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“ Learning results from what the student does and thinks and only from what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn.”

TEACHING-LEARNING-ASSESSMENT (TLA)

There are three critical components to this definition:

1. Learning is a *process*, not a product. This process takes place in the mind, we infer that it has occurred from students' products or performances.
2. Learning involves *change* in knowledge, beliefs, behaviour, or attitudes. This change unfolds over time; it has a lasting impact on how students feel, think and act.
3. Learning is not something done *to* students, but rather something students themselves do. It is the direct result of how students interpret and respond to their *experiences*—conscious and unconscious, past and present.¹

Principles of Learning:

1. Students' prior knowledge can help or hinder learning
2. How students organise knowledge influences how they learn and apply what they know
3. Students' motivation determines, directs and sustains what they do to learn
4. To develop mastery, students must acquire component skills, practise integrating them, and know when to apply what they have learned
5. Goal-directed practice coupled with targeted feedback enhances the quality of students' learning
6. Students' current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning
7. To become self-directed learners, students must learn to monitor and adjust their approaches to learning.

Teaching-Learning-Assessment (TLA)

Format

- I. **Course Outline:** Give a brief background with significance of the course, explaining relevance in relation to outcomes of learning. Map the course in the broad area of management / specialisation linking it with other core courses.

- II. **Assurances Of Learning (AoL):**

¹ See Susan A. Ambrose, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, Marie K. Norman, (2010) *How Learning Works* (Jossey-Boss: San Francisco, USA)

- a) AoL must be based on four questions: 1. What do we want students to know?
2. Where/how will we provide opportunities for them to learn these things?
3. How will we know that students have learnt them?
4. What will we (faculty) change if the students haven't learnt these things.
 - b) A minimum of three and maximum of five AoLs should be given that assure students that they have i) *become knowledgeable in the subject*, ii) *learnt the ways by which s/he can apply concepts in real time - skills* iii) *understood the values that should lie behind*.
- III. **Course Objectives:** There must be at least a minimum of three objectives and maximum five. Course objectives specify a behaviour, skill, or action that a student can demonstrate if they have achieved mastery of the objective. They must be measurable by some sort of assessment that finally achieves Bloom's Taxonomy - *Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating* and range from lower order thinking skills to higher order thinking skills(see Annexure I). Course objectives form the foundation of the class. Everything in the course should work together to ensure students master the course objectives.
- IV. **Course Content:**²
- a. List the course content in terms of Modules (preferable) along with a brief description of topics that will be covered in each module
 - b. Module wise books/ references to be given in detail
 - c. All Teaching-Learning aspects such as Discussions, Case studies, Guest lectures (at least 3 guest lectures to be planned for each course involving Visiting Faculty / Alumni) to be given in detail - module wise
 - d. Details of videos or any other material that are intended to be used
- V. **Pedagogy:** Give a description of pedagogy proposed to be used for each Module (like lecture, tutorial, practical, case study, class test, presentation etc) along with Teaching-Learning Plan (TLP). TLP to specify the number of hours / session that will be allotted for each module along with specifics that are intended to be covered. Class room lectures should be kept to a minimum.

Each Module should broadly cover the following elements:

- a. Basic concepts
- b. Definitions
- c. Key Authors, Concepts & Theories
- d. Application of the knowledge to real time industry and organisation
- e. Frameworks and Tools

² This would help Librarian purchase copies of books, cases, and videos in advance. It is the responsibility of faculty to make sure that sufficient copies of books /references are available in the library. In the case of case studies / videos need to be purchased, a formal request should be placed and faculty should ensure that they are kept ready for the entire year – preferably.

VI. **Assessment of Learning:**

The principle followed in the assessment of learning is “*singers must be tested on singing, dancers must be tested on dancing.*” Each student should be allowed to use his/her strengths to learn and that learning only to be assessed.

1. Assessment of learning is divided into two: Formative Assessment (FA) and Summative Assessment (SA).
2. Faculty are free and autonomous to use creative and innovative ways to assess the learning. However
3. Fully autonomous, faculty can use their discretion based on AOL (s) listed for their respective courses. As a standard procedure, assessment should broadly fall into two categories,
 - A. **Formative Assessment (FA) - 100 Marks:** Continuous Evaluation through Daily / Weekly Assessment, Case Discussion, Class / Take home assignments etc.
 - *A student should score at least 55 per cent in the Formative to be eligible to move to Summative Assessment*
 - B. **Summative Assessment (SA)- 100 Marks:** Core Evaluation components that aim to satisfy the AOL – Concept testing (written exam / online format; methodology can be decided by the faculty), Group Discussions Project Presentations, Personal Interview etc. – Faculty / Area Chairs can identify panel members for conducting SA. The panel of assessors could consist of faculty from other institutions, industry experts and alumni alongside the internal faculty. The latter two – industry and alumni – are important to assess the learning.

4. **Assessment Structure**

1. **Levels**

- a. Individual
- b. Group

2. **Ways**

- a. Concept/theories/models/frameworks tests that assess knowledge of the subject
- b. Group discussions (on cases) that assess skills of team work, articulations, conduct, and leadership
- c. Presentations that assess communication skills
- d. Live Projects that assess application of concepts to real time situations in which creative, analytical, and critical thinking skills are seen developed by a student