Course Name: Authentic learning tasks: practical implementation of the skills in the classroom
Course Code: T1739
Faculty: Law
Programme Type: CP
Course Credits: 10
Course Level: 3
Sub-Committee (Specialization): Transnational and Global Legal
Batch: 2023
Learning Objectives:

Authentic learning aims to equip learners with the essential life skills, to show the connection between learning and real-life and to give learners the problem-solving abilities that they require for life beyond school.Learning-by-doing is generally considered the most effective way to learn. The Internet and a variety of emerging communication, visualization, and simulation technologies now make it possible to offer learners authentic learning experiences ranging from experimentation to real-world problem solving. This module explores what constitutes authentic learning, how technology supports it, what makes it effective, and why it is important.

Books Recommended:

Book	Author	Publisher
Exploring the Intersection of Science Education and 21st Century Skills: A Workshop Summary 2010	National Research Council	National Academics, Washington DC
Global Leadership Competence: TheIntelligence Quotient of a Modern Leader	Kerri Heath, L. Martin, Linda Shahisaman.	The Journal of Leadership Education. 2017
How can we teach kids critical thinkingskills	Peter Ellerton	Available at https://phys.org/news/2020-01-kids-critical-skills.html

Course Outline:

Sr. No.	Topic	Actual Teaching Hours	Contact Hours Equivalence
1	**Introduction to Authentic Learning** There are ten design elements that learning researchers believe represent the essence of authentic learning. According to these researchers, each learning experience should have:1 Real life relevance2 An ill-defined problem3 Sustained investigation4 Multiple sources and perspectives5 Collaboration6 Reflection7 An interdisciplinary perspective8 Integrated assessment9 Polished products10 Multiple interpretations and outcomes	**14**	**14**
2	**Simulation-Based Learning** 1.What problem does it solve2.How did they do it3.Why is it noteworthy Team-based learn-by-doing designFlexible approach Learning effectiveness	**20**	**20**
3	**Student-Created Media**	**26.5**	**26.5**

	1.What problem does it solveActive learningCollaborationTimelinessOutreach2.How did they do it3.Why is it noteworthyStudent-centered active learningTeaching the conflictsInstitutional support for innovation		
4	**Inquiry-Based Learning** 1.What problem does it solve2.How did they do it3.Why is it noteworthyCognitively informed approach to online coursedesignOngoing, formative course evaluationsBroad dissemination	**25**	**25**
5	**Peer-Based Evaluation** 1.What problem does it solve2.How did they do it3.Why is it noteworthyApplies across disciplines and institution types.Improves student learning.Reduces faculty workload.Replicates successfully.	**17**	**17**
6	**Working with Remote Instruments** 1.What is Remote Instruments2.How does it work3.Why is it significant4.What are the downsides5.Where is it going6.What are the implications for teaching and learning	**18**	**18**
7	**Reflecting and Documenting Achievements** 1.What problem does it solve2.How did they do itPublic siteWizard and Web developmentMission-statement functionalityWeb journaling tool3.Why is it noteworthyFaculty-generated initiative:Integration of reflection with recordkeepingFlexible, adaptable solutionInstitutional cooperation	**13**	**13**
8	**Working with Research Data** In disciplines from education to social studies, students are becoming legitimate peripheral participants in virtual communities of practice, collecting data either first-hand or through remotely located smart sensors. In other cases, students use data collected by researchers such as demography data accessible through the National Digital Library to conduct their own investigations. They can practice higher-order analysis on real data sets while contributing to the common knowledge base.	**16.5**	**16.5**
	Total	**150**	**150**

Pre Requisites:

Education related to Pre-service teachers, in-service teachers, bachelor students and mastersstudents

Evaluation:

Technology Leaps

Quiz

Learning Application Assignments

Learning logs

Pedagogy:

Lecture, field work, problem solving activities, games, Self-learning, Synchronous and Asynchronous online sessions, workshops, group work, Website Analysis, Flipped classroom, Collaborative Online International Learning, demonstrations, discussions, tutorials

Expert:

Dr. Shashikala gurpur,Dean FoL, SIU,Symbiosis Law School, Pune, SIU

I hereby certify that the syllabus has gone through the accreditation process and has been added to the course catalogue of SIU.

Shashikala

Dr. Shashikala Gurpur,
Dean FOL, SIU

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