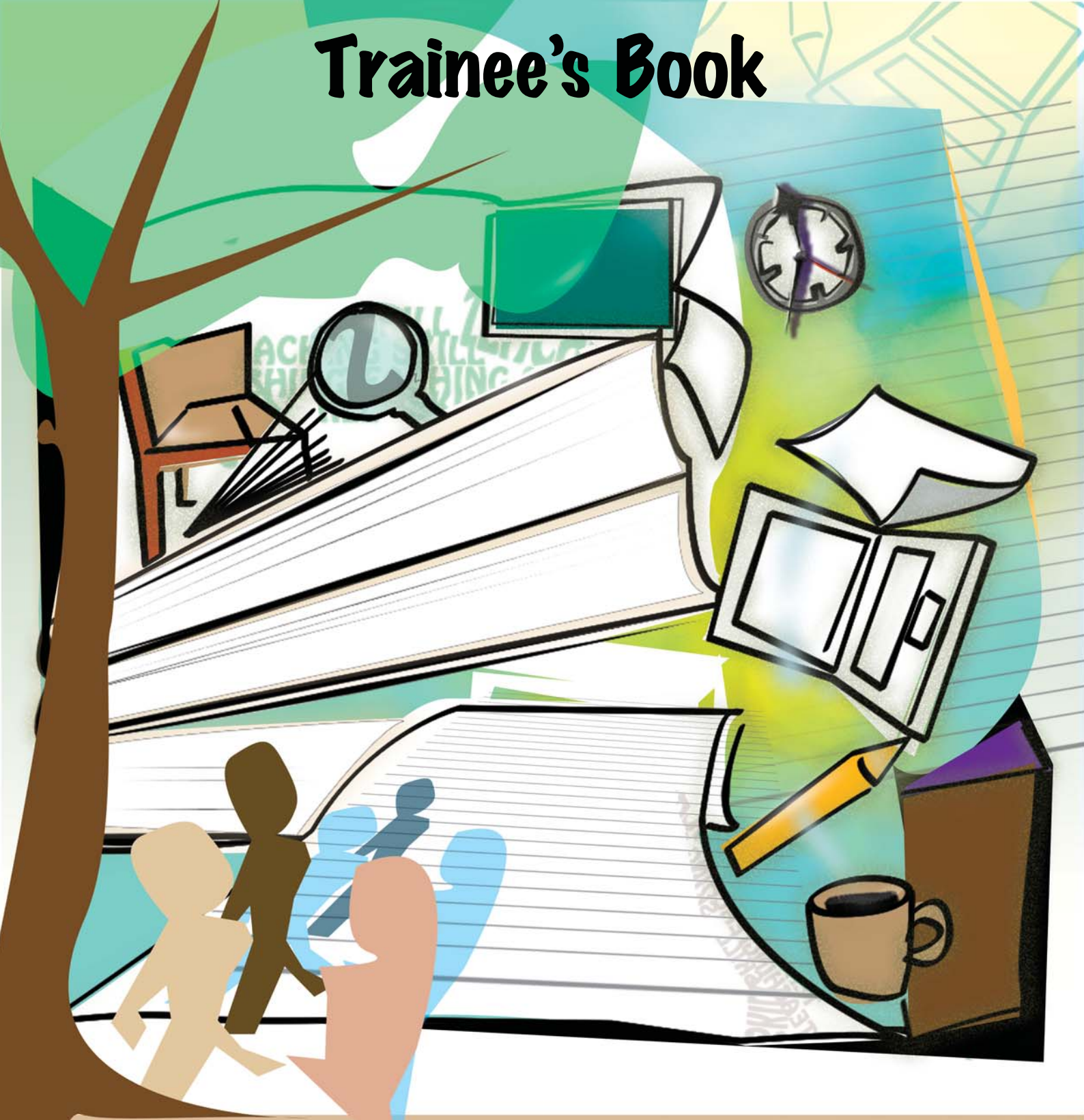
Trainee's Book



An Introduction to Teaching Skills

The Curriculum Project

This book is a general introduction to teaching skills for teachers and people who plan to be teachers.

To be a teacher, trainees will also need adequate subject knowledge for the subject they teach. Most of the ideas in this book can be used at all levels in schools. Trainees should think about how to use these ideas and methods in their subject and level while they are studying this course.

Acknowledgements

The Curriculum Project would like to thank colleagues and organisations who have helped in the development of this course. The Karen Refugee Committee Education Entity, World Education, Youth Connect and ZOA Refugee Care generously shared their materials, resources and ideas. Colleagues at Hsa Thoo Lei's Brighter Futures programme and at Mae La Senior School piloted the course and gave invaluable constructive feedback and additional material. Teachers attending The Curriculum Project's in-service training workshops have tried out exercises and given feedback.

Voluntary Service Overseas (VSO) provided support through a volunteer placement and funded the translation and production of this first edition. All of this support has strengthened this resource in many different ways. Any remaining weaknesses are our own, and we continue to welcome feedback in order to improve any future editions.

Contents

Unit 1: Teacher Roles and Responsibilities

Learning objective: At the end of this unit, trainees will be able to:
- draw on their own experiences to identify the qualities of a good teacher
- explain the teacher's roles and responsibilities

A. Thinking about teaching

My worst teacher

1. Think about the worst teacher you have had. Write down all the reasons why he or she was a bad teacher.

2. Work in pairs. Make a list of the weaknesses of bad teachers.

My best teacher

3. Think about the best teacher you have had. Write down all the reasons why he or she was a good teacher.

4. Work in pairs. Make a list of the strengths of good teachers.

Discussion: What makes a good teacher?

5. As a class, discuss what makes a good teacher. Make a class list of these qualities.

B. Knowledge, attitudes, behaviour and skills

1. Check your understanding. Match these words with the correct definitions:

i) knowledge *(n)*
ii) attitude *(n)*
iii) behaviour *(n)*
iv) skill *(n)*

a) how someone acts
b) information and understanding
c) ability to do something well
d) how someone thinks and feels

2. In pairs, look at the class list of qualities. Put each quality under one of these headings.

knowledge	attitudes and behaviour	skills

Can you think of more qualities to go under each heading?

A good teacher needs good knowledge, attitudes, behaviour and skills.

The qualities of a good teacher

3. Read this summary of key qualities. Tick those that are in the class list you made earlier. Add others from the class list or your table.

Knowledge

The teacher needs to know and understand:

- The subject to be taught
- How to teach the subject
- How to plan teaching and help students learn.

Attitudes and Behaviour

The teacher's attitude is:

- Positive and interested: positive about teaching, about the subject, and about the students
- Fair: does not have favourites in the class. Is interested in every student.

This is shown in the teacher's behaviour in the classroom.

- Praises good work and student effort
- Keeps calm. Is patient and helpful
- Does not get angry with students
- Treats students equally – does not treat some students better than others.

Skills

The teacher is able to:

- Plan: to give a structure for learning
- Teach: to make learning varied and interesting; to make learning relevant; to motivate students
- Manage learning: help students learn, and assess student progress
- Manage the classroom: to make sure all students are working well

Knowledge and Experience + Attitudes and behaviour = Classroom Skills

4. Check your understanding. Match these words with the correct definitions:

i) relevant *(adj)*	**a)** reason to do something
ii) motivation *(n)*	**b)** organising framework
iii) structure *(n)*	**c)** meaningful because related to life

The result of good teaching is good learning

C. The role of the teacher

The role of the teacher is to *guide, facilitate* and *manage* high quality learning for each student equally.

Key words

achieve *(v)*: succeed in
facilitate *(v)*: help, and make the task easier. A good **facilitator** (n) uses their skills to help students learn and achieve the task.
guide *(v)*: show people the way. A good **guide** *(n)* knows where to go, how to get there, and looks after the group with care and attention.
learning objective *(n)*: the end point of the learning; what the learning aims to achieve
task *(n)*: a job to do, or an activity with a purpose.

1. Read the text.

The role of the teacher is to guide, facilitate and manage high quality learning for each student equally.

To guide learning, teachers need to know what they are going to teach, and how they are going to teach it. They also need to watch every student's progress, to make sure that students achieve their learning objectives.

A good teacher is able to facilitate individual and group learning. They are able to interest students and motivate them to take part actively in lessons. They help students understand what they are learning by giving structure, and making learning relevant to the students.

To manage learning, the teacher has to plan. This means planning the whole course to give the overall direction. It also means planning what to cover week by week, to make sure that the students can finish the course in time. A teacher also needs to plan each lesson, so that every lesson helps students towards their learning objectives.

Managing learning also means that a teacher has to manage the classroom and make sure that all students are working well, and are not wasting their own time, or stopping other students working.

Finally, good teachers are also learners. They think about their teaching, about what worked and what didn't work. They are not afraid to try new things. They learn from their mistakes. The teacher who continues to learn, makes the work new and interesting both for themselves, and for the students.

To carry out this role well, and give all students high quality learning, a teacher needs the right knowledge, attitudes, behaviours and skills. They need to be able to use these qualities together to help students learn.

2. Answer the questions.

i. What do teachers need to know and do to guide learning?
ii. How can a teacher help students understand what they are learning?
iii. Make a list of the different things the teacher has to plan.
iv. What does the teacher have to do to manage the classroom?
v. Give two examples of how a good teacher is also a learner.

D. The responsibilities of the teacher

Any teaching contains different stages. A useful way of looking at these stages is to see them in a cycle. In a cycle, each stage leads on to the next, in a continuous way, and each cycle of learning builds on the one before. There are five key stages in the teaching cycle. The teacher has to work through this cycle in the right order, to give good quality teaching to their students. The cycle can apply to the lesson, the topic, or the whole course.

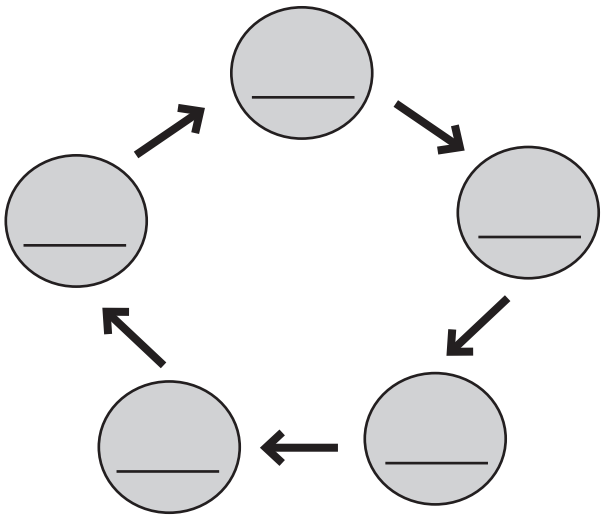
Key words

cycle *(n):* a repeating circle of events
stage *(n):* step or part of doing something

The teaching cycle

1. Here is a list of the stages of the teaching cycle. They are in the wrong order. Put them in the correct order in the diagram.

plan
assess
teach
evaluate
identify needs



Missing pieces

2. A teacher goes into the classroom.

Teacher: Right. Open your books at page 46.

Student: Sir, we did this last week.

Teacher: Did we? Ah yes, I remember. Ok then, page 52. Read the chapter and answer the questions at the end.

The teacher sits at the front, marking the homework of another class.

Half way through the lesson, a student asks a question.

Student: Sir, we need to look at a map to answer question 5.

Teacher: Do you? Mmm. You'd better leave that question out and go on to the next one.

At the end of the lesson, the teacher leaves the room, thinking 'That was a good lesson. The students were quiet and got on with their work'.

Do you agree with the teacher that this was a good lesson? Which of the five stages of the teaching cycle did he cover in the lesson?

The stages of the teaching cycle

In the story Missing Pieces, none of the stages of the teaching cycle were present.

3. Teach each other: Work in five groups. Each group discuss one stage of the teaching cycle.

- read the reading passage about your group's stage
- add your own knowledge
- answer the two questions below:
  - **i.** Why is this stage important? (e.g. Why is it important to evaluate teaching?)
  - **ii.** How can the teacher do this? (e.g. How can a teacher evaluate their teaching?)
- give examples of good or bad practice you have experienced
- report back to the class

Identify needs

A teacher should find out student needs so that you can plan your teaching at the right level for your students. With a new group, you will need to find out what they already know, the abilities within the group, and how they learn best. You should also get to know the students well enough to know what difficulties they may have which could make a difference to their learning. Identifying needs will help you plan your teaching. You will learn more about identifying needs in *Units 2, 3* and *8*.

Plan learning

Teachers need to plan the learning they are going to facilitate. Planning provides a structure in which each piece of learning builds on earlier learning. As a guide, you need to know where you are going. This means you need to know what subject content you are going to teach at the level of your students. This means you need to know *how* to teach the subject. It is difficult to guide learners well if you did not have a plan.

You have to plan at several levels. You need to design an outline plan of the whole course. You also need to plan each lesson in the course. Sometimes your planning will include designing learning activities and summary handouts for your students. You will learn about how to plan as you go through this course, and especially in *Unit 7: Planning*. Planning student learning will help you deliver successful lessons.

Teach

A teacher needs to have clear learning objectives, at the right level for the students. Then you can help students reach these objectives by the teaching and learning activities that you facilitate and manage. The teacher needs to use a variety of teaching and learning activities in every class, to make learning interesting and motivate students. A variety of approaches is also needed to help students with different learning styles and skills. You will learn more about this throughout the course, and especially in *Units 2-6*.

In the classroom, the teacher also has a responsibility for the welfare of the students. This includes making the classroom safe, and also thinking about the students as individuals. You will learn more about students as individuals in *Unit 3: Equality in the classroom.*

Assess learning

A teacher needs to know how well the students understand their learning. Students also need to know how they are doing, so that they can do the work needed to succeed. Regular assessment helps both teacher and student. Assessment does not always mean tests and exams. Giving feedback to students is a kind of assessment, and there are many others. Assessment helps you evaluate the success of your teaching. You will learn more about assessment and record-keeping in *Unit 8: Assessment.*

Evaluate teaching

A teacher needs to know how successful their teaching is, and learn from the things that go well, and also the things that don't go so well. You need to think about the lessons you give, and make a few notes about what worked and what didn't work. You need to look at student assessment results to see how they are progressing towards their learning objectives. You also need to get feedback from your students from time to time. Evaluation helps you identify student needs for the next cycle of learning.

Self-evaluation

What questions do we need to ask ourselves to evaluate our teaching?

4. Design a checklist that a teacher could use to evaluate their teaching after any class. This checklist is a list of points that make a good class, e.g.

- all students were interested in the lesson
- there was a variety of different learning activities

E. Practical task: Observation 1

Observe an experienced teacher in class. You should observe for about 45 - 60 minutes.

1. While observing the class, make a note of anything the teacher did that you thought was good and made the lesson interesting.

2. Discuss your observation. Give examples.

F. Assessment Task

1. Read the passages about the teaching cycle and the teacher's responsibilities on pages 5-7. Make a list of the key points under each heading.

2. Write one sentence for each heading saying why the teacher needs to do this stage, e.g..

The teaching cycle and the teacher's responsibilities

Identify needs

- ..... (point 1)
- ..... (point 2)

The teacher has to identify student needs because...

Unit 2: How we Learn

Learning objective: At the end of this unit, trainees will be able to:
- identify different kinds of learning drawing on their own experience
- explain different approaches to learning in the classroom.

The role of the teacher is to guide, facilitate and manage *high quality learning* for each student equally.

A. Thinking about learning

Learning in the world

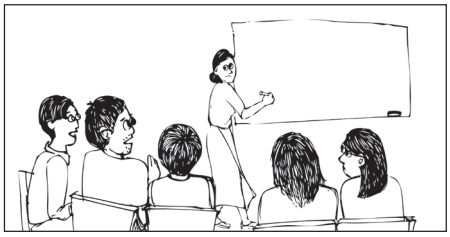
1. We have all learned many things in our lives. How did you learn the following things? Think about

- what did you do to learn ?
- who helped you, and how?

Make brief notes for yourself, and then discuss in pairs or small groups. Give examples from your own experience.

- the words to a song
- riding a bicycle
- water is wet
- sharing food
- not hitting people
- giving an opinion

2. Discuss these as a class. Make a class list of some of the ways we learn.



3. Discuss the following questions in groups:

- Which of these ways of learning happen in the typical classroom?
- Do some kinds of learning happen more than others in the classroom?

Give examples from your own experience.

Learning in the classroom

4. Discuss these questions in pairs.

i. What does a teacher mean by a *good student*? Does the teacher like students to be quiet and listen, or to ask questions? What does this tell us about how students are expected to learn?

ii. What kinds of *learning activities* happen in class? Think about the last lesson you had, and what you did. What does this tell us about how students are expected to learn?

iii. How much *interaction* is there between teacher and students? *Interaction* means two-way communication.

iv. What does this tell us about how students are expected to learn?

B. Approaches to learning

Three key approaches to learning

Key words

active learning *(n):* students learn by being active; discovering and thinking about their learning
passive learning *(n):* students learn by listening to the teacher and remembering information
theory *(n):* explanation of a system of thought
approach *(n):* way of thinking about something
focus *(n):* central point
method *(n):* way of working
interaction *(n):* communication between two or more people

1. Read the text. Which approach best describes your classroom learning?

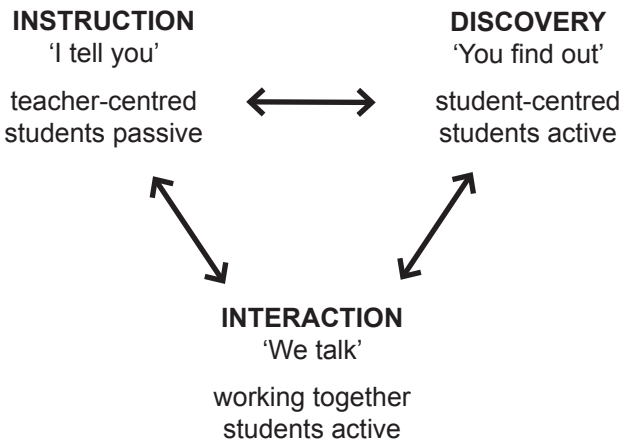
Theories of learning have developed over the years, and these have made a difference to learning in the classroom. Three key approaches to learning have been the most important over the past 40-50 years.

The earliest approaches focus on the teacher. The teacher gives the students information. Students listen to the teacher, and learn what they are told. A lot of learning is based on remembering, and repetition. Learning can seem unconnected to real life. This is a teacher-centred approach. Students are passive. This is the instruction method.

Later, approaches began to focus more on student thinking and understanding. Students explore the world around them, and develop their own understanding by thinking about what they are discovering, and making connections. Students are active. This is the discovery method.

More recently, approaches focus on the interaction between the students and the teacher. The teacher helps students develop their skills, knowledge and understanding by building on what they already know, and connecting learning to real life. Students work together, and are active. This method is about teacher and students working together.

These three approaches are summarised in the diagram.



2. Check your understanding: Write down an example from your own experience of each of these ways of teaching and learning.

Instruction:

Discovery:

Interaction:

My classroom learning

3. Read this list of learning activities. Think about your own learning in school, and give each item on the list a score of 1 or 2. Circle the answer that best fits your experience.

1 = happens a little **2** = happens a lot

	happens a little	happens a lot
Writing to dictation	1	2
Listening to the teacher	1	2
Copying texts from the board	1	2
Remembering facts	1	2
Repeating	1	2
Working through the textbook on their own	1	2
Asking questions	1	2

	happens a little	happens a lot
Discussing in pairs or groups	1	2
Discussing as a class, guided by the teacher	1	2
Trying things out	1	2
Answering comprehension questions	1	2
Answering open questions	1	2
Marking by teacher	1	2
Feedback from teacher	1	2
Practising skills	1	2
Making things	1	2
Finding things out (e.g. library or internet)	1	2
Experiment	1	2
Written exercises with right and wrong answers	1	2
Writing in own words (e.g. essays)	1	2
Case studies	1	2
Demonstration/ Observation (being shown)	1	2
Projects	1	2
Thinking about learning	1	2

4. In groups, make a chart with the following headings. Put each activity in a column.

Instruction **Teacher-centred** **Students passive**	**Discovery** **Student-centred** **Students active**	**Interaction** **Student and group-centred** **Students active**

Discuss your decisions with the class.

5. Go back to the scores on your own classroom experience as a school student. Which type of learning was the most used: *instruction*; *discovery* or *interaction*?

Summary

All these approaches to teaching have their strengths. In today's classroom, an interactive approach that also uses a variety of teaching and learning techniques from all three approaches, will help to make learning interesting, motivating, and relevant.

Example: Interactive Instruction

Instruction: Teacher explains clearly how something works, with demonstration or diagrams.

To make the explanation more interactive ...

a. The teacher asks questions, e.g. 'What do you think happens next?'

b. Students are encouraged to ask questions.

6. Practise interactive instruction: Read *Methods file A: Teacher Explanation*, and do *Supplementary Activity A: Teacher Presentation.*

C. Learning styles - How do I learn best?

So far we have looked at the different ways we learn, and some different approaches to learning. This section is about different learning styles, and what that means for teachers and students.

***Visual* learners learn through visual information, and remember how things look.**

***Auditory* learners learn through listening, and remember sounds and voices.**

***Kinaesthetic* learners learn through doing things, and remember actions and movement.**

Learning Styles Questionnaire: How do I learn best?

1. Below are 15 statements about ways of learning. Look at each of the statements and decide how much you agree with it. Score each statement from 1 to 5. If you strongly agree, score it 5. If you strongly disagree, score it 1. If you neither agree not disagree, score 3.

	disagree				agree
1. I listen to music while I work.	1	2	3	4	5
2. I learn best by watching someone else and practising.	1	2	3	4	5
3. To spell correctly I write it out first.	1	2	3	4	5
4. I remember how the pages of the textbook look.	1	2	3	4	5
5. I prefer the teacher to write comments on my work.	1	2	3	4	5
6. I learn best reading the textbook and handouts.	1	2	3	4	5
7. I often use my hands when I talk.	1	2	3	4	5
8. I can understand something more easily with a diagram.	1	2	3	4	5
9. I can remember the words to songs.	1	2	3	4	5
10. When I spell I see the word as I spell it.	1	2	3	4	5
11. I prefer the teacher to talk to me about my work.	1	2	3	4	5
12. I learn best by listening and asking questions.	1	2	3	4	5
13. I'd rather play sport than watch it.	1	2	3	4	5
14. I enjoy doing practical activities.	1	2	3	4	5
15. When I spell I say the words in my head.	1	2	3	4	5

2. Add up your scores according to this key:

Visual		**Kinaesthetic**		**Auditory**	
Question 4	_____	Question 2	_____	Question 1	_____
Question 5	_____	Question 3	_____	Question 9	_____
Question 6	_____	Question 7	_____	Question 11	_____
Question 8	_____	Question 13	_____	Question 12	_____
Question 10	_____	Question 14	_____	Question 15	_____
Total	_____	*Total*	_____	*Total*	_____

There are three different totals: one each for visual, auditory and kinaesthetic.

-The higher the score, the stronger your preference is for this way of learning.

- Most people use all three ways of learning to some degree.

- Many people have one or two learning styles that are stronger than the other(s).

What is your preferred style?

3. These words are all linked to human senses. Match the word with the sense.

i. visual	*hearing*
ii. auditory	*touching*
iii. kinaesthetic	*seeing*

4. Which learning style – visual, auditory or kinaesthetic - is most useful for:

- reading fast?
- typing fast?
- remembering someone's name?
- remembering a face but not the name?
- remembering memory rhymes?
- spelling their own language well?
- spelling English well?

Learning styles in action

Visual learners learn through visual information, and remember how things look. Teaching and learning strategies that support visual learning include:

- Diagrams; mind-maps; flow-charts; tables
- Lists with bullet points
- Colour-coding or use of symbols to show links
- Demonstration and observation
- Watching presentation using diagrams, pictures etc.

Auditory learners learn through listening, and remember sounds and voices. Teaching and learning strategies that support auditory learning include:

- Discussion; asking and answering questions
- Giving yourself instructions; hearing the words you are reading, in your mind
- Memorising by repeating key points to yourself
- Teacher lecture or explanation with student asking questions
- Student explaining in their own words in response to people's questions

Kinaesthetic learners learn through doing things, and remember actions and movement. Ideas need to be linked to the real world. Teaching and learning strategies that support kinaesthetic learning include:

- Exploring, experimenting and trying things out
- Spreading work and workbooks out round you; getting up and moving around
- Organising and categorising by moving things around (eg cue-cards)
- Real life, e.g. case studies; field studies
- Student explaining to others by showing them, or using diagrams.

5. In groups or pairs, complete these sentences.

i. All students learn differently. Therefore each student should ...

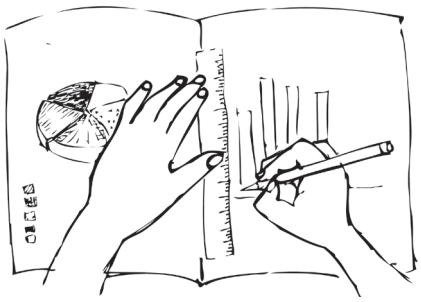
ii. Because students have different learning styles, teachers should ...

VAK – what this means for teaching and learning

- Learners can use their strongest learning style to help them learn, e.g. when revising.
- Teachers should use all three styles in their teaching to help all their learners equally.
- Teachers can help learners develop their less favoured learning styles, so that learners can use a wider range of study techniques.

VAK – what this means for teaching and learning

Hkun Seng 's grades were usually C+. His VAK scores showed he was strongly visual. He decided to change his study techniques to visual methods for only one of his four subjects. He would therefore see if it made any difference. He was delighted to get his first A grade in the subject in which he used visual methods. This year he will use the new techniques for all of his subjects. His lecture notes look like an art folder.



6. In groups, make a list of classroom activities that are useful for each learning style.

a. Each group does a different learning style. Design a poster using the information in this chapter, and your own ideas.

b. Put your poster on the wall. Look at the other groups' posters. Add information and ideas to other groups' posters.

c. Make notes of the best ideas.

D. Passive or active? Student beliefs about learning

Active students **take control of their learning. They want to understand and to find out more. They like to think and make sense of things. They will ask questions.**

Passive students **feel that learning is outside their control. They feel it depends on how clever they are or how good the teacher is. They are often quiet in class.**

1. a. Four places in the classroom represent *agree; strongly agree; disagree; strongly disagree.*

b. The teacher will read a student statement. Decide whether you agree or not.

c. Go to the part of the room that represents your opinion. Explain why you have this opinion.

d. Decide as a group whether this student thinks learning is active or passive.

Reflect: How might student beliefs about learning affect their progress?
What kind of student are you?

E. Practical task: Observation 2

Observe an experienced teacher in class for between 45 minutes and 1 hour.

1. While observing the class, make a list of everything the teacher and students do, e.g.

Teacher	Students
– presented topic – gave exercises from book – gave an example of exercise	– listened – worked in small groups

2. After the class, decide which approach to teaching was used most – *instruction, discovery* or *interaction*? Think of some examples of what happened in the class, to support your opinion.

Discuss your observations.

F. Reflect

1. Have we used all the learning styles in this unit? Write down at least one example of each:

i. visual **ii.** auditory **iii.** kinaesthetic

2. Have we used all the teaching approaches in this unit? Write down at least one example of each:

i. instruction ii. discovery **iii.** interaction

G. How we learn - summary

From this chapter we can make these points:

- We learn in many different ways.
- No single way of learning fits everything to be learned.
- Some ways of learning fit some kinds of skills better than others.
- People have different learning styles and preferences.
- It is easier and better for people to learn in a way that helps them understand.
- Understanding comes from linking learning to people's own lives, experience, and previous knowledge.
- Understanding comes from thinking about what you are learning.
- Practising is an aspect of all learning, since it helps skill development.
- The 'interactive approach' to learning does not replace the earlier approaches, but includes useful aspects of each.
- To deliver high quality learning, the teacher needs to work with all these things.

H. Assessment Task

Examples are what make general points real. Answer these questions to give examples of the summary points.

1. We learn in many different ways. Name three ways we learn:

2. No single way of learning fits everything to be learned. Name at least two ways of learning that are useful in the subject you hope to teach.

3. Some ways of learning fit some kinds of skills better than others. What is a good way of learning a practical subject? Pick one.

- **i.** Lecture and test
- **ii.** Drawing and questions
- **iii.** Demonstration and practise
- **iv.** Discussion and feedback

4. People have different learning styles and preferences. How can knowledge of learning styles be used by the teacher to support learning?

5. It is easier and better for people to learn in a way that helps them understand.

- **i.** Understanding comes from linking learning to people's own lives, experience, and existing knowledge. How did we do that in this unit?
- **ii.** Understanding comes from thinking about what you are learning. How did we do that in this unit?

6. Practising is an aspect of all learning, since it helps skill development. Give an example from your life or from school where practise developed your skill.

I. Further research

Find out a bit more about theories of learning.

1. Read the additional reading in the Appendix. This looks at another model of learning styles. It extends the VAK model, as it has a larger number of learning styles listed.

2. If you have internet access,

- **i.** Try an on-line questionnaire which adapts the VAK model: *http://www.vark-learn.com/english/page.asp?p=questionnaire*
- **ii.** Find study strategy helpsheets for learning styles: *http://www.vark-learn.com/english/page.asp?p=helpsheets*
- **iii.** Visit this summary website for articles on learning theory: *www.infed.org* .

Unit 3: Equality in the Classroom

Learning objective: At the end of this unit, trainees will be able to:
- explain key concepts in equality, and how they can affect teaching and learning.
- identify the main motivators for learning, and explain how to use this knowledge in your teaching.

The role of the teacher is to guide, facilitate and manage high quality learning for *each student equally*.

The idea of equality in teaching and learning is that no student should be at a disadvantage to other students. Of course, there are many disadvantages in the world, which can affect people's opportunities: for example war, displacement, poverty, physical or learning disabilities, and many others.

As a teacher we can't change the things that have happened to people, but we can treat all students equally in our classroom. We can also ask for equal opportunities in our schools, to make sure school rules are fair to everyone.

A. What does 'equal' mean in education?

1. Here are 8 pairs of students. In each pair, the students are different from each other in some way. Discuss in groups:

If you wanted to treat people equally in each pair, would you treat them the same or treat them differently, and how? Think about
- *should the teacher change subject / topic / content / materials?*
- *should the teacher change teaching methods?*
- *should the teacher behave differently towards one or the other?*

A	girl	boy	**E**	Buddhist	Christian
B	visual learner	auditory learner	**F**	orphan	has parents
C	fast learner	slow learner	**G**	lazy	hard-working
D	Karen	Burman	**H**	can't see well	can see well

Equality in the classroom is about being fair to everyone. To be fair to everyone does not always mean treating people in exactly the same way. If students have different needs, then we need to think about how to help with their individual needs.

2. Here are some key words when thinking about equality in teaching and learning. In groups, use the cue cards to match the meaning with the word, and the example(s).

	meaning	examples
entitlement		
equality		
diversity		
inclusion		
differentiation		

3. Once you have agreed on the arrangement of all the cards, discuss how far the examples happen in your school or your community. Report back on your results.

Keep your own record of the meaning and examples, and add to your examples as you go through this course, and think of new ones.

B. Case studies: Inclusion issues on the border

1. In pairs or groups, read these stories from students and teachers on the Thai-Burma border. Choose one, and discuss:

i. What issues of equality and inclusion are raised by these quotes from students and teachers on the border?
ii. What you would do as a teacher to improve the situation?

2. Report back.

Either Roleplay. Pairs present your ideas for improvement through a short role play between the student and the teacher in the case study.

Or Give a short presentation on your case study to the class.

a. student

I have to look after my two younger sisters on my own. One of them is disabled, and needs a lot of help. I can't always get my homework done. The teacher is not helpful.

b. student

I get bored in class. The teacher is too slow, and he never asks me to answer. He always asks the weak students and embarrasses them when they don't know the answer.

c. teacher

Many students aren't motivated. They don't see a future. They attend, but have little interest in study. They're only interested in English and computers.

d. teacher

Some students don't understand Burmese, especially those who grew up in camp, so teachers try to explain again and again. Students must try hard and listen to the teacher.

e. student

I am a new student. I was punished by the teacher because I could not understand the Sgaw Karen language. I speak Pwo Karen. He made me run round the school five times.

f. student

My parents are worried because they can't afford the school uniform. I only have one uniform. I don't know what we are going to do.

g. student

I am the only Muslim student in my class. I want to go to this school because it is a good school, but I feel a bit of an outsider.

The teacher should create an inclusive classroom, by considering individual needs.

C. Motivating every student

Key words

motivation *(n):* desire to do something
motivate *(v):* encourage the desire to do something
de-motivate *(v):* discourage the desire to do something
motivator *(n):* a reason that encourages the desire to do something

To learn well, students need to be motivated. Motivation means students want to learn. We saw in Unit 2 that practise is an important part of all learning. If students are not motivated, they may not do all the practise they need to develop their skills. Why do some students appear motivated, and some not? What can the teacher do to help student motivation? We want all our students to be motivated, so that they all have an equal chance to succeed.

Here are some reasons why students might want to learn. From your experience, which reasons do you think will motivate students most?

1. Put these motivators in order from the most important to the least important.

_____ This will be useful to me in future
_____ The topic/subject interests me
_____ I find learning activities fun
_____ I'll get into trouble if I don't learn
_____ To get the approval of the teacher
_____ To get the approval of my classmates
_____ To get good exam results
_____ To get the approval of my parents
_____ I feel good about myself when I am successful in class

2. When you have put them in order, discuss in pairs and see what similarities and differences there are between your answers. Report back to the class.Your answers will depend on your own experience, so there are no right or wrong answers.

Research shows, however, that in general, two types of motivators are stronger than others.

Success as a motivator

Here are two students, starting out together.

Student A	**Student B**
The teacher sets a task for the class.	The teacher sets a task for the class.
Student A gets good marks.	Student B gets poor marks.
The teacher praises the student.	The teacher says the work is not very good.
The student feels good about themselves.	The student feels bad about themselves.
The student continues to get good marks.	The student continues to get poor marks.
The teacher thinks 'This is a good student'.	The teacher thinks 'This is a weak student'.
The student thinks 'I like this and understand it'.	The student thinks 'I will never understand this'.
The student feels motivated and works hard.	The student feels demotivated and stops trying.

Student A has a cycle of success, which is helped by the teacher's praise and opinion that *this is a good student*. Student A is motivated by their success. Student B has a cycle of failure, which is helped by the teacher's lack of praise and opinion that *this is a weak student*. Student B is demotivated by their failure.

Helping students succeed

What changes can the teacher make to help Student B succeed, and increase motivation? The teacher can help the student break the cycle of failure by:

• **Small steps:** Break a big task into smaller steps so that most students can achieve something. This is an example of differentiation.

• **Early feedback:** Walk round the class to see how students are doing. Comment on the first step of slower students early on, and in class.

• **Extra help:** Make a group of the weaker students and give extra help.

• **Praise:** Praise what is good. Be specific - effort; tidiness; good ideas; accuracy; speed, etc.

• **Advise:** Give specific advice about next step so the student has something to aim for.

Result: The teacher thinks '*this student needs small steps and more help*.' The student thinks '*I can do this'* and keeps trying.

3. Look at the case study on the previous page, and think of ways the teacher could help Student B succeed.

i. Discuss in groups, and make a poster, chart, cartoon or drawing to show the changes.
ii. Show your poster / chart / cartoon / drawing to the class and explain the changes.
iii Make a *good practice checklist,* using one or two words for each point to remind you, and remember to use it when planning and teaching.

Remember: Strong students and weaker students need to be kept busy and learning. The whole class should not go at the pace of the slowest. Differentiation is about keeping all students active.

Stretch stronger students, e.g. give more difficult tasks; have more difficult learning objectives; give extension activities.

Making lessons interesting

4. As a class:

i. Discuss - What is the most interesting part of today's lesson so far?
ii. What made it interesting?
iii. Draw a mind-map to show what made it interesting.

checklist
-
-
-
-
-

iv. Make a good practice checklist to use when planning and teaching.

So to motivate all students, the teacher must:

- Make sure that all students experience success.
- Make learning interesting by linking it to real life, and making it active and varied.

Plan and deliver a motivating learning activity.

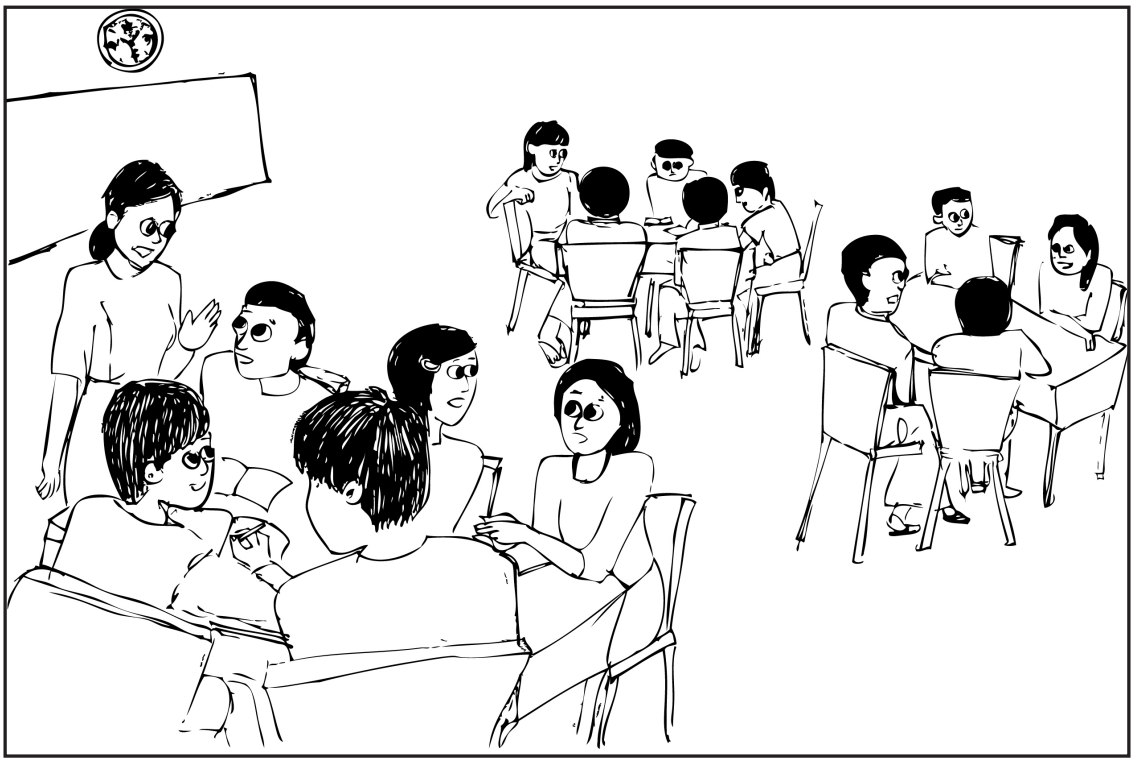
5. Plan a short learning activity (10 minutes), which is motivating and interesting to all students.

i. Work in groups of three - six people who teach the same subject area. Decide on a small topic you are going to teach, and the grade of your students.

ii. Plan a learning activity to introduce the topic. Use the checklists you made in section D to:
- Make the activity interesting
- Plan for all students to have some success.

iii. Teach the learning activity to the rest of the class.

iv. Feedback: Look at the motivation checklists. How many points did the activity use?



D. Practical task 3: Interview

Interview a teacher. Ask what they do to help both strong students and weak students in a class. Make a list of what they do.

E. Equality in the classroom - summary

From this chapter we can make these points:

- Equality in education means that all students are treated equally in the classroom.
- To treat people equally, we need to think about their individual needs and differences.
- Difference should not mean disadvantage.
- A good teacher can increase the motivation of all students.
- A good teacher makes sure all students can experience successful learning
- A good teacher makes learning interesting by linking it to real life.
- A good teacher makes learning active and varied.

F. Assessment task - Differentiation

Read the list of teaching strategies that help differentiation in the chart below.

- In column 2, tick if this has happened in the teaching of this unit.
- If so, write down an example from this unit in column 3.

Teaching Strategy	√	Example
1. Have clear learning objectives. All learning activities should help students learn. Be clear what your learning objectives are for every lesson. Make sure the students know too, so they know what you expect from them.	√	Learning objectives are described at the beginning of unit.
2. Use different learning styles. Ensure that you have a variety of learning methods in every lesson, which will help all your students learn - visual; auditory and kinaesthetic.		
3. Use pair and group work. Students learn from each other. All students develop their thinking skills.		
4. Variety. Change activities during the lesson – this will maintain interest and motivation.		
5. Use graded activities. Make use of graded activities. For example, break down more complex tasks into smaller steps, or make materials at different levels of difficulty (e.g. cue cards for language practice roleplays.)		
6. Plan extension activities. Aim your lessons towards the middle of the ability range, but make sure that you have extension activities for the stronger students, which challenge them but are achievable.		
7. Walk around. Know how your students are doing by walking round the classroom. Listen to group work; check that students understand; look at individual work; praise success and give advice.		
8. Success for everyone. Make sure that everyone is able to achieve something, even the slower students. Use small steps; praise the successes of group work, which includes all group members.		
9. Give advice. Where you want students to improve, give specific advice about what they need to do.		
10. Praise both achievement and effort. Praise should be genuine, and say exactly what was good about the work or behaviour, e.g. effort; good ideas, improved behaviour. Be specific.		
11. Equality and inclusion. Think about the whole person for issues of equality – gender; ethnicity; religion/culture; learning abilities or disabilities; home language / language of instruction; home circumstances.		

G. Further Research

Read the text on *Maslow's theory of motivation* in *Additional Reading and Research.*

Unit 4: Teaching for Learning

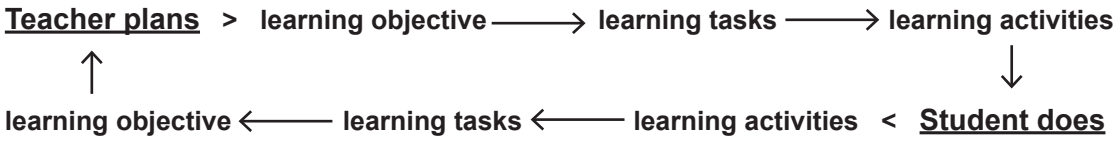
Learning objective: At the end of this unit, trainees will be able to:
- explain some ways of developing thinking skills
- apply this to your teaching

The result of good teaching is good learning

A. Learning objectives, tasks and activities

What do we want our students to learn? Learning is not just remembering and repeating. students also need to be able to think and do. The starting-point for planning teaching is to have clear learning objectives. This is the case whether you are planning a whole course, one lesson, or a single activity in a lesson. This helps you in your role as a guide to know where you are going. The first question you ask yourself is:

What do I want students to be able to do as a result of this lesson (or course or activity)?



We already know that we learn in different ways: by observing, copying, practising, experimenting and so on. However, we also learn at different levels of thinking skills. One useful way of looking at learning objectives was developed by BS Bloom in the 1950s. This gives a structure of the skill levels that we need to fully understand what we learn, and make sense of it in the world. It is still widely used today to help teachers think about learning objectives, and how to use them to set tasks that develop their students' skills.

Bloom's skill levels

1. Here are Bloom's six skill levels. They are in the wrong order. Put them in order from lowest skill level (this is done for you) to highest.

Knowledge: Remember specific information

Evaluation: Assess and make judgments

Analysis: Make sense by seeing patterns or investigating parts of the whole

Comprehension: Understand information

Application: Do something after being shown how

Synthesis: Use knowledge creatively in new situations

higher level skills

1.

2.

3.

4.

5.

6. Knowledge

lower level skills

2. Check your answers on the chart.

- Column 1 in the chart shows the levels of thinking.
- Column 2 shows examples of the skills needed for that level.
- Column 3 shows examples of the questions and tasks the teacher sets, to develop skills at that level.

If your answers were different, don't worry. There will be more activities in this and other chapters to help you understand the different levels.

Bloom's structure of educational objectives

Note: you do not need to learn all the words and examples in this chart. It is more important that you understand the skill levels, and the key words.

higher level skills

lower level skills

	skills required	questions and tasks
evaluation	Assess and make judgments, e.g. - compare ideas - verify the value of evidence - make choices based on reasoned argument	*What do you think?* How + adj e.g. *How effective..?* *Why?* *discuss assess evaluate decide justify recommend judge prioritise verify*
synthesis	Use knowledge creatively, e.g. - bring together knowledge from different areas - solve problems - draw conclusions - predict; have new ideas	*Can you...?* *What do you think?* *What would happen if..* *Why?* *plan predict create design imagine devise solve*
analysis	See patterns that can be used to solve problems e.g. - cause and effect - organisation of learning - recognition of implications	*Why? What?* (applied to underlying patterns and possibilities) *analyse distinguish investigate compare and contrast*
application	Apply learning to situations e.g. - use methods, concepts or theories with different examples	*How?* *use demonstrate calculate develop illustrate apply choose*
comprehension	Understand information e.g. - understand meaning - interpret facts - understand methods	*What? Where? When? Who? Which?* (to demonstrate understanding) *.....in your own words* *explain identify classify summarise interpret*
knowledge	Know specific information, e.g. - remember dates, events, places - know major ideas - know subject matter	*What? Where? When? Who?* (facts) *describe define list find state name*

B. Learning tasks

Students need to develop skills at the higher levels of learning, so they can make sense of the world around them. People 'make meaning' by thinking about experience, seeing connections between things, and having ideas about the way the world works. The learning objectives, activities and tasks that teachers plan, should help them do this.

In some schools and classrooms, a lot of learning stays at the level of *knowledge* and *comprehension*. Teachers can help their students towards a higher level of learning by developing more difficult tasks that

- build on the lower level skills, and;
- build on what students already know.

This helps students connect their new learning to their existing learning, and make sense of the new. The higher levels of learning apply especially to older students, but even young children learn to make sense of the world around them through play and exploration - and thinking.

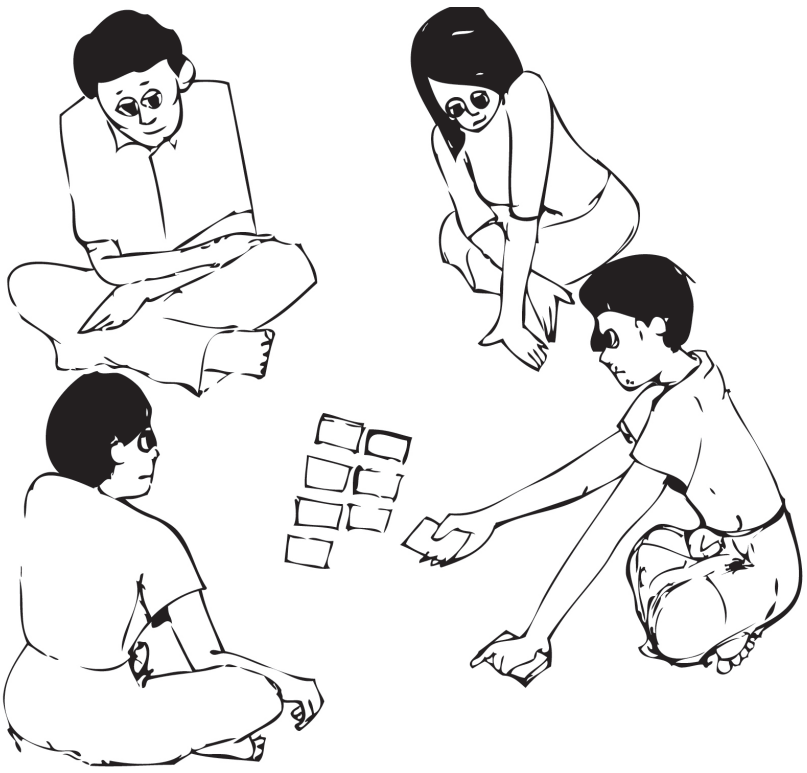
We will learn about designing learning objectives in more detail when we look at course and lesson planning. For now, we will focus on learning tasks and learning activities.

1. **Mix and Match.** Work in groups. Each group has a set of cards: 6 large cards (Bloom's levels) and a set of small cards (learning tasks). Mix up the small cards, and give them out between the group members.

   i. Groups put the large cards of Bloom's levels in the correct sequence.
   ii. In turn, group members take one of their small cards. The group discusses each task, and agrees on the level of learning. Put the card in the agreed level.
   iii. When you have finished, go and have a look at what the other groups did.
   iv. If you notice a difference between your results and another group, ask the other group why they put that task at that level.
   v. Then think about whether you agree or not, and why. Do you want to make any changes to your group's answers as a result?

2. **Review.** Which skill levels were you using to do the mix and match activity? Think about the mix and match activity. It had 5 tasks (numbers 1-5 above).

   i. What level of thinking did each task support?
   ii. Discuss as a class.
   iii. Mark your own work. How did you get on?



C. Writing learning tasks

1. Write a task for each level in Bloom's structure, using a question or task word from the right column of **Bloom's structure of educational objectives** from task **B.1**.

i. Write these tasks for the subject/topic and the grade or level of students you are teaching (or will be teaching).

. **ii.** When you have finished, exchange your work with a partner, and review each other's work. Give each other feedback. Tell your partner what is good and what could be improved in these four areas:

- *There is one task at each skill level.*
- *Tasks are all related to your partner's teaching subject.*
- *All tasks are at the right level for the students' grade/level.*
- *The tasks are clearly written and you can understand them.*

iii. Make changes. If you think your tasks could be improved, make changes.

iv. Put some examples of your tasks on the wall. Look at other trainees' tasks.

Here are some examples for geography or environment, for high school or adult students:

Knowledge: Name three kinds of animal in south-east Asia whose survival is threatened.

Comprehension: What is the meaning of 'survival' in this context?

Application: Choose one threatened species and explain how it is threatened.

Analysis: Analyse the main reasons for the threat to elephants in Thailand.

Synthesis: Design a proposal to help protect elephants in Thailand.

Evaluation: How successful are current elephant conservation efforts in Thailand?

Note:

- The higher skill levels include the lower ones! For example, in order to **evaluate** the success of conservation efforts, you will also need to be able to **list** and **describe** types of conservation project with examples before **analysing** and evaluating success.

- Tasks at higher levels do not have to be difficult, but students will have to understand and think in order to do them.

D. Learning activities

1. Brainstorm. Use a learning task at the level of analysis or above. Brainstorm as many ideas as you can for things students could do to complete the task.

See *Methods file G: Group work for brainstorm technique.*

Brainstorm Rules

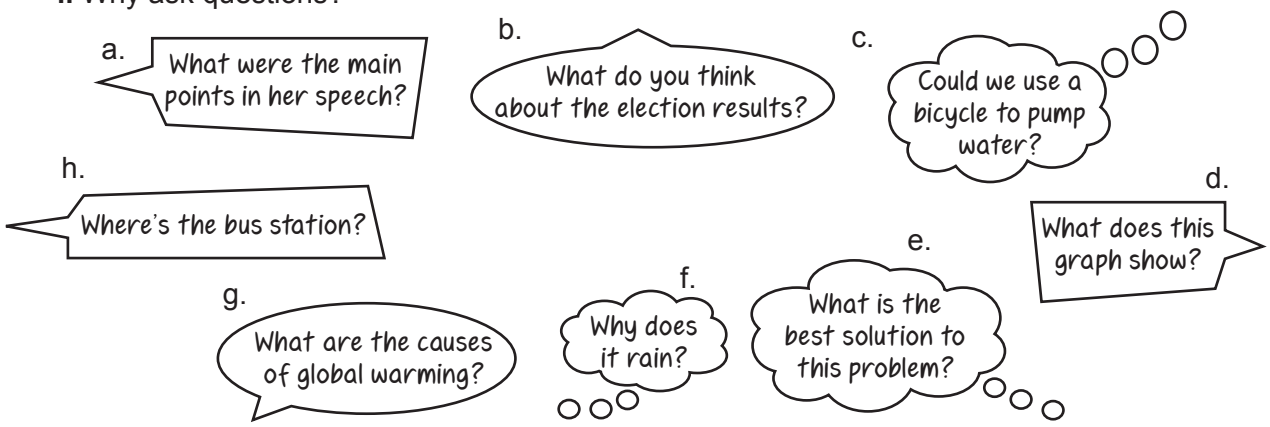
- all ideas are valid
- quantity not quality
- no judgements
- encourage creativity

2. If you teach or plan to teach primary or middle school, read the Additional Reading for Chapter 4.

E. Using questions

1. Discuss in groups or as a class:

i. Why ask questions?



ii. What level of thinking do you need to answer these questions?

2. Making Questions.

Read the text. After reading:

i. Which levels in Bloom's structure are the discussion questions Q1 and Q2?

ii. Write questions based on the text for each of the other four levels in the structure. For ideas about different kinds of questions, see *Methods file C: Open and closed questions.*

Forests in Danger

All around the world people are logging a lot of trees. Indonesia for example has lost 45% of its forests since 1950, and is currently cutting down about 2 million hectares per year. Unfortunately, people usually don't think carefully before they cut down a tree. They think only about the money when they sell the wood. If we think carefully about trees we can see that they are important because of all the things we get from a forest.

A forest is a home for many different animals, plants and mushrooms that we can eat. Some plants can be used for medicine. We can also find honey in the forest. We can collect all these things for ourselves. Or we can trade or sell them for other things that we need like rice or clothes.

Even more important is the role of forests in maintaining the ecology of the world. Trees take in carbon dioxide, and give out oxygen, the biggest part of the air we breathe. They are also very important for the water that we use. The streams in the forest are usually clean and cool. After the forest is gone, a stream can dry up because there aren't any trees to protect it from the sun.

Forests also help to keep the soil healthy. Falling leaves make new soil, and the roots of trees hold the soil together. Without forests, soil can be washed away by the rain. Without soil, the ground cannot soak up rain, so water runs away more quickly, and more floods happen. There is not enough water in some places, and too much in others.

In the past there were lots of trees. Now we are using modern technology and we are logging quicker than before. Often, people don't plant new trees after they cut down the old ones. Now there are a lot of areas where there aren't any trees.

Discussion: Q1. *What is going to happen if logging continues to increase?*
Q2. *Do you think logging should be controlled? Why / Why not?*

Asking questions using *Wait Time*

Wait time

The teacher asks the question, then waits for 3 seconds (count slowly to 3) before choosing someone to answer.

3. This exercise needs to move quite quickly. If you don't know the answer to the question, say so. The focus here is to practise asking questions, not answering them.

See *Methods File B: Why Ask Questions?* for more information.

i. Stand in a circle. In turn, trainees go into the middle of the circle and ask one of their questions on Forests.

ii. The trainee uses *Wait Time* (waits 3 seconds) before choosing someone to answer.

iii. The chosen trainee answers the question with a short answer.

iv. That trainee then goes into the centre of the circle and asks one of their questions, and so on, until everyone has asked a question.

4. Choose three techniques from *Methods File B: Why Ask Questions?* that you think are useful. Write a sentence for each saying why.

F. Practical task: Observation 3

1. Observe an experienced teacher in class for 45 minutes - 1 hour. Before you observe, make a larger version of this chart:

time	teacher does	students do	level of thinking skills

While observing the class, make a note in your chart of

- time spent on each activity
- what the teacher does
- what the students do
- the level of thinking skills needed

2. After the class, **analyse** the lesson by looking at the information on your chart.

time	teacher does	students do	level of thinking skills
10 mins	presented topic	listened and answered questions	knowledge
20 mins	gave task in coursebook	worked in pairs	knowledge, comprehension

3. Evaluate. What does this tell you about the lesson? Make one or two judgments based on what you have observed:

e.g. - Did the teacher change learning activities regularly? *(time column)*
- What did the teacher do to help student learning? *(teacher does column)*
- Were the students active? *(students do column)*
- Were higher levels of thinking skills used? *(level of thinking column)*

Discuss your observation with the class.

G. Summary

- Learning means to develop thinking skills as well as subject knowledge.
- Thinking helps connect new learning to existing knowledge, and make sense of it.
- Learning objectives state what we want students to be able to do as a result of their learning.
- Higher level learning tasks help students make use of what they are learning.
- The activities you plan to achieve learning objectives can be very varied – but remember why you are doing them – will students learn something?
- Questions make people think.
- Questions work at different levels of thinking skills.
- Teachers should design some questions at higher levels to encourage student thinking at different levels.

H. Assessment task

1. Review the learning tasks you wrote for **4 C: Writing learning tasks**. Do you think these are good tasks for your subject?

Write them out for the trainer to review, making any changes that will improve them.

2. Choose two tasks, at different levels of thinking, and briefly explain what the students would do to complete them. Here are two examples based on the question on **4 C**:

Comprehension: What is the meaning of 'survival' in this context?
(5 minutes)
1. Students write an explanation then compare with a partner, and agree on an explanation.
2. Teacher asks class using wait-time
3. Brief discussion and agreement.
4. Write agreed explanation on board

Analysis: Analyse the main reasons for the threat to elephants in Thailand.
(25 minutes)
1. Class brainstorm on all the reasons they can think of for threats to survival of species
2, Student or teacher writes ideas on whiteboard
3. Teacher asks which of these apply to elephants, and rubs out any that don't
4. Teacher asks are there special problems for elephants that we have not listed, and adds these
5. Class agrees the list of threats [If students have access to internet, they can check this]
6. Teacher confirms list and adds any additional information
7. Groups order list from highest threat to lowest
8. Individual students write their analysis

Unit 5: Group Work

Learning objective: At the end of this unit, trainees will be able to:
- explain the uses of group work
- apply them to their teaching

The result of good teaching is good learning: teachers and students working together.

We learned in Units 2 and 3 that students:

- learn better when they are active
- are more motivated when they are active
- learn better and are more motivated when the learning is linked to real life

In Unit 4 we learned that teachers:

- need to be clear about what they are teaching and why (learning objectives)
- need to set tasks and questions that help students think about, and make sense of what they are learning

Teachers and students work together. The teacher sets tasks and activities which guide student learning, discovery and thinking. Thinking develops understanding. One of the ways in which learning is made active and interesting and motivating is working in groups.

A. Using group work

In this section you will identify examples of group work used in this course, and then analyse the advantages and disadvantages of group work.

1. **Review:** As a class, discuss which of these methods we have used in this course. Complete the chart together on the board.

grouping	used?	example
individual		
pair		
small group (3-4)		
large group (5+)		
whole class		

2. What is group work good for? What are the different group sizes good for? What are some of the problems with each group size?

   As a class, discuss and write down the advantages and disadvantages of working individually.

3. In groups, copy and complete the chart:

grouping	advantages	disadvantages
individual		
pair		
small group (3-4)		
large group (5+)		
whole class		

Each group presents one section of their chart to the class, and discuss any points of interest.

Keep your own record of advantages and disadvantages of each grouping.

4. Discuss the questions:

- Why is it important to know when it is a good idea to use group work?
- Why is it important to use different types of group work?

B: Setting and managing group work tasks

In this section you will learn about organising and classifying information to make sense and be useful. You will do this by designing a diagram to show the information in a clear way. For more information on this, see *Methods file D: Charts and organisers*.

1. Look at this checklist of good practice points for setting and managing a group work activity. The points are in mixed order.

In groups of 3, order the points. There is more than one correct answer.

prepare materials
give an example
summarize the learning
students make a note of key points
know what you want students to learn
plan the activity
give advice if needed or asked
give clear step by step instructions
visit each group and check understanding
add missing learning points
put students in groups
ask if there are any questions
set a realistic time limit
visit each group and check progress
groups report back
decide how groups are going to report back

2 Put the points into categories. An example of a category is ‘planning’ or ‘preparation’. Make a diagram that shows the order and the categories.

3. Go around the class and look at other groups’ diagrams. Use this information to improve your own diagram.

Make your own record of your group’s final diagram.

4. Discuss:

i. Why is the order (sequence) important?
ii. How do categories help?

C. Forming groups

Forming groups is part of the skill of using group work. Here are some different ways you can form pairs or groups.

Pairs

a. Choose a partner.

b. Work with someone you haven't worked with yet (or today, or this week).

c. Move on to another person / Talk to three different people.

d. Pyramid: After pair work, combine two or more pairs to do group work.

Groups

e. Get into groups of 4 or 5 - people choose their own group.

f. Number round the room – e.g. 1, 2, 3, 1, 2, 3. People with the same number work together.

g. All people sitting on the left / wearing green / whose name starts with A - E, etc.

h. Teacher groups people of the same ability level together.

i. Teacher groups people of different ability levels together.

j. Pyramid: Two small groups combine to form a large group.

1. In pairs, discuss which of these ways of forming pairs or groups would be useful in the situations below. Present your ideas in groups or to the class.

Choose at least two ways of forming pairs or groups from the list above, or using any other ideas you have. Explain why these approaches will help with this situation.

i. More than half the students in your class do not speak in class discussion.
ii. Some students find the level of the work difficult.
iii. When you ask students to work together, they always work in the same groups.
iv. Three students dominate class discussion.
v. You're afraid that group work takes too much time.
vi. You know that one or two students tend to be left out of social groups in the class.
vii. Some students are bored. You think the work might be too easy for them.
viii. Four students always sit together at the back of the class and don't pay attention.

2. Think of another situation where group work is useful. Tell your partner about it.

D. Research: Reporting back from group work

Reporting back from pair and group work is an important part of the learning process.

1. Think about the reporting back you have done in this course.

i. Why is it useful?
ii. What skills have you been practising when you have reported back?

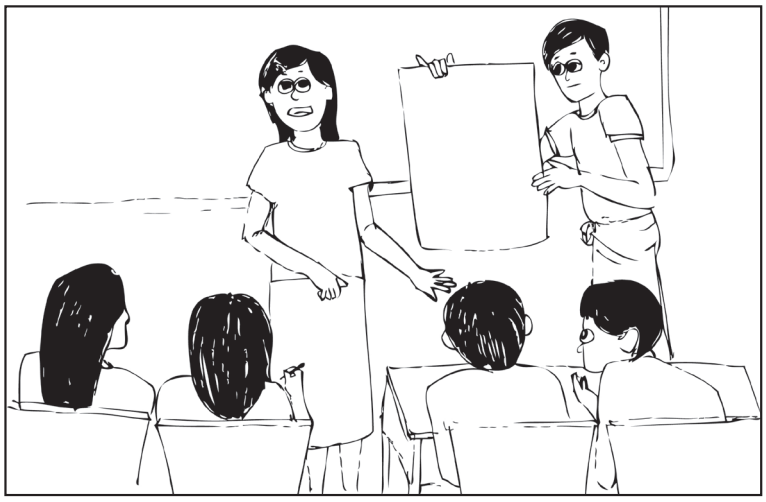
2. Teach each other. Work in six groups. Each group has one of the cards.

Research your topic, and prepare how you will report back. Make your reporting back an example of good practice.

Topic 1: *Why report back from group work?* **a.** Brainstorm **b.** To find out more, read the next page **c.** Summarise main points **d.** Plan to report back - use questioning techniques See *Methods file: Why ask questions?*	**Topic 2:** *What is good reporting back?* **a.** Brainstorm **b.** To find out more, read the next page **c.** Summarise main points **d.** Plan to report back - use a diagram See *Methods file: Charts and organisers*
Topic 3: *Verbal methods* **a.** Brainstorm **b.** To find out more, read about explanation in *Methods file: teacher explanation* **c.** Summarise main points **d.** Plan to report back - use a verbal method	**Topic 4:** *Visual methods* **a.** Brainstorm **b.** To find out more, read about *Charts and organisers* in the *Methods file.* **c.** Summarise main points **d.** Plan to report back - use a visual method
Topic 5: *Action methods* **a.** Brainstorm **b.** To find out more, read *Methods file: Active methods in the classroom* **c.** Summarise main points **d.** Plan to report back - use an action method	**Topic 6:** *The role of the teacher* **a.** Brainstorm **b.** To find out more, read the next page **c.** Summarise main points **d.** Plan to report back - use a process chart See *Methods file: Charts and organisers*

3. Reflect:

- Have you reported back from group work yet? If not, think about doing so, next time there is a group exercise.
- Have you reported back for your group several times when others have not reported back at all? If so, think about suggesting one of your classmates reports back next time.



Guidelines on reporting back

Why report back from group work?

- information and thinking is shared in the whole class
- students develop confidence
- students practise speaking skills
- teacher checks understanding
- teacher can ask further questions to develop whole class discussion
- teacher can add information
- teacher can summarise learning points so students know what they have learned

For information on questioning techniques, see *Methods file: Why ask questions?*

What is good reporting back?

- summarises key-points or main arguments
- does not include everything everybody said in discussion
- well-organised (order; headings or categories; charts)
- has visual support, e.g. board; newsprint; diagrams; demonstration
- shows the group's opinion
- does not express only the reporter's opinion

For information on speaking techniques, see *Methods file: Teacher explanation*

The role of the teacher in reporting back

a. Manage reporting back time:

- set and keep to time-limits, e.g. 2 minutes for each group
- ask for 1 - 3 key points from each group (not everything they discussed)
- after the first group has reported, ask other groups only to report new points that have not already been made
- **Teach each other** - give different groups different tasks so each group's reporting back is different.

b. Make sure every student has a turn at reporting some time.

- keep a record of who has done verbal reporting back as you go along
- when you ask for the group's report, say which student is to give it
- choose someone who hasn't done it before, or someone who hasn't done it recently

c. Confirm learning and understanding

- ask more questions if needed
- add more information if needed
- summarise learning points

For information on organising diagrams, see *Methods file: Charts and organisers.*

Class discussion is a kind of reporting back.

Group work can prepare students for class discussion.

E. Design a group work activity

You are going to teach the topic 'Forests' to a Standard 8 class. Your resources are *the reading passage in Unit 4; your students; yourself.*

Your learning objectives are that students will be able to:

- *analyse the main problems with logging*
- *present this analysis in an organised way*

1. In small groups, design a pair or group work activity that will help students achieve the learning objectives. Read *Methods file G: Group work*, and *D: Charts and Organisers* for ideas.

2. Present your activity to the class.

3. The class votes for the activity idea that best meets the learning objectives.

F. Practical task: Observation 4

1. Observe an experienced teacher in class for 45 minutes - 1 hour. Before you observe, make a larger version of this chart:

time	teacher does	students do	strengths and weaknesses

While observing the class, make a note in your chart of:

- time spent on each activity
- what the teacher does
- what the students do
- the strengths and weaknesses of each part of the lesson

2. After the class, **analyse** the lesson by looking at the information on your chart. What makes a good lesson? Think about the good and less good parts of the lessons you have observed. Make a good practice checklist for a good lesson.

G. Summary: some benefits of group work

- Group work is active
- It involves thinking about and making sense of new information
- It is a form of guided discovery with tasks set by the teacher
- It allows thinking or preparation time
- Students learn from each other
- Shy students are more likely to say something in pairs or groups
- Teacher can summarise and ensure that learning points are understood

H. Assessment task

Write a short paragraph about a real classroom situation where some students do not participate. This can be a class you attend now, or remember from school.

Describe the situation, choose two or more ways of forming pairs or groups to help with the situation, and explain why you have chosen these methods. Which you would use first, and which later, and why?

Unit 6: Resources

Learning objective: At the end of this unit, trainees will be able to:
- map available resources for subject area
- make creative use of limited resources in their subject area

To make learning interesting to the students, it is useful to have a range of resources. A lot of schools have very few resources, and very little money to buy new equipment or learning materials. This means that teachers have to make the most of what they have got.

Key words

Resources *(n):* things that help teaching; teaching aids
Materials *(n):* teaching aids such as coursebook; map; DVDs, library books, stationary
Equipment *(n):* teaching aids such as whiteboard; photocopier; computer

A. Research Project on Resources

Work in groups of 4 - 6 to find out about resources. Each group member should focus on a different area: space; equipment; materials; library; people; computers.

This research project on resources has four stages. Here is a summary of the stages.

1. Collect information
2. Summarise information
3. Analyse information
4. Present your findings

1. Collect information

Think about your experience in your last school. How many people had to share a textbook? Do students have access to computers? How often?

i. Make a checklist you can use to collect information.
ii. Talk to a teacher about the resources they have in the school.

If you do not yet teach, try to talk to a teacher who teaches the subject you are planning to teach at the level or grade that you plan to teach.

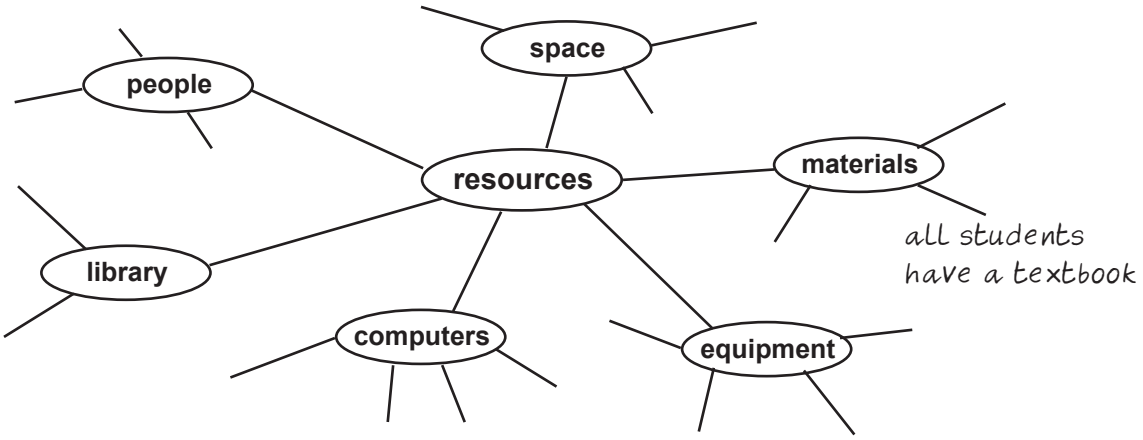
There is an example checklist on the next page.

resource	details	notes
classroom		
tables and seats	none	
	fixed tables and chairs	
	moveable tables and chairs	
boards	black/whiteboard	
	can students use it?	
wall display	none	
	maps, posters	
	student work	
electricity	none	
	sometimes	
	reliable	
equipment		
audio/visual	can students listen to audio?	
	can students watch film?	
computers	how many?	
	can students use?	
	internet?	
	multimedia learing resources?	
specialist as required	e.g. *science equipment for science classes, toys for young students, etc.*	
materials		
coursebook	teacher has only copy	
	students share copies	
	students have own copies	
supplementary	e.g. *English language listening materials for English class*	
stationary	does teacher have enough?	
	do students have enough?	
library		
books	how many books?	
	do students borrow books?	
	are the books useful?	
reference material	*encyclopedias, dictionaries, atlases* etc.	
people		
	other teachers	
	students as resource people	
	people from community	

Add or adapt this checklist for the class you are describing.

To find out how the resources are used, ask one or two more questions. Some examples are given in the checklist, and you should also ask one or two questions of your own. Write other useful infomation in the notes coloum.

2. **Summarise information.** Make a mind-map of what you found out. You should have at least 2-3 points for each topic. One example (for 'materials') is given.



3. **Analyse information**

   i. Decide on the key points from your summary.
   ii. Decide how good the resources are for the subject and level/grade.
   iii. Decide which is the biggest resource difficulty the school will have to deal with.

4. **Present your findings.** Plan a short presentation. There will not be time to say everything you found out, so you will have to choose the key points.

   i. Show your mind-map
   ii. Summarise key points
   iii. Evaluate how good the resources are in this school for your subject
   iv. Explain which is the biggest resource difficulty.

5. Reflect and discuss in groups or as a class. What have you learned from doing this research activity?

B. Making the most of limited resources

1. In this activity you will explore different ways of making the most of limited resources. The trainer will set up four different activities in different part of the classroom. The topic of the activity is *Using Research as a Resource.*

   Work in four groups. Each group will start with one of the four activities. Each group has 10 minutes to complete the activity, and then moves on.

2. Report back to the class. Discuss the advatanges and disadvantages of this technique as a teaching method.

C. Making the most of the textbook

1. Compare and contrast. Work in In groups of 3-4. Each group should have at least one copy of 2 different textbooks for the same subject.

Compare the two approaches, and think about these questions:

- What ways are they similar to each other?
- What ways are they are different from each other ?
- What do you like about each?
- What do you dislike about each?
- Which is more motivating /interesting and why?
- Which is the better resource for learning and why?

Present your group's opinion in class discussion.

2. Case studies in problem solving.

Here are a number of problems that teachers have. Discuss their situations in pairs. Suggest some active teaching and learning strategies these teachers could use.

a. I only have one geography textbook for the whole class, so I read it out loud. Students write it down in their notebooks, and then learn it.

b. The English in the textbook is much too difficult for the students. I tell them to read it for homework so that they can look the words up in the dictionary.

c. The students read through the 9th standard history textbook chapter on their own in class. Then they write the answers to the questions at the end of the chapter. Then I mark them.

d. I have an English coursebook but no audio. The text of the audio is only in the teacher's book, so we have to miss out the listening exercises.

e. This is the science book I had in school. I am a very experienced teacher. It was good enough for me, and it is good enough for them.

f. I think I use active methods. When the students have read the chapter, I ask them questions to test their understanding.

g. The 6th standard science book gives information with drawings, but there are no questions. I make up questions about the information for the exam to test what students remember.

h. To teach students how to draw a hand, I copy a drawing onto the whiteboard, and the students copy my drawing.

D. Make your own learning activity

1. Think of a textbook you use, or will use when you teach. This could be from Burma, the border or one from another country. Discuss:

- Does this textbook promote active learning?
- If not, what can you do to make learning more active?

2. Use active learning methods to make the most of limited resources. In pairs or small groups:

i. Choose a topic from a textbook.
ii. Choose a suitable active method to teach the topic, e.g. questioning; group or pair work; roleplay; categorising; sequencing; survey; field work; creative project. For more information, look up your chosen activity in the *Methods file.*
iii. Plan the first 5 -10 minutes of the lesson: introduce topic; give instructions; start activity
iv. Deliver your planned lesson to the class.

E. Practical task: make a resource

1. Work in pairs or groups of people who teach the same subject and level. Make a teaching resource you can use in your classes.

i. Think about the different ways you can use word or picture cards.
ii. Decide on the learning objective you want to teach.
iii. Make an activity or game to teach the objective, using word or picture cards.

Here are some ideas - but do use ideas of your own in your subject if possible.

- Make a map with cards to label countries; states; main physical features....
- Make roleplay prompts for language practice, e.g. a menu and picture cards of food for practising ordering a meal
- Make cards to match words and meanings

For other uses of word cards, see *Methods file: Charts and Organisers.*

F. Summary

- When you have limited resources, you have to make the most of what you've got.
- Share resources through workstations.
- Share resources though group work.
- Use research as a resource. Notice that you have resources all around you - outside; other people; maybe a library in the school.
- Use active learning methods as a resource.
- Make your own resources for activities.

G. Assessment

1. Read *Methods File D: Charts and Organisers.* Make a chart or mind-map showing:

a - categorising
b - ordering and ranking
c - processes

2. Write down ways you can use these methods in teaching your subject. Be specific. Write at least two ideas for each of **a, b,** and **c**.

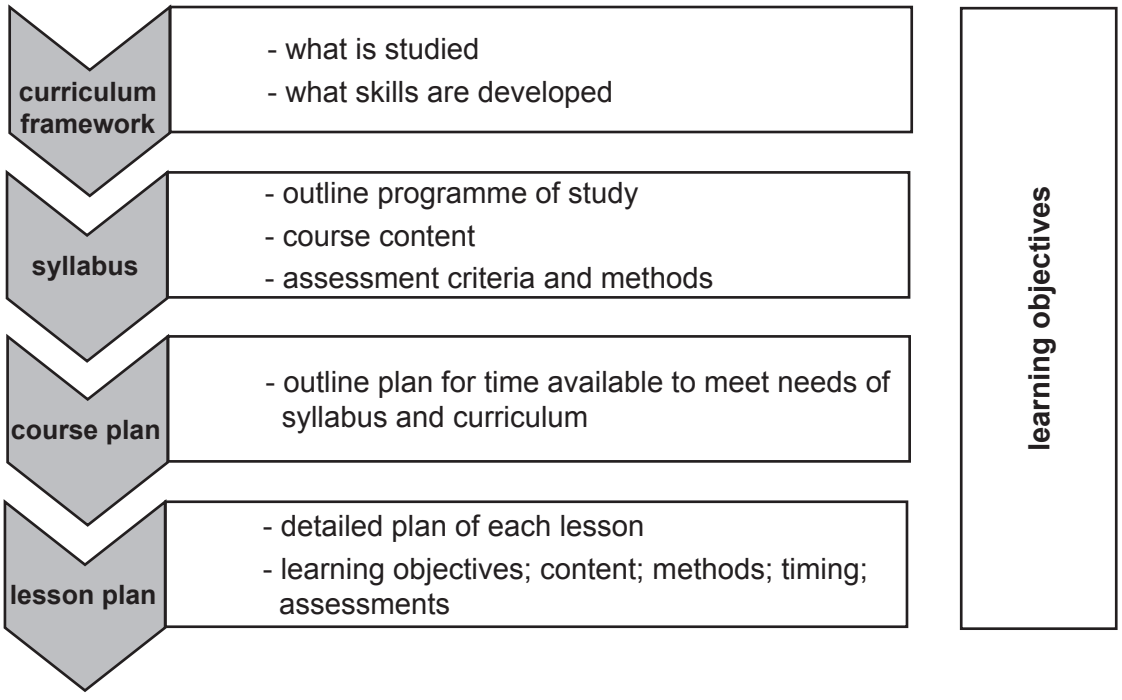
Unit 7: Planning

Learning objective: At the end of this unit, trainees will be able to:
- write a course plan
- plan a teaching and learning session which meets the needs of individual learners
- choose and use appropriate resources and teaching / learning activities to engage and motivate students
- reflect and evaluate the effectiveness of own teaching

In this course so far we have looked at how we learn. We have also looked at teaching methods through experiencing and practising different kinds of group work and related learning activities. Now we are going to begin to put these things together in planning and delivering our lessons.

A. Course planning

Planning happens throughout an education system.



Curriculum framework: what is to be studied, and what skills should be developed through learning. The curriculum is developed by or for educational institutions or classes.

In many parts of the world, school curriculum is now determined by or on behalf of the government: sometimes to control information; and sometimes to make sure that students have equality in what they are learning.

A national curriculum means that everyone in the country has the same opportunities to learn the same skills. There is often a core curriculum with additional choices of subject or level.

Syllabus: an outline programme of study;

The syllabus selects information from the curriculum framework and makes a programme of study. It shows the learning objectives for the course; the topics and level. The syllabus does not tell the teacher how to teach the course.

Course plan: an outline plan for the whole course.

This is developed by the teacher. It shows how the teacher plans to cover the syllabus over the time they have.

Lesson plans: a detailed plan of each lesson.

Lesson plans are developed by the teacher. Lesson plans include learning objectives; content; teaching and learning activities; timing; and assessment of progress.

Learning objectives: what students will be able to do as a result of learning.

Learning objectives are developed at each planning level. Usually the teacher will develop learning objectives for their lessons, and sometimes for individual students or groups of students.

1. In either camp or migrant schools along the border, who is responsible for the development of the curriculum and the syllabus in:

   i. primary schools?
   ii. high schools?
   iii. post-secondary schools?

   What are the strengths and weaknesses of this situation for the students?

2. Summarise the class discussion. Write brief notes of the important points.

	Strengths	Weaknesses
Primary		
Secondary		
Post-secondary		

The challenge to teachers on the border

In many schools where there is limited curriculum planning, the curriculum is set by the coursebook. This means that many teachers feel they have to teach what is in the coursebook, and nothing else. Very often this stops them thinking about more active ways of teaching. As a result the teaching can become boring. The challenge to today's teachers on the border is to begin to develop active teaching methods to engage and motivate students, while using traditional resources.

Remember, teaching starts with learning objectives: what is it that students will be able to do as a result of their learning with you?

B. Developing a course plan

Stage 1: The outline

In this activity you will plan a course outline which covers all the material in the time allowed, and plans for a variety of different ways of learning.

1. The first step is to create a rough plan to cover the course material in the time available. You can make changes when you develop your more detailed plan later.

Here is the contents list for a coursebook on the environment.

i. In groups, make a week by week plan to teach these topics over 20 weeks at 2 hours per week. Use large paper if possible.

Include: *at least one field study; one project; time for review and revision; and time for assessment.*

ii. Display your plan. Go round the room looking at each other's plans.

iii. As a class, discuss similarities and differences between the plans.

iv, Make a note of what you think is the best course outline, and why.

Environment Issues

Stage 2: The course plan

After you have made a course outline, the next step is to develop this into a course plan. The course plan adds more detailed information to the course outline. Whether your subject is topic-based or skill-based, or a mix of both, you need to think about:

- the students' learning objectives
- active teaching and learning methods to deliver the learning objectives
- teaching and learning methods that take account of the resources you have available

The course plan should cover at least one semester.

For developing the course plan, you will need a curriculum, syllabus or coursebook to use. If you have access to one already in use, use that. If you work, or are planning to work, in a situation without a curriculum or syllabus, use the main coursebook used in your subject area and level.

2. Use the curriculum, syllabus or coursebook to design a course plan for the first three weeks in one subject. This plan is for a new class - you have never met these students before.

Work individually or in pairs or groups. Use a form like the one on the next page .
Use all the headings.

Teacher: **Subject:** **Level:**	**Number of lessons:** **Course hours:** **Lesson times:**
Aim:	**Key resources:**

Date	Learning objectives	Activities	Resources
Week 1	The student will...	What will you do? What will the students do?	What resources do you need?
Week 2			
Week 3			
Assessment:			

3. Feedback.

If you worked individually or in pairs, give your work to another student or pair for their feedback. Give feedback on each other's work.

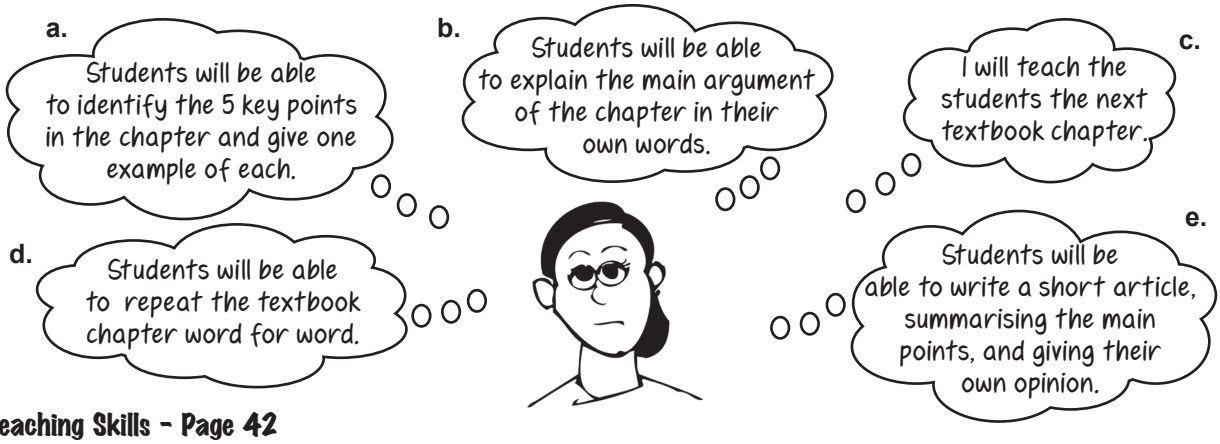
If you worked in groups, chose a way of presenting your work to the whole class for questions and comments.

After you have given and received feedback, see if there is anything you want to change in your course plan to improve it.

C. Writing learning objectives

Many teachers start out thinking about what they are going to teach. Writing learning objectives helps the teacher to think about what they want the students to learn. Once they know what they want students to learn, they can think about how to teach it.

1. Look at these objectives. Which ones are focused on student learning?



2. Think back to Bloom's educational objectives. What level of thinking skills is needed for each of the objectives?

3. What difference would these different learning objectives make to how the teacher might teach the subject?

What makes a good learning objective?

4. In pairs, read these 7 learning objectives and answer these questions.

i. What subject is each objective written for?
ii. How good are these learning objectives and what is wrong with the poorer ones?

At the end of the class.....

a. Students will be able to use a computer

b. Students will be able to multiply simple fractions

c. Students will be able to ask and answer 8 simple questions in English about their studies

d. Students will know the simple present tense in English

e. Students will be able to find, open, change and save a document

f. Students will be able to understand arithmetic

g. Students will be able to draw and label the parts of a flower, and describe their functions in writing

Good learning objectives are SMART

S	Specific	*It is clear and definite*
M	Measurable	*Learning can be proved: 'Students will be able to.. '*
A	Achievable	*It is possible*
R	Realistic	*It is reasonable in relation to student starting points and timescale*
T	Timed	*Set a time: 'By the end of the class / unit, students will....'*

Measurable means that the results of learning need to be observable, so learning objectives are written with action verbs: e.g. describe, explain, demonstrate.

For this reason verbs like know and understand are not used. We don't know if someone knows and understands unless they demonstrate that knowledge and understanding through use or application.

Writing good learning objectives takes practise. Many teachers find it difficult to start with. But it is time well spent since it will help you think about what to teach, why, and how.

For more information on this topic see *Additional Reading for Unit 7: Writing learning objectives.*

5. Then go back to the three-week course plan you developed. Check the learning objectives and see if you can improve them:

i. Self-assess:
- *Do they focus on what the student can do after learning?*
- *Are they specific?*
- *Do they describe how you will know that learning has been achieved?*

ii. Make changes that you think will improve the learning objectives.
iii. Swap with another group and give each other feedback.
iv. Keep your own copy of good examples of learning objectives.

The lesson plan starts with the learning objectives.

The learning objectives tell you to think about how to teach the material.

D. Lesson planning

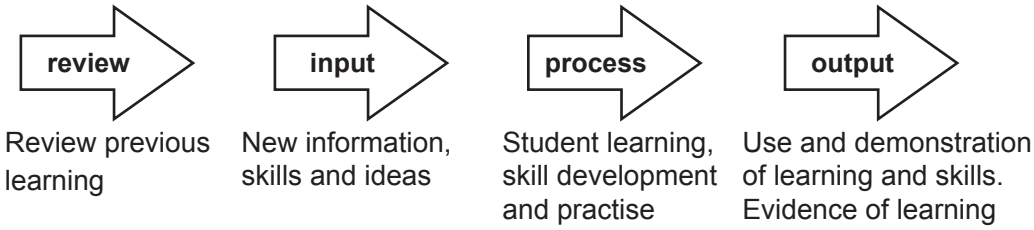
The lesson plan is a more detailed plan of learning objectives and teaching methods. It helps you prepare the lesson. This in turn helps you to teach the lesson – you know what you and the students are doing and and why; you know what resources you need; and you can use it to manage the time as well. It is a good idea to plan your next lesson after you have taught the previous one. This means you evaluate what actually happened in the class, in planning the next class.

1. Discuss:

i. Why do teachers need to plan lessons in detail?
ii. Why can't they just use the course-plan?
iii. What would happen if a teacher did not prepare their classes?

Your lesson should have a clear structure to help students learn.

The stages of a typical lesson



These **stages of the lesson** focus on student learning.

The five **stages of the teaching cycle** in Unit One show the teacher's responsibilities for creating successful learning for the students.

Here are the lesson stages in more detail:

Review last lesson: 'Last time we learned about, and practised...' Use this to remind students, and check their knowledge and understanding through asking questions.

Introduce this lesson: 'Today we are going to ...' Use this to introduce topic and also to tell students the learning objectives.

Input: Teacher introduces new material or teaching / learning point(s).

Process: students do different activities to practise the learning, from more controlled (and knowledge-based), to less controlled (and applied).

Output: students use their new knowledge, understanding and skills, at levels from application upwards.

Assessment: assessment of progress, and feedback on progress.

What kinds of activities are useful for each stage of learning?

2. As a class, complete this chart.

lesson stage	What should the teacher do?	What should the students do?
Input		
Process		
Output		

i. Use everything you have learned in this course to brainstorm ideas to go into the *teacher* and *student* columns for each stage of the lesson – input, process and output.
ii. Make a class 'good practice' checklist
iii. Make your own copy of the checklist.

Plan a lesson

3. Write a detailed half-hour lesson plan for one of the lessons in your course plan. Use the plan on the next page. Later, you will teach this (or part of this) to the class.

i. Learning objectives:
- Review objectives in the course plan. Do you want to make any changes?
- Write objectives for all students
- Write extension objectives for stronger students.

ii. What materials and equipment will you need for this lesson?

iii. What learning activities will you plan for the input > process > output stages of the lesson: What will the teacher do? What will the students do?

iv. How long will you spend on each activity? Show the planned times on the lesson-plan.

v. If you have ideas about how to assess student learning in this lesson, then put them into the 'assessment' box on the plan.

4. Teach your lesson to the class or a group. The trainer will assess your teaching according to the guidelines on page 47.

Feedback

5. As a class, discuss the lessons:

i. What were the strengths of the lessons?
ii. What were the weaknesses of the lessons?
iii. What could be improved?

Evaluate your lesson

6. Think about your own opinion about the lesson, the general discussion and the feedback from the teacher trainer.

Make notes in the evaluation box on the lesson plan.

Lesson plan

Teacher: Date:	Students:	Subject:	Topic:
Objective: **Extension objective:** Some students will be able to...			
Materials:			

Time:	Teacher does:	Students do:
Input		
Process		
Output		
Assessment		
Evaluation		

E. Assessment

The trainer will use this checklist to assess your teaching demonstration.

Lesson stage:	What should the teacher do?	What should the students do?
Input	• Review previous lesson • Introduce lesson objectives • Find out what students already know • Revise old concepts • Introduce new concepts • Ask questions • Answer students' questions • Use and/or adapt the teacher book *if there is one* • Assess students' understanding	• Ask and answer questions • Work individually or in pairs • Come up to the board and show ideas • Do activities as a class
Process	• Set differentiated work from the textbook or give another activity • Use different learning styles • Use different teaching methods • Walk around the class and check student work • Help students if they need extra support. • Give harder questions (extension activities) to students that finish work quickly • Ask and answer questions	• Consolidate understanding • Work individually, in pairs or small groups. • Use different learning methods • Ask and answer questions
Output	• Review work from the lesson • Assess students' understanding • Extend concepts, introduce harder ideas • Give homework	• Answer and ask questions • Demonstrate understanding from lesson • Self-assess work

F. Summary: Planning for learning

- Plan your course: course outline and course plan
- Plan every lesson: learning objectives; teaching and learning activities; resources needed
- Plan the stages of the lesson: input; process; output
- Analyse student needs to help plan for both stronger and weaker students (differentiation)
- Plan for variety of learning activities (keeping students active and interested)
- Evaluate each lesson: what worked well and less well; did students achieve planned learning objectives?
- Use your evaluation to help plan the next lesson.

G. Further research and extension activities

1. Read the additional readings for Unit 7: *Writing learning objectives summary* and *Learning in the classroom.*

2. Extension activity:

Read the *INEE Standards for Teaching and Learning,* and evaluate how far these are achieved in your school. These are in the additional readings for this chapter.

i. Choose one or more of the four standards (eg standard 3: Instruction)
ii. Look at the evidence column and rate how far you think the standard is achieved by using a scale (eg Scale 1-4: 1= not at all; 2=sometimes; 3= regularly; 4= almost all the time)
iii. Give an example of things that happen that support your evaluation
iv. Give your overall opinion, based on your scoring and evidence.

Unit 8: Progress, Feedback and Assessment

Learning objective: At the end of this unit, trainees will be able to:
- identify different assessment methods
- explain the use of assessment methods in different contexts, including initial assessment
- explain and demonstrate good practice in giving feedback
- explain the need for record keeping in relation to progress and assessment.

A. What is assessment?

Key words

test *(n):* an assessment of a small amount of learning
exam *(n):* a full assessment of learning
constructive *(adj):* useful and positive
peer *(n):* people who are equal to each other

There are three kinds of assessment: assessment at the start of the course (or unit); assessment during the course (or unit), and assessment at the end of the course (or unit).

Assessment at the start of the course tells teachers and students how much the student already knows and understands. Knowing the student's starting point helps teachers with their lesson planning.

Assessment during the course tells students how they are progressing in their learning, and what they need to do to improve.

Assessment at the end of the course shows whether students have achieved their learning objectives.

Learning objectives tell students where they are going. Assessment tells students how far they have got along the way. When learning objectives are clear and specific, this helps students to know how far they have achieved them.

Methods of assessment

1. Which of these classroom activities can be used for assessment?

i. questions	**ii.** tests	**iii.** practical work	**iv.** essays
v. observation	**vi.** roleplaying	v**ii.** exams	vi**ii.** student presentations

2. Many teachers think that tests and exams are the only way to assess students. But in fact all of the methods listed above, can be used to assess different skills. Below are 8 learning objectives. Discuss in pairs and decide which one or two of the methods of assessment above work best with these learning objectives:

a. Students are able to ask and answer simple questions about themselves in English
b. Students are able to remember important dates in history
c. Students are able to sew a simple shoulder bag with a pocket
d. Students are able to explain why the angles in an equilateral triangle are 60 degrees
e. Students are able to analyse the strengths and weaknesses of three kinds of government
f. Students are able to describe survey activities and explain the results
g. Students are able to achieve a first aid qualification
h. Students are able to plant a tree.

3. In pairs, discuss which of these methods of assessment can be used:

a. at the start of a course **b.** during the course **c.** at the end of the course

B. Assessment at the start of the course: initial assessment

When you have a new group of students, you need to find out a bit about them, so that you know what difficulties they may have, and can plan to meet the needs of all your students. Initial assessment is one way in which you can analyse needs. Needs analysis is the first stage of the teaching cycle.

Early on in the course, it is a good idea to find out some starting points in three areas

- How good students' knowledge, understanding and skills are in the subject you are teaching
- How good their key skills are – this means the skills of reading, writing and study skills
- If they have any additional needs arising from their personal situation (see unit 3).

However, you don't want to overload them with different tests and questionnaires at the same time as you are getting to know them. It is good practice to use different approaches, over the first couple of weeks, to build up a picture.

It is good to use a mix of formal methods such as a test, and informal methods such as discussion. Asking students to assess themselves gives useful information too.

1. In groups, read one of these case studies.
i. Read the first part of your case study (A1, B1 or C1), and discuss the question.
ii. Write down your ideas and report back to the class.
iii. Read the second part (A2, B2 or C2) and discuss the question.
iv. Write down your ideas, and discuss them as a class.

Case study A 1

A maths teacher is going to start teaching simultaneous equations. She knows all students need to be very confident in working with linear equations before they can solve simultaneous equations.

What does she do as an initial assessment ?

Case study B1

A Burmese speaking geography teacher has only one textbook. He knows that he will quite often give students new information by presentation. He also knows that the first language of most of his students is Sgaw Karen. He wants to find out whether their Burmese is good enough to make notes from his presentations.

What does he do as an initial assessment ?

Case study C1

After three weeks, a grade 1 teacher begins to worry about 3 children in her class. Eh Eh has no energy, and is very thin. Soe Soe seems to have too much energy and is always demanding her attention. Kyaw Kyaw is slow to respond to instructions, and seems to be in a world of his own. The teacher wants to find out more about these children's needs.

What does she do as an initial assessment?

C. Assessment during the course: Assessment for learning

Many teachers assess progress by using tests, but test marks only tell the student what they got right or wrong. They don't show the student what they need to do to improve. During the course, most assessment should give feedback to students to help them learn, correct mistakes, and improve. This is assessment for learning or **formative** assessment. Let's look at some ways in which assessment can help students improve.

Self-assessment: How am I doing?

1. In the chart below are two learning objectives for *Unit 7: Planning*.

i. Think about your understanding and practise in these two areas: What can you do? What are your areas for further learning and practise?

ii. Complete the chart to show what you can do, and what you need to do to improve.

Trainee's learning objective	Can do	Areas to improve
Plan a course outline which - covers all the material in the time given - plans for a variety of different ways of learning		
Plan a lesson which - has clear, specific and realistic learning objective(s) - covers the stages of the lesson - meets the needs of all learners in the group - uses a variety of teaching and learning methods to support student learning		

Reflection like this is a type of self-assessment. Self-assessment helps students think about what they are good at and what they need more practise at. The *areas for improvement* can be discussed with the teacher. After the discussion, the *areas for improvement* can be used as personal targets for the student. Personal targets:

- help the student focus on what they need to do to improve
- help the teacher meet individual student needs.

Peer assessment: How are we doing?

Peer assessment is when students comment on each other's work. Peer assessment helps all the students involved to understand what 'good work' means. Think about student A and student B commenting on each other's work.

- When student A tells student B what is good or what could be improved, student A learns to see what is good, and explain it to someone else. Explaining things to someone else is a good way of strengthening your own understanding.

- Both students get to see examples of someone else's work, and can compare what they have done with what someone else has done. Student A and student B have different strengths, so each one learns from the other

Any comments students make on each other's work should be helpful. The next activity on 'constructive feedback' will help you give helpful feedback to your peers – and also as a teacher to your students.

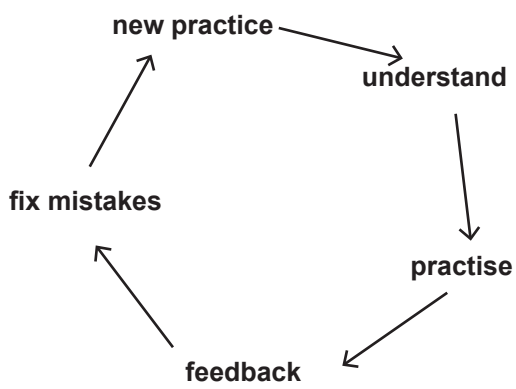
Feedback: how are you doing?

Feedback is when people comment on the student's work. Students can learn a lot about their progress through regular constructive feedback from their teacher. Constructive feedback means feedback that helps the student improve. Constructive feedback gives:

- specific examples of what is good in the student's work
- specific advice about what the student needs to do to improve
- involves the student in thinking about what to do to improve

Although feedback should tell students what they need to do to improve, it should never be completely negative, since this is demotivating.

The feedback loop



Giving constructive feedback

2. Work in pairs with a new partner.

i. Look at the feedback sentences in the chart. In column 2, tick √ which is constructive, and cross × those that are not.
ii. In column 3, explain why the feedback is constructive or not.
iii. When you have finished, swap your answers with another pair, and give each other constructive feedback on this exercise.
iv. Report back on your discussions.

Feedback	√ or ×	Explanation
1. That's not right, do it again.		
2. You did a good job there.		
3. Not again! You've made the same mistake as before.		
4. That's awful. You've put the items in the wrong order.		
5. No that's wrong. We've got a deadline to meet. Do it again, quickly.		
6. Well done.		
7. Good – you've covered all the main points here. However, the structure of the essay is a bit confused. How can we fix that?		

Marking

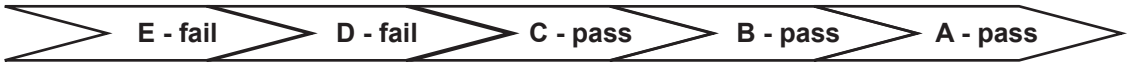
Formative assessment is part of the process of learning. It can also be a measure of achievement of learning objectives along the way. When a teacher plans to use an assessment as a measure of achievement, they will mark that assessment, usually using one of two main methods:

a. A two-point scale:

This is often used when there is a clear definition of what the student needs to be able to do (their learning objectives), and several skills are involved, eg – presentations; project reports; or practical skills such as mechanics. Students who do not pass the first time are given specific feedback on what they need to do to improve, and given time to make the changes. Written feedback is better so that students can refer to it when reviewing or redoing the work.

b. Grading using a grading scale: marks out of 10, 20, 100 etc or grades A±, B±, C± etc .

The pass mark for number-based grades will depend on the subject and the type of assessment. Number-based grades are particularly useful when assessments are based on right/wrong answers, but they are also used for other kinds of work – for example, a project has 20 marks: 5 for research; 5 for reporting; 5 for analysis; 5 for presentation. Letter-based grades are often used for assessments where very precise marks are not helpful, for example essays or creative work. When using letter-based grades it is common to have 3 -5 letters for a pass.



3 . Discuss:

- **i.** In one school, the pass-mark for multiple-choice tests is 70%, and the pass-mark for writing an essay is 40%. Why is this?
- **ii.** Compare the two-point scale with the grading scale. What are the strengths and weaknesses of each method? Which method do you prefer?

Keeping records

4. Reflect: Why keep records of student assessments? Note down 2-3 reasons. Share with a partner.

5. In small groups, design a form for keeping track of results of assessments for a class. If possible, use a computer: word-processing or spreadsheet software

- **i.** What information should it have on it? Make a list. Make it simple so it is easy to see the information you need
- **ii.** Swap with another group and look at each other's. Give feedback.
- **iii.** Are there any improvements you can make to your design?
- **iv.** Discuss your designs with the class or group.
- v. Keep a record of your group's final design.

Design an assessment task

6. In groups, design a simple assessment activity using cue cards. For ideas on using cue cards, see *Methods file: Charts and organisers*. Options:

i. an assessment in your subject area
ii. prompts for a conversation in English e.g. ordering a meal
iii. matching vocabulary with meanings
i**v.** answering the question, 'Why is a dog a mammal?'

7. Test your assessment activity out on another group. Each group delivers one assessment task and does one assessment task.

After testing your assessment activity, evaluate, and see how it can be improved.

D. End of course assessments: Summative assessment

End of course or summative assessment measures the student's learning as a result of the whole course. In order to be fair to all students, you should use a mix of assessment methods, to show whether the learning objectives have been achieved.

In some schools, student work that is done during the year counts towards the final assessment. This is called continuous assessment. This is good practice. It means that student success depends on all the work they have done, not just a three hour exam. In some places, the work students have done during the year (course work) counts for 60% of the final result, and end of year exams count for 40%.

Exams

If exams are one of the methods of assessment used by the school, then you need to give students practise in this method before they sit final exams. The skills needed to do well in exams are:

- Reading the instructions: It is easy to make mistakes in an exam by not reading the questions carefully enough.
- Memory : depending on the subject, students may need to remember facts; examples; how to do things (like maths calculations). Techniques for revision like summarising, making brief notes or mind-maps, often have to be taught.
- Familiarity: students should have practise in the form of the exam. It is not fair to ask students to write an essay if they have not had practise; or to give them a case study if they have never done one before.
- Keeping to time: managing the time is a skill that needs to be practised. Students have to work faster in an exam than when they are learning.

Most of these skills can be practised by giving students past papers as part of their exam preparation.

Assessment policy

1. In subject groups, make recommendations for end of course assessment for your subject.

i. What different methods will you use that are good for your subject?
ii. How will you combine the results of the different methods to give an overall result?

Vocabulary check

2. Write a short definition of these key words.

i. Initial assessment
ii. Formative assessment
iii. Summative assessment
iv. Self-assessment
v. Peer assessment
vi. Continuous assessment

E . Assessment

Make a summary of the key learning points in this unit. Make it in the way that will make most sense for you.

It could be a checklist as for other units

- Point 1...
- Point 2...

Or it could be a chart or diagram that shows the key points.

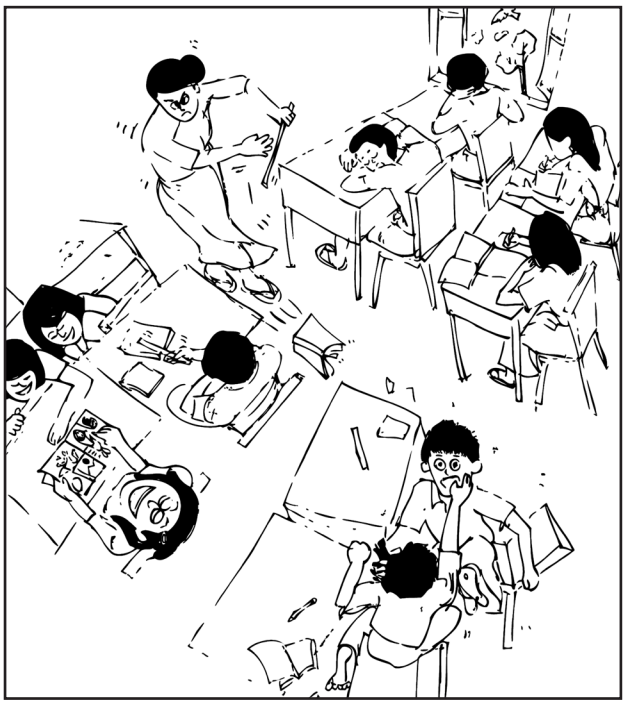
Unit 9: Classroom Management

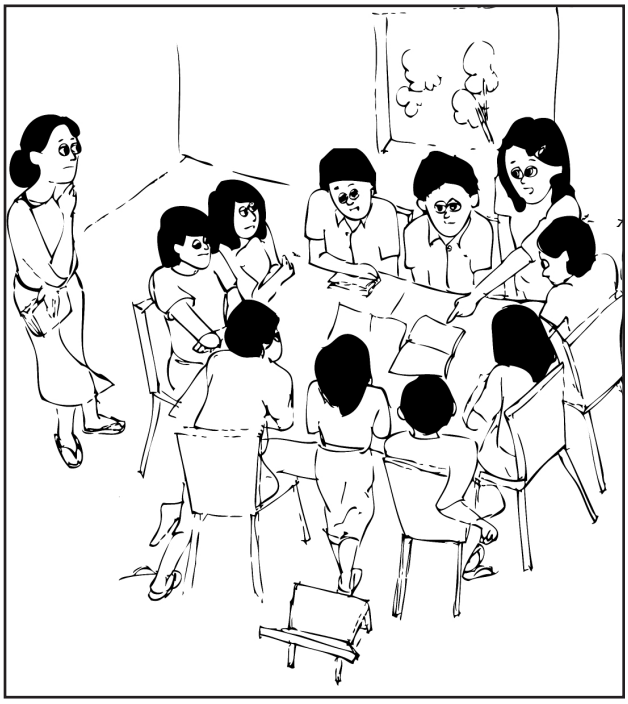
Learning objective: At the end of this unit, trainees will be able to:
- explain the principles of classroom management
- use a range of strategies to manage the classroom

A. What is classroom management

Spot the difference

1. As a class, discuss the differences between the two pictures. Think about your own classroom experience: what makes students work well?





Classroom management means making a classroom in which students work well and learning takes place. The basis for a well-managed classroom is that all students are interested and motivated.

Most of this course has shown ways of doing this.We have seen that the teacher makes lessons interesting by giving a variety of learning activities; making sure that work is not too difficult or too easy; making sure that every student has something to do the whole time whether they are quick or slower; and making learning meaningful by linking it to existing knowledge and real life. To be able to do this, the teacher has to plan their classes well, and be well-organised.

However, the teacher also needs to have a positive relationship with the students, and maintain classroom discipline. How can they do this? We learned in Unit 1 that a good teacher is positive, and interested in all the students. This is shown in their behaviour in class which is fair and patient. The teacher praises effort and good work. What else do they need to do?

B. Techniques

Classroom skills

1. The trainer will demonstrate poor and good classroom skills. Make notes of good practice under the following headings. If you practise, you will soon do these things automatically.

Getting student attention – silence to start
Voice
Eye contact
Walking round the class
Using the board

2. Discuss and make a class list.

3. Do *Supplementary Activity A: Teacher presentation.*

Class rules – basic discipline

It is a good idea when making basic class rules to ask students what ideas they have. This means they think about what would make the classroom work well for learning. Some of their ideas may be helpful. The final list should not be too long, and should include some student ideas. Once you have made a list you need to make sure all students keep the rules.

4. What rules do you want? Look at this list of rules. Do you agree or disagree with these rules?

In pairs, decide which of these class rules would be helpful to you as a teacher and students as learners. You can write your own extra rules too.

- Silence at all times
- No speaking when the teacher is talking to the whole class
- No interruptions when other students are speaking
- Put up your hand before speaking
- Don't put up your hand (No hands rule) – the teacher will choose someone to speak
- No moving about the classroom
- Students can move round the classroom for group work
- No food and drink in the classroom
- No telephones
- Don't ask questions
- Give your homework in on time
- Give your homework in on the same agreed day every week (e.g. Thursday)
- Be on time for class

5. In groups of 6-8, decide on a list of 5 or 6 class rules you can agree on. They can be from the list above, or they can be different. The important thing is that they help both teacher and learners to create a working classroom. Present your list to the class, explaining why you have made these rules.

Class plan – know your classroom

It is helpful to make a class plan showing where students sit. This will help you learn the names of a new group. Knowing students' names means they feel you are know who they are, and are interested in them as individuals. Your interest in them and their learning is motivating.

When you have got to know the group, it is useful to make another class plan to help in classroom management.

It is easy as a teacher to focus on those students who are active and engaged, and to find that all your teaching is directed to them. But it is important to be aware of all your students. If you ignore quiet students, or ones that are not working, you will allow classroom management problems to develop.

6. Make a class plan of a real class. It could be one you teach now, or one you are a student in. Mark the door, the board, and the tables and chairs.

i. Mark where individual students sit.
ii. Look at your plan. Where are the quiet spots, where quiet students sit together? Where are the *hot spots* where students who are easily distracted sit together?
iii. Discuss as a class: What strategies can you use to make sure that these students participate fully in class?

C. Reward and Punishment

Students need to be able to work. An undisciplined classroom is not fair to those who want to learn. How does a teacher ensure that their classroom is disciplined and hard-working?

1. Make two lists, one for mistakes that students make, and one for punishments that you have seen or experienced.

2. Make a class list for each topic. Discuss each punishment.

- What is good and what is bad about the punishments?
- Will the punishment help the student do better next time?

3. In pairs or small groups, look at this list of punishments that some teachers have used.

i. Discuss and decide whether this punishment helps the teacher, the student, the class, or none of these.
ii. Are there any that you would not use as a teacher? Why?

4. Have a class discussion about suitable punishments. What do you think of these punishments?

i. stand on one leg for 45 minutes
ii. clean the toilet
iii. tell the whole class the mistake
iv. the student has to jump like a frog for the whole class time
v. pain – stick/pinch/twist ear etc
vi. the whole class works in silence
vii. stand outside the classroom
viii. copy out lines
ix. sit at the front of the class
x. stay in classroom at lunch time or after school to do work
xi. do extra homework

Physical punishment is never acceptable. Physical punishment includes hitting, pinching and making students do physical exercises for a long time

Humiliating punishment is not acceptable. Humiliating punishment means making the student look stupid, especially in front of the class. Humiliating punishments create resistance and rebellion. The student decides they don't care what the teacher thinks, and the problem will probably get worse.

A punishment that makes it easier for the class to work without disruption, or for the student to catch up on work that the rest of the class has completed is the most effective. Students can understand the reasons for this, even if they don't like it. An example is if they have to stay behind after school to complete late homework. They may even thank you for it when they are older, though you will probably never know that.

Many studies have shown that reward for good work and good behaviour is more effective at changing behaviour than punishment. With difficult students you need to find something they are doing right, and praise that, even if it is something that you expect of all students as standard behaviour: if it is an improvement on what the student was doing before, then praise it. Praise and encouragement gives the student the kind of attention they want. In fact, disruptive behaviour is often called attention-seeking behaviour, because any attention is better than none. If you give students supportive attention, you may not need to use punishment at all.

D. Practical task

Find out what the policy is on physical punishment in a school, preferably one in which you teach or will be teaching.

E. Summary: Classroom management

- A well-managed classroom helps students work and learn
- Making lessons interesting and motivating is a big part of classroom management
- A positive relationship with students is a part of classroom management
- Basic classroom skills help a teacher manage a classroom
- Class rules help a teacher manage a classroom
- Pay attention to quiet and hot spots as well as hard-working students
- The teacher should only use punishments that help classroom management
- Some punishments are not acceptable under any circumstances
- Reward, praise and encouragement are more effective than punishment in changing behaviour

F. Assessment

Choose one summary point and write a short paragraph explaining what it means and how you do it. Give examples if you can,

End of Course Assessment

The end of course assessment measures output. It is partly continuous assessment, and partly demonstrating your teaching skills.

A. Continuous assessment

Assessment: demonstrate your knowledge and understanding through the unit assessments.

End of unit assessments during the course may contribute to your final assessment.

B. Plan and teach a lesson

Assessment: demonstrate your teaching skills in practise

1. Plan and teach a 30 minute lesson. This can be in a classroom setting, or it can be a lesson taught to the students in your training class. Plan the lesson for the subject and level you teach or plan to teach.

2. The assessment will use an agreed checklist of good practice, so that you know what the assessment standards are.

3. The trainer will observe your lesson and assess it using the checklist. Give the trainer a copy of your lesson plan at the start of the lesson.

4. Your lesson will be assessed on the two-point scale, so that if more work is needed you can improve the areas for improvement, and do the assessment again when you feel ready for it.

Supplementary Activities to Practise Teaching Methods

A. Teacher presentation

Read the good practice guidelines on *Teacher presentation* in the *Methods File* before you do this activity.

Prepare and give a five minute talk on a topic

Do this as a class, or in groups of about 5.

i. Each trainee prepares a five minute talk on a topic they are going to teach.
ii. Each gives their talk in turn. The other students in the group listen. Each listener has a different focus (**A - D** below).
iii. At the end of the talk, the presenter says what they did well and not so well.
iv. Listeners give feedback on their focus – one thing done well; one area for improvement.
v. Listeners change their focus for each talk (**Listener A** in talk 1 becomes **Listener B** in talk 2, etc.)

Listener A: *Listen and watch for communication skills*

Listener B: *Listen and watch for content skills*

Listener C: *Listen and watch for student involvement skills*

Listener D: *Listen and pick out what you liked best about the talk. This might be one of the elements on the checklist, or it might be something else, like humour.*

B. Asking questions: Open and closed questions

Read the guidelines on *Open and closed questions* in the *Methods File* before you do these activities.

1. What's the difference between these questions?

i. What are the 4 reasons for .....?

ii. What are the main reasons for.....?

What are the four reasons for....? *asks the student to remember the four reasons they have been taught.*

What are the main reasons for...? *asks students to think about what they have learned and decide what they think are the main reasons.*

2. Make these closed questions into open questions.

closed questions	open questions
1. Is a dolphin a fish?	How do we know that a dolphin is not a fish?
2. Do trees store carbon dioxide?	
3. When did Burma get independence?	
4. I _____ playing football. *(like / likes)*	
5. *True or false:* Bananas are vegetables.	
6. How many countries are in ASEAN? *a. 10 b. 12 c. 15 d. 20*	

C. Charts and organisers

Read the guidelines on *charts and organisers* in the *Methods File* before you do these activities.

1. Find examples of these teaching methods in this book.

i. Categorising **ii.** Timelines and sequencing **iii.** Process diagrams

2. Find examples of these learning activities in this book.

i. Categorising **ii.** Timelines and sequencing **iii.** Process diagrams

D. Action methods: roleplay

In groups, write a lesson plan for a roleplay using the cue cards below. The context is a meeting about whether a school should make students wear unforms.

Should school uniforms be compulsory?

You are chairing the meeting. Your job is to make sure everyone gets a chance to speak.	You are the head teacher of the school. You want all students to wear uniforms, because it makes the school look smarter when visitors come.
You are a parent. You don't have a lot of money, and you already have to pay for school fees, books and other activities. You don't want to pay for uniforms.	You are a standard 6 and 7 history teacher. You think that uniforms will make the students feel more proud of their school, and want to work harder.
You are a standard 5 science teacher. You don't like uniforms because you think they encourage people to act and think the same, rather than be individuals.	You are the owner of a clothes shop. You hope to get the contract to supply uniforms to the school. You can get them a good deal, so they don't have to pay much.
You are a eight year old girl student. You don't want to wear a uniform, because they are not comfortable when you play. You can't run and jump easily in the uniform.	You are a fourteen year old boy student. The other students sometimes tease you because your clothes are ugly. You want to wear a uniform because all students will dress the same.

Additional Reading and Research

Unit 2: How we learn

Multiple intelligences – Howard Gardner

Education specialists continue to research how we learn, and develop theories from their research. In the 1980s, Howard Gardner, a professor of Education, published his ideas about *multiple intelligences*. He identified 8 kinds of intelligence, which show what we are good at, and what interests us. Everyone has a mix of these areas, but will be stronger in some than in others. Teaching that makes use of these different intelligences will help students learn.

This chart gives a summary of the intelligences identified by Gardner.

intelligence type	strengths	likes learning with	example career
language	communicate through language	words	writer, journalist, lawyer, administrator
mathmatical/logical	understand abstract relationships	numbers and logic	accountant, computer programmer, scientist
visual/space	use visual information	pictures	artist, architect, web designer
kinaesthetic/body	physical movement and co-ordination	physical experience	builder, driver, dentist, doctor, craftsperson
musical	communicate through sound and music	music	musician, song writer
interpersonal	understand other people's feelings	social experience	teacher, manager, community worker
intrapersonal	reflect and understand self	self-reflection	social worker, counsellor,
nature	understand the environment	experience in natural world	farmer, gardener, environmentalist

1. What VAK preference might these intelligences have?
2. Which intelligences are your strongest?

Unit 3: Equality in the classroom

Maslow's theory of motivation

Abraham Maslow's theory is that people are motivated by their needs. The needs are at different levels as shown in the diagram: Maslow's Hierarchy of Needs. The lower need has to be met first.

If someone does not have enough to eat, their need to find something to eat (survival level) will be stronger than their need for approval from others (esteem level).

In school, many of the survival and safety needs are met for students, so the social and esteem levels of need become the main motivators.

One important type of esteem is self-esteem, and this is developed by being valued by others. So in the classroom, praise for success contributes to self-esteem, and becomes a motivator for learning.

Maslow's heirarchy of needs

Survival needs: food water air shelter

Safety needs: feeling physically and emotionally safe

Social needs: family; friendship; belonging to a group; acceptance by group

Esteem needs: self-respect and self-confidence; appreciation by others

Self-actualisation: becoming who you can be; making a contribution to the world

Unit 4: Applying Bloom's levels in primary school

Bloom's skill levels apply all through the learning process, and to all subjects. A 3 year old child's favourite question is *Why?,* and parents often have great difficulty answering it.

The learning has to be at an appropriate level for the age of the child. If a six-year old asks, *Why do some things float and some things sink?*, you are not going to answer with a mathematical formula. But because teachers should know and understand more than their students, they are able to guide learning in the right direction, building on what students already know.

Here are two examples which show the application of Bloom's higher level thinking skills for younger students.

1. Floating and sinking for 6-7 year olds

Resources needed:

- a bucket of water for each group of 5-6 students
- objects made from different materials, e.g. plastic bottles; cans, bottle tops; coins; different fruits, paper, rubber balls, pencils, wood, cloth. Each group has at least 6 different objects,
- a record sheet with headings: *object; guess; 1st try; 2nd try*

a) Students guess which objects will float and which will sink
(prediction = synthesis of existing knowledge)

b) Students put each object in the water twice and record findings

c) Discuss findings. Ask questions:

What do the things that float / sink have in common? ***(analysis)***

Why do some objects sink and some float? ***(analysis, synthesis and evaluation)***

Students have begun to discover that size and weight are not the only reasons. Later in learning they will build on this knowledge to understand the other factors more fully.

2. UK National Curriculum Attainment targets for 10-11 year olds in Science

These extracts describe some of what students should be able to do by the age of 11 in science:

- *Students recognise that scientific ideas are based on evidence* ***(application)***
- *Where appropriate, they make predictions.* ***(synthesis)***
- *They select information from sources provided for them.* ***(application and analysis)***
- *They begin to plot points to form simple graphs, and use these graphs to point out and interpret patterns in their data.* ***(application and analysis)***
- *They begin to relate their conclusions to these patterns and to scientific knowledge and understanding.* ***(synthesis)***
- *They suggest improvements in their work, giving reasons.* ***(evaluation)***

Unit 5: Group work

This chart shows a summary of the benefits and limitations of different groups.

group use	advantages	disadvantages
All groups do the same activity	- good preparation for class activity or discussion - students can compare answers - group answers mean no individual student gets wrong	- some students can let others do the work – teacher needs to monitor
Teach each other: Groups focus on different part of text or task, then explain	- groups doing different parts of a topic are more efficient - allows for graded tasks - more topics are covered	- need good feedback to make sure ideas are shared
Groups with similar interests, e.g. teach the same subject	- focus on common interests - share knowedge	- students may find it difficult to be creative
Mixed ability group	- stronger students can help weaker - strong learn better by explaining	- stronger students can feel frustrated - weaker ones can feel stupid
Same ability group	- differentiation - weaker students given easier tasks - stronger students given more challenging or additional tasks	- weaker students often need to have the skills and knowledge to pass an assessment

Unit 6: Resources

Research learning materials in your subject and level.

If you have internet access, try one or more of these websites.

http://www.bbc.co.uk/learning/
http://curriculumproject.org/
http://www.primaryresources.co.uk

If you do not have internet access, check libraries and/or shops for books, DVDs or other materials. Make a list of two or three resources or ideas for leaning activities that can work in your class.

Unit 7: Planning

Writing Learning Objectives: summary

Before we start to teach, we should think about what we are doing and why we are doing it. How can we make good learning objectives?

"By the end of the class...

- Each learning objective sets a time for the goal. If I want to get to Mandalay by next week, it is very different than if I need to get there by tomorrow morning. Likewise, the amount of time you have in your class will change your learning objective, or how much you are able to teach.

...students will be able to..."

- The objective is focused on students doing something. As a result, all learning objectives should be observable. Observable means that we can easily see if the students are doing something or not. Good objectives talk about things we can see students doing.

action verbs: *describe*, *explain*, *write*, *demonstrate*, etc.

- We use action words in our learning objectives because they are observable – we will be able to see and assess our students achieving the objective.
- Because the objective is focused on students doing something observable, all learning objectives include action verbs.
- Verbs to be avoided include: *know* and *understand* because they are not observable.

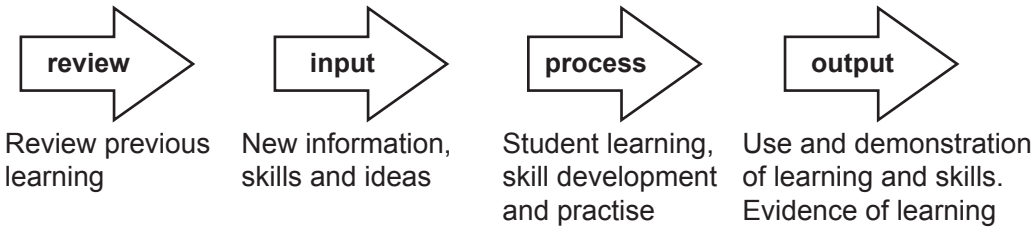
realistic

- The objective also needs to be realistic and reasonable: how much learning is it reasonable to expect in the amount of time you have set.

Learning Objectives are SMART

Specific	*It is clear and definite*
Measurable	*Learning can be proved: 'Students will be able to.. '*
Achievable	*It is possible*
Realistic	*It is reasonable in relation to student starting points and timescale*
Timed	*Set a time: 'By the end of the class / unit, students will....'*

Learning in the classroom



What do teachers and students do in the different stages of the lesson?

This summary shows:

- different methods for different stages
- developing student skills through practise
- the teacher's role

1. INPUT: Ways of presenting new information:

a. teacher presents or demonstrates. See *Methods file A: Teacher explanation*

b. students read / look at / listen to / research some material

c. teacher asks questions - students contribute what they already know - then the teacher builds on that.

2. PROCESS: Ways of practising, learning, remembering and using:

Student practise of new learning starts with more controlled exercises. Later they can use the new learning in more free, independent ways. This can be individual, pairs, or groups.

a. highly controlled: students do exercises with a single right answer *(knowledge and understanding)*, e.g. wh- questions with one correct answer; multiple choice questions; gap-filling; calculations; reading data off a graph, etc.

Teacher role: walking round classroom checking progress and giving help; correcting and marking work.

b. medium control: students develop competence: pairs /groups *(understanding, application, analysis)***,** e.g. giving examples; producing own material / questions; discussion; testing each other; case studies; roleplay.

Teacher role: walk round classroom giving help; facilitate groups; manage classroom; formative assessment.

3. OUTPUT: Ways of using learning

c. free / low control: higher level tasks: students use new skills and knowledge more independently: *(analysis, synthesis, creativity and evaluation) e.g.* students write or speak in their own words or demonstrate their skills in practice - presentations; paragraphs; essay, speeches; using vocational skills.

Teacher role: feedback; formative assessment

Standards: Teaching and Learning

From *Interagency Network on Emergency Education (INEE) Minimum Standards*

Standard 1: Curricula Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners	**Evidence** Curricula, textbooks and supplementary materials are appropriate to the age, developmental level, language, culture, capacities and needs of learners. Curricula, textbooks and supplementary materials cover the core competencies of basic education including literacy, numeracy, early learning, life skills, health and hygiene practices. Curricula address the psychosocial well-being and protection needs of learners. Learning content, materials and instruction are provided in the language(s) of the learners. Curricula, textbooks and supplementary materials are gender-sensitive, recognise diversity, prevent discrimination and promote respect for all learners.
Standard 2: Training, Professional Development and Support Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.	**Evidence** Training opportunities are available to male and female teachers and other educational personnel, according to needs. Training is appropriate to the context and reflects learning objectives and content. Training is recognised and approved by relevant education authorities. Qualified trainers conduct training courses that complement in-service training, support, guidance, monitoring and classroom supervision. Through training and ongoing support, teachers become effective facilitators in the learning environment, using participatory methods of teaching and teaching aids. Training includes knowledge and skills for formal and non-formal curricula, including hazard awareness, disaster risk reduction and conflict prevention.
Standard 3: Instruction Instruction is learner-centred, participatory and inclusive.	**Evidence** Teaching methods are appropriate to the age, developmental level, language, culture, capacities and needs of learners. Teachers demonstrate an understanding of lesson content and teaching skills in their interaction with learners. Instruction addresses the needs of all learners, including those with disabilities, by promoting inclusiveness and reducing barriers to learning. Parents and community leaders understand and accept the learning content and teaching methods used.
Standard 4: Assessment of Learning Outcomes Appropriate methods are used to evaluate and validate learning outcomes.	**Evidence** Continuous assessment and evaluation of learners' progress towards established objectives inform teaching methods. Learner achievement is recognized and credits or course completion documents are provided accordingly. Graduates of technical and vocational programmes are assessed to gauge the quality and relevance of the programmes against the changing environment Assessment and evaluation methods are considered fair, reliable and non-threatening to learners. Assessments are relevant to learners' future educational and economic needs.

How far are these standards met in your school?

Methods File: Strategies for Teachers

A. Teacher explanation / presentation

Advantages: Good for giving new information and explaining things
Disadvantages: Does not involve students actively

Good practice guidelines

Involve students:

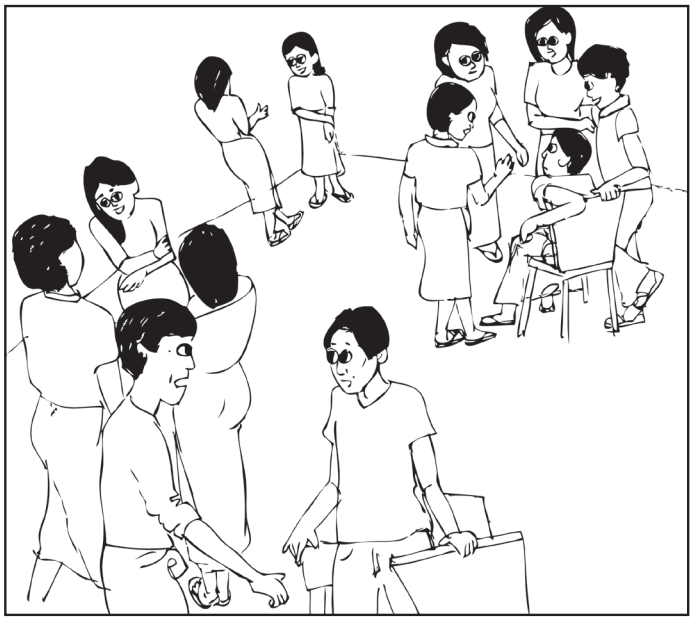
- Set a task at the beginning, which students will do at the end of the talk: this gives students a focus for their listening
- Ask students what they already know: they could spend one minute writing down what they know, and then you can ask for examples. This gets them thinking about the topic.
- Link the topic to real life through examples, stories

Content skills

- Organise your talk: use lists or make clear connections between each point
- Explain: keep it simple; use examples;
- Use visual support: for example use the board to organise or summarize your talk
- Keep it short: 10 minutes is plenty!

Communication skills:

- Make eye contact with the students: this shows that you are speaking to them
- Move around the classroom: this makes the talk more like a conversation
- Show your own interest and enthusiasm through your voice
- Talk clearly - not too fast; loudly enough.



Teachers often talk too much of the time in class.

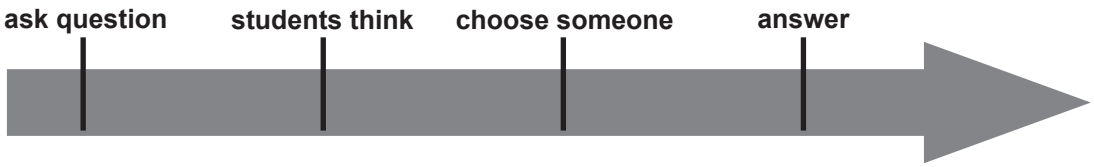
For students to be active, they need to be doing the talking.

B. Why ask Questions?

Advantages: Good for making students think and make meaning
Disadvantages: If not done well, will not engage students. It needs practice

Questions

These are the four stages in using questions:



Technique	How to do it	Benefit
no hands rule	Students do not raise hands. Teacher chooses from whole class.	Encourages all students to focus on the questions as they might be chosen to answer.
wait time	Teacher asks question then waits for 3 seconds before choosing someone to answer	Encourages all students to think about the answer.
write time	Teacher gives students a minute to think about the question and write down their answers or ideas. While students writing, teacher walks round and checks. Teacher chooses someone to answer.	Everybody gives an answer, teacher knows who doesn't understand.
discussion time	Students discuss the question in pairs or small groups. Can be used after *write time.*	Promotes engagement and interaction
choosing a person	After *wait time, write time*, or *discussion time*, teacher chooses someone to answer.	Everybody has to concentrate – they might be chosen.
minimum length answer	Ask a follow-up question to stronger students: 'That's interesting. Can you say a bit more about that?'	Develops speaking skills.
whole class answer	With higher level questions, use follow-up questions to build a discussion e.g. 'Do you agree with that (*wait time*) Student A?' 'Can you add anything (*wait time*) Group 2?' 'What do you think (*wait time*) Student Z?'	Builds a discussion. Students make connections and build knowledge and understanding Students and teacher together 'make meaning'.

When choosing someone: use 'write time' to notice if a weaker student has an answer. If so, you can choose them and give them the experience of success.

C. Open and closed questions

Closed questions

Closed questions are used for knowledge and comprehension. They ask students to remember information they have been told. **Yes/no questions** (or true/false questions), **One answer questions** and **multiple choice questions** are examples of closed questions.

Examples of yes / no questions:

- Is a dolphin a fish?
- Do trees store carbon dioxide?
- Has the USA ratified the Kyoto Protocol?

Examples of one answer questions:

- Who is the President of the USA?
- Which are the three longest rivers in the world?
- When did Burma gain independence from Britain?
- Where is the next world trade conference being held?

Examples of multiple-choice questions:

- Hser Wah has 8kg of pork. She sells 2.5 kgs to Zaw Win. How much does she have now?
  a. *5 kg* b. *6 kg* c. *5.5 kg* d. *6.5 kg*
- We can't watch a movie because the DVD player is _____ . *broke / broken / break*

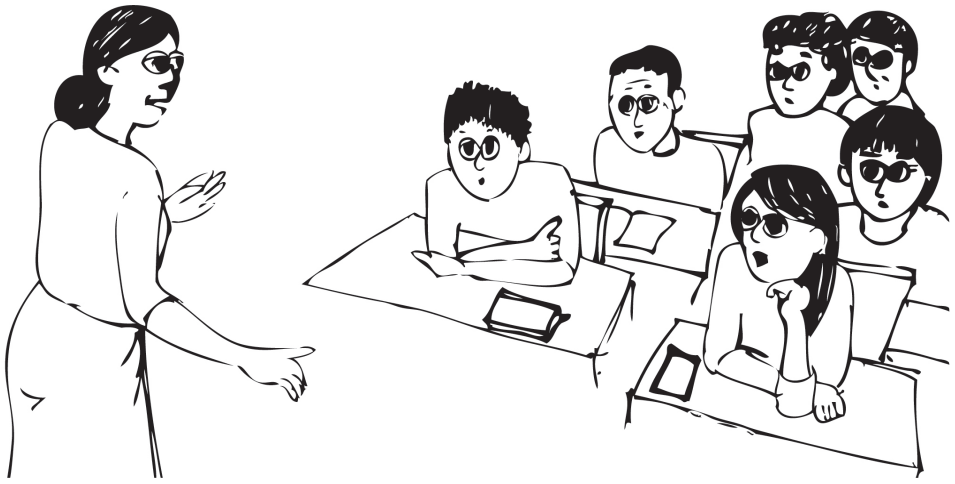
Open questions: what do you think?

Open questions are used for application, analysis, synthesis, and evaluation. Open questions ask students to think about their answers.

Examples of what do you think questions:

- What are the main problems with the Kyoto agreement?
- What would you do if you knew your friend was taking drugs?
- Why are glaciers melting?
- How can a country improve the health of its people?

Ask open questions to develop thinking and discussion in the classroom.



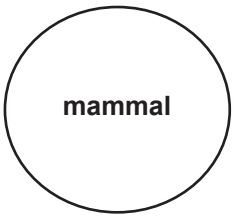
D. Charts and Organisers

Advantages: Good for making students think; make meaning; show understanding
In group work, makes students discuss and find agreement
Good for visual learners, and kinaesthetic when word-cards used

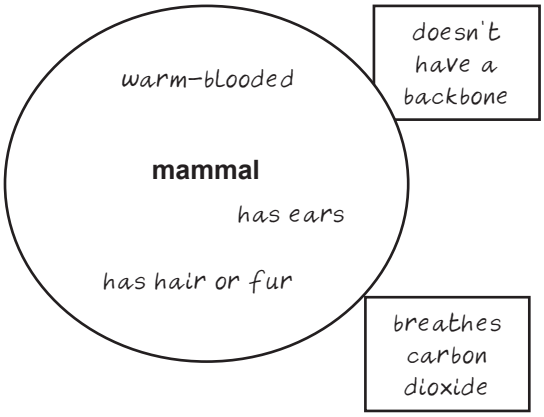
Categorising: What goes where?

1. Venn diagrams: What's in? What's out? *Teaches boundaries, definitions, and concepts.*

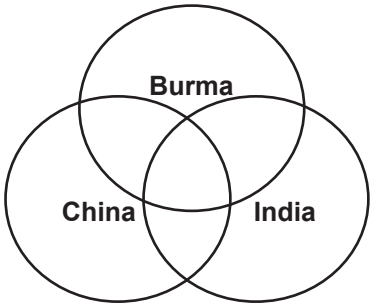
example i. What is a mammal?



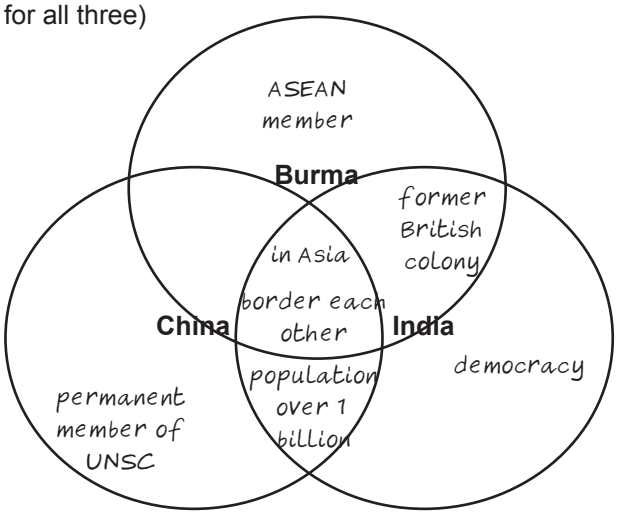
Make word-cards with things that are true and not true for mammals.
Task: students put only the things that are true for mammals inside the circle.



example ii. similarities and differences



Students list words describing Burma, China and India. They put the words in the correct sections (eg *In Asia* goes in the innermost triangle – same for all three)



2. Charts: What kind of ....?

Teaches comparison, definitions, concepts.

Can be **controlled** (teacher designs chart) or more **free** (students design chart).

example iii. What is the best soap?

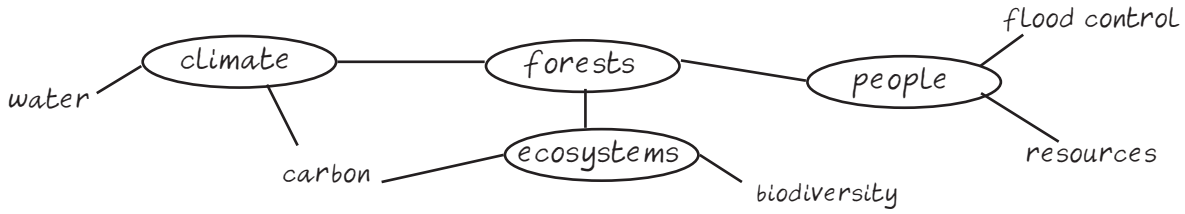
Type	cost	size	how good is it?
Cleano	5 baht	150g	Not very good – you need to scrub hard, and it makes your skin dry.
Sparkle	20 baht	150g	Good. Cleans quickly and effectively. No smell.
Beauty	60 baht	90g	Good. Very nice smell and beautiful pictures on the packet.

Students collect and use of information in English language class to practise comparisons.

2. **Mind-maps:** Connections

Teaches groupings of different aspects of a topic. Use to organise thinking on a topic.

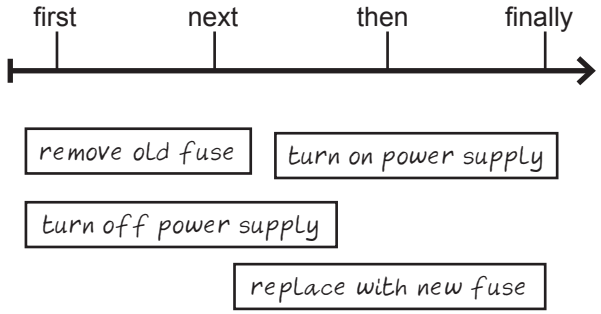
example iv. preparation to writing an essay on forests



Ordering and ranking

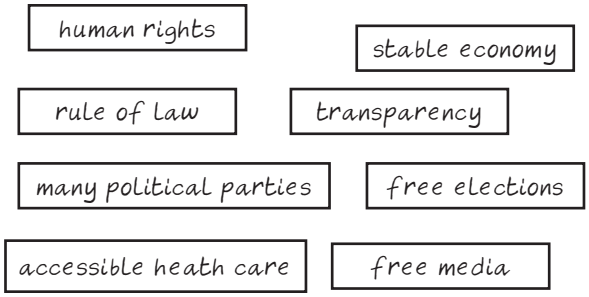
Teaches logical ordering by time, importance or other characteristic.

example v. changing a fuse



Students put these actions in order to complete the task.

example vi. principles of democracy

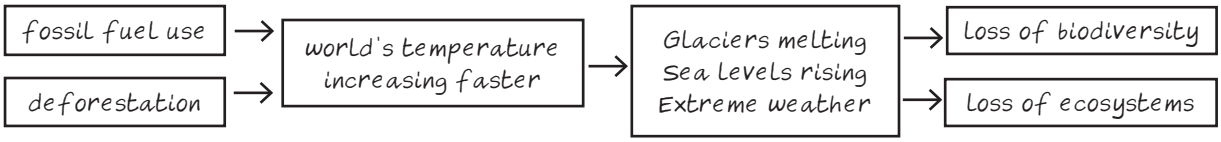


Students put the principles of democracy in order of importance, with the most important at the top, and the least important at the bottom.
There are no right or wrong answers, as this is about forming opinions and giving supporting arguments.

Process diagrams

Shows relationship between different parts of a process, e.g. cause and effect

example vii. causes and effects of global warming



E. Action methods in the classroom

Practices applying and practising learning, and showing understanding and connecting learning to real life. Is particularly good for kinaesthetic learners.

Roleplay

Students represent different opinions or experiences, and act out the situation

- English language role plays, e.g. giving directions to a lost visitor.
- Social Studies case studies, e.g. a farmer, a business man , a foreign investor and an ecologist discuss a new hydro-electric scheme.

Case studies and problem solving

Give students case study problems to solve. Make the problems related to the topic they are learning, and real life issues. The teacher can write case studies from their own experience or use newspaper, magazine or internet articles to give them ideas. Different students can be given different information about the same situation to encourage discussion.

Drama

Students develop a short drama about an issue in personal and social learning e.g. getting married at age 14; having an alcoholic family member; moving to a different country.

Games

Games must have a learning purpose.

Language learning games practise specific language in a fun way. See *Two Truths One Lie: Activities and 114 other Useful Activities for the Language Classrom* from the Curriculu m Project for ideas.

Writing questions

Groups write questions and answers on a topic, and exchange them with another group .

Make sure all students have to think of questions and make sure they know the answers to their own questions. They may need to research and check.

F. Projects

Develop study, research and thinking skills.

Projects are good for student engagement and motivation, but need planning and preparation.

Circuits/workstations

When resources are few, share them by having groups do different tasks at different times. This means that fewer people need the resources at the same time. To do this:

- set up exercises or activities at different points in the room. Plan activities that will take a similar amount of time (for example 15 minutes)
- split the class into groups and give each group a place to start.
- groups have a set amount of time for each activity and then move on

For example: Your maths class has very few mathematical instruments. Have one group using the instruments, while other groups have maths work that does not need those instruments.

Field study

Field study means going outside the classroom to learn. It is an exploration to look for something specific or to find something out. A field study does not have to be a long way - it starts outside the door. Field studies are often used in subjects like geography, biology, environment, but they can also be used for other subjects like maths (e.g. measuring; surveying; calculating floor area) or languages (e.g. creative writing) or art (e.g. drawing buildings, plants or people).

Surveys

Surveys gather information. The information can be facts (eg to find out how many teachers smoke) or opinions (eg. To find out whether people think smoking shoud be banned).

Designing surveys to find out the answers to questions is not always easy, so start with simple surveys to build student skills in analysis.

Creative projects

Student magazine, class book of short stories; recipes; community wisdom; case studies, etc.

G. Group work methods

Develop thinking skills. These are good for student engagement and motivation, but need careful planning and preparation.

Brainstorm

Students think of as many ideas or examples as possible. Brainstorm is usually done in the whole class, but it can be done in groups. It is good for making lists, problem solving, finding out student's prior knowledge and getting all students involved.

i. Give the class the topic or problem.
ii. Students call out their ideas, and the teacher or a student writes them on the board. All ideas are accepted.

If it is a problem solving brainstorm, students can agree or vote on the best ideas to develop further. The solutions can be worked on in groups or as a whole class.

Pyramid

In this method, students work in pairs and then small groups on a discussion question. It is good for involving all students and building confidence

i. Give students the question for discussion, with one minute to note their own thoughts.
ii. Put students into pairs for 3-5 minutes, to compare answers and make a combined list.
iii. Put two or three pairs together to make a small group. This group discusses and makes a combined agreed list of ideas. This list belongs to the whole group.
iv. Have a whole class discussion, asking for the ideas from different groups. Note the main points on the board.

Teach each other

In this method, students work on different parts of the same question or activity, and then teach each other what they have learned. It is good for student engagement and motivation and differentiation.

i. Students work in groups. Give each group a task linked to the topic and learning objective. These tasks can be at different levels of difficulty if you have a mixed level class.
ii. Groups do the task or discussion.
iii. Groups report back to the class as a mini-lesson.

Use the reporting back to develop student explaining skills: see *Methods File A: Teacher explanation.*

When assessing individual contribution to group work, ask group members for their assessment of themselves and each other.

This course provides a general introduction to teaching skills for teachers, or people who plan to be effective teachers.

The first four units of the Trainee's Book explore different aspects of the teaching and learning process. The remaining five units look at different strategies and methods to support student learning. There is also additional reading and research for confident trainees and for use in longer courses, and a reference section summarising teaching and learning methods.

The Trainer's book provides instructions and suggestions on how to teach each part of the course, and an introductory section providing general guidance. Each page in the Trainee book has an accompanying page in the trainer book which describes how to teach that section.

The skills and principles presented in this course can be adapted for use in any subject, or with students at any level. Trainees should think about how to apply these ideas and methods to their subject and level while they are studying the course.