



## Department of Computer Science and Engineering

### Academic Year 2024 – 2025 (Odd Semester)

**Degree, Semester & Branch** : III Semester B.E CSE-B

**Course Code & Title** : CS3352 & Foundations of Data Science

**Name of the Faculty member** : Mr. K.Vignesh Saravanan, AP(SG) / CSE

### Innovative Practice Description

- **Unit / Topic:** Unit I / Basic Statistical descriptions of Data & Revision

- **Course Outcome:** CO1

- **Topic Learning Outcome:** TLO 1, 2

- **Activity Chosen:** Reflection

- **Justification:**

Reflection is a process where teachers can identify their own teaching process and analyzing how their teaching (content delivery) might be improved for the better understanding of the students. The prime objective of Reflection is to ask few questions on the topic already taught to the students and make the students write the answers. The teacher can understand the topics that are not clear with the students and discuss the concepts to the students.

- **Time Allotted for the Activity:** 20 Minutes

- **Details of the Implementation:**

After I completed the Unit-1, in order to address the doubts and to know the level of understanding of the students, few questions are asked to describe the concepts to the students. I asked the students to write their doubts in Data Science concepts also.

The students answered and wrote their doubts, topics which they are not clear as shown in Figure-1. The papers are collected by me and I allotted 10 minutes' time in the next hours and discussed all the doubts in next class session and make them understand. I also gave a few simple tasks in classroom to gain more understanding in the topics. The students felt they understood the concepts better.

- **CO – PO / PSO mapping:**

CO	PO1	PO2	PO3	PO12	PSO3
CO1	3	3	3	1	3

(1 – Low      2 – Moderate      3 – High)

- **PO / PSO mapped:**

Innovative practice	PO9	PO10	PO12
	1	2	2

<b>Justification for correlation</b>	Student individuality in expressing their doubts	Written communication/ Asking questions are improved	Student will implement the questioning skill in future in written format
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- **Images / Screenshot of the practice:**



**Figure-1 Students doing the Reflection activity**

- **Reflective Critique:**

- ❖ **Feedback of practice from students and other stakeholders:**
  - Students felt the activity conducted gave them a chance to represent their common doubts among students and could get additional clarification from me.
- ❖ **Benefit of the practice:**
  - Through this activity the students can recollect the topics on Data Science process, models, and Data Mining, Data Warehousing. The students are made to understand the concepts in which they are not clear and ensured that they understood the topics thoroughly.
- ❖ **Challenges faced in implementation:**
  - Students were not able to frame or express their doubts in English sentence properly and some questions were not clear to understand.
  - Slow learners were not interested to participate in this innovative teaching and submitted the empty paper.
  - Some of the students are not even willing to write their doubts
  - Students started to discuss and shout with their neighbors during the activity.

#### **References:**

- ❖ [https://apiar.org.au/wp-content/uploads/2017/02/13\\_APJCECT\\_Feb\\_BRR798\\_EDU-126-131.pdf](https://apiar.org.au/wp-content/uploads/2017/02/13_APJCECT_Feb_BRR798_EDU-126-131.pdf)
- ❖ <https://www.skillsyouneed.com/ps/reflective-practice.html>
- ❖ <https://www.cambridge-community.org.uk/professional-development/gswrp/index.html>