

FEATURED SPEAKERS

LEAD FACILITATORS

EMPOWERING CLASSROOMS 2026

**SWEKSHYA
ADHIKARI**



**UMES
SHRESTHA**



**DIXIT
BHATTA**



**ABHILASHA
RAYAMAJHI**



**SARALA
KARKI**



**ANKIT
SHAH**



**SHIJA
PATHAK**



HOSTS

PRE-EVENT



May 23, 2026



King's College

MAIN EVENT



May 31, 2026



The Plaza, Lalitpur

EVENT REPORT

EMPOWERING CLASSROOMS 2026

101

PARTICIPANTS



May 31, 2026



The Plaza, Lalitpur

EMPOWERING CLASSROOMS 2026



20

INSTITUTIONS



May 31, 2026



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EMPOWERING CLASSROOMS 2026

PARTICIPANTS FROM THESE INSTITUTIONS

AKSHARAA SCHOOL
COLLABORATIVE SCHOOLS NETWORK
GLOBAL ACADEMY OF TOURISM AND HOSPITALITY EDUCATION
HETAUDA SCHOOL OF MANAGEMENT & SOCIAL SCIENCES
INSTITUTE FOR INTEGRATED DEVELOPMENT STUDIES (IIDS)
KAASTHAMANDAP VIDHYALAYA
KANJIROWA NATIONAL SECONDARY SCHOOL
KARKHANA
KATHMANDU INTERNATIONAL SCHOOL
KATHMANDU PRAGYA KUNJA SCHOOL
KING'S COLLEGE
KUSOED
NAVODAYA SCHOOL, HETAUDA
POLYGON COLLEGE OF MASS COMMUNICATION & JOURNALISM
SAATHI TEACHERS PROGRAM, HELP
SANSKRITI INTERNATIONAL SCHOOL
SOCIAL LAB NEPAL
TEACH FOR NEPAL
TEXAS INTERNATIONAL COLLEGE
TRIYOG HIGH SCHOOL



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CLASSROOMS 2026

Pedagogical Innovation for Meaningful Teaching & Learning



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OPENING REMARKS

Mr. Narottam Aryal, the President of King's College, officially welcomed the participants to the program. He also expressed gratitude and encouragement for taking an additional step to be better as teachers.



President
King's College



May 31, 2026



The Plaza, Lalitpur

EMPOWERING CLASSROOMS 2026

A DAY FULL OF

THREE THINKING SESSIONS

THREE FEATURED PRESENTATIONS
CLASSROOM CHARTER



May 31, 2026



The Plaza, Lalitpur

THINKING SESSION 1

WHY YOUR STUDENTS STRUGGLE (EVEN WHEN YOU TEACH CLEARLY)

This session challenged the assumption that poor understanding is always caused by poor teaching. Using the example of solving $3y = 18$, participants explored how students need multiple interconnected schemas—such as multiplication, variables, and the meaning of the equals sign—before they can understand algebra. The session highlighted the difference between novice “learning” and expert “thinking”, introduced the concepts of schemas and mental models, and explained the “curse of knowledge,” where teachers forget what it is like not to know something. The key takeaway was that learning problems often occur because students lack the necessary cognitive structures, not because explanations are unclear. The teacher’s core responsibility is to bring cognitive shifts in students and help them build schemas and mental models.

UMES SHRESTHA



May 31, 2026



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FEATURED SESSION 1

KIDS ARE NOT MINI-ADULTS: HOW ECD GETS TEACHING CHILDREN WRONG!

The session highlighted that children learn differently from adults because they are novice learners with limited prior knowledge, self-regulation, and motivation for academic tasks. It distinguished between biologically primary abilities (such as speaking, playing, storytelling, and social interaction), which children acquire naturally, and biologically secondary abilities (such as reading, writing, mathematics, and science), which require explicit instruction, practice, and scaffolding.

The key message was that while play and exploration are important, academic learning does not emerge automatically; effective teaching intentionally connects complex concepts to children's natural ways of learning through storytelling, collaboration, movement, and hands-on experiences.

In short, effective teachers recognize that children are not mini-adults and design learning experiences that build academic knowledge on top of children's innate cognitive strengths.

SWEKSHYA ADHIKARI



May 31, 2026



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THINKING SESSION 2

TRANSLATING SCIENCE OF LEARNING INTO CLASSROOM ACTION

The session focused on evidence-based learning strategies and challenged common learning habits such as highlighting and re-reading, which often create only an illusion of learning. Drawing on research by Dunlosky et al. (2013), the session showed that active retrieval through self-testing is far more effective for long-term retention.

The core message was that learning is strengthened not by repeatedly taking information in, but by actively recalling and using it—"input less and output more." Teachers were encouraged to design classrooms that promote retrieval practice and active thinking rather than passive review.

ABHILASHA RAYAMAJHI



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FEATURED SESSION 2

FROM PASSIVE LEARNING TO ACTIVE THINKING: MEASURING COGNITIVE ENGAGEMENT IN ADULT LEARNING

The session emphasized that meaningful adult learning happens when learners actively think, reflect, and apply ideas rather than simply listen. Through activities, classroom dilemmas, and learning frameworks, the session introduced the concept of Focused Mode (structured, analytical thinking using tools such as SWOT, Fishbone Analysis, 5 Whys, and concept mapping) and Diffuse Mode (creative, exploratory thinking through storytelling, role play, simulations, metaphors, and “what if” scenarios). The presentation demonstrated how educators can intentionally switch between these two modes to deepen understanding, encourage creativity, and avoid the “illusion of competence.” The central message was that cognitive engagement is strengthened when learners repeatedly recall, connect, question, and apply knowledge in authentic situations, ultimately leading to deeper mastery and more effective learning outcomes.

SARALA KARKI



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THINKING SESSION 3

HOW CAN TEACHERS BRING THE COGNITIVE SHIFT IN STUDENTS?

This session defined cognitive shift as the moment when a student's internal logic changes from a naive mental model to a refined one. Teachers were asked to identify students' existing misconceptions (naive mental models), understand why those ideas make sense from the learner's perspective, and then create a "collision" between the misconception and reality through questions, evidence, or demonstrations. Finally, teachers designed a plan to help students reconstruct a more accurate mental model. The session proposed three instructional steps: identify the naive model, create the collision, and reconstruct the refined model. It emphasized that students often struggle not because they know nothing, but because they confidently believe something incorrect.

UMES SHRESTHA



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FEATURED SESSION 3

CONTEMPLATIVE APPROACH TO TEACHING AND LEARNING

This session explored how educators can foster deeper learning by integrating mindfulness, self-awareness, reflection, and emotional regulation into the classroom. Through visualization exercises, reflections on nostalgia, meditation, and discussions on awareness and detachment, the presentation argued that learning is not only a cognitive process but also an emotional and reflective one. The session addressed concerns that teachers are not therapists, emphasizing that simple contemplative practices such as brain dumping, feelings labeling, classroom check-ins, and creative activities can support students' focus and well-being without requiring teachers to take on therapeutic roles. Drawing on research by Phan et al. (2022), Jha et al., and Davidson and Lutz, the presentation highlighted evidence that mindfulness-based practices improve attention, working memory, executive functioning, resilience, and emotional regulation.

DIXIT BHATTA



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CLASSROOM CHARTER

DESIGNING YOUR CLASSROOM

The Classroom Charter was the workshop's final reflection activity, designed to help the participants translate the day's learning into personal teaching commitments.

Participants were asked to articulate what they now believe about learning, what practices they will intentionally adopt, what ineffective habits they will stop doing, and what evidence they will look for to determine whether students are truly learning. The charter emphasized moving beyond simply delivering content toward creating cognitive shifts, identifying misconceptions, using evidence-based learning strategies, and intentionally designing learning experiences that help students build accurate mental models and deeper understanding.

REFLECTION



May 31, 2026



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EMPOWERING CLASSROOMS 2026

PRE-EVENT

30 PARTICIPANTS



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SCIENCE OF LEARNING

The pre-event session focused on the Science of Learning and the Cognitive Architecture of Learning, helping participants understand how students learn, retain, and apply knowledge.

It emphasized that effective teaching is not simply about delivering information but about building schemas, addressing misconceptions, and creating cognitive shifts in learners.

Drawing on evidence from cognitive science, the session highlighted the importance of active learning, retrieval practice, and structured instruction, providing a foundation for the discussions and activities that followed throughout the Empowering Classrooms workshop.

REFLECTION



May 31, 2026



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THANK YOU



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