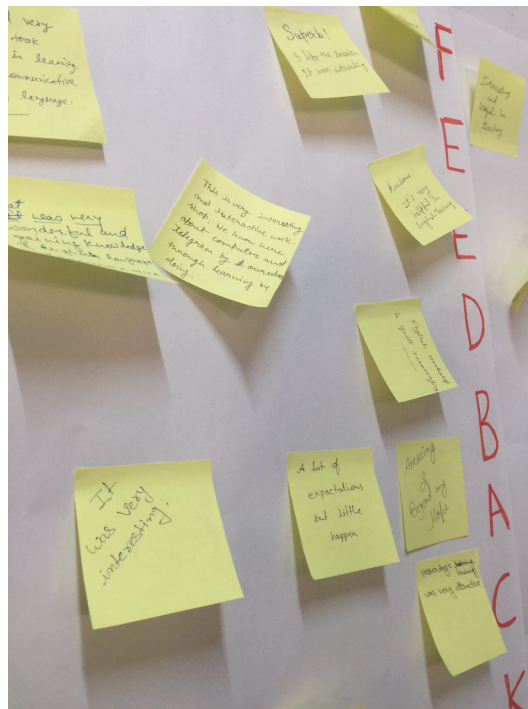
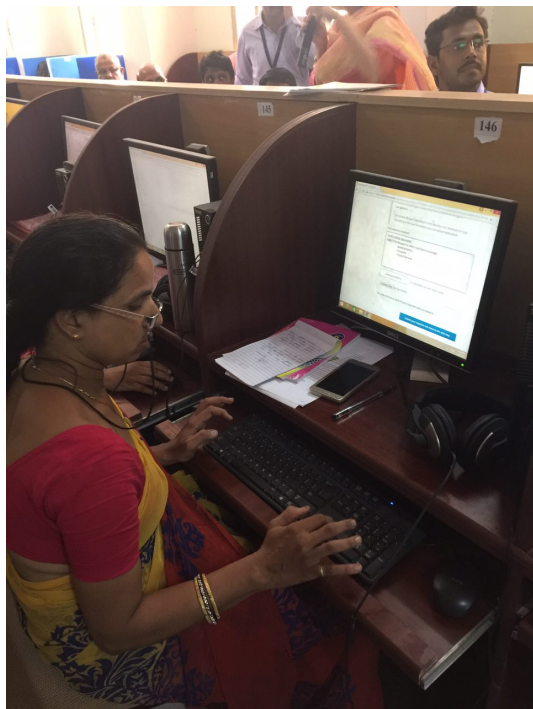


The Connected Learning Initiative (CLix) is a collaborative initiative of the **TATA INSTITUTE OF SOCIAL SCIENCES, TATA TRUSTS** and **MASSACHUSETTS INSTITUTE OF TECHNOLOGY (MIT)**. It is a bold and innovative effort that aims to improve the quality of education accessed by secondary school students and teacher professional development.

([clix.tiss.edu](http://clix.tiss.edu))

### Voices from the Field

The Face-2-Face Training of Teachers in Communicative English is currently taking place in Jaipur from 26th to 28th July, 2017. Here's what they are saying about it...





The first day of English F2F workshop was quite encouraging, interactive and experimentative in the context of classroom teaching and self learning.

*Joy Joseph, Govt. Senior Secondary School, Nindar*

I'm very happy to know that after yesterday's training (26.07.17), I can operate a computer for example, log in, log out etc..

*Neeta Gupta , G.S.S Heerapath, Mansarover, Jaipur*

## State updates for this month

### Chhattisgarh

- District Level Digital Literacy Face to face training for 29 Maths teachers (06.07.17 – 09-07-17)

### Rajasthan

- English Cluster Level Training Observation in Sirohi (03.05.17 – 04.05.17) and English Student Module Rollout in Jaipur (10.05.2017 – 14.05.2017)

### Mizoram

- Patch installation in Mizoram by Tech Team and Student rollout in 21 schools.

### Telangana

- ICT cluster level training for 80 teachers in the district of Rangareddy (12.07.17 – 19.07.17)

## Blog of the month: Teacher's First Experience of Computers (19.06.17 – 29.06.17)



Cluster-level training was held at Karimnagar, Warangal and Ranga Reddy during 19–29 June 2017. A total of 1,552 teachers were invited to the training, 207 from Ranga Reddy, 683 from Warangal and 662 from Karimnagar. A total 1,246 teachers attended (180, 491 and 575 respectively), giving a total attendance of 80%. Initially, teachers were confused as they never got the opportunity to work on computers. They were always dependent on others to create their e-mails or to check their messages. Though many of them have smartphones, they are not well versed with all the features of a smartphone. Most of the teachers use the Internet only at home and with a WiFi connection; they don't use digital data at all at school. Further, they don't know many applications.[Read more](#)

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## Connecting Technology

This section features the digital tools that have been created and are being used by the CLIX team to reinvent pedagogy for students and teachers. This month we feature the Food Sharing Tool designed for understanding the concept of proportional reasoning.



Food Sharing Tool - This was designed for students to understand the concept of proportional reasoning. Jamuni helps distribution of parathas and cakes among construction workers and children fairly. Students understand how much share is given to each individual and compare it for different sets of individuals. Students are also asked to give reason for their answers. The ratio of amount of food to the number of people is compared between two groups as well.

## Connecting Research

This section features recent studies in the field of education published by our CLIX faculty who work in tandem with the Centre for Education, Innovation & Action Research (CEI&AR). This month we read [Ruchi.S.Kumar](#) & Kalyansundaram

Subramaniam's [From 'Following' to Going Beyond the Textbook: Inservice Indian Mathematics Teachers' Professional Development for Teaching Integers](#)

In this paper we describe four Indian in-service middle school mathematics teachers' shifts in their roles with respect to the textbook. The shifts occurred through participation in collaborative investigation on the topic of integers in professional development meetings. Analysis of teachers' talk in these meetings indicated a shift in teachers' role from reliance on textbook to using the knowledge of integer meanings to establish the connections between contexts and representations. We claim that this change in role occurred as a result of teachers developing knowledge of important ideas and representations in the professional development setting and identifying themselves as a member of a professional learning community which values students' understanding. We argue that since roles are constitutive of teachers' professional identity, the shifts in roles indicates how teachers' identity evolved towards being an empowered mathematics teacher who design tasks and responds to students to support articulation of ideas and developing reasoning in mathematics.

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## Connecting Innovation

This section is for teachers, parents, mentors, and anybody who is looking for innovative ways of learning and teaching. We bring to you a variety of teaching/ learning tools, from different sources. This month it is on the mind engaging strategic game called Mind Reader. Mind Reader is a game that helps students and teachers to use mental math.

Material Required: Plain paper and pen.

This is a game which looks magical, but has an underlying principle that can be easily grasped. To play this you need mind reader cards.

Now ask your friend to think of a number less than sixty-three. Let him/ her say which of the cards has the number she/ he thought of. Add all the corner numbers in the card which your friend pointed out. Their sum gives the card in which the number was

present. The principle is so simple that you can make your own cards which are different from these.

To read on: <http://mathedu.hbcse.tifr.res.in/mind-reader>

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## Our recent posts

- **The English Intern: The Voice Inside**

No teacher, preacher, parent, friend  
Or wise man can decide  
What's right for you—just listen to  
The voice that speaks inside.

—Shel Silverstein

Having recently completed my master's in English, I had realised that English language teaching (ELT) fascinated me, but it wasn't something I wanted to specialise in. When the opportunity to work as an intern in curriculum development at CLIX presented itself, I was apprehensive, given the juncture at which my career was. I eventually decided to listen to “the voice that speaks inside” and applied for the internship. [Read on](#)

- **CLIX at the MATSDA Conference 2017**

It was about four months ago that Sujata and I spotted a call for papers (CfP) for the Materials Development Association conference to be held on 10th and 11th June 2017 in Tilburg, The Netherlands. The CfP announced ‘meaning-focused materials for language learning’ as the theme. We were excited. It seemed the perfect platform to talk to a larger audience about the rigorous materials creation process we had been immersed in since 2015. With some hesitation, we sent an abstract describing the context of our work and the nature of the computer assisted language learning (CALL) materials we had designed for high school students. [Read on](#)

- **On Language Teaching and Learning: Sharing the CLIX English Experience in Vietnam**

The CLIX English team got an opportunity to talk about their field experience of developing and implementing the CLIX English module at the 7<sup>th</sup> International Conference on Language, Education and Innovation (ICLEI). This conference was organised by ICSAI (icsai.org), an international body based in Kuala Lumpur that conducts conferences in humanities, social sciences and the arts, on 20<sup>th</sup> and 21<sup>st</sup> May 2017 in Ho Chi Minh City, Vietnam. [Read on](#)

## Opportunities

- [The Teacher Pages Innovator Fellowship 2017-2018](#)
- [CLlx internships](#)
- [CLlx Faculty Fellowships 2016-2017](#)



The Connected Learning Initiative (CLlx) is a partnership between the Tata Institute of Social Sciences (TISS), Massachusetts Institute of Technology (MIT) and Tata Trusts. It is a bold and innovative effort to improve the professional and academic prospects of high school students from underserved communities in India. CLlx incorporates thoughtful pedagogical design and leverages contemporary technology, including online capabilities, to provide quality educational content and experiences at scale in the areas of English, Science, Mathematics and Values. As a platform for innovation in education, CLlx also supports the professional development of in-service teachers, making substantial contributions to teacher education in Indian languages. The initiative aims to reach approximately 1,100 schools and 147,000 students in Chhattisgarh, Mizoram, Rajasthan and Telangana during 2015-18, and also conduct professional development for approximately 5,090 teachers.



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