

EXPLORING THE SCOPE OF 'LEARNER GENERATED DRAWINGS' IN EVS TEACHING-LEARNING

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ABSTRACT

This Paper is based on an action research undertaken to examine the role of 'learner generated drawings' in EVS teaching learning in the conceptual understanding of EVS concepts. The study was conducted in a Government school of Delhi. The sample size of the study is 30 female students of grade II (age 6-8 years). To use children's drawings as a pedagogical tool, an intervention was carried out for 12 weeks in which 5 integrated themes of EVS were used for transaction in the class in an interdisciplinary manner. The objectives of the study are to explore the scope of learner generated drawings as a pedagogical strategy in class in developing visualisation and representation of EVS concepts, to assess learners understanding of the concept and to identify misconceptions. The methodology is grounded in action research using participant observations and interventions in the classroom and the major tools for data collection were 'learner generator drawings', participant observations and rubrics. Learner generated drawings were analysed using a rubric containing 5 parameters which are 'required components', 'content accuracy', 'detailing', 'assistance required' and 'originality of expression'. Each theme has 2 or 3 drawing tasks and approximately 200 drawings were analysed using rubrics. Findings of the study showed that the level learner achieved in these parameters is dependent on the complexity of the theme, nature of the task, and learners' previous knowledge about the concept. The analysis of children's drawings also helped in knowing some of the misconceptions held. Also this intervention showed that use of 'learner generated drawing' as a pedagogical tool helped in attracting students' attention, improving motivation and engagement in classroom activities, encouraged peer learning and helped students to express their ideas about concepts.

KEYWORDS: *Learner Generated Drawings*