



## Learning reflections

The Teaching for Active Learning (TAL-4) program provided every essential tool that a new university faculty member might need. It is the Swiss Army Knife of teacher training programs. The workshop not only covered the theoretical aspects of teaching, but also trained the participants on how to transfer and apply those theories in their respective classrooms.

On Day One, the innovative and future-oriented approaches of Andragogy made for a riveting session. The friendly debate engaged faculty members from different disciplines and facilitated a platform where they could share their passionate observations about the field of teaching. The session on Multiple Intelligence shed light on potential classroom approaches and informed the group that the transfer of knowledge is done on many levels. Such an approach might prove useful in designing classroom activities where multiple learning processes are engaged. The session on Transactional Analysis provided an insight into our own minds – something many of us would surely use to change our inter- and intra-personal interactions. The day ended with Covey's seven effective habits, giving us further ideas on how to be successful as teachers.

Day Two included some of the most effective sessions. Bloom's taxonomy is an integral part in Higher Education; so a session on its correct use was an essential part of the course. Teaching portfolio was another eye-opener for many participants. This session was an engaging one and made sure that our teaching philosophies should be future-oriented and extend beyond the classroom. Learning different PowerPoint techniques was helpful for those who rely on slides to deliver lectures. The session on disruptive behavior called into question our own roles in the classroom. It was made clear that the teacher should review their own teaching process when they are complaining about a disruptive class.

Day Three gave the participants a chance to apply their understanding of Bloom's taxonomy. Exercises on choosing the correct verbs for questions, especially with a learning partner from another discipline, meant there were lively debates across the room. The session on Rubrics allowed a better understanding of the teacher's responsibilities in evaluating a student. The final session on behavioral ethics was a perfect ending to the training as it taught the participants that the role of a teacher does not end in the classroom but stretches into the personal and social spheres as well.

The participants were also lucky to receive words of advice from some of the most experienced minds in Bangladesh's academia. The Foundation for Learning, Teaching and Research (fLTR) organized a successful program, making sure that all 22 participants will continue to contribute new ideas and teaching practices in their respective fields.

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