



FREEDOM EMPLOYABILITY ACADEMY
Free coaching for better jobs

ENGLISH PERSONAL SKILLS MOOCs

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Research Projects

The key challenge for FEA is training and mentoring of teaching staff. Other challenges include student engagement, data analytics, evaluating program outcomes and ongoing curriculum enhancements.

- 1) Teaching Staff - Review FEA staff training ecosystem to improve the performance and engagement of the teaching staff. Review of contemporary literature and international best practices to deepen the training experience and motivate trainees to be contributors as opposed to mere participants.
- 2) Teaching Staff - Review how learner-driven FEA classrooms are. Measure FEA classrooms along the continuum of teacher centered, learner centered and learner driven. Recommend interventions and strategies to move it along the continuum.
- 3) Non-cognitive Components of the FEA Learning Program - Evaluate the non-cognitive skill development components in the current program and conduct gap analysis.
- 4) Non-cognitive Components of the FEA Learning Program - Review and evaluate current FEA trainings, resources and practices to upgrade the pedagogical and non-cognitive profile of the FEA teaching staff enabling them to develop non-cognitive skills among the students consciously and consistently.
- 5) Recommend design framework/blueprint for measuring non-cognitive skills among staff and students. Identify research-based benchmarks for this measurement, evaluation strategies/tools and reporting mechanisms. If feasible, design the evaluation tool with FEA team, pilot it and embed it within the evaluation process.
- 6) Cognitive Skill Development in the FEA Learning Program - Evaluate the cognitive (and metacognitive) skill development components in the current program and conduct gap analysis. Examine its impact on the development of the non-cognitive skills.
- 7) Cognitive Components of the FEA Learning Program - Review and evaluate current FEA trainings, resources and practices to upgrade the pedagogical and cognitive (and metacognitive) profile of the FEA teaching staff enabling them to develop thinking skills among the students consciously and consistently.
- 8) Feedback and Metacognitive strategies. Test how well we provide feedback to students. Develop methods to ensure it is done consistently for all students and help students think about their own learning strategies and educational goals. A large portion of school / college age students skip our classes around the time they have exams in their schools. Can / should we be helping them beat these exams?
- 9) Recommend design framework/blueprint for measuring cognitive skills among staff and students. Identify research-based benchmarks for this measurement, evaluation strategies/tools and reporting mechanisms. If feasible, design the evaluation tool with FEA team, pilot it and embed it within the evaluation process.

- 10) Study and analyze the relationship between cognitive and non-cognitive skill development: Patterns of cognitive and non-cognitive skills development within individual students and how development of one impacts development of the other.

Relational impact of cognitive and non-cognitive skill development among teachers and development of these among students that they teach.

- 11) Curriculum analysis – identify and tweak those parts of the curriculum where students find themselves stumped. Set up a process to analyze student test scores on an ongoing basis to help identify weaknesses.
- 12) Measure Impact of Training - on quality of program delivery in the classroom; student performance, student attendance (by making learning an engaging experience) and others.
- 13) Assess efficacy of the FEA Planning-Teaching-Learning-Assessment loop; it's vertical and horizontal alignment across levels and centers.
- 14) Streamline Operations - Build dashboards for delivering timely diagnostic information to different levels of the organization so 80% of the students can graduate within the designed twelve month period.
- 15) Address experiential poverty - Disadvantaged students have had very few experiences and learning opportunities. Develop strategies to avail additional learning opportunities, by optimizing use of current resources and test their effectiveness. For example, from google.com/CulturalInstitute identify what experiences would enrich and benefit disadvantaged students.
- 16) Cooperative learning strategies. Develop and test methods for cooperative learning strategies for students in the existing FEA environment. Explore the impact of such strategies in developing collaborative approach to problem-solving.
- 17) Project -based Learning Experiences - Develop and test methods for PBL for students within the existing FEA environment. Map the PBL experiences to the existing learning outcomes of language, cognitive skills, non-cognitive skills and other components of the FEA program paradigm.
- 18) Develop FEA Alumni Program - To ensure Alumni do not lose the skills they have learned, maintain their connection with the learning centers/environment and engage with/contribute to learning of current students. Devise and design Continuing Education programs for the Alumni to be run during lean times in the centers.
- 19) Data Analytics - Measure student performance and evaluation scores against several parameters. Check time taken to graduate by cluster of class rooms / supervisors. Rank supervisors by student's learning outcomes. Identify clusters of centers that are above and below median performance.
- 20) Technology - Review the current technology penetration in the FEA program/operations, including adaptive learning and gamification. Advise/design broadening of the FEA eduscape to include technology strategically overcoming some of its contextual limitations.
- 21) Develop a method of providing career counseling on a mass scale to students from a low information background.
- 22) Evaluate the effectiveness of our program for its impact on employability within 5 years of graduation, for students who have completed their chosen formal education stream.

- 23) Compare FEA students with their peers who have not attended FEA for personality traits, other psychological markers and evaluate FEA program for its impact on lives and poverty alleviation.
- 24) Develop a program for Volunteers to come to our class rooms and spend time and be involved in various ways that would benefit their own personal development as well as aid our students in their learning.
- 25) Conduct a longitudinal study on the benefits/impact of the program to the various beneficiaries along the intended program objectives. What kind of an effect does the program have on students? It is an open-ended research project suggestion, but thinking about how to measure the “value-add” of this program on someone who graduates (versus someone who does not graduate or perhaps versus someone who never enrolls) would be very helpful.
- 26) FEA takes anyone who wants to learn, but students come in with different levels of English comprehension. Does this matter currently? If so, can the curriculum be better designed to accommodate students who are at different levels?
- 27) Scaling up the Freedom English Academy - Build a blueprint to attract and develop partnerships where either our curriculum can be replicated or we can be enabled to dramatically expand our reach. Are there similar programs taking place anywhere else in the world?
- 28) Long term retention of staff. What can be done to retain staff for five years and beyond?

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