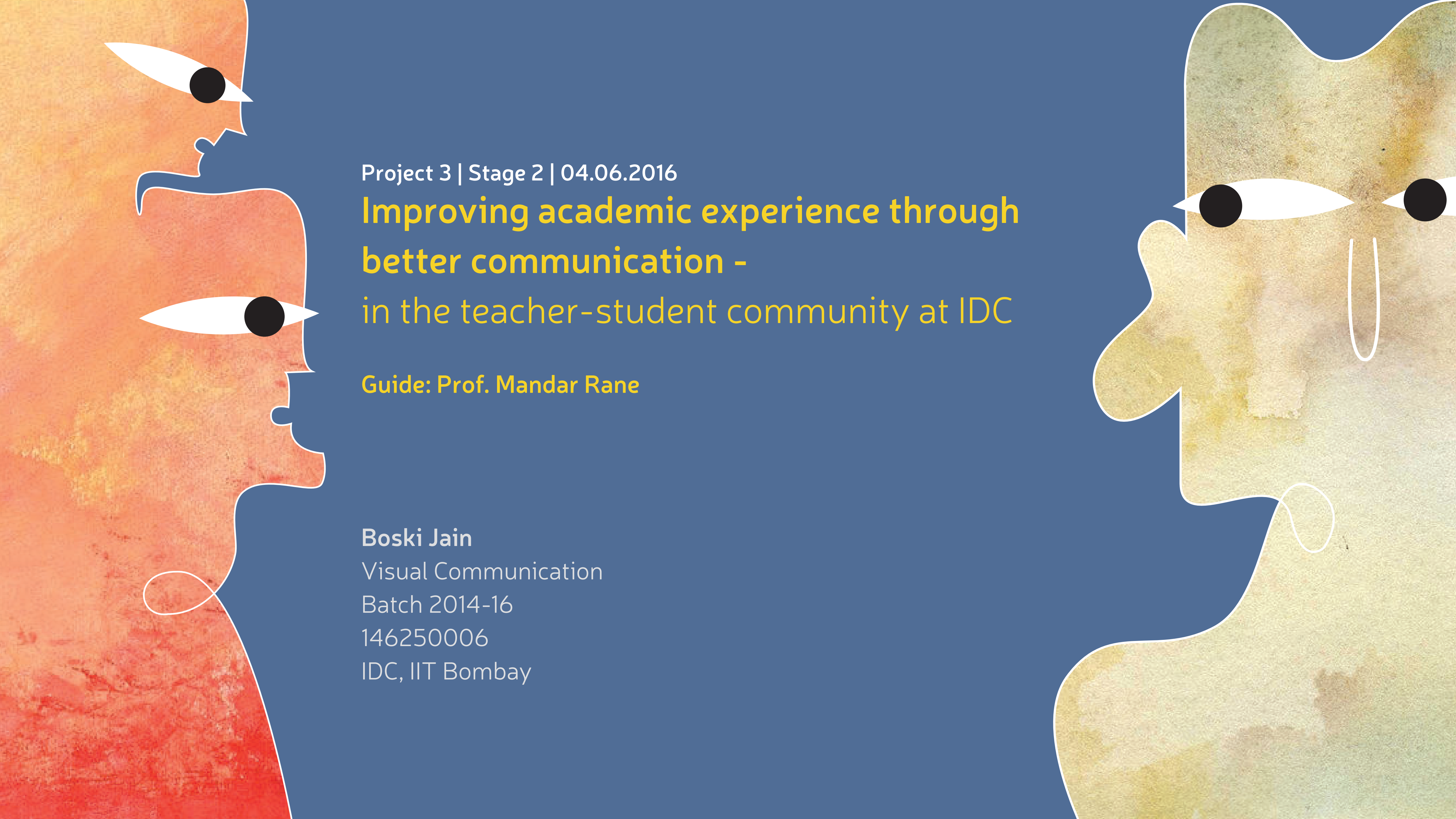




Project 3 | Stage 2 | 04.06.2016

**Improving academic experience through
better communication -
in the teacher-student community at IDC**

Guide: Prof. Mandar Rane

Boski Jain

Visual Communication

Batch 2014-16

146250006

IDC, IIT Bombay

उत्तम शिक्षा का आधार
उत्तम शिक्षक है।

महात्मा गांधी

उत्तम शिक्षा का आधार
उत्तम शिक्षक है।

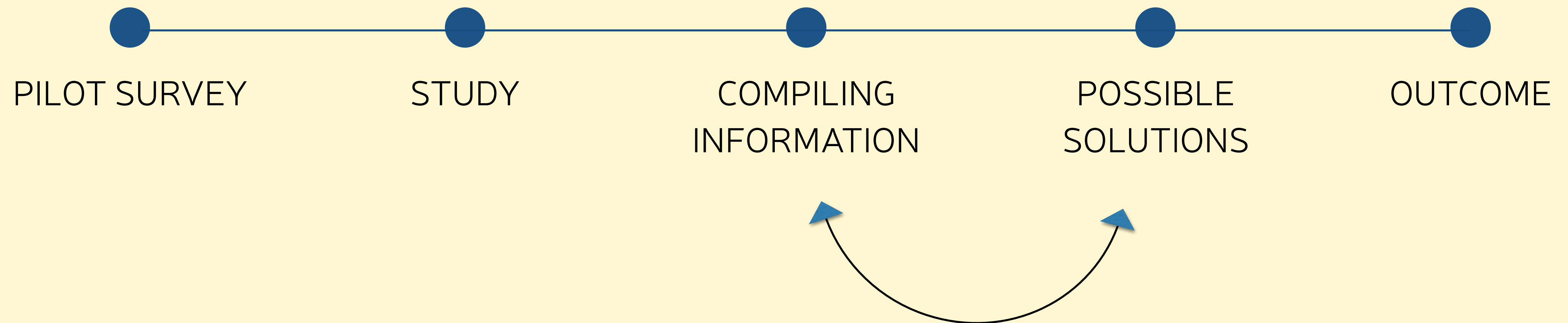
और उत्तम शिष्य।

महात्मा गांधी

OBJECTIVE

To bring to surface the hidden differences and
to promote better interaction within the
teacher-student community at IDC

METHODOLOGY



PILOT SURVEY

STUDENTS

Student teacher meetings
happen very formally

Time division of students and
teachers cannot be compared
Students don't come prepared

TEACHERS

PILOT SURVEY

STUDENTS

Professors do not talk
about placements

Yes, finding jobs is a
reality. But we do not
control the industry

TEACHERS

PILOT SURVEY

STUDENTS

Role of a guide not
defined properly

Dilemma in guiding:
They either complain
about not having
freedom. Or complain
“sir ne guide nahi kiya”

TEACHERS

PILOT SURVEY

STUDENTS

Students should be
treated as individuals

We do evaluate
individual potential and
then guide students

TEACHERS

PILOT SURVEY

STUDENTS

Education v/s
qualification.
P2s and P3s are stepping
stones to the industry.

Students are becoming too
job oriented/ skill oriented.

TEACHERS

PILOT SURVEY

STUDENTS

All teachers think differently.
Students just get confused

Yes, teachers follow
different schools of
thought while guiding and
teaching. It enriches the
critical thinking

TEACHERS

PILOT SURVEY

STUDENTS

Students and teachers had a lot of informal interaction in earlier days of IDC

Student and teacher groups have become larger and it is difficult that similar relationships will exist.

TEACHERS

SECONDARY STUDY

FAC

Panel discussion on Teaching and learning of design at IDC, 2013

Students:

- lack of time
- Good exposure
- Importance is given to hand-on assignments

Teachers:

“Changes in teaching and learning of design at IDC from its earlier role”

INSIGHT

A survey of undergraduate students done in 2012, to know

‘Why students don’t study at IITB’

- Teaching v/s Research
- A centre for training professors in pedagogy
- Slide presentations
- Decreasing relevance of subject knowledge in securing good jobs
- No interaction outside the lectures

SECONDARY STUDY

FACULTY HANDBOOK

Typical activity profile

30% of time on teaching

20% on service related activity

50% of time on research

Allowed to engage in following:

- Consultancy
- Directorship of companies
- Starting a company

FACEBOOK

IITB confessions page

- About 13,000 likes
- Posts about fun experiences, old experiences
- Complaining about boring lectures, inadequate TAs

IDC confessions page

- Was made in 2010
- About 50 likes
- No posts related to academics

SECONDARY STUDY

Communication Theory

Albert Mehrabian

face to face conversation
words (7%)
Tone of voice (38%)
Body language (55%)

Shannon–Weaver

model of communication
The source
The encoder
The message
The channel
The decoder
The receiver
And physical noise

Wilbur Schramm

Selective exposure
Selective distortion
Selective retention

SECONDARY STUDY

Student Motivation

Motivators:

Intrinsic motivators - fascination with the subject

Extrinsic motivator - expectations of other trusted role models, earning potential of a course of study, and grades

Effects:

Deep learners - challenge of mastering a difficult and complex subject.

Strategic learners - are motivated primarily by rewards

Surface learners - Will do exactly what is needed to pass

SECONDARY STUDY

Social Perception

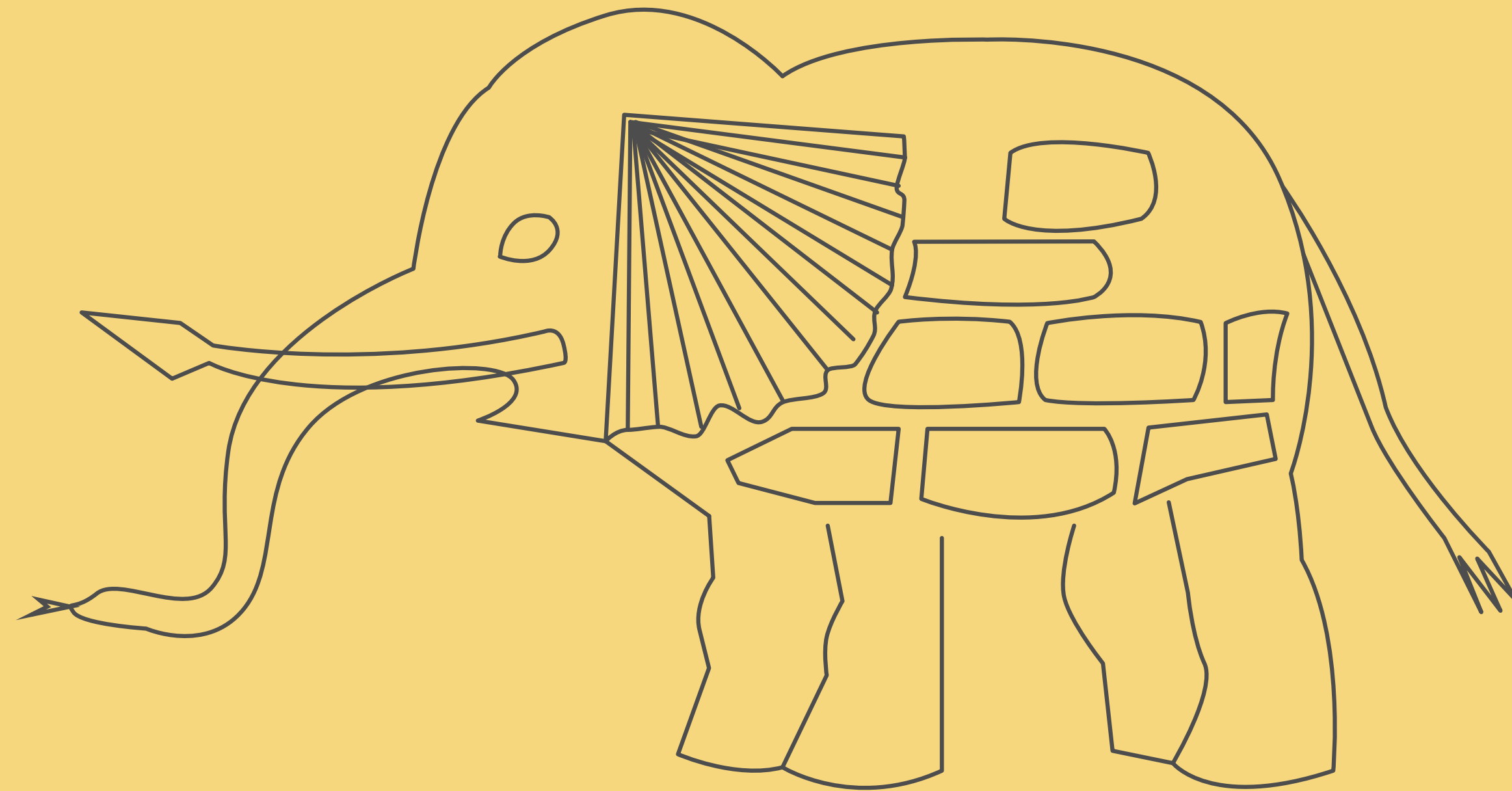
- A **Coca-Cola ad** asks us to remove the labels we put on strangers.
- **Paul Bloom** - Can prejudice ever be a good thing?, he argues yes. It can.
- Videos - **School of life.**

PRIMARY STUDY

- Feed back forms
- Exit Interviews
- Interaction within student community is lacking
- Insecurities in both the groups
- Lack of subject knowledge in students
- No experiments in teaching
- Benchmarking and positioning projects

INSIGHTS

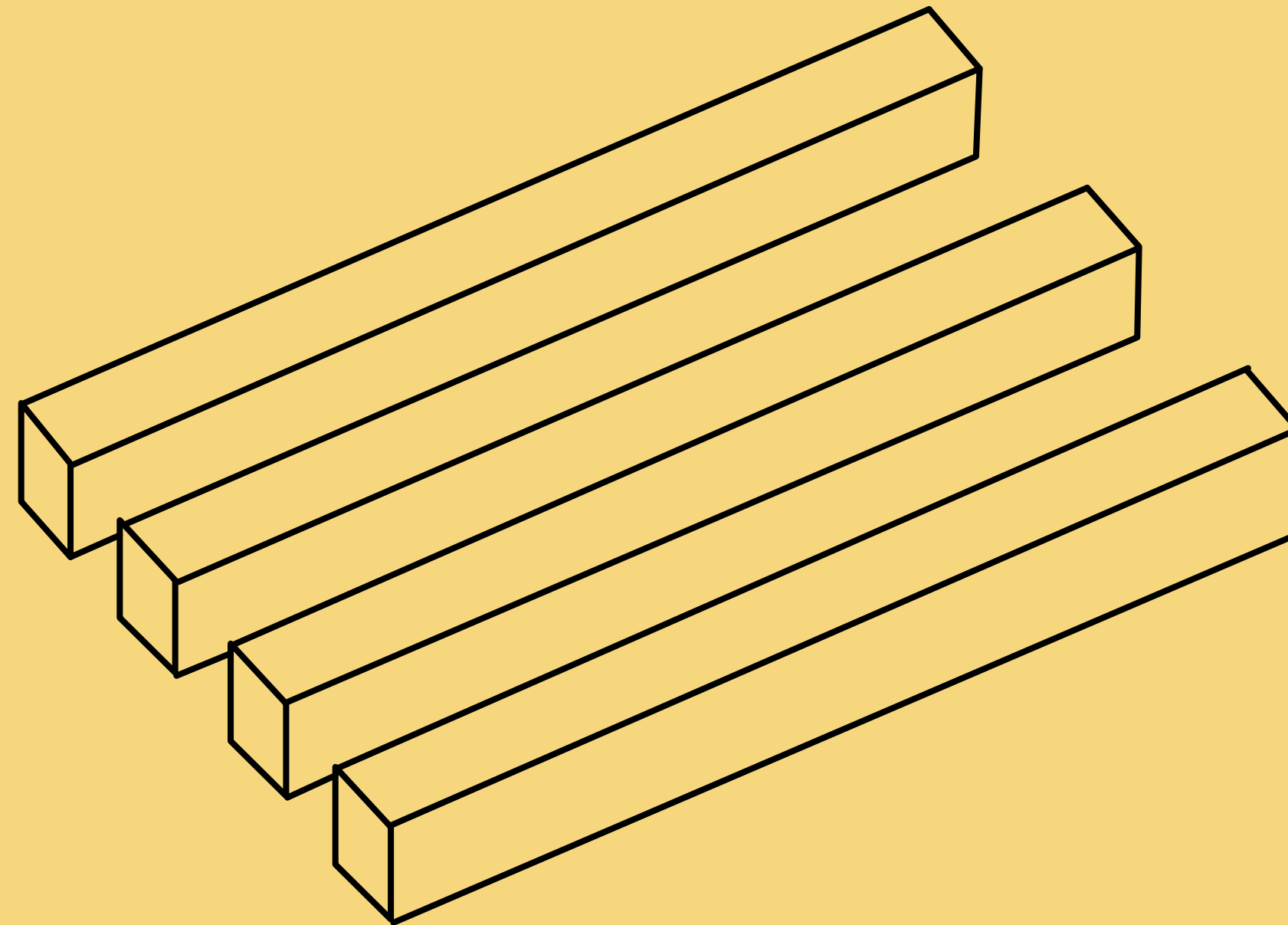
1. What is design?



“Blind men trying to perceive the elephant.”

- Definition keeps evolving. We define it for ourselves.
- How do students look at IDC and how do teachers look at it. Different for all.
- It defines our goals and expectations.
- Different streams have different approaches which end up being compared.

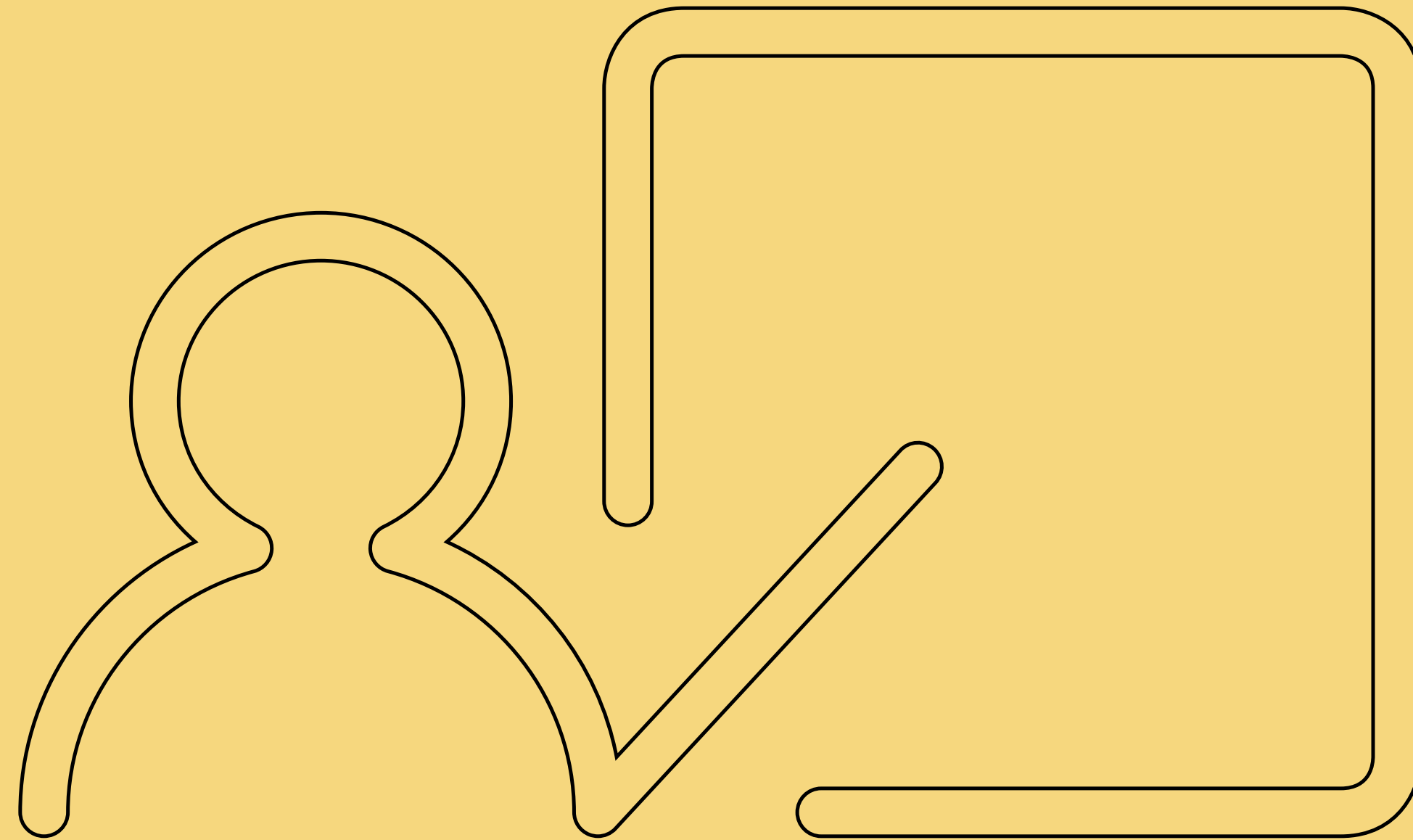
2. Different Perspectives



“Your perception may not be my reality.”

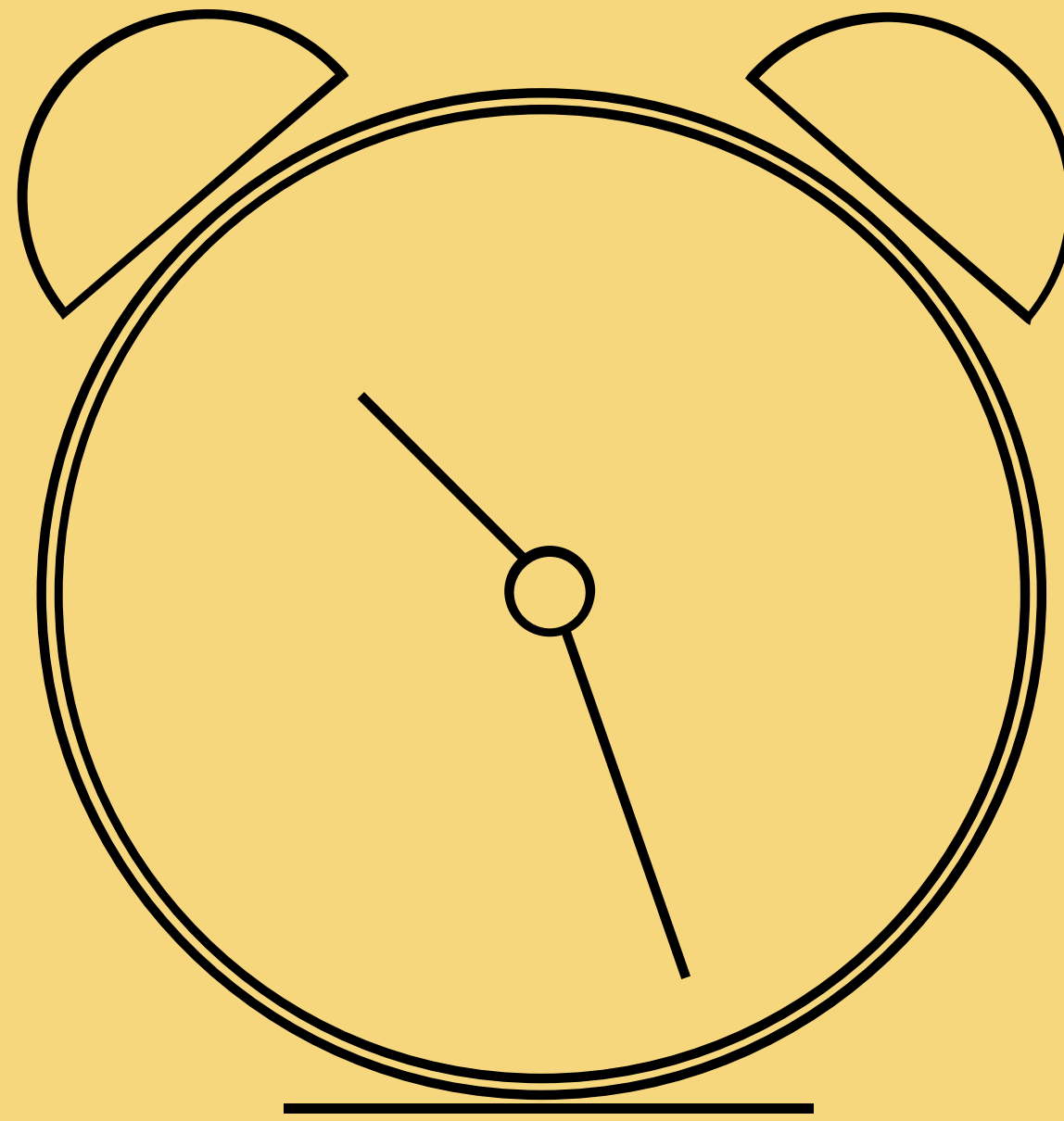
- Different people, different expectations - someone is bound to be disappointed.
- Constant struggle of who is right and who is not.
- How people react when their word is not heard.

3. What is a project? Who is a guide?



- Selecting topic
- Different ideas about how has one interpreted the project.
- Different ideas about good and bad juries/projects.
- Different ideas about tangible outcomes.
- Some people are more product oriented, some are more research oriented.
- So how do we handle all of these groups working together.
- What is the role of a guide?
- Accountability for success or failure of a project.

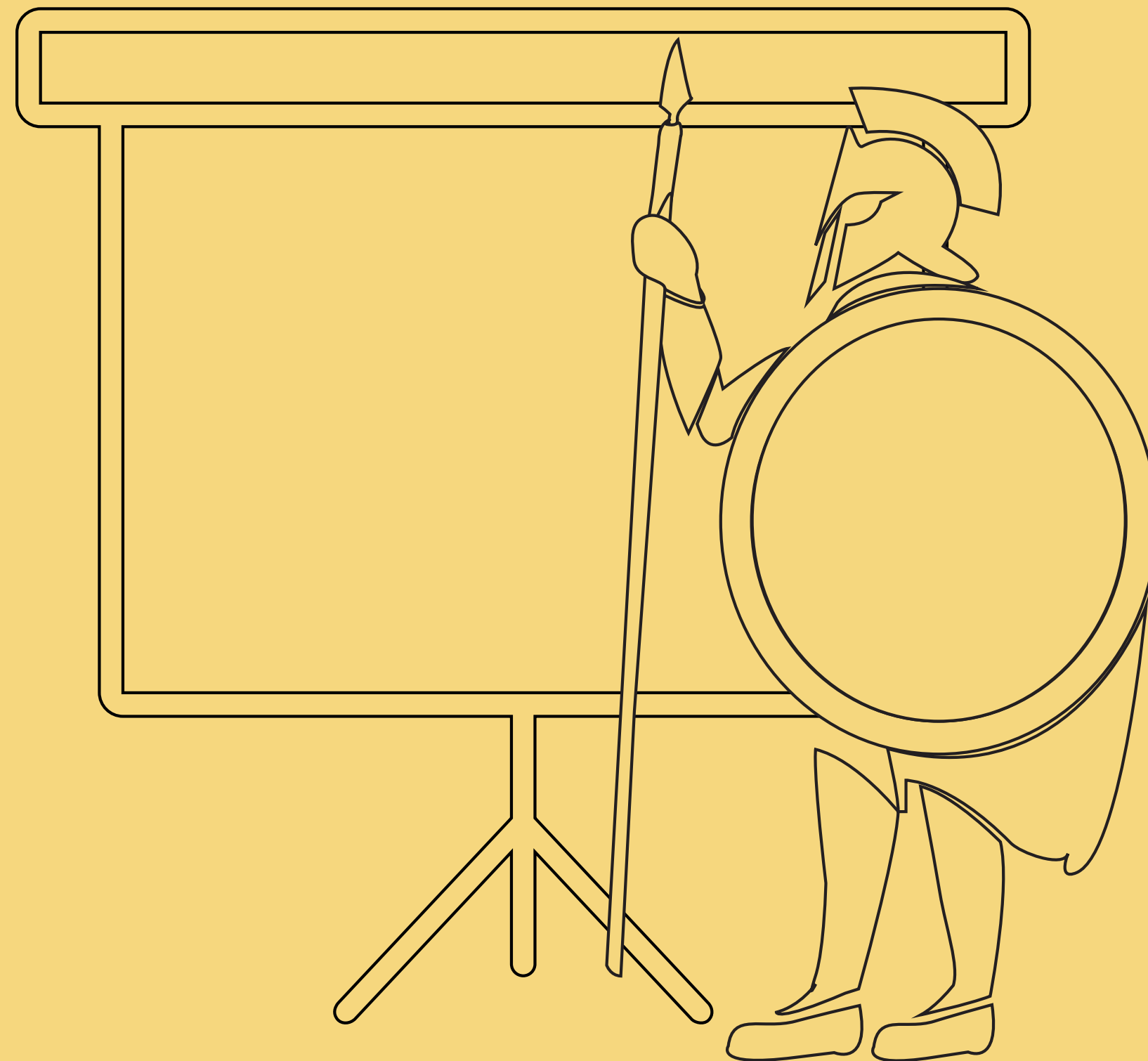
4. Time



“Every big problem was at one time, a small disturbance.”

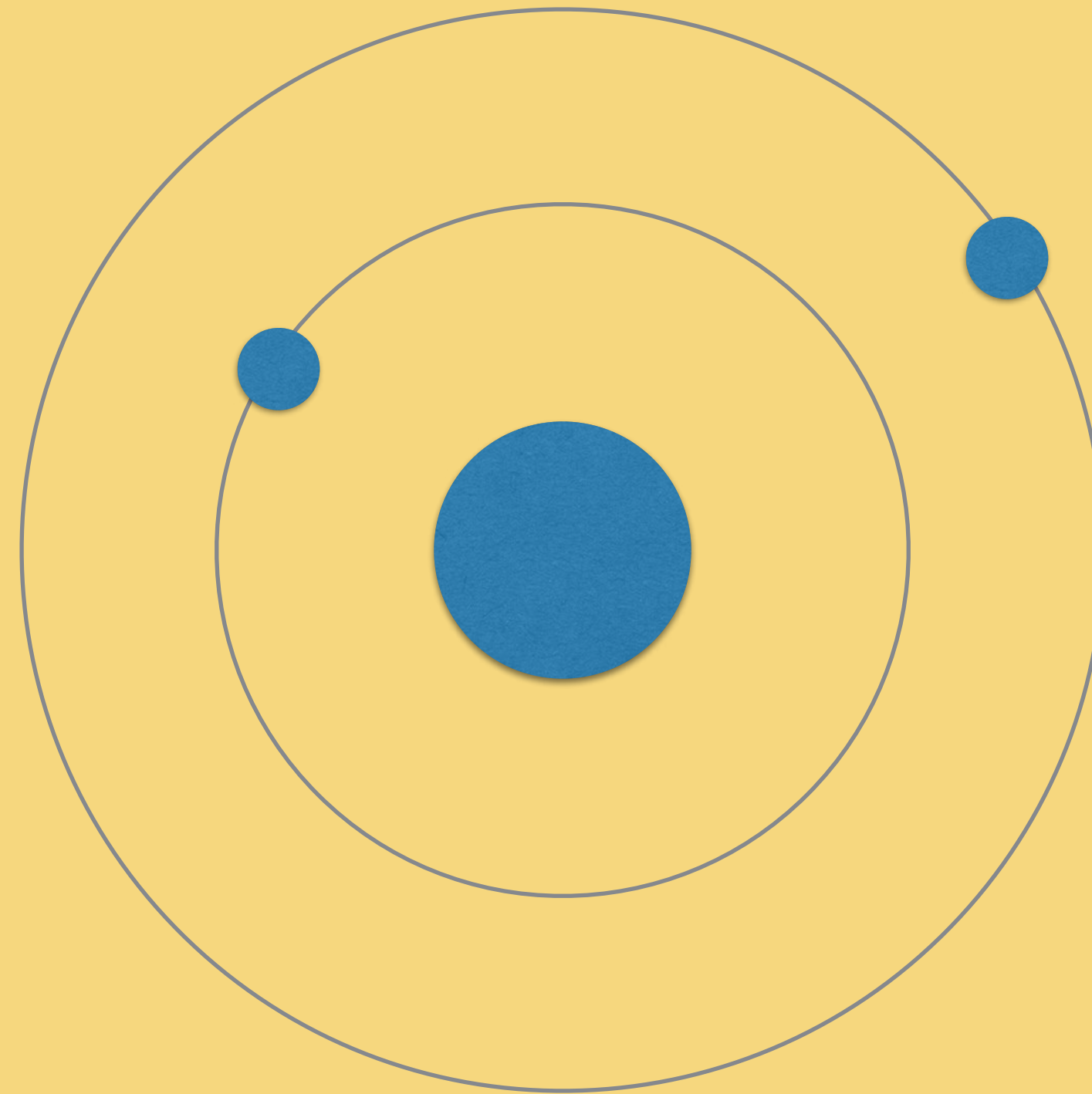
- Nostalgia of past - both students and teachers
- Present - do not understand the time division for each group/individual.
- Dealing with lags “wasting time” - ideation, redefining project brief
- Projects are application of knowledge. That is when students have many questions in mind. Hence complaints about short guide meetings or short modules.

5. Attachment to one's work



- Students become too close to their work.
- Teachers are too close to their own methodologies.
- Stops people from questioning.
- Dont know how to handle criticism.
- Performance pressure. Students want to prove themselves to the guide, other faculty, their peers. Fear of being wrong, even in classrooms.
- Students are filled with fear when ideas don't come.

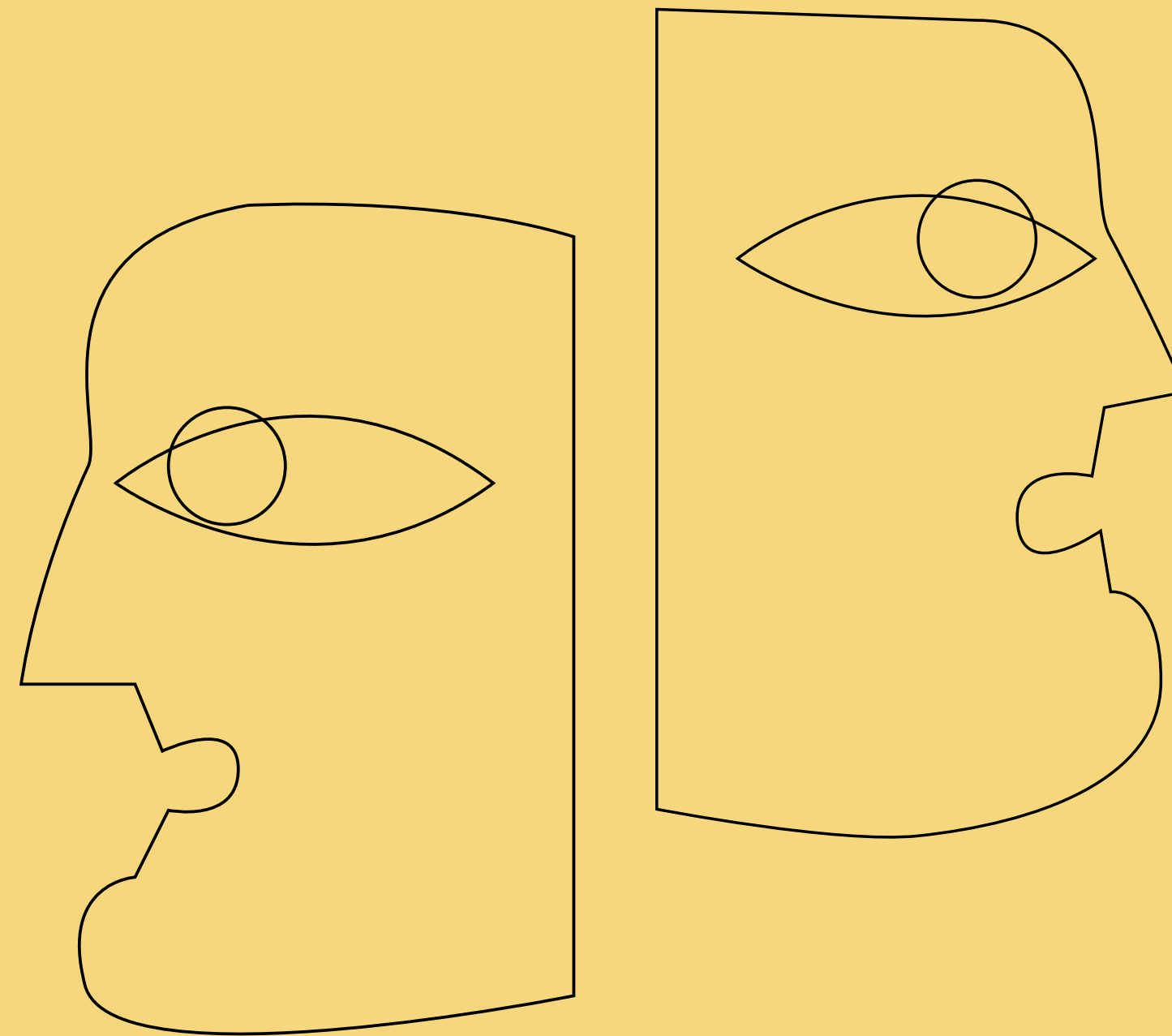
6. Biases



“Its harder to crack a prejudice than an atom. -Albert Einstein”

- Both students and teachers form opinions about each other which stops them from listening to each other.
- Feed back is personal or professional?
- Since both groups don't know each other well, they are not able to make a good team.
- Deep routed Hierarchies. One group always remains in more power, hence there is fear in the other group.

RESULT



“Two monologues do not make a dialogue.”

- Affects existing communication - People become defensive and argumentative.
- Affects behaviour - People become indifferent
- Despite of small numbers lack of personal connect.
- From Intrinsic motivation to extrinsic motivation. From deep learners to strategic learners
- Students start making excuses - luck, blaming teachers
- Students idolise wrong idols - projects, people

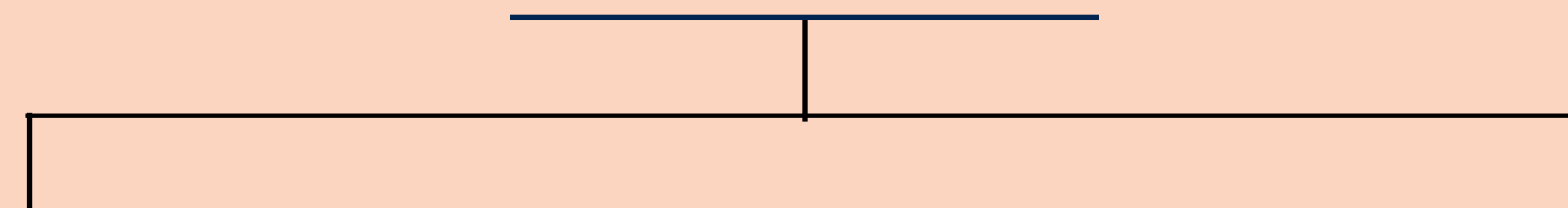
OUTCOME

OBJECTIVE

To bring to surface the hidden differences and
to promote better interaction within the
teacher-student community at IDC

SOLUTION

To break down problems into segments.



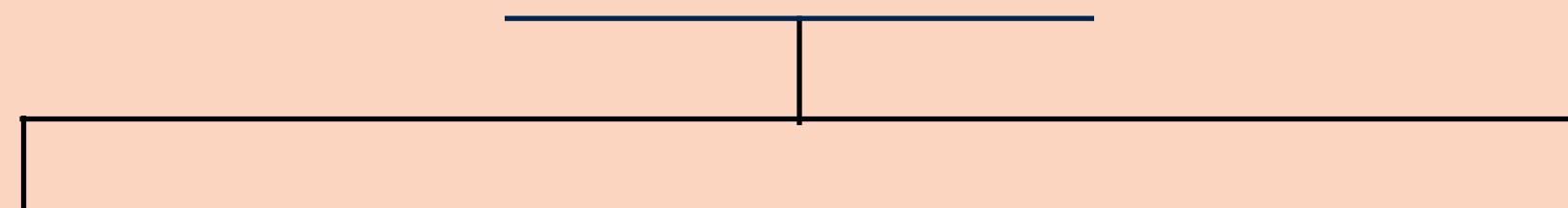
Create more opportunities within the existing system for better communication to happen.

To highlight the issues through a message that becomes a starting points of discussions.

SOLUTION

To break down problems into segments.

1. All the concerns related to teachers, to students, to design or IDC
2. Timeline - from start to end of 2 years at IDC
3. Scenarios - Classrooms, guide meetings, among friends etc.



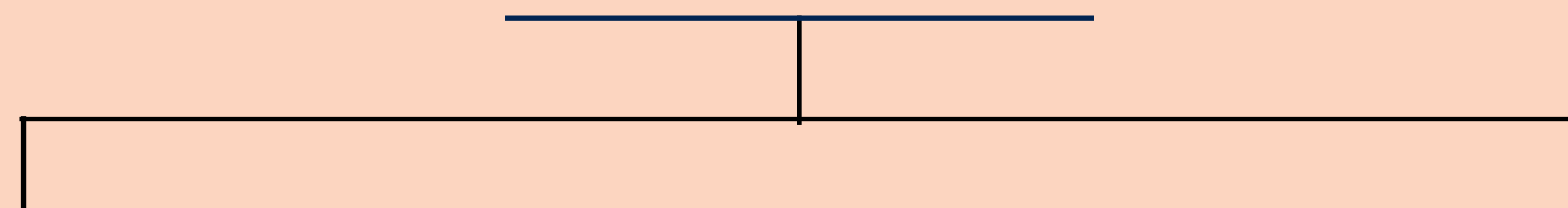
Create more opportunities within the existing system for better communication to happen.

To highlight the issues through a message that becomes a starting points of discussions.

SOLUTION

To break down problems into segments.

1. All the concerns related to teachers, to students, to design or IDC
2. Timeline - from start to end of 2 years at IDC
3. Scenarios - Classrooms, guide meetings, among friends etc.



Create more opportunities within the existing system for better communication to happen.

To highlight the issues through a message that becomes a starting points of discussions.

1. TIMELINE

Before IDC

- Change the world!
- Refine skills
- Gain knowledge
- Refine knowledge
- Love for academia
- Interaction with students.

At IDC

- What kind of interaction takes place between the two groups
- Difference in experience - first and second year.

Towards the end of the course

- Change in behaviour.
- Expectations and disappointment.

1. TIMELINE - Suggestions

Before IDC

- Common goal for teachers and students of learning and excelling.
- Teachers - Dedicated to and enthusiastic about teaching. Students - Make the most put of available time

At IDC

- Discussions about course content,teaching methods, what is design during modules
- Frequent feed back sessions.
- Project experiences of both the groups.

Towards the end of the course

- To not lose enthusiasm. Still an opportunity to learn.
- More group discussions

2. SCENARIOS - Project



Suggestions:

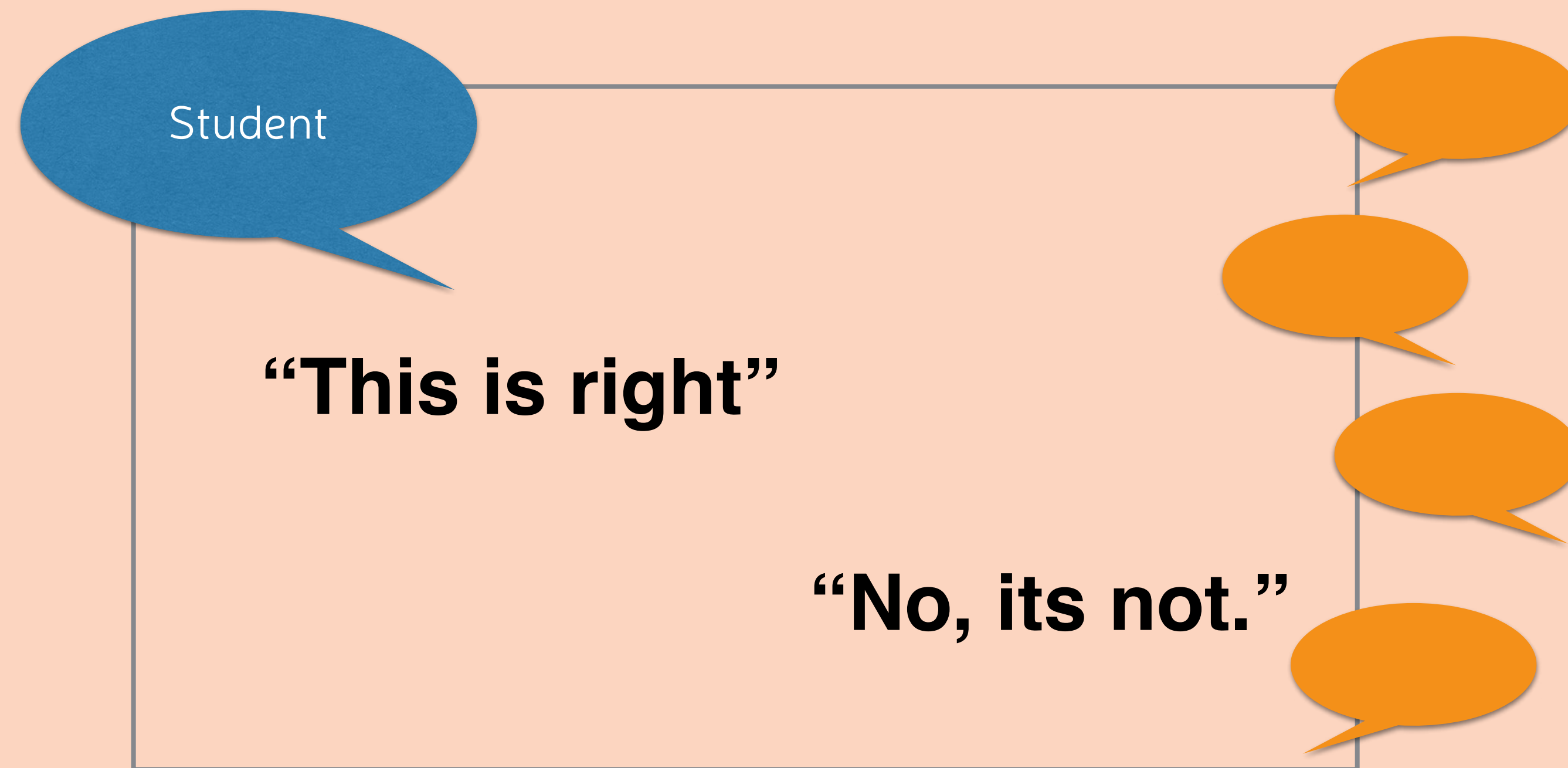
Entire class spends a good amount of time in discussing each topic.

- How is a topic chosen
- Why this topic?
- What is the project trying to achieve
- What is the motivation?

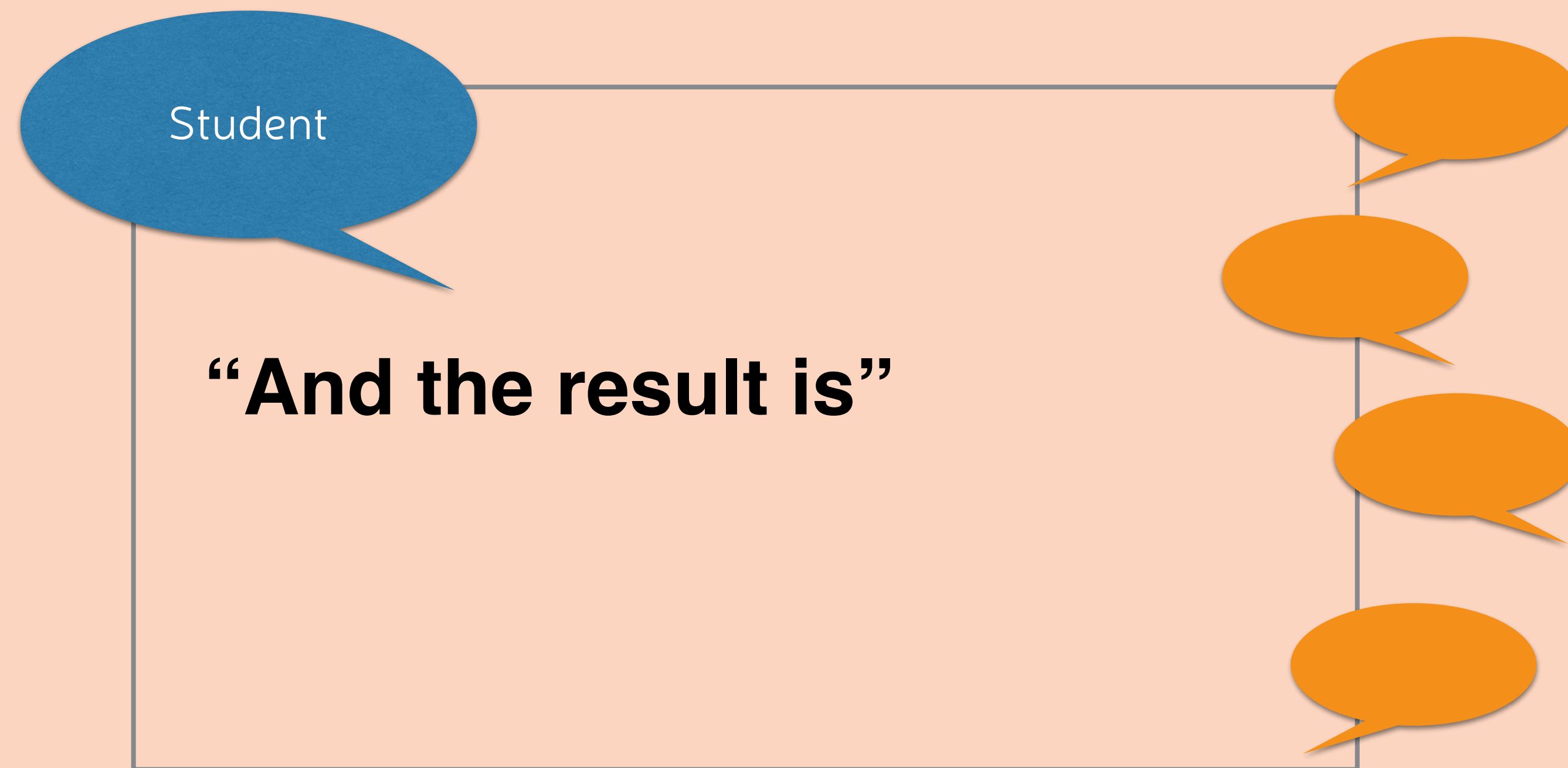
2. SCENARIOS - Project

Suggestions:

- Take a day's break and then analyse as a group what is the best way out.
- Bringing out problems to public discussions.



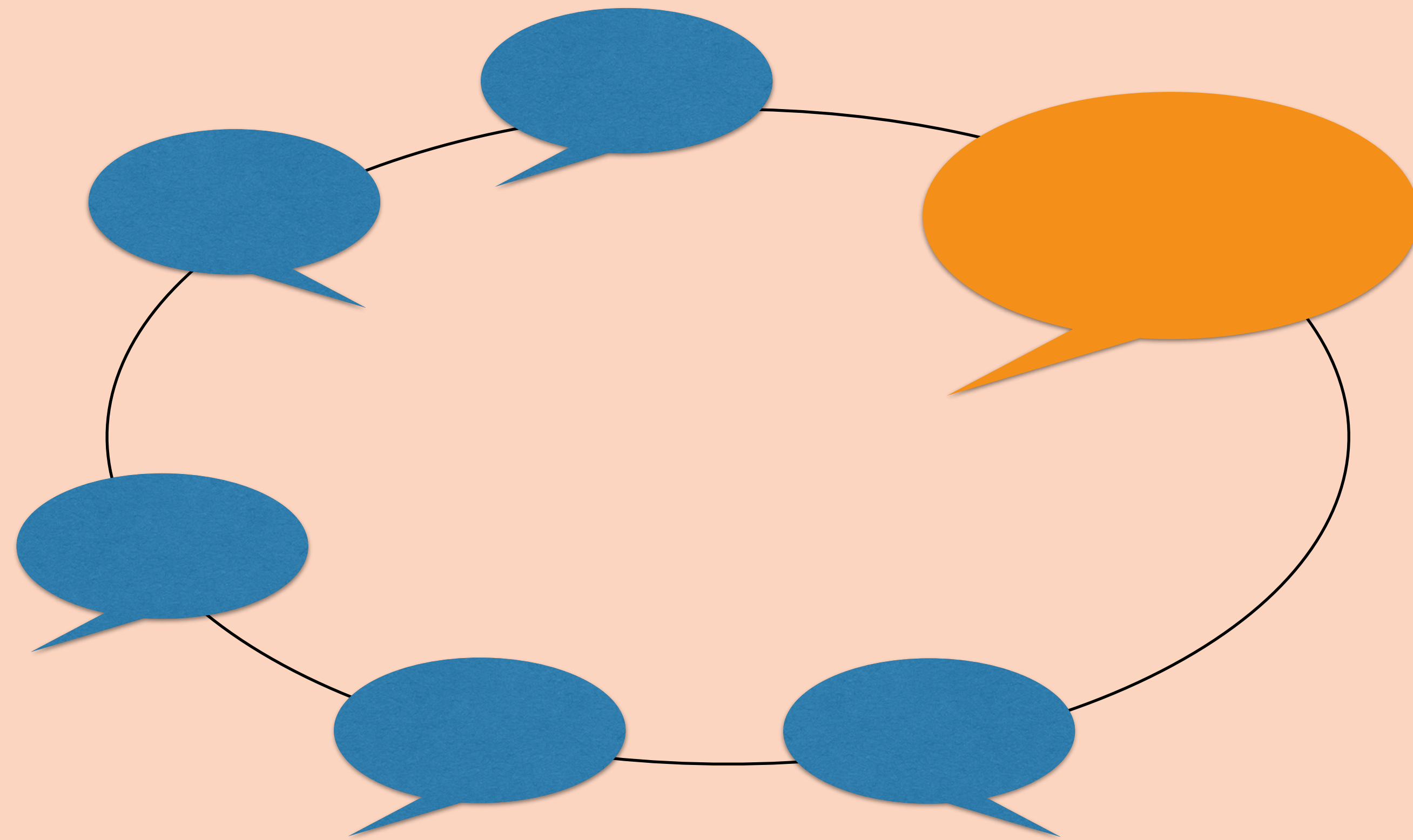
2. SCENARIOS - Project



Suggestions:

- As a class, analyse each end product against its brief. How can it be taken forward.
- Discuss how projects are evaluated. Are they innovative/ been understood and executed well.
- A break, after the project.

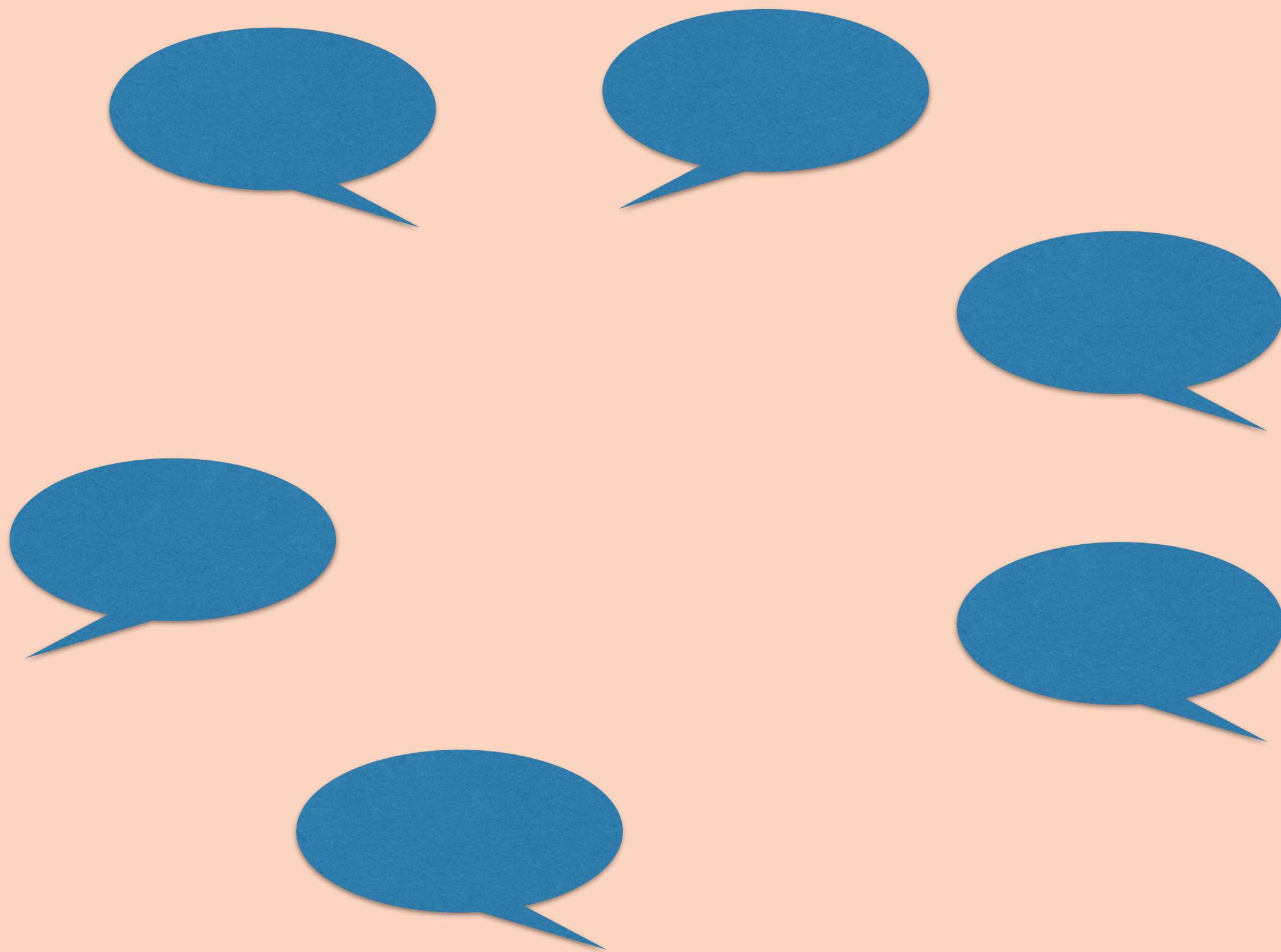
2. SCENARIOS - Classrooms



Suggestions:

- A system where students are better prepared before they come to class
- Regular feed back sessions
- Trust building and ice breaking exercises
- More group conversations in open spaces, outside the classroom or department

2. SCENARIOS - Among students



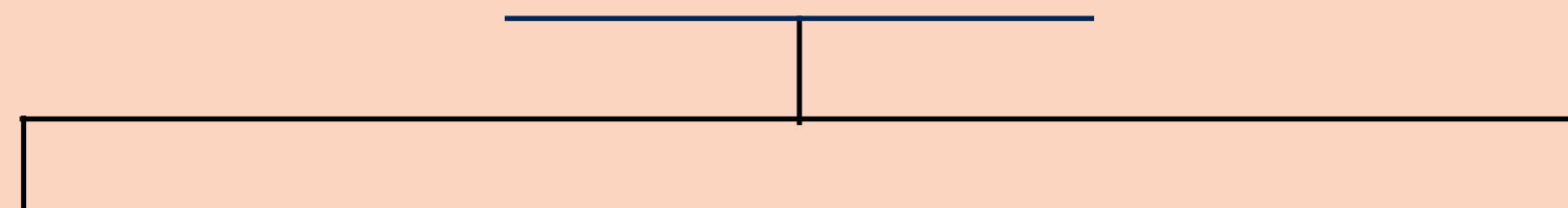
Suggestions:

- Create forums to discuss projects or design problems outside class rooms.
- Inviting teachers to participate in such discussions.

SOLUTION

To break down problems into segments.

1. All the concerns related to teachers, to students, to design or IDC
2. Timeline - from start to end of 2 years at IDC
3. Scenarios - Classrooms, guide meetings, among friends etc.



Create more opportunities within the existing system for better communication to happen.

To highlight the issues through a message that becomes a starting points of discussions.

THE MESSAGE

Whom is it for

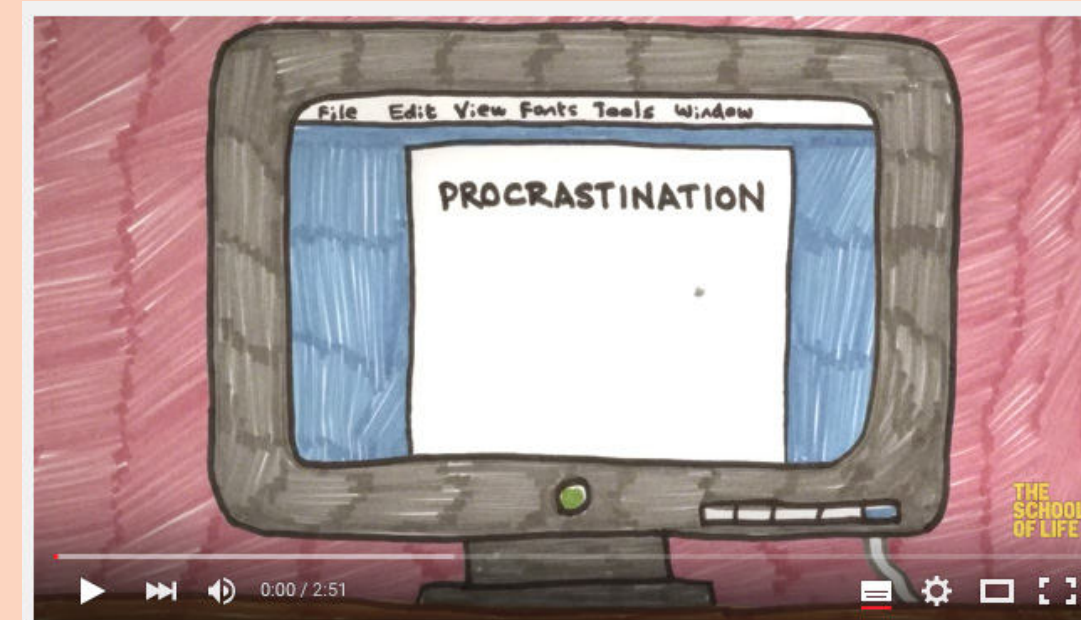
What do they take away from the message

POSSIBLE MEDIUMS

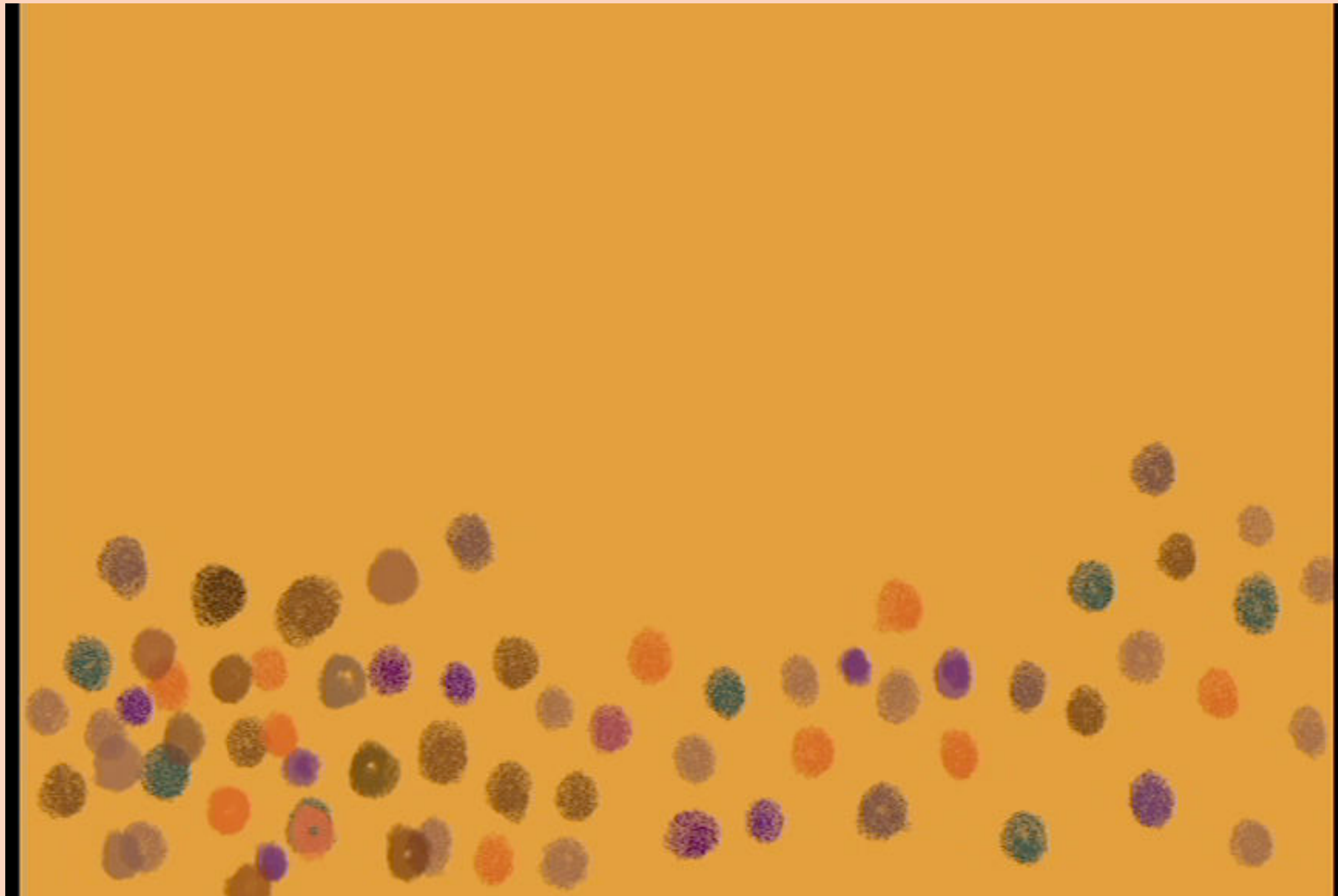
- Films
- Motion graphics
- Audio message

Motion Graphic - Similar work

- School of life videos
- Dot and line - Disney animation



Motion Graphic



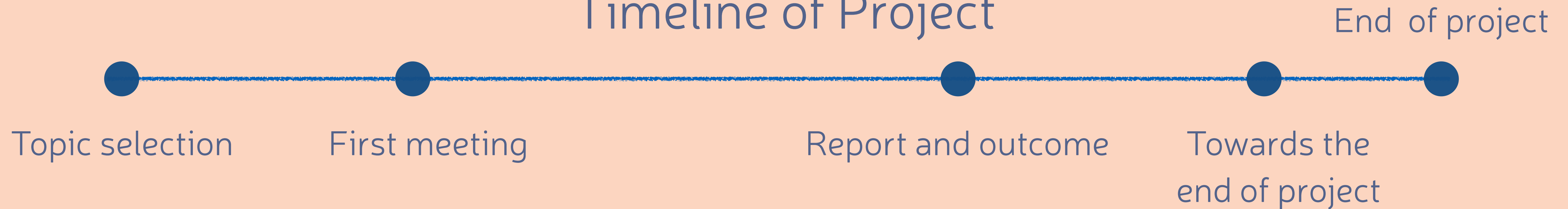
Audio Message

Different scenarios, different messages

1. Class discussions
2. Faculty meeting
3. Faculty talking while evaluating a project.
4. Among peer, at the beginning of the project, during the project
5. Among peers, analysing juries
6. Guide meeting towards the beginning, towards the end

Audio Message

Timeline of Project



Audio Message

- Interpretation
- Implementation
- Partial
- Content
- Can be further contextualised
- Not everybody can relate to one story

END OF THE LINE - OR IS IT?

- Everything mentioned is not true for all - people are unique
- Can be further contextualised
- Other ways of dealing with this problem
- Started well, then tormented by insights and the end product

THANK YOU