

Best Practice-1

Micro Lesson Plan through Bloom's Digital Taxonomy for an effective online and offline teaching and learning

Maintaining equity, diversity, inclusion and quality in education system not only requires efforts but also a systematic planning.

Blooms Digital Taxonomy embedded in Micro lesson planning helps in making use of digital and social spaces for effective online and offline teaching and learning.

The amalgamation of common digital tasks like moderating, blogging, infographic tools and audio-visual can create a learner-centric ambience on a blended learning platform. The well-designed tasks namely, pre-task activities, in-class activities and post-class activities add enthusiasm and zeal to teaching and learning.

An effective teacher is one who can instill into students, stronger self-belief and greater love for learning. This can be possible only through planning and teaching. Thus, students of various diversities can greatly benefit and learn better through this well-designed Micro-lesson plan. A little more of creativity and encouraging attitude from the teacher can work miracles in the lives of the students and help them to actualize fully their inner potentials.

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Micro Lesson Plan

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Bloom's Digital Taxonomy



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Bloom's Digital Taxonomy



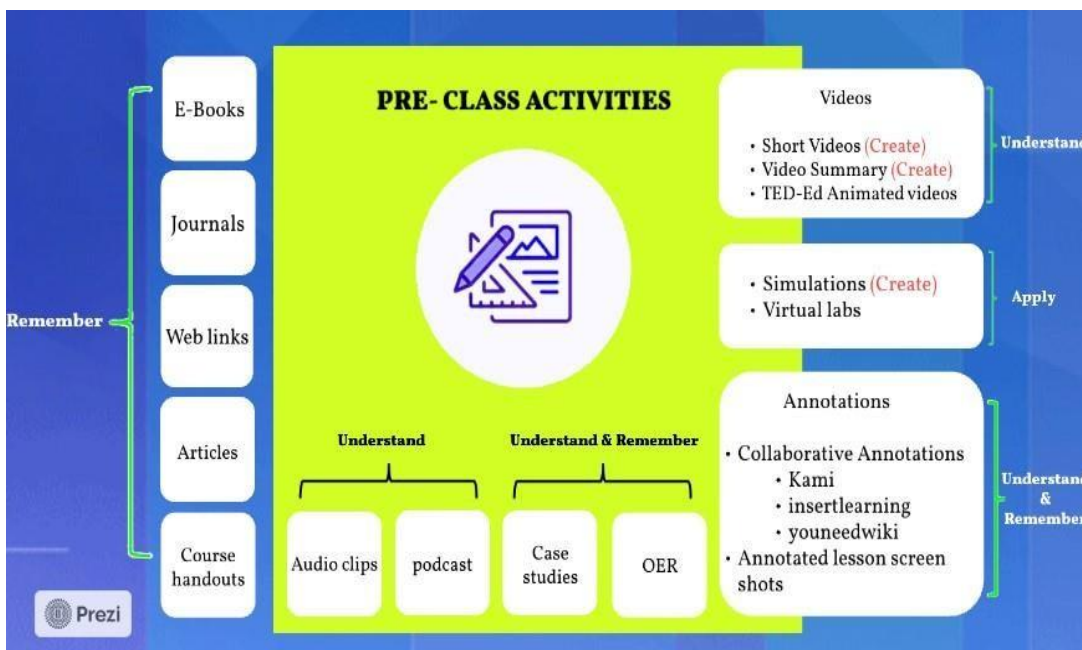
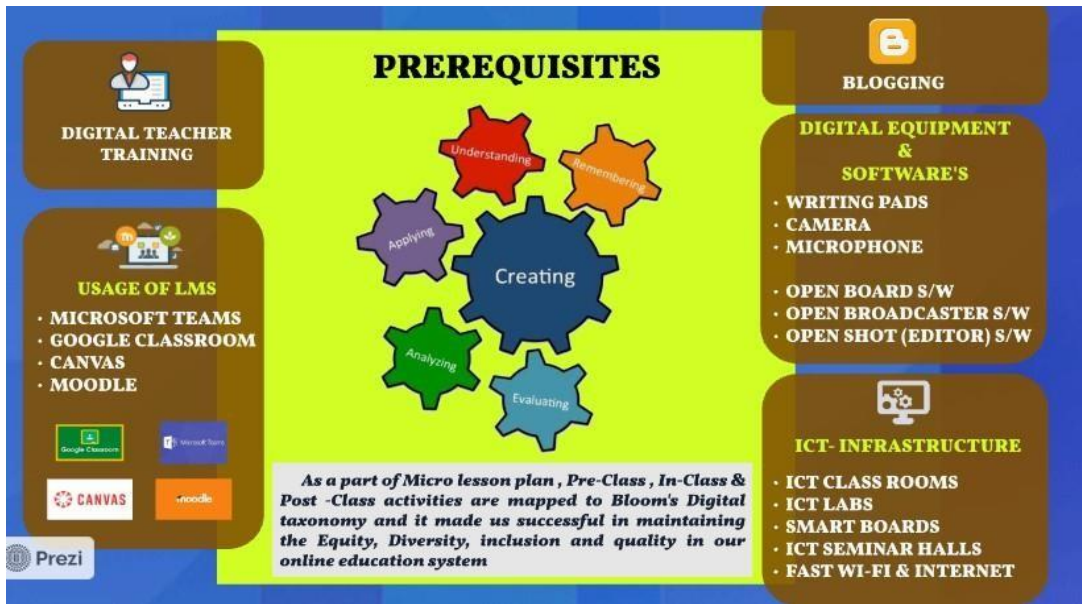
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Faculty Development Programme on Micro Lesson Plan by Prof. M.J. Xavier, LIBA, Chennai



In-class activities for faculty – Think pair share, Group discussion, role plays etc.







Conclusion

The Micro-lesson plan was experimented on the virtual learning platform namely, Microsoft Teams. The digital platform with defined aims and objectives created an integrative learning approach through their online active participation, by maintaining Equity, Diversity, and Inclusion for all the learners. It paved the way for a number of e-learning tools like online assignments, quiz, video lecture, gamification, group assignments, student notebook, etc. Students of all cultures and learning abilities have an opportunity to participate in the activities as well as listen to the recorded lecture of the teacher and get clarifications for the same. They also got engaged in task related activities like group work project works etc. Students selected different project works based on their interests. The collection of raw materials, relevant data and design available through various online sources contributed to better learning. On the other hand, the teachers' blogs on our institution website provided learners with a rich source of information on various topics and its actual relevance. The learners consider these blogs as a discussion forum to cross-check their knowledge.

Students participate enthusiastically in various Curricular, Co-curricular, and Extra-curricular activities organized online. They also got involved actively in organizing conferences and events. The Micro lesson plan has brought out desired results in our institution and has become the best practice for our institution. The physical classrooms had students' involvement in directed Seminars, peer learning circles, guided library works, expert lectures and workshop, on the other hand, it still lacked digital efficacy. This was indeed substituted by a well-defined Micro-lesson plan with Bloom's Digital Taxonomy which is feasible for online and offline teaching.

Evidences of Success:

1. More engagement of students in learning
2. Adequate use of e-resources
3. Desirable learning outcomes
4. Satisfactory Results


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