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**Rizvi Education Society's  
Rizvi College of Education  
National Conference on “*Visualising 21<sup>st</sup> Century Educational Milieu: Achieving Skill  
Competence through Unconventional Practices*” on  
**December 7- 8, 2018****

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### **ABOUT THE COLLEGE**

Rizvi Education Society is a non-profit educational society devoted to education, training, research and consultancy. It was established in 1985 with the College of Arts, Science and Commerce and Rizvi High School. In thirty one years, it has spread its wings and branched into various professional colleges producing stalwarts for the country.

Rizvi College of Education was started in 2003 under the aegis of Rizvi Education Society. In a span of fifteen successful years, it has made a remarkable progress in the educational fraternity. It has emerged as a premier institute offering B.Ed. Course and various add-on courses, creating teachers equipped with the latest trends and technologies in education. It provides dynamic training programs that empower teachers to meet the challenges in the ever changing global scenario. The credit for the success of this institute rests with its President – Dr. A. H. Rizvi, whose vision and endeavour to make a difference in the society led to the establishment and growth of the college. Rizvi College of Education is affiliated to University of Mumbai since 2003 and has been approved by NCTE (Code No. 123005). Rizvi College of Education is an Un-Aided Muslim Minority English Medium College.

### **CONCEPT NOTE**

As we are moving briskly into the 21 century education system, it becomes imperative to realize how important it is for leaders, teachers, school administrators and parents to know where we are heading in terms of education scenario: teaching-learning processes, pedagogical methodologies and practices, the role of technology and media and the impact of globalization. Nowadays, at the beginning of the new school term, our school is holding teachers sessions on how to question the learners and enable them to get their answers. But besides asking and giving the learners a plethora of questions our educators, administrators,

policy makers, teachers and stakeholders need to answer many questions themselves on the prospective relevance of teaching paradigm for the new century learners. The conference attempts to seek answers to the following questions:-

- Leadership and innovation: What is the way forward?
- Research culture: How to create societies that enjoy and encourage research as a means of being productive?
- What are the new modes of education to be encouraged? Are they viable and do they create what is expected of them?
- What do you need to teach your children to make them 21st century learners?
- Why is it necessary to teach them the way they want to learn?
- When and how will the learners be able to apply their learning experiences?
- How will the learners fulfil their learning goals?
- How do you plan to prepare the learners for life and living?
- Are you preparing children for their age or yours?
- Are we teaching to change and changing to teach?

Almost all teachers in schools having countable number of years of experience, degrees and diplomas to their credit, come across many new challenges and obligations towards the learners each year. The degrees, diploma or experience we have may turn to be out dated until we update our professional competencies and skills to cater to the needs of 21 century learners. The best way to shine up your profession is to remove the scratches of the obsolete past on it, to learn anew to shine your profession, learn what, whom, why, where and how to teach in the changing scenario.

### **Education: Revolutionising the Discipline**

The current phase of industrial revolution 4.0 calls for relevant development/changes in the field of education. Education is being revolutionised everyday by technology and being made accessible to the untapped masses. In today's modern and fast paced world, unconventional practices become a norm to ensure future success of students and success of those around them. In the constantly evolving field of education, one must find ways to accommodate changes with respect to demands, technology, students' needs, pedagogical trends and other challenges. Unconventional Classroom is a viable option that will reignite your passion for teaching and send you back to the classroom with tons of new teaching strategies and ideas.

Unconventional practices are not just about technology driven classrooms but about continuous and comprehensive evaluation, cross-curricular connections, linking curriculum to life, development of skills and values, civic engagement, integrative and social responsibility. It has allowed education to be brought outside the classrooms and still have all the necessary components to impart knowledge to students in a controlled manner. Individual learning is acknowledged rather than class of student as a whole. It is constantly opening up the new frontiers in education. The only question that remains for forward-thinking teachers is what new technologies will emerge and how will they be utilized. The teachers who adopt these unconventional practices are the conceptual innovators laying the groundwork for future generation of teachers. They work on modification of classroom practices to help the learners understand and take charge of improving their own learning processes. Without such informal intervention, students with learning differences may feel lost in the educational shuffle.

### **Unconventional: Beyond the Ordinary**

Unconventional teaching practices goes beyond textbooks and four walls to make learning more than a rote sport having limitless possibilities to improve the educational process. It aims to give the students an in-depth exposure of the subjects and fill the educational experience with enlightening values. It brings lessons to life replacing stale traditional methods of conveying information with innovative technologies such as tablets, netbooks, interactive whiteboards, wireless solutions, Panel Discussions, Presentations, Role Playing, Film Viewing, Debates and Speeches etc. It helps prepare students become culturally competent, caring and contributive local and global citizens.

Topics for this event will include Whole Brain Learning, Storytelling, Thinking Maps, Crossover Learning, Observation Stations, Digital Platforms, Online Corpora, Reciprocal and Equivalent talk category system, Guided-Inquiry Learning, Customised teaching, Classroom Management Strategies, Blended Learning, Leadership techniques, Research procedures, Assessment Strategies etc.

This conference aims at bringing together the forum for rich discussion on reviewing and learning lessons about the shifts in educational practices. Discussions in the conference would critically analyse the convergence of unconventional practices, technology, ideologies and values for improving educational performance at global-local paradigm. It would also

enrich knowledge and skills on contemporary strategies against conventional wisdom of managing education. This conference would contemplate on developing new visions and practices to match with the changing educational ideologies in the emerging field of education. It explores a new movement in education which combines academic education with practical learning and traditional teaching with new technologies. The conference leaves you with a new and optimistic outlook on being a visionary teacher.

The conference endeavours to turn completed research into publishable material in the form of scholarly journal articles/books.

### **CONFERENCE OBJECTIVES**

The conference seeks to

- a) Create awareness and dialogue between professional, academic and research scholar on major issues related to education
- b) Deliberate upon areas in the field of Unconventional practices in education.
- c) Explore ways and means to bridge gap in educational constructs in light of changing paradigms.
- d) Explore multi-disciplinary ways to reflect on research practices in the education system.
- e) Encourage academicians, researchers, teachers / teacher educators to suggest and present their views and ideas.
- f) Evaluate strategies and techniques in establishing and operationalising effectiveness in education.

### **LEARNING OUTCOMES**

- a) Increased engagement and action of all stakeholders on empowerment, growth, investment, and development of the work force;
- b) Enhanced capacity and commitment of teachers to facilitate learning experiences, performance and accountable enhancing of participation and representation in educational process;
- c) Improved platforms for multidisciplinary education at different levels;
- d) Shared understanding of the latest trends in information and technology;
- e) Addressed challenges and opportunities for better educational outcomes;
- f) Demonstrated the need for greater emphasis on 21<sup>st</sup> century skill competence;
- g) Bridged the gap between conventional and modern research trends;

h) Placed higher value on ethics and social responsibility.

## **STRUCTURE OF THE CONFERENCE**

**Day 1, December 07:** The morning session will feature a high-level keynote address and high - level panel discussion on the conference theme. The conference will be officially opened in the afternoon of Day 1 consists of side events taking place in parallel sessions.

**Day 2, December 08:** The day will focus on presentation and discussion of the different subthemes of the conference followed by the valedictory session and reflections.

## **SUB THEMES OF THE CONFERENCE**

### ***Subtheme 1- Strengthening the Workforce through Leadership Development***

Leadership in any education organisation plays a very important role. We have often seen that the quality of leadership is attributed to the heads of an institution. However in an educational setup leadership as a quality has to be nurtured amongst staff as well as students. A few ways of empowering one to be leaders of tomorrow is through encouraging them to construct their own knowledge, exploring their expertise through presentations, use of Socratic questioning to ignite the spark of learning through an inquisitive manner, learning and teaching through role models, taking up responsibility, service learning, metacognitive strategies etc. Using different unconventional ways, one can cultivate leadership qualities which will enable the future leaders to face the world with confidence thereby empowering them with skills of global citizenship.

### ***Subtheme 2 – Breakthrough beyond the boundaries by Distance Learning***

Distance Learning is accessible, affordable and useful in social, intellectual and workforce development contexts. Through Distance Learning, learners have become global citizens and are exposed to the international and cross-cultural aspects of their studies. It has facilitated unconventional practices in education through students' authentic engagement with the world class material, improved perception of learning, stronger sense of community among students and reduction in withdrawal or failure. Academic institutions worldwide are expanding their repertoire of developing distance education courses due to its primary positive outcome as the ability to attract learners who would otherwise be prohibited from learning opportunities due to geographic, financial and personal limitations. Learners now have untapped learning opportunities and experiences to strengthen their credentials that would intellectually engage,

increase sensitivity and even add skills and knowledge that are attractive to potential employers.

### ***Sub-Theme 3 - Using Quality principles to enhance the fundamentals of learning and performance in K-12 classrooms***

The traditional conception of a teacher leading a lesson with a piece of chalk, vigorously scratching formulas, themes or motifs across a chalkboard, is ingrained in most of our minds. We grew up in a classroom where knowledge came from two sources: the instructor and the textbook. Those may never change, but their ability to educate has been made easier with forward-thinking. Unconventional teaching methods used to supplement traditional lesson plans have been made possible by the implementation of technology. What was once thought impossible in collaboration and research has become common place and education as a whole is better for it. Unconventional means of catering to K-12 education can inculcate and go beyond using quality principles to enhance the fundamentals of learning and performance. This shall include continuous improvement strategies and Six Sigma – practical applications and value-based lessons learned by the students. Applying the Baldrige Criteria to improve performance and transform systems and also using Professional Learning Communities as a tool for supporting continuous improvement makes a class unconventional. Further, quality issues and global trends could be explored toward improvements in education of K-12 classrooms.

### ***Sub Theme 4 – Implementation of innovative strategies to promote effectiveness in education***

Innovating Education does not only mean seeking innovation for teaching methods, but it means addressing the challenges and concerns of education in a more diagnostic and comprehensive manner. Promoting creativity and incentivizing innovation is the way ahead. As the education segment of the country is in a transition stage, with a large number of schools adopting finest teaching-learning practices from across the world. When we think of innovation nowadays, we usually think of technology. However, in a field such as education, it's just as important to focus on innovations in areas such as child psychology, learning theories, and teaching methods. There's quite a bit of evidence that technology, when used in the right way, helps students learn. While technology, in and of itself, does not always spur innovation in the classroom, there are countless innovative ways to use technology to better

teach and engage students. Some examples of using technology include and go beyond: *Mobile Technology, 3D Learning, Assisting Special Needs Students, Flipped Learning*.

Apart from this, focus on STEM, practical education and Soft Skills could be a part of innovative practices. Area of Assessment is equally important and what innovations can educationist look at to suggest alternate ways of assessments that are robust yet do not pressurize students and teachers. In conclusion, the goal isn't *Innovation*, the goal is *Effectiveness*. We need to strive for innovation is because we want to be effective.

#### ***Subtheme 5 - Social Justice and Psychological wellbeing in Inclusive Education***

The scope of this sub theme is to unveil the interconnection among social justice, psychological wellbeing and inclusive education. It is important in unconventional teaching practices that educationist should understand that social justice and psychological wellbeing are very complicated phenomenon and as such we need to describe the importance of both content in inclusive education. Educational researches suggest that the core of wellbeing is the subjective experience of social sufficiency of individual existence. On the other hand, the practice of the inclusive education is loaded with many social expectations, one of the main being to support psychological development and social consistency of the person. In the basis of exclusion stands the social diversity of the person. Negative feelings in the excluded individual provoke a decrease of psychological wellbeing. Thus, if we educationist wants to increase the effectiveness of the inclusive education, we would need to improve the psychological wellbeing of the individual. The improving would be realized through social justice and psychological support, mainly in classroom and in the family.

#### ***Sub Theme 6 – Undertaking Research practices for quality enhancement***

Educational research can play important role in bringing new ideas and understanding related to their developing practices. Research based ideas also brings arguments, between ideas and arguments must be carefully selected and strategically integrated with in our course. Classroom practices as a process involves multiple agents and their interactions with in the classroom as a system. The process can be manifested in diverse format and structure and its effectiveness can be influenced by numbers of factors both internal and external to the classroom. Research on various fields such as Curriculum and its implementation, Instructional context, Theoretical and methodological part, Teaching-learning strategies, Questioning and responses in classroom can give better perspectives. Thus systematic and

strategic research practices bring high quality of framework to reflect on these practices taking into account of our cultural and national diversity.

***Subtheme 7 - 21<sup>st</sup> Century Assessment in Education: Moving Beyond the Conventional Methods***

Reforming assessment is essential in enabling any systemic change in education. So the conventional modes of assessment in education need upgradation in this 21st century knowledge based society. This is essential to ensure that learners are prepared for a rapidly changing and ever-connected community, society and world. With the wide spread adoption of 21st century skills in our schools it becomes imperative that we shift assessment strategies from measuring discrete knowledge to measuring creativity, critical thinking, problem examining and information gathering as well as making informed, reasoned decisions while using technology. So, alternate assessment strategies which are authentic, comprehensive and performance based need to be adopted. Assessment should measure the gap between standards and students' competencies through multiple strategies. This spectrum of strategies should be flexible and contextualized so that it becomes relevant for the learners as it is recommended in NCF 2005. A balanced approach including assessment for learning, assessment as learning and assessment of learning is ideal for optimizing teaching as well as learning. In addition to the conventional strategies, alternate strategies like rubrics, performance based assessment; portfolios and technology based student response systems provide a great platform for the transition in assessment process. Acknowledging the learners' stake in her/his learning through self assessment and peer assessment is also significant. Papers critically evaluating the assessment and selection procedures adopted in competitive exams like NEET, JEE etc. are also invited.

***Sub theme 8 - Any other relevant aspect related to the theme of the conference, not covered in the sub-themes above***

The construct of Unconventional practices in education is large and has many sub-constructs with respect to the field of Education. Any other area, relevant to the main theme and not included in sub-themes can be dealt in this sub-theme.

\*\*\*\*\**Thank You*\*\*\*\*\*