

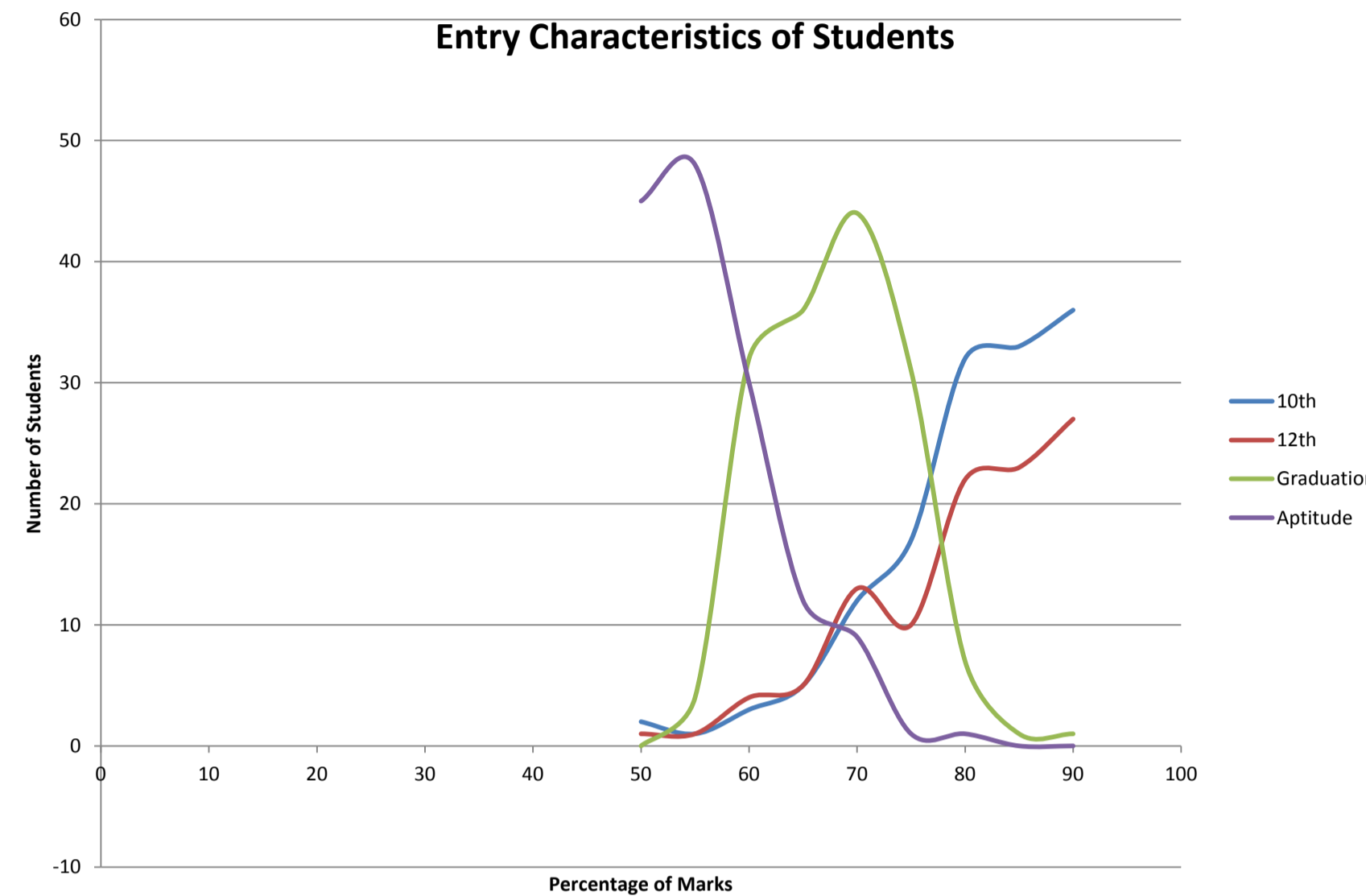


Learning By Doing – 10 years of Evaluation

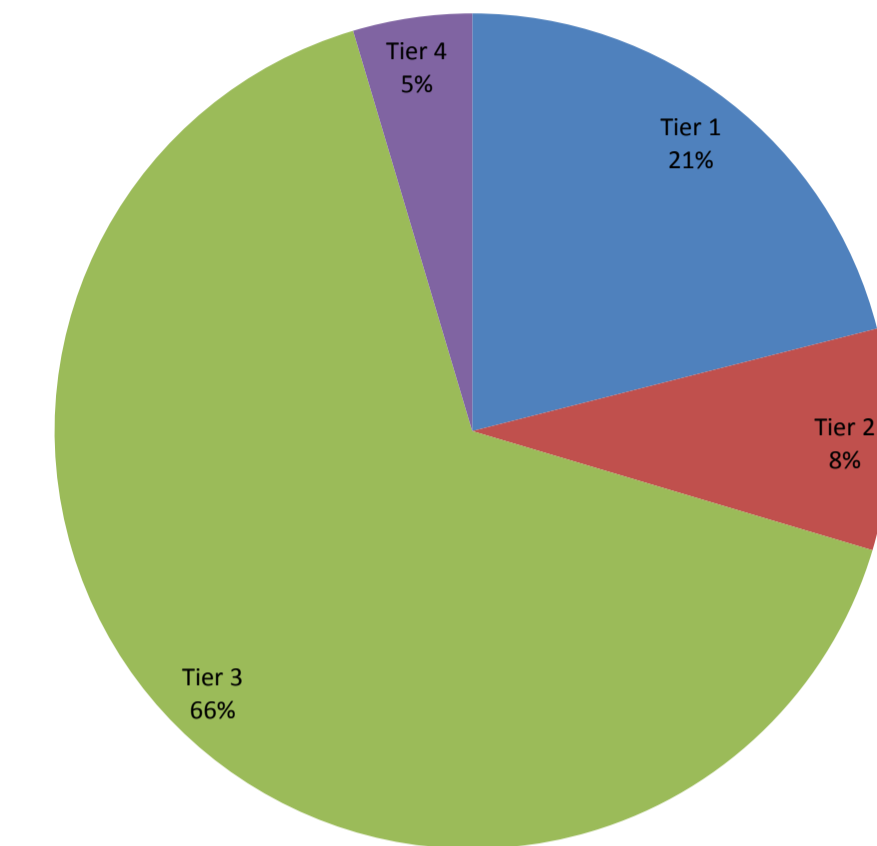


About the PG Program (MSIT)

- Learning by Doing
- Dedicated workspace and work station
- 1 to 10 Mentor-student ratio
- 24X7 lab and Internet connectivity
- Domain specializations
- Soft skills training program
- Sequential learning
- Fully residential program
- Learning centers in reputed universities
- Practicum in both first and second year of study
- Evolving curriculum helps students be 'Industry ready'



Placement Performance



2001-2003

- ❖ Self paced learning / Variable duration model.
- ❖ Video Lectures from CMU followed by tasks.
- ❖ Q&A with faculty.
- ❖ Lab exams and end exams with 90% for a pass grade
- Pros:**
 - ✓ Increase in the confidence levels and interests of top 25% of the class
- Cons:**
 - Video lectures not very engaging
 - Less awareness about mentoring
 - Academic administration was tough due to VDM
 - Students background influenced their learning
 - Exams were tough

2004-2006

- ❖ Improved mentoring strategies
 - Socratic
 - Immediate individualized feedback
- ❖ Story centered curriculum with step by step guide
- ❖ Preparatory program
- ❖ Mentor training
- ❖ No end exams
 - Weekly deadlines
 - Evaluation based on project deliverables
- ❖ Improved course website
- Pros:**
 - ✓ Student-Mentor interaction improved
 - ✓ Students understanding of the application contexts improved
- Cons:**
 - Mentor qualification criteria was not mandated due to resource crunch
 - Students self regulation and meta cognitive skills affected their learning

2007-2011

- ❖ Content restructured to support toy problems
- ❖ Self regulated learning improved by modular learning
- ❖ Learning by doing based end exams
- ❖ Reflection sessions
- ❖ Internships
- Pros:**
 - ✓ Self regulated learning worked
 - ✓ Exam performance improved
 - ✓ Mentor training program, self contained content reduced the need for subject matter experts

2012 & Beyond - Agenda

- ❖ FAQ database with mentor Interaction logs
- ❖ Activity Monitoring
- ❖ Tools for instantaneous feedback
- ❖ Scaling the program
- ❖ Dealing effectively with the slow learners (bottom 10%)
- ❖ Learning by doing for higher cognitive courses