

BEST PRACTICE (2)

TITLE

Streaming/ Screening of movies, documentaries and other videos for Review, Discussion, and Reflection

OBJECTIVES OF THE PRACTICE

This practice has been introduced with a two pronged objective to support understanding of the theoretical concepts featured in the curriculum and develop a sense of responsibility towards the teaching profession.

THE CONTEXT

The relationship between theory and practice can never be severed. It is found that, all too often, there is a wide gap between the theoretical understanding of concepts and practice. Further, certain philosophical concepts like Behaviourism, Constructivism and Cognitivism need supplementation from sources who are experts in these fields. Therefore, to bridge these gaps such a practice has been adopted.

There were a few challenges that had to be resolved before the practice was put into action:

1. The concepts to be supplemented by documentaries/ videos had to be sorted out and finding the relevant videos posed some difficulties.
2. Retrieving videos and documentaries from the net was time consuming, especially so due to poor internet connectivity.
3. Since completion of the syllabus was an issue, a time had to be adjusted for screening and discussion. Although the purpose was served during the regular period of the respective subject, more periods had to be allotted to the latter which affected the daily time table.

THE PRACTICE

Relevant documentaries were screened, the student-teachers, who were divided into groups of 5-6, were given pre-arranged questions for discussion. These questions, apart from being content based, were thought provoking and test the comprehension of the student-teachers. At the end of the discussion each small group reported the outcome to the whole group. Sometimes, snowballing technique was used.

Movies that depicted commitment of teachers were screened, not only to motivate but also to bring about a realisation of the hard work, accountability, respect for the profession that a teacher needs to be equipped with. Self- reflection exercises followed the screening.

UNIQUENESS & APPLICABILITY IN HIGHER EDUCATION: The practice in teaching learning process that is followed in the colleges across the country has not changed much. The traditional Lecture Method is still the companion of most of the college teachers. The skills associated with the delivery of a lesson through the lecture method are still alien to most. As such, the objectives/learning outcomes, critical thinking, self-evaluation etc. are neglected.

Students surrender to the knowledge 'given' by the lecturer(s), make their own judgements and interpretation. The scope for learning together is absent in such an environment. Therefore, the practice of bringing in media into the classroom not only enhances learning outcome but also adds vividness to the learning experiences of the students.

CHALLENGE: While such practices have a positive impact on the teaching-learning process, the challenge lies in the class size vis-a-vis the duration of the period in the time table. A class period of one hour is hardly sufficient for effective discussion and reflection.

EVIDENCE OF SUCCESS

The success of this practice was evident from the positive feedback received from the student-teachers who expressed appreciation about the unique way in which classes were conducted. Student teachers developed clear understandings of the concepts, theories, which were evident during classroom discussions.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

Since the college was yet to set up LCD projector permanently in the classroom, setting up of the same was time consuming and delayed commencement of classes. There was also a dearth of necessary paraphernalia for effective screening. Similarly, grouping the student-teachers was time taking. Procuring the relevant documentaries and movies required a lot of time and patience since it entailed a good connectivity which was mostly intermittent. The concerned teacher had to first watch, analyse what was to be screened and develop questions for discussion; these preparations demanded utmost commitment and content mastery.
