

PANIMALAR INSTITUTE OF TECHNOLOGY

Department of Computer Science and Engineering

Academic Year: 2019- 2020 (Odd Semester)

Date: 23.07.2019

Degree, Semester & Branch : V Semester B.E. Computer Science and Engineering.

Course Code & Title : CS8592 Object Oriented Analysis & Design

Name of the Faculty member : Ms.A.Jerrin Simla, Mrs. M. Abirami & Mr.S.Raja

Innovative practice:

Think-pair-share Topic: Use Case diagram for real time systems.

T :(Think) Teachers begin by asking a specific question about the text.

Students "think" about what they know or have learned about the topic.

P: (Pair) Each student should be paired with another student or a small group.

S : (Share) Students share their thinking with their partner. Teachers expand the "share" into a whole-class discussion.

Activity:



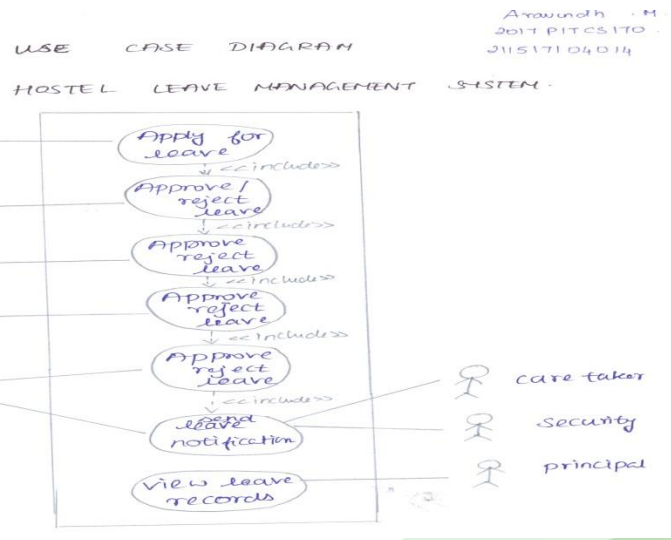
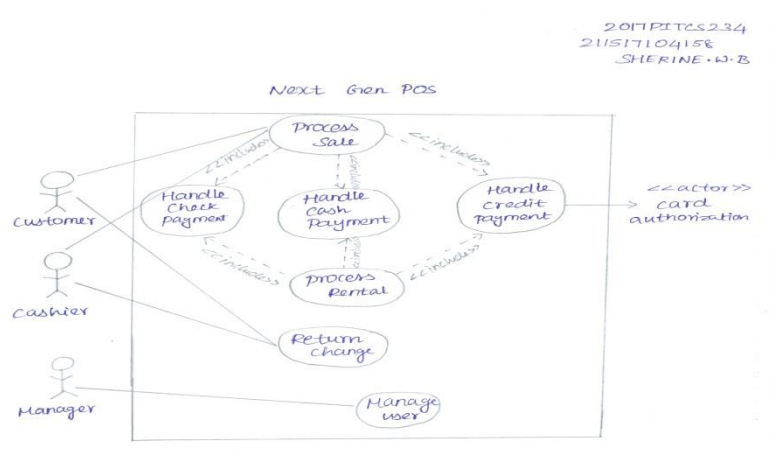
During the last twenty minutes of fourth hour on 23.07.2019 Think-Pair-Share innovative practice conducted for III year CSE students, after explained the concept of use case and its elements with an example of ATM system.

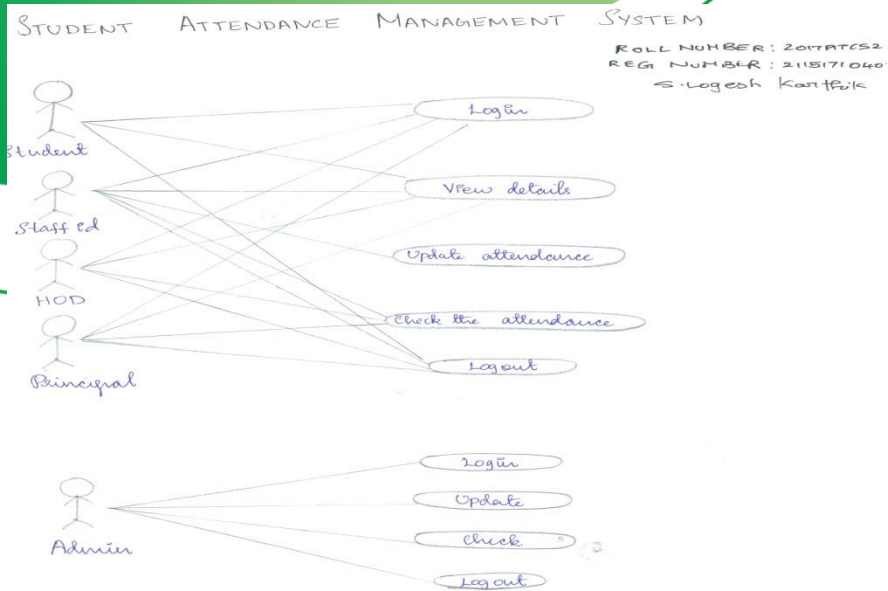
First, I asked the students to think about the real time system such as Monopoly Game System, Next Gen POS System, Hostel Leave Management System, College Inward-Outward Maintenance System and Student Attendance Management System for drawing the use case diagram.

Then I make them as a pair based on the topics they chosen to share their thinking with partner.

Finally I asked the one of the pair to explain the concept to whole class for further discussion. III year CSE students are shared about the knowledge of Monopoly Game Use case diagram.

Use Case Diagram





This activity helps in attaining the following CO – PO mapping:

Course Outcome / Programme Outcome	PO1	PO2	PO3	PO6
State the usage of different UML diagrams and Unified process.	2	2	3	1

SESSION OUTCOMES:

- This makes the students to draw the usage of use case diagram for real time system.
- It provides opportunities for the students to acquire knowledge about various real time systems, its Actors, use cases and its association.

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Academic Year: 2019 - 2020 (Odd Semester)

Degree, Semester & Branch: V Semester B.E. CSE

Course Code & Title: CS8582- OBJECT ORIENTED ANALYSIS AND DESIGN

Name of the Faculty member : Ms.A.Jerrin Simla, Mrs. M. Abirami & Mr.S.Raja

Date: 23-08-19

Type of Activity: Collaborative Learning



Activity Description:

Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem. Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves.

The class was separated into eight groups (Team A to H). Each group has one leader. For each group set of problems were given. The team members and leaders work together to solve a problem. Finally the team leader explains the answers to other groups. The activity is conducted on CSE Seminar hall.

Steps in Collaborative Learning:

- Plan**-About group size and composition
- Introduce**-Time limits and decision making within the group all

need to be discussed before the learning.

- Monitor-** Once students have begun to work in their groups, it is job of the teacher to monitor and observe. Teacher should be available to answer questions and provide clarification as needed.
- Assess-** Judgment and solution explanations
- Process-** Giving time to reflect their learning experience.

Outcome of the Session:

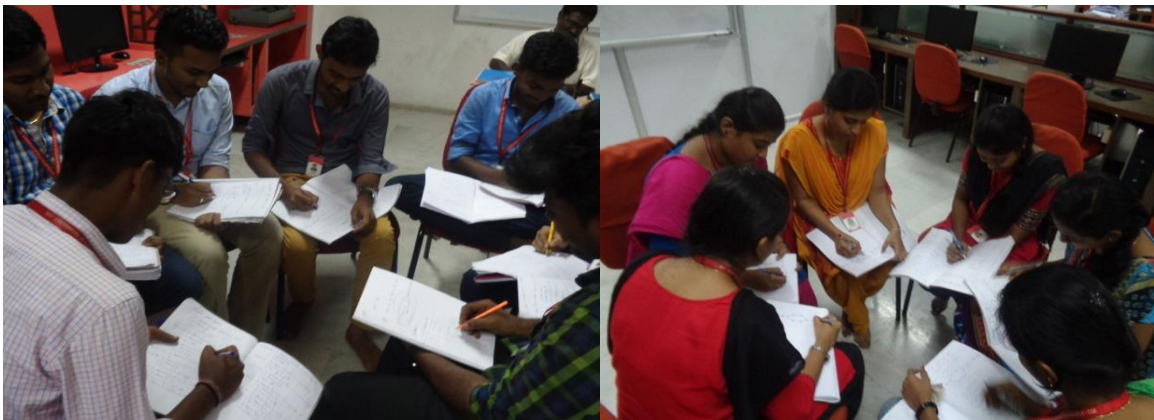
- Students are spent in their own learning.
- Leadership Quality of the student improved.
- Students actively participate and respect is given to every member.
- This activity encouraged the students to share their knowledge with others.

Observation Made:

Some of the students finding difficulties for solving Right Most Derivation from the given context free grammar and also how to find ambiguous grammar.

Action Taken:

- Additional problems were planned in ambiguous and right most derivation.
- Homework problem is given for the students to practice the concept of ambiguous and right most derivation better.



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Name of the Faculty member : Ms.A.Jerrin Simla, Mrs. M. Abirami & Mr.S.Raja

Date: 23-09-19

Uses of Class Polling:

It helps the students to receive open ended questions, making the Q&A smore interactive and engaging.

- It teaches the students to develop their critical thinking and involve them in class discussion forum

Procedure to use Class Polling:

- Create the group in the classroom
- Group members can interact among themselves once the question is posted on projector and answer the questions.

Activity:

Individual students in the group can think about the questions which is relevant to topic.

Discuss among them to choose the correct answer which are displayed in in options.

