



# **St. Joseph College of Teacher Education for Women Ernakulam**



## **CRITERION II**

**2.3.4 ICT support is used by students in various learning situations**

**(Lesson plan/ Activity Plan/Activity Reports to substantiate the use of ICT)**

Submitted to

**National Assessment and Accreditation Council (NAAC)  
3rd Cycle of Assessment**



**ST.JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN ERNAKULAM  
KOCHI-682035, KERALA**

**2.3.4**

**Lesson Plan/Activity Plan/Activity Report to Substantiate the Use of ICT by Students in Various Learning Situations**

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# ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala  
(Affiliated to Mahatma Gandhi University, Kottayam)

## 2.3.4. Activity Plan/Activity Report to substantiate the use of ICT

St. Joseph College is a pioneer in eLearning and keen to implementing e-learning in all its vistas values. Josephites value Teacher knowledge and competence for technology integration. Josephites value Teacher knowledge and competence for technology integration and *Josephite Integration of Technology for Enhanced Classroom Harmony (JITECH)* is an innovative movement with futuristic vision. Institutional e-maturity is very high and the faculty is keen to update themselves with Capacity Building Programmes.

### (a)Implementation of e-learning in the Institution

Computer is used as a powerful tool in: 1) teaching, 2) learning, 3) planning, 4) evaluation, 5) curriculum construction, 6) tool design, 7) class management, 8) administration 9) mentoring, 10) support 11) consultation 12) inclusion, 13) research, 14) collaboration, and 15) career growth. e-Learning provides more freedom from time bound, place-bound, and tutor bound study to self pacing , more learner responsible and learner centred study.

### (b)Ways to link technology to pedagogical content knowledge

ICT is used as:

1. Ways to organize and store notes , references and materials.(folders, files, databases and e-portfolios)
2. Tools to present your work (word processing, presentation graphics charts and graphs).
3. Tools to analyse the data (spreadsheet)
4. Tools for content creation (blogs and wikis, DTP, e-books.)
5. Equipment to capture evidence. (digital cameras, scanners )
6. Access to enormous library of information (www.online libraries)
7. Useful in traditional, blended or e-learning courses.
8. Scope to undertake traditional and e-learning modules at the same time.
9. Interaction: The e-learning equivalent of dialogue is called ‘interactivity’. It is achieved through e-mail, chat, wiki, and other forms of communication.





10. Interface: Interaction as a dialogue between the learner and the ERP learning system An introduction to the system or a guided tour of the facilities are offered to the learner along with the support in the help system.

Teacher trainees are trained to use ICT :

1. To design, plan and implement teaching in online and/or within blended learning contexts.
2. To extent Supports in learning, teaching and assessment,
3. In designing, producing and managing resources for teaching
4. To cater to individual differences
5. To organise and manage learning activities
6. To design and evaluate a set of resources for elearning/blended learning
7. To provide feedback and assessment
8. Access online resources within professional working context
9. In networking and working collaboratively with colleagues and other course participants to achieve common objectives.
10. To conduct research in own subject discipline or in the area of staff/professional development.
11. To access on current research, academic publications and any appropriate primary sources
12. To prepare e-portfolios – to improved self awareness and sel fappraisal of their own learning processes through reflection and evaluation of the outcomes of the learning process.
13. To design and evaluate a set of resources for elearning/blended learning
14. To undertaking research in education that assesses and addresses challenges within specified professional contexts.
15. To access available current research, academic publications and appropriate primary sources.
16. To prepare research report, for academic and professional audiences.





17. Organise and articulate ideas online through asynchronous / synchronous text based and/or audio messages so as to communicate ideas and concepts to an online learner group.

#### 18. Teaching Online

Learning Resources prepared include Online interaction materials, Stand alone interactive materials,(CD), e books, e-portfolios, online dictionary, content created by students –wikis, presentations, blogs, notes, webpages, Multimedia, Blogs, wikis, and social networking and online support, The Learning Management and System(LMS) like Moodle and VLE and Digital Library Service.



**OER (OPEN EDUCATIONAL RESOURCES) INTEGRATED ICT ENABLED  
TEACHING MANUAL**

Name of the teacher: Unit : 3 – Seeds and Deeds

Name of the school:

Sub-unit: Story – ‘The Light on the Hills’ (Paragraphs 1&2)

Subject : English Standard : 8

Strength : Duration : 40 minutes

Date :

**CONTENT ANALYSIS**

**Theme:** Dedication

**Sub-themes:** Dedication brings success and happiness; power of nature.

**Ideational Content:** The passage tells us about a boy who wanted to paint a beautiful picture. His little sister reminds him to do his work with dedication and honesty, so that people would be impressed by his work.

**Linguistic Content:**

**Vocabulary items;** wondering/phonetic script/dedication/honesty/rested/glimmering/rustling/rippling.

**Grammatical items:** Use of prefixes and suffixes-dedication- ion, honesty –y, rustling – ing

**Synthetic Content:** The students are to use the describing words and prepare a description.

**Learning Outcomes:**

The learner:

-Reads, comprehends and analyses the story.

-Engages in activities like discussion on hobbies etc.





- Follows the instructions given by the teacher during collaborative reading.
- Involves in interactive sessions led by the teacher.
- Makes presentations in the class related to the discourse,e.g. description.

**Pre-requisites:** Learners are familiar with hobbies.

**Instructional Strategies:** OER (Open Educational Resources) Integrated ICT Enabled Language Teaching

**Learning aids:** OER (Open Educational Resources)

## PROCESS

## RESPONSE

### 1. Entry to the lesson:

General discussion of the video clip (OER) based on the theme given in the lesson. Group or individual task as the teacher plans. A brief introduction to the lesson is given with the help of the PPT (OER) by the teacher without revealing details or causing loss to the element of curiosity. The title and name of author is presented with the PPT (OER).

### 2. Process Reading:

**a. Individual Reading:** Students are asked to read the passage specified, including the details of the writer provided in the text/ e-Text (OER). Just as a note-making task, they are guided to mention their understanding of each paragraph selected in the manner that the teacher feels appropriate.

**b. Collaborative Reading:** Students are asked to share their ideas in groups or pairs. Teacher monitors their progress and ensures that they participate and take down things in their notebooks. This would include documenting the words that they have discussed by referring to the glossary or dictionary. Students are motivated to refer online Dictionaries and digital glossaries (OER).

Members are selected at random to present their findings or what they have understood. Major ideas are noted on a chart/Black board and the same is written down by students.



**c. Loud Reading by the teacher:**

Teacher reads the passages selected and asks a few global questions.

**d. Loud Reading by the students:** A few students are selected to read the passages aloud.

**e. Scaffolding Reading:** Students answer the textual questions. Students work in heterogeneous groups and prepare a description of a familiar person using describing words. The learners write the descriptions individually. A discussion ensues. The learners then sit in groups to write the description in the light of the discussion. The teacher familiarizes the students with the indicators of a good description with a PPT(OER) .

**3. Presentation of group task& Editing:** Students from each group gets the chance to present their product. With the assistance of the teacher, the students refine their written or oral presentation with focus on the vividness of the description, appropriateness, cohesiveness and variety of describing words used.

**4. Teacher's Version:** Teacher presents her version of the description in the PPT (OER).

**5. Follow-up:** Complete the textual Questions (1&2)

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## TEACHING MANUAL BASED ON BLOGGING TECHNIQUE

Name of the teacher : Unit : Creative Writing (Composition)  
Name of the school : Topic: Essay/Poem on 'Nature'  
Subject : English Standard : 8  
Strength : Duration : 40 minutes  
Date :

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### CONTENT GENERATION

**Ideational Content/Theme:** Nature.

**Synthetic Content:** The students are to prepare a discourse.

**Learning Outcomes:** The learner:

1. Generates ideas.
2. Creates blog
3. Learns by reading the posts in the blogs
4. Publishes ideas in the blog
3. Engages in group discussions and involves in interactive sessions
4. Prepares discourse
5. Present the discourse in the class

**Pre-requisites:** Learners are familiar with topic. Learners are familiar with blogging technique.

**Instructional Strategies:** Blogging, Group/Pair Work, Discussions, Questioning

**Learning aids:** Pictures, charts, Laptop, internet, blogger (Software), ppts,

PROCESS	RESPONSE
<b>1. Blog Creation</b> After the preliminary formalities and friendly talk , the students are guided to	



creates a 'Class Blog'.	
<b>2. Reading The Post</b> Theme is presented with the help of a video clip/article from the blog	
<b>3. Group Discussion Based On The Post</b> Students Group discuss in groups based on the of the posts. Students share their ideas freely. All participants have an equal say in the process.	
<b>4. Discourse Construction</b> Pupils prepare the discourse in groups based on the discussion. Instructions, format and evaluation indicators of the discourse is provided.	
<b>4. Refining and Distillation</b> Each group present their product and get it edited.	
<b>5. Blogging</b> Each group post their edited product in the 'Class Blog'.	



## TEACHING MANUAL BASED ON WEB BASED LEARNING TECHNIQUE

Name of the teacher : Unit : II  
Name of the school : Subject : English  
Standard : 8  
Strength : Duration : 40 minutes  
Date :

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### Unit-2

Issue domain/Theme: Travel

Sub issue/Sub theme: Knowledge and insight on travelling

Lesson: The Railway carriage

Date: 15.6.2015 Time: 10AM to 10.45 AM.

### Outcomes:

By the end of the lesson learners will be able to:

- read, understand and appreciate a given poem.
- enrich vocabulary by identifying the meaning of the words in the context
- Identify the figures of speech in the poem and appreciate poetic craft.
- Write a small poem describing a journey by train.

### CONTENT GENERATION

**Ideational Content/Theme :** Nature.

**Synthetic Content:** The students are to prepare a discourse .

**Learning Outcomes:** The learner:

1. Generates ideas.
2. Creates blog
3. Learns by reading the posts in the blogs
4. Publishes ideas in the blog



3. Engages in group discussions and involves in interactive sessions
4. Prepares discourse
5. Present the discourse in the class

**Pre-requisites:** Learners are familiar with topic. Learners are familiar with blogging technique.

**Instructional Strategies:** Web based learning, Group/Pair Work, Discussions, Questioning

Resource/Materials required

Video clips / visuals showing the scenes that can be seen from a railway carriage.

Ppt on the poem Pictures, charts, Laptop, internet, ppts,

PROCESS	ASSESSMENT
<p><b><u>Entry activity</u></b></p> <p>A Rhyme that follow a locomotive rhythm is introduced from website: (URL):</p> <p><i>Coffee coffee, (2)</i></p> <p><i>Milk and sugar(2)</i></p> <p><i>Cadberries and cream(2)</i></p> <p><i>Chocolate cake and chocolate biscuits(6)</i></p> <p><i>Fish and chips, Fish and chips(6)</i></p> <p><i>S...o..o..p</i></p> <p>Learners say the rhyme in chorus.</p>	
<p><b>1.Group Discussion based on the website</b></p> <p>Students watch the video clip from the website (URL) on a train journey and the visuals/scenes that can be seen from a moving railway carriage.</p> <p>Teacher encourage a few learners to share their experiences of travelling in train Teacher initiates a discussion</p>	
<p><b>2.Reading The Poem</b></p> <p>The poem is presented with the help of a video clip/article/podcast/audio file from the website (URL)</p> <p>Teacher reads the poem aloud once or twice.</p> <p>Learners listens to the poem carefully.</p>	



Learners read the poem individually	
<p><b>3.Pair Work Based On The Poem</b></p> <p>Students sit in pair to share their findings.</p> <p>Students Group discuss in groups based on the of the posts. Students share their ideas freely. All participants have an equal say in the process.</p>	
<p><b>4.Collaborative Learning</b></p> <p>Students refer online dictionary and refer meanings of unfamiliar words.(URL)</p> <p>Teacher supports the reading process by clarifying the meanings of difficult expressions or phrases .</p>	
<p><b>5.Scaffolding</b></p> <p>Learners answer the scaffolding questions individually.</p> <p>Presentation of the answers at random. Interaction and refinement if needed</p>	
<p><b>6.Appreciation</b></p> <p>Shows PPT on the poem from the website .(URL) Interaction to appreciate the poem</p> <p>Teacher asks a few questions to identify the poetic devices.</p>	
<p><b>7.Discourse Construction</b></p> <p>Pupils prepare a poem describing a journey by train in groups. Instructions, format and evaluation indicators of the discourse is provided.</p>	
<p><b>8.Refining and Distillation</b></p> <p>Each group present their product and get it edited.</p>	
<p><b>9.Teacher's Version</b></p> <p>A model poem is presented from Website .</p>	
<p><b>10.Assignment/Blogging</b></p> <p>Each group post their edited product in the 'Class Blog'</p>	

