DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

ACADEMIC YEAR (2024-2025) ODD SEMESTER

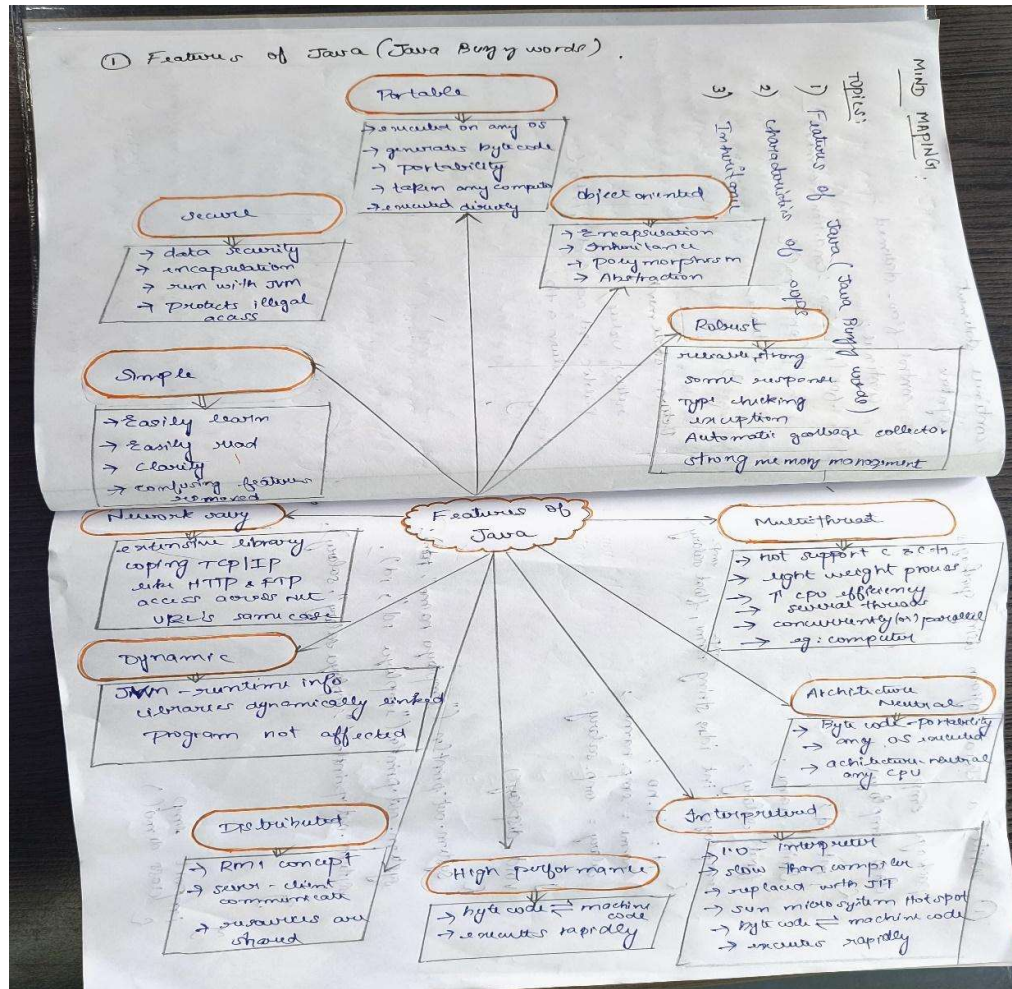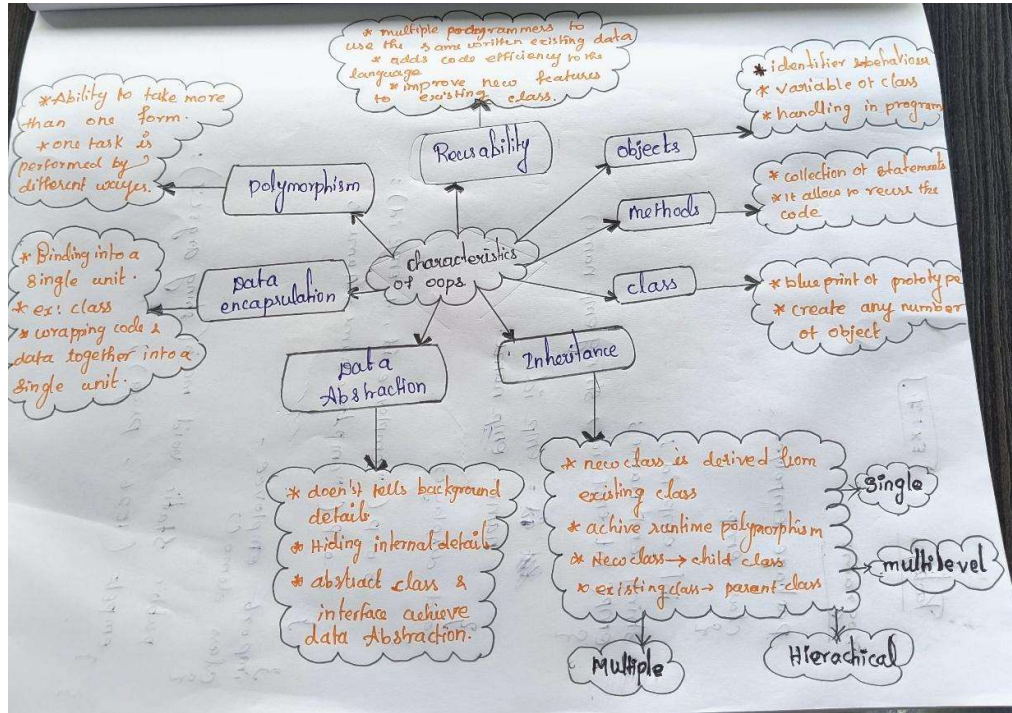**INNOVATIVE TEACHING**

Name of Pedagogy Used:	Mind Mapping and Peer Grouping
Branch/Year/Sem/Sec:	CSE/II/III/C
Subject Code/Subject Name:	CS4352 - Java Programming
Topic:	Features of Java Programming and of characteristics Object oriented programming
Date/Period/Timing	20.09.2024/4/ 8.40 am - 9.30 am and 2.20 pm - 3.00 pm
Description	In today's class, students participated in an engaging activity focused on key topics such as inheritance, Object-Oriented Programming (OOP), and their features. Each student was assigned one of these topics and tasked with creating an individual mind map that visually represented the main concepts, relationships, and features of the given subject. **The process involved:** **Mind Map Creation**: Each student designed their own mind map, breaking down their assigned topic into its core elements. For instance, if a student was assigned inheritance, they would visually represent concepts like parent-child classes, code reusability, method overriding, etc. This step encouraged students to simplify and organize complex information into an easy-to-understand visual format.

	Mind Map Exchange: After the mind maps were completed, students exchanged their work with their partners. Each bench consisted of three students, with each member having a different topic. The idea was to have every student gain exposure to multiple topics by viewing their peers' interpretations.
	Peer Analysis and Recreation: Once the mind maps were exchanged, students were asked to analyze their partners' maps and then recreate the same topic from their own perspective. This part of the activity was designed to ensure that students not only understood their own topic but could also process and internalize another student's interpretation of a different topic.
	By incorporating both individual and peer-driven learning, the activity fostered a deeper understanding of the topics. The act of creating a mind map helped students structure their thoughts, while analyzing a peer's work promoted critical thinking and allowed them to view the topic from a new perspective. In addition, the exchange process encouraged collaborative learning and communication between students.
	Overall, the activity was both interactive and educational, helping students to visually organize complex topics while also gaining new insights from their peers. It was a dynamic approach to reinforcing concepts like inheritance, OOP, and their features in a way that was engaging, effective, and collaborative.

DOCUMENT PROOF:

Students Feedback	❖ Today's activity was highly engaging and effective in deepening our understanding of core concepts like inheritance, OOP, and their features. Creating individual mind maps allowed us to organize our thoughts and visually represent the topics, which enhanced both comprehension and creativity. Exchanging mind maps with partners encouraged collaborative learning and critical thinking, as we had to analyze our peers' perspectives and reinterpret the concepts ourselves. ❖ The mind-mapping activity today was really interactive and thought-provoking. It encouraged us to visualize the key concepts of OOP, inheritance, and their features, making abstract ideas more concrete. Exchanging mind maps and recreating them from a partner's perspective pushed us to think critically and ensured we understood the topics from multiple angles. It was a fun and collaborative way to enhance learning, and I think such activities can really help reinforce core subjects
Total No. of Students	*64*
No. of Students Present	*54*
No: of Students Absent	*10*
Action Plan for Absentees	Planned to provide the study material to the absentees for self-learning and clarify the doubts thereafter. Those students need to submit mind map for the respective topics while coming to college.

FACULTY IN-CHARGE

HOD/CSE

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