Maharaja Agrasen Institute of Management Studies

(A unit of Maharaja Agrasen Technical Education Society)
Affiliated to GGSIP University; Recognized u/s 2(f) of UGC
Recognized by Bar Council of India; ISO 9001:2015 Certified Institution
Sector- 22, Rohini, Delhi- 110086, India

CRITERION 2

2.6 STUDENT PERFORMANCE AND LEARNING OUTCOMES

Metric 2.6.2

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Maharaja Agrasen Chowk, Sector-22, Rohini, Delhi-110086, INDIA; www.maims.ac.in
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Criteria 2 Teaching Learning and Evaluation

Key Indicator- 2.6 Student Performance and Learning Outcome

2.6.2. Additional Information

Process of Calculating POs/COs Attainment

Learning Outcome Based Approach For Curriculum Planning And Development

Framework for 21st Century Learning

| Learning and Innovation "The 4 C's"	Digital Literacy	Career and Life
Critical thinking & problem solving	Information literacy	Flexibility & adaptability
Creativity and innovation	Media Literacy	Initiative & self-direction
Communication	ICT Literacy	Social & cross-cultural interaction
Collaboration		Productivity & Accountability
		Leadership & responsibility

Table 1 - P21 Skills
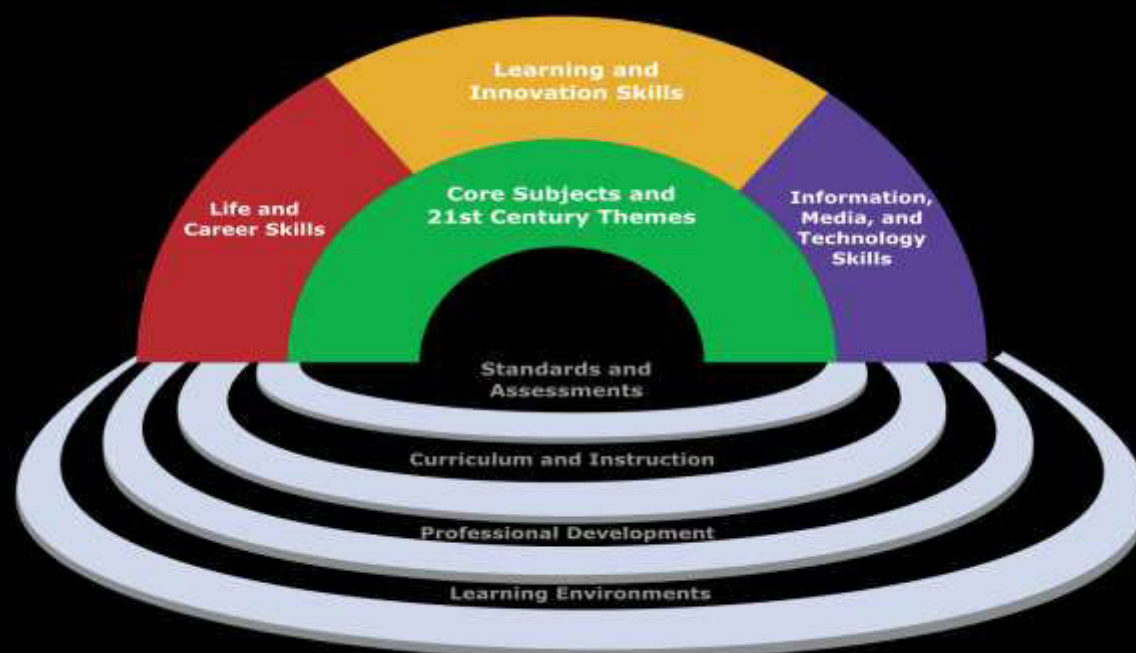
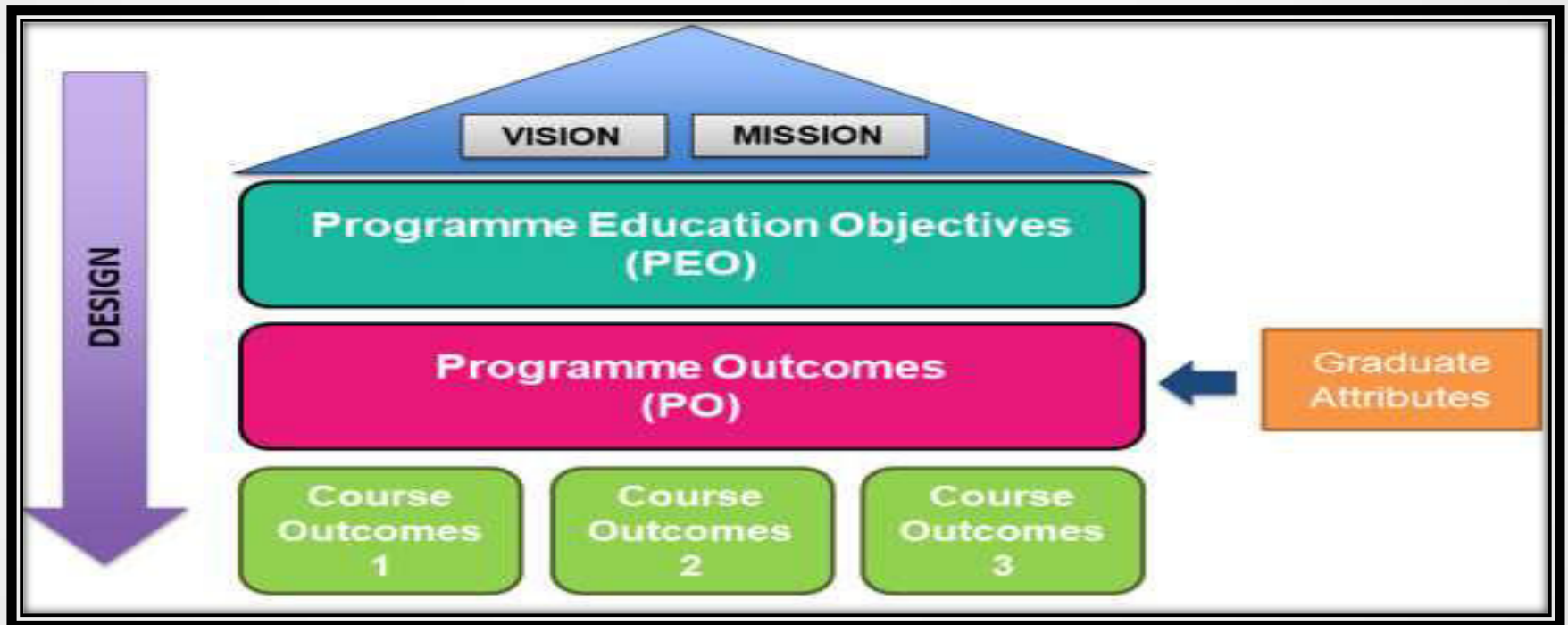# What is Outcome based Education?

- What the students need to learn?

- What the students should demonstrate to the professional world?

- Accordingly designing both curricula and delivery mechanisms(teaching strategies) to build the required skills and competence.

OBE FRAMEWORK
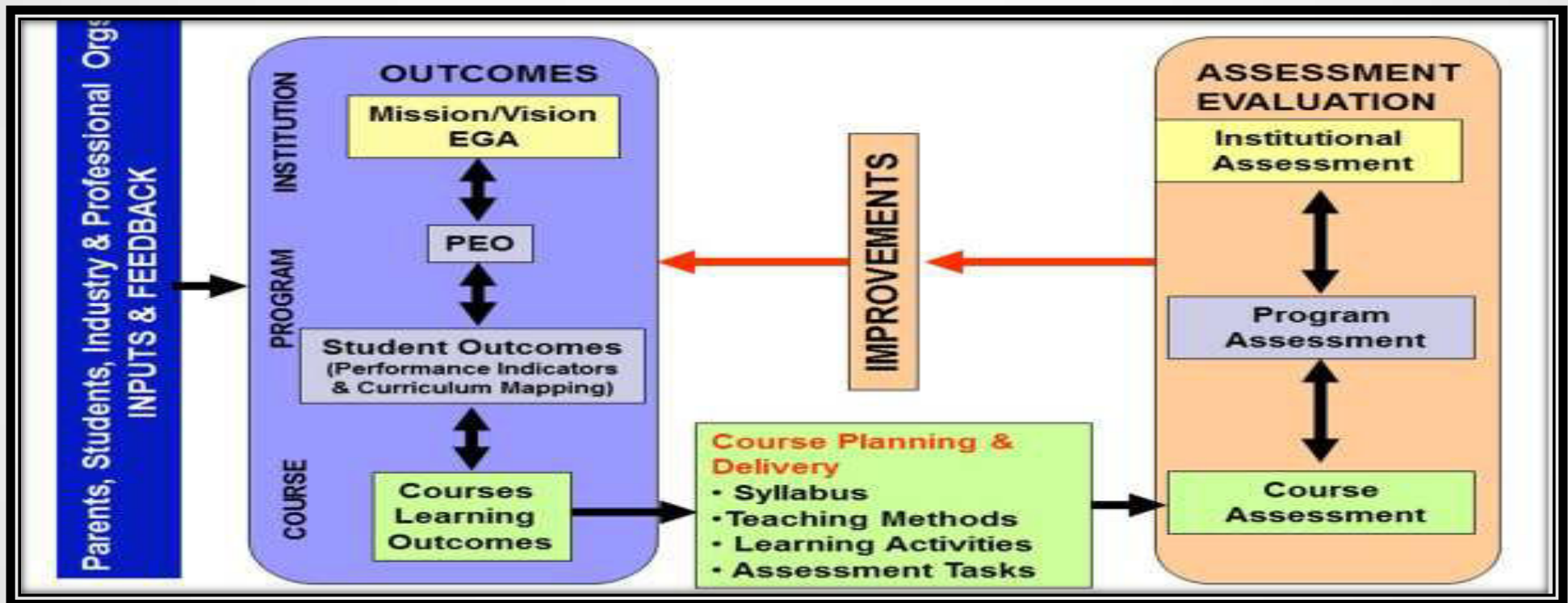
KEY CONSTITUENTS OF OBE

OBJECTIVE OF EDUCATION: IMPORTANT FUNCTION

Typical Function in Educational Institute:
- Content Design (Curriculum/Syllabi)
- Content Delivery (learning Teaching Process, Pedagogy)
- Evaluation (Examination)

Procedure of OBE

1.**Assessment learning Derives**: Orientation of students on what students learn and to what extent .Shift from Programme objectives to course objective. Macro level to micro level planning & evaluation

2.**Circulate :** Session wise course outcome to each student and brief them at the start of each semester and direct student to shift from high level generic goals which are not directly measurable

3. **Mapping of competencies of students and identify indicators** 1. Measure student competencies & continuous assessment through quizzes /labs 2. Categorizations of student groups according to their competencies and rigorous monitoring

4.**Structure & Quality Assessment according to Bloom's Taxonomy**: Aligning of Assessment to course outcome Design exam papers according to Blooms Taxonomy (Use of action verbs for assessment

5.**Assessment of higher order abilities & Profession Skills**: The attributes of graduate are not only technical skills but also preparing them to have professional skills i.e communication, Team work, Ethics. Life Long Learning Knowledge of contemporary issues. Also development of higher order cognitive abilities through workshops/ trainings/ expert talks/ competitions :1 critical thinking 2. Problem solving Making informed decisions

PADAGOGY

Programme Outcomes (Pos)

Three Year Degree Programme Graduates will be able to:

PO1. Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO2. Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO3. Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO4. Effective Citizenship: Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5. Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

PO6. Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

PO7. Self-directed and Life-Long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

Students of **BBA** able to:

PSO1: Develop a global approach towards the contemporary areas of Finance, HR, Marketing, Information Technology and Law.

PSO2: Develop corporate, social, and environmental responsiveness towards changing business environment.

PSO3: Discuss intellectual integrity, stress management and awareness of business ethics.

PSO4: Develop research oriented thinking and nurture entrepreneurial spirit in students by developing a broad thinking about profitability and risk management.

BLOOM'S TAXONOMY
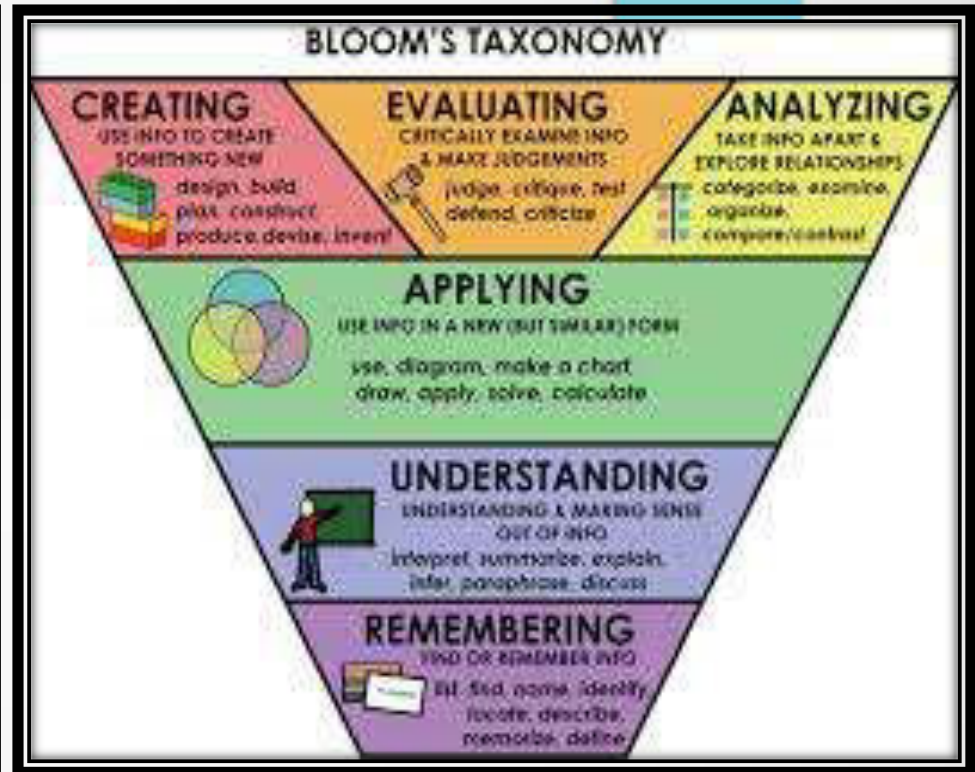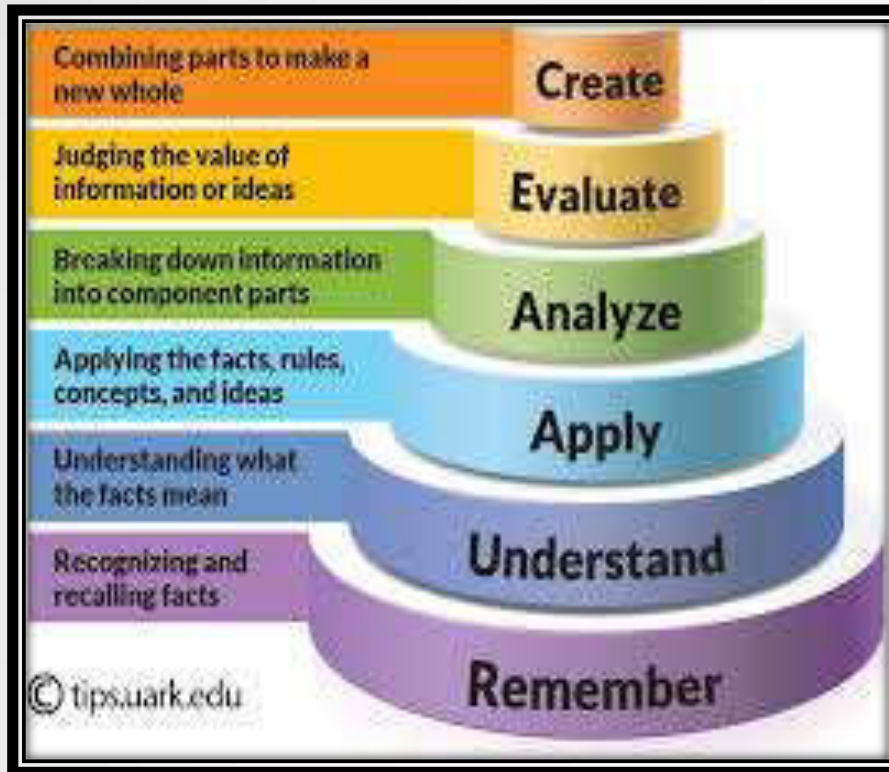
Bloom's Taxonomy is a common language for teachers to discuss and exchange learning and assessment and to encourage higher order thought in their students by building up from lower level cognitive skills to Higher Order Thoughts

Bloom's Taxonomy is a classification of the different objectives and skills that educators set for their students(Learning objectives)

Revised Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan

COURSE OUTCOME

BBA 101   **Management Process & Organizational Behaviour, year of study 2019-20**

After the completion of the course, the students will be able to:

Table No. 1

CO. BBA 101.1	Describe the basic concepts, theories, and principles applicable to the field of management.
CO. BBA 101.2	Demonstrate capabilities in critical reasoning and ethical decision-making in various management situations.
CO. BBA 101.3	Explain the basic assumptions of motivation and leadership processes at the workplace.
CO. BBA 101.4	Analyze how the study of organizational behavior can help in making management processes and practices more effective.
CO. BBA 101.5	Assess the different models of team and group effectiveness in the organization.
CO. BBA 101.6	Combine the behaviour theories and management principles to understand contemporary organizational issues.

CO-PO PSO Mapping(Average)

Table No. 2

BBA101	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO BBA101.1	3	3	3	2	-	3	3	3	2	3	-
CO BBA101.2	3	3	3	2	-	3	3	3	-		-
CO BBA101.3	3	3	3	1	-	3	-	3	-		2
CO BBA101.4	-	3	3	2	-	3	3	3	3	-	2
CO BBA101.5	2	-	-	2	-	-			3	3	2
CO BBA101.6	3	1	-	-	-	2	-	-	-	2	-
CO BBA101 (AVERAGE)	2.8	2.6	3	1.8		2.8	3	3	2.6	2.6	2

Assessment tools for attainment of COs
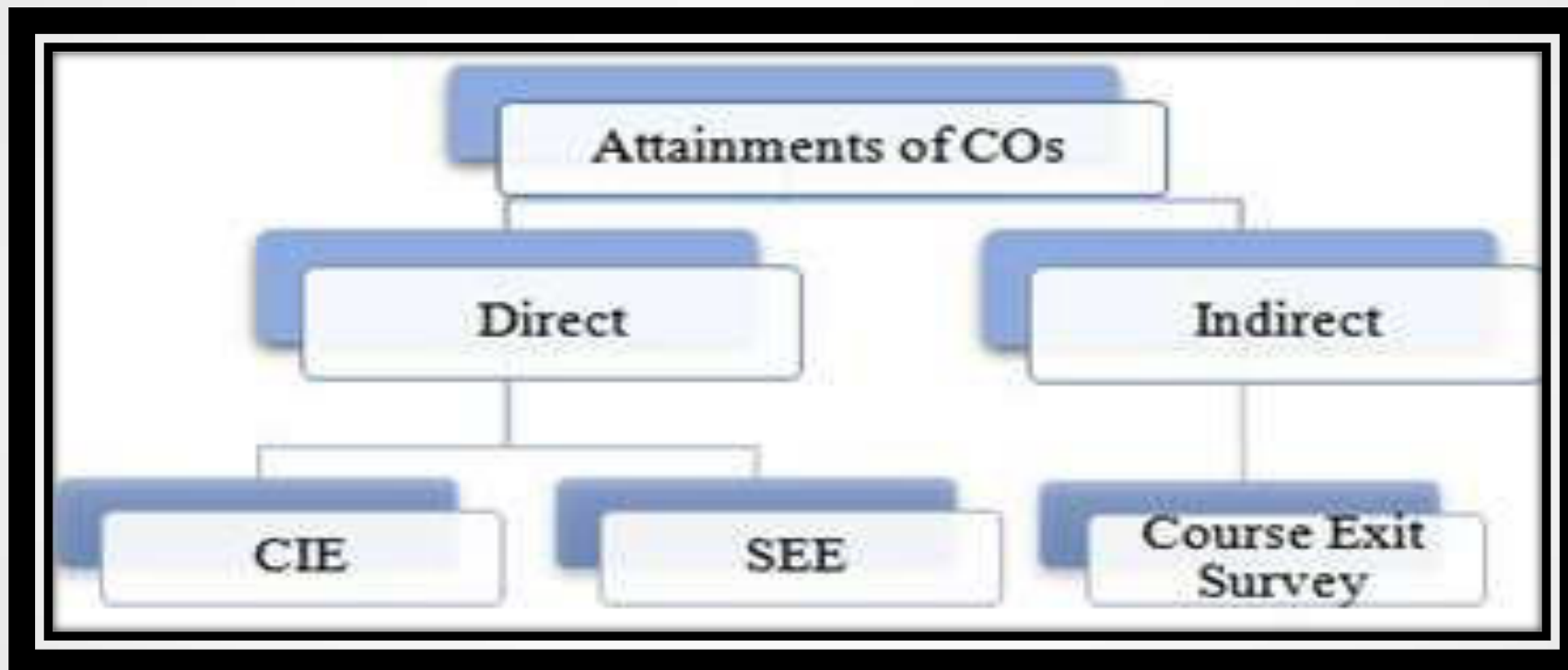
CO attainment of each student is calculated on the basis of the following component

Direct Assessment   **(Total Weight Assessment Based on End Term Result (50% of total)**

          Assessment of Mid Term Exam , Assignment and Quiz(30% of total)

Indirect Assessment   **(Feedback from student in course exit)Total Weightage 20%**

Table No. 3

Rubrics for CO Attainment

Assessment Types	Assessment Component		Marks	Total Marks	Weightage
Direct (80%)	External Assessment	End Term Examination(ET)	75 Marks	75 Marks	50%
	Internal Assesment	Internal Exam (INT)	15 Marks	25 Marks	30%
		Assignments(A)	10 Marks (AS)		
		Group Discussion (GD)			
		Class Participations (CP)			
Indirect(20%)	Course Exit Survey(CES)		5*No. Of CES	5*n marks	20%
CO	CO=0.6*ET + 0.12*INT + 0.08*A + 0.2*CES				

Table No. 4

STUDENT WISE AVERAGE CO ATTAINMENT OF BATCH 2020

COURSE: BBA101 MANAGEMENT PROCESS AND ORGANIZATIONAL BEHAVIOUR

S NO	NAME OF THE STUDENT	ENROLLMENT NO.	END TERM RESULT MAXIMUM 10		CO ATTAINMENT INTERNAL MAX. 10 FOR EACH CO						CO ATTAINMENT ASSIGNMENT MAX. 10 FOR EACH CO						COURSE EXIT SURVEY MAX. 10 FOR EACH CO					
			ET ACT. (75)	ET MAX(10)	CO 1	CO 2	CO 3	CO 4	CO 5	CO 6	CO 1	CO 2	CO 3	CO 4	CO 5	CO 6	CO 1	CO 2	CO 3	CO 4	CO 5	CO 6
1	AADITYA	00114701720	75	10	10	10	10	10	10	10	10	10	10	10	10	10	4	5	5	4	4	5
2	ARYAMA	00214701720	71	10	10	10	10	10	10	10	10	10	10	10	10	10	5	5	5	5	5	5
3	AASTHA	00314701720	69	10	10	10	10	10	10	10	10	10	7.06	10	10	6.67	3	3	3	3	3	3
4	AATREY	00414701720	75	10	8	6	10	6	10	8	8.24	4.71	7.06	4.71	10	7.33	5	5	5	5	5	5
5	ABHIJEET	00514701720	44	6	8	6	6	6	10	8	8.24	4.71	7.06	4.71	10	7.33	0	0	0	0	0	0
	....																					
	....																					
	....																					
167	SANYAM	36414701720	70	10	10	10	10	10	10	10	10	10	10	10	10	10	5	5	5	5	5	5
168	SUJAT	36514701720	0	0	10	10	6	10	10	6	8.24	10	7.06	4.71	10	8	5	5	5	5	5	5
169	TUSHAR	36614701720	74	10	10	10	6	10	10	6	8.24	10	7.06	4.71	10	8	1	1	1	1	1	1
170	VARSHA	36714701720	70	10	10	10	10	10	10	10	10	10	10	10	10	10	5	5	5	5	5	5
171	YASH	36814701720	75	10	10	10	6	10	10	6	8.24	10	7.06	4.71	10	8	3	2	3	3	3	3
		AVERAGE		8.96491	8.84	8.04	8.53	8.2	9.3	7.84	8.25	8.14	7.62	6.9	9.66	7.3	3.69	3.6	3.66	3.65	3.61	3.57

Calculation of Average CO attainment by the BATCH

Course Code: BBA 101
Course Title: Management Process & Organizational Behaviour,   **Faculty:**   Professor X
Professor Y
Professor Z

Total No. of Students: 171   **University Average of 2016-17:**   68%
Target: >73%

Table No. 5

		CO1	CO2	CO3	CO4	CO5	CO6
Direct Assessement (DA)	End Term (ET)	8.9	8.9	8.9	8.9	8.9	8.9
	X = 0.6 * ET	5.34	5.34	5.34	5.34	5.34	5.34
	Internal Exam	8.84	8.04	8.53	8.20	9.30	7.84
	Y = 0.12 * INT	1.06	0.96	1.02	0.98	1.12	0.94
	Assignment	8.25	8.14	7.62	6.90	9.66	7.30
	Z = 0.08 * A	0.66	0.65	0.61	0.55	0.77	0.58
Indirect Assessement	Course Exit Surv	3.69	3.60	3.66	3.65	3.61	3.57
	A = 0.2 * CES	0.74	0.72	0.73	0.73	0.72	0.71
CO Attainmen	X + Y + Z + A	7.80	7.67	7.71	7.61	7.95	7.58

Internal Examinations with COs

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DEPARTMENT OF BUSINESS ADMINISTRATION

GGSIPU Application/ Enrolment No ....

Academic Year: 2020-21
BBA 1st Semester
Test Date: March 01, 2021

Course/ Subject Code: BBA 101
Course/ Subject Title: Management Practices and Organizational Behaviour
Time: 2 Hours   Max Marks: 30

Notes:
1. Attempt all three questions.
2. Use examples and illustrations in support of your answers.

Questions	Marks	CO No.
Q1: Write short notes on: a) ABC Model of Attitude b) Determinants of Individual Behaviour OR Q1: "The challenges for a modern OB practitioner have changed over a period of time." Explain these challenges by citing examples from the organizations known to you.	10	CO 4
Q2: Define motivation. Distinguish between Maslow's theory of need hierarchy and Herzberg two factor theory of motivation OR Q2: You have been given the task of conducting interview for hiring for a role in your organization that demands a competent leader, what traits will you look for in the person that will take your business to the next level.	10	CO3
Q3. Define learning. Also discuss the classical and operant conditioning theory of learning. How classical conditioning can be applied in the organizations? OR Q3: Meena, a 3-year-old employee in ABS Corp. A careful, hardworking, disciplined and idea contributor employee in the company. She expected good pay, feedback and next promotion from her top management. However, the	10	CO4

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one who got promoted is Kabir who is being a good friend to her boss. She believed Kabir's promotion is not based on his performance and skill as Meena believes that his skill and performance is not as high as hers. Meena makes a perception that her boss is discriminating based on gender by letting Kabir get prompted. Meena began to change from positive to negative attitude as her perception towards Kabir and her boss becomes negative. With reference to the case, Meena may have made a wrong perception towards her boss's decision. Discuss the possible decision that Meena could take in order to provide her with more accurate perception.		

Assignments with COs

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Sector 22, Rohini, Delhi -110086, India; www.maims.ac.in

Department of Business Administration
Academic Year: 2021-22
Semester: Ist
Assignment No. 1 (Unit No. 1 and 2)

Course/ Subject Code: BBA 101

Course/ Subject Title: Management Process & Organizational Behaviour

Issue Date: 30/01/2022   Last Date of Submission: 08/02/2022

Note:
1. The student should attach a proper cover page for each assignment clearly mentioning Student's complete Name, University Enrolment No., Program, Semester, Class, Section, Assignment Number, and Subject Title. **The format of the cover page is attached herewith.**
2. Each assignment should be prepared by the student individually in his/her own handwriting.
3. **A4 size ruled sheets should be used for writing the assignment.**
4. **Black or Blue pens should be used for writing the assignment.**
5. Assignment pages should be serially numbered at the bottom of the page.
6. The student should use examples and illustrations in support of the answers.
7. Do not use a plastic folder for the submission of assignments. Just staple properly all pages of an assignment. **During online education mode, upload a scanned copy of the complete assignment including the cover page latest by the due date.**
8. The assignment has to be uploaded with the name of the document as the Students Name and Enrolment Number. For
   Example: Sumedhadutta_0110011011
9. The scanned copy of the assignment has to be uploaded in the assignment section in the classroom.

Questions	CO No.
Q.1 Write Short Notes on a. Management by Objectives (3 marks) b. F. W. Taylor's Principle of Scientific Management (2 marks) c. SWOT Analysis (2 marks) **OR** Q.2 Describe the main elements of the System and Contingency Approaches to Management. Which one is most suitable in the present work environment? Justify.	CO 1
Q.3 "Management is regarded as an art by some, science by others, and inexact science by many more. The truth seems to be somewhere in between." In light of this statement, explain the exact nature of management. Also, to what extent has Indian management been professionalized? **OR** Q.4 Why organizational structure is important for organizations. Justify your answer in the light of centralization and decentralization.	CO 1
Q.5 Answer the following questions: Raman and Aman are managers in the same company. Before starting a project, Raman said 'Let's start planning. But Aman said 'No' to planning because he thinks that an organization has to constantly adapt itself to changes. It becomes difficult to accurately assess future trends in the environment and once the plans are in the process of implementation managers are not allowed to deviate from plans nor are, they allowed to act on their own other than this there are a number of incidental costs like expenses in a boardroom meeting, discussion with professional experts and preliminary investigations to find out the viability of the plan. Further, he says planning takes so much time that no time is left for its implementation. On the other hand, Raman is of opposite views. Raman says planning helps by stating in advance what is to be done and how it is to be done. It shows the ways to deal with changes and uncertain events. Planning helps a manager to look into the future and make choices among various alternative courses of action. It provides goals and standards against which actual performance is measured. a) On the basis of the above discussion, explain the importance and limitations of planning by quoting the lines from the above case. b) Give your opinion about the above case for planning. **OR** Q.6 "I expect every manager in my department to act completely rational in every decision he makes, "declared Ishwar Dayal, Director marketing in Overseas Plastics Ltd. "Every one of us, irrespective of his position in the organization, has to be a professional rationalist and I expect him not only to know what he is doing but also to be right in his decisions. I know that someone has said that a good manager needs to be right only in more than half of his decisions. But that is not good enough for me. However, one may be excused for an occasional mistake especially in matters beyond one's control but no one can be pardoned for acting irrationally." "I endorse your views sir," said Ms. Indu Ahluwalia, his advertising manager. "And I always try to be rational and logical in my decisions but would you mind helping me to be sure of this by explaining what rational decisions are." a) On the basis of the above discussion, explain how Ishwar Dyal might describe what is involved in making rational decisions. b) If Ms. Indu Ahluwalia declared that there is no way she can be completely rational, what would you suggest.	CO 1 CO 1

2

Calculation of Attainment level of CO (Direct & Indirect)

Table No. 6

	CO1	CO2	CO3	CO4	CO5	CO6
Avg Actual Attainment Level of Batch (%)	78.38%	77.14%	77.44%	76.45%	79.89%	76.18%
No. Of Students who achieved target (Out of 171)	142	134	135	128	145	138
% of Students who achieved targets	83.0%	78.0%	78%	74%	84%	80%
Attainment level on scale of 3 (1,2,3 for >60%%,>70%,>80%)	3	2	2	3	3	3

CO-PO PSO Mapping

Table No. 7

CO - PO - PSO MAPPING

CO Number	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
COBBA 101.1	3	-	-	-	-	2	1	3	1	2	-
COBBA 101.2	3	2	3	3	3	1	-	2	3	3	1
COBBA 101.3	1	3	2	-	2	1	-	-	2	-	3
COBBA 101.4	-	-	1	2	1	1	2	1	1	1	-
COBBA 101.5	-	3	1	1	1	-	1	2	1	-	-
COBBA 101.6	1	-	1	1	-	-	1	-	-	-	1
TOTAL	8	8	8	7	7	5	5	8	8	6	5

PO Attainment Calculations

Table No. 8

ETAT304	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO ETAT304.1	9	-	-	-	-	6	3	9	3	6	-
CO ETAT304.2	6	4	6	6	6	2	-	4	6	6	2
CO ETAT304.3	2	6	4	-	4	2	-	-	4	-	6
CO ETAT304.4	-	-	3	6	3	3	6	3	3	3	-
CO ETAT304.5	-	9	3	3	3	-	3	6	3	-	-
CO ETAT304.6	3	-	3	3	-	-	3	-	-	-	3
Total	20	19	19	18	16	13	15	22	19	15	11

POx Attainment value= value of Cox(Table No.6) X (Value of PO value(Table No. 7))

PO Attainment Levels

Table No. 9

BBA 101	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
BBA 101	2.50	2.38	2.38	2.57	2.29	2.60	3.00	2.75	2.38	2.50	2.20
AVERAGE	73.3%	83.3%	83.3%	83.3%	-	83.3%	76.6%	83.3%	-	-	83.3%
	AVERAGE PO ATTAINED				(On a scale of 3)				2.50	81.25%	

POx Attainment Level = Total of POx(table no.8)/ Total of POx(table no.7)

Average = (POx Attainment Level /3)*100

Result of Evaluation of each PO & PSO (All Courses)

Table No. 13

S.NO	COURSE CODE & TITLE	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
1	BBA 101 Management Process & Organizational Behaviour	2.50	2.38	2.38	2.57	2.29	2.60	3.00	2.75	2.38	2.50
2	BBA 103 Business Mathematics	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
3	BBA 105 Financial Accounting & Analysis	3.0	-	-	-	3.0	3.0	-	3.0	3.0	3.0
	…										
35	BBA 308 Business Policy & Strategy	2.8	2.6	3	1.8	-	2.8	3	2.6	2.6	2
36	BBA 310 Sales & Distribution Management	1.8	1.8	1.8	1.8	1.8	-	1.8	1.7	1.8	1.7
37	BBA 312 Project Report	1.7	1.7	1.8	1.9	1.0	1.7	1.7	1.7	1.7	1.7
	Average (Direct Attainment)	2.2	2.2	2.4	2.1	2.0	2.1	2.1	2.2	2.2	2.2

Aggregate PO Attainment(Direct and Indirect)

Table No. 14

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
Direct Attainment	2.2	2.2	2.4	2.1	2.0	2.1	2.1	2.2	2.2	2.2	2.3
80% of Direct Attainment	1.76	1.76	1.92	1.68	1.6	1.68	1.68	1.76	1.76	1.68	1.85
Student's Program Exit Survey (PES)	1.3	1.85	2.05	1.7	1.1	2.1	1.8	1.4	1.8	1.7	1.7
Employer Feedback (EFB)	1.75	1.5	1.5	1.2	1.15	1.7	1.6	1.6	1.6	1.4	1.6
Alumni Feedback (AFB)	1.8	1.5	1.6	1.35	1.1	1.6	2	2	1.4	1.9	1.8
Indirect Attainment Level	1.62	1.62	1.72	1.42	1.12	1.80	1.80	1.67	1.60	1.67	1.77
20% of Indirect Attainment	0.32	0.32	0.34	0.28	0.22	0.36	0.36	0.33	0.32	0.33	0.33
Aggregate PO Attainment	2.08	2.08	2.10	2.04	1.98	2.12	2.04	2.09	2.08	2.01	2.03

Direct Attainment is summation of average of all courses taught(refer table 13)
Indirect attainment is average of PES, EFB,AFB
Aggregate PO is sum of 20%Indirect Attainment + 80% Direct Attainment

Actions taken Based on the results of evaluation of each of the POs and PSOs

Pos & PSOs Attainment level and actions for improvement

PO1: Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

POs	Target Level	Attainment Level	Observations
PO1	2	2.08	PO attained. No actions required

PO2. Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

POs	Target Level	Attainment Level	Observations
PO2	2	2.08	PO attained No actions required

# Actions taken Based on the results of evaluation of each of the POs and PSOs

PO5: Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.			
POs	**Target Level**	**Attainment Level**	**Observations**
PO5	2	1.98	**Students are unaware that how their decisions are going to affect their life.**
	Actions 1: Value System need to be instilled into the students. **Actions 2: More focus on Ethics related papers.**		

PO7: Self-directed and Life-Long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.			
POs	**Target Level**	**Attainment Level**	**Observations**
PO7	2	2.04	**PO attained. No actions required**

POs & PSOs attainment for 3 assessment years
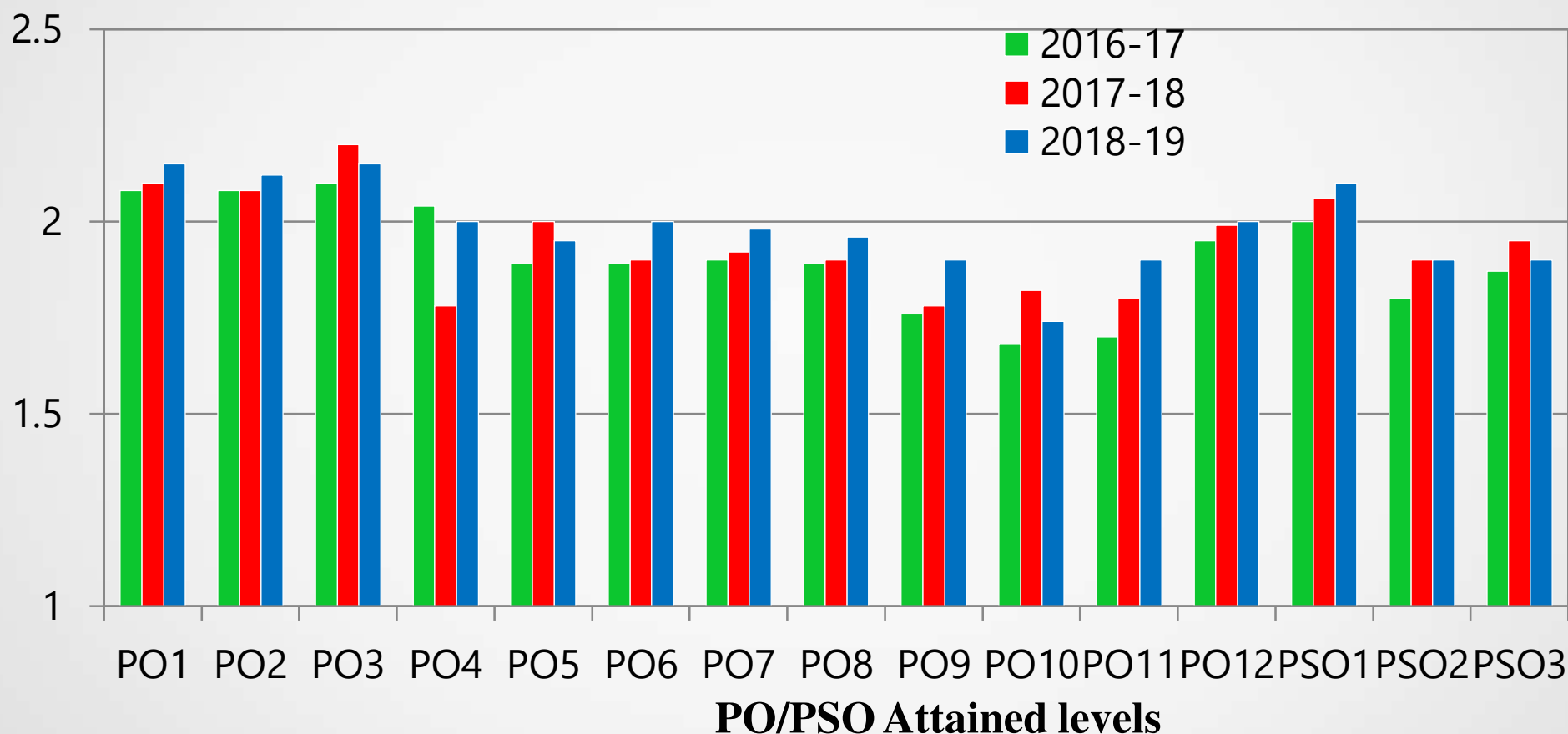
Technology won't replace teachers...

...but **teachers who use technology** will probably replace teachers who do <u>not</u>.
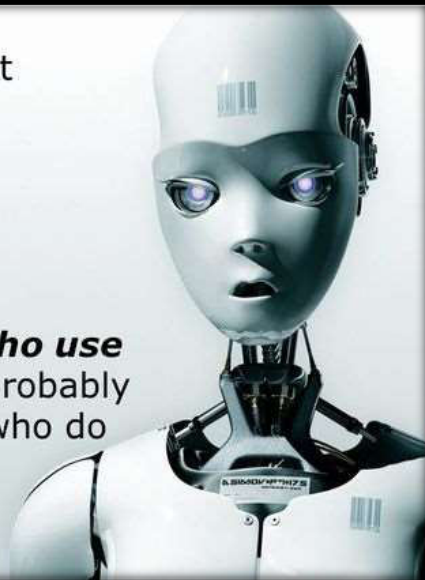
"Technology will not replace great teachers but technology in the hands of great teachers can be transformational."

George Couros

THANK YOU