

OE4BW 2022 EDUSCOPE

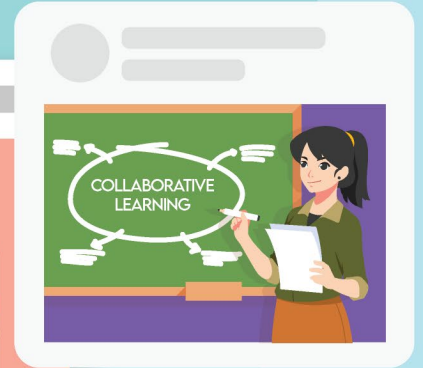
TECHNOLOGY DRIVEN APPROACHES IN THE DEVELOPMENT OF COLLABORATIVE LEARNING

Presenter/Developer:

Dr. Sonam Bansal

Mentor:

Nurbiha A Shukor



OPEN EDUCATION
for a **BETTER WORLD**



TECHNOLOGY DRIVEN APPROACHES
IN THE DEVELOPMENT OF
COLLABORATIVE LEARNING



COURSE BROCHURE

The Learning outcomes of the course:

After the completion of this course learners will be able to:

- Explain the concept of technology driven approaches in the teaching and learning.
- Explain the use of pedagogy, andragogy, peeragogy, cybergogy and heutagogy in assessment.
- Differentiate the role of different technology driven approaches in assessment through collaborative learning.
- Select appropriate technology driven approach to improve learner's engagement in teaching and learning.
- Analyze the importance of heutagogy in development of collaborative learning among learners.



A PART OF UNESCO INTERNATIONAL ONLINE MENTORING PROGRAMME



RAO LAL SINGH COLLEGE OF EDUCATION
SIDHRAWALI, GURGAON, INDIA

Offers free mooc

TECHNOLOGY DRIVEN APPROACHES IN THE
DEVELOPMENT OF COLLABORATIVE LEARNING

A course beneficial for
pre-Service & In- service
teachers in school/
college/university,
Teacher educators,
curriculum planners &
policy makers, Graduate
and post graduate students
& parents



RAO LAL SINGH COLLEGE OF EDUCATION
SIDHRAWALI, GURGAON, INDIA

Campus address:
NH-8, Sidhrawali, Gvurugram, Haryana 122413

**FREE MOOC COURSE
BEGINS 29th JULY 2022**



COURSE BROCHURE

About the course:

This course aims to know, understand and apply assessment of technology driven approaches in development of collaborative learning at school, college & university level.

Globally, education is a major concern. Most importantly, education shapes a nation's growth, society's evolution, and the values it promotes. Educators may use technology to foster 21st century skills including critical thinking, problem solving, detail orientedness, cooperation, and teamwork.

The Internet has become a vital part of most cultures' tapestries. Today's Internet is a vast picture window and portal into human perception, thinking, and behaviour.

Pedagogy is the study of how to teach children or dependent individuals. Andragogy is the facilitation of learning for self-directed learners. Heutagogy is the administration of self-managed learners' learning.

Like Web 2.0, education 2.0 encourages student-to-student and student-to-expert engagement. Cooperative learning, global learning initiatives, shared wikis, blogs, and other social networking tools are being used in the classroom by certain educators. Education 3.0 is a connectivist heutagogical method. They form a unique organism that has the potential to meet individual learner, educator, and even societal demands. Many resources for Education 3.0 are free to use.

Course Overview

Course Duration: 4 Weeks course

Mode of Delivery: Synchronous and Asynchronous

Platform: Canvas/ Google meet/ zoom

Introductory Video:

https://youtu.be/zfCM_ZVE6Vk

Enrolment: Register with

<https://canvas.instructure.com/enroll/8CMK7R>

<https://canvas.instructure.com/register>

Join with class code:

8CMK7R

Telegram Link for updates: Join with

<https://t.me/+M4o7UeVf51QyYzZI>



Hub Coordinator:
Jenni Hayman
Dean, Academic Excellence
and Innovation
Ontario, Canada



Mentor:
Nurbiha A Shukor
Assoc. Prof. School of Education
University Teknologi, Malaysia



Developer :
Dr. Sonam Bansal
Assistant Prof. R.L.S. COE,
Sidhrawali, Gurugram, India

A certificate of completion will be awarded to participants who will complete the course requirements.

Contact Details:

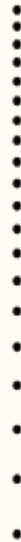
E-mail Id- sonambansal9099@gmail.com



OPEN EDUCATION *for a* BETTER WORLD



United Nations
Educational, Scientific and
Cultural Organization



• UNESCO Chair on Multimodal Learning
• and Open Educational Resources
• North-West University, South Africa

BASIC INFORMATION



DEVELOPER: DR.SONAM BANSAL
ASSISTANT PROF. R.L.S. COE, SIDHRAWALI,
GURUGRAM, INDIA



HUB COORDINATOR: JENNI HAYMAN DEAN, ACADEMIC
EXCELLENCE AND INNOVATION ONTARIO, CANADA



MENTOR: NURBIHA A SHUKOR ASSOC. PROF. SCHOOL OF
EDUCATION UNIVERSITY TEKNOLOGI, MALAYSIA

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TECHNO-PEDAGOGICAL SKILLS ...
TECHNO-PEDAGOGICAL

Icons: Megaphone, Document, Comments

TECHNOLOGY DRIVEN APPROA...
Technology driven approaches

Icons: Megaphone, Document, Comments (7), Folder

UNESCO SDG



SUSTAINABLE DEVELOPMENT GOALS



GOAL OF THE PROJECT

There are pedagogical frameworks for bringing technology into instruction, but they have not kept up with technology's advancement. Technology is becoming increasingly important in education, especially in light of the COVID-19 pandemic, where many programmes have migrated totally online, requiring instructors to use technology in their daily lives in addition to its effects on schooling. People are increasingly relying on technology to substitute place-based activities such as socializing with peers, conducting everyday life activities as a result of the pandemic. In the context of COVID-19, technology and social media are now common place in everyday news in human existence; educators must teach students how to use technology and how to use it constructively for personal and professional purposes. Most of the education is occurring by using Education 1.0 paradigm.



MAJOR COURSE OBJECTIVES

- After the completion of this course learners will be able to: explain the concept of technology driven approaches in the teaching and learning.
- Explain the use of pedagogy, andragogy, peeragogy, and heutagogy in assessment.
- Differentiate the role of different technology driven approaches in assessment through collaborative learning.
- Select appropriate technology driven approach to improve learner's engagement in teaching and learning.
- Analyze the importance of pedagogy, andragogy, peeragogy, and heutagogy in development of collaborative learning among learners.



COURSE POSTER

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**TECHNOLOGY DRIVEN APPROACHES
IN THE DEVELOPMENT OF
COLLABORATIVE LEARNING**

8CMK7R

 **RAO LAL SINGH COLLEGE OF EDUCATION**
SIDHRAWALI, GURUGRAM, HARYANA, INDIA

PRESENTS A 4-WEEK MASSIVE OPEN ONLINE COURSE (MOOC)

**TECHNOLOGY DRIVEN APPROACHES IN THE
DEVELOPMENT OF COLLABORATIVE LEARNING**

**A PART OF UNESCO INTERNATIONAL
ONLINE MENTORING PROGRAMME**

 **OPEN EDUCATION
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PARTICIPANT INFORMATION

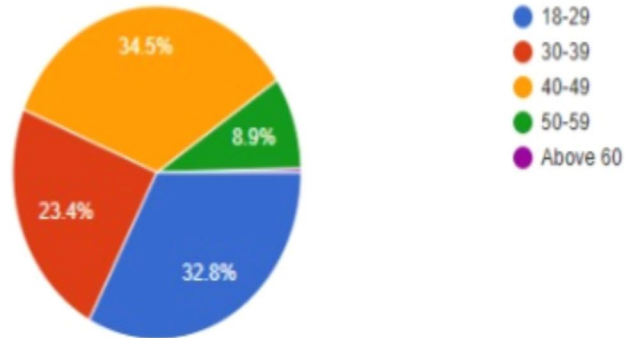
THE TOTAL NUMBER OF PARTICIPANTS REGISTERED IN THE COURSE = 542

THE ACTIVE USERS = 353

THE COURSE WAS COMPLETED = 328

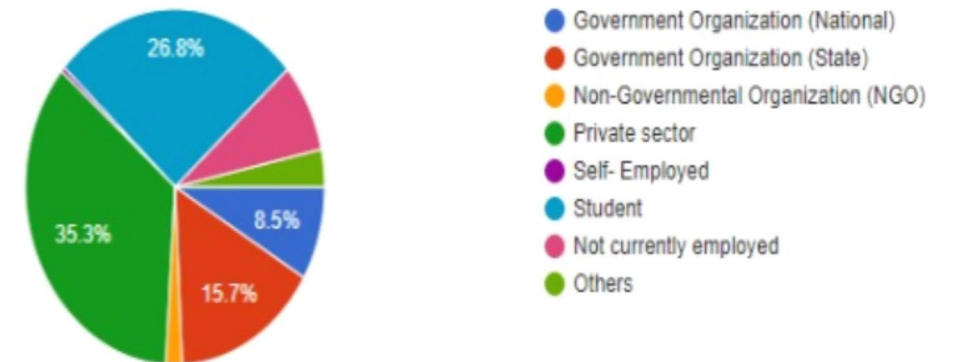
How old are you?

235 responses



In which sector you are employed (If employed)

235 responses

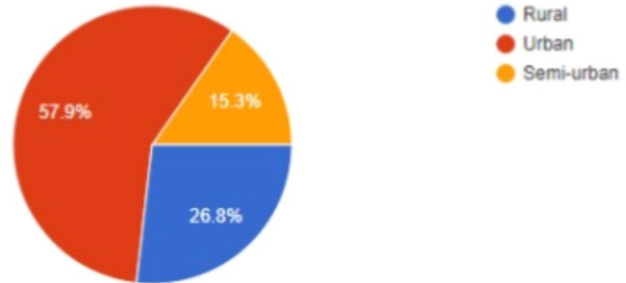


PARTICIPANT INFORMATION

Area of living

235 responses

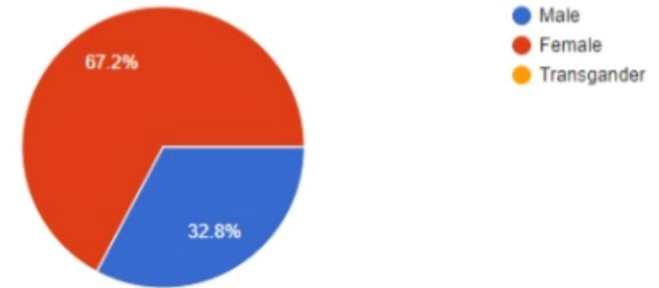
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Gender

235 responses

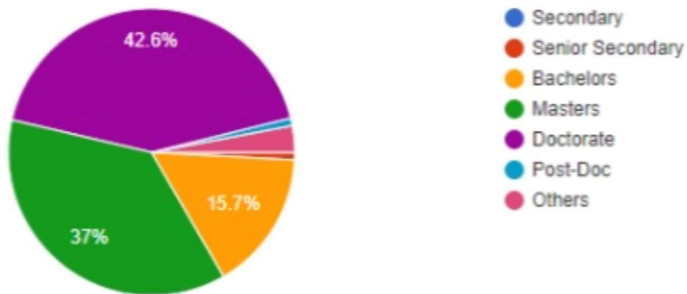
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What is your highest qualification? (Please Select One)

235 responses

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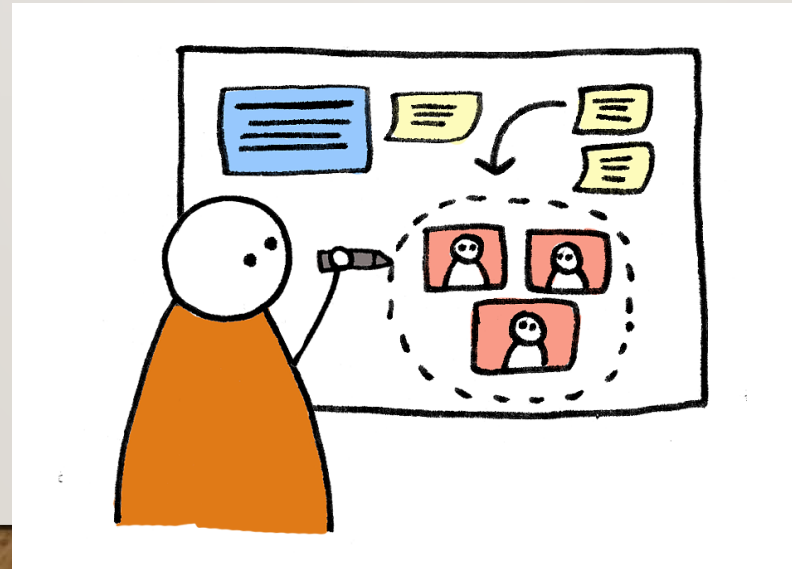


COURSE DESIGN

THE DESIGN OF THE COURSE IS OF FOUR WEEKS INCLUDING FOUR MODULES.

WEEKLY DURATION OF THE COURSE IS OF 4 TO 5 HOURS.

DURATION OF THE COURSE FROM 29TH JULY, 2022 TO 10TH SEPTEMBER, 2022.



COURSE CONTENT

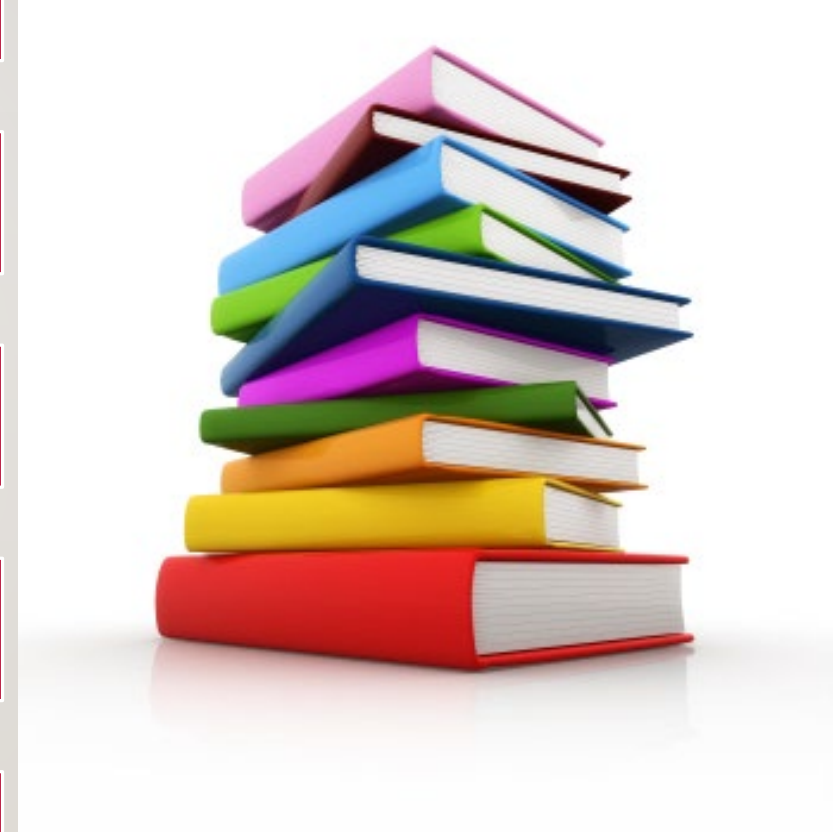
Module 0: Welcome

Module 1: Frame of Collaborative Learning

Module 2: Collaborative Learning and Integration of Technology

Module 3: Pedagogy, Andragogy, Peeragogy, and Heutagogy

Module 4: Designing of Collaborative Learning Activities



COURSE CONTENT

Post-Course Survey (Technology driven approaches in the developer)

Questions Responses Settings

PRESENTATIONS, QUIZ

- course provided us not only theoretical information but also practical knowledge.
- video part and demonstrations
- Collaborative Lesson plan making
- Activity , Assignment, quizzes were best and useful.
- Content is interesting and clear
- Whole course was so good that i have learnt many new concepts
- answer session
- Activities to be performed during learning

Any Four key points to summarize your journey in the course *

canvas.instructure.com/courses/4900665/discussion_topics

- [self Introduction](#)
1 Section
Last post at Sep 16, 4:28 AM
- [Hi Everyone ,I am teaching at Lavasa, 55 km from Pune](#)
All Sections
Last post at Sep 16, 4:24 AM
- [No Title](#)
All Sections
Last post at Sep 16, 4:20 AM
- [MODULE II: ACTIVITY 2 : Interactive Video](#)
All Sections
Last post at Sep 16, 3:18 AM
- [MODULE II :ACTIVITY I ---- WHAT IS IN IT FOR ME \(WIIIFM\)](#)
All Sections
Last post at Sep 16, 2:58 AM
- [Collaborative game](#)
All Sections

canvas.instructure.com/courses/4900665/discussion_topics

- [MODULE 1: Activity 1](#)
All Sections
Last post at Sep 15, 11:30 AM
- [MODULE IV : Collaborative Lesson Plan](#)
All Sections
Last post at Sep 15, 9:47 AM
- [Module-2 Collaborative learning in Indian Class -rooms](#)
All Sections
Last post at Sep 15, 9:34 AM
- [MODULE III : ACTIVITY](#)
All Sections
Last post at Sep 15, 12:01 AM
- [MODULE 1 : ACTIVITY II](#)
All Sections
Last post at Sep 14, 11:34 PM
- [Welcome and Introductions: Getting to Know Each Other!](#)
All Sections
Last post at Sep 14, 4:23 AM

canvas.instructure.com/courses/4900665/discussion_topics

- [MODULE III: ACTIVITY](#)
All Sections
Last post at Sep 15, 12:01 AM
- [MODULE 1 : ACTIVITY II](#)
All Sections
Last post at Sep 14, 11:34 PM
- [Welcome and Introductions: Getting to Know Each Other!](#)
All Sections
Last post at Sep 14, 4:23 AM

Ordered by Recent Activity

Closed for Comments

- [My introduction](#)
All Sections
Last post at Aug 28, 1:25 PM
No longer available

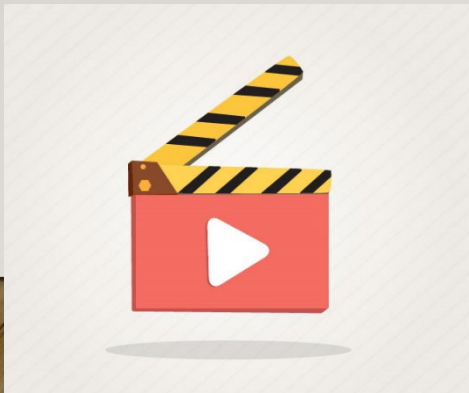
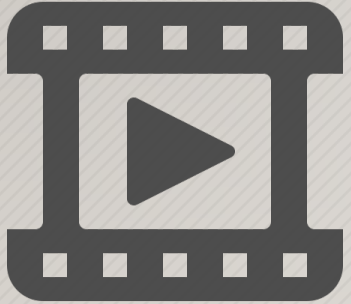
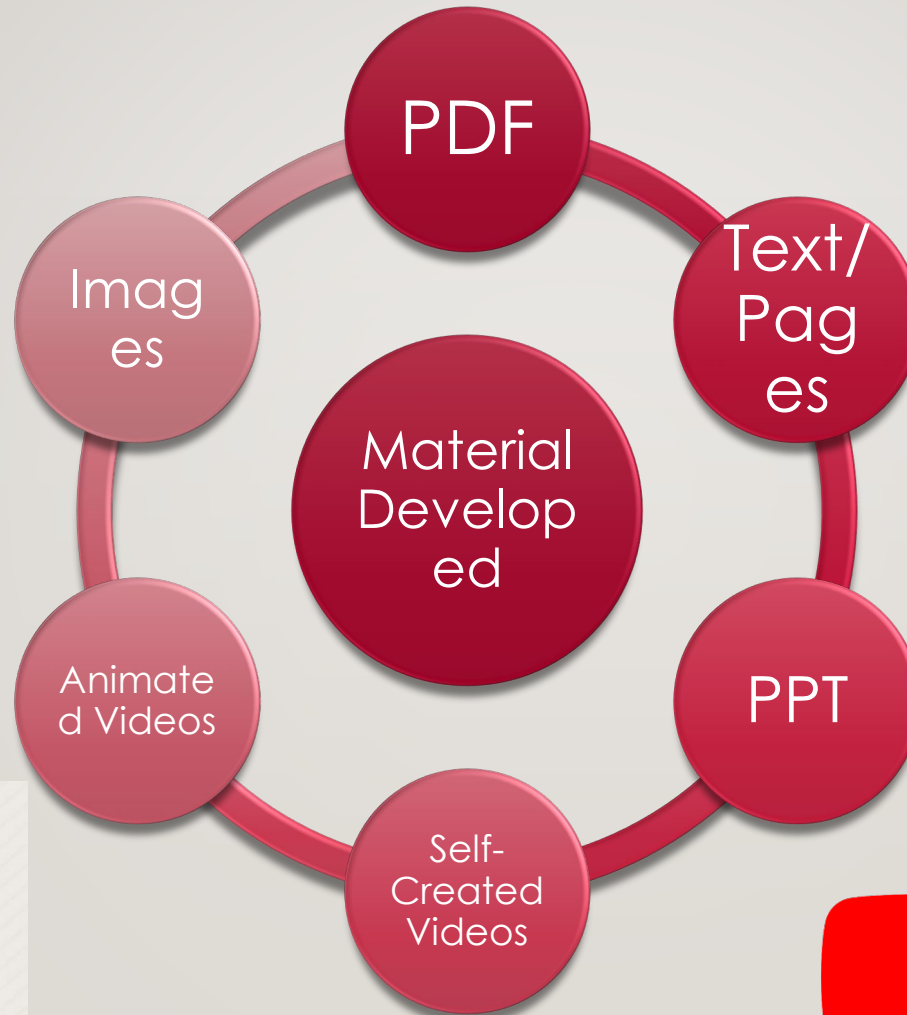
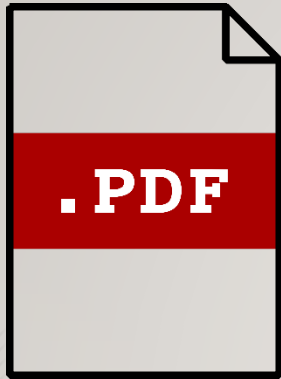
COURSE ACTIVITIES

Implementation was done on weekly basis Including one pre-course and Post-course survey with weekly quizzes including 10 questions in each quiz.

Diverse brainstorming activities were posted in discussion forums for active participation.



MATERIAL DEVELOPED AND USED



MATERIAL DEVELOPED AND USED

HERE IS A GLIMPSE OF THE MATERIAL USED IN THIS COURSE:

The collage displays six screenshots from a Canvas LMS course, illustrating the material developed and used in the course:

- Top Left:** A slide titled "Collaborative Learning can be done in face-to-face mode or online mode." It features two illustrations of groups of people. Below the illustrations, it says "Image Source: Self- Created".
- Top Middle:** A slide titled "Collaborative Learning can be done in face-to-face mode or online mode." It includes a video player showing a video by Poshmpa Bhai Poshmpa by Dr. S. Below the video, it says "One of the Example of Classroom Collaborative has been shown in the above video" and "In the coming sections we will discuss examples of online collaboration.....".
- Top Right:** A slide titled "COLLABORATIVE GROUP ACTIVITY TO BE DONE BY LEARNERS". It explains that collaborative learning can be better understood with the help of doing an activity in the class. It mentions that for successful collaborative learning, close monitoring will be done and the teacher will have to play an active role in monitoring the task and interaction of the group. It also states that this group activity is an effective strategy to clarify instructions, remind learners about effective collaborative strategies, and that teachers assign duties to one or more learners as - group monitoring, encouragement, interruptions and participation. To understand collaborative efforts, a group activity with the name of 'Circular Observation' will use constructively for the enhancement of learners evaluation, reflection and social skills. Below the text is a diagram labeled "OBSERVATION WHEEL" showing five groups (Group I to Group V) arranged in a circle with arrows indicating interactions between them.
- Bottom Left:** A slide titled "REFLECTIONS OF USING PEDAGOGY, ANDRAGOGY, HEUTAGOGY AND PEERAGOGY". It includes a section titled "REFLECTIONS" and a paragraph discussing the shift in educational paradigms and the role of the learner in a heutagogical approach.
- Bottom Middle:** A slide titled "the foundations of knowledge while collaborative learning is applicable to college and university students because it is used to teach non-foundations of learning. Another believed difference is that collaborative learning is a philosophy of interaction whereas cooperative learning is a structure of interaction." It features a Venn diagram comparing "Cooperation" and "Collaboration". Cooperation is defined as "Knowledge gained from processes is not the goal" and "Individuals working towards a common product". Collaboration is defined as "Constructive knowledge" and "Knowledge gained from processes". The intersection is labeled "Constructive Belief" and "Product is better than that which can be produced alone".
- Bottom Right:** A slide titled "Principles of Collaborative Learning". It features a circular diagram with the following principles: "evolve", "what matters", "Lead by example", "Integrate into the flow of work", "Learn to get out of the way", "Quality of Collaborative Dialogue", "Promote Evaluative Thinking", "Think strategy", "Social Interdependence", "Create a supportive environment", and "Incorporate Problem-Based Learning (PBL)".

MATERIAL DEVELOPED AND USED

The image displays a 3x3 grid of screenshots from a Canvas LMS course, illustrating various educational materials and activities. Each screenshot shows a different page within the course interface, which includes a sidebar with navigation options like Home, Announcements, Assignments, Discussions, Grades, People, Modules, Pages, Files, Syllabus, Outcomes, Rubrics, Quizzes, and Attendance.

- Top Left:** A video player showing a tutorial titled "Here is an activity for you : After watching the tutorial of Edpuzzle you have to watch this video and give the answer that were asked in between the video". The video content includes a "THEMATIC APPRECIATION TEST TAX" and "FEATURES OF FACTORS (KEY CONCEPTS)".
- Top Middle:** A page titled "Cost: free (40 books) : Examples of Book Creator" showing two book covers: "Electric Circuit & its components (Class VII)" and "Buoyancy (Pratibha45)".
- Top Right:** A page titled "Watch on YouTube" showing a collection of colorful digital books or cards, including one titled "Flip".
- Middle Left:** A page titled "Join a packet" showing a list of documents or packets, including "Physics of Physical science 2022" and "Feedback of one week TOP".
- Middle Middle:** A page titled "Using Wakelet, it is simple to organise, annotate, and generate a range of documents and products in various formats." It features a screenshot of a Wakelet collection with a landscape image.
- Middle Right:** A page titled "Network connections allow MindMeister easy to use, and connectivism links student ideas and knowledge into a single, shareable domain." It includes a video player showing a "MindMeister tutorial by Dr. Sonam Bansal".
- Bottom Left:** A page titled "Reflection on Collaborative Learning" showing a video player with a cartoon illustration of children playing.
- Bottom Middle:** A page titled "BENEFITS OF COLLABORATIVE LEARNING" with three sections: "Social benefits", "Psychological benefits", and "Academic benefits".
- Bottom Right:** A page titled "approaches-of-collaborative-learning" showing a 2x2 matrix of collaborative learning models: "DIFFERENT TIME", "SAME TIME", "SAME PLACE", and "DIFFERENT PLACE".

COURSE DEPLOYMENT

The course is offered on an online Learning Platform

CANVAS

Joining link of the course:

<https://canvas.instructure.com/enroll/8CMK7R>

<https://canvas.instructure.com/register>

Joining link of the Telegram/ whatsapp :

<https://t.me/+M4o7UeVf51QyYzZI>

<https://chat.whatsapp.com/F54FjQFTEwC1ZiMU1scH8s>

COURSE FOCUS

The main focus of the program delivery was on

1. Active Learning of the Participants
2. Engagement of the learners.



CERTIFICATE



A certificate has been given to all those participants who had successfully completed the course.

THE CHALLENGES AND OVERCOME

- 1. Finding and gathering appropriate OER's for the course is difficult. The OER's I found were theoretical, so I developed videos and content for my course.**
- 2. The second major issue was participant's technical glitches. The Participants first struggled with the transition from traditional to online learning, but they quickly learned how to successfully integrate technology in their classroom.**



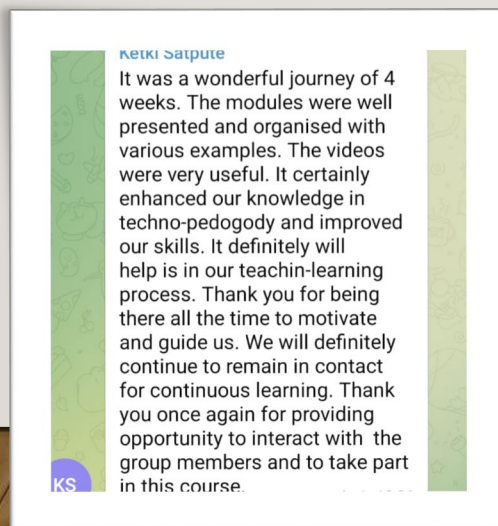
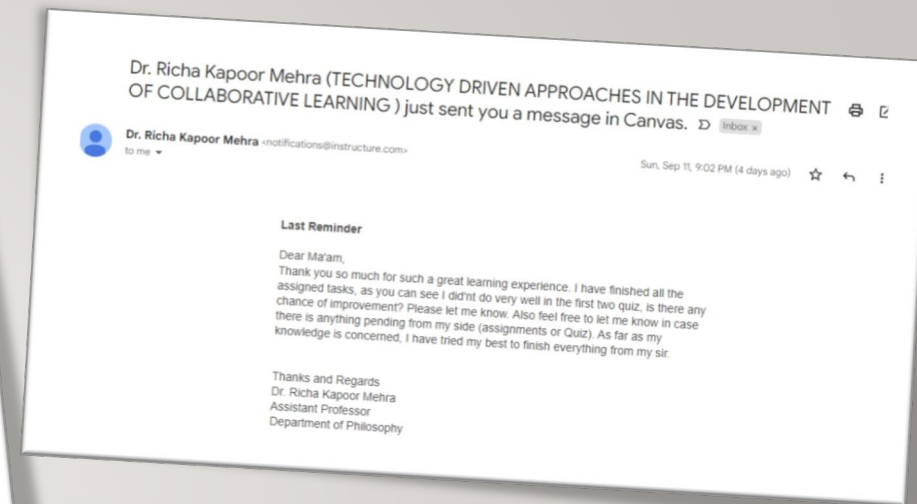
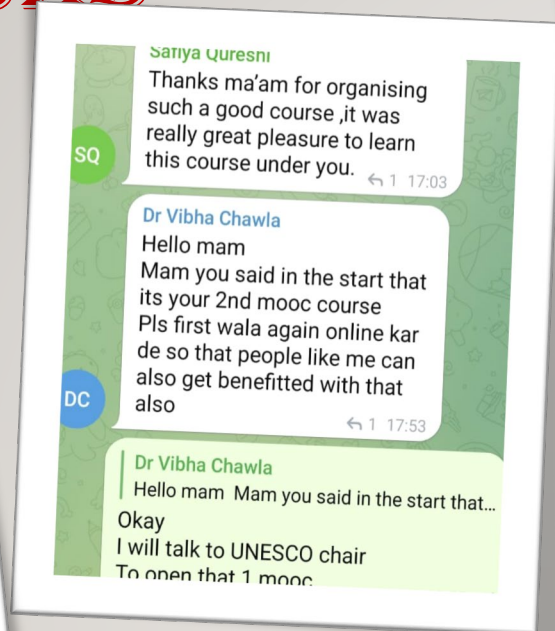
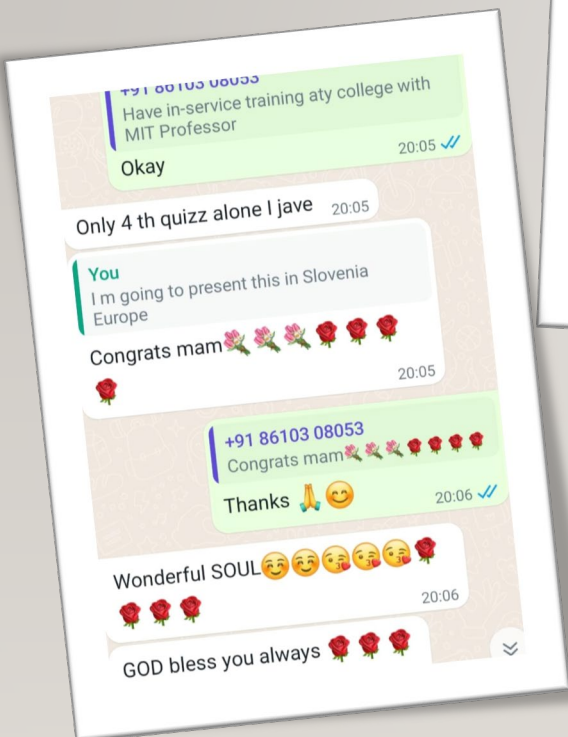
SUPPORT OFFERED

Throughout the course progress, my mentor Nurbiha advised and supported me to finish the course.

My hub coordinator Jennie and Anja mam have been really supportive in helping me to develop the course.



FEEDBACKS



FEEDBACKS

Account

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History

Announcements

Dr. Sonam bansal, Dr. Kaipana ...
Last Reminder
Good afternoon mam , I am tring to ...

Wednesday 3

Dr. Sonam bansal, Dr.Poonam S...
Last Reminder
Great! Congratulations On Thu, 15 S...

Tuesday 2

Dr. Sonam bansal, Rajneesh Kaur
Post-Course Survey
All done madam. Thanks for designin...

Tuesday 2

Dr. Sonam bansal, Rajneesh Kaur
Last Reminder

Quiz Summary

Section Filter ▾ Student Analysis Item Analysis

| | | | | |
|---------------|------------|-----------|--------------------|--------------|
| Average Score | High Score | Low Score | Standard Deviation | Average Time |
| 91% | 100% | 0% | 4.83 | 04:29 |

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Moochky Anu
Sonam Bansal
Good evening everyone Congregat...
Thankyou So much Mam for such a wonderful Course. 🙏🙏
09:17

MA

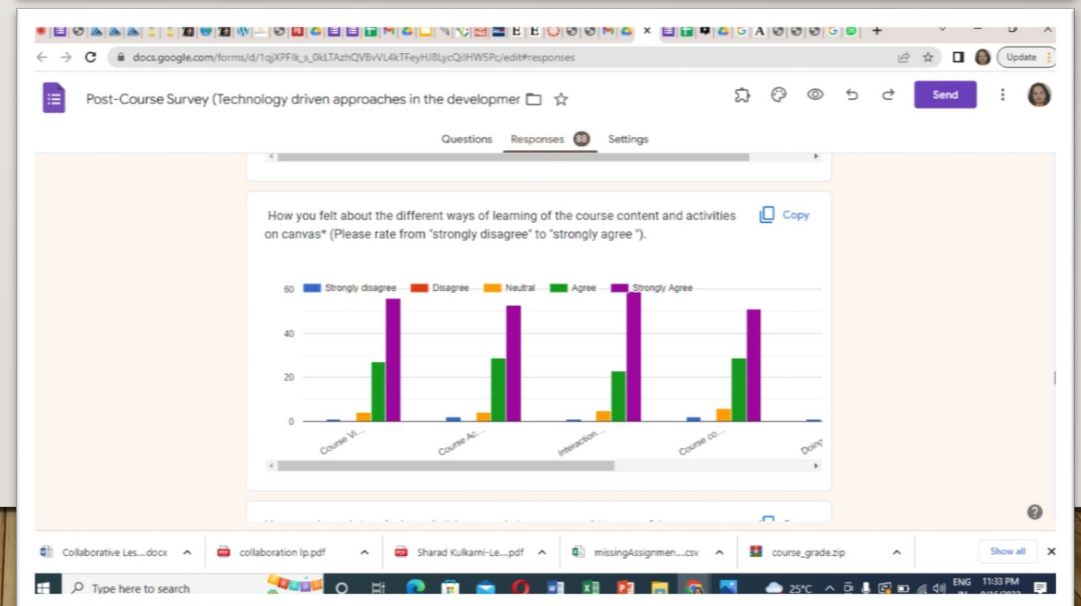
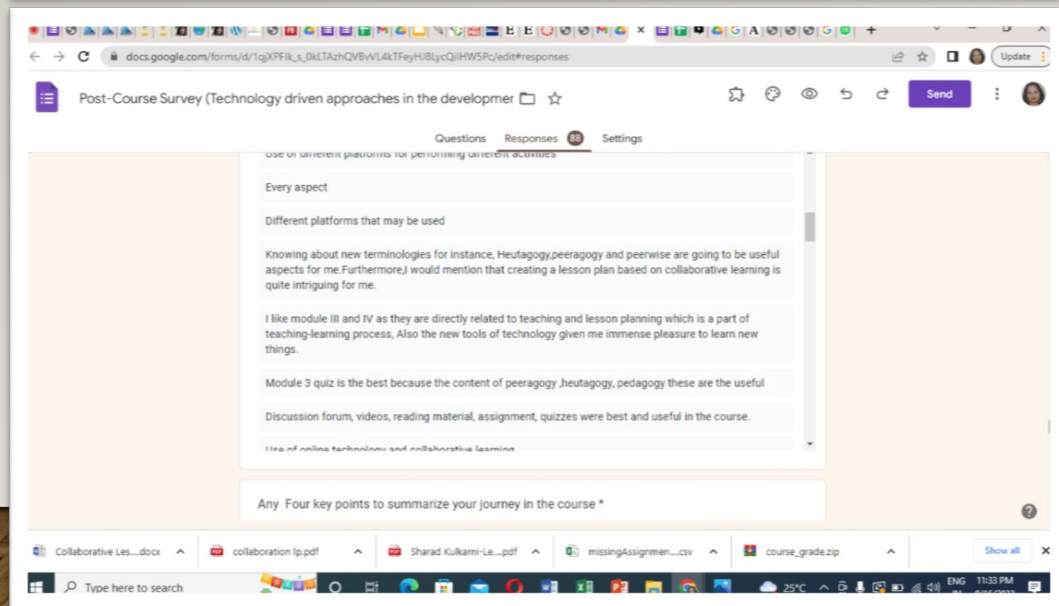
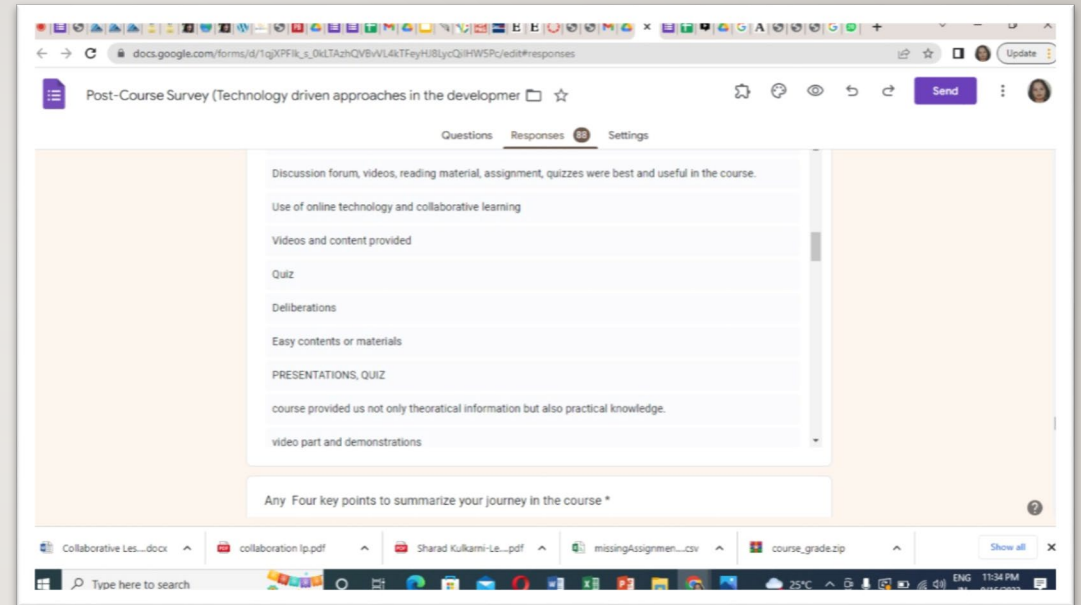
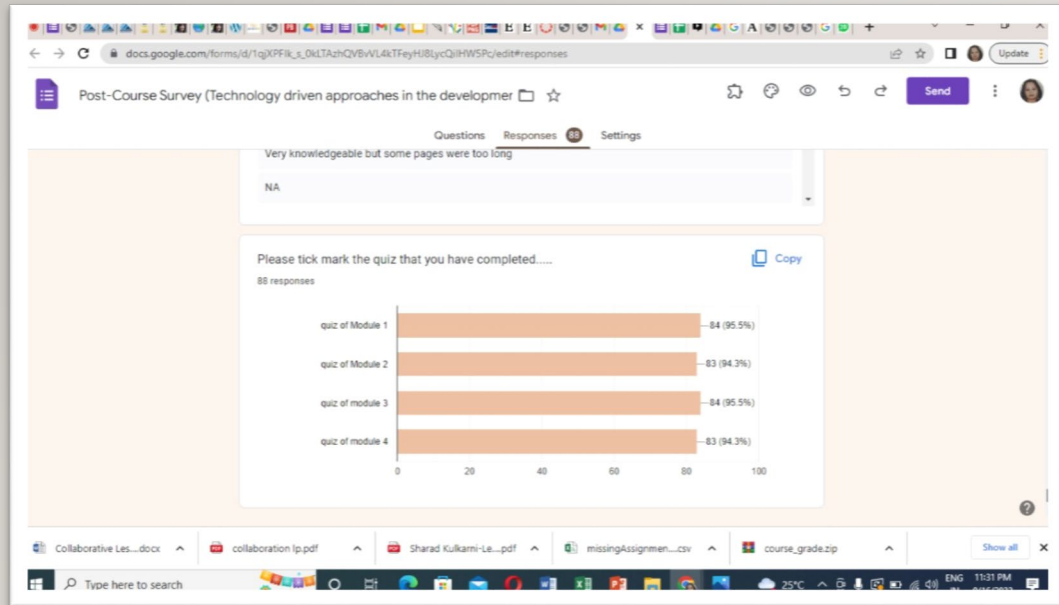
Mridula Bhardwaj
Thank you Sonam Ma'am for being so supportive and communicative throughout the journey of this course.
10:10

MB

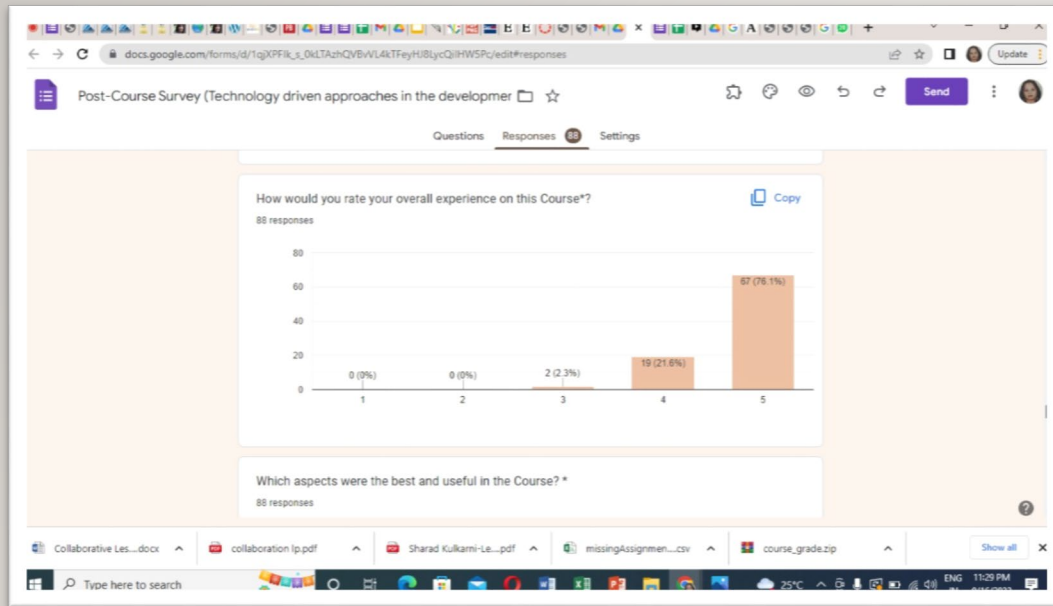
Ramandeep Kaur
This course is really beneficial for me as well as my students. All modules, content, uploaded videos and pdf, quizzes etc. are really appreciable in every aspect.
Thanks a lot Mam to provide me such a wonderful and memorable learning experience. Thank you do much Mam.
21:28

Thanks alot for your Appreciat

POST COURSE SURVEY



POST COURSE SURVEY



Which aspects were the best and useful in the Course? *

88 responses

Knowing about new terminologies for instance, Heutagogy, peeragogy and peerwise are going to be useful aspects for me. Furthermore, I would mention that creating a lesson plan based on collaborative learning is quite intriguing for me.

I like module III and IV as they are directly related to teaching and lesson planning which is a part of teaching-learning process. Also the new tools of technology given me immense pleasure to learn new things.

Module 3 quiz is the best because the content of peeragogy, heutagogy, pedagogy these are the useful

Discussion forum, videos, reading material, assignment, quizzes were best and useful in the course.

Use of online technology and collaborative learning

Videos and content provided

Quiz

Which aspects were the best and useful in the Course? *

88 responses

Videos

All

Unexpected, course is so useful to me thank you so much ma'am

Different teaching strategies

Module 3 and 4

Good

This course was more informative and insightful.

COLLABORATIVE LESSON PLANS

Discussion

Which aspects were the best and useful in the Course? *

88 responses

Content

Good integration of both theory and practical aspects, assignments were relevant and useful, tied in to course content really well. Great discussion about current topics in teaching and learning guest lecturers were great too.

Videos

All

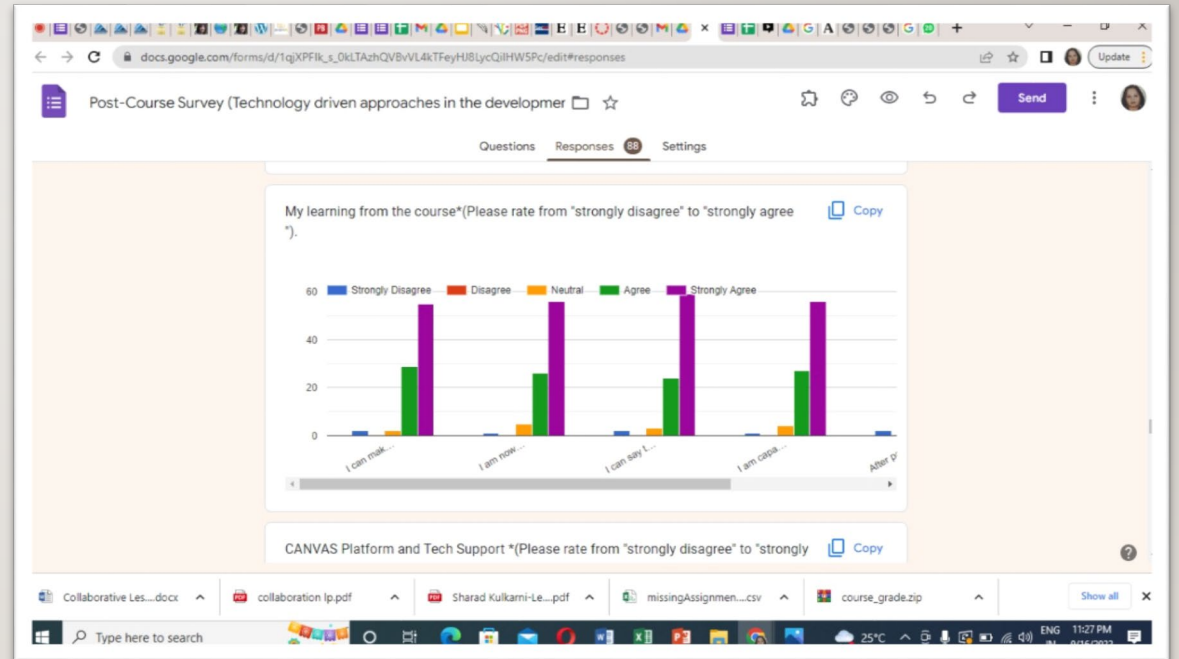
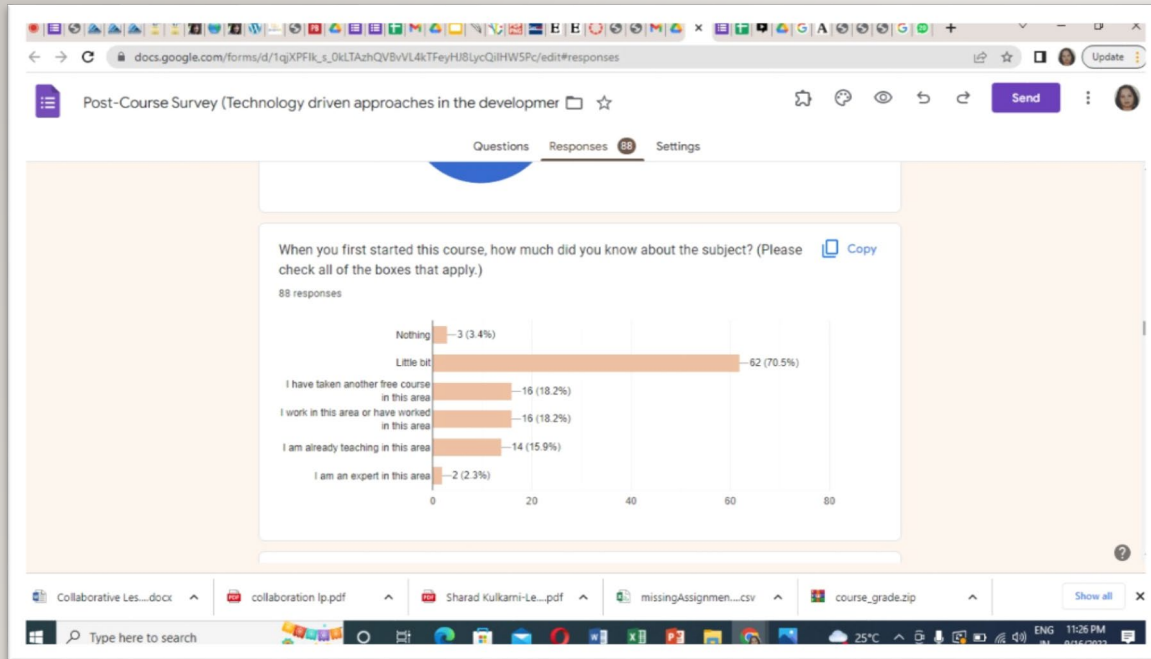
Unexpected, course is so useful to me thank you so much ma'am

Different teaching strategies

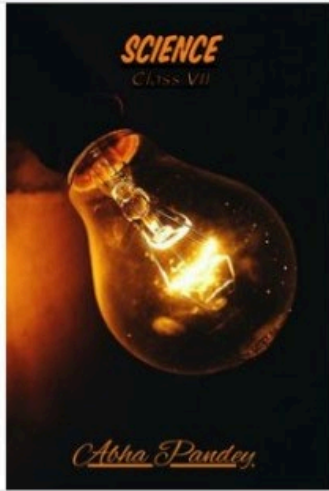
Module 3 and 4

Good

POST COURSE SURVEY



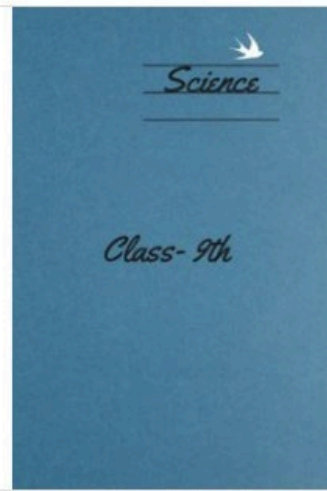
PRESENTATIONS MADE BY LEARNERS



Electric Circuit & its components (Class VII) [↗](#)
Click to read this book, made with Book Creator [↗](#)
<https://read.bookcreator.com> [↗](#)



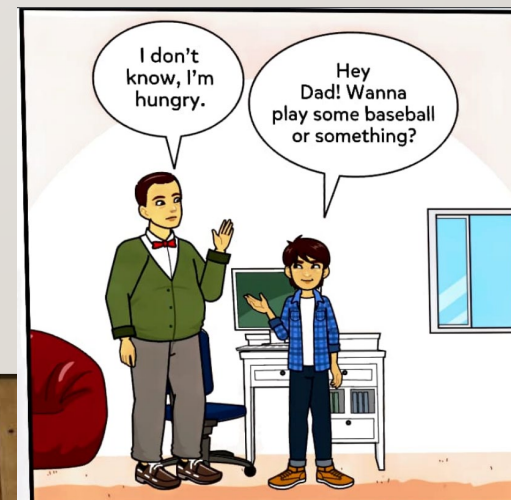
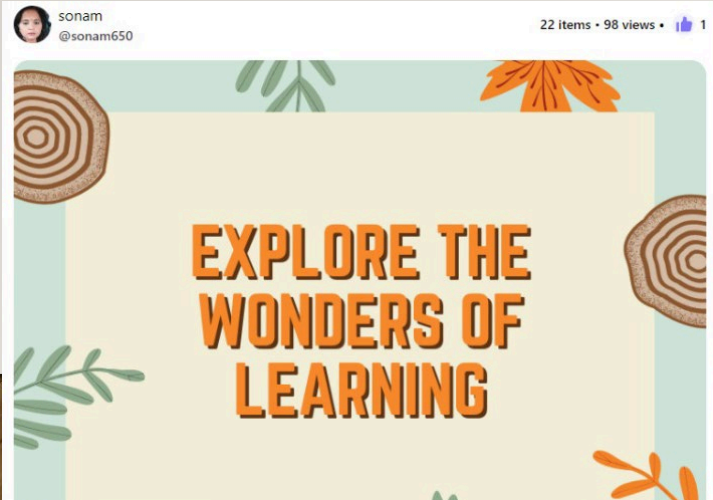
Buoyancy(Pratibha45) [↗](#)
Click to read this book, made with Book Creator [↗](#)
<https://read.bookcreator.com> [↗](#)



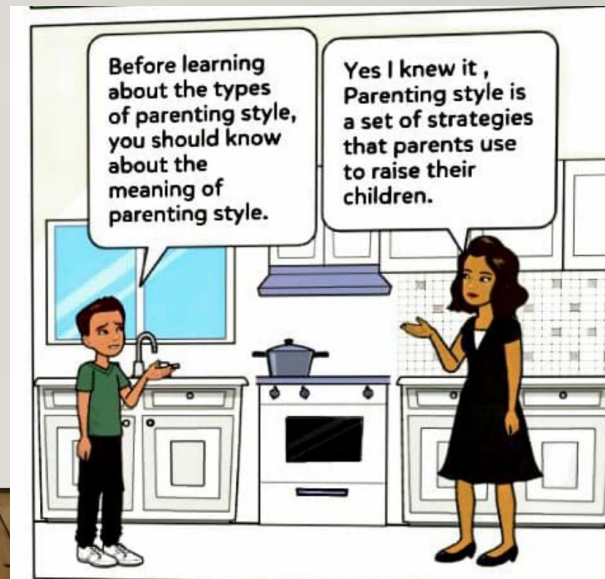
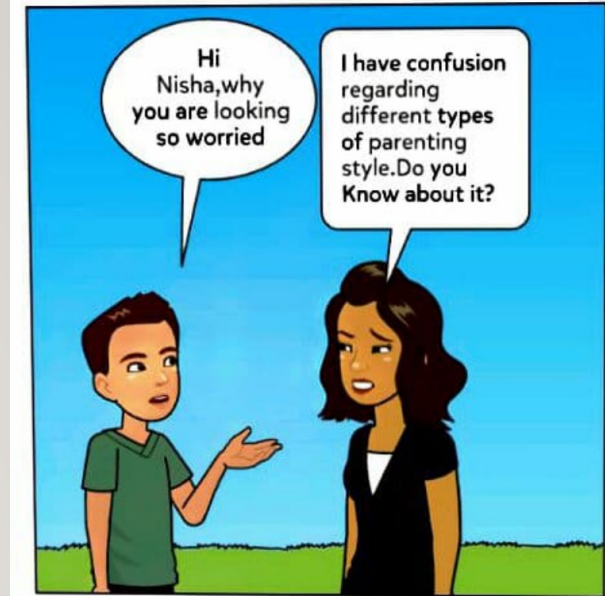
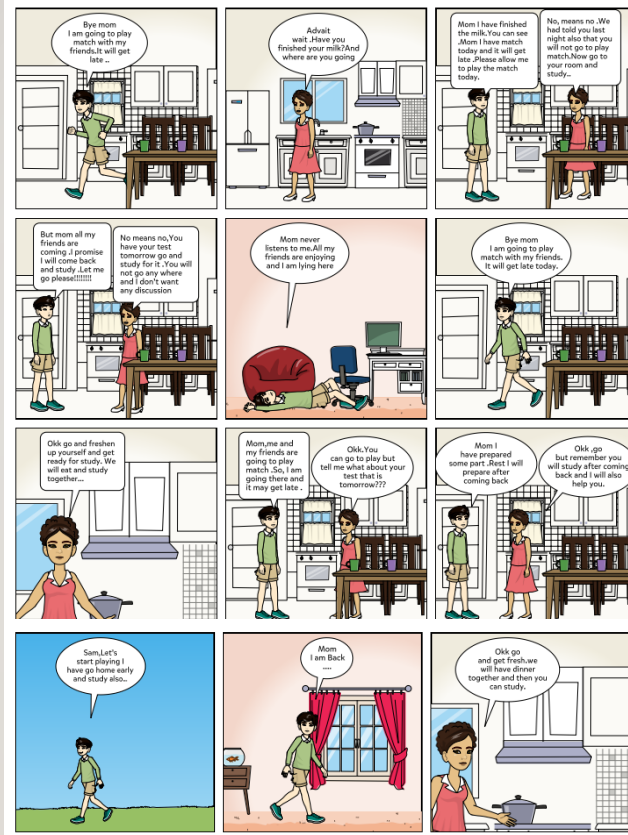
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PRESENTATIONS MADE BY LEARNERS



SAMPLE OF LESSON PLANS MADE BY STUDENTS

| Collaborative Learning Lesson Plan | |
|------------------------------------|---|
| I. Pre – design Phase | |
| Topic/Lesson: | Piecewise Function |
| Lesson Duration: | 1 hour |
| Subject/Course: | General Mathematics |
| Grade/Year Level: | Grade 11 |
| Materials/Equipment: | Power point Presentation |
| II. Conducting the Lesson | |
| Lesson Objectives | Represent real – life situations using piecewise functions. Participate actively in the class discussion. |
| Lesson Procedure | The teacher will discussed first the step by step procedures on how to get the answer. The students will be group in heterogeneous manner, wherein everyone will participate to get the correct answer.(they will write their answer on Manila paper. After getting the correct answer, every member of the group will be given step to discuss. |
| Collaborative Learning Strategies | Group discussion and problem solving technique will be used for my students to experience positive interdependence. In group discussion, every member will be the leader. If in some times, they find difficulties in finding answer, other member of the group will help by explaining how they arrive in a particular answer. |

Name of Facilitator: Ms. Kuran
Class: 9
Subject: Mathematics
Topic: Number System

Objectives:

At the end of this session, learners will be able to:

- To gain the knowledge of various types of numbers viz. natural numbers, whole numbers, prime numbers, rational numbers etc. which constitutes the Real number system.
- To explore the relation between various types of numbers.
- To learn to insert rational numbers between two rational numbers.
- To appreciate the fact that infinitely many rational numbers can be inserted between two given rational numbers
- To learn to represent irrational numbers like $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$ etc on the number line.

Learning Strategy: Jigsaw

Classroom Arrangement for Selected Cooperative Learning Strategy:

Each student is told to learn just a piece of the material, then teach it to the group. The group then works together to synthesize the information and create a presentation about what they've learned.

Students are divided in small groups. Then the lesson or required reading is divided into five or six separate sections. Each student is responsible for researching one part.

Once the students have completed their research, they are bring back together to meet in small discussion boards or private video meetings to share what they've learned and to develop a greater understanding of the concept. The group assessed on their knowledge of all the materials with a group presentation, project, or essay.

Example of Lesson on 'Organisational Behaviour'

A. OBJECTIVES

At the end of the session, students are expected to:

- To analyze and compare attributes to explain individual behaviour related to motivation and rewards.
- To identify the processes used in developing communication and resolving conflicts.
- To explain group dynamics and demonstrate skills required for working in groups (team building)

B. SUBJECT MATTER

Human Resource Management

Topic: Organisational Behaviour

Instructional Materials:

- Power Point Slides
- Caselets
- Role-play
- Interactive communication
- Reference Material (Internet Display)

C. VALUES INTEGRATED:

- Multidisciplinary Nature
- Contribution of psychology, sociology, socio-psychology, anthropology, and political science
- Concerned with the understanding and control of human behaviour in organization
- Behaviour and conflicts

Reference: <https://opensax.org> (Links to an external site.)

D. PROCEDURE

I. Preliminaries:

- Motivation through dialogue
 - Inter-active session
- Recall: Elements of individual and group behaviour
- Recitation: Symptoms of good and bad behaviour

II. Activity

- Formation of groups for role play
- Determination of roles to represent certain type of behaviour
- Performing role-play

III. Discussion

- Identification of causes and effects of behaviour performed
- Suggesting measures to rectify bad behaviour and encouraging good behaviour.

IV. Synthesis

- Summerising through follow-up questions:
- What do you mean by behaviour?
- How to recognize good behaviour?

II. Is it possible to improve behaviour? If yes, how?

V. Evaluation

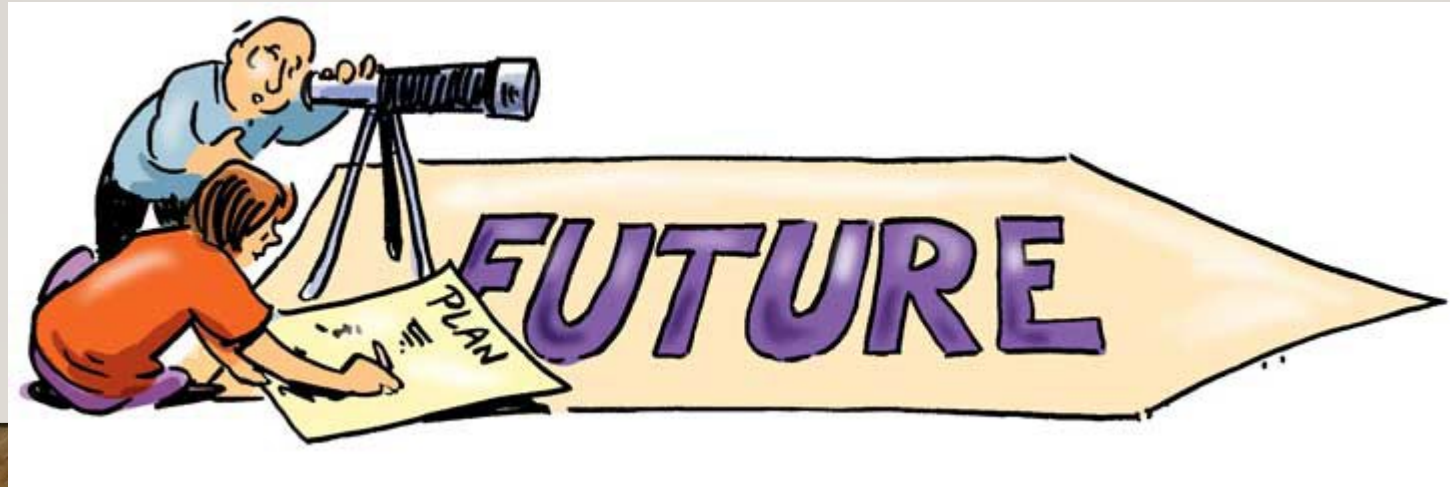
- Elaborate the concept of 'Organisational Behaviour'.
- Enlist features of good and bad behaviour.

VI. Assignment

"Individual behaviour decides the result of organisational behaviour." Justify with appropriate illustration.

FUTURE PLANS

To further develop this notion, I intend to develop an advanced course on technology driven approaches in the development of collaborative learning. To benefit and develop how to use the technology among learners, I humbly urge that this course be replayed globally.



THANKYOU NOTE

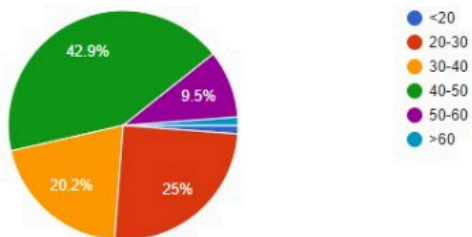
At the end of the course there was a very happy and good feeling that the journey of this course was very good. I was overwhelmed with the responses of the participants. It was a fantastic and meaningful experience for me.

thank you! 



Age Group

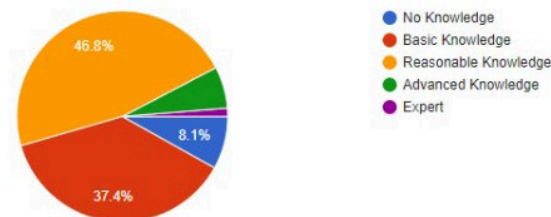
84 responses



How would you rate your current level of knowledge on technology driven approaches in the development of collaborative learning ? (please select one) *

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235 responses



How would you rate your current level of knowledge on Collaborative mode of teaching and learning?(please select one) *

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235 responses

