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NATIONAL MISSION ON
TEACHERS AND TEACHING

**School of Education component
under
Pandit Madan Mohan Malviya National Mission on Teachers and Teaching**

Progress Report

January 1 to February 29, 2020

Submitted by: Tata Institute of Social Sciences (School of Education Component)

Submitted to: Joint Secretary , PMMMMNMTT, MHRD , Government of India

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1. Introduction-

TISS had applied to the MHRD under the PMMMMNMTT for the School of Education component. The proposal was submitted in November 2018 to the MHRD. MHRD provided a sanction through PAB held on Feb 1, 2019. The relevant portion of the minutes (communication dated Feb 18, 2019) from the PAB meeting are as follows-

TISS - Component applied for (School of Education) approved. Only recurring grants will be eligible under the scheme. No regular academic positions can be created. Only contractual engagements with fixed honoraria are permissible. For no recurring grants, TISS may apply through HFA.

(PAB Minutes, Feb 18, 2019)

- 2.** TISS received the first instalment of Rs.46,00,000/- on 23rd May 2019, the second instalment of Rs.50,00,000/- on 11th Oct, 2019, and the third instalment of Rs.50,00,000/- on 6th Feb 2020. The following activities (refer table below) have been performed under the supported component to strengthen the School of Education. Considering the approval of

the PAB, TISS has deployed adequate number of staff, from 1st April 2019 to ensure the smooth functioning of activities proposed under the project.

3. Team

Number of faculty: 19

Number of technical and admin staff: 18

These staff and faculty are supported by a large pool of faculty working at TISS

Link on TISS website (Team)-

<https://tiss.edu/view/6/projects/pandit-madan-mohan-malviya-national-mission-on-tea/team-12/>

4. The progress against activities proposed:

SNo	Major Activities	Progress in Quarter 1	Progress in Quarter 2	Progress in Quarter 3	Progress Jan 1 to Feb 29, 2020
I	Long term Courses				
1	MA (Teachers Education)- Two- year Master course for Teachers Educators and Researchers in domain of Education <beneficiaries 27>	The programme began on 10 June 2019, and of 30 seats advertised, 27 were filled.	Semester 1 concluded Oct – Dec 2019 An Education Resource Centre (ERC) was launched at TISS to support the functioning of the programmes	Students have completed Field attachments and Semester 2. (Nov 2019- Mar 2020) Batch -Applications received- 260 TISS National Entrance Test to be held on Jan 4, 2020	Students will complete the Semester 2 on March 7, 2020. Exams to be held from March 23 to April 6, 2020 Number of applicants successfully cleared TISS NET on Jan 4, 2020 - 134 Pre-interview test and Personal Interviews to be held from March 12 and 13, 2020
2	MA Education (Elementary) Blended On-going programme. Batch 14 Session started on 13 May 2019. Total intake 68 (Senior 33 + Junior 35)	Batch 14 Commenced from semester I &3(May-Aug 2019)	Semester 1& 3 ongoing An Education Resource Centre (ERC) was launched at TISS to support the functioning of the programmes Students launch Riyaz a magazine to promote student writing and reflection	Students will complete Semester 2&4 (October 2019- March 2020) Batch 15- Applications received 188 TISS National Entrance Test to be held on Jan 4, 2020	Students will complete Semester 2&4 (October 2019-March 2020) Batch 15- Number of applicants successfully cleared TISS NET on Jan 4, 2020 is 85 Pre-interview test and Personal Interviews to be held from March 12 and 13, 2020
3	M.Phil ongoing programme total students current on roles 9	Session started on 17 June, 2019	Semester 1&3 completed	Semester 2&4 will be completed The next batch will commence in June 2020 Link -call for admissions on TISS website http://admissions.tiss.edu/view/10/admissions/mphilphd-	Students will complete Sem 2 and 4 in March 2020. RAT exam held on Feb 14, 2020. Results awaited. PIT/PI dates will be announced on website Next batch will commence in June 2020.

				admissions/integrated-m-phil-ph-d-programme-in-education/	
4	Ph.D. Ongoing programme. Session started on 17 June, 2019 Total students enrolled – 25	ongoing research	ongoing research	The next batch will commence in June 2020 Link -call for admissions on TISS website http://admissions.tiss.edu/view/10/admissions/mphilphd-admissions/direct-ph-d-in-programme-in-education/	RAT exam held on Feb 14, 2020. Results awaited. PIT/PI dates will be announced on website Next batch will commence in June 2020.
5	Launch of Integrated B.Ed./M.Ed.- Three year pre service course for Teachers and Teachers Educators Academic Council approved - start from 2019 & NCTE permission granted.		An Education Resource Centre (ERC) was launched at TISS to support the functioning of the programmes	Admission call for 50 seats for academic session 2020. Applications received 167 TISS National Entrance Test to be held on Jan 4, 2020	Number of applicants successfully cleared TISS NET on Jan 4, 2020 is 60 Pre-interview test and Personal Interviews to be held from March 12 and 13, 2020
II. Short Term Courses					
6.	In-service teacher training- for teachers and Teacher Educators		Telangana: 482 teachers Chhattisgarh: 84 teachers		Design Workshop for Teacher Educators- Chhattisgarh- 26 teacher educators Annexure 1
	For Head Teachers	West Bengal: 50 (Annexure 3)	Telangana: 316 (Jangaon -140 Sircilla -042 Warangal -134) Chhattisgarh: 30		
III. Research and Development					
7.	Resource Material development -	B.Ed. Textbook Series –Working title	Proposal for initial 4 textbooks accepted by	Textbook development update	Textbook development update

	<p>To identify and translate or produce original works in Indian languages for use in education departments (Integrated BA/B.Ed./BSc. B.Ed./B.Ed. and MEd)</p>	<p>‘Learning to Teach, Teaching to Learn’ 7 titles proposed: (i)Adolescent Learners in India- Author- Dr Gomathi Jatin (ii)Pedagogy of Languages – Dr Nishevita Jayendran (iii)Pedagogy of Mathematics- Dr Arindam Bose, Dr Ruchi Kumar, Ms Bindu Thirumalai (iv)Pedagogy of Science – Prof Mythili Ramchand, Dr Shamin Padalkar, Dr Amit Dhakulkar (v)Knowledge and Learning- Prof Mythili Ramchand and Dr Poonam Sharma (vi)ICT and New Media in Education- Dr Amina Charania (vii)State, Policy and Education- Prof Ajay Singh</p>	<p>Routledge under textbook series, for publication. Contacts under finalisation.</p>	<p>Advance contracts signed with Routledge India for a textbook series with at least 8 titles (more can be added later, in a phased out manner, and preferably in paired format). Individual advance contracts for the first 4 volumes on Adolescent Learners, Language Education, Mathematics Education and Science Education have also been signed between individual authors and Routledge. Formalities completed our end by 31st December 2019. We are awaiting Routledge responses and the final contracts</p>	<p>Series contract for 8 volumes signed between the series editors and Routledge, to be published over a 5 year period. We have received the contract in hand. Individual contracts have been signed for the first four volumes and received by the respective authors. Volumes 1 and 2 on Adolescent Learners and Language Education are being prepared for submission to Routledge for peer review. One workshop on "Language for Literacy: Teaching English in India Today" was successfully conducted from 2nd - 6th March 2020, drawing extensively on materials created for the textbook. The workshop was attended by 17 participants from across the country and from different professional spaces (student-teachers, school teachers, faculty from colleges of education and language and literature faculty in regular colleges). Their responses to the content have been positive. Other workshops on adolescent learners and the subject topics are being planned. Four detailed proposals for the last four volumes are being prepared to be submitted to Routledge for the peer review process. This will be submitted to Routledge by the end of March."</p>
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		Materials translated into Kannada (i)McComas: History of Science Approach- Science (ii)“Surely you’re joking, Mr. Feynman!”- Mathematics (iii)Sita's solitaire- Mathematics (iv)Video Sub- title: “How you can be good at Math by Jo Boaler”			
8.	OER curation and adaptation: with teachers and teachers educators - action research		Educational Design workshop held with 30 Teacher Educators- May 27 to 31, 2019: 30 Teacher Educators CLIX OER platform released with multilingual resources (Hindu, English, Telugu)	CLIX Open Educational Resources Website launch in Mumbai- Dec 6, 2019 No of persons attended- 60 Link- https://clix.tiss.edu/clix-open-educational-resources-website-launch/ OER platform dissemination: potential 2000 teacher (not added in direct beneficiary numbers below)	Teachers facilitated to attend Open Conference on Computers in Education (OCCE 2020) International Conference- Jan 6, 7 and 8, 2020 No of teachers attended- 10
9.	Research on Annual Report on Teachers and Teaching	Concept note prepared	Designing of methodology	Tool preparation and preliminary analysis of secondary data	Fieldwork to be planned and to be completed
10.	Three Small Research Studies -	2 research studies approved and initiated 1.Impact on Mathematics Teachers’ Beliefs, Knowledge and	ongoing one more research study approved	Ongoing	Ongoing 1.Impact on Mathematics Teachers’ Beliefs, Knowledge and Practice through Lesson Study on

		<p>Practice through Lesson Study on Teaching of Fractions and Proportions’- Dr Ruchi Kumar</p> <p>2.Title:Exploring the nature of classroom talk in an Indian ESL class- Jennifer Thomas</p>		<p>Teaching of Fractions and Proportions’- Dr Ruchi Kumar</p> <p>8 meetings with two teachers in a school have been done to work on lesson plan design and implementation. These have been transcribed and analysis is underway. A workshop is planned at the end of Feb 2020, for sharing of reflection from the process with other teachers. Interviews with teachers are also planned</p> <p>2.Title:Exploring the nature of classroom talk in an Indian ESL class- Jennifer Thomas-</p> <p>Classroom observations of two teachers in an affordable private school in Mumbai was done between August and October 2019. Close to six hours of classroom conversations have been transcribed so far of which approximately 200 minutes are being analysed. A research assistant was appointed in the month of December 2019. Our initial findings reconfirm the global patterns of InitiationResponse-Evaluation but they also point to some opportunities that teachers open up for discussion in the language classroom. We are trying to analyse these brief exchanges to understand what are the conditions that lead up to such moments of dialogue, what is the nature of such a</p>
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					dialogue, and who is included or excluded from it. We are in the final stages of analysis and report writing and the final report will be submitted in March 2020.
11.	Educational Research Centre ERC		An Education Resource Centre (ERC) was launched at TISS to support the functioning of the programmes	1. School Synergy Sessions held- 3 Total participants- 32 Annexure 1- Consolidated report- 2. Synergy with Teacher Education Institutions Sessions held- 2 Total participants- 55 Annexure 2- Consolidated report Total No of participants- 87	1. School Synergy- Sessions held- 1 Total participants- 29 Annexure 2- Consolidated report- 2. Synergy with Teacher Education Institutions Sessions held- 3 Total participants- 40 Annexure 3 – Consolidated report Total No of participants- 69
12.	Riyaz- A Students' periodical			Vol1 Issue 3 (Oct - Dec 2019) has been released https://tiss.edu/uploads/files/Annexure_2_Riyaz.pdf	Vol 1 Issue 4 (Dec2019- Jan 2020) has been released https://tiss.edu/uploads/files/RIYAZ_Dec-Jan.pdf
	Total beneficiaries	50+ 95 Students =145	942 +95 Students =1037	87+ 95 students +60+ 10 =252	69+ 95 students+26+10 = 200

Annexure 1 - Educational Design Thinking Edtech For Schools

27-29 January 2020

College of Teacher Education, Raipur



The School of Education, TISS, in collaboration with the Government College of Teacher Education (CTE), Chhattisgarh held an Educational Design Thinking Workshop from 27 to 29th of January 2020. This workshop was supported by CTE, Raipur, Tata Trusts and Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching, MHRD, Govt. of India.

Introduction:

Design thinking is a creative approach to problem-solving, through collaboration and iterative thinking around design. Users' context and affordances of technology are integrated, taking into consideration systemic constraints to create meaningful, implementable and contextual solutions. Education technology plays an important role in the education sector today. Globally, it is shaping how teachers teach, how students learn and how teachers develop skills through continuous professional development programs. EdTech in India is set to receive a further push with the recent launch of the Operation Digital Board which promises to bring interactive digital boards into 9 lakh classrooms for grades IX-XII. There is an urgent need to re-examine the traditional transmission mode of knowledge delivery via ICT tools. Technology tools must be leveraged to reimagine pedagogy to support interactive and active learning. To this end, CEIAR is committed to use design thinking to create a space where educators can examine the problem, assumptions, implications and design solutions by understanding learners and their contexts in authentic and humane ways.

Objectives:

This three-day workshop aimed to equip and train participants in the creative process of designing technology-based solutions for a pertinent educational problem. Participants were encouraged to identify and work with a teaching-learning issue emerging from their context. Through hands-on design experiences, participants were encouraged to create a prototype for their tools/materials, test it and move towards another iteration of the same.

Participants:

There were 26 participants. These were faculty from DIET, CTE, IASE and SCERT, Chhattisgarh

Facilitators:

This workshop was facilitated by the TISS, School of Education faculty members- Rafikh Shaikh, Dr Ruchi Kumar, Omkar Balli, Dr Nishevita Jayendran and supported by TISS field team members Mr. Amitabh Anand, Mr. Saurav Mohanty and Mr. Tushar Goel

Pre-Workshop Activities:

To ensure that the workshop days were more productive, pre-readings and exploration of CLIX modules were suggested to the participants.

Workshop Activities:

These consisted of discussions between participants anchored by the facilitators, identifying teaching learning challenges, defining objects of activity/ resources, ideation, paper prototyping, and play testing, a discussion on the different types of videos and integration, exploration of digital tools and a session on Game Designing.

Feedback:

A selection of the participants' feedback is given below-

- “Good experience, learnt how to connect activities and tools”
- “Prototype and testing was very helpful because it insights me to think about my own teaching and now I will abide by the same”
- “I got exposure on tools and OERs, it is helpful to me as a teacher educator” (translated)
- Workshop could have be done after the Panchayat elections (translated and summarized)
- “I came with a ‘blank’ as i could not comprehend what will be here, by the end of 2nd day I could understand how ‘design’ is important and sensitive in classroom process of delivery”
- “The sessions related to ideation and visualization were useful. The sessions were participants were asked to explore tools could be made more crisp”
- “Helped to look critically ways in which we design educational experience for our classroom, the sessions were quite useful”
- “Would have preferred to go beyond and putting the things learned in digital platform ”

Our Learnings and Reflections:

- Teachers need more time to think about the objectives and understanding and reflecting on prototyping. A three day workshop is too short to complete all stages and ICT incorporation should not be the goal
- Technical literacy is low so ICT exploration itself is a challenge and needs to be addressed in another workshop
- Bringing the students for play testing was very useful. However, we need to work with teachers to orient them on reflecting from play testing and to what extent they were prompting the students.
- A greater range of learners or identifying the appropriate aged learners corresponding to the designed prototype would be better
- Teachers need to progress in their subject knowledge itself, therefore a separate session needed to address it
- A separate session to explore a range of constructivist resources and its design principles needs to be included
- We can think of domain based Design Thinking workshops, this way it is more focused.
- TISS team need to think more on the transition from paper prototype to digital design. We may need to have different versions of the workshops based on the participants.
- It was a good start for many of the participants, they appreciated the process of designing, educational simulations/games, especially the process of testing with learners and iterations.

Workshop fee:

This workshop was offered free of cost to the participants.



Annexure 2: School Synergy Workshop For Teachers Of M,N,S,T Wards On Mindful Reading For Mindful Teaching, 28 February, 2020, ERC, TISS, Mumbai

Objectives

This workshop focused on Reading Comprehension Instruction in the language classroom. The main objectives were to

- Help participants to reflect on their own experiences of learning to read
- Help them to begin looking at reading comprehension as more than just decoding
- Make explicit some reading strategies proficient readers naturally use (meta-cognition)

Participants

There were 29 teachers who attended the workshop from M,N,S,T wards of Mumbai. Most of the teachers were language teachers (except 1 science teacher) teaching in Marathi medium schools and a few teachers taught in English and Urdu medium schools. There were a mix of B.Ed. and D.Ed. Teachers. The D.Ed. teachers taught all subjects and were qualified to teach any class between std. 1 – 7. There were 16 female and 13 male participants.

Approach

The workshop took an experiential and discussion based approach. Participants began by recollecting and reflecting on their own personal narratives of learning to read. This was then followed up with their present day attempts of teaching reading in the classroom. They had to work on tentative definitions of “Reading”. In groups, participants reflected on characteristics of strong readers and the kind of strategies they use for reading. Reading as a process of before, during and after reading steps was introduced.

After this, reading instruction in the classroom was problematised and opened up for discussion using Shobha Sinha’s essay *Reading Comprehension Instruction: Developing Engaged Readers*. Vocabulary like ‘decoding’ ‘prior knowledge’ and ‘metacognition’ were introduced and explained before participants read the essay in groups. Each group was given a small section of the essay along with a question guide to help their comprehension and discussion.

After their small group discussion each group summarized the key ideas of their section for the whole group.

Finally, each participant silently read a picture book after which they were interviewed by a partner on implicit and explicit strategies they used while reading. It was hoped that teachers would begin thinking about reading in more nuanced ways. The workshop ended with participants revisiting their definitions of Reading and writing what they now understood as Reading.

Responses

Teachers were open, energetic and collaborative. They worked well with partners/groups. In fact they appreciated the active nature of the workshop and contrasted it with informational 'passive' training programs they usually attend.

All our material was in English. While this was not a big challenge, since most were fairly proficient and each group had at least one strong English reader, we had to abandon some teaching material and make last minute changes to ensure everyone read with comprehension. It might be good to bear in mind this point about language levels not just for resource materials we may use in future workshops but also for the spoken part. As facilitators we continuously switched between English, Hindi and Marathi.

Teachers initial responses to the question "What is Reading" was largely limited to a broad understanding of reading aloud. They focused on aspects of tone, voice, stress, fluency and punctuations. As the workshop progressed they reconsidered some of these assumptions and began distinguishing between reading and decoding. Some of the re-defined answers at the end of the session were:

"Reading is a thinking process which involves utterance, understanding, comprehending, decoding and visualising what we read."

"Reading is the process of understanding the content with comprehension. It means to be able to think, to ask more questions, to makes guesses.

"Reading means I can easily decode not only text but sometimes also pictures. It is also a process of taking all aspects into consideration like previous knowledge, area of interest...."

Reflections

Though the duration of the workshop was good (10 am to 4 pm) we realised we had packed in too much for one session. It would be good to identify one or two key concepts and go deeper rather than trying to cover too much ground. We had to think on our feet and make alterations to our session plans during the workshop. The arrangement in the ERC worked well for group discussions. It was good to have picture books accessible. We can think about using texts in Hindi or Marathi as well – especially hand outs summarizing research findings. It would be good to use articles which use simple and accessible English. Giving a question guide was very helpful.

We tried to embed some pedagogy into the way we designed our tasks – pair work, group tasks, reflection, value of lived experience and so on. It would be good to strengthen this with more modelling and demonstration tasks.

While there were a few teachers who worried about having to come again for another workshop – most of them recognised this as a new and important way of thinking about their practice. They were eager to join the WhatsApp COP and looked at it as a space to answer and discuss challenges they face.

Some other areas teachers requested similar workshops on:

- Applying reading strategies to teach textbook lessons
- Listening and Speaking Skills
- Grammar
-

Way Forward

It would be good to continue engaging with this group of teachers in a focused manner on the issue of Reading Comprehension Instruction. We can work towards using one or more framework (*Luke & Freebody* or *Keene & Zimmerman*) to demonstrate reading comprehension instruction in a more systematic manner. Our workshop sessions must strike a balance between deep reading and active, hands-on tasks which demonstrate some of the ideas/principles presented in the reading. Gradually teachers can work on applying some of these strategies to teach their textbook content –the workshop could create a safe space for teachers to brainstorm, discuss and demonstrate some of this. Mini-lesson ideas, reading strategies ideas thus generated can be shared via whatsapp group and/or social media.



Annexure – 3 : 'Excellence in Teacher Education : Ideas and Practice Exchange (Synergy with Teacher Education Institutions (TEIs))

As a part of the School Synergy Initiative at the School of Education, one of the steps taken towards building synergy is collaboration with teacher education institutions in Mumbai. This collaboration is in the form of interactive sessions conducted once a month for student teachers for a duration of about 2 hours.

The two hour activity seeks to revolve around selected themes and comprise of perspective building around the resources, and discussion and exploration of the resources.

A few activities that are proposed to be undertaken by the Educational Resource Center (ERC) team are Gaming, Children's Literature, Understanding Creative Writing, Misconceptions with regard to topics in science, math, social studies, Policies and Practices in Teacher Education, Equity, Social Justice and Inclusion, Quality in Education, Research Writing, Material Design and Development, Reading Seminars and other activities/themes as per the needs and demands of the student teachers.

Five sessions under this initiative have been conducted by resource persons in this academic year 2019-2020. The details of these sessions are available in the session-wise report. The participants of these sessions hailed from various schools and teacher education institutions in Mumbai and Pune. Session 1 and 2 have been covered in the Quarterly Report Oct to Dec 2019.\

Session 3 : Understanding Creative Writing: Representing Ideas

Date: 15/01/2020

Resource person/Faculty: Dr. Nishevitha Jayendran

No. of Participants: 26



Activity Description:

“Understanding Creative Writing” is a workshop series that will look at different ways in which creative pieces are structured, the affect they have on the reader and the way they influence the readers’ engagement with the theme.

This session looks at ‘Representing Ideas’. Some questions that we will explore in this session through hands-on activities on reading (and writing) creative pieces is: what is representation? How does it help in creative writing? What are some forms of representation? How can we identify and adapt these principles in our own writing practises?

Post Activity Description:

This activity of ‘Excellence in Teacher Education : Ideas and Practice Exchange’ was attended by 26 participants inclusive of teachers, teacher educators and student teachers from 2 schools, MIT ADT school of education, Pune, and B.Ed. colleges in Mumbai respectively.

The session commenced with an introduction of participants with plethora of adjectives to describe oneself. Discussions on the ‘What’ and ‘Why’ of creative writing elicited open responses from participants, thus unfolding the objectives of creative writing. A firsthand personal experience of writing a creative piece “A regret that you have”, enabled the exploration of ‘the space of creativity’ as unique to each individual and revealed the core idea of creativity as digging into lives and experiences, yet reflecting the author’s perspective. Participants engaged in thinking about the concept of representation and the concept was supplemented through a video of Neil Gaiman. Silent reading of a fiction and a non-fiction and then the group reading sessions focusing on the actual texts, followed. This silent reading was the unique feature of session where there was absolute silence in the room and participants were deeply engrossed in analyzing the texts. The reading was reflected on the lines of detailing, word building and few other elements of creative writing. Striking features like imagery, visualizing, detailing, unexpected unconventionality, defamiliarizing emerged in the following discussions. The session ended with a positive note with participants expressing interest in more such sessions on creative writing.

Session 4 : Public Private Partnerships (PPPs) in education and health: Achieving equity and quality? (Panel Discussion)

Date: 21/01/2020

Panelists/speakers:

Professor Yusuf Sayed, University of Sussex

Professor Saumen Chattopadhyay, Jawaharlal Nehru University

Dr. Emon Nandi, Tata Institute of Social Sciences

No of Participants- 9



Activity Description:

The Panel discussion focused on Public Private Partnerships (PPPs) in education and health in India and South Africa. It provide a wide platform for a discussions of PPPs and the implications for equity and quality in the social sector.

Session 5 : The Interplay of Assessment and Rubrics

Date: 05/02/2020

Resource person/Faculty: Dr. Anusha Ramanathan

No. of Participants: 5



Activity Description:

Assessment has often a negative connotation in the world of academia. However, think of it as a game of strategy. Knowing when and how to assess makes one a great educator. While assessment of learning often occurs, how can we ensure assessment for learning takes place to intertwine assessment and the teaching learning processes as they are meant to be. There are many aspects of assessment that can be explored, but what often gets ignored is the process of judging.

What we will do in this workshop is understand how assessment works at the level of judging to what extent student performance meets a benchmark of learning. Standards are bad if one considers them to be a standard to fail against. If one thinks of them as a ladder towards success, then it is essential that we clearly explain these standards. This is where rubrics come in and this is where we will begin.

Post Activity Description:

The session on Interplay of Assessment and Rubrics began with analysis of two rubrics. As the participants plunged into critiquing the rubrics, the framing of the standards and what the framework indicated of learning outcomes, viewpoints on how the participants perceived assessment emerged. The discussions were robust involving different boards - ICSE CBSE, SSC and the IB - and different subjects - English, Maths, Science and Social Sciences. The absence or presence of connect between the 21st century skills and subject content in rubrics was discussed around another sample rubric, this time one involving self-evaluation. A peer-evaluation rubric led

to rumination of what criteria were prioritised and whether the participants agreed or disagreed with the given criteria and their weight.

The session culminated in the participants creating a rubric based on their critique of the given samples for a task they devised based on their comfort level. The participants shared their rubrics and gave feedback to others. The session spilled over time to end at 5:15 PM as participants kept discussing and revising their rubrics.

The realisation of how formulating a rubric helped them reassess the task and the learning outcomes tested was the key takeaway of the session.