CHILD CENTRIC EDUCATION

By

Md. Sami Ulla

CEO – MAHE, Manipal Group

THERE IS ...
# A BRILLIANT CHILD INSIDE EVERY STUDENT

INQUIRE. INNOVATE. INSPIRE.

Intel Science Talent Search Awarded :

- Anurudh Ganesan — Devised a way for doctors to refrigerate and transport vaccines without ice or electricity.

- Lalita Prasida Sripada Srisai — Created a water filtration system using corn cobs.

- Utkarsh Tandon — Created a ring for Parkinson's patients that monitors tremors.

- Kylie Simonds — Designed a backpack that lets kids feel stylish while they undergo chemotherapy.

- Kenneth Shinozuka — Created socks for Alzheimer's patients that alert family members when a relative strays from bed.

- Maria Elena Grimmett — Used recyclable plastic beads to filter a harmful antibiotic out of water.

- Olivia Hallisey — Discovered a cheap and effective way to screen for Ebola.

- Brooke Martin — Created a way to dispense medication remotely for elderly loved ones.
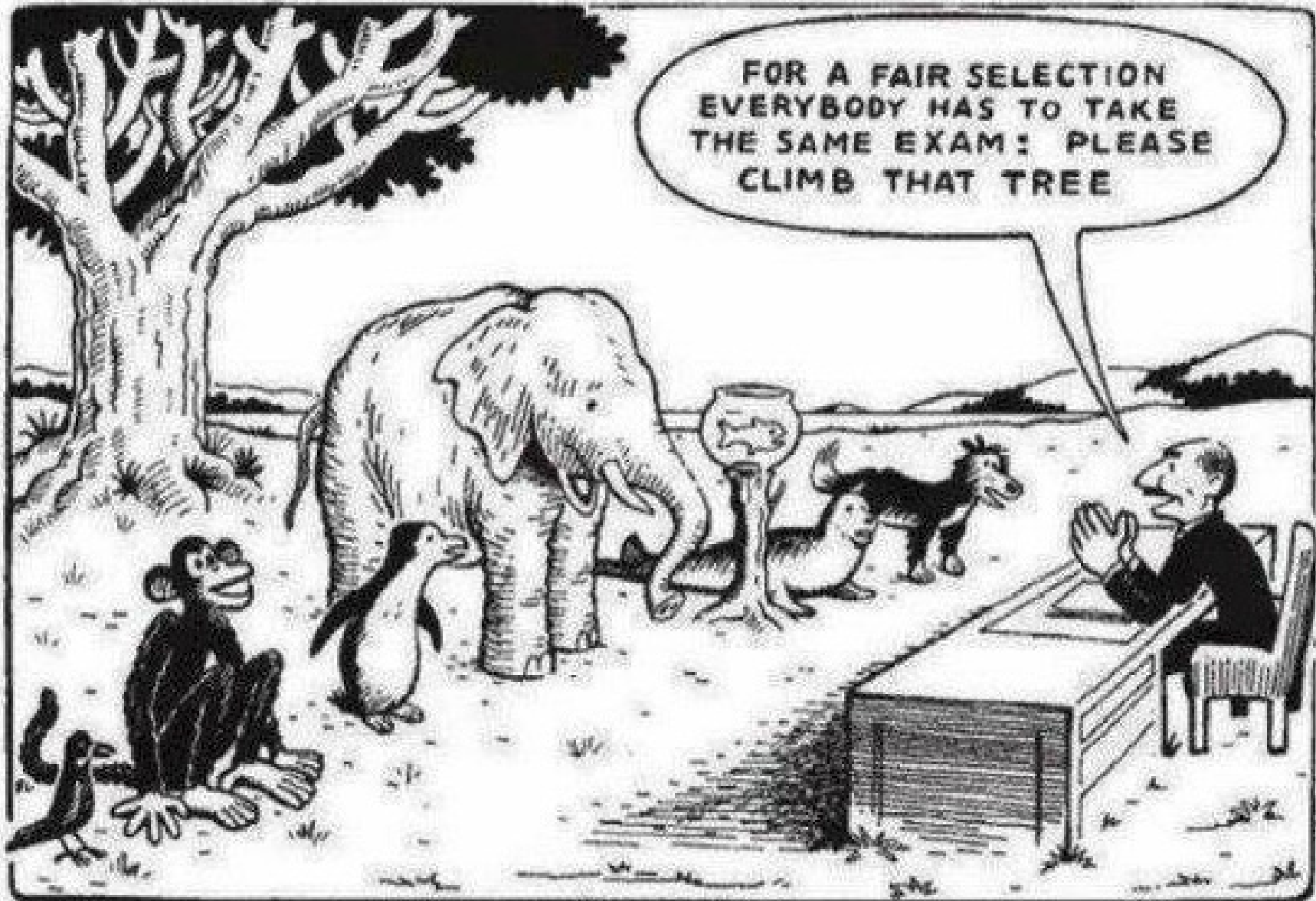
LEARNING OBJECTIVES
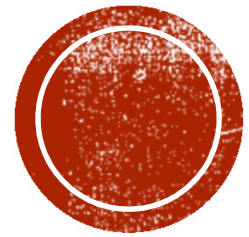
LEARNING

OBJECTIVES
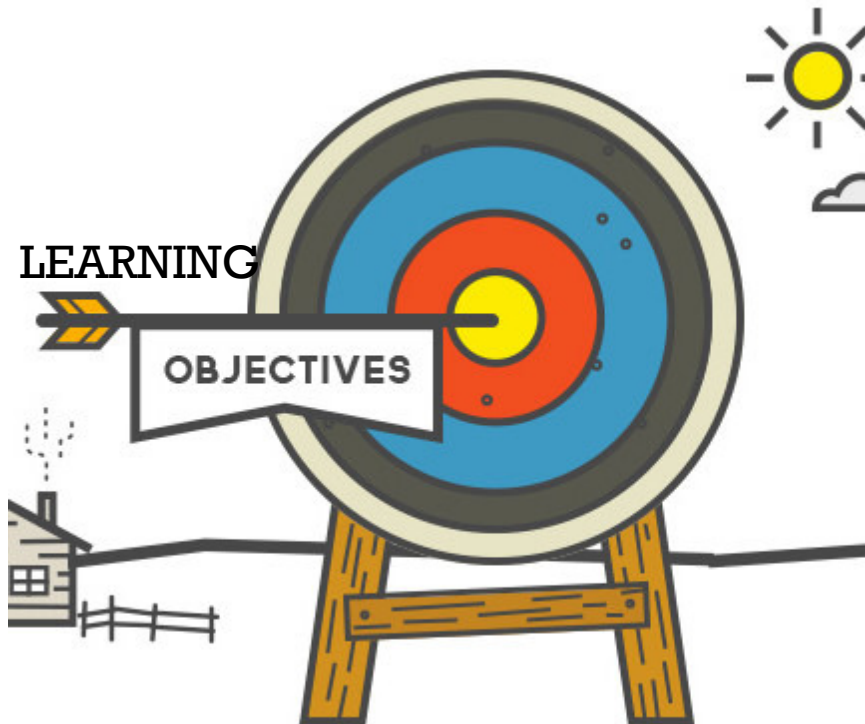
Understand,

- the purpose of Child Centric Education

- Current education system

- What is child centric education and Paradigm Shift?

- Guidelines for implementing this learning focused system.

- What Challenges to expect and how to resolve them while implementing it?
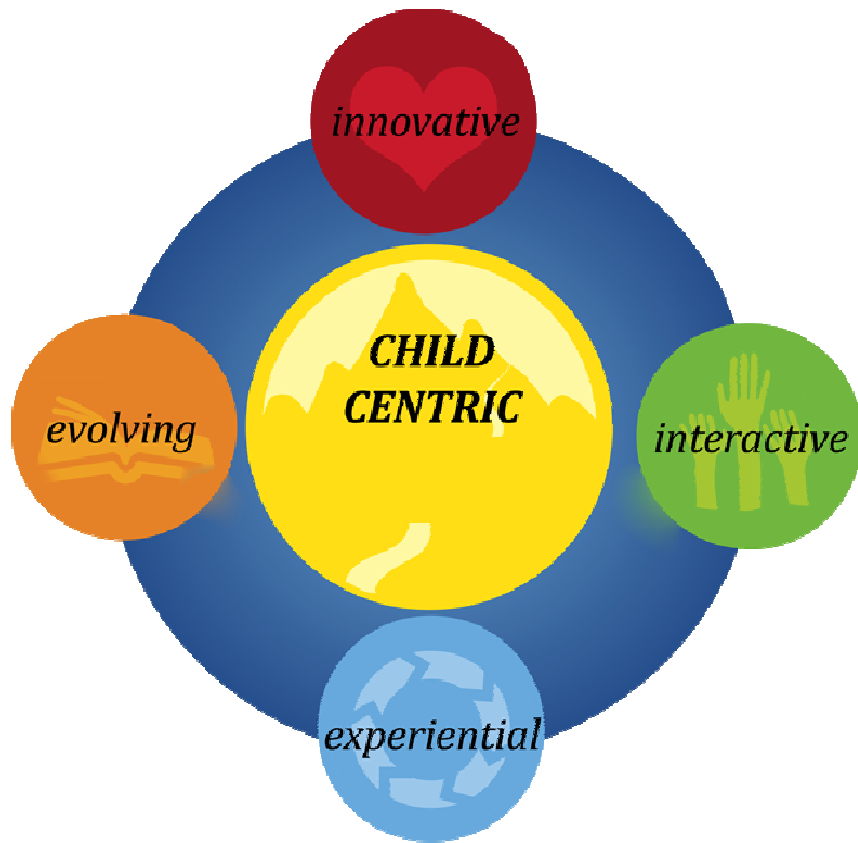
CURRENT EDUCATION SYSTEM

HOW TO BE CHILD CENTRIC ?

CHILD CENTRIC EDUCATION ...

- aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students.

- focuses on skills and practices that enable lifelong learning and independent problem-solving.

- based on the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience.

- puts students' interests first, acknowledging student voice as central to the learning experience.

- students choose what they will learn, how they will learn, and how they will assess their own learning.

- requires students to be active, responsible participants in their own learning and with their own pace of learning.

- simply refers to educational mindsets or instructional methods that recognize individual differences in learners.
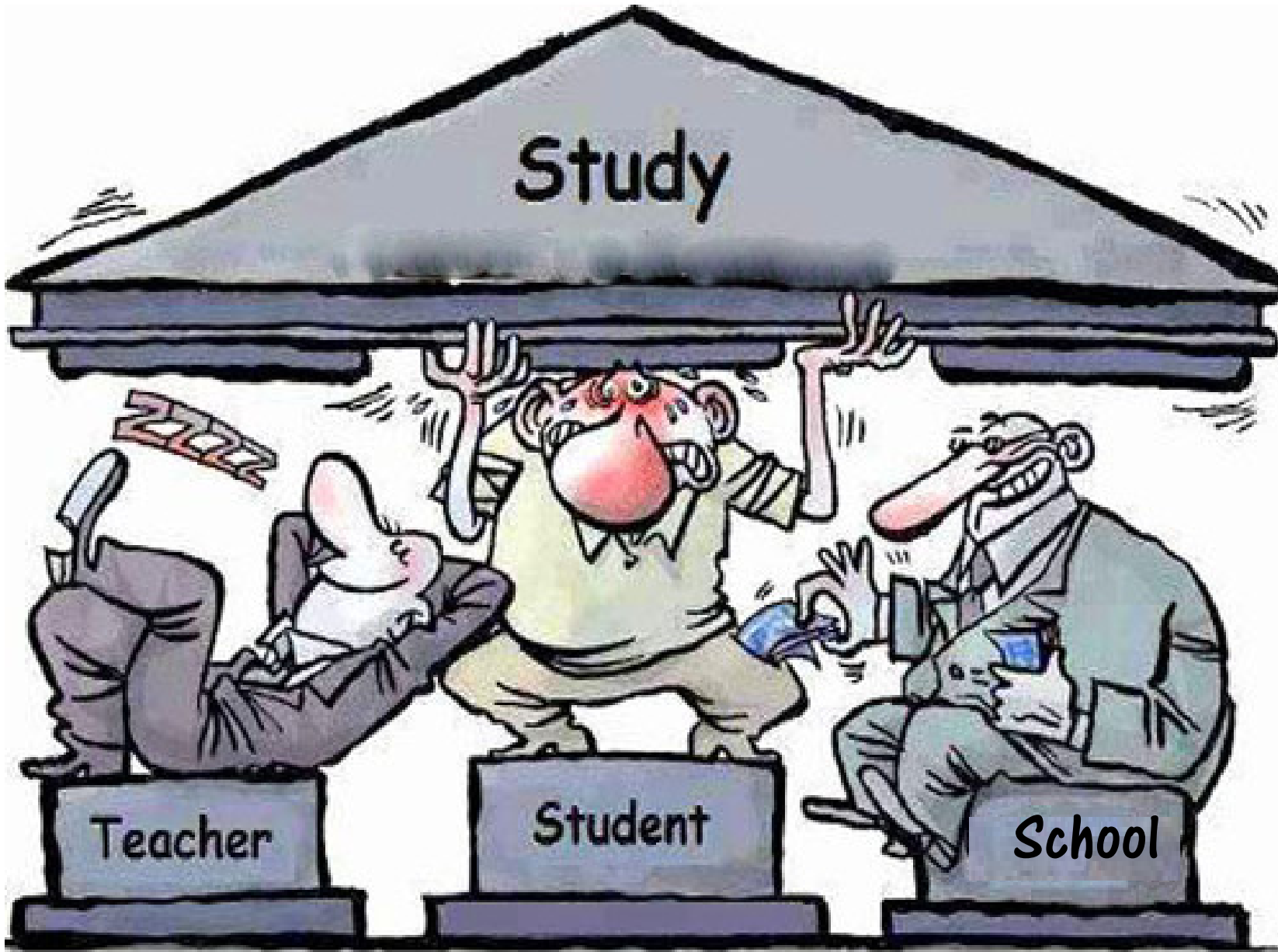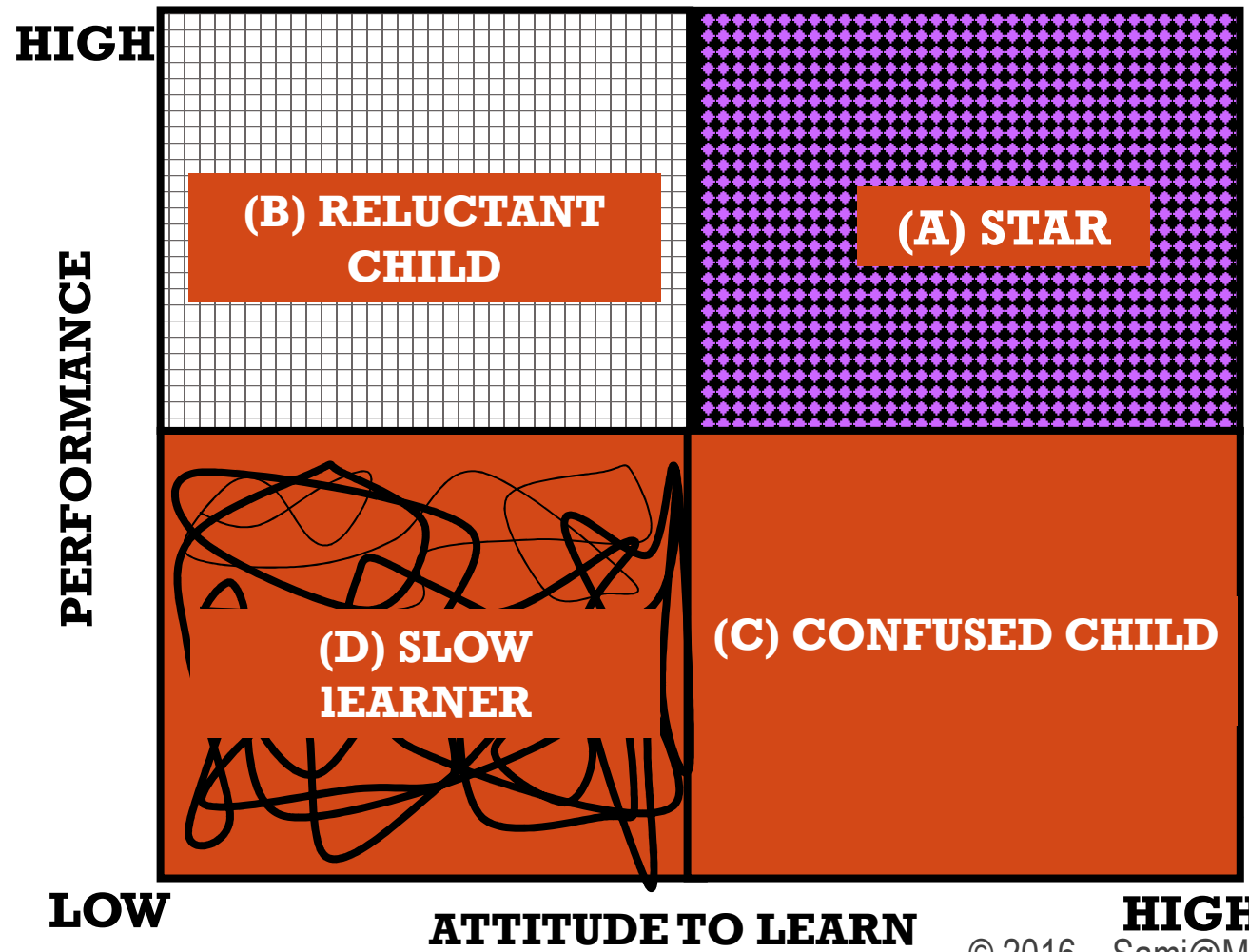
TEACHER-CENTERED VS STUDENT-CENTERED

Teacher-centered	Student-centered
• Focus is on instructor	Focus is on both students and instructor
• Focus is on language forms and structures (what the instructor knows about the language)	Focus is on language use in typical situations (how students will use the language)
• Instructor talks; students listen	Instructor models; students interact with instructor and one another
• Students work alone	Students work in pairs, in groups, or alone depending on the purpose of the activity
• Instructor monitors and corrects every student utterance	Students talk without constant instructor monitoring; instructor provides feedback/correction when questions arise
• Instructor answers students' questions about language	Students answer each other's questions, using instructor as an information resource

QUADRANTS: TYPES OF STUDENTS

HIGH

(B) RELUCTANT CHILD

(A) STAR

PERFORMANCE

(D) SLOW lEARNER

(C) CONFUSED CHILD

LOW

HIGH

ATTITUDE TO LEARN

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CHALLENGES

Interest Issues

- Some students may lose interest
- Student/Teacher could become bored with one theme
- Not participate due to low motivation or interest

Content Issues

- Students miss a day- may miss the connections
- Finding enough resources/information to cover every aspect of the topic
- Intertwining the benchmarks within that one topic may be difficult
- Missing out on some content that could be covered
- More work for the teacher

A Turn with Classroom Culture

- With student choice- may cause arguments, unwilling to want to be involved because it wasn't there first choice
- Inaccessible to some students due to cultural, academic, or ability differences
  - Cultural- (Ex: never experiences winter)
  - Academic- lower level students having a hard time with concepts within that theme- but expected to connect
  - Ability- if students do not receive a variety of language practice- mostly how to use that language toward only one topic

MEETING THE CHALLENGES

- All choices need to satisfy the same expectation, take roughly the same amount of time and be equally respectful of all students.

- Teachers can differentiate thru four classroom elements based on student readiness, interest, or learning profile:

1. Content
   - what the student needs to learn or how the student will get access to the information;

2. Process
   - activities in which the student engages in order to make sense of or master the content;

3. Products
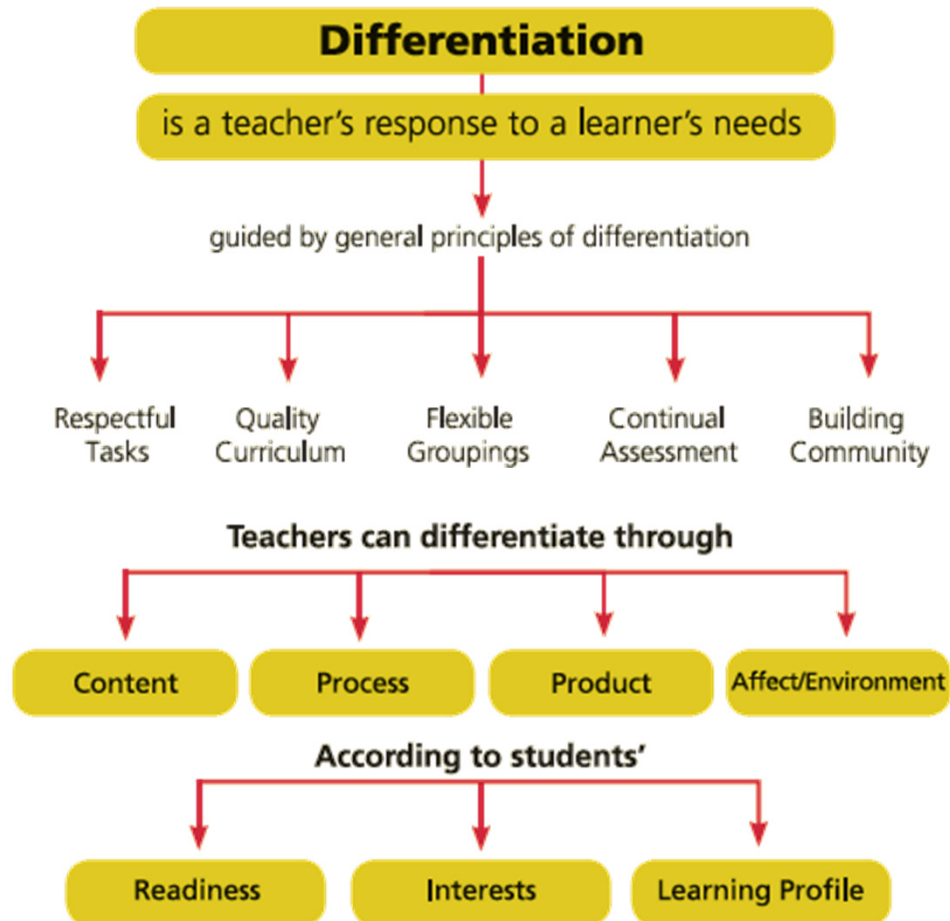   - culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and

4. Learning environment
   - the way the classroom works and feels.

DI FROM THE CLASSROOM TEACHER'S VIEWPOINT

Differentiation

is a teacher's response to a learner's needs

guided by general principles of differentiation

- Respectful Tasks
- Quality Curriculum
- Flexible Groupings
- Continual Assessment
- Building Community

Teachers can differentiate through

- Content
- Process
- Product
- Affect/Environment

According to students'

- Readiness
- Interests
- Learning Profile

- Differentiated instruction / differentiated learning, involves providing students with different avenues to acquiring content;

- DI enables to process, construct, or make sense of ideas; and to develop teaching materials so that all students within a classroom can learn effectively, regardless of differences in ability
  1. Readiness
 2. Interests
  3. Learning Profile

ACTIVITY BASED LEARNING METHOD [ABL]

- Enhances creative aspect of experience.

- Provides reality for learning.

- Uses all available resources.

- Provides varied experiences to the students to facilitate the acquisition of knowledge, experience, skills and values.

- Builds the student's self-confidence and develops understanding through work in his/her group.

- Gets experiences, develop interest, enriches vocabulary and provides stimulus for reading.

- Subjects of all kind can be taught through activity.

- Social relation provides opportunity to mix with others
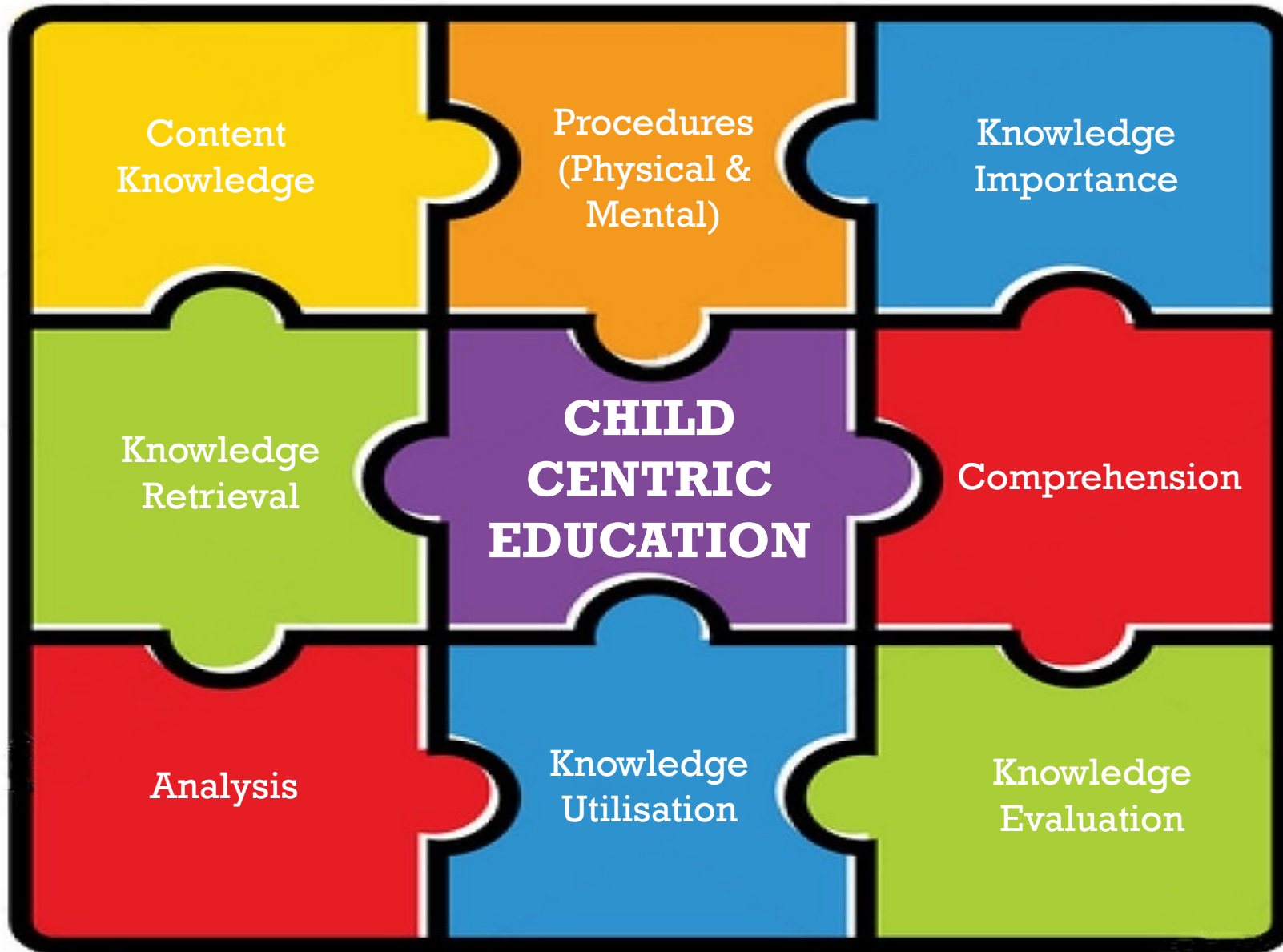
* follow this 8 principles for CC Edu

ASSESSMENTS

If a single teacher can't teach us all the subjects, then..

How can you expect a single student to learn all subjects?

◦ Assessment is the measurement of what students are learning.

◦ Student achievement is defined as how well they've mastered certain target skills.

◦ Assessments provide educators with both objective and subjective data in order to ascertain student progress and skill mastery.

Why do we do it?

▪ The information gained from assessments is extremely valuable.

▪ Besides a score, which gives quantitative data about how much of the material tested a students has mastered, information about student misconceptions can be determined by analysing the causes of distracters.

▪ Information from assessments helps teachers determine which instructional approaches are best for certain students, what their students may already know about a given topic, and what subjects needs to be retaught.

▪ Educational Boards use assessment results to determine the efficacy of Curriculum & Syllabus.

6. Creating

5. Evaluating

4. Analysing

3. Applying

2. Understanding

1. Remembering

Student Driven

Teacher Driven

Extended Thinking: Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time.
Verbs: *analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize*

Strategic Thinking: Requires reasoning, developing plan or sequence steps, some complexity, more than one possible answer.
Verbs: *appraise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems*

Skill/Concept: Engages mental process beyond habitual response using information or conceptual knowledge.
Verbs: *apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues*

Recall and Reproduction: Recall a fact, information, or procedure.
Verbs: *arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when- where- why*

C
Assimilation

Students extend and refine their knowledge so they can use it routinely and automatically to analyze/solve problems and create solutions.

Outcomes of content typically known to teacher, with some potential for unknown outcomes.

Students Think
(Relationships Important)

D
Adaptation

Students have the competence, when confronted with perplexing unknowns, to use their extensive knowledge/skills to create unique solutions and take actions to develop further their knowledge/skills

Outcomes of content unknown to teacher.

Students Think & Work
(Relationships Critical!)

A
Acquisition

Students gather and store bits of knowledge and information and are expected to remember or understand this acquired knowledge.

Outcomes of content typically known to teacher, with some potential for unknown outcomes.

Teachers Work
(Relationships of little importance)

B
Application

Students use acquired knowledge to solve problems, design solutions, and complete work.

Outcomes of content typically known to teacher, with some potential for unknown outcomes.

Students Work
(Relationships important)

Knowing something in a discipline	Applying within discipline	Applying across disciplines	Applying to real-world predictable situations	Applying to real-world unpredictable situations

Classroom → Real Life

Thank You!

Contact Information -:
Mr. Sami Ulla
My mob: +91 8123 979 005
Sami@Manipal.com

CEO
Manipal Academy of Health & Education
(A Manipal Group Company)
N-301, Manipal Centre,
47, Dickenson road,
Bangalore – 560042 INDIA
Tel: +91-80-32508913
Fax: +91-80-25587189
URL: www.Manipal.com, www.MAHE.org.in
Product: www.CampusK12.com, www.SchoolOnline.in

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