

CL4S Webinar Series : Webinar 1

Time and Date : 2.30 - 4.00 PM IST , Thursday , 1 October , 2020

Link to Register : http://bit.ly/CL4S_1

Session 1 : CLix Research Studies Baseline-Endline & IDPD

About the session : Connected Learning Initiative (CLix), conceptualized as an action research programme, had research as an integral part of its design and implementation. Several specific research studies were conducted to answer questions about the adoption and impact of the interventions in terms of student learning, teacher professional development, curricular and technology integration, extent and quality of implementation of CLix student offerings, monitoring and evaluation of the programme design and intervention, and diffusion of the innovation. In this presentation, we will present a summary of findings from two major studies viz., Baseline-Endline study that focused on CLix impact and the Innovation Diffusion and Process Documentation study that focused on the process of CLix adoption at the micro, meso and macro levels. A brief description of the research design will be followed by key findings on student learning, teacher change and process of CLix adoption from the stakeholders' perspective.

Presenter : Dr. Meera Chandran is faculty at Centre for Education Innovation and Action Research, Tata Institute of Social Sciences, Mumbai. She is currently the research lead for CLix and teaches in the Masters in Education programmes at TISS.

Session 2 : CLix CPD – Reflective Teaching with ICT[RTICT] Programme

About the session : CLix CPD aims to develop teachers as reflective practitioners adopting three pedagogic principles that include developing teachers PCK, adopting a practice-based approach and leveraging ICT meaningfully in practice and for professional development. The online RTICT courses (6 weeks) engage teachers with the research-based T-PCK adopted in the CLix-student-modules. The practice-based approach requires teachers to implement CLix-student-modules in their schools. CLix CPD has nurtured social learning environments through the management of mobile-based teacher CoPs to implement and integrate the pedagogic principles. The mathematics and science teacher CoPs have enabled teachers to share and discuss experiences of implementation and make sense of the research-based T-PCK in their context. Teacher educators managed the CoPs through weekly posts developing teachers situated and contextual PCK. The CoP has enabled pedagogic support through university-school connect, hearing teacher's diverse voices, their pedagogic struggles and seen changes in adoption of ICT in practice.

Presenter : Bindu Thirumalai is faculty at Centre for Education Innovation and Action Research, Tata Institute of Social Sciences, Mumbai. She has coordinated the RTICT Programme and teaches in the Masters in Education programmes at TISS. She is currently working on her PhD thesis on Teacher Communities of Practice in the Indian Context.