

Impact Study

To what extent and how has the “Changing Classrooms to Activity-based Learning Centres at the Foundation Level” improved the pedagogical knowledge and skills of teachers?



About the impact study

OUP India offered 16 hours of intensive online teacher training to Aditya Birla Management Corporation Private Limited (ABMCPL) teachers at the foundation level. The teacher training course focuses on pedagogy, methods and classroom strategies for some core areas of language, numeracy and skill building.

The impact study* was conducted to evaluate and measure the participants' perception and response to the training in an effort to understand the extent to which participants felt that the training improved their pedagogical knowledge and skills.

An impact study is research that investigates a particular change or outcome that a product or service has on the group of people it is intended to help or benefit.

Objective: The overarching research question was to investigate *to what extent and how has the "Changing Classrooms to Activity-based Learning Centres at the Foundation Level" improved the pedagogical knowledge and skills of teachers.* Results of this research will help facilitate marketing opportunities for paid professional development foundation course in various schools and institutes of India.

Target Participants: **118 teachers** from across 11 states in India, teaching in various schools belonging to ABMCPL, at the **foundation level**.

Methodology: A **survey questionnaire** with closed and open questions in a particular order was presented to teachers immediately after completion of the last training session.

To inform the overarching research question, **six themes** were explored:

- To what extent did the training build on existing pedagogical knowledge and help penetrate deeper and inter-relate concepts better?
- Can the pedagogical knowledge gained, skills acquired, and activities demonstrated through the training be mostly used or adapted for classroom purposes?
- Has the training helped teachers build pedagogical knowledge and competencies/skills to ensure that their teaching and planning becomes more engaging?
- Has the training provided inputs that will support lesson execution, resource management, materials' use and classroom management of the new pedagogical knowledge and skills?
- How have the presentations, activities, discussions and debriefs provided in the training helped to understand the pedagogical knowledge and acquire the skills?
- To what extent have the different training modules been helpful in furthering trainee pedagogical knowledge and skills?

Key findings

The impact study revealed that teachers perceived that the Foundation course had a positive impact as it improved their pedagogical knowledge and skills in a number of areas.



98% of participants either agreed (47) or strongly agreed (68) that the **'Foundation course provided new pedagogical ideas which improved their existing knowledge of activity-based learning.'**



100% of participants either agreed (54) or strongly agreed (64) that the **'Foundation course helped them make connections and improved their understanding of how different concepts in early years' education interrelate.'**



100% of participants either agreed (56) or strongly agreed (62) that the **'Foundation course helped them to identify activities that represent an activity-based learning approach.'**



100% of participants either agreed (71) or strongly agreed (47) that the **'Foundation course provided them with the skills they need to create activity-based learning tasks or adapt them for the classroom as needed.'**



100% of participants either agreed (75) or strongly agreed (43) that the **'Foundation course provided them with the skills they needed to use a balance of digital and hands-on experiences in the classroom.'**



100% of participants either agreed (65) or strongly agreed (53) that the **'Foundation course increased their understanding of how to set up and plan more interactive classes with limited budgets.'**



100% of participants either agreed (58) or strongly agreed (60) that the **'Foundation course improved their knowledge of how to engage learners with different learning abilities, through activity-based learning.'**



100% of participants either agreed (69) or strongly agreed (49) that the different training modules of the **'Foundation course have provided a stepping stone for further exploration in the area of early childhood education.'**



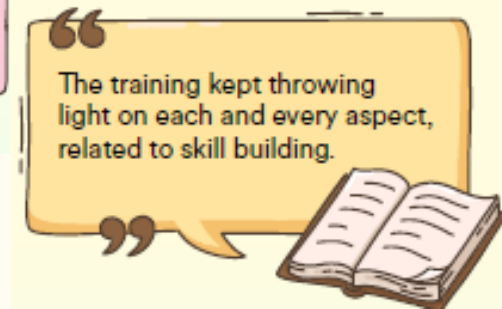
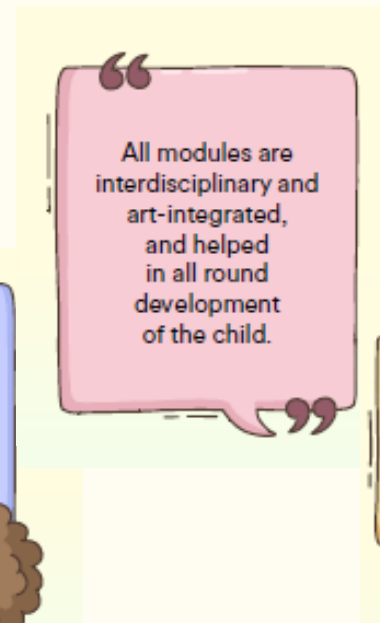
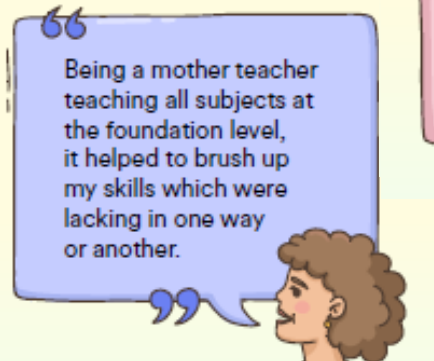
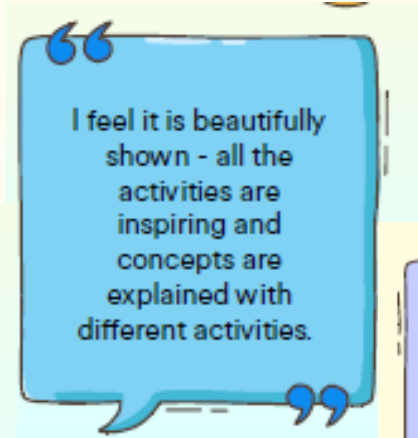
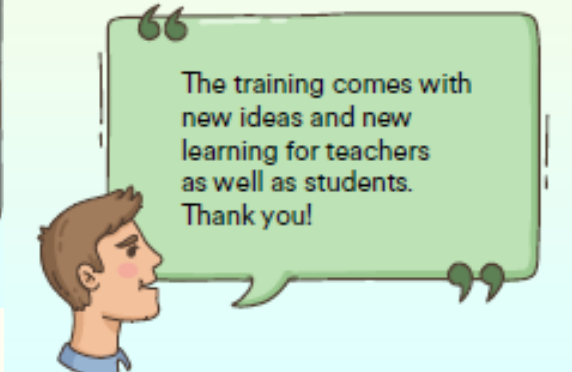
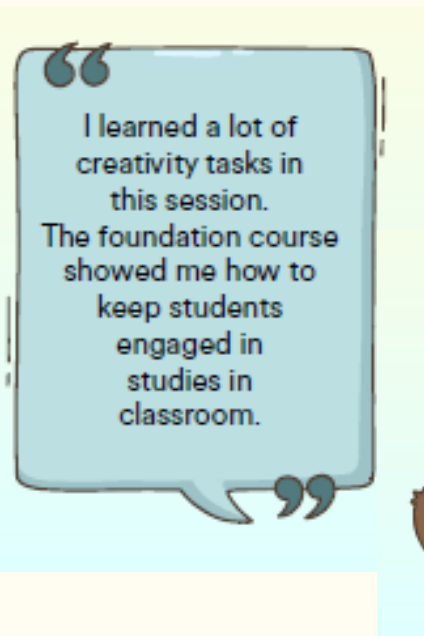
66% of teachers agreed that **'All modules in the Foundation course were helpful'** in improving their pedagogical knowledge and skills.



47% of teachers have found the module on **'Language Development with Storytelling, Music, Movement and Art'** the most helpful in improving pedagogical knowledge and skills.



Accolades from participants



Conclusion

The Foundation course was perceived to be successful in improving the pedagogical knowledge and skills of teachers and educational professionals from different locations of India. Participants perceived that the knowledge and skills that they received during the course built on their existing pedagogical knowledge and helped them make connections and improved their understanding of how different concepts in early years' education interrelate.

Participants reported that the pedagogical knowledge gained, skills acquired, and activities demonstrated through the training can be mostly used or adapted for classroom purposes. The course also helped teachers build pedagogical knowledge and competencies/skills on how to engage learners with different learning abilities, through activity-based learning.

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