

Unit 3 - Week 1

Course outline

How does an NPTEL online course work?

Week 0

Week 1

- Introduction
- An Inexperienced Engineering Teacher's View ... contd
- From traditional lecturing to helping students learn (part-1)
- From traditional lecturing to helping students learn (part-2)
- Better learning (Bloom's Taxonomy)
- Problem based learning (PBL) & Problem Solving (part-1)
- Problem based learning (PBL) & Problem Solving (part-2)
- Quiz : Assignment 1
- Week 1 Feedback :Effective Engineering Teaching In Practice

Week 2

Week 3

Week 4

Lecture Slides

Text Transcripts

Download Videos

Assignment 1

The due date for submitting this assignment has passed. As per our records you have not submitted this assignment.

Due on 2020-02-12, 23:59 IST.

- 1) In the Introduction lecture, three approaches to teaching were presented through acts. Which among the following are the differences between the three teaching approaches? 1 point
- Organisation on the board
 - Eye-contact with the students
 - Knowledge of the teacher
 - Intelligence of the student

No, the answer is incorrect.
Score: 0
Accepted Answers:
Organisation on the board
Eye-contact with the students

- 2) Which of the following is a good fit for problem solving? 1 point
- It is a low level skill
 - It is an aspect that cannot be improved upon with practice
 - It is a high level skill
 - It is not a skill at all

No, the answer is incorrect.
Score: 0
Accepted Answers:
It is a high level skill

- 3) Which among the following are disadvantages of lecturing? 1 point
- Instructor control
 - Lack of individualisation
 - Being versatile and flexible
 - Boredom to the students

No, the answer is incorrect.
Score: 0
Accepted Answers:
Lack of individualisation
Boredom to the students

- 4) The Bloom's revised taxonomy DOES NOT include which of the following? 1 point
- Effective domain
 - Affective domain
 - Psychomotor domain
 - Psychological domain

No, the answer is incorrect.
Score: 0
Accepted Answers:
Effective domain
Psychological domain

- 5) According to Bloom's revised taxonomy, to which domain does non-verbal communication behaviour belong? 1 point
- Effective domain
 - Affective domain
 - Psychomotor domain
 - Psychological domain

No, the answer is incorrect.
Score: 0
Accepted Answers:
Psychomotor domain

- 6) The increasing order of depth in the cognitive process is 1 point
- Remember – Understand – Apply – Analyse – Evaluate – Create
 - Create – Evaluate – Analyse – Apply – Understand – Remember
 - Apply – Analyse – Remember – Understand – Evaluate – Create
 - Understand – Evaluate – Remember – Analyse – Apply –Create

No, the answer is incorrect.
Score: 0
Accepted Answers:
Remember – Understand – Apply – Analyse – Evaluate – Create

- 7) Which of the following statements support the suggestion, "Never attempt to cover everything while teaching a class"? 1 point
- Providing key points
 - Clarifying difficult concepts
 - Providing several numerical examples
 - Asking the students to learn everything by themselves

No, the answer is incorrect.
Score: 0
Accepted Answers:
Providing key points
Clarifying difficult concepts
Providing several numerical examples

- 8) Speech behaviour is categorized under 1 point
- Cognitive domain
 - Affective domain
 - Psychomotor domain
 - Effective domain

No, the answer is incorrect.
Score: 0
Accepted Answers:
Psychomotor domain

- 9) According to Bloom's revised taxonomy, "responding" is related to which of the following domains? 1 point
- Cognitive domain
 - Affective domain
 - Psychomotor domain
 - Psychological domain

No, the answer is incorrect.
Score: 0
Accepted Answers:
Affective domain

- 10) Match each level of Bloom's taxonomy with the appropriate level of problem-solving taxonomy. 1 point

(i) Understand	(x) Generating
(ii) Analyze	(y) Interpreting
(iii) Create	(z) Differentiating

- (i) – (x) ; (ii) – (y) ; (iii) – (z)
- (i) – (y) ; (ii) – (z) ; (iii) – (x)
- (i) – (x) ; (ii) – (z) ; (iii) – (y)
- (i) – (x) ; (ii) – (z) ; (iii) – (y)

No, the answer is incorrect.
Score: 0
Accepted Answers:
(i) – (y) ; (ii) – (z) ; (iii) – (x)