

Psychology of Learning

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Lecture – 48

Effective Learning: Assessment and Feedback (Contd.)

Hello viewers, welcome back to this NPTEL course on Psychology of Learning. In the last class we are discussing about effective learning assessments and feedback and what is the role of feedback in enhancing the learning outcomes. So, to continue with that and now let us see what are the 5 like for example, in we have discussed already discussed about various psychological principles. So, now here now you can say when so far as the assessment and feedback is there. So, primary recommendations are for continuous evaluation, continuous and comprehensive evaluation, formative evaluation and formative evaluation etcetera.

So, as we have already discussed the so, learning is in continuous process. So, learning is a continuous process and it is being affected by various experiences like the learner's past experience, past knowledge, background, then conditions learning conditions as learning is very contextualized situated. So, here these principles of psychology education psychology actually tries to boost enhance the learning process and tries to help the learners in resolving the difficulties, overcoming the obstacles and learn in a better way and comprehended in a better way and get motivated. So, in the long term in the in this process the ultimate goal is to make the learners self sufficient, self directed, self regulated learner.

Now before that we have to identify what are the key factors what are the key factors that affect most of the learners. So, the 5 important psychological principles are there to enhance this learning effectiveness because these factors have been found to be the key factors, key issues and that can regulate that can influence that can affect the learning process. The learn both the learners preparedness, learners readiness, learners performance and the learning outcomes. So, that is why these 5 factors have been identified and the principles are being formulated that is how to regulate, how to moderate these variables, how to moderate these variables to cater to the needs of the individual learners. So, as you can see individual differences individual differences is inevitable everywhere in the society everywhere it is all every learners are different even if they are the identical twins they are also different.

So, individual difference persist it is inevitable in the classroom because it depends on the diversity of the individual differences depend on the size of the classrooms like suppose in the 40 and 50 students the diversity range may be limited, but so far as when the large classroom. So, in the students exceeds 100 something like that the range of the individual differences are also very wide. So, now, so individual difference is very important factor because ultimately the goal the objective one of the objective learning objective instructional objective is to cater to the needs of the learners each and every individual learners not the educational needs academic needs, but the social emotional needs then social emotional needs and other kinds of the you know other kinds of needs may be that academic needs their orientation like for example, psychosocial needs their career needs their the career needs all kinds of things.

So, individual difference is the key factor second is the motivation. So, till now we have already discussed that how motivation plays an important role because the student students the students if the students becomes self motivated that is the student performs becomes self dependent regulate his own study behaviour develop the effective study skills and strategies etcetera with the with his intrinsic motivation because he basically intrinsically from within he is interested.

So, self motivated learners. So, it is very easier. Because they self motivated learners and you know that if the learners think that with effort and with perseverance you can achieve anything. So, you can put maximum effort time management and all kinds of the strategies learning strategies. So, motivation plays an important factor. So, you have the psychology psychological principle says that how to motivate the learners and how to you know how to stimulate the intrinsic motivation of the learners.

So, that in the long run they become more independent, self regulated learners and also in that situation the assessment and evaluations becomes more effective and the feedback also become very successful. So, that is the motivation and human development human development is the in the developmental stages that the learners they go through. So, like you know as per the Piaget's cognitive development theory and other developmental theories there are different stages like as you know the schooling also primary school secondary school higher secondary then the higher education. Similarly, the developmental stages are from the childhood to toddlerhood then the adolescent stage then the adulthood early adulthood like. So, human developmental factors also play an important role and the reward and punishment reward and punishment incentive system.

Often the reward that means, intermittently these are being used to regulate the behavior. One thing is that to motivate them towards higher education higher effort perseverance all kinds of thing another is that to that means, to discourage them to dissuade them from the undesirable behaviors. So, reward and punishment sometimes punishment punishments rewards are rewards are in primarily incentives. So, here instead of reward and punishment often the we use also the reinforcement. So, reinforcement can be the positive reinforcement can be the negative reinforcement very often we use negative reinforcement too that means, to avoid some undesirable behavior to demotivate or to stop some of the undesirable behavior in case of the learner.

So, that is called negative reinforcement positive reinforcement is to boost to enhance the ego the learning needs the satisfaction the self motivation the self regulation of the learner. So, that is to that is to boost his intrinsic motivation. So, these are the five key factors. So, now here as we know individual differences you know are inevitable that means, in the class every individual learner is different. So, there are different.

So, there that it is their unique ways that they differ in terms of their behavior in terms of their perception in terms of their attention in terms of their learning processes abilities capabilities competencies everything. So, every different every new human being is a learner human being or the learner is different in the sense that they have their preferred choices they have their strengths they have their weaknesses they have the like for example, every learner they have the preferred learning styles. Some learners they learn better in the visual mode some learns better in the auditory mode some learn better by doing themselves. So, how to cater to the individual needs maximally that is why multimedia actually helps a lot in category in customizing our learning process customizing our contents syllabus etcetera and delivering

it to the learners as per their suitable to the multiple or diverse learning styles like as we use the multimedia, so it caters to the needs of visual learner auditory learner kinesthetic learner the learners and the you know all other kinds of the learners and story learners.

So, all kinds of the learners. So, individual. So, how to address this individual difference in the classroom situation that is by using multimedia by using multiple educational tools technology etcetera. So, it can be handled through different techniques you know sometimes of also like for example, for assessment like formative assessment of we can use the different techniques like observation method interviews rating scales different kinds of classroom discussions questionnaires sociograms achievement is these are the various methods that we can use to measure to map these individual differences and educational environment also motivation is the force that you know that actually that influences the quality of intensity and direction of the behavior. So, how that to the extent to the degree to the intensity the learners are motivated it actually influences the quality of their discussion classroom discussion the quality of their performance their learning processes and the direction of their behavior learning behavior.

So, similarly so, for example, how to motivate how to motivate how to encourage the learners. So, to be very attentive to be very attentive to reflect to very often use the self reflective learning reflective learning. So, that they can identify their own strengths and weaknesses how to use how to use the that means, how to be reflective and in the in this process how to learn the meta cognitive skills meta cognitive skills like that they can reflect on their own cognitive processes own learning processes own cognition and find out the strengths and weaknesses and accordingly they can also clarify their doubts adopt the new strategies and search for the new sources and use it. So, in this way they become also independent. So, motivation is the principle that help the learner to learn again also the teachers job is to know is to motivate them towards how that means, to create a kind of love for learning like know hows of learning know whys of learning how to learn and how to learn in a better way and how.

So, how learning can be a very pleasant pleasurable experience how learning can be self motivated how learning can be you know very that means, it also satisfies our ego it brings us self confidence self efficacy. So, how so, these are the different mechanisms through which this motivation can be enhanced. So, in order to arouse the interest also thus the that is the that is where the teacher flexibly use the different pedagogical methods techniques tools and every time every time he the teacher tries to adopt some innovative way of engaging the learners then initiating the discussions. So, and again at the same time the teacher has to focus on the or listen to the individual needs of the learners. So, in the unless and until they the that means, the teachers they assess the individual needs of the learners.

So, they cannot they cannot satisfy their they cannot very much motivate them because you know somewhere they are lagging in the in the motivation because they also the learners also they want they need the teacher's attention. So, teachers' attention to be equally distributed to all the students in the classroom. So, that will help in encouraging the intrinsic motivation give them direction. So, very often so, the how approachable the teacher is how flexible the teacher is how lively the classroom discussions are and how often how you know how alert and how proactive the teacher is in identifying the learning needs of the different students different learners not just to focus on the high performing students good students, but to give the equal attention rather special attention to you know poor learners and a little bit slow achievers. So, that is why to so, similarly so, that is also how to increase the intrinsic

motivation that is so, he can the teacher can also diversify the pedagogy, diversify the his teaching strategies, diversify the assignments, diversify the you know tutorial sessions to cater to the individual needs of the learners.

So, sometimes to give them the suppose in case of that is in the time table you might have observed in the time table the difficult class subjects like the in the initial first before lunch break the difficult subjects like the math, science classes are there then after the lunch post lunch then the light subjects like social science and language subjects are there. Why these difficult subjects are there? Because in the in the beginning in the initial phase in the starting phase in the morning session the children are very fresh you know they are not tired of and they are very alert they are very attentive. So, it is easier for the teacher to teach them the difficult subjects, but however, after the lunch post lunch sessions so, as because they are little bit tired because of the sports and other co curricular activities. So, they are quite little bit inattentive and feel tired. So, that is why from time to time also to refresh them so, the teacher can give them some breaks. Some you know like the in the schools or some very often in the some schools they use this for napping break that means, 10 minutes for having a nap. So, this kind of breaks to be given by the teachers from time to time. So, to refresh their mind. So, they become again refreshed, which means, again motivated. So, assignments are also to be based on the topics they have which have already been taught and before giving the assignments it has to all the doubts to be clarified and multiple that is a communication process is very important from one to one communication classroom discussion cooperative learning collaborative learning.

So, very after various strategies after applying various strategies modes of presentation and ensuring that the doubts all the doubts have been cleared then only the assignments should be given and give the external reward for. So, here reward system incentive some reward does not mean all the time we have to give them some physical reward. So, rewards can be the verbal rewards verbal incentives praising them and praising them and you know acknowledging their contributions. So, that is the that is acknowledging praising the learners achievements etcetera and saying the same thing openly in the classroom and motivating them encouraging them these are the things can also act as the external reward to mobilize their effort mobilize their courage mobilize their curiosity mobilize their energy towards a positive direction. So, automatically in this process. So, they become self motivated slowly and steadily.

So, here environment in the classroom environment refers to the primarily the classroom context situation if it is the online class then the digital environment if it is the physical classroom then the classroom environment if the classes are being held are being taken under the trees in the open campus in the green campus that is the classroom environment. So, environmental factors also affect the human development as well as their learning preparedness learning ability to prepare. So, learning ability to perform and prepare. So, in this way some flexibility can also be like some like that is why the naturalistic philosophers you know they are from changing the changing the classroom environment in instead of sticking them into in the classroom for all the 5 6 periods or 10 periods give them a kind of change sometimes in the playground sometimes in the in the open ground like under the trees sometimes in the in the gymkhana sometimes in the laboratory.

So, by changing flexibly changing the learning environment also this motivation can also be enhanced. So, here punishment principle actually to punishment is usually here is being used primarily to control the undesirable behavior or redirecting their behavior towards the positive

or constructive aspects. So, these are some of the factors now how the students learn better. So, all of us we have already discussed that learning for better learning better performance etcetera all the 3 domains because cognition and emotions and then our emotions and affection or then again it will be then only it will be translated into our behavioral modes. So, cognition and learning. How the students think and learn?

So, before like for example, before one is that they are individual needs other strengths and weaknesses another is their preferences their learning styles, but like then the teacher has to understand how actually they learn or what they think while learning and how they conceptualize and comprehend the whole thing. So, all these aspects how thinking and learning can be improved in the classroom for that the teacher himself has to understand all these cognitive activities processes thinking mechanisms and so, by asking. So, that is a very often by asking the questions different types of questions having a dialogue having the question answer sessions the teacher can identify that in which way the learner is thinking and in which way is learning what is in which way is comfortable in learning and what are his strengths and weaknesses. So, here we can say there is there are two types of primarily two types of mindset one is the growth mindset another is the fixed mindset growth mindset is that that open minded being open minded in receiving the new opinions new ideas etcetera. So, students so, here you can say the students' belief and the perception about intelligence that we have already discussed that the student is student thinks himself to be capable to be competent and intelligent.

So, this kind of perception can also motivate him can affect can motivate and can also facilitate the his cognitive functioning and learning. So, here the student self beliefs self belief or the self perception about his own ability intelligence and his and he can also think of how effortful he is and how capable he is that sense of self belief also helps a lot. Then growth mindset in the that that is the intelligence is malleable that is the student has the growth mindset he can he can he can believe that he can think that yes anything can be achievable any any difficult thing can be learnt any difficult thing can be achieved. So, provided I put my effort provided I work hard provided I you know I collect and explore the resources and prepare properly. So, that is the kind of growth mindset that the intelligence is malleable and success is related to effort level.

If the learner believes the student believes that 'yes I can do it provided I put my maximum effort I explore the resources I get the right directions and the guidance I I take the helps teachers' help all kinds of help'. So, this is a growth mindset growth mindset that means, being positive being hopeful and being effortful and think that nothing can be impossible everything I can achieve with my effort and effort hard work and learning resources. So, that is called the growth mindset how to how to develop this kind of growth mindset among this learner. So, to that means, always to be positive to be hopeful to encouraging them by encouraging them because you know all of us we have already discussed that a teacher's expectation influences the learners performance. So, here the teachers' expectation the teacher can all teachers' sayings teachers' motivation teachers verbal actions verbal interpretation verbal encouragement their praise their appreciation matters a lot. So, in this way they can motivate the learners to be growth oriented to be having the open mindedness to learn to be positive in daring to achieve anything by hard work.

The discussion of the growth versus fixed minded. So, the teacher can also have can also have a discussion open discussion in the classroom to explaining the learners that what is growth mindset what is the fixed mindset what are the differences and what we gain out of

growth mindset and what are the drawbacks of the fixed mindset what are the disadvantages all these things can be openly discussed. So, that learners can better understand their own learning processes and they can understand their own belief system they can rectify their self-perception. So, that also influences their academic success.

Then prior knowledge we have already discussed the prior knowledge past knowledge past experience life experiences all these things also affect the present learning. So, so, so that is because prior knowledge always influences the conceptual growth conceptual change of the students and that also matters a lot in the classroom situation. So, facilitating the conceptual growth that is where the childhood and the primary school that is where to facilitate the conceptual growth thus schema development the enriching experiences all this can also facilitate. However, this can however, we cannot control all the factors of the learners because the child that is entry level behaviors are there we through which we try to identify who can cope up with this new curriculum syllabus, but after that also as per their needs the format through rigorous formative assessment through mastery learning approach through practices through demonstrations through you know through learning by doing all these things that can also be enhanced.

So, limit limits of the stage theories now this has this has already we have already discussed that as per the Piaget's cognitive development different things happen as per the developmental stages, but that is not strictly followed because with the with the change changes with the social changes with the change changing generations abilities also that can fluctuate that can fluctuate.

So, it is not strictly that that as per the developmental stage only cognitive development takes place, but with the changing times with the technology advent of the technology that in social you know social change then exposure social exposure across globalizations and all kinds of the you know internet exposure all kinds of things these things this is these things the cognitive development can take place in a flexible mode. So, however, here Lev Vygotsky theory he is also theory is also developmental theory, but he says that as per his theory Vygotsky's theory the zone of proximal development and the critical role that interaction with those who are capable and Vygotsky says that his theory is primarily is called as social learning theory that with the with the socialization with the social the process of socialization social interaction etcetera the child also the child learns so many things and proximal development in the sense that zone of that means, from unknown to known how the child makes the progress from the unknown to the known that means, in the process of socialization in the process of social interaction in the process of classroom discussion that also facilitates the learning. So, to facilitate the learning so, similarly so, here the teacher has to design the instruction accordingly to first of all to map the learner's abilities their needs their strengths and weaknesses etcetera and accordingly design the instruction that utilizes different pedagogical approaches like scaffolding. Scaffolding means slowly guiding the learners like guiding the learners in the slowly scaffolded that the slow progress slow that means, unfolding the steps and slowly and gradually allowing the learners to be independent that is scaffolding. Differentiation how these two things how that similar kind of things even though it appears to be similar how they are different.

So, differ how to identify the differentiation and sometimes also differentials sometimes also forming the mixed ability grouping ability grouping then different you know depending on the subjects depending on the level of level of their abilities level of their competencies etcetera. For different subjects for example, different for example, for different subjects

science social science etcetera different ability groupings can also be done. Similarly scaffolding can be introduced then differentiation can also be done like individualizing the instruction as per their requirement. So, and another thing is that facilitating the learning context. So, facilitate the learning context like for example, after the learning when we generalize the concepts generalize the concepts or these are the basic principle how we are going to apply it in our life.

So, generalizing learning to new context is not always spontaneous, it has to be facilitated, it has to be demonstrated, it has to be advocated, it has to be you know verbalized verbally explained. So, like suppose after teaching something automatically assuming that the learners will apply it in the real life situation is actually is not possible every time. So, generalizing the learning to the new contextualize is not always automatic spontaneous in case of the learners, but we have to teach them as to guide them towards the how to apply it then by demonstrating it by the guiding it by facilitating them in and giving some examples practical examples some practical task some assignments. So, so that they can apply it in the different kinds of situation. So, facilitating the learning context to generalize the principles to the new learning situations.

So, these are some of the things then so, it also facilitates this kind of things also facilitates deep learning transfer of learning and generalizing the learning to the new concepts how to apply it and how to generate the potential solutions for the real life problems world problems. So, guiding them how to apply the thing and then going beyond applications like to think in the deep level like critical evaluating them then how the transfer of learning can be maximized then how to generalize to the new situation and if the new situation is not fitting into the framework then how to identify potential solution of the real world problem these are some of the practices some of the things can be taught. Then the practice and practice for the long term knowledge and skills etcetera definitely long term for the long term memory you know we have already discussed that how effectively they encode the learning materials and process it how like in the working memory you have already discussed the where in the working memory how they are exposed to primarily they are exposed to either in the visual code on the auditory code auditory language. So, and how they process it how to facilitate the working memory capacity to what are the strategies to be used. So, in this way we can practice through practice through exposure through different pedagogical innovation all these things can be strengthened.

So, their encoding process the information processing can be thoroughly done and then the material content can be retained in the long term memory. Now, formative assessment is already there. So, it helps the students in increasing the knowledge skills and confidence and you know distributed practice sometimes suppose their learning content is very difficult. So, instead of going it at a one take. So, we can distribute break it down into the some micro units micro subjects and micro topics etcetera.

So, in distributed practice also we can help them in understanding the thing and then trying to have a holistic view holistic perception of the whole situation how it links to other how all the units are interlinked etcetera to have a to give a holistic view of that subjects. So, through different time so, diverse practice of diverse pedagogical practices innovative practices can also make it possible. Open ended questions like for example, here the thing is that having the open ended question sessions the brainstorming then dialogue having the dialogue that means, that means, you have to that means, ignite the child's curiosity and mind to ask questions. So, that the instead of you know instead of just listening as a passive learner instead of

remembering instead of trying to reproduce it how the child can actively think can critically think and can also. So, that he can come up with the many questions asking questions that is also a skill how to instigate how to stimulate how to you know stimulate the environment how to ignite the interest of the learner to ask question to think critically to think diversely to think divergently.

So, that can also that can also that means, there in this process the every child can become a scientist like he can ask many question and he will try to he will try to analyze all the causes and effects and the factors and the etiologies and the all kinds of things and try to resolve the resolve the situations and the problems. So, in this process they can be also motivated they can be directed they can be guided for discovering the new problems or discovering the new problems from their own. So, that is discovery learning is also another approach. So, one is that guided discovery another is the open discovery like you can give them that you discover you identify your own problem your own problems in the any reality based problems any social problems and come up with the solutions. So, then we can have the discussion feedback yes definitely clear explanatory timely feedback is very important.

Clear feedback when it is being given after the test unit test or monthly test whatever it has to be very clear and explanatory by explaining why you have not successful why where have you failed where you could not answer properly where was the problem where your expression was not appropriate. So, explanatory giving explanation of with the like explanation of and with the giving a kind of sample answer kind of things and timely feedback timely usually quick feedback just after just after just after within a few days after the session after the test after the assignment etcetera. So, timely feedback actually helps the learner because they are just they have just remembered they have just finished the task and it is still there in the in the sort of memory working memory.

So, they remember. So, they can better understand it. So, timely feedback. So, rather we can say the immediate feedback in the short span of time then self regulation self regulation also assist in learning self regulatory skills can be taught like how the learner can become independent learner he can monitor his own learning and progress he can develop the mental learning meta cognitive skills mental learning skills and how he can regulate monitor his own learning behavior performance success and failure and regulate his own behavior. So, that is self regulatory skills he can he can frame he can manage the time, time management he can frame design a timetable for daily routine. So, he can prepare it and he can self check his own progress and self feedback method. So, that is all the self regulatory skills including attention proper giving the proper attention organizing the learning material noting it down self control planning and memorizing the strategies remembering the you know key words and well suppose for example, for example, while listening to while attending to the lectures and listening to the things along with the board work or the PPTs how if this simultaneously the learners make some notes or point notes that also helps in organizing his thought.

So, and later on he can when he can go through it in that home. So, he can strategically prepare it in the note in the notepad in a very comprehensive way. So, that enhances that enhances that improves the learning process because only listening to, but whereas, only listening to may not facilitate so much, but listening along with the actions like the noting it down and then repeating it again and again then going through the learning resources. So, multimedia content etcetera that will strengthen the learning and it can be. So, this kind of learning strategies can be talked to the learners explicitly that means, the teacher can demonstrate it can motivate it can clarify its benefits etcetera.

So, teacher can so, here the teacher can model the highlighting the difficult concepts also like suppose these are the these are some of the you know lessons or some of the difficult concepts difficult ideas difficult formulas are there how to break it down the large projects the difficult things into components and what are the heuristic that can help you what are the you know what are the key concepts what are the key concepts and how to reorganize like usually primarily usually in the science and the maths. How to solve the mathematical problems by dividing into different what are the easy methods what are the how to understand the different equations all these things can also be demonstrated by the learner by the teacher by highlighting the difficult concepts and breaking it down into the different sub concept and lucidly teaching them the solutions.

Similarly, creativity is also there specific methods of structuring the assignments to increase the creativity. So, how can we encourage how can you be stimulate how can we ignite how can you encourage the learners to be creative. So, always put the question like starting from the question will like put the question in such a way that the child is bound to think on his own think creatively instead of asking for any kind of reproducing any theory any model etcetera as it is as it has been taught or it is given in the book rather give some indirect questions where the child is bound to under pressure to think they are right on his own.

So, that actually slowly and steadily that makes it more innovative more creative more independent. So, there are also different specific methods of structuring the assignment how to increase creativity how to put the creative questions how to model this creative problem solving and again also you can also add it can also be added that in the classroom assignment student as a design research projects video projects demonstration some kind of the you know model building some you know some you know demonstration of different projects lab projects science projects that is that is there in the repository in some of the digital platforms all these things can also mobilize. That means, to keep on mobilizing them by giving the new ideas innovative ideas and asking questions and allowing them to work together on their own in different kinds of projects. So, motivation what motivates actually the students yes of course, we have already discussed then intrinsic motivation, but at the early stage in the initial stage like the school level etcetera initial stage definitely the children are not that means, too young to understand what is the intrinsic motivation, but they initially they may be motivated through rewards incentives external praise attention all kind of things the incentives, but slowly and steadily they can also be motivated towards the intensive motivation. So, and mastery goals as we have already done that means, one is the performance goal another is the mastery goal.

So, mastery goal always helps the learners in understanding in remembering the learning materials because it because it it has happened because of rigorous practice and with every practice the learner understands better. So, focused on the attending a new skills and or increasing some existing ability then we must also always focus on the mastery learning goals. So, with the mastery learning goals self fulfilling prophecy and what is called as a Rosenthal and Jacobson effect because these two authors they have researchers they have tried you know they have tested this thing hypothesis in research in the classroom context. So, this is the suggestion is that suggestion is that it is related to principle 11 the suggestion is that if the teachers all the teachers should be impartial, should be a democratic in their approach and the classroom environment should be democratic and they should give equal attention rather more attention to the you know low achievers and equally encouraging everybody and also and trying to you know in trying to collaborate and try to develop the collaboration and cooperation

among the among the learners to. So, that they can they can build their own teams heterogeneous team and work together in the team in the team platform so that they can learn better.

So, goal setting also we have already discussed that how to you know how to help them in in preparing the short term goal proximal goal short term goal specific goal and how the goal should be moderately challenging so that we can achieve it. So, this moderately challenging goals always motivates the learners and instead a long term goal may be there, but how to formulate the short term goals and how to translate the goals to be the specific objectives and objectives to the action plan all these things would be and should be done by the teacher and we have already I think we have already discussed all these things. So, now, in the next. So, here comes like the self efficacy competency towards the learner goals record of the progress intermediate risk takers all these aspects can be demonstrated these are very much related to achievement oriented students how to like how slowly as the children grow up. So, how to make them and not just the independent learner how to enhance the self efficacy their competency and how to again risk taking students to become intermediate risk taker like suppose they are venturing into a new domain new subject new or their new skill.

So, how much how they can calculate and the take them intermediate risk or little bit challenging task so that they can excel well perform well. So, now, and in the next class we will discuss about the socio emotional dimensions why are the social context interpersonal relationship and emotional well being are very important for the students. Because you know because besides the academic need we have already discussed the socio emotional needs which can be fulfilled through interpersonal relationship teacher student relationship emotional well being within the classroom. So, here the importance of relationship culture the learning community well being on learning foster how to foster healthy relationship social responsibility social skills and social perceptions all these aspects are to be talked to the learners in the process of classroom discussion and the socialization because socialization classroom socialization. So, this can also be an important one that we will discuss in the next class.

So, now, I am just closing it right now here. Thank you very much.