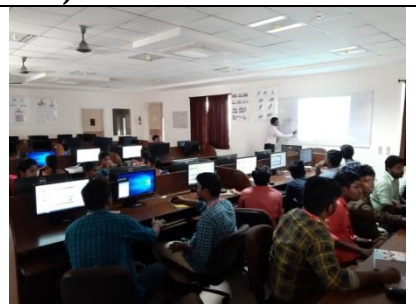
CREATING A DYNAMIC CLASS ROOM
ASSIGNMENT 1

Part A	**Design and Implementation of Activity**	
	Activity 1	**Activity 2**
The topic/concept of Activity	Shear force diagram and Bending moment diagram	Conjugate beam method for finding slope and deflection of beam
The activity chosen & Justification	Modern Technology tool (Staad.pro software) • Integrating technology of modern tool usage in teaching & learning helps students stay engaged. • Software tool usage encourages individual learning. • Student satisfaction is improved because of self designing.	Think Aloud Pair Problem Solving (TAPPS) • Every pair must have a responsibility to perform activity while call on. So students actively engage in the learning process. • Students have a chance to identify relevant information and apply it in the solution of a problem. • Students learn and practice problem-solving strategies is improved.
The time allotted for the activity	10 minutes	10 minutes
Details of implementation Total no. of students How students were paired/grouped; How the reporter (person who will take notes and present if asked) was chosen;	22 students of II B.E Civil actively engaged in this learning process. • One active learner with one slow learner is paired. • Simple problem is given for beam analysis. • Students started to implement the design using software. • Slow learner in pair asked their doubt to active learner for clarification without any hesitation. • Everyone is ready to explain the steps at the end of the task.	22 students of II B.E Civil actively engaged in this learning process. • One active learner with one slow learner is paired. • Assigned active learner as explainer & slow learner as questioner. • Detailed problem is broken into parts and given. • Explainer explains the problem solution to questioner if answer is unclear. • Call on students for explanation. • Switch roles and continue with next part of solution.

How the responses were shared with the class	• Students got a clear idea about their manual result is exactly matched with practical result. • Students easily learned the software tool usage by prior distribution of instruction manual. • Lack attention of slow learner is improved with active learner guidance. • Students actively shared their experience with pairs about their satisfaction of results verification in real time.	• Both explainer and questioner are students. So doubts clarification is improved. • Problem solving skill is improved by their problem solution explanation. • Student attention is improved by switch roles. • Doubt is clarified in the spot itself.
How will assess the effectiveness/success of the activity	• While implementing, student design work is monitored by supervision. • Internal credit mark is awarded in the spot to encourage them.	• Performance assessed by myself and audience • Internal credit mark is awarded in the spot to pairs for encouraging them. • Clap is given to all pairs.
Part B	**The effectiveness of these activities in my class.**	
Pre-implementation Reflection report		
Reason for choose a particular activity	• **New modern tool learning** is important to students for updating their technical knowledge. • Student should gain knowledge about **future career in designing** beams. • Student's **confidence level** will be increased through self designing.	• Improving **interpersonal skill of problem solving** is essential in employment needs • **On stage presentation skill** is important in future career. • **Communication skill** will be improved.
Challenges anticipated	• Struggle of handling software tool in initial stage of implementation. • Time management.	• Student's fear/hesitation in on stage presentation. • Lack attention of off stage presenters due to switch role presentation • Time management.

Steps took to address those challenges before implementation	✓ For software tool usage, implementing steps are given as instruction manual before the active learning class starts. This made them easier to engage while teaching. ✓ Activity is planned as short and focused. ✓ Important topic in syllabus is prioritized for active learning. Don't need to redesign the whole unit around active learning.	✓ Motivation & encouragement is given to avoid hesitation/fear. ✓ Problem is given in prior for preparation to maintain a time. ✓ Clap & positive feedback is given after presentation. ✓ Mind map is recommended for solving problem in a quick manner for time saving.
Post-implementation Reflection report		
how successful was the activity	• Each and every student actively participated. • All students got full internal credit marks.	• Each and every student actively participated. • Out of 11 pairs 6 pair got full credit marks and 5 pairs got satisfied credit marks. .
what worked well	• Best planning of activity with prior instruction to students. • Student pairs arrangement style to get a better result. • Simple & application oriented topic is given for implementation.	• Best planning of activity with prior instruction to students. • Student pairs arrangement style to get a better result. • All important problems which is asked in Anna University question is discussed in this active learning.
Improvements will make for next time	• Different active learning methods will be followed to create interest among students.	• Different active learning methods will be followed to create interest among students.

Photo snaps for proofread

<table>
<tr><th colspan="2">Activity 1
Modern technology tool (Staad.pro software)</th></tr>
<tr><td> 
Simple problem is given for beam analysis</td><td> 
Students pair: one active learner & one slow learner</td></tr>
<tr><td> 
Beam analysis is implemented</td><td> 
All students engaged actively</td></tr>
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Design is verified in spot itself</td><td> 
Doubt clarification is done</td></tr>
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<tr><th colspan="2">Activity 2
Think Aloud Pair Problem Solving (TAPPS)</th></tr>
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Explainer explained the problem solution</td><td> 
Students pair: one active learner & one slow learner</td></tr>
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Performance is monitored by myself and off stage students</td><td> 
Students worked as pair</td></tr>
<tr><td> 
Questioner asked clarification</td><td> 
Call on next pair</td></tr>
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