

Creative Class : An Innovative academic tracking workbook for SSLC students of Karnataka.

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1. Introduction:

Creative Class – A research based workbook to enable Students to take active interest in Studies (Visual learning) and tracking their learning in an innovative way. No Student is a poor performer; but it depends upon what influences them over a period of time... When it comes to Academics, anybody can score good marks provided they are guided the way which interests them to take part in organized and activity based learning's rather than just mugging it and forgetting the learning's during exams and score low. Thousands of students of Karnataka fail in SSLC (Secondary School leaving Certificate) exams by marginal marks and stop their academic education for rest of their life and even those with high scores still struggle in their career. So, we believed, “Actual Learning is important and rest will follow by itself.”

To help these students a Creative Class Workbook was designed. This 24 pages workbook covers all 617 topics of Social Science, Science and Mathematics of SSLC Board Karnataka in a Visual way along with essential tracking tools.

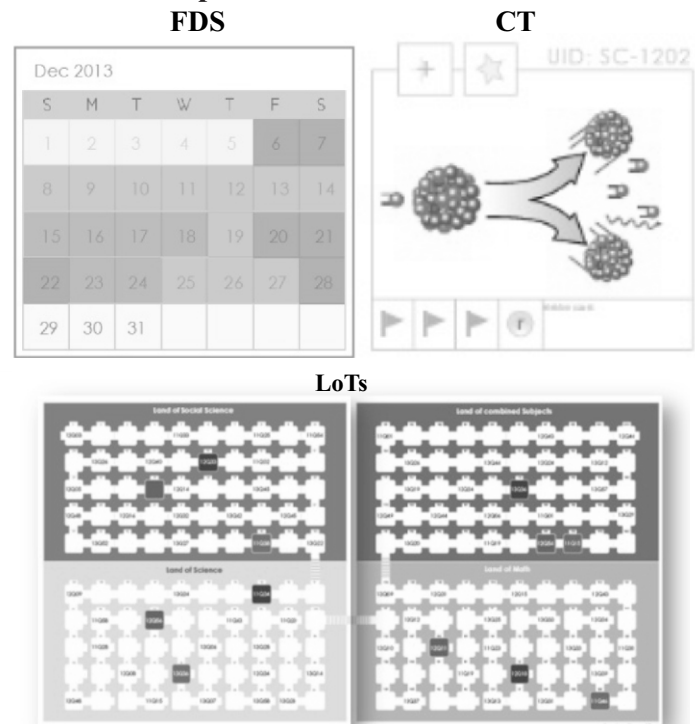
Creative Class tools are based on following methodologies.

- 1) When we write, the **ego** is active (pleasure principle, reality principle, guidance/influence principle), but it is not always active to the same degree.
- 2) **Pleasure principle** his/her psychological needs (natural desire or tendency which is not learned)
- 3) **Reality principle** his/her ego comprises the organized part of the personality structure that includes defensive, perceptual, intellectual-cognitive (awareness, perception, reasoning, and judgment), and executive functions. Conscious awareness resides in the ego. (FDS and CT)
- 4) **Guidance/Influence principle** which takes on the influence of those who have stepped into the place

of parents — educators, teachers, people chosen as ideal models. (FDS, CT, LoTs)

- 5) **DIKW Pyramid** (Data (facts), Information (captured data and knowledge), Knowledge(map of brain), Wisdom(map of applied learning)) (CT) - Know, to Know, Learned using Appendix Topics
- 6) **Gamified Learning Approach** – Collaborative Learning, Student Engagement, Brainstorming, Revision, Competitive (LoTs, CT) and Activity based Learning.

The 3 powerful learning / tracking tools which are based on various Principals and Motivational Factors are explained below.



Note: Visit <http://jermt.org/> to know the color coding of the above diagrams.

FDS - Fair Day Study: It's a simple organizer which creates enough visibility and emphasizes topic level

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awareness, perception, reasoning, and judgment on Daily Studies. Over a period of time this activity will build confidence among Students. Color codes are used as psychological influencers.

CT - Chapter Tracker: Creates Chapter awareness at Topic level plays a key role in learning and exam preparations. CT elements help identify Question occurrence patterns and enables discussion, Key points tracking, Revision tracking, Prediction and Confidence marking. Visual learning makes study more organized.

LoTs - Land of Tiles: A board game to encourage group or collaborative learning among students, which engages them in revisions of key points in fun

filled way. This tool is designed to encourage average and below average Students to take part in active learning.

Results:

A Pilot Study was conducted in Government school of Shimoga to know the impact of this Workbook on learning curve of students (Above average, average and below average performing Students). 92 SSLC Students – 42 Kannada medium Students and 50 English Medium Students participated in the study.

Data from the Observations of the program is presented as below. Students are categorized under 3 Principles.

Observations – Kannada Medium

Pre-Training Data

Observations	PP	RP	G/I P	Description
State of Mind/Engagement	75	20	5	Students engagement on First Day of Session
Study Habits	75	20	5	Data gathered on initial 4 sessions
Comfort Zone with their group	92	4	4	Regular seating arrangements makes class a setback kind and very few students are disruptive and few students don't even turn up to school
Comfort Zone with different group	65	25	10	Group engagements will be effective and less disruptive
Question Paper Tracking/Solving	0	0	3	Only 2-5 percent of student refers question papers and few have a habit of solving questions papers.
Prediction / Importance Tracking	0	0	5	Very few students are aware of Important topics.
Confidence Tracking	0	0	5	Confidence on Subjects are not clearly visible
Discussion on Topics with classmates	0	0	10	Very few motivates there friends to Study
Discussion on Topics under parental guidance	0	0	5	Only G / I P group has a support from parental guidance which is very less and should be addressed as part of the system.
Revisions	0	0	5	Very few students know about effective revisions
Self-Assessment	0	0	5	Very selected students can evaluate their studies

Post-Training Data

Observations	PP	RP	G/I P	Description
State of Mind/Engagement	60	30	10	Students engagement throughout the program
Study Habits	65	25	10	Data gathered throughout the program
Comfort Zone with their group	80	10	10	Even regular seating arrangements made class effective because of study awareness towards Exam
Comfort Zone with different group	60	20	20	This will be good try to nullify setback attitude in class over time which can be monitored by teachers
Question Paper Tracking/Solving	65	25	10	Question paper tracking / Solving is effective now
Prediction / Importance Tracking	50	40	10	Exam preparations made effective with Prediction tracking
Confidence Tracking	50	30	20	Confidence tracking at topic level helps better preparations.
Discussion on Topics with classmates	50	40	10	Better understanding and Key points tracking with in a group found effective
Discussion on Topics under parental guidance	75	15	10	Only G / I P group has a support from parental guidance which is very less and should be addressed as part of the system.
Revisions	70	20	10	Group discussion & Key points leads to better Revisions
Self-Assessment	70	20	10	CC Workbook started to build the Self-Assessment qualities in students and this will increase over the period of time

Pre-Training Data – **English Medium**

Observations	PP	RP	G/I P	Description
Students Engagement	50	40	10	Students engagement on First Day of Session
Study Awareness/Habits	70	20	10	Data gathered on initial 4 sessions
Comfort Zone with their group	90	5	5	Regular seating arrangements makes class disruptive
Comfort Zone with different group	35	55	10	Different group makes class less disruptive but it has some other difficulties which can be addressed easily by teachers
Question Paper Tracking/Solving	0	0	7	Only 5-10 percent of student refers question papers and few have a habit of solving questions papers.
Prediction / Importance Tracking	0	0	7	Very few students are aware of important topics.
Confidence Tracking	0	0	7	Confidence on Subjects are not clearly visible
Discussion on Topics with classmates	0	0	2	Very few motivates there friends to Study
Discussion on Topics under parental guidance	0	0	15	Only G / I P group has a support from parental guidance which is very less and should be addressed as part of the system.
Revisions	0	0	7	Very few students know about effective revisions
Self-Assessment	0	0	15	Very selected students can evaluate their studies

Post-Training Data

Observations	PP	RP	G/I P	Description
State of Mind/Engagement	20	60	20	Students engagement throughout the program
Study Awareness/Habits	15	65	20	Data gathered throughout the program
Comfort Zone with their group	60	35	5	Regular seating arrangements makes class less disruptive, because of study awareness of Exams
Comfort Zone with different group	20	70	10	This nullifies disruptiveness in class over time which can be monitored by teachers
Question Paper Tracking/Solving	30	50	20	Question paper tracking / Solving is effective now
Prediction / Importance Tracking	10	70	20	Exam preparations made effective with Prediction tracking
Confidence Tracking	60	30	10	Confidence tracking at topic level helps better preparations.
Discussion on Topics with classmates	30	40	30	Better understanding and Key points tracking with in a group found effective
Discussion on Topics under parental guidance	75	10	15	Only G / I P group has a support from parental guidance which is very less and should be addressed as part of the system.
Revisions	70	10	20	Group discussion & Key points leads to better Revisions
Self-Assessment	70	10	20	CC Workbook started to build the Self-Assessment qualities in students and this will increase over the period of time

Discussion / Survey- Various Surveys conducted to Students and Teachers...

SAS – Study Awareness Survey - Before training, the clarity on their learning patterns were very messy, disorganized and most of them were logically disconnected with less clarity on their learning's (Study Hours, Chapters Studied and Revisions).

During the training program, students understand the idea behind tracking daily learning and importance of it. Awareness about their individual study patterns was fine-tuned with better clarity.

QIIQ – Questions Identification Intelligent Quotient - Awareness about previous Exam Question papers brings seriousness and gives an idea about forth

coming question paper formats. The **QIIQ** activity enabled all the participants to understand the questions and to trace the appropriate Topics in respective chapters. Many found it difficult to start, later with proper guidance / training they found it interesting and understood the importance of identifying each topic before they prepare for Exams. Participation from the below average students in test group were really appreciated.

CTTA – Chapter Tracker Topics Awareness - Awareness on the complete Chapter is possible provided **Topic level** awareness is strong. **CTTA** was conducted to test the awareness level on Topics and to help them segregate learning based on **Know, To Know and Learnt**. There was lot of confusion among students on segregating the Topics under these 3 categories, as they couldn't have enough clarity on their learning / preparation. But still few did it in a best possible way.

As a practice, CTTA process will lead to a better clarity on their learning at Topic level and certainly a good tool to build confidence over a period of time.

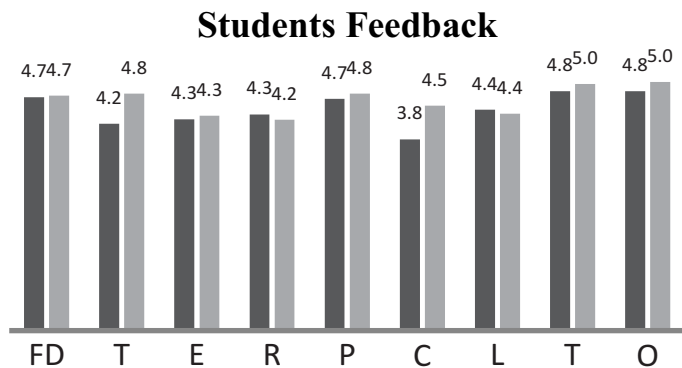
PCT – Prediction & Confidence Tracking - Tracking or marking important topics is one of the key process, many Students miss out in their regular notes / Text book.

In the Creative Class Workbook, Prediction marking at the Topic level gives an easy access to identify all the important topics within 15 pages.

Note: Important topics are shared by Subject Teachers. Students mark Confidence, once they are through with their preparations & Revisions.

Students Feedback on Creative Class Workbook.

Results of 9 questions with 5 Star rating scales (Both English and Kannada medium feedback data).

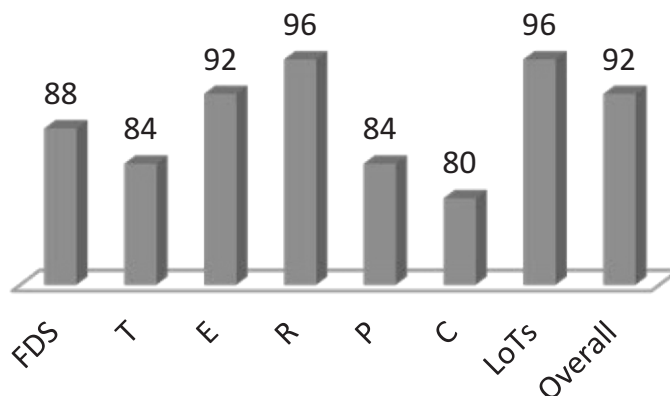


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Teacher’s Feedback



FDS - “Fair Day Study”, T- Track, E – Explore, R- Revision , P – Predict, C - Confidence , L - Land of Tiles, T– Training and O– Overall

Limitations

As this is a pilot study to know the actual impact of the creative workbook it needs to be studied on a larger student group.

Conclusion:

Creative Class workbook enabled students to learn the way which interests them and continues to learn. Essential tracking made teachers to be aware of student's improvements.

“Focus on organized learning and result will follow itself.”

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