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DEPARTMENT OF INFORMATION TECHNOLOGY

Collaborative Learning

Academic Year 2021-2022 Even Semester

Degree, Semester & Branch: IV Semester B.TECH.IT

Course Code & Title: JCS1402 Operating Systems

Name of the Faculty member (s): Ms.K.Pushpavalli

Unit 4-Topic: Clustering
Course Outcome: CO4
Topic Learning Outcome: 4.11
Activity Chosen: Idea Exchange- Peer Learning

Justification:
The Clustering is essential concepts that every students should able to understand in data mining. So felt that the concepts should be discussed is through an open discussion among the students. Additionally, it may encourage critical thinking, learning, problem-solving, knowledge, or creative appreciation in students as well as confidence-building when the students share the ideas to their class mates. This activity makes the students to get a sound knowledge in clustering concept and also oral communication.

Time Allotted for the Activity: 25 Minutes
Details of the Implementation:
- For the purpose of preparation, the topic and the day of the activity were made known to the students.
- During the activity, students are required to form groups and converse about a given topic.
- Each student participates in the discussion and share key concepts related to the topic.
- Finally, the concept is understood clearly by the students.

CO – PO / PSO mapping:

CO	PO1	PO2	PO9	PO10	PSO3
CO1	2	3	3	3	3

(1 – Low   2 – Moderate   3 – High)

Innovative	PO1	PO2	PO9	PO10	PSO3

practice	2	3	3	3	3
	Apply the knowledge of clustering concepts to solve problems.	Identify the solution to the problem and solving the problem	Solving data driven real world engineering problems for business justification to problems	Effective communication involves exchang	Gaining the knowledge in Data analytics for problems p
Justification for correlation					

Screenshot of the practice:

Figure.1. Key concepts Discussion

Reflective Critique:

☐☐*Benefit of the practice:*

(E.g.: Outcome attainment would have increased due to innovative practice over conventional practice)

- Students can able to attend the question even in the questions are in indirect form.
- Students can able to explain the concepts without any confusion.
- Students understood the concept which was reflected from their answers.
- Additionally, it allows them to test out their ideas in a smaller group before presenting them to the entire class, which can make students feel more comfortable contributing.
- The online quiz questions were well-answered by the students.
- Figure 2 is an attachment that shows how the innovative approach affected the quiz.

Choose which data mining task is the most suitable for the following scenario: grouping participants in a weight loss campaign
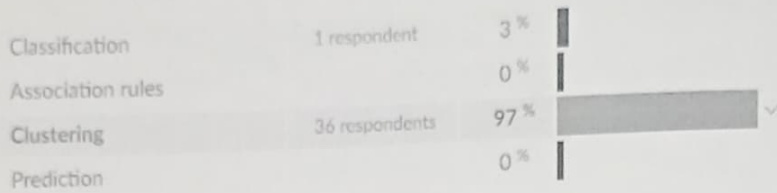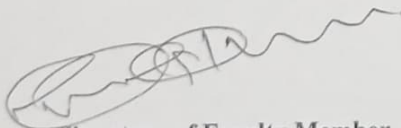
Classification	1 respondent	3 %	
Association rules		0 %	
Clustering	36 respondents	97 %	✓
Prediction		0 %	

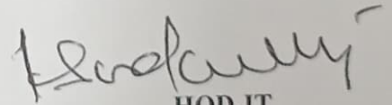*Figure 2 Quiz report on application question related to clustering*

Challenges faced in implementation:

- Students think that learning takes time, and it's challenging for everyone to participate equally.
- The top performers always just convey ideas
- The need to act quickly may also force one to use a lot of creativity and a variety of strategies.
- A few pupils feel constrained by the talk because they lack confidence.

References:

- https://www.edsys.in/what-is-peer-teaching/
- https://www.opencolleges.edu.au/informed/features/peer-teaching/
- https://tilt.colostate.edu/TipsAndGuides/Tip/180
- https://www.teachthought.com/pedagogy/20-collaborative-learning-tips-and-strategies

Signature of Faculty Member

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