

**Rayat Shikshan Sanstha's**  
**Annasaheb Awate Arts, Commerce and Hutatma Babu Genu Science College**  
**Manchar, Tal. Ambegaon, Dist Pune**

**DEPARTMENT OF ELECTRONIC SCIENCE**

**Think-Pair-Share Activity**

**2022-23**

<b>Subject: Signals and Systems</b>	<b>Semester: V</b>
<b>Academic Year: 2022-23</b>	<b>Class: TYBSc</b>
<b>Topic: Signals and System</b>	
<b>Teacher Incharge: Ms A M Dange</b>	

**1. Think Pair Share Activity (TPS)**

Think-Pair-Share (TPS) is a collaborative learning strategy where students work together to solve problems or answer a question about assigned reading. This technique requires students to think individually about the topic or answer a question; and share ideas with colleague students. Discussing responses with peers serves to maximize participation, direct attention, and engage students in reading comprehension. The three phases in TPS are structured as

Think - the instructor poses a question, to which students individually write their answers,

Pair - students work on a well-defined task with their neighbor(s), and

Share - students engage in a class-wide discussion, sharing their answers and reasoning, and debating alternate solutions.

**Goals of the Think Pair Share:**

- To activate students' prior knowledge
- To Enhance oral communication skills
- To make students active learners

**Outcomes:**

- Observe the use of the concept of convolution in the time and frequency domain for simple mathematical computations of systems.
- Analyze the characteristics of linear systems such as distortionless transmission system



## **Subject: Signals and Systems**

**Think phase:** The instructor posed a question, such as “Illustrate the concept of convolution in time and frequency domain”. The students worked individually on the task, for about ten minutes.

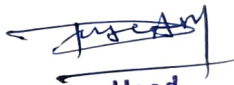
**Pair phase:** The instructor gave a task related to the Think phase, such as checking your neighbor’s solution, or working with your neighbour to write a detailed answer for the given question. The students worked with one of their neighbours to complete the task, in five to ten minutes. The instructor walked along the aisles, encouraging discussion and answering queries.

**Share phase.** The instructor facilitated a class-wide discussion related to the tasks in the Think and Pair phases. Student’s responses in the Think and Pair phases formed an important part of the discussion in this phase.

### **Assessment:**

The students took a survey about their class participation and confidence at the beginning and at the end of the activity. The consolidated survey report is as shown in Table



  
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### Student Attendance

Sr.No	Roll No	Student Name	Sign
1	4436	BHALERAO HARSH VIVEK	<u>Harsh</u>
2	4437	BURSE AKANKSHA SUNIL	<u>Akanksha</u>
3	4438	CHAPTE VAIBHAV CHANDRAKANT	<u>Vaibha.c</u>
4	4439	CHASKAR SHEJAL DATTATRAY	<u>Shejals</u>
5	4440	DAINE ISHA DEEPAK	<u>D.S.Ru</u>
6	4441	DHUMAL SUMIT RAVINDRA	<u>Sumit</u>
7	4451	DOKE KOMAL RAJENDRA	<u>Doke</u>
8	4442	GAWDE PRERNA RAJESH	<u>Prerna</u>
9	4443	LOHATE GAURAV SANTOSH	<u>Lohate</u>
10	4444	MIDGULE KRUSHNALI ARJUN	<u>Midgule</u>
11	4450	MORE PRATHAMESH GANESH	<u>P.G.more</u>
12	4445	MORE SHREYA VINOD	<u>More</u>
13	4446	PAWALE ADESH GULAB	<u>Adesh</u>
14	4447	PAWALE ADITYA SHARAD	<u>Aditya</u>
15	4448	TALAPE CHETAN BHAU	<u>Talpech</u>
16	4449	TALPE PRATIDNYA NAMDEV	<u>P.N.D</u>

Teacher  
Teacher Incharge

Head  
Head  
Dept. of Electronic Science  
A. A. College, Manchar



### Significance of results & reflective critique:

1. The number of students who enjoyed the class is increased.
2. Most of the students agreed that they are confident in contributing for the class room discussion.
3. Students learning ability increased.
4. Students shown interest to participate in classroom discussion often.
5. Students felt comfortable during classroom activities.


### Activity Outcomes

Activity Outcomes
<ul style="list-style-type: none"><li>• Observe the use of concept of convolution in time and frequency domain for simple mathematical computations of systems.</li></ul>
<ul style="list-style-type: none"><li>• Analyze the characteristics of linear systems such as distortion less transmissionsystem</li></ul>

### Post Implications:

- All the students paid more attention while explaining this activity, due to sharing and pairing all students actively participated.
- The slow learners are also actively participated on par with bright students
- Traditional class room was perfectly converted into student centric classroom.
- With the predefined evaluation process, all students actively participated in each and every stage of the activity.



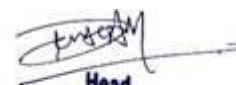
  
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