

## **St Joseph's University, Bengaluru-27**

### **Workshop on**

### **Teaching, Learning, and Evaluation**

Education is a dynamic process that goes beyond the mere transmission of information. It involves fostering critical thinking, creativity, and problem-solving skills among students. Recognizing this, a one-day workshop titled "Teaching, Learning, and Evaluation" was organized for the faculty of the Departments of Environmental Science, Microbiology, and Biotechnology of the School of Life Sciences, St. Joseph's University on 13.02.2024 and for the School of Chemical Sciences on 30<sup>th</sup> Jan 2024. The Pro- Vice-Chancellor, Dr Ronald Mascarenhas, convened the workshop and highlighted the importance of the workshop. Dr Michael Rajamathi was the resource person. The workshop aimed to explore various facets of teaching methodologies, learning strategies, and evaluation techniques to promote holistic development among students.

This workshop aimed to equip educators with strategies to enhance teaching effectiveness, optimize learning outcomes, and refine assessment practices.

The workshop commenced with an understanding of the diverse nature of human intelligence. We were introduced to the multiple intelligence theory, which proposes that individuals possess various forms of intelligence, such as linguistic, logical-mathematical, spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligence. It is important for educators to understand these distinct intelligences to adapt their teaching methods and cater to the diverse learning styles and strengths of their students.

Another important component that was introduced is Bloom's Taxonomy. A verb list is a framework that categorizes educational objectives at various levels of cognitive domains that were shared with the participants. All the participants were asked to come prepared with a lecture topic to which principles of Bloom's taxonomy were applied. The participants learned how to utilize this taxonomy to design the syllabus and learning objectives. The importance of taking the students to higher cognitive levels in the teaching, learning, and evaluation process. That would help them understand students' cognitive development with regard to the respective subject, from basic knowledge acquisition to advanced critical thinking and problem-solving skills.

Participants learned how to design assessment tasks that authentically measure students' mastery of the intended learning outcomes. Whether through quizzes, projects, presentations, or exams, assessments should reflect the cognitive demands outlined in Bloom's Taxonomy, challenging students to effectively demonstrate their understanding, application, analysis,

synthesis, and evaluation of course content. In the latter part of the workshop, teachers were engaged in practical exercises related to question paper setting. Drawing upon Bloom's Taxonomy, they learned how to frame exam questions. From knowledge and understanding-based questions to complex problem-solving scenarios, the question paper should effectively assess students' ability to demonstrate knowledge, understanding, application, analysis, synthesis, and evaluation of the subject matter.

The "Teaching, Learning, and Evaluation" workshop gave participants valuable insights and strategies to enhance their pedagogical practices. It was a hands-on workshop. Each participant came prepared with their lesson plan and applied all the concepts learned throughout the sessions. Group discussions were conducted, and the presentation of the task and further discussion on it cleared all the concepts. Analyzing the question paper was another interesting task through which the participants gained deeper insights to frame a better question paper using the **KUPASE** principle. Each participant framed their own question papers for the lesson plan they brought, and the question papers were critically analyzed. By embracing concepts of multiple intelligences, Bloom's Taxonomy, and aligned lesson planning and assessment, educators can create dynamic learning environments that empower students to think critically and thrive in an ever-changing world. This workshop was indeed a much-needed workshop to channel various concepts of Teaching, Learning, and Evaluation and to become better teachers.