GUJARAT TECHNOLOGICAL UNIVERSITY
CONTRIBUTOR PERSONALITY DEVELOPMENT PROGRAM – PHASE II

Faculty Enabler Sessions: Report - 1

Venue of training: Ahmedabad Management Association, Ahmedabad

Date of training: 10th March, 2012

Batch Number: 1

# of participating faculty: Around 90 faculty members attended this session

# of master facilitators   3 master facilitators conducted this session

What is a Faculty Enabler Session?

1. After attending the 2-day Faculty Development programs conducted between November – January, trained faculty members went back to their respective colleges and started teaching the CPD course to their students

2. After engaging with the subject for ~2 months, these faculty members would have faced some on-ground challenges – some of which they would have resolved on their own, while some would have remained unanswered.

3. Purpose of the 2nd round of FDPs which were called as "Enabler Sessions" was to engage with these faculty members, learn about their experiences / challenges and enable them with possibilities to address these challenges.

The main hypothesis around the design of the "Enabler Sessions" was that - Solutions to the various challenges experienced on the ground rest with the faculty members themselves. Objective of the session was to unearth the challenges, share it with the group and rely on collective experiences to solve them.

Structure of the Faculty Enabler session:

1. This was a 1-day workshop *(9:30 – 5:00)*

2. The session was divided into 2 main parts:

   i. Dealing with challenges faced on the ground

   i. Every participant was given time for individual reflection and asked to write down all the challenges that s/he had faced during the 2-months of teaching.

   ii. Participants were then grouped. Each group was then asked to consolidate their challenges and prepare a unique list of problems. These problems had to be classified under following 4 categories: *(1) Teaching (ii) Content (iii) Projects & Exam preparation (4) Operational*

   iii. Each group then shared their consolidated challenges which were listed down. From this list, 20 distinct teaching challenges were identified.

   iv. Each group was then given one teaching challenge and assigned the task of brainstorming and coming out with possible solutions for it. The groups then presented their solution to the class *(If any faculty member had tried solving this challenge in any other manner then s/he shared the experience & its result).*

   v. All these discussions were video recorded. <u>These video recordings have now been edited and put up on ActivGuide™ under the FAQs tab.</u>

   vi. Challenges related to Content / ActivGuide™ / Projects & Exam preparation / Operations were directly solved by the master facilitators.

   ii. Understanding the nuances between the different "Concept Explorations"

   a. Many faculty members admitted that they were unable to clearly bring out in the classroom the distinctions between the key concepts in each chapter, and thus students were finding the chapters repetitive.

   b. To solve this problem, participants were divided into 11 groups. Each group was given the task of going through one chapter and engaging with the 4 concept exploration units given in each, in order to bring out the 4 unique 'shifts' in thinking. Each group had to then present their understanding of the key concepts to the remaining participants.

   c. While the groups made their respective presentations, master facilitators helped to further clarify the concepts, and sharpen the distinction between each concept exploration unit.

Feedback from Faculty members who attended the Enabler

Annu Maurya from Shree Swaminarayan Institute of Technology, Gandhinagar

Today's session was very good. I can say it's an auspicious chance for me to come for the FDP again. The best thing is that after conducting the first FDP where you taught us how to conduct this program, you did not leave us alone in the battlefield. You came twice and very importantly, in this second time we got a chance to clarify all our queries.

Whatever we were doing in our classrooms thus far, whether we are moving in the right direction or not… the acknowledgement that I have gathered from here is really valuable.

The best thing that I have learnt from all the wonderful discussions that we have had today is that best practices and good things can be learnt from anyone at any level – be it from someone older, younger or even at peer level – and we should never hesitate to learn from others and accept good suggestions. Because 'goodness' and quality are not someone's sole property … they are the collective responsibility of all of us.

One more thing I wish to add… I keep telling my students that there is goodness in each one of us. We differ only by what we do. God has given all of us brains, a heart, and hands & feet to do things. Now it all depends how we as individuals utilize all of these to act like a contributor. And contribution is not about a single moment… it is about a journey made up of so many moments. So for every moment we have to justify what we have done; we need to fertilize every moment and try to learn more and more.

Because this was a reinforcement program, most of us came with the challenges and problems that we faced. So basically, we came as 'non contributors'. You asked us to pose the questions – we did. Then you said 'now found the solutions' – and we did! So you facilitated our transformation from non-contributors to contributors. That's the learning that I am taking from here today. What we do in our classrooms is that we 'preach' – assuming that our students can't give solutions, but I have now learnt otherwise. So my embarking on the journey of contributorship has happened today.

The second thing was the insights you shared with us on the concepts in every chapter. I think it has actually given a direction to all of us. The demarcation between the concepts is now clear. So we will now be able to communicate what is rightly to be communicated rather than miscommunicate. By and large the perception of the concepts by each individual faculty is different… and because they are differently perceived by us… they are differently communicated to the students. So ultimately students would not have got the benefits of the correct concept understanding – the way you have visualized it – had you not done this session with us. So we are thankful to you for having come back a second time to help us on exactly how to go about things.

This program's relevance has nothing to do with being technical or non-technical faculty… it's a part of each and everyone's life! As you said – it's our choice. We have to decide whether we want to let the weeds grow or plough our fields. But at least you have put us on to some work and it's our responsibility to carry on from here. Thank you for helping us out.

The reinforcement session was really very good. It gave us a deeper insight into how actually this course has to be conducted in the colleges. It also cleared various doubts and problems that the faculty members were facing while conducting the program with students in their colleges. It also dealt with various other queries that faculty members had regarding the concepts… so altogether the purpose was well-served in the whole day.

I thank all members of i-become team because you have motivated us. Now we will motivate our students in a better way because we now have the confidence to take these sessions. When this subject was introduced we had so much confusion: What will we do? How will we conduct these classes? This is online material… how will we handle that? But in this student-oriented course, the learning material you have provided is so good that students can do this course in a wonderful way without much help of teachers. So I thank all of you for giving this high quality online material and for motivating us. We liked your session very much.

You helped to recap what we have learnt and done in first FDP. Then you took feedback from those who have started teaching CPD… the problems they are facing and the challenges which are there. We then discussed what are the solutions and next steps that we can implement in this program.

I got good value out of this session. We went into more depth into the contributorship and learnt which kind of examples we should give in class, and what are the differences between the concept exploration units in each and every chapter.