24SS821 Blended Learning in Poetry Teaching and Learning in High School

4-0-0-4

Course Outcomes:

CO1: Understanding the principles and practices of blended learning and its application in high school poetry education.

CO2: Learn about the integration of digital tools and traditional teaching methods to enhance the engagement and comprehension of poetry.

CO3: Acquiring the ability to design and implement blended learning strategies for poetry lessons, fostering critical thinking and creativity.

CO4: Knowledge of assessing student learning outcomes in a blended environment and adapting instructional techniques accordingly.

CO5: Understanding the role of technology in creating interactive and collaborative learning experiences in poetry education.

Unit I: Introduction to Blended Learning and Poetry Education

- Definition and significance of blended learning in the modern educational landscape.
- Overview of traditional poetry teaching methods and their evolution with digital technology.
- Benefits and challenges of blended learning in high school poetry classes.

Unit II: Digital Tools and Resources for Poetry Teaching

- Exploration of digital tools such as interactive whiteboards, educational apps, and online poetry platforms.
- Analysis of multimedia resources like videos, podcasts, and digital anthologies for teaching poetry.
- Techniques for integrating these tools into traditional classroom settings to enhance student engagement.

Unit III: Designing Blended Learning Poetry Lessons

- Steps for planning and executing blended learning poetry sessions.
- Examples of lesson plans combining face-to-face and online instructional methods.
- Strategies for fostering student participation, collaboration, and creativity in a blended learning environment.

Unit IV: Assessment and Feedback in Blended Learning

- Methods for evaluating student learning outcomes in poetry through digital and traditional assessments.
- Techniques for providing effective feedback using both online platforms and in-person interactions.
- Adapting teaching strategies based on assessment results to meet diverse student needs.

Unit V: Case Studies and Best Practices

- Case studies of successful blended learning implementations in high school poetry education.
- Discussion of best practices and lessons learned from various educational settings.
- Exploration of future trends in blended learning and their potential impact on poetry teaching.

References:

1. Garrison, D.R., & Vaughan, N.D. (2008). Blended Learning in Higher Education: Framework, Principles, and Guidelines.

2. Graham, C.R. (2006). Blended Learning Systems: Definition, Current Trends, and Future Directions.

3. Hicks, T., & Turner, K.H. (2013). Crafting Digital Writing: Composing Texts Across Media and Genres.

4. Jenkins, H. (2009). Confronting the Challenges of Participatory Culture: Media Education for the 21st Century.

5. Staker, H., & Horn, M.B. (2012). Classifying K-12 Blended Learning.

Evaluation Pattern:

Category	Marks
Continuous Assessment	20
Mid-Term	30
End Semester	50
Total	**100**