen path.
- b. **Freeloader syndrome** – Freeloaders are the ones who without offering anything in return, exploit the kindness of others. Often, they are spectators and do not display any positive participation. This happens many times during group presentations. Some of the freeloaders end up even dominating the group and adding up to last-minute unwarranted changes that can lead to great confusion.
- c. **Lack of positive attitude amongst students** – Negative attitudes, overthinking and lack of motivation are some of the other challenges related to attitudes.

- d. **General lack of enthusiasm about the course** – Most of our students enrol for our courses by choice, while few enrol because of parental pressure. In such cases, there may sometimes be a general lack of enthusiasm. This becomes a deterrent to student motivation.

Strategies that need to be followed to address the challenges:

To attain optimal student engagement, we felt that it is pertinent to keep in mind the following factors while addressing the challenges:

- Providing an interactive and involved class
- Adopting a hybrid mode of classroom transaction
- Incorporating dual languages during class hours
- Integrating Activity learning, experiential learning and adopting a hands-on approach
- Seeking counsellor's assistance to deal with psychological issues
- Implementing a mixed method of classroom engagement that comprises theory and practice that uses both in-person as well as an online mode of education
- Gamification as a mode to attain student engagement.

We have devised a model that will help us to understand the trajectory of student growth from being engaged to becoming empowered. It is represented in Figure 1 and the details of the activities are tabulated in Table 1. Table 1 also represents the role of the teacher as well as that of the student regarding various activities designed to foster learning.

Figure 1

The trajectory from Student Engagement to Empowerment

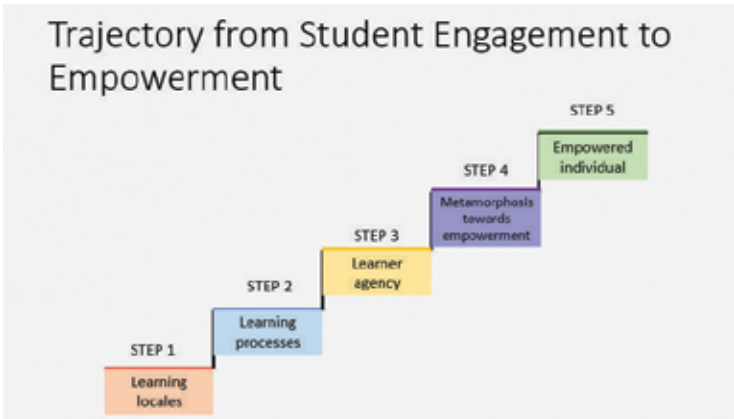


Table 1

The trajectory of activities carried out at SIES Institute of Comprehensive Education that depicts Mobility from Student Engagement to Empowerment

Level	Core Area	Engagement Strategy	Key Activities & Type of Initiation	
			Teacher Initiated	Student Initiated
Step I	Learning arena – Wide range of approaches and important areas available to the learner that can facilitate active engagement.			
		Building a connection	Psychological bonding. Calling each student by name. Innovative and acceptable ways of appreciation. Reality expectation. Communication apart from teaching.	A strong representation of the class by able members who can communicate with the teachers. Voicing out apprehensions, doubts, and concerns.

Level	Core Area	Engagement Strategy	Key Activities & Type of Initiation	
			Teacher Initiated	Student Initiated
		Adopting a Constructivist learning approach	The teacher's role is to create learning experiences to foster learning that enable students to construct their knowledge.	Students construct knowledge based on their previous experiences and social interactions.
		Announcing the quality benchmark to the students beforehand	Plan for expanded opportunities for students through mentoring. Setting a benchmark for cognitive expectations.	Doubts are to be clarified at the initial stages. Following templates, prototypes are given by the teachers ahead of time.
		Wisdom of knowledge	Imparting wisdom. Going beyond the curriculum. Teacher's role as a motivator. Involvement of parents in the	Assimilating the knowledge. Attending to all the experiences provided by the teacher.
Step II	Learning processes – Important modes of learning adopted to engage learners.			
		Technology aided learning	Gamification through apps like Kahoot, Quizzes, and Mentimeter Lectures interspersed with videos. Flipped classroom. ICT sessions. Hybrid lectures. Online components in the regular lecture	Engaging in Technology aided learning opportunities from solving an online quiz to preparing a video for their practical purposes.

Level	Core Area	Engagement Strategy	Key Activities & Type of Initiation	
			Teacher Initiated	Student Initiated
		Innovation in student engagement	<p>Providing experiential learning activities.</p> <p>Opportunities for Experimentation. Relevant and need-based workshops. Brain breaks during long lectures. Interesting assignments linked to theory topics.</p>	<p>Role play. Student-generated quizzes. Presentations. Brochure and poster-making activities instead of long presentations</p>
		Innovative Feedback	<p>Preparation of apt feedback activities like a quiz, an interesting assignment, individual and group reflection and/or a formal test.</p>	<p>Students spend a few minutes discussing the take-home points after the session. Communicating their areas of interest in the topic.</p>
Step III	Learner agency – Feelings of ownership, accountability, and responsibility a student ought to have to internalize all the learning that has been provided.			
		Fostering leadership in students	<p>Providing opportunities for student participation and leadership roles</p>	<p>Volunteering and taking charge of organising events. Planning and implementation of community outreach programmes. Acting as Student supervisor. Planning & implementing Outreach programmes for environmental prosperity. Expansion of education to the community by the students.</p>

Level	Core Area	Engagement Strategy	Key Activities & Type of Initiation	
			Teacher Initiated	Student Initiated
		Reflections	Planning reflection activities that are unique, innovative, and yet bringing out the true feelings of the students to every activity.	Reflection of students after every activity conducted from a Community Outreach programme to visits to community centres, hospitals, NGOs, Orphanages, and enterprises of Institutional Social Responsibility like Gotheghar Ashram Shala adopted by SIES.
Step IV	Metamorphosis – Change of the student to a new and completely different individual.			
			Designing specific workshops such as Developing Sensitivity, Bringing About an attitudinal change, Goal Setting, Mind Mapping, enhancing self-esteem, team building, creative writing, and specific curriculum-based workshops such as Competency-based learning, Readiness for Schooling, Enhancing Literacy and Numeracy, Understanding reforms and policies and puppetry to name a few.	Participation in Self- development workshops leading to enlightenment, self-worth, and confidence building. Designing, Organising and implementing presentations and events such as Bal Mela and Carnival celebrations tremendously boost students' confidence and feelings of self-worth. Acting as supervisors for the juniors also is an activity that enables them to move beyond their comfort zone and harness their leadership skills.

Level	Core Area	Engagement Strategy	Key Activities & Type of Initiation	
			Teacher Initiated	Student Initiated
Step V	Empowered Learner - A student who actively participates in their education and possesses the abilities, information, and tools needed to take charge of their educational path.			
	All the activities mentioned above empower the student to make the right decisions and handle their clientele with ease and confidence. Not only do they obtain gainful employment by becoming teachers, counsellors, or special educators, but they also participate in the nation-building process, contribute to the community, and inspire, and motivate others.			

Boxes 1 and 2 are excerpts of student feedback given for a few of the activities conducted by the institute.

Box 1. Student Feedback on Field Visits Organized by the Institute

Field visits gave me insight into the functioning of a school. I learnt practical aspects and nuances of working in the preschool classroom and classroom management. These visits taught me one very important thing that every school has the same vision but a different set-up to suit the background and needs of students. I also learnt that a teacher needs to be versatile with teaching strategies to handle students from diverse classroom setups.

Ms. Shikha Shrivatsava, Student, PGDECE

Box 2. Student Feedback on Presentations organized by the Institute

Presentations helped me gain valuable skills of team spirit and teamwork. Working with a diverse group of peers helped me get out of my comfort zone. I could lead, direct as well as experiment and every step was a new learning experience. Learning was by trial, and error and experimentation brought alive in our puppet show. We developed a spirit of camaraderie, a positive attitude and although stressful helped us build resilience.

Deborah Thomas, Student PGDECE.



Conclusion

Education is a journey of experiences. It is the job of the teacher to make it pleasurable and meaningful at the same time. Today's digital learners are intelligent and smart. They have the world in their hands making engagement an even tougher task. As an educator, one ought to offer learning that is more relevant than a mere search engine. When our teaching-learning processes are interesting, experiential, and meaningful, it gives them a sense of purpose. We must provide an engaging learning experience that teaches them, "What is important is not what you do, but it is how you do it".



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2

DECIPHERING THE CONUNDRUM OF STUDENT

Engagement In Academic Pursuits



Dr. Chitra Ramanan,
Professor and Chairperson,
Department of
Pharmaceutical Management
chitrar@sies.edu.in



Ms. Vidya Iyer,
Assistant Professor and of
the AIMA-PGDM Program
vidyai@sies.edu.in



Dr. Rajesh Chouksey
Professor, Department of
Operations, and Head of
Research Centre
rajeshic@sies.edu.in



Ms. Sujatha V. Rao,
Assistant Professor,
Department of General
Management,
sujathar@sies.edu.in

(SIES College of Management Studies and SIES School of Business Studies)





Abstract

Effectively engaging students in their academic journey remains a constant challenge, fraught with complexities. The present article examines the prevalent issues of student disinterest, apathy towards educational responsibility, and negative self-perception as postgraduate learners.

Against the backdrop of the information-saturated 21st Century, characterized by incessant data influx, this study examines the role of self-efficacy, tenacity, metacognition, and collaborative problem-solving skills in fostering an environment conducive to student engagement. The present paper seeks to comprehensively understand the methodologies employed to encourage student engagement within the classroom environment.



Keywords:

Student Engagement, Classroom, Various Methods



Introduction

The connection between student engagement and academic success has become a primary focus for educators in the constantly evolving education landscape. This article informs about the vital aspects that determine the relationship between engagement and proficiency, going beyond traditional teaching paradigms. It contains the best practices, intervention strategies, and innovative pedagogies that not only capture students' attention but also pave the way for comprehensive

and lasting academic achievement. Through this article, it is examined the intersections of motivation, inquiry, group dynamics, and technology, which are the keys to unlocking excellence in modern education.

Unveiling Nexus Between Engagement and Academic Proficiency

The increase in engagement level emerges not merely as an aspirational goal but as a linchpin for substantive student learning and the refinement of the educational process. Actively engaged students, those immersed in meaningful interactions with educators, subject matter, and instructional content, exhibit a profound augmentation in comprehension and appreciation of academic topics. The introduction establishes the importance of heightened engagement, underscoring the potential enhancements in concentration levels and student interest consequent to adept engagement strategies. The ensuing discourse offers a compendium of meticulously curated best practices, poised to captivate students and augment retention levels.

Setting the Stage: Strategic Deployment of Icebreakers and Warm-Up Activities

Recognizing the transitional phase when students acclimate to the educational milieu, the discourse advocates for the discerning utilization of warm-up activities. Initiating the academic discourse with purposeful icebreakers proves to be a time-efficient strategy, instrumental in capturing attention and facilitating diverse questioning approaches. This section elucidates the criticality of initial engagement, laying the foundation for the subsequent exploration of targeted intervention strategies.

Intervention Strategies: An In-Depth Analysis of Cooperative Learning, Goal Setting, and Alternative Assessment

At the core of this scholarly exposition lies an exhaustive examination of intervention strategies exhibiting tangible efficacy in augmenting student engagement. The strategic implementation of cooperative learning and goal-setting methodologies elucidated through modelling and guided practice, and the employment of alternative assessment techniques emerge as transformative agents. After intervention, meticulous analysis of post-intervention data unravels the intricacies of student detachment, attributing it to motivational factors influenced by parental expectations and socio-cultural considerations. The interrogation extends to traditional institutional elements, unveiling the detrimental impact of static curricula and pedagogical inefficacies fostering passivity. The scholarly trajectory posits cooperative learning, goal-setting, and alternative assessment as potent antidotes, buttressed by empirical evidence demonstrating increased student engagement and reflective practices.

Motivation, Engagement, and Pedagogical Landscape: A Nuanced Exploration

This segment delves into the connection between motivation and engagement. The narrative broadens to encapsulate diverse academic engagement behaviours, such as active participation in class discussions and consistent completion of assignments. The multidimensional nature of motivation, contingent upon individual learning styles, interests, and environmental factors, establishes a framework for a holistic approach to academic engagement, acknowledging the importance of both educator and student equally in the learning process.

Engaging Students in Research Process: Fostering Curiosity and Inquiry

First and foremost, the selection of relevant topics plays a pivotal role; opting for subjects that resonate with students' lives and interests ensures that the research process becomes personally meaningful, capturing their attention and sparking curiosity. Encouraging a culture of questioning is equally crucial, creating an environment where students feel empowered to explore and express their inquisitiveness freely. Providing autonomy in choosing specific aspects of a topic to explore further instils a sense of ownership, making the research process more engaging and meaningful. Moreover, relating research activities to real-world scenarios and current events establishes the practical applications of their inquiries, adding a layer of relevance that promotes active participation. Diversifying resources, including books, articles, online databases, interviews, and field visits, caters to different learning styles and keeps the research process dynamic. Collaborative research projects further enhance engagement, fostering a sense of community in the learning process. Integrating technology tools, such as online databases and multimedia resources, can make the research process more interactive and appealing. Clear communication of goals and objectives, celebration of milestones, and the provision of constructive feedback throughout the research journey contribute to a positive and motivating learning environment. Through these strategies, educators can create an atmosphere that not only encourages engagement but also nurtures a lifelong passion for learning through curiosity and inquiry.

Navigating Technology: Transformative Integration for Enhanced Engagement

A discerning exploration of technology's role in the educational landscape transforms the narrative from a potential distractor to an invaluable tool for active learning. The discourse ardently advocates for the judicious integration of smartphones and technological resources into the pedagogical arsenal. Emphasizing technology's dual role in enhancing in-class experiences and post-lecture study, the narrative encourages educators to transcend conventional assessments, embracing interactive, self-paced learning and formative assessments.

Varied Pedagogical Approaches: Catalysing Creativity and Collaboration

The discourse navigates diverse pedagogical manoeuvres, ranging from dynamic brainstorming to collaborative group dynamics. It accentuates their potential to stimulate creative thinking and sustained engagement. The discourse underscores the importance of feedback over criticism, fostering a collective sense of effort and cultivating teamwork skills. Encouraging students to engage with topics of personal passion becomes a gateway to active participation and heightened engagement.

In this multifaceted exploration of educational dynamics, the article positions engagement as the fulcrum for current and future student success. It beckons educators to delve into strategies transcending traditional paradigms, fostering collaboration, and prioritizing student-centricity for a transformative academic experience.

Fostering Academic Engagement: A Pedagogical Odyssey and Empowering Group Dynamics: Dissipating Fear of Public Speaking

The incorporation of group work into the educational framework stands as a formidable solution to the pervasive fear associated with public speaking. Addressing a sizable audience often evokes anxiety, yet within the collaborative embrace of group settings, this fear significantly diminishes. A courageous group member can naturally evolve into a spokesperson, alleviating the collective anxiety of public speaking. This transformative approach not only facilitates the transition of initially reluctant participants but also nurtures an environment where every member becomes an active contributor, fostering a heightened level of engagement and participation in the learning process.

Smartphones are Catalysts, Not Distraction in Classroom

Smartphones, commonly perceived as a disruptive force in education, can be reframed as an integral component of the learning process. The judicious integration of tools like “Mentimeter” allows educators to orchestrate interactive presentations, thereby transforming smartphones from potential distractions into instruments of engagement. This strategic incorporation not only mitigates smartphone-induced diversions but also introduces a novel and invigorating dimension to the learning experience, creating a symbiotic relationship between technology and active participation.

Humour: A Pedagogical Elixir for Engagement

In the pursuit of captivating lectures, the infusion of humour emerges as a powerful and often underutilized strategy. Lectures need not be perceived as monotonous marathons; instead, injecting humour strategically provides intervals of respite within content-heavy sessions, particularly when navigating intricate subjects. Beyond merely amusing, humour cultivates a relaxed and inclusive classroom ambience, fostering heightened student engagement. This departure from traditional, uninspiring lectures transforms humour into a conduit for creating memorable and impactful teaching experiences.

Tailoring Content to Student Interests: A Blueprint for Engagement

Recognizing the pivotal role of captivating content, this article ardently advocates for a profound understanding of individual student's interests. The integration of students' preferences, whether it be a fascination with Game of Thrones or a fervour for sports, serves as a guiding principle for crafting relevant and engaging lectures. This personalized approach not only forges a positive student-teacher relationship but also functions as a strategic tool for enhancing content and sustaining student interest. Aligning academic content with student interests becomes the bedrock for fostering sustained and meaningful engagement throughout the learning journey.

Interactive Pedagogy: Fostering Communication and Collaboration

At the core of student engagement lies effective communication. Establishing clear channels of communication

between educators and students transcends conventional teaching paradigms. Discussions and debates emerge as powerful catalysts for idea generation, dispelling misunderstandings, challenging preconceived notions, and fostering a culture of collaborative learning. The article underscores the inherently collaborative nature of engagement, emphasizing the synergistic relationship between educators and students to cultivate a sustained culture of academic involvement.



Conclusion

Paving The Way For Holistic Student Engagement

In the long run, student engagement is important for both current and future academic success. A nuanced analysis of behaviours in both low and highly-engaging lessons unveils the pivotal role of educator enthusiasm and interactive teaching methodologies. The article posits that students are more likely to be engaged when they actively contribute to content creation or when the curriculum holds meaningful implications for real-life problem-solving. As we navigate the complex landscape of modern education, the emphasis on student engagement emerges as a linchpin for transformative and enduring academic success. Further exploration and research are warranted to refine pedagogical approaches and unlock the full potential of student engagement in the evolving educational landscape.

3

SERVICE LEARNING AS AN INNOVATIVE TEACHING

Learning Pedagogy



Ms. Nisha Telang,

Assistant Professor,

Department of Management

Studies SIES (Nerul) College of

Arts, Science and Commerce

nishat@sies.edu.in





Abstract

This article examines service learning as a transformative pedagogical approach in higher education, tracing its roots to John Dewey's principles of "learning by doing." The National Education Policy 2020 (NEP 2020) is discussed as an enabler, allowing institutions to integrate initiatives like the National Service Scheme (NSS), Rotaract clubs, and social internships into the formal credit system to foster a culture of service learning in higher education institutions. These initiatives are seen as vital for developing leadership skills, promoting community engagement, and integrating theory with practice.

Therefore, it urges the holistic integration of service learning to nurture societal engagement and individual development within the educational framework.



Keywords:

Service Learning, NEP 2020, National Service Scheme, Rotaract, Social Internships



Introduction

Academia engages with communities external to the academy including service learning, outreach, civic engagement, research, and community learning (Checkoway, 2013; Sandmann, 2007, 2008; Winter, Wiseman, & Muirhead, 2006). Service to communities as part of the educational experience is not a

new idea. John Dewey and others promoted “learning by doing” and linked service to personal and social development in the early 1900s (Duckenfield & Wright, 1995). Scholars, in general, agree that participation in service-learning activities enhances educational outcomes for students; they also agree on a core set of best practices to create these outcomes (Eyler & Giles, 1999). The relationship between social engagement and HEIs was given by (Onyx, 2008: 98). The Faculty Engagement Model as a conceptual model explains the interlink between Institutional dimensions like Institution policies, leadership vision, etc., the Professional dimension, and the Personal dimension (Amy Wade & Ada Demb, 2009). Eckel and colleagues (1998) concluded that efforts being made in higher education around “connecting institutions to their communities” offered the potential for transformational change. Research shows that institutional leaders (presidents, vice presidents, Dean, Directors, and heads of Institution/department) set the direction for engagement by either setting or strongly supporting the institutional engagement strategy, “leadership needs to show that this is a serious conversation with consequences for individual staff, the institution, and the larger community” (Ward et al., 2011; Goddard, 2009).

“Service Learning and Community Engagement” should not be seen as an ‘addition’ to learning and teaching, but intrinsic to it. This is essential if education is to be a vehicle for social transformation and attainment of social justice, rather than for individual prosperity alone if education is to be a public good rather than merely a commodity. For this, institutions of higher education need to locate their learning and teaching in the communities in which they are located, and to harness the

idealism and dynamism of the youth” (Planning Commission, 2011).

Scholars are in general agreement that participation in service-learning activities enhances educational outcomes for students; they also agree on a core set of best practices to create these outcomes (Eyler & Giles, 1999).

This article tries to understand service learning as a tool for experiential learning and an innovative teaching pedagogy. The National Education Policy 2020 (NEP 2020) allows institutions to incorporate the initiatives of social transformation like NSS already existing in the framework of education as a co-curricular initiative to be considered as a part of the formal credit system. The framework of NEP 2020 allows curriculum design to be innovative and broaden the horizon of experiential learning. National Service and other similar initiatives of service learning allow students to understand the ground and bring individual change.

Some of the interventions to foster the culture of Service Learning in a Higher Education Institute (HEI) are as follows:

National Service Scheme

National Service Scheme is the initiative of the Ministry of Youth Affairs and Sports Government of India. The motto of the NSS is “Not Me but You.” It provides an opportunity to the student youth of 11th & 12th Class of schools at +2 Board level and student youth of technical institutions, Graduate & postgraduate at colleges and university level of India to take part in various government community service activities and programs. The primary objective of the development of

personality and character of the student and youth is aimed to be through “voluntary community service”. ‘Education through Service’ is the purpose of the NSS. NSS was launched in 1969 in 37 Universities involving about 40,000 volunteers which has now spread over 657 Universities and 51+2 councils/ directorates, covering 20,669 colleges / technical institutions and 11,988 senior secondary schools. Since its inception, over 7.4 crore students have benefitted from NSS. (NSS Home. Retrieved September 28, 2023, from (<https://nss.gov.in/nss-detail-page>)). To foster a culture of volunteerism and develop a holistic personality, the role of NSS among university students is critical to understanding and experiencing service learning.

Rotaract

Rotaract clubs bring together people ages 18 and older to exchange ideas with leaders in the community, develop leadership and professional skills, and have fun through service. In communities worldwide, Rotary and Rotaract members work side by side to act through service.

Social Internships

Social work internship is also known as “Field Education”. These internships provide students with the opportunity to connect and integrate social work theory and practice in real-world settings.



Conclusion

India is set to have the world's largest workforce by 2030 with more than 60 per cent of its population in the working age group. This is an opportune time to reap the benefits of its rich demographic dividend. (Source: India Skill Report, 2023). Service learning will be an effective pedagogic tool with academia to bridge the industry-academia gap contributing towards skill development and helping students develop higher-order skills for the world's largest workforce.



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4

UNDERSTANDING STUDENT ENGAGEMENT

The Need of the Hour



CS Charul Patel,

Assistant Professor,
Department of Accountancy
SIES College of Commerce &
Economics, Sion (East)
charulp@sies.edu.in



Student



Student



Teacher



Content



Abstract

The article highlights the pivotal role of student engagement in fostering an environment conducive to enhanced learning outcomes. It proposes that when students exhibit qualities of inquisitiveness, interest, and inspiration, the overall learning experience is significantly enriched. To promote and cultivate such engagement among higher education students, the article advocates various strategies, including active learning methodologies, seamless integration of technology, constructive feedback mechanisms, and acknowledgement of student efforts. Additionally, collaborative initiatives and flexible assessment approaches are highlighted as key components in creating a positive learning environment. Also, it reveals the benefits derived from enhancing student engagement, emphasizing the positive impact on interpersonal connections and the effective resolution of intellectual challenges. By emphasizing these principles, educators and institutions can contribute to the creation of a more enriching and conducive educational experience for their students.



Keywords:

Student Engagement, Active Learning, Technology Integration, Varied Teaching Method, Feedback and Recognition, Collaborative Learning, Positive Environment.



Introduction

The degree of interest, focus, and participation that students exhibit during their educational endeavours is referred to as student engagement. In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they must learn and progress in their education.

The concept of “student engagement” is predicated on the belief that learning improves when students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise “disengaged”. Stronger / improved student engagement are common instructional objectives expressed by educators. Better academic results and a more positive learning environment might result from motivated, focused, and actively participating students in the learning process.

Some Strategies to Promote Student Engagement

1. **Active Learning:** Incorporating activities that require students to actively participate in the learning process like group discussions, hands-on projects, case studies, or problem-solving exercises.
2. **Technology Integration:** Using technology tools and resources to enhance the learning experience like virtual simulations, online discussions, and interactive multimedia can capture students’ interest and make the content more engaging.

3. **Varied Teaching Methods:** Employing a variety of teaching methods to cater to different learning styles. Few students may excel with visual aids, while others may benefit more from ‘auditory’ or “kinaesthetic” approaches.
4. **Feedback and Recognition:** Providing timely and constructive feedback on students’ work. Recognizing and celebrating their achievements reinforces positive learning experiences among students.
5. **Collaborative Learning:** Encouraging collaboration among students through group projects, peer teaching, and collaborative activities can foster a sense of community and engagement.
6. **Flexibility in Assessment:** Offering a variety of assessment methods, allowing students to showcase their understanding in different ways like traditional exams, presentations, essays, or creative projects.
7. **Positive Learning Environment:** Fostering a classroom or online environment where students feel safe, respected, and encouraged to share their thoughts and opinions. A positive atmosphere can contribute significantly to engagement. One should not forget that student engagement is not a one-size-fits-all concept, and different students may be engaged by different strategies. Being responsive to students’ needs and adapting one’s teaching methods accordingly can contribute to a more engaging and effective learning experience.

Benefits of Student Engagement

Low student performance and demotivation may be treated via student involvement. With outside influences and changes to the educational setting, student engagement can be changed. Teachers can encourage student involvement by tailoring interventions and resources to the needs of their pupils.

The following are some advantages of student involvement in the classroom:

- 1) Higher chances for students to take part in learning
- 2) Enhancement of positive interpersonal connections
- 3) Resolving the intellectual difficulties

Numerous studies have emphasized the benefits of students participating in their educational processes. Research reveals that involvement is a sign of success in many facets of school life. Students who are engaged and involved in the learning processes are more willing to learn not only during their time at school but also throughout their life cycle.



Conclusion

It thus becomes evident that student engagement is not merely an educational aspiration but a pragmatic necessity. It is, indeed, the need of the hour. By embracing and implementing these strategies, educators, policymakers, and stakeholders alike can contribute to the continual evolution of education, ensuring that students are not just recipients of knowledge but active participants in their intellectual journey. In the revolution of education, nurturing curiosity through student engagement stands as a light, guiding us toward a future where learning is not just a process, but a lifelong pursuit fuelled by passion and commitment.



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5

KEEPING STUDENTS ENGAGED



Ms. Reeja Jison,
Assistant Headmistress
reejaj@sies.edu.in



Ms. Saipriya Sudhirkumar,
Assistant Teacher
saipriyas@sies.edu.in



Ms. Jincy Tom,
Assistant Teacher
jincyj@sies.edu.in



All from SIES High School, Matunga.



Abstract

In the pursuit of enriching the learning experience for students, the focus has shifted towards fostering a positive and engaging educational environment. This article guides through various personalised strategies that are employed by the school to maximize learning outcomes through student engagement programs such as storytelling, positive appreciation, interactive quizzes, inclusive classrooms, and parental involvement. Additionally, experiential learning, hybrid teaching methods, environment-friendly sessions, health awareness programs, and cultural events contribute to a holistic educational experience. Recognizing a teacher's commitment to make learning meaningful and delightful thereby, influences students' openness to new ways of learning, ultimately leading to enduring success in their education.



Keywords:

Student Engagement, Storytelling, Positive Appreciation, Interactive Quiz, Parental Involvement, Experiential Learning, Hybrid Learning, Environment-Friendly Session, Health Awareness Session, Confluence Of Language And Culture



Introduction

Learning outcomes can be maximized through student engagement programs that foster a positive learning environment and encourage curiosity and critical thinking. A 21st-century learning environment requires knowing your students, taking advantage of the best tools at your disposal, and introducing novel elements or structures to break up otherwise mundane and predictable learning experiences. A lifelong commitment to education is seen in pupils who indulge in learning, through classroom discussions, life experiences, hands-on projects, usage of technology etc.

Strategies Adopted in the School to Keep Students Engaged

1. Storytelling

Storytelling is an effective medium used to encourage children to be creative and use their imagination to picture the setting, characters, and the story, at large, as it unfolds. Not only is this engagement technique used in languages, but it also extends to subjects like social science (history/ geography / political science).

2. Positive Appreciation

Timely appreciation for any good deed or a correct answer is done by teachers as this kind of appreciation re-enforces positive feedback which plays an important role in the student's growth and development. For example, names of the topper students of STD-10, who did well during class tests and semester examinations in different subjects are displayed on the class notice board. This encourages every student to score well in the next exam.

3. **Interactive Quiz**

An interactive quiz is conducted for memory retention, and it makes learning fun. When students are actively engaged in the learning process, they are more likely to remember what they have learned. The quiz also helps students to stay focused on the topic at hand.

4. **Inclusive classrooms (students with special needs)**

The school does have students with autism, learning disability, and hearing and visual impairment included in our mainstream education system. By having these children included in a regular classroom is often a dream come true for parents of such students.

5. **Parental Involvement**

Parental involvement contributes to the development of a positive attitude towards learning. Regular feedback taken from parents helps to improve the teaching-learning process. Opinions and suggestions from parents are considered.

6. **Experiential Learning**

This is one of the major tools the schools use to enable students to construct knowledge and learn new skills. For example, one of our Std. IX students had done a research project titled, "Nanocellulose from agro biomass for carbon capture and storage". Likewise, other students are also encouraged to take up research projects.

7. **Hybrid Learning**

The school is trying to experiment hybrid teaching-learning strategy and see whether maximum learning output is

achieved. Some lessons are explained online with the help of PowerPoint presentations and videos related to the lesson. Students are tested at the end of the lesson by solving a few questions in Google form. Students are also asked to form groups and make presentations related to what they have learned.

8. Environment-Friendly Sessions

We are all aware that it has become increasingly important to raise awareness among students about sustainable and environment-friendly practices. Keeping this in mind the school does arrange sessions for our students and engage them in sustainable practices so that they contribute to a healthier, greener world.

9. Health Awareness Session

To encourage healthy habits among students and make them aware of the cleanliness and hygiene that they should maintain to lead a healthy life, the school conducts sessions that engage students to build up their immune systems and be disease-free.

10. Confluence of Languages, and Culture

The school organizes events to celebrate our country's diversity and provide opportunities to promote cultural exchange and understanding. Through these events, students learn to appreciate and respect each other's cultures and hence a sense of unity and oneness is enhanced. We engage maximum students so that they learn from one another.



Conclusion

The voyage to enhance the learning experience for students is guided by a simple principle – making education not just a necessity but a bright exploration. By creating strategies like personalized approaches, storytelling, and positive reinforcement, that aim to build an environment where curiosity flourishes and critical thinking becomes second nature. Inclusiveness of classrooms, involvement of parents, and integration of modern tools reflect our teachers' commitment to adaptability and holistic growth.

With hybrid learning and experiential projects, the school is not just preparing students for examinations; we are nurturing lifelong learners. Our focus on health, environment, and cultural awareness mirrors a broader vision – one that extends beyond textbooks to shape responsible global citizens.

Ultimately, it is not just about what students learn but how they learn, with each strategy serving as a brushstroke on the canvas of their education. As educators, knowing that our efforts contribute to a student's openness to knowledge is a reward where each student emerges not just as educated but inspired.

6

ICT-ENABLED LEARNING ENVIRONMENT AS AN INNOVATIVE TEACHING

Learning Pedagogy



Dr. Meghna Bhatia,
Assistant Professor,
Department of Information
Technology SIES (Nerul)
College of Arts, Science and
Commerce
meghnab@sies.edu.in





Abstract

In the digital age, integrating information and communication technology (ICT) in education is crucial for developing 21st Century skills. Focusing on creating an ICT-enabled learning environment for undergraduate students aims to overcome challenges by research and fostering active, collaborative, creative, integrative, and evaluative learning. This helps the educational systems and processes to align with the National Education Policy NEP 2020 to develop a flexible framework for curriculum innovation.

The study examines strategies employed in higher education Institutes (HEIs) to promote an ICT culture, including game-based learning, where digital games engage and motivate students. Additionally, it anticipates the proliferation of augmented reality (AR), virtual reality (VR), and artificial intelligence (AI) as resources for education, enhancing personalized learning experiences.

Finally, it highlights the significant impact of ICT on teaching methodologies, advocating for ethical considerations, and emphasizing its role in bridging the industry-academia gap.



Keywords:

ICT, NEP 2020, Higher Education Institution, Augmented Reality (AR), Virtual Reality (VR), Artificial Intelligence (AI), Gamification



Introduction

In the current digital age, teachers must use ICT in the classroom to provide students with the opportunity to acquire and apply the necessary 21st-century skills. Teachers can thus overcome the difficulties and become proficient technology users by researching the problems and difficulties associated with ICT use in teaching and learning.

There are many opportunities to apply a variety of new technological tools for teaching and learning systems, thanks to the development of new broadband communication services and the convergence of computers and telecommunication. Due to its ability to meaningfully integrate, enrich, and interact with one another across great geographic distances to meet learning objectives, the combination of computers and communications presents education systems with hitherto uncharted territory. Teachers and students now have access to a world outside of the classroom owing to the development of communication and computer systems, as well as an abundance of information transfer options, ease of use, and power.

Technology innovation oftentimes needs a significant financial commitment, one significant factor that makes it more difficult than other educational innovations. Teachers and students can now access a plethora of digital learning programs, platforms, and online tools that have been developed and made freely available in the space of the internet.

Without education based on ICT, no country can advance. It is believed of as development fuel. ICT-based education is an essential element for creating new concepts, curricula, course materials, and teaching and learning methodologies. While

teachers require ICT-based information to teach, students need it to pursue their academic goals. It is now easier to process and distribute knowledge because of ICT. It has improved the knowledge professionals' ability to organize and manage knowledge more efficiently.

This article tries to understand ICT Learning as a tool for practical learning and innovative teaching pedagogy. ICT, according to NEP 2020, gives students a variety of opportunities and informs instructors of their new duties and responsibilities in the classroom. Many of the tactics used in the learning process by teachers and students will change as a result of the increasing use of ICT. Technology will also play a part in school and college administration. The framework of NEP allows curriculum design to be innovative and broaden the horizon of experiential learning.

As an advantage over the traditional method, an ICT-based learning environment allows learning that is active, collaborative, creative, integrative, and evaluative. One of the primary advantages of integrating ICTs into developing national education systems is that they can facilitate self-paced, self-assessed, and self-directed learning. The following are some strategies used in Higher Education Institutes (HEIs) to promote an information and communication technologies culture.

Game-Based Learning

Video games are becoming more and more popular throughout all age groups; so using digital game-based learning to teach youngsters can be a great way to get them excited and promote engaged learning in the classroom.

For a substantial amount of time, both traditional and online learning settings have used game-based or gamified activities to build courses that engage and motivate students while also making learning pleasant. Playing video games also helps people make better decisions. Action-based gamers, for example, make decisions 25 per cent faster while keeping the same degree of accuracy, if not more. The choice-making and action-taking speed of gamers can reach up to six times per second, which is four times faster than ordinary individuals.

Augmented Reality(AR), Virtual Reality (VR), Artificial Intelligence(AI)

In the near future, it is anticipated that augmented reality (AR), virtual reality (VR), and artificial intelligence (AI) will all proliferate as resources and tools for education. Some of the methods in which these technologies will improve education will operate behind the scenes; for example, AI will be used to target students' learning through tech tools and platforms.

AI can be used to customize educational materials and activities to meet the unique requirements of every student. An AI-powered learning system, for instance, might monitor a student's development and provide him/her with more assistance when he/she needs it. Mobile applications and platforms upsurge learners' immersive digital understandings. AI might be used to design individualized learning programs that correspond with a student's objectives and areas of interest.



Conclusion

Significant adjustments to working circumstances, information management and exchange, teaching-learning methodologies, and other areas are being advocated. The field of education is one where ICT's effects are pertinent and significant. ICT is significantly altering both the instructional strategies used and the methods in which students learn. Active, collaborative, creative, integrative, and evaluative learning are all made possible in an ICT-enabled learning environment, which is a significant improvement over the traditional method.

Technology like AI and VR has the power to completely change education and enhance the students' educational experiences. But for implementation to be effective, ethical, equitable, and privacy concerns must be carefully considered in addition to a focus on interpersonal communication and conventional teaching techniques.

By 2030, the proportion of India's working-age population to the overall population will have increased to 68.9 per cent, its highest level. An efficient pedagogical tool for bridging the gap between industry and academics will be an ICT-enabled learning environment. It will also assist students in developing higher-order skills necessary for the world's most significant workforce.



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7

CUSTOMISING TEACHING PRACTICES TO AUGMENT STUDENT ENGAGEMENT IN LECTURES AND LABORATORY PRACTICAL SESSIONS



Dr. Vivek Parab,

Technical Assistant SIES

School of Packaging –

Packaging Technology Centre

vivekp@sies.edu.in





Abstract

Students' attention spans have decreased during the COVID-19 pandemic. Therefore, teachers need to utilize visual aids during the lectures. For example, using a whiteboard with multiple colours will help students to understand diagrams better. Powerpoint presentation slides may be projected on an overhead or LCD projector. Audio-visual aids such as documentaries and short videos can also help in preparing the presentation. Utilizing PowerPoint tools to glamourize the format of conducting a class test can keep the students interested in their studies during classroom lectures. For example, diagrams illustrated in a reference book and images displayed on the internet can help students understand how textual information is represented. The curriculum for packaging lectures requires students to gain first-hand knowledge of packaging material, products, and processes. Showing or handing out samples of packaged goods has helped students gain a better understanding of the basic concepts of the topic while learning packaging at our institute. Reforming the ways of teaching in this era where students are more accustomed to online formats of learning either from online courses or even social media platforms is the requirement.



Keywords:

Overhead Projector, Microsoft PowerPoint, Audio-Visual Aid



Introduction

During the COVID-19 pandemic, it has been studied and observed that the attention span of students has reduced significantly affecting the learning experience as the physical lectures resumed in the classroom post-pandemic. Understanding the pedagogy in the field of education is essential for a teacher. It has been observed during the lectures that students prefer a visual aid or hands-on experience over a verbal lecture. Writing and drawing on blackboards along with regular verbal explanations has always been beneficial for a better understanding of students about the topic; but for certain topics, blackboards limit the visual representation to just black and white colour coding. This is overcome by a whiteboard where markers with multiple colours can help the teacher illustrate diagrams with different colour codes which helps the students to understand better. This is essential, especially during the lectures in science faculty.

Apart from blackboards and whiteboards, the projection of pictures and slides can be done using either an overhead projector or LCD projector where slides prepared on Microsoft PowerPoint can be projected. It has been well-studied that audio-visual aids are effective in better understanding and learning. Students get most involved with the pictures, texts and sometimes even videos displayed on the slides. Showing a documentary or a short video can help, mainly while explaining certain scientific processes, operations, mechanisms, and other such topics.

Utilising Power of Audio-Visual Aids

The use of PowerPoint presentation slides to deliver a lecture has been observed to be effective and used both during physical and online lectures. In addition to Microsoft PowerPoint, other software programs that can be used to prepare presentations include Canva, Keynote, Google Slides, Haiku Deck, Microsoft Sway, Pitch, Zoho Show, etc. One of the most popular & widely app used is Microsoft PowerPoint. The familiar interface of the software makes it easy to learn and use. The software has helped teachers to provide education during the pandemic. However, utilization of the tools proficiently provided in the software can provide better results. The slides can be made more interesting by the addition of seamless transitions and captivating animations in the slides. A particular topic can be explained with the help of “GIF images” with proper referencing wherever needed. Memes are trending among the current generation and the addition of “memes” that are related to topics can add a touch of humour to the lectures.

One of the ways students can be kept anchored to the topic is by conducting a short quiz after every topic has been completed. A class test or a quiz is always an essential and effective way to make students dig deep into the subject matter where they will have to memorize important terms, remember definitions, and understand the concepts in depth. They keep the students immersed in the subject. Such quizzes can be made more interactive by adopting the ideas from popular television game shows. Along with displaying the questions with four options, animation from the PowerPoint presentations can be used to make the session catchier and more interesting. If the technology in the class permits, a piece of suspense music

being played in the sound system alongside the question of the classroom can create a dramatic ambience.

Active participation of students in such quizzes brings enthusiasm among the students by stimulating their interest.

Having First-Hand Experience

Diagrams illustrated in reference books and images displayed on the internet can be very useful for students to understand the actual representation of the textual information. The curriculum for lectures conducted on packaging at our institute requires the students to get first-hand experience with the packaging materials, products, processes, etc. Along with the industrial visits, displaying or handing over samples of the packaged products to students helps them understand core concepts of the subject in a better way.

Since packaging is a part of everyone's daily routine, students can be given assignments to study the materials, their design and subtle necessary information about which they study in the classroom. This study can be done while being in the comfort of their home or visiting a store, etc. Preparing reports of their observation can help students summarize the knowledge they have accumulated during their exercise.

Holding the samples in hand, sensing the surface texture, and perceiving nuances between different packaging materials and products, keeps the students occupied and assists them in delving into the topics they are taught during the lectures.

Students on the Other Side of the Table

Students grasp a subject knowledge in a much better way when they are themselves donning the armour of responsibility to explain a topic. They should be assigned a topic from the chapter to present, or teach, in front of the class, either using the board or projecting the slides. This improves the communication ability and helps the students understand the concept in a much better way as they research the topic themselves. It also helps in boosting their confidence.

Our laboratory conducts lectures and practical sessions for students which involve comprehending concepts and understanding the operation of instruments. Initially, students are given a theoretical orientation about each instrument and technique which is followed by a practical demonstration by the expert on the instruments. During the lectures, students mostly cognize the theoretical concepts and get familiarized with techniques while during the practical sessions, they acquire the skills to manoeuvre the sophisticated machines using their high-end software.

As the students in one group or batch gather a good amount of hands-on knowledge about the technique, they are now assigned the task of explaining and demonstrating the instrument to the next group or batch. This improves the communication of the students and enriches their subject knowledge. The more a student works on explaining the workings of the machine and processing a sample while operating the software, the better he/she learns. In the process, they identify the shortcomings they had during the early learning process; students also begin to perform troubleshooting while supervising the batch they are

explaining to. This solidifies their self-confidence and can also elevate their leadership quality through the skills they acquire during the process.



Conclusion

In this digital era, students prefer online methods of learning which include online courses, studying from e-books in PDF formats, taking lessons from YouTube videos, etc. It is the academician's responsibility to keep the students in the classroom immersed in the lecture by integrating the latest tools available for teaching. Updating and modernizing the current teaching practices are the need of the hour. Students of the current generation seek a hands-on experience for an immersive experience towards the subject. As much as a teacher does a commendable job of imparting knowledge to their students in every adept way possible, introducing the latest technology and incorporating new methods of explaining in lectures and practical sessions can greatly improve the overall engagement of students of current generations.



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