

VIDEO SUMMARY

Learner-Centric Course Design

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Learner-Centric Course Design | Outcome-Based Education | pedagogy

Start course design with one question: what should students be able to do by the end? 'Understand' and 'appreciate' are too vague to observe. Write an outcome as a performance that students can demonstrate, then align the assessment and learning activities with it. Routine textbook problems typically assess procedural application; design ability requires open-ended practice and feedback.

Within a fixed university syllabus and examination, faculty control parts of the internal assessment, task design, and class time. Use think-pair-share, peer instruction, or another active method where discussion will help. Identify the threshold concepts and ideas students repeatedly struggle with. Spend direct interaction there, and point students to vetted material for the more straightforward content. Participation also needs clear expectations and, where appropriate, an incentive.

Decide what the learning requires before choosing technology. Clickers, Kahoot, Padlet, SWAYAM or NPTEL material, and flipped lessons can improve feedback and participation when each has a defined job. Generative AI can help draft questions, activities, or lesson plans. Poorly designed use can remove the thinking students need to do. A better coding task might provide AI-generated code and ask students to locate the exact errors, run the code, verify the result, and explain each correction. The teacher then works as curator, facilitator, orchestrator, and evaluator as well as subject expert.

Direct human interaction is especially important for socialisation, values, character, critical thought, and timely formative feedback. Before adopting a tool, ask what it changes, whose values it carries, and whether it helps the intended outcome in this context. Local and online communities of practice give faculty a place to test ideas, compare evidence, and revise together. Professional judgement sets the course purpose.