



Ahmedabad
University



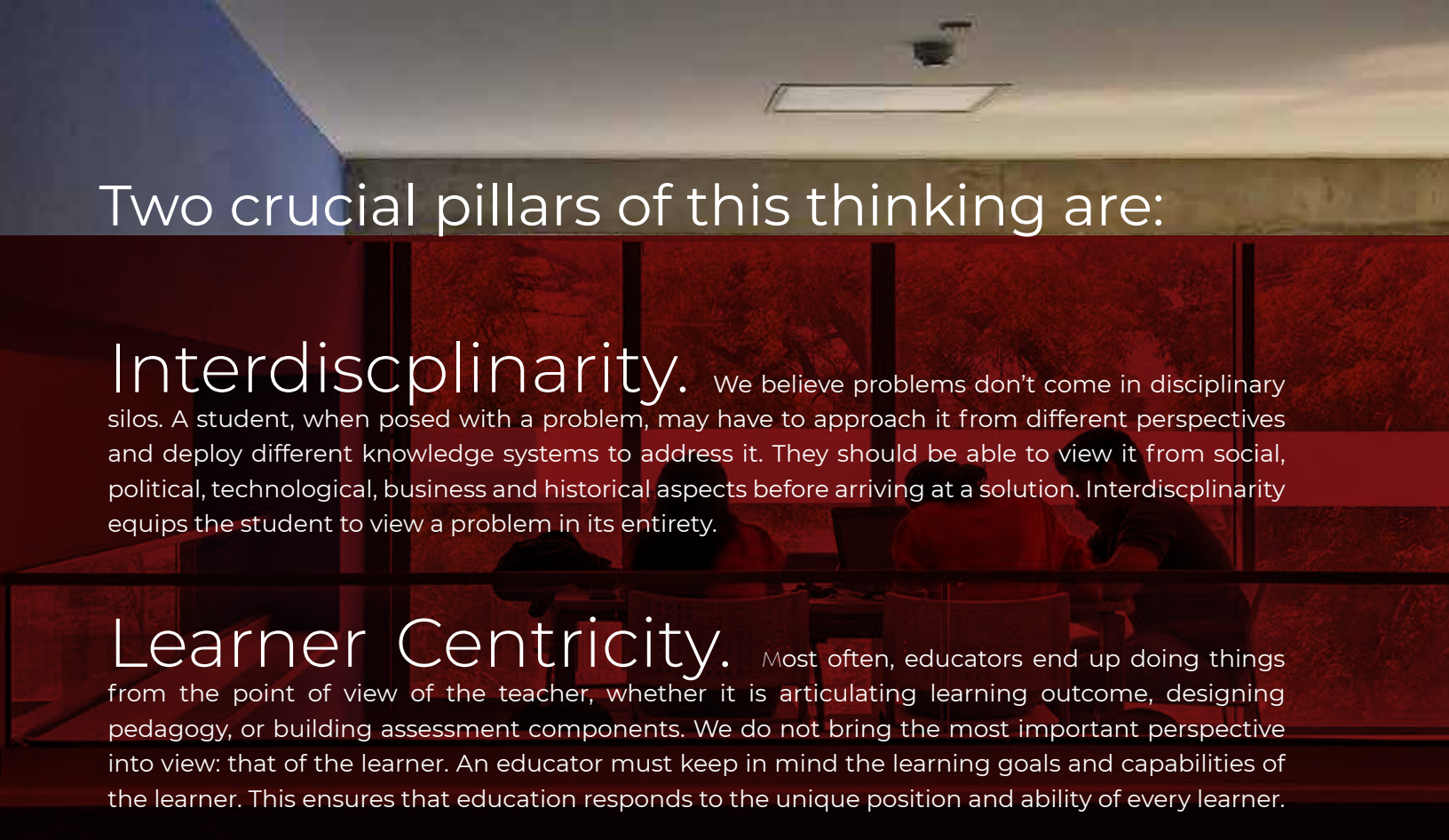
Ahmedabad Learning Dialogues

Course Design Institute

Higher education in India draws heavily from the “instructional” methods of where single directional communication, rote learning, primacy of examination, low feedback, and discipline oriented learning has primacy over problem solving, collaborative learning and research thinking (i.e., learning to ask the right questions). Ahmedabad University is a strong proponent of active and experiential learning. We believe that in the light of rapid technological and social change, the only way to prepare students to address complex challenges that the societies around the world face is through ways of thinking, ways of doing, ways of connecting ideas and ways of becoming. In other words, become reflective problem solvers and collaborative learners in a real world environment.

Whether it is our experiential learning pedagogy (ENABLE), the Independent Study Period, or the Foundation Studios, we have been pioneering a new age of learning at the university level in India.

Our award winning Foundation Programme is a unique interdisciplinary core offered to the Undergraduate Programmes at Ahmedabad University. All the students entering the University's Undergraduate Programmes go through the eighteen-week common core Foundation Programme that builds the foundations of citizenship and sustainable living and enables students to engage with issues of society. The programme is a distinctive pedagogical experiment offering transformative, transdisciplinary and contextual learning by integrating six domains of Knowledge as Constitution and Civilisation, Behaviour, Biology and Life, Materials, Data, and Communication. It effectively provides students, not only a platform for skill-building, research, training in critical thinking, and leadership but also offers a guide to becoming the agents of change in society through active ownership and participation, perspective building and collaborative cognition.




Two crucial pillars of this thinking are:

Interdisciplinarity. We believe problems don't come in disciplinary silos. A student, when posed with a problem, may have to approach it from different perspectives and deploy different knowledge systems to address it. They should be able to view it from social, political, technological, business and historical aspects before arriving at a solution. Interdisciplinarity equips the student to view a problem in its entirety.

Learner Centricity. Most often, educators end up doing things from the point of view of the teacher, whether it is articulating learning outcome, designing pedagogy, or building assessment components. We do not bring the most important perspective into view: that of the learner. An educator must keep in mind the learning goals and capabilities of the learner. This ensures that education responds to the unique position and ability of every learner.

Goals of the Design Institute

- To share the best practices at Ahmedabad University - our unique programmes and teaching pedagogy.
 - Germinate the idea and importance of interdisciplinary and experiential learning in the participants.
 - Help participants design the components of an interdisciplinary experiential course.
 - Design the outline of such a course and takeaways to implement the same in their teachings.
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Learning Outcomes by the end of the Institute

- Designed the basic outline of an interdisciplinary, experiential course
- Exchanged feedback with not just peer mentors but a diverse set of co-participants
- Learnt to make disciplinary decisions on which content to include to be able to achieve the learning outcomes of their course.
- Learnt to evaluate pedagogies, tools and design rubrics for their course.
- Learnt to collaborate with faculty from another discipline in teaching and project work.



Format

- Participants will apply in teams of 2-4 with a course outline/ idea to work upon. A small batch of 25 participants.
- Each day will have a mix of personal stories or a masterclass on one component of course design. This will be followed by hands on workshops and detailed discussions on several aspects of course design. Participants will also be assigned a peer mentor who will help them navigate the steps of course design better.

Highlights

- Personal stories, masterclasses and experiments from educators. The session will have select educators talk about their own pedagogical experiments and what inspired them to innovate, the impact it brought, and how the participants can bring about similar changes in their classrooms.
- Peer Mentoring
- Hands on Studios on every aspect of course design from outcomes to assessment.

Who should attend?

Educators and/or researchers with a strong commitment to active pedagogy and experimentation. Faculty designing experiments for institutions and students who want to carry forward this philosophy of change in their own contexts.

Process

A detailed form to be filled up by each team outlining their idea of the course/ theme.

Fee: INR 8000 per participant


Application Deadline:


March 15, 2024




AHMEDABAD UNIVERSITY
COMMERCE SIX ROADS, NAVRANGPURA
AHMEDABAD 380009, GUJARAT, INDIA

079.61911198 | juhi.bansal@ahduni.edu.in
Senior Associate Director, Centre for Learning Futures

ahmedabad_university 

AhmedabadUniversity 

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www.ahduni.edu.in