

RAMCO INSTITUTE OF TECHNOLOGY

Department of Computer Science and Engineering

Academic Year: 2019 - 2020 (Odd Semester)

Degree, Semester & Branch : V Semester B.E (Common to ECE, EEE, MECH)
Course(Subject) Code & Title : OIT551 Database Management Systems
Name of the Faculty member : Mr. K.Vignesh Saravanan, AP / CSE

Date: 09.07.2019

Innovative Practice: Reflection

Topics: Relation Models, Keys, Relational Algebra (previous lectures, if any)

Objectives:

- **O1:** To encourage the students to come up with more questions and doubts on the topics that they are not clear.

Justification for choosing this topic:

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 make the students write their doubts in a paper on topics which they are not clear, so as the teacher can discuss and clarify the concepts that are not understood by the students.

Activity on Reflection:

After part of the lesson is completed, in order to address the doubts and to know the level of understanding of the students, they are insisted to honestly describe the concepts that they didn't understand well. The students wrote their doubts and topics which they are not clear. The papers are collected by the course instructor and discussed all the doubts in next class session and make them understand. The course instructor also provided a short written explanation on the papers collected from the students for future reference.

Observations made:

- The topics in which students have some doubts or not clear:
 - Keys – Candidate keys
 - Relational algebra – unary, binary
 - Domain in relation models
- Some additional example should have been planned for explaining the Key concepts.
- Some of the students unaware of the basic operations in computing, so felt very difficult to understand relational algebra operations.

Action taken:

- Explanation is written in all the students' paper and common doubts among students are discussed and explained in the next lecture session.
- Additional video is posted for the students to understand the concept of keys better.

OUTCOME:

Through this activity the students can **recollect the topics** on Relational model, and relational algebra and keys. The **students are made to understand the concepts in which they are not clear and ensured that they understood** the topics thoroughly.

V. Sri Gowsalya
953617106088

Name: R. Vishwa bharrathe

Reg.No:- 953617105305

Dept.:- EEE

Why not using the
binary operations?

What is the symbol
of binary operations? ~~near relation~~

we can use.

These topics covered
in unit -2.

Will explain in class

Relational Model.

Data is organised and
stored in table.

another name of
table is relation.

So called
relational model.

G. Selva Pragathy

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EEE III Year

V. Good *

There is a datatype float then
why we are using numeric.

numeric(5,2) → by default the
computer will set
the values before
and after
decimal point
xxxxx.xx
↳ 2 digits after decimal point.

Name: M. Aysha shahana

Reg. No: 953617106016

Why Select, Project, Rename
categorized under unary operator?

These
because
will work on
table
only one
if works on
one data then
unary

Registered No: 953617106001

Name: C. Abinaya

Doubt: Why we are removing the attributes from last onwards, why we can't remove from first onwards?

V. Good

We can remove from any order.

Condition is - after removing still we should be able to identify unique row.

A. Adishree Trinetra

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In some case,
super key =
candidate key

~~Candidate key is~~ V

Major diff between candidate key and Superkey? It is more or less the same. V. Good.

- Minimal amount of super key can be used to uniquely identify tuple.

Reg No: 953617106052

Name: S. Mahalakshmi

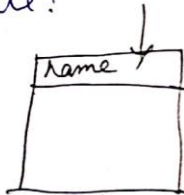
V. V. Good

Doubt:

~~Explain what is X121?~~

What is domain in the attribute? attribute means columns.

- name column will have only "string" data. ~~As~~ the data type of the column is the "domain".



Relevance Mapping - This activity helps in attaining the following Objectives – PO mapping:

Course Outcome / Programme Outcome	PO4	PO10	PO12
O1 - To encourage the students to come up with more questions and doubts on the topics that they are not clear	1	3	1

Reflection Critique

Challenges:

- 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 did not even ready to write their doubts (last bench students)
- Students started to discuss and shout with their neighbors during the activity.

Steps taken for address the challenges

- Initially, I started to check some of the papers and asked to students not to frame any complex questions, instead write a simple hint on the topics not clear.
- I motivated the slow learners to involve in activity effectively by means of addressing the usefulness of this activity for them.
- To get the papers from all students, I addressed the students that attendance will be marked by this paper count only.