# IRAMCO INSTITUTE OF TECHNOLOGY
## RAJAPALAYAM, TAMILNADU, INDIA

### DEPT. OF COMPUTER SCIENCE AND ENGINEERING
### ACADEMIC YEAR – 2019-2020 (ODD)

**Course code & Title: IT6801-Service Oriented Architecture**

**Semester - VII   Date: 10.07.2019**

# Topic: Document Type Definition for TV schedule

**Active Learning: Think-Pair Share**

Dr.M.Kaliappan., M.E., Ph.D

Associate Professor

### 1.1 Objectives (O)

1. O1: To enhance communication and critical thinking among the students.
2. O2: To write document type definition document for Television channel schedule

### 1.2 Justification for choosing the topic

The topic is a simple real-time example (TV schedule). This real-time example is related to the course content to make clear understanding. Students think individually about a topic and share their ideas with paired classmates that improve creative thinking and oral communication skills. Think-pair-share (TPS) activity procedure posted on my course web site in advance.
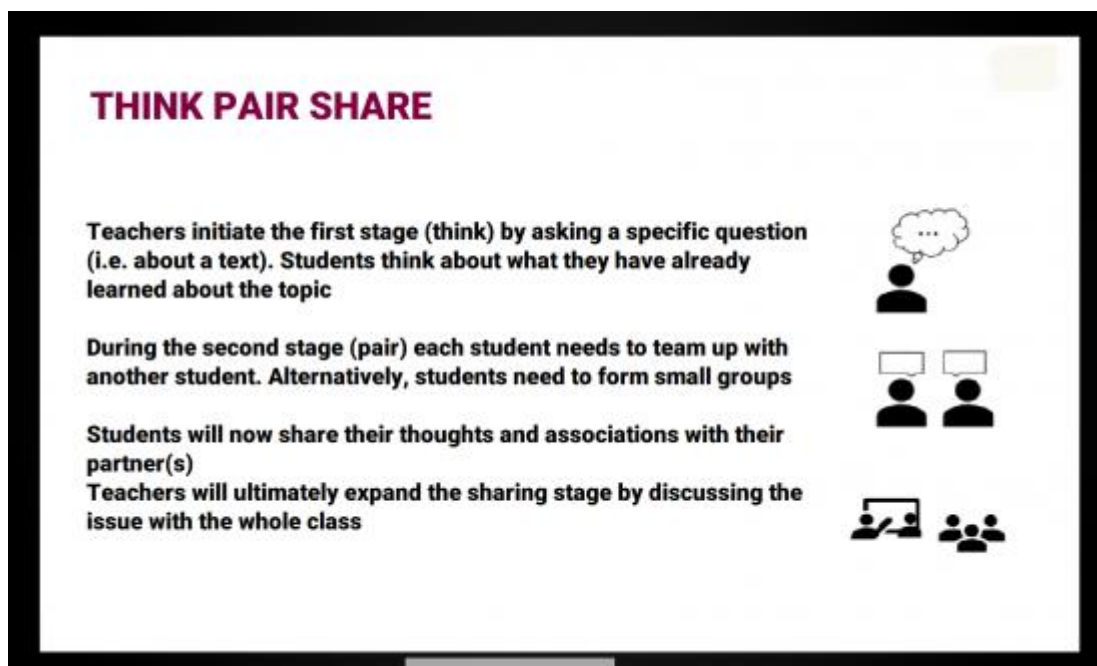


**Figure 1: Think-pair-share (Credit: Google Image)**

### 1.3 Procedure:

- 6 minutes was allotted for conducting TPS.
- First 2 minutes for thinking students individually,
- Next 2 minutes to pair with partner to share their ideas.
- In the final 2 minutes, volunteers from any pair share their thoughts as a whole.

**1.4 Glimpse of TPS**



**Figure2: Paired the student to share their ideas**



**Figure 3: Share the idea into a whole-class discussion**

**1.5 Answer: TVschedule.dtd**

```
<!DOCTYPE TVSCHEDULE [
<!ELEMENT TVSCHEDULE (Channel+)>
<!ELEMENT CHANNEL (Provider, Subscription_fees, Banner, Day+)>
<!ELEMENT Provider (#PCDATA)>
<!ELEMENT Subscription_fees (#PCDATA)>
<!ELEMENT BANNER (#PCDATA)>
<!ELEMENT DAY (DATE,(Holiday|Program+)+)>
<!ELEMENT HOLIDAY (#PCDATA)>
<!ELEMENT DATE (#PCDATA)>
<!ELEMENT ProgramS (schedule Time, name, Description?)>
<!ELEMENT TIME (#PCDATA)>
<!ELEMENT TITLE (#PCDATA)>
<!ELEMENT Description (#PCDATA)>
```

**1.6 Reflective report**
**1.6.1 Pre-implementation Reflection**
*1.6.1.1 Challenges:*
- Students were not aware of TPS even though made an announcement and posted the content of TPS in the course web site.
- Slow learners were not interested to participate in TPS.
- Students make noise during the activity.

**1.6.1.2 Steps taken for address the challenges**
- Motivated and mentor the slow learners to involve activity effectively by means of addressing the benefits of TPS and creative thinking.
- An announcement was made for conducting Think-pair-share activity in the next lecture hour. The students got awareness before coming to the class through the announcement

**1.6.2 Post implementation reflection.**
- Most of the students except slow learners actively participated and enjoyed. Students were given a solution with various formats.
- Bright students enjoyed with peer learning.
- This activity is I published on slideshare.net for public view and critique. It is shown in the following URL. https://www.slideshare.net/kaliappan20/innovative-practicethinkpairsharetopic-dtd-for-tv-schedule.

**Relevance of Program Outcomes**

| Programme Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Objective(O1) | 3 | | | | | | | 2 | 2 | 2 | | 2 |
| Objective(O2) | 3 | 2 | | | | | | 2 | 2 | 2 | | 2 |

**References**:

1. adlit.org, "Adolescent Literacy", 2019. [Online]. Available: http://www.adlit.org/strategies/23277/ [Accessed: 05-July-2019]
2. prodigygame.com, "active-learning-strategies", 2019. [Online]. Available: https://www.prodigygame.com/blog/active-learning-strategies-examples/