

Trainer's Book



An Introduction to Teaching Skills

The Curriculum Project

Unit	Topic and Learning Outcomes	Content	Skills Development / Activities
1	Teacher roles and responsibilities <i>Trainees will be able to...</i> a. identify the qualities of a good teacher b. explain the teacher's roles and responsibilities in planning, managing and delivering learning c. use the teaching cycle to support their practice	Strong and weak teachers	Think about and analyse own experience; discussion
		Knowledge; attitude and behaviour; skills	Categorise qualities
		Role in guiding and managing learning	Input and comprehension
		The teaching cycle and teacher's responsibilities	Ordering Teach each other
		Reflection	Design self-evaluation form
2	How we learn <i>Trainees will be able to...</i> a. identify different kinds of learning b. explain different approaches to learning in the classroom c. identify different learning styles (VAK) and the implications for teaching	Learning in the world and classroom	Analyse own experience
		Approaches to learning	Categorise learning activities
		VAK learning styles	Reflection Teach each other; application to teaching and learning
		Active and passive students	Mime, roleplay Application
3	Equality in the classroom <i>Trainees will be able to...</i> a. explain some key concepts in equality, and how that might affect teaching and learning b. identify issues of equality and diversity, and ways to promote inclusion c. identify the main motivators for learning	Students: difference and equality	Reporting back
		Key ideas on equality in education	Match ideas to meanings and examples – word cards
		Inclusion case studies	Discussion and reporting back; roleplay
		How to motivate all students	Prioritising; poster
		How to interest all students	Design a checklist; discussion
		Plan and teach an activity to motivate and interest all students	Application
4	Teaching for Learning <i>Trainees will be able to...</i> a. explain some ways to develop thinking skills b. apply this to their teaching in their subject area	<i>What do we want students to learn?</i>	Reflection; ordering
		Thinking skills – Bloom's 'educational objectives'	Matching Review: self-assessment
		Write learning tasks	Application
		Develop learning activity	Brainstorm; application
		Questioning and questioning techniques	Writing questions; peer assessment Asking questions
5	Group work <i>Trainees will be able to...</i> a. explain the uses of group work b. apply this to their teaching in their subject area	Advantages and disadvantages of group work	Analyse and complete charts
		Forming groups	Ordering, categorising
		Setting and managing group work tasks	Analysing case studies
		Reporting back from group work	Reporting back
		Design a group work activity	Application

Unit	Topic and Learning Outcomes	Content	Skills Development / Activities
6	Resources <i>Trainees will be able to...</i> a. map available resources for their subject b. make creative use of limited resources in their subject area	Research and report on resources	Research: find out; analyse; evaluate; present findings
		Make the most of limited resources	Workstations Research
		Make the most of the textbook	Analyse textbooks Case study analysis Designing activities
		Make your own resource	Linking to learning objectives Making resources
7	Planning <i>Trainees will be able to...</i> a. write a course-plan b. plan a teaching and learning session which meets the needs of individual learners c. use appropriate resources d. use effective teaching and learning approaches to engage and motivate learners e. reflect and evaluate the effectiveness of own teaching	Curriculum planning	Review curriculum context Analyse strengths and weaknesses
		Course planning	Design course outline Develop short course plan
		Learning objectives	Evaluate learning objectives; Apply to objectives Use differentiated objectives
		Lesson planning	Use <i>input process output</i> stages to plan lesson Brainstorm; develop checklist
		Practicum	Micro-teach: application Feedback and self-evaluation
8	Assessment <i>Trainees will be able to...</i> a. identify different assessment methods b. explain assessment methods in different contexts, including initial assessment c. explain and demonstrate good practice in giving feedback d. explain the need for record keeping in relation to progress and assessment.	Types of assessment; methods of assessment	Matching assessments to learning objectives
		Assessment at the start of a course	Reading; case study discussions
		Assessment for learning Self-assessment Peer assessment	Self-assessment Design assessment activity
		Giving feedback Marking and record-keeping	Apply principles of constructive feedback Evaluate marking systems Design record-keeping form
		End of course assessment Continuous assessment; exams	Develop end of course assessment policy
9	Classroom Management <i>Trainees will be able to...</i> a. Explain the principles of classroom management b. Use a range of strategies to manage the classroom	What is classroom management?	Review teaching skills as a management method
		Management techniques	Observe and make notes on classroom skills Make classroom rules
		Reward and punishment	Evaluate appropriateness and effectiveness of different techniques
all	Practical assignments	Each unit has a practical assignment to observe or assist a teacher in class, depending on the situation.	
all	Extension activities	Each section has additional reading, research or practice and there are more in the Supplementary Activities Section. These can be used in long courses, or by stronger students.	
all	Assessment	Each unit has an assessment task. This can be used as continuous assessment. The course also has an end of course assessment task.	
	Methods File	This is a reference section describing some teaching methods. Most of these methods are demonstrated in the course.	

Introduction

Preparation

Read through each Unit before you start teaching it. Plan how many lessons you will need to teach the unit, which extra activities you will do, which activities you might skip, what materials (cue cards, textbooks, paper etc.) you will need for each lesson.

Resources needed

Enough Trainee Books for the class, and this Trainer Guide.

Cue cards, word cards and case studies for some exercises. These are at the end of the Trainer's Guide. They can be photocopied, or written on paper or card.

Textbooks: Trainees should bring the textbooks they use or are likely to use. If your trainers have never taught before, bring a selection of textbooks they are likely to use. These can be used when trainees are developing learning activities and lesson plans so that they have real topics to practise with.

Large pieces of paper are useful for reporting back from group work. If this is not possible, tell trainees to use the board when they report back.

Language

Although this book is in English, you should use trainees' first language to explain new information, in presentations, class discussions, pair and group work, and written work.

Key ideas used throughout the course are explained in this general introduction. Each unit also has some ideas that trainees will need to understand. Most of these are summarised in the short reading passages.

What and How Trainees Learn in the Course

Learning activities: The learning activities in this course teach two things:

1. Information and ideas that trainees need to know to be an effective teacher.
2. They also demonstrate many ways of learning. Different techniques used in the course can be used by trainees in their classes. Encourage trainees to reflect on how they could use them as teaching methods with their own classes.

Learning objectives: Unit learning objectives are given at the start of each unit in the Trainee Book, and in the course map at the beginning of the Trainer Guide.

Learning points: These are the main ideas that trainees should get from the discussions and activities. Learning points are given throughout the Trainer's Guide.

Modelling: Try to model good teaching practice. If trainees see good teaching, this shows them an example of how to teach well. Some ideas are given in the next few pages.

Techniques for Training

Review

Start each lesson by reviewing the previous lesson or unit. If trainees have done a class observation, link their experience to the review.

Show the connection between the last lesson and this lesson.

Introducing the unit (and introducing readings)

Use one of the following methods. Use a variety of different methods.

Method 1: Brainstorming: Trainer asks the trainees what they know about topic. This is particularly useful when starting a new Unit.

Method 2: Trainer explains the information in their own words and asks trainees for examples from their experience.

Method 3: Trainer checks trainees' understanding of key words, then trainees read the introduction or reading text.

Method 4: Trainees read the introduction or text, using a dictionary to look up any words they do not know.

Method 5: Trainees read the introduction or text. Trainer asks questions to check they have understood it.

Discussions

Use the prompt questions given in the Trainee Book or Trainer's Guide: open questions develop discussion (See *Methods file C: Open and closed questions*).

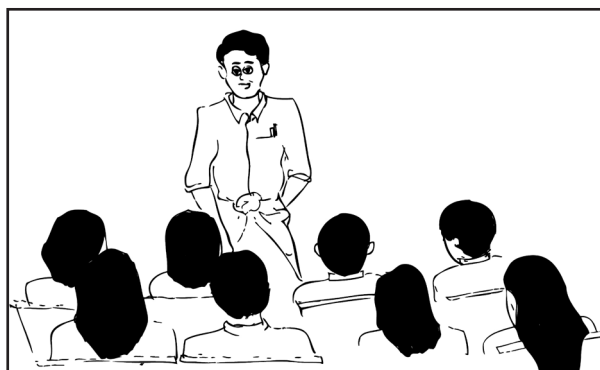
Give trainees thinking time - one minute to note their ideas before you start the discussion. (See *Methods file B. Why ask Questions / Write time*)

Ask trainees for the first answers or ideas, then ask whether other trainees agree.

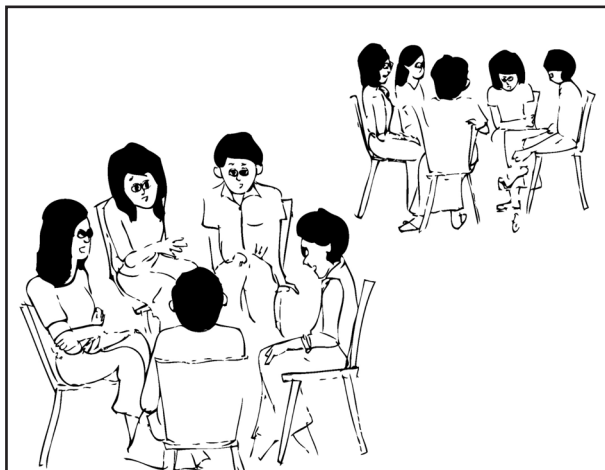
Use follow-up questions for stronger trainees. (See *Methods file B: Why ask questions: / minimum length answers*)

Summarise the discussion and learning points.

The trainer needs to have the confidence to enter into discussion with trainees, asking prompt questions for further clarification. If trainees don't agree with you listen to their ideas - they might be right...



Group work



Forming groups: Pair and group work is a core method in active learning. The course does not specify how groups should be formed for each activity. When forming groups, think about the class and choose the best method for your purpose. Read the advice on forming groups in *Additional Reading and Research for Unit 5* for some ideas.

Setting and managing group work tasks: Use the checklist in the Trainer's Guide for Unit 5. Make sure that the trainees understand what they have to do.

Reporting back: Groups report back on their work to the class. There is information on different ways of doing this reporting back in Unit 5.

Records: Trainees need to keep their own record of group work. Give them time to make notes and summaries, or they may forget valuable parts of the learning.

Timing activities

Find the right level for your trainees and the task. Timing will also depend on how difficult and/or familiar the topic or task is.

Do not give trainees too much time to start with – they may finish early and get restless, unless you have a relevant extension activity for them.

If you find, however, that trainees are all still busy and on task and need more time, you can extend it.



Answers

This course is to help trainees understand and use some principles of teaching. Many of the activities do not have right and wrong answers. Suggested and example answers are therefore given as **possible answers**. Trainees may have different or better ideas.

The Trainee's Book

The trainee's book has nine units on different aspects of teaching. Each unit contains most of these parts:

Reading passages and diagrams

These present new information or summarise information.

Learning activities

Learning activities help trainees discover what they already know; link new learning to that; understand, practice and apply their learning. Trainees are often asked to apply their learning by designing a learning activity themselves.

Reflect

In some units there are places where trainees think about what they are learning, and how they are progressing. This is for personal reflection and self-assessment. You could ask trainees to write answers to these questions if you want to check their understanding.

Summary

Each unit has a summary of key learning points. This is usually in a bullet-point list. Sometimes it is a longer piece of writing.

Class Observations

Trainees observe an experienced teacher. Observations are linked to the subject of that unit.

If you are teaching this course as a long course, you may want trainees to do all the proposed observations. But in a short course, trainees need only do one or two observations. This is your decision, based on your circumstances.

If trainees do an observation, you should follow this up. Trainee reports, class discussion, or five minutes one-to-one are all possible ways of following up what trainees have learned from the observation.

Practical tasks

In some units, there is a practical task instead of an observation. These are also linked to the subject of that unit.

Assessment

Each unit has an assessment task. These tasks check understanding and application. They usually ask trainees to connect the ideas in the unit to their own experience. These tasks are *assessment for learning* tasks. They are not *pass/fail* tests. If you also use them as a method of continuous assessment, then they should be used in the two-point scale *pass* or *more work needed*. If more work is needed, you must explain clearly and specifically what the trainee needs to do to improve.

At the end of the Trainee's book, there are three extra sections:

Additional Reading and Research

These are extension activities for stronger trainees. It is not necessary that all trainees do these. You can decide which ones to use, and which trainees might benefit from them.

Supplementary activities

This section has a small number of additional activities based on methods explained in the Methods File. They are suitable for trainees at all levels to practice specific teaching skills, or apply their learning. Trainer decides when to use them during the course.

Methods file

This is a reference section describing some teaching methods. Most of these methods are used in the course. Refer trainees to it at suitable times. For example, when trainees are doing presentations on reporting back from group work, they can refer to the Methods File for good practice guidelines.

Unit 1: Teacher Roles and Responsibilities

A. Thinking about teaching

My worst teacher

1. Trainees think of a bad teacher they have had, and list reasons why they were bad.
2. In pairs, trainees make a list of qualities of bad teachers.

My best teacher

3. Trainees think of a good teacher they have had, and list reasons why they were good.
4. In pairs, trainees make a list of qualities of good teachers.

Discussion: What makes a good teacher?

5. Make a class list of qualities of a good teacher on the board. Encourage details:

If trainees say a good teacher is *interesting* or *motivating*, ask *what makes a teacher interesting / motivating?* This will help them to define the teacher's skills.

B. Knowledge, attitudes, behaviour and skills

1. Trainees match words and definitions.

Answers: i. b ii. d iii. a iv. c

2. In pairs, trainees complete the chart.

Make a class chart on the board or on paper, and get trainees' ideas. Encourage discussion - ask other trainees whether they agree on the idea and category.

Trainees' answers may focus on the teacher's attitudes and behaviour. If so, take more time to discuss knowledge and skills, and add these qualities too.

Example answers: *There are no correct answers - this is an example.*

knowledge	attitudes and behaviour	skills
<ul style="list-style-type: none"> - Subject knowledge (e.g. maths, English, science) - How to teach (general) - How to teach (subject-specific) - Understand how people learn - Know how to find out things you don't know 	<ul style="list-style-type: none"> - Patient - Understanding - Fair - Listens to students - Cares about students - Gives praise - Doesn't shout - No physical punishment - No mental punishment (e.g. saying students are stupid) 	<ul style="list-style-type: none"> - Makes subject interesting - Makes subject fun - Explains clearly - Helps students understand - Does a number of different things in one lesson - Creates mutual respect in the classroom – between teacher and student and between students

The qualities of a good teacher

3. Trainees check the class chart against the summary. Discuss the connections between the class list of qualities, and the summary in the trainee book.

Trainees may also have good answers that are not in the summary.

4. Trainees match words and definitions.

Answers: **i. c ii. a iii. b**

C. The role of the teacher

1. Trainees read the text. Explain anything they don't understand.
2. There are no exact right and wrong answers. Check that trainees have all the important information.

Example answers:

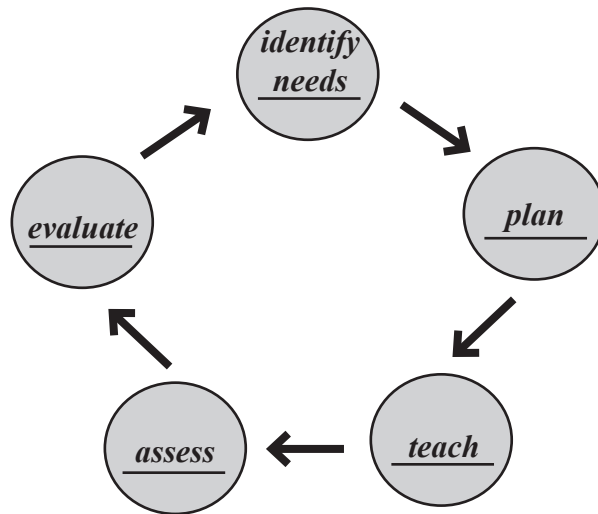
- i. *What to teach; how to teach; watch students progress (from paragraph 2)*
- ii. *Give structure; make learning relevant (from paragraph 3)*
- iii. *Plan the course; plan week by week; plan individual lessons (from paragraph 4)*
- iv. *Make sure students work; don't distract other students (from paragraph 5)*
- v. *Think about their teaching; try new things; not afraid to make mistakes (from paragraph 6)*

D. The responsibilities of the teacher

The teaching cycle

1. Trainees write each stage of the teaching cycle on the diagram. If they find this difficult, write *identify needs* in the top section,

Answers:



Missing pieces

2. Trainees read the story and discuss in pairs which stages of the teaching cycle are present.

Answer: *None.*

How do we know this?

No identification of needs: Teacher asks students to do work they have done before

No planning: Teacher asks students to work with their textbook - one exercise needs a map, but the teacher did not supply one

No teaching: Teacher spends the time marking; does not look at what the students are doing;

No assessment: Teacher does not review what students have learned in class, or ask them to give work in for marking

No evaluation: assumes that because the students were quiet, this means it was a good lesson.

The stages of the teaching cycle

3. Divide the class into five groups. Give each group one text about one part of the teaching cycle from pages 5 or 6. Set a time-limit for the group discussion – 5 or 10 minutes.

Each group reads about their stage and answers questions **a.** and **b.** Encourage groups to give examples from their own experience – this helps to link the discussion to real life and helps trainees understand.

Each group reports back to the class. At the end of each group's report, ask the class if they have anything to add. Also add anything yourself that you think is missing.

Example answers:

Identify needs

- i. *So teacher knows the level of individual students and can plan to meet their needs.*
- ii. *Find out what they already know, their current level and any particular difficulties individuals may have. Formal methods such as tests; and informal methods such as conversation or discussion.*

Plan learning

- i. *So teacher can provide a structure and guide and manage student learning.*
- ii. *Plan the whole course and each lesson. Know what the content is. Plan how to teach it. Design learning activities.*

Teach

- i. *To interest and motivate students, and help them learn.*
- ii. *Have clear learning objectives; use a variety of learning activities; manage learning in the classroom.*

Assess learning

- i. *So students and teacher know how well students are learning.*
- ii. *Give feedback to students; keep records of progress; sometimes use tests.*

Evaluate teaching

- i. *So teacher knows how successful their teaching is, learns, and makes changes to improve.*
- ii. *Ask yourself what went well; what did not go so well; get feedback from students.*

Self-evaluation

4. Trainees design a short checklist that a teacher could use to evaluate their teaching after a class.

Learning point: *what are the questions we should ask ourselves after a lesson?*

Encourage trainees to be as detailed as they like. Give feedback on the checklists.

There is no one correct checklist - it might also have good practice points about teacher knowledge, attitudes and skills that have been covered in this Unit.

Make sure they include points thinking about *What went well? What didn't go well? What changes should I make?*

Example answers:

- all students were interested and active
- there was variety in the lesson
- I was patient and helpful
- students understood the main learning points
- the lesson was at the right level for the students

E. Practical task: Observation 1

For guidance on Observation Tasks see the *Introduction*.

F. Assessment Task

1. Trainees summarise key points of the *Teaching Cycle* reading in **D.3**, with short explanations about why each stage is important.

Marking guide:

See the guidance on assessment in the introduction.

If trainees have not identified the main points from the text, suggest they read it again and underline the different points before rewriting the list.

Trainees should have three summary points per heading, and one sentence of explanation.

Example answers:

Identify needs

- Identify student level
- Identify how individuals learn best
- Identify what they already know
- Identify difficulties individual students may have

It is important for a teacher to identify student needs so that they can plan their lessons at the right level for different students in the group.

Plan learning

- Plan what you will teach – content
- Plan a course outline
- Plan how you will teach - methods
- Plan individual lessons and learning activities

It is important for a teacher to plan so that they can give a structure and guide student learning.

Teach

- Have learning objectives
- Be aware of student welfare
- Vary activities to interest and motivate students

It is important to teach actively to help students learn and achieve their learning objectives.

Assess learning

- Teachers need to know that students understand
- Students need to know how they are doing
- Giving students feedback helps them learn

It is important for teacher and students to know how well students are meeting the learning objectives, so students know what they need to do, and teachers know what help they need.

Evaluate teaching

- Know what went well and why
- Get feedback from students from time to time
- Know what didn't go so well and why

It is important for a teacher to evaluate their teaching so that they know how effective it is and what changes they need to make to improve it.

Unit 2: How we Learn

A. Thinking about learning

Learning in the world

- 1. Preparation:** Do this exercise yourself. This will help you ask questions to help everyone understand more. Trainees do this task as a **pyramid**. Trainees think about their learning experiences, then discuss in pairs, and then in small groups.
- Make a class list on the board of ways we learn different things. Use questioning to deepen understanding, e.g.:
 - what happens if you fall off a bike? > *sometimes you learn by making mistakes*
 - what's the first opinion a baby expresses in words? > *'no' or 'want'*
 - in learning, is discipline more important, or understanding why? (e.g. share food; not hit people)

Possible answers: These are some of the ways we learn in the world - there are many more.
*being told practise / learning by doing explanations and reasons cause and effect
 being shown / observation learning from mistakes repeating to memorise thinking
 experience / trying things imitating other people play and games making connections*

Learning point summary:

- people learn in many different ways
 - the best learning methods fit the purpose – e.g. you will not learn to ride a bike just by being told how to do it – you have to try it out, and practise.
 - thinking about what we are learning helps us understand
- 3. Discuss** these questions. This prepares trainees for the reading passage on the next page and helps them understand these learning points:
 - that classroom learning often makes use of only a few teaching and learning methods
 - that these methods will show how the teacher thinks students learn best.

Learning in the classroom

- Trainees discuss these questions in pairs. Give them about 10 minutes, and then have them report back to the class.

Possible answers:

	In the classroom	beliefs about how students learn	student role in learning
1. students	Students are quiet and listen	Learn by listening to teacher	passive
	Students ask questions	Learn by thinking, and checking understanding	active
2. learning activities	Students copy or write out what the teacher tells them	Learn by repeating information	passive
	Students work in pairs to answer open questions or solve problems	Learn by discovery and critical thinking	active
3. interaction	Little interaction between teacher and students	Learn by being told	passive
	A lot of interaction between teacher and students	Learn by working together to help students understand	active

B. Approaches to learning

Three key approaches to learning

1. Trainees read the text.
 - The reading passage describes three approaches to learning.
 - The diagram gives a simple summary of the reading. The exercise on ‘My Classroom Learning’ will help trainees connect the theory with their experience.
2. Trainees write examples of the 3 different approaches, which they have experienced.
Give one or two examples to help them: teacher dictates (*instruction*); science experiment (*discovery*); class discussion (*working together*).
Walk round looking at trainee examples to check that they understand.

My classroom learning

3. This activity uses trainee experience to show the difference between teacher-centred passive methods, and student-centred active methods.
Individually, trainees read the list of learning activities. They think about their own learning in school, and give each item on the list a score.
1 = happens a little, 2 = happens a lot

4. In groups, trainees make charts, and classify each activity into a column. Groups report their results back to the class. There are no exact answers - it will always depend how the teaching method is being used by the teacher.

Possible answers:

Instruction Teacher-centred Students passive	Discovery Student-centred Students active	Interaction Student and group-centred Students active
<i>Writing to dictation</i> <i>Listening to the teacher</i> <i>Copying texts from the board</i> <i>Remembering facts</i> <i>Repeating</i> <i>Answering comprehension questions</i> <i>Marking by teacher</i> <i>Written exercises with right and wrong answers</i> <i>Demonstration/observation</i>	<i>Working through the textbook on their own</i> <i>Trying things out</i> <i>Making things</i> <i>Finding things out (e.g. library or internet)</i> <i>Experiment</i> <i>Writing in own words (e.g. essays)</i> <i>Practising skills</i>	<i>Asking questions</i> <i>Discussing in pairs or groups</i> <i>Discussion as a class guided by the teacher</i> <i>Feedback from teacher</i> <i>Projects</i> <i>Answering open questions</i> <i>Case studies</i> <i>Thinking about our learning</i> <i>Practising skills</i>

5. Discuss with trainees which approach was most usual in their experiences as a school student. Make a summary statement similar to that in the trainee book, e.g.

Using only instruction will be boring to many students

6. Trainees read *Methods File A: Teacher Explanation*, and do *Supplementary Activity A: Teacher Presentation*, in class. This activity shows trainees how to practise and improve their presentation skills.

C. Learning styles - How do I learn best?

Learning Styles Questionnaire: How do I learn best?

1. Trainees complete the questionnaire on their own. Explain anything they don't understand.
2. Trainees add up their scores. Give class 2-3 minutes in pairs or small groups to compare results, and notice the similarities and differences. Ask for any points of interest from the class.

3. Trainees match the word with the sense.

Answers: i. *seeing* ii. *hearing* iii. *touching*

4. Do as a class. This prepares trainees to think about applying learning styles information in their teaching.

Answers: reading fast - *visual*
typing fast - *kinaesthetic*
remembering someone's name - *auditory*
remembering a face but not the name - *visual*
remembering memory rhymes - *auditory*
spelling their own language well - *auditory if Burmese or Karen*
spelling English well - *visual or kinaesthetic. Visuals look at the word, kinaesthetics write it down and then look. English spelling has more than one way of spelling the same sound so auditory will be less strong here.*

5. In groups or pairs, trainees complete the sentences.

Answers:

- i. *Students should use their strongest style(s) to help them learn.*
- ii. *Teachers should use all styles in their teaching.*

VAK – what this means for teaching and learning

- 6 a. Divide the class into groups. Each group designs a poster about one learning style, using information in this unit and their own ideas.
- b. Groups put posters on walls. Trainees look at other groups' posters and add points and ideas to them (using a different coloured marker).
Make your own comments and add suggestions.
- c. Trainees make their own notes of the best ideas from all the groups.

VAK: Learning points

Make sure that trainees are aware of the three main ways they can use knowledge of students' learning styles to support students:

- Students 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 students equally.
- Teachers can help students develop their less favoured learning styles, so that students can use a wider range of study techniques.

D. Passive or active? Student beliefs about learning

1. Cue cards for this activity are at the end of the Trainer's Book (Page 75-76)
- a. Tell trainees which part of the classroom represents *agree; strongly agree; disagree; strongly disagree*. You can put signs in each corner of the room if you like.
- b. Choose a statement from the passive or active list. Read it out and ask trainees to go to the part of the room that represents their opinion.
- c. Ask a few trainees to explain their opinions.
- d. Ask the class whether the statement shows an active or passive student.

Repeat with 4-5 different statements from each of active and passive list.

Alternative method: Trainees in groups have copies of all the statements as cue cards, and arrange these in two sets: active and passive. Trainer walks round helping as needed.

Then discuss as a class.

Discuss the key question briefly: How might student beliefs about learning affect their progress? Ask trainees to think about what kind of learner they are – they do not need to tell you.

E. Practical task: Observation 2

For guidance on Observation Tasks see the Introduction.

1. After the class, trainees decide which approach to teaching was used most – instruction, discovery or interaction. They think of some examples of what happened in the class to support their opinion.
2. In the next class, discuss the results of these observations. Ask prompt questions:
What kind of teaching and learning practice is most used?
Are there any differences between younger and older teachers?
Were some lessons especially good? What made them good?

F. Reflect

1. Trainees think of an example of each learning style used in this unit.

Possible answers:

- i. Visual: *diagrams; organising tables; reporting back using posters and diagrams*
- ii. Auditory: *discussion; trainer talking*
- iii. Kinaesthetic: *Going round the class and adding comments, active/passive places to stand, observation*

2. Trainees think of an example of each teaching approach used in this unit.

Possible answers:

- i. Instruction: *reading passages; trainer presentation of information (if done)*
- ii. Discovery: *thinking about learning; my classroom experience; learning styles questionnaire.*
- iii. Interaction: *group work activities and reporting back; trainer management and summaries of whole class discussion*

G. How we learn - summary

H. Assessment Task

1. Three ways we learn:

Answer: Any of the ways trainees had on the class list, e.g. *practise; observation; being told; exploring; memorizing; thinking; discussing...*

2. Two ways of learning that are useful in the subject you hope to teach:

The answers for this will depend on the subject and level the trainee is teaching.

3. A good way of learning a practical subject:

Answer: *iii*

4. How knowledge of learning styles can be used by the teacher to support learning:

Answers: - *Use all three styles in their teaching to help all their students.*
- *Help students develop their less favoured learning styles, so that they can use a wider range of study techniques.*

5. i. Linking learning to people's own lives, experience, and existing knowledge in this unit:

Answer: *By asking students to use their experience to think about good and poor teachers; approaches to teaching; their own learning styles.*

ii. How did we use thinking about what you are learning in this unit?

Answer: *All discussions help students practise thinking; trainer asks questions to help this; reflection activities.*

6. An example of practising from your life or from school:

Answers will vary.

I. Further research

Extension activities are usually for stronger trainees. You should not expect all trainees to do these activities, or you can skip them completely if you don't have enough time.

1. Trainees 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. These activities depend on internet access. They are listed in order of difficulty, so you can guide trainees to appropriate tasks.

Unit 3: Equality in the Classroom

Ask trainees for examples of disadvantage. Present or read the introduction.

A. What does 'equal' mean in education?

1. In groups, trainees discuss the eight examples for about 10 minutes. Then discuss each example as a class.

Possible answers:

- A:** Girl/boy – *do not use gender stereotypes in materials, study topics or expectations in behaviour.*
- B:** Visual/auditory – *use a range of teaching methods to support all learning styles.*
- C:** Fast / slow – *fast learners should have enough to do; slow learners should not have too much to do. To be fair, a teacher should have learning materials aimed at both levels in the class.*
- D:** Karen/Burman – *resources and materials should reflect ethnic mix; a group that is the minority in the school or class should not feel that they do not count.*
- E:** Buddhist / Christian – *all religions should feel welcomed in any school. Religious schools need to take care not to exclude students by differences in religion.*
- F:** Orphan / has parents – *teachers need to be aware of young people at risk. Students who have suffered trauma, or whose parents are unable to look after them properly, are at greater risk of failure. A proper system of care in the school will help.*
- G:** Lazy / work hard – *Laziness may show lack of interest or motivation or tiredness. The teacher should find out why the student behaves in this way, and then decide what to do about it.*
- H:** Can't see well / can see well – *Ask the student who can't see well what problems they have, and what might help them. Teacher also thinks how to help student, e.g. in group work, read instructions aloud, etc.*

Learning point: equality in the classroom does not always mean treating people in exactly the same way.

2. Cue cards for this activity are at the end of the Trainer's Book (Page 77). Make copies for each group of 4-6. Groups match the words and the meanings.

Answers:

	meaning	examples
entitlement	<i>The right to have something</i>	<i>The right to an education to age 11 The right to a high quality education</i>
equality	<i>The same right to access and success</i>	<i>Girls and boys study the same subjects Students achieve results that are fair</i>
diversity	<i>Variety and difference</i>	<i>Schools celebrate festivals from different traditions Teaching resources reflect cultural differences</i>
inclusion	<i>Vulnerable students feel part of the group</i>	<i>Students with learning difficulties are accepted into the school Students do not fight or bully because of differences</i>
differentiation	<i>Teachers think about students' individual needs</i>	<i>Teachers plan for mixed level classes Students have individual learning plans</i>

3. Each group reports back on one key word, starting at the top. Check that other groups agree. Discuss each topic for 2-3 minutes. Ask questions: - *How important is this idea in education?* - *How well do we do this in our schools and community?*

Extra idea: To stretch trainees' thinking, ask further questions like:

Who does not in practice have the right to education to the age of 11?
(e.g. children who have to work, or look after younger brothers and sisters, or who are disabled. For these children, family or personal situations become barriers to learning since they can't go to school)

What cultural and religious festivals does/did your school celebrate?
(the answers might include a major Bhuddist and Christian festival; Karen new year and Eid. This would be positive).

B. Case studies: Inclusion issues on the border

1. In pairs or groups, trainees choose one case study to work with. Groups do not have to choose different case studies. If some case studies are not chosen, these can be done by the whole class after the reporting back.

2. Trainees report back: **Method 1:** Role play.

Method 2: Short presentations on each case study. (Choose trainees who haven't reported yet to present ideas to class).

After each report ask further questions to guide class discussion, e.g:

- *Did anyone else look at this one?*
- *What ideas did you have?*
- *What do the rest of you think?*

Finally, make additional suggestions from chart below. Ask what trainees think of these.

Possible answers:

	i. Issue	ii. What can the teacher do?
a.	disability home situation student is carer	- get to know your students so you know their situation - tell students to tell you if they have a problem - make agreements about handing in homework late where necessary
b.	multi-level class	- set graded activities with stretching targets or extension exercises for stronger students - use pair or group work to prepare for class discussion so weak student can answer for the group
c.	motivation	- use a variety of learning methods to keep students interested. - connect learning to real life
d.	language seen as student's problem – no adaptation made	- school should have a policy on how to support students who do not understand the teaching language - extra language classes for students who need them - teacher asks bi-lingual students to help - student writes in home language and work is marked by a colleague who speaks/reads that language
e.	language seen as student's problem punishment	- punishment is never appropriate for a quality that is part of student identity. - physical punishment is a form of physical violence and is not appropriate. - teacher talks to colleagues / head-teacher and suggest school has a policy to guide teachers in these areas.
f.	Poverty could exclude student	- school policy (on uniforms, exams, books etc) should not exclude the poor. - a school fund for the very poor to apply to for help with the cost.
g.	religion; possibly ethnicity	- use pair and group work to make sure student is included in different groups - ensure that study materials and resources reflect a multi-ethnic, multi-religious culture - celebrate a wide range of religious festivals and use these to teach about different religions

C. Motivating every student

1. Trainees decide which motivators are most important to them, and list them in order.
2. Trainees compare and discuss their lists in pairs. What is different? What is similar? Have a brief class discussion about the lists. Trainees' answers will depend on their experience. However research shows that in general, the strongest motivators are:
 - *I feel good about myself when I am successful* (motivator 1)
 - *The topic or subject interests me and/or I find learning activities fun* (motivator 2)

Trainer says this at the end of discussion, to confirm or expand the class view.

[There is further information in *Additional Reading Unit 3: Maslow's hierarchy*]

3. Trainees look back at the case studies of the two students.

- i In groups, trainees make a poster, chart, cartoon or drawing to show the changes.
- ii. Groups present their poster and explain the changes made by the teacher.
- iii. Discuss as a class. Trainees make their own checklist at the end of discussion. Make sure they include the key points of *small steps – early feedback – extra help – praise – advise*.

Possible answers:

Student B	Changes	Checklist
The teacher sets a task for the class.	Teacher breaks task into smaller steps	<i>small steps</i>
Student B gets poor marks.	Student B succeeds in one small step	<i>early feedback</i>
The teacher says the work is not very good.	The teacher praises the success, and gives advice on next step	<i>praise, advise</i>
The student feels bad about themselves.	The student feels good about themselves	<i>result</i>
The student continues to get poor marks.	The student continues to succeed in smaller tasks	<i>continue small steps</i>
The teacher thinks 'This is a weak student'.	The teacher continues to support and gives extra help	<i>continue praise/advise</i>
The student thinks 'I will never understand this'.	The student thinks 'I am beginning to understand this'	<i>result</i>
The student feels demotivated and stops trying.	The student is motivated to continue	<i>result</i>

If the trainees can't think of the first step, *break the task into smaller steps* – ask questions:

- *How can we make a big task easier?*
- *Could we break the task into smaller steps?'*

Learning point: *all students need to have the experience of success.*

Making lessons interesting

4. Use questions to start the discussion:

- *What is the most interesting part of today's lesson so far?*
- *Did anyone find a different part more interesting?*

- i. Choose the one that more trainees thought was interesting and write on board.
- ii. Ask: *What made it interesting?* Use trainees' answers to create a mind-map on the whiteboard. Add points to the trainees' list and mind-map if necessary, from the answers in **iii**.
- iii. As a class, draw a mind-map on the board.

Some points for the mind map:

- Links to real life
 - *to students' lives, experience, or interests*
 - *to the real world – application/use; examples*
- Active students
 - *students are doing something (not just listening or reading)*
 - *students are being creative or using a mixture of skills (e.g. problem-solving)*
 - *students are finding things out (e.g. projects)*
 - *students are thinking e.g. teacher asks questions, and doesn't just gives facts*
- Variety
 - *change activities regularly*
 - *do new things from to time, e.g. team competitions; a learning task outside.*
 - *there are no surprises in working through the coursebook.*
- Enthusiasm
 - *the teacher shows interest in the topic and the students*

- iv. Trainees make their own checklist. Check that trainee lists have the key points: links to real life, active students, variety, teacher enthusiasm

Plan and deliver a motivating learning activity.

- 5 Trainees plan a short learning activity (about 10 mins), which is motivating and interesting to all students.
- i. In subject groups of 3 - 6 people, trainees decide a topic and grade to make the focus of the lesson. Or provide a list of topics (see below) and have groups choose from them.
 - ii. Remind trainees of motivation checklists:
 - *Links to real life – active students – variety – teacher enthusiasm*
 - *small steps – early feedback – extra help – praise – advise*
 - iii. Teach the activity. Group representatives teach their 10 min activity to the rest of the class.
 - iv. Trainees give feedback using the motivation checklists.

Topic suggestions: Topics can be chosen from textbook for their subject or trainee interest and knowledge, or the trainer can provide a general interest list, e.g.

- ethnic groups or religions or languages in your country;
- an ecological issue in your country e.g. deforestation, conservation, energy, waste;
- a well-known person e.g. musician, film-star, writer, sports star;
- the rules of a game or sport; how something works, e.g. a system in the human body, rainfall, a motorbike engine;
- how to make something e.g. a recipe, a paper aeroplane or boat

Methods: trainees can use methods they have experienced in the course, e.g. group or pair work; questioning; charts; case studies; mind-maps.

Direct trainees to the *Methods File* for ideas if they are not sure.

D. Practical task 3: Interview

Trainees interview a teacher, preferably one teaching at the level they will be teaching at, about what they do to help both strong and weak students.

Trainees report back on their interviews, either in groups or to the class. Discuss how good each teacher is at helping strong and weak students.

Alternative method: Trainees assist an experienced teacher in class. The trainer should ask colleagues to plan how to make use of the assistant. Assistants should be in relevant classrooms if possible - an appropriate subject and level for the trainee.

E. Equality in the classroom - summary

F. Assessment task - Differentiation

Trainees analyse differentiation strategies in this Unit. In column 2, tick if they are used. In Column 3, write an example.

Teaching Strategy	√	Example
1. Have clear learning objectives.	√	<i>Learning objectives are described at the beginning of unit.</i>
2. Use different learning styles.	√	<i>Discussion (A); Word cards (VK); Roleplay (AK); Motivators diagram feedback (VK); checklist (VK); teach activity (K)</i>
3. Use pair and group work.	√	<i>There are several examples. Trainees should list at least 3 A1, A2, B1/2, C2, C3, C6</i>
4. Variety.	√	<i>Discussion; matching cue cards; case studies; individual ranking; mind-map; practice planning activity; assist in classroom</i>
5. Use graded activities.	√	<i>Activities are not at different levels But most activities have small steps, e.g. starting with personal opinion or putting motivators in order.</i>
6. Plan extension activities.	√	<i>Extension activity further reading for Unit 3: Maslow's hierarchy</i>
7. Walk around.		<i>Answer depends on whether trainer did this.</i>
8. Success for everyone.		<i>Small steps – see 5 above Praise depends on whether trainer did this.</i>
9. Give advice.		<i>Answer depends on whether trainer did this.</i>
10. Praise both achievement and effort.		<i>Answer depends on whether trainer did this.</i>
11. Equality and inclusion.	√	<i>This is the topic of this unit.</i>

G. Further Research

Additional Reading: *Maslow's hierarchy*: student success contributes to self-esteem.

Unit 4: Teaching for Learning

A. Learning objectives, tasks and activities

The diagram shows that the teacher plans learning objectives, then the task level, then one or more activities for students to complete the task and achieve the learning objective.

Trainees do the activities, complete the task, and achieve the objective, e.g.

Learning objective: students can use the past simple correctly in speech and writing

Task level: application.

Activities: 1) controlled practice: e.g. gap-fill; 2) free practice: e.g. roleplay

Bloom's skill levels

1. Individually, or in pairs or groups, trainees put the levels in order.

- Answers:
1. *Evaluation*
 2. *Synthesis*
 3. *Analysis*
 4. *Application*
 5. *Comprehension*
 6. *Knowledge*

2. Trainees check their answers on the chart. Discuss the levels as a class. Ask questions:

- *How many of you had a different sequence to Bloom's?*
- *What did you have that was different? Why?*
- *What do you think now? Do you see why he has this order?*

(Some educationists have modified this structure and put Creativity at the top, so if trainees suggest this, they are in good company)

Bloom's structure of educational objectives

Trainees who plan to teach primary or middle school should read the additional reading for Unit 4.

B. Learning tasks

1. Cue cards for this activity are at the end of the Trainer's Book (Page 78-79). Make one set for each group of 4-6 trainees.
 - i. Groups order the cards according to level.
 - ii. Group members match the tasks to the levels.
 - iii. Trainees walk around looking at other groups' results
 - iv. If they see differences between their own results and other groups' results, they discuss the reasons.
 - v. Groups decide whether they want to make changes to their result.

Answers:

Evaluation: *Case study, Write a report, Open questions, Discussion, Write an essay*

Synthesis: *Project work, Solve a problem, Student presentation, Creative writing
Roleplay, Debate*

Analysis: *Discussion, Survey, and analyse results, Process chart, Student presentation
Use a computer to do research*

Application *Make a graph, Use a computer to type, Open questions, Students make questions,
Practise something learned, Go on a field trip, English language roleplay*

Comprehension: *Check understanding, Summarise, Student asks questions,
Student takes notes, Closed questions*

Knowledge: *Lecture by teacher, Observation, Teacher writes on board, Repetition
Learn by heart, Closed questions*

Some activities can be at different levels. It depends how the teacher uses them in class.

Discussion can go at any level from Analysis upwards. *Open questions* can be anywhere from Application upwards. *Surveys* and *Projects* involve skills at various levels, but generally are Analysis or higher.

- 2 Do task number 1 together as a class . Ask:

What did you do for task number 1? (Put cards on the floor in sequence)

Which of the 6 skills were you using to get the sequence right? (Knowledge - remembering)

Trainees do work individually, and write answers down. Walk around checking progress.

- ii. Discuss this as a class.

- iii. Trainees mark their own work.

Answers:

- Groups put the headings in the correct sequence on a table or the floor - *Knowledge (remembering the structure)*
- Groups discuss the example tasks, and agree together on where they fit best in the structure.
- *Comprehension and application*
- Groups go and have a look at what the other groups did - *analyse (comparing and contrasting answers)*
- Discuss with the other group why they put that task at that level - *analysis*
- Think about whether you agree or not, and why - *evaluation (making a judgment on the basis of argument)*

Learning point: *This exercise encourages trainees to think about what they are learning, and apply theory to practice.*

C. Writing learning tasks

1. If trainees are already teaching or doing practise teaching, this should be applied to their current teaching situation.
 - i. Walk round class to check that trainees understand and are writing good tasks.
 - ii. Listen to pair work. Give help as needed.
 - iii. Check on trainee progress as they make changes.
 - iv. Trainees put some of their tasks on the wall. They walk around looking at each other's tasks.

As a class, ask for one or two examples at each level. Ask class if they think the task meets the feedback points; confirm or suggest improvements.

Collect the written work to review, and check that trainees have understood and can apply.

- Check:**
- *Have they used a question or task word for each skill level?*
 - *Is the task suitable for the age group, subject and level they will be teaching?*
 - *Is the task clear? Do you understand the task?*

Give feedback to the trainees.

Learning Point: Peer feedback develops judgment, helps in self-assessment and reflection, and develops communication skills in giving and receiving feedback. This activity introduces **peer assessment** (see Unit 8 for more information on peer assessment).

D. Learning activities

1. Use a good trainee task from C, or use one of the elephant examples in the trainee book. Write trainees' ideas on the board.

For more guidance on brainstorm methods, see trainee book *Methods file G: Group work methods*.

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

E. Using questions

Encourage trainees to read about open and closed questions in *Methods file B*.

If trainees need more help with this, have them do *Supplementary Activities C: Asking Questions*.

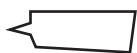
- Give trainees one minute to write answers. Use wait time before choosing someone to give first answer. Write answers on board - keep asking until you have a few different answers.

Possible answers: *For information; to check (student) understanding; to get an explanation for something; to find out feelings; to find out opinions; to find solutions to problems; to understand how things work; to think about things; to try new approaches (what would happen if...); to make connections between things; to understand more about life and the world, etc.*

Learning point: Questions work at different levels of thinking skills.

- Trainees read the questions, and decide what level of thinking skills they are. You can give the trainees a hint if you like - similarly shaped question bubbles are the same types of question.

Answers:



Knowledge, comprehension, application

K - Where is the bus-station?

C - What were the main points?

A - What does this graph show?



Analysis

What do you think of the election results?

What are the causes of global warming?



Synthesis, Evaluation

S - Why does it rain? Could we use a bicycle?

E - What is the best solution to the problem?

- Trainees read the text. Individually or in pairs, trainees do the exercises at the end of the text. Get class to provide an example: ask class for a knowledge question for paragraph 1. (e.g. *What percentage of forest has Indonesia lost since 1950? How many hectares are being cut down every year in Indonesia?*)

- Trainees decide what level these questions are.

Answers: Q1. *Synthesis* Q2. *Evaluation*

- Trainees write questions based on the passage for knowledge, comprehension, application and analysis.. Walk around giving help as needed. Encourage trainees to read *Methods File C: Open and closed questions* for additional information.

Extra idea: Trainees who finish quickly write other questions for analysis and evaluation levels.

Asking questions using *Wait Time*

Learning point: to practise the questioning technique of *Wait Time*

3. Encourage trainees to look at *Methods File B: Why Ask Questions?* before doing this activity.

Trainees stand in a circle for this exercise, or if no space, do it round the classroom. Demonstrate by asking a question, waiting, then choosing someone to answer it.

- i. A trainee stands in the middle of the circle and asks a question about forests.
- ii. They use the wait time technique before choosing someone to answer.
- iii. That trainee then goes into the centre of the circle and asks their question and uses wait time. This exercise should be done quite quickly round the room – as soon as a trainee has answered a question, they ask theirs.
- iv. If answers are slowing the game down, trainees say they don't know – the focus here is on questioning technique, not getting the answers right.

4. Trainees choose 3 techniques and describe in their own words why each is useful.

F. Practical task: Observation 3

1. This observation uses a chart to help the trainee focus on different aspects of the lesson, including the level of thinking skills being used.
2. After the observation, trainees analyse the lesson to develop their own higher level thinking skills.
3. Trainees evaluate the lesson and report back to the class. Discuss overall findings.

G. Summary

This is a list of key points in this unit.

H. Assessment task

1. Trainees write their tasks from C, making any changes to improve them.

Marking guide: Use the same checklist as in C:

- *Have they used a question or task word for each skill level?*
- *Is the task suitable for the age group, subject and level they will be teaching?*
- *Is the task clear? Do you understand the task?*

Also check whether trainees have made any improvements you suggested when you gave feedback in C.

2. Trainees develop two of their tasks into a list of learning activities that students would do to complete the task.

Marking guide: Good answers will:

- *have a similar level of detail to the examples. This shows that the trainees have worked out exactly what they would do to teach this task.*
- *use active teaching methods: pair; group or class discussion; techniques such as brainstorm, teach each other, charts or organisers.*
- *be clear about the teacher's role as guide and manager of learning*

Answers do not have to be long or complicated. Give trainees feedback on their ideas.

Unit 5: Group Work

A. Using group work

1. Draw the chart on the board or on a large sheet of paper. Ask *Which of these groupings have we used?* Write trainees' answers in the chart. Answers will depend on how the trainer actually ran these activities - only use the examples below if the trainees can't think of any.

Possible answers:

grouping	used?	example
individual	√	<i>Unit 2: Learning styles questionnaire</i> <i>Unit 4: Mix and match review</i> <i>Unit 4: Making questions</i>
pair	√	<i>Unit 3: Inclusion case studies</i> <i>Unit 4: Peer Feedback on learning tasks</i>
small group (3-4)	√	<i>Word-cards exercises in Units 3 and 4</i> <i>Unit 3: Plan motivating learning activity</i>
large group (5+)	√	<i>Unit 2: passive and active student demonstrations</i>
whole class	√	<i>Introductions to topic / teacher talk</i> <i>Reporting back and whole class discussion, e.g. 'Teach each other'</i> <i>Unit 4: Practising 'wait-time' in questioning</i>

2. Draw the next chart (on the next page) on the board or on a large sheet of paper. Explain that group work can be an excellent teaching method. However all methods have advantages and disadvantages.

As a class, discuss the advantages and disadvantages for individual work, and write trainees' ideas in the chart,

3. Divide class into 4 or 5 groups. Each group completes the chart.
Groups report back by presenting one section of their chart to the class. Discuss any points of interest.
Trainees keep their own record of the advantages and disadvantages.

Possible answers:

grouping	advantages	disadvantages
individual	<i>Good for writing work Good for reflective activity Ensures all students are working</i>	<i>No exchange of ideas or learning from others</i>
pair	<i>Everyone participates actively Everyone has thought about the topic Sharing and improving on ideas</i>	<i>Can't get feedback from everyone – need to follow up with some whole class checking or summarising</i>
small group (3-4)	<i>Good preparation for whole class teaching or discussion Students can compare answers Group answers mean no individual student gets it wrong</i>	<i>Some students can let others do the work – teacher needs to monitor</i>
large group (5+)	<i>Useful where there are a number of different tasks which can be divided between people according to strengths and weaknesses – often split into sub-groups Use for: Case studies; Projects; Field-work; Problem-solving; Task-based learning (Smaller groups can be fine for these too)</i>	<i>More difficult to ensure that all students participate in task or discussion</i>
whole class	<i>Good when you need everyone to hear the same thing Feedback develops confidence in speaking in larger group Teacher summaries make sure that nothing important is missing Use for: Presentations and summaries; Reporting back from pairs & small groups</i>	<i>Fewer students are able to contribute; strong students can dominate.</i>

4. Discuss the questions as a class.

B: Setting and managing group work tasks

Learning point: *teachers need to be able to think structurally.*

Organising actions in a sequence or process is an example of this.

For more information see *Methods File D: Charts and Organisers*.

1. Cue cards for this activity are at the end of the Trainer's Book (Page 80). Make copies for each group of 3. Groups put items in order.
2. Groups then put the items into categories. Groups decide which categories to use. If they have difficulty deciding what the categories should be, give them the ones suggested below. Groups make diagrams of their categories.

Possible answers:

- Planning / preparation** - *know what you want students to learn, plan the activity, decide how groups will report back, prepare materials*
- Setting task** - *put students in groups, give clear step by step instructions give an example, ask if there are any questions, set a realistic time limit*
- During the task** - *visit each group and check understanding, visit each group and check progress, give advice if asked or needed,*
- Reporting back or learning points** - *manage reporting back, summarise the learning, add missing learning points, students make a note of key learning points*

3. Trainees go around the class checking each other's diagrams and using this information to improve their own diagram.
4. Discuss the questions as a class.

C. Forming groups

1. In pairs, trainees decide on the best groupings for these situations. Depending on time, you could have all pairs do all situations, or give one situation to each pair.

Pairs report back on only one situation. Ask for other suggestions for each one.

Possible answers:

- i. Pairs **a** then **d** – develop confidence; Small groups **e** or **h**. Develop ideas before whole class discussion
- ii. Pairs **a** or **b** – develop confidence; Small groups **h** or **i**. Either set work at different levels (**h**); or mix stronger and weaker so stronger help weaker (**i**).
- iii. Pairs **b** or **c** – develop group relationships; Small groups **f** or **g** – students work in new groups
- iv. Pairs **a** then **d** – develop confidence; Groups **h** and **j** – put all stronger students in one group; **j**. Teach each other means that students report from their group, so strong students can't dominate
- v. Pairs **a** – for 1 or 2 minutes; Group **j** – split task between different groups saves time; tasks can also be graded, so could combine with **h**.
- vi. Pairs **b**, **c** and **d** - make students work with others; Groups **f** or **g** - mixing the class
- vii. Pairs **b** or **c** – students work with others; Groups **h** – stronger students work together on more difficult work.
- viii. Pairs **b** or **c** – make students work with others; Groups **f** or **g** – mixes the class.

2. Pairs think of another situation where group work is useful. Make a class list.

D. Research: Reporting back from group work

1. As a class, discuss the two questions about the uses of reporting back.

- Possible answers:**
- i. Shares group learning with the class; groups have different ideas
 - ii. Organising ideas; summarising; presentation skills

2. Divide the class into 6 groups. Each group has one topic with instructions. Each topic has the same sequence:

- 1) Brainstorm *What ideas do trainees have on the topic?*
- 2) Find out more: *trainees are referred either to the next page or the methods file for additional information*
- 3) Summarise main points
- 4) Plan to report back using a specific reporting back method -trainees are referred to the methods file for ideas.

Groups report back.

Possible answers:

Topic 1: see Guidelines on reporting back: Why report back (SB p 32);

Topic 2: see Guidelines on reporting back: What is good reporting back (SB p 32);

Topic 3: see Methods File A: Teacher explanation

Topic 4: see Methods file D: Charts and Organisers

Topic 5: see Methods file E: Active methods

Topic 6: see Guidelines on reporting back: Role of teacher (SB p 32)

Reporting methods: Did the trainees use the suggested method of reporting back?

Topic 1: Questioning techniques (Methods file B)

Topic 2: Diagram (Methods file D)

Topic 3: Visual method (Methods file D)

Topic 4: Verbal presentation (Methods file A)

Topic 5: Active Method (Methods file E)

Topic 6: Process chart / diagram (Methods file D)

3. Trainees think about the role they have played in reporting back so far - if they are often the group spokesperson, they should encourage other group members to do this. If they avoid this role, they should plan to be the spokesperson next time.

Guidelines on reporting back

E. Design a group work activity

1. In groups of 3-5, trainees design a group activity. The activity should take 5-10 minutes. Groups should use the ideas from this unit and earlier units to design their activity.

Point out that the activity should:

- *be focused on the learning outcomes*
- *be well planned*
- *have a method of reporting back*

2. Groups teach their activity to the class.
3. Have a class vote for the activity that best fits the learning outcomes.

F. Practical task: Observation 4

1. For more guidance on Observation Tasks see the Introduction. This observation uses a chart to help the trainee focus on the strengths and weaknesses of the lesson.
2. After the observation, trainees analyse the lesson and make a good practice checklist.

Trainees should have 5-6 good practice points. They should be able to make a good practice list whether the lesson they observed was good or not.

Trainees report back on their observations. Have a class discussion.

- Possible answers:**
- *Well-planned lesson*
 - *Clear learning objectives*
 - *All students active and motivated*
 - *A variety of different learning activities*
 - *Some activities involve higher level thinking skills*
 - *Use of group and pair work*
 - *Teacher walks round class checking and helping*
 - *Teaching methods support visual, auditory and kinaesthetic students*
 - *Teaching methods support strong and weak students*

G. Summary: some benefits of group work

This is a list of key points in this unit.

H. Assessment task

Trainees write a paragraph about using group work in a real classroom situation where some students do not participate. Trainees should apply what they have learned about using pairs and groups to this situation.

- Marking guide:** *Any proposals that have good reasons for choosing them would be fine. To check out what different ways of forming pairs and groups is good for, review the answers for C 1.*

Unit 6: Resources

Brainstorm examples of resources. Praise the first suggestions and ask *anything else?* Write trainees' suggestions on the board.

A. Research Project on Resources

Plan this activity in advance. Decide where and how trainees will collect information, and make the necessary arrangements. The information could be collected in class time or for homework.

1. Collect information: Put trainees in groups of 4-6 in subject or level groups (e.g Maths/ English, Standards 5/6 and 7/8 etc.)
 - i. Ask trainees for their ideas - what information do they need? - before they start teaching. Write their ideas on the board. They may only think of materials – textbooks, notebooks, pens etc. Show the example checklist in the SB. Explain that all these aspects are resources for teaching. Discuss one or two disadvantages when resources are limited. For example, if chairs and benches are fixed it can be more difficult to organise group work. Trainees would need to think how to do this.

Trainees review the checklist in the SB and make any changes and additions they want to before collecting information.

- ii. Groups collect information. If possible, groups should visit a school and talk to a subject teacher.

If this is not possible, they can research the resources for their teacher training course. by asking you about what resources are available.

2. Groups summarise their information using a mind-map.
3. Groups decide the most important issues. Walk around helping where needed. This exercise uses the higher skill levels of analysing and evaluating.
 - i. If trainees have difficulty deciding on their key points, suggest they think about what is most helpful and what is most difficult.
 - ii. Groups decide how good the resources are, based on their key points. This shows the challenges they face and the problems they need to solve as teachers.
 - iii. Groups decide what is the biggest challenge they have. If they are not sure, ask, *What do you think you will find most difficult in this teaching situation?*
4. Trainees plan and deliver a short presentation on their findings. Each group member should explain some part of the presentation. The presentation should cover the same sequence as the decisions made in 2 and 3:
 - i. Show the mind-map as visual support
 - ii. Present the key points
 - iii. Explain how good or not the resources are
 - iv. Say what will be most difficult.
5. Discuss this activity as a class.

Possible answers:

- *You can learn by finding things out (discovery method).*
- *Trainees have learned about their possible teaching situation and the difficulties they may face.*
- *You need to know the problems before you can think how to solve them*

Learning point: *Research is a learning activity*

B. Making the most of limited resources

1. Plan this activity in advance. Set up workstations. Copy the task cards on page 81, and put them in different parts of the room, on the wall or on tables. Put large pieces of paper and pens at each workstation. The topics are:

A: Using other people as a resource

B: Using field study as a resource

C: Using active learning as a resource

D: Using the internet as a resource

For topics C and D you may need to supply resources. Prepare this before the class.

Alternative method: If you don't have internet access:

Use a CD like Encarta or another encyclopedia to get information on a topic. Trainees think of a way they can use this as a learning resource in their class, and present this information on a poster or chart.

If you don't have a computer, do workstation activities A - C.

Divide the class into 4 groups (or 3 if you don't have internet access). Each group starts at a different workstation. Give them 10 minutes to complete each activity, and then they move on to the next workstation.

Manage the learning - walk round making sure trainees are on task; listen; be available for questions. Keep time: tell the trainees when they have 5 minutes left; tell the trainees when to change after 10 minutes. Remind trainees to use their notebooks for their own record.

2. Each group reports back on a different workstation activity.
Have a class discussion on the advantages and disadvantages about using workstations.

C. Making the most of the textbook

For this activity each group needs 2 different textbooks for the same subject at the same level. If this is not possible, go to activity C.2.

1. Provide sample textbooks for group work. You need enough books so that each group has 2 different textbooks for the same subject, at the same level, e.g.
 - a Burmese standard school or university textbook
 - one from the border, e.g. KED, KRCEE, ZOA, Curriculum Project or World Education textbook
 - a school or university textbook from Thailand or another country
 - a commercial English language book

In groups, trainees discuss the differences and similarities between the books. Then discuss these as a class.

Burmese school textbooks, like some other countries' school textbooks, are based on instruction and comprehension, with limited use of learning; less likely to interest and motivate students. Some other resources promote active learning methods and variety; with more application and higher level thinking.

2. In pairs, trainees discuss these situations and identify some active teaching and learning strategies teachers could use to solve these problems.

Possible answers:

a. Give information using presentation techniques: see Methods file A, e.g. give a task at the beginning; find out what students already know.

Teach students how to take notes / summarise information;

Set learning tasks to practise and apply learning.

b. Same suggestions from **a.** Pre-teach some key words before students read the information.

c. Use 'teach each other' in groups, students organise information visually (charts; timelines etc)

d. 2-3 students roleplay dialogue, reading from tape-script, while class listens and does the listening exercise

get different listening resources from internet or resource centres such as Curriculum Project

e. Link science to real life; use questioning techniques; use process charts; use teach each other; use field study; use simple experiments.

f. Questioning techniques and discussion: use more challenging questions – how what why – not just comprehension questions.

g. Teach each other; questioning techniques; field study; categorising...

h. Draw from life - student or teacher poses hand, and art class draws what they see.

D. Make your own learning activity

1. In pairs or small groups, trainees look at a textbook they use or plan to use, and discuss whether this coursebook uses active learning methods.
2. Use active learning methods to make the most of limited resources. In pairs or small groups:
 - i. Trainees decide what topic in the textbook to teach.
 - ii. They choose some active teaching methods to supplement the exercises in the textbook. Some suggestions are here or they can look for ideas in the *Methods file*.
 - iii. They plan the start of the lesson (first 5 -10 minutes). They introduce the topic; give instructions and start an activity.
 - iv. Trainees demonstrate their lessons, either to the class or in large groups.

E. Practical task: make a resource

In pairs or small groups teaching the same subject/level, trainees make word or picture cards that they can use in their current or future teaching.

They should use these to supplement materials they teach or plan to teach. However if that is difficult, the trainer can provide a selection of topics (see below). Some uses of word cards are described in *Methods File D: Charts and Organisers*

Trainees demonstrate their activity to another pair or group, and provide feedback.

Topic suggestions: Topics can be chosen from textbooks or trainee interest and knowledge, e.g:

- ethnic groups, religions languages in your country
- an environmental issue in your country e.g. deforestation, conservation, energy, waste
- a well-known person e.g. musician, film-star, writer, sports star, leader
- the rules of a game or sport
- how something works, e.g. a system in the human body, rainfall, a motorbike engine
- how to make something e.g. tealeaf salad, a paper aeroplane or boat.

F. Summary

This is a list of key points in this unit.

G. Assessment

1. Trainees read *Methods File D: Charts and Organisers* and make a chart or mind-map.
 - i. Answers should show understanding of concepts, not simply be a list of the examples in the *Methods File*. Give feedback as necessary for trainees to improve their chart or mind-map.

Possible answers:

categorising	ordering and ranking	processes
<i>Venn diagrams – definitions; similarities and differences</i>	<i>Timelines – logical order or time order</i>	<i>Logical and time order</i>
<i>Charts – organising and grouping information; comparing things</i>	<i>Ranking – what is most important</i>	<i>Cause and effect</i>
<i>Mind-maps - connections between ideas</i>	<i>Word cards can be used with any of these</i>	<i>Word cards can be used</i>

2. Trainees give examples of how these 3 types of organisers can be used in developing activities in their subject. They should have two examples for each of categorising, ordering/ranking and processes. If trainees have difficulty applying these ideas to their subject, they may need a bit more teaching. Do the supplementary exercise *C.3 workstations*.

Unit 7: Planning

A. Course planning

1. Discuss these questions as a class. These answers are relevant in 2010 - the situation may have changed since then.

Answers:

i. Camp : *KRCEE/ZOA or KnED/JRS curriculum, some schools use other materials, e.g. Burmese textbooks, textbooks from other countries or the school or teacher organises their own curricula and materials*

Migrant: *World Education curriculum (approved by Thai Ministry of Education), Burmese textbooks, Thai curricula, textbooks from other countries or the school or teacher organises their own curricula and materials*

ii. Camp: *KRCEE/ZOA or KnED/JRS curriculum, some schools use other materials, e.g. Burmese textbooks, textbooks from other countries or the school or teacher organises their own curricula and materials*

Migrant: *Burmese textbooks, Thai curricula, textbooks from other countries or the school or teacher or ganises their own curricula and materials*

iii. Camp: *Curriculum Project curricula and materials, Burmese high school or university textbooks, materials from other countries or the school or teacher organises their own curricula and materials*

Migrant: *Curriculum Project curricula and materials, Burmese high school or university textbooks, materials from other countries or the school or teacher organises their own curricula and materials*

Discuss this situation - there is no one standardised curriculum in many situations. Get trainees' ideas on the strengths and weaknesses on this system.

2. Trainees spend a few minutes completing the chart summarising the class discussion. Draw the chart on the board or a large piece of paper. Write trainees' ideas on it.

Possible answers:

	<u>Strengths</u>	<u>Weaknesses</u>
Primary	<ul style="list-style-type: none"> - some consistency standardisation - more assistance from local and international organisations - a lot is based on child centred methods 	<ul style="list-style-type: none"> - many different curricula have been developed by different organisations in various settings - no agreed curriculum - no accreditation - some schools/areas get more support than others
Secondary	<ul style="list-style-type: none"> - commitment and expertise of many teachers - teachers are free to decide what they want to teach 	<ul style="list-style-type: none"> - not much support from local and international organisations - few materials available, and teachers find it difficult to adapt materials to student centred approaches - no accreditation - language of instruction not always appropriate for students or teachers
Post-secondary	<ul style="list-style-type: none"> - some course books based on active learning methods - more variety of materials and subjects - some programmes get a lot of assistance from local and international organisations 	<ul style="list-style-type: none"> - no accreditation - some schools/areas get more support than others - few opportunities for graduates - language of instruction not always appropriate for students or teachers

The challenge to teachers on the border

B. Developing a course plan

Step 1: The outline

1. Put trainees in groups and explain task - Steps **i-iv**.
 - i. Groups make a week by week plan for a 20 week course. Make sure they include field study, review and assessment in the plan.
 - ii. They write it on large pieces of paper and put it where others can see it. Groups go round the room looking at each other's plans.
 - iii. Discuss the plans as a class - what things groups did the same, and what they did differently. Ask prompt questions:
 - Where is the field trip and why? *A field study in the local environment would be good, e.g. while studying **forest** if school has nearby forest or **waste** if school environment is town.*
 - When do we do review sessions? *Reviews can be part of normal classes. You are unlikely to spend a whole 2 hour class on reviewing.*
 - When do we do a project?: *A project uses many skills so it is best in the second half of the course. It is good for synthesis. It could also be a form of review or assessment.*
 - When do we do assessment? *It could be as you go along, or for each topic or at the end. What are the benefits of each model?*
 - iv. Trainees each make their own notes about what are the best ideas.

Learning points: *You need an outline for the whole course, before working on more detailed plans. Vary learning activities by including field study, project, and review and assessment time.*

Step 2: The course plan

2. Individually or in subject/level groups, trainees use the syllabus or textbook that they use or are going to use as a teacher and design a detailed course plan.

If your trainees don't know what they will be teaching, give them a textbook, e.g. CP's Environment Issues, or one from a subject they are interested in.

They can use the form on the next page, or design their own form. Make sure they use all the headings.

Go around the class checking all trainees have understood the task, and whether they have any questions you can help answer about it.

3. Trainees get feedback on their plans, and use this feedback to make any changes they like. If possible, get them to put their plans on the wall.

C. Writing learning objectives

1. Trainees decide which objectives focus on student learning.

Answers: *a, b* and *e*. *d* is possible, but only if students understand what they are repeating.

2. Trainees identify the level of skill of each of the objectives.

- Answers:**
- a. *analysis (including comprehension and application)*
 - b. *application (including knowledge and comprehension)*
 - c. *no learning objective*
 - d. *knowledge (if students understand what they are repeating)*
 - e. *evaluation (including knowledge, comprehension and analysis)*

3. Discuss as a class how learning objectives affect how a teacher teaches.

Possible answers: *A teacher without student learning objectives is more likely to rely on instruction methods. A teacher with student learning objectives is more likely to use active methods and also teach skills such as identifying themes, summarising, critical thinking and using learning.*

What makes a good learning objective?

4. Trainees decide on whether these learning objectives are useful.

i. Trainees identify the subjects that the objectives are for.

- Answers:**
- a. *computers/IT*
 - b. *maths*
 - c. *English language or any subject that is taught in English*
 - d. *English*
 - e. *computers/IT*
 - f. *maths*
 - g. *science/biology*

ii. Trainees to check their answers using SMART criteria.

- Possible answers:**
- a. *too general; level not clear; how can we/they know when they succeed?*
 - b. *Good - clear and specific*
 - c. *Good - specific about level; quantity, topic etc*
 - d. *Too general; does not say how knowledge will be demonstrated*
 - e. *Good - clear and specific*
 - f. *too general; does not say how understanding will be demonstrated*
 - g. *Good - specific and shows how knowledge will be demonstrated*

5. Trainees improve their learning objectives from **B.2**.

Demonstrate this on the board using one of the trainee group's learning objectives. Write up the original, and work with the class to improve it.

Example: *At the end of this course students will know about waste*

Improved: *At the end of this course, students will be able to:*

- *name the main types of waste, giving examples*
- *describe the main causes of waste,*
- *explain the five Rs of waste reduction, and give one example of each.*

i. In the same groups as in **B.2**, trainees rethink their learning objectives from **B.2**.

ii. Groups discuss how they could be improved and rewrite them.

iii. Groups swap with another group and give feedback.

iv. Trainees keep individual notes of good learning objectives.

D. Lesson planning

1. Start this section with a brief class discussion, using the prompt questions i – iii.

Some of the answers are in the reading passage above.

Possible answers

- i. Teacher is prepared; is clear about student learning objectives; has the necessary resources; has planned the time and how long to spend on each activity; has planned a range of activities.*
- ii. The course plan does not give the teacher enough detail to run and manage a lesson.*
- iii. The teacher is unprepared. The teaching may lack structure and objectives which can lead to students feeling confused; instructions for activities may be unclear; teacher might not have the resources they need (e.g. cue cards prepared before the class); teacher is less likely to guide and manage the learning well.*

The stages of a typical lesson

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

2. Trainees think about each stage – *input*, *process*, and *output* – and what the teacher and the students are doing at each stage.

- i. Draw the chart on the board. Trainees brainstorm each section in turn.
- ii. As a class trainees order the list, e.g. *review previous lesson* will be at the beginning of *input*.
- iii. Trainees make their own copy of the class checklist in the agreed order for reference.

Possible answers:

Lesson stage:	What should the teacher do?	What should the students do?
Input	<ul style="list-style-type: none"> • 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 <i>if there is one</i> • Assess students' understanding 	<ul style="list-style-type: none"> • Ask and answer questions • Work individually or in pairs • Come up to the board and show ideas • Do activities as a class
Process	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Consolidate understanding • Work individually, in pairs or small groups. • Use different learning methods. • Ask and answer questions
Output	<ul style="list-style-type: none"> • Review work from the lesson • Assess students' understanding • Extend concepts, introduce harder ideas • Give homework 	<ul style="list-style-type: none"> • Answer and ask questions • Demonstrate understanding from lesson • Self-assess work

Plan a lesson

3. Trainees each plan, prepare and teach a half-hour lesson to their peers (micro-teach), using the lesson planning form on the next page.

Trainees think about points **i.** to **v.** when planning: *learning objectives, materials, activities, timing and assessment.*

4. Tell trainees they will be assessed according to the guidelines in **E.**

Each trainee in turn teaches their planned lesson. Their group or classmates are their class.

Assess their training, using the checklist in **E.** If you have a large class of trainees, ask another teacher or trainer to help you or reduce the time trainees microteach to 30 or 20 minutes.

Give written or spoken feedback to each trainee after their session.

Feedback

5. After everyone has taught their lessons, discuss the overall strengths and weaknesses of the trainees' micro-teaching.

Evaluate your lesson

6. Trainees think about their own lesson, and make notes in the evaluation box of the lesson planning form.

E. Assessment

You might like to make copies of this checklist for the micro-teaching sessions - enough for each trainee. As trainees are teaching, tick off the things they do. Also write other comments.

F. Summary: Planning for learning

This is a list of key points in this unit.

G. Further research and extension activities

1. Trainees read the additional readings.
2. Only do this activity with very strong trainees.

The International Network for Emergency Education (INEE) is a committee that has drawn up minimum standards for education in emergency situations. Emergency means situations that seriously disrupt people's lives such as natural disasters, war, and displacement. These standards are described as international minimum standards to be aimed for and achieved.

This exercise asks trainees to consider how far the minimum standards for teaching and learning are achieved in their school / context. They choose one of the four teaching and learning standards in the additional reading section for unit 7 to think about.

Unit 8: Progress, Feedback and Assessment

A. What is assessment?

Make sure trainees understand the information in the reading text.

Methods of assessment

1. Trainees choose which of the activities can be used to assess students' progress.

Answer: *all of them*

2. Trainees look at the learning objectives and decide which of the assessment methods in A.1 are most suitable for each objective. There are other possible answers - these are the most likely.

Answers: a. *i, vi* b. *i, ii* c. *iii, v* d. *i* e. *iv, viii* f. *iv, viii* g. *vii* h. *iii, v*

3. In pairs, trainees decide when they can use each of the assessment methods from A.1.

Answers: *in most situations any of these methods can be used at the beginning of a course, during the course and at the end of the course.*

In all cases the method should be at the right level for the student group, and fit the learning and skills being assessed.

Exams or tests are often used in end of course assessment, since they are efficient for the teacher and school, and often easy to mark with right/wrong answers. They are not always best for the students. The fairest end of course assessment is a mixture of course work assessed during the year, and end of year exams.

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

Cue cards for this activity are at the end of the Trainer's Book (Page 82).

1. Divide trainees into three groups and give each group one of the case studies. If you have a large class, divide them into six groups with two groups getting each case study.

i. Trainees discuss their case study for a few minutes.

ii. Groups briefly report back to the class. Give each group the appropriate Part 2 cue card. Possible answers to stage 1 of the case study are at the beginning of the stage 2 cue cards.

Learning point: *initial assessment should fit the needs of teacher and student in context.*

iii. Trainees discuss their case study for a few minutes.

iv. Groups briefly report back to the class.

Possible answers:

A.2 - i. The teacher spends 45 minutes with the three weak students, teaching linear equations.

ii. While she is doing this, she gives review work to the rest of the class. After that all the class can start simultaneous equations together.

B.2 - i. , iii. He teaches the whole class how to take notes, because he thinks they would all benefit, even the 9 whose note taking was better.

ii. He gives the four students vocabulary sheets every week with up to 10 key words for the following week's topic. They need to learn the words and write them in a sentence.

C.2 - She talks to the head teacher since these are not problems she can solve alone.

Eh Eh is given a breakfast with boarding house children because of home poverty.

She thinks of additional active tasks for Soe Soe; and also sets him targets to work at something for one minute then two minutes, with praise for success, to help develop his concentration.

She makes sure that she stands in front of Kyaw Kyaw to speak; and uses gestures. She makes sure that he knows what to do at each stage so he is not left behind.

Learning point: *teachers need to think creatively about how to meet student needs.*

C. Assessment during the course: Assessment for learning

Self-assessment: How am I doing?

1. Answers will depend on trainee progress and understanding of their own progress. Trainer can use this activity to discuss progress and give feedback to individual trainees about their progress.

Peer assessment: How are we doing?

Feedback: how are you doing?

Giving constructive feedback

2. In pairs, trainees decide what is constructive feedback, and why.

i. Trainees tick or cross each bit of feedback, according to whether it is constructive or not.

ii. They decide why it is or is not constructive.

iii. They swap answers with another pair, and give constructive feedback. This should be:

- Specific about what is good
- Specific about what needs to improve
- Involve the student in making suggestions for improvement

iv. Discuss the answers as a class.

- Answers:**
1. × *Does not explain what is wrong*
 2. × *Does not explain what is good*
 3. × *Does not explain what the mistake is. 'Not again' makes student seem stupid*
 4. × *Very negative to student - destructive - although does explain what student got wrong*
 5. × *Does not explain what is wrong. Negative to student*
 6. × *Does not explain what is good*
 7. ✓ *Explains what is good; explains what is less good; asks student to think about how to improve.*

Marking

3. Discuss these situations as a class.

i. **Answer:** *Multiple choice questions are much easier to get right. Essays need more complex skills.*

ii. Answers depend on trainee opinion. Some points:

- *Two-point scale with feedback focuses on helping students achieve learning objectives.*
- *Two-point scale does not indicate differences between students who 'can do' since it is grade-free.*
- *Number grades can be very precise and are suitable for right / wrong answers where each part of the answer is given a number value.*
- *Numbers are easily averaged to get an overall mark for the student.*
- *Grades do not help a student know what to do to improve unless accompanied by comment and discussion*
- *Students tend to compare grades with each other rather than look at their own progress.*

Keeping records

4. Trainees discuss this in pairs.

Possible answers:

- *Teacher keeps track of student progress*
- *Teacher can easily see areas of difficulty for individual students*
- *Teacher can use information to discuss individual progress with students*
- *When using two-point scale with feedback, teacher has to know how far each individual student has got towards their learning objectives*
- *Teacher may want to use records for continuous assessment (as part of final assessment)*

5. In small groups, trainees design a record-keeping form for a class.

i. Check that trainees have the minimum information: *Class level and subject; Student names; dates of assessments; results*

Example:

School: <i>Shining Sun</i>			Class: <i>Geography 9</i>				Term: <i>2010 - 1</i>	
Assessment:	Essay 1	Test 1	Project	Speech	Essay 2	Project	Test 2	Homework
Date:	24/6	14/7	17/7	13/8	27/8	3/9	7/9	term 1
Tin Mg Than	76%	51%	38%					
Khu Khu	52%	79%	70%					
Hkun Aung	66%	63%	61%					
James	45%	50%	69%					

ii. Groups swap forms and give constructive feedback.

iii. Groups change their sheets based on the feedback, if they think it is useful.

iv. Have a class discussion about the record-keeping sheets. You can draw the example on the board if it is useful.

v. Trainees keep individual records of their sheets.

Design an assessment task

6. The purpose of this exercise is to get trainees to apply this method, and think of their own ideas.

Possible answers:

- i. Any appropriate use of cue-cards to match, organise / sort, or use as prompts (roleplay; case study; discussion)
 - ii. Roleplay between customers and waiter e.g. picture cards (2 cups of tea; 4 plates of rice, a pig, a chicken); a menu
 - iii. Matching: Cards with words and cards with meanings mixed up for matching, e.g. key words with dictionary definitions in English or home language
 - iv. Sorting: Cards with some words that define mammal and some that do not.
7. Trainees try out their activity and evaluate it. Were the instructions clear? Did the 'students' demonstrate their knowledge and skills by doing the exercise? Could the 'teacher' make an assessment of knowledge and skills?

D. End of course assessments: Summative assessment

Exams

Assessment policy

1. Trainees make recommendations on assessment that are suitable for their subject. Answers will depend on the subject. Prompt questions are:
 - i. Trainees choose some methods of assessment that are relevant to their subject and level - What should assessments measure? Memory? Understanding? Using knowledge in practice? Problem solving? How can you do this?.
 - ii. Trainees decide how the final result will be calculated. Should end of course assessment be an exam, continuous assessment, or a mix of both? What percentage of each? They should give reasons.

Vocabulary check

2. Trainees write definitions for the key words and concepts.

- Possible answers:**
1. *assessment at the beginning of the course*
 2. *assessment during the course*
 3. *final assessment (at the end of the course)*
 4. *student assessment of their own progress*
 5. *feedback and assessment from other trainees*
 6. *assessment done during the course that contributes to final assessment*

E. Assessment

Trainees make a checklist or diagram of the key learning points from this unit

- Possible answers:**
- *Assessment measures learning and progress*
 - *Three kinds of assessment: at start, during, and end of course*
 - *Assessment methods should fit the learning and skills being assessed*
 - *Initial assessment measures subject knowledge, key study skills, and individual needs*
 - *Assessment for learning gives feedback to students to help them learn and improve*
 - *Feedback should always be constructive: specific about what is good and what could be improved*
 - *Self and peer assessment help students think about how well they are progressing*
 - *Teachers should keep records of student progress*
 - *End of course assessments can be a combination of continuous assessment and final examination.*

Unit 9: Classroom Management

A. What is classroom management

Spot the difference

1. Trainees discuss the differences between the two pictures and what makes students work well.

Possible answers: *Students work well when they are interested and motivated. Teachers can help student interest and motivation in many ways - using a stick is not part of what makes students work well.*

B. Techniques

Classroom skills

1. Demonstrate these skills. Trainees make notes.

Getting student attention: Say loudly, *OK we'll start*. Go close to students who are talking or not sitting down; make eye contact; say, *We're starting now*; if needed say, *Sit down please* or *Why aren't you sitting down*, etc. Wait for silence before you start.

Voice: Read from the student book – first speak quietly with your head down reading from the student book; then look up, raise your voice, say *Can you hear me at the back?* Make your reading interesting using intonation and gesture.

Eye contact: Make eye contact with individual students (lift your eyes from the book as you read).

Walk round the class: Pause at different tables. Ask questions to check students are listening.

Using the board: Write on the board with your back turned to the class; stand in front of the board, and tell trainees to look at it. Then move aside, point at what trainees should look at; and demonstrate writing on the board half-turned to the class.

2. Trainees list good practice from their notes. Write them on the board.

Answers: Trainees' notes should cover the following

Getting student attention: *go close to student who is talking; make eye contact; tell them what you want them to do; wait for silence*

Voice: *speak loudly, clearly and slowly*

Eye contact: *make eye contact with students*

Walk round class; *pause next to students; ask questions*

Using the board: *Stand where you can see the class as well as the board; don't turn your back; stand so all students can see the board.*

3. Trainees do *Supplementary Activity A: Presentation skills*. If the trainees have done this activity before, they should do it again. Use it for trainees to self and peer assess their improvements since last time.

Class rules – basic discipline

4. In pairs, trainees decide what rules they would have in class.
5. In groups, trainees negotiate and agree to a short list of rules, and present it to the class. Have a brief class discussion on what rules are useful and what are not.

For example: a rule of silence at all times does not help interactive learning; a no hands rule means that teachers choose who will answer from the whole class.

Class plan – know your classroom

6. Trainees make a class plan - a map of their classroom.
 - i. Trainees mark the door, board, and chairs and tables.
 - ii. They mark where students sit, and identify hot spots and quiet spots.
 - iii. Class discusses teacher strategies for managing hot spots and quiet spots.

Possible answers: *All the classroom skills strategies: walk round the class; go close to students; make eye contact; ask questions using questioning strategies; make student work in mixed groups (e.g. number round class); ask quiet or hot spot student to report back from group.*

C. Reward and Punishment

1. Trainees make two lists, one for mistakes that students make, and one for punishments that they have seen or experienced.
2. As a class trainees make combined lists for each topic. Write the lists on the board.

Class discusses each punishment as the list is made, using the prompt questions. Allow the discussion to develop if trainees are engaged with this topic.
3. In pairs or small groups, trainees look at a list of punishments that some teachers have used, and discuss the questions.
 - i. Groups discuss who each punishment will help. Does it make it easier for the teacher? Does it help the student learn?
 - ii. Groups discuss whether any of the punishments are inappropriate.
4. Have a class discussion about these punishments.

Answers: *None of the first five punishments help anyone; vi may help the teacher but penalises the whole class; vii may help the teacher and the class but not the student; viii doesn't help anyone; ix – xi can help the class and the student but probably give the teacher more work*

Punishments **i-v** should never be used. There is information about this in the reading text on the next page.

D. Practical task

Trainees find out a school's policy on physical punishment. All trainees need to be aware that the formal policy of many schools now is not to use physical punishment.

Discuss this as a class.

E. Summary: Classroom management

This is a list of key points in this unit.

F. Assessment

Trainees show that they have understood the main points in this unit by writing a short paragraph in their own words about one of the summary points. They choose what they want to write about.

Marking guide:

Trainees should use the information in the reading passages, and their own notes from the activities in this unit to write their answers.

Trainee answers should explain a) what the topic means and b) how you do it.

If they have not practised independent writing very much, tell them to answer the questions: what is it? How do you do it?

End of Course Assessment

The end of course assessment measures output. It is partly continuous assessment, through the end of unit assessments, which ask trainees to apply their knowledge and understanding. It also assesses the practical application of what they have learned through demonstrating teaching skills in a half hour lesson. The trainer should use an agreed checklist for the assessment, so that trainees know what is being looked for. The checklist on page 45 could be used.

A. Continuous assessment

Look back at the records of each trainee's end of unit assessments, and write comments on their overall progress - things they have done well, and things they might want to work more on.

B. Plan and teach a lesson

1. Trainees plan and teach a 30 minute lesson. This could be in a classroom setting if they are already teaching. If not, they can teach their lesson in the training room to their classmates. It should be a lesson planned for the subject and level they are going to teach.
2. Give a copy of your assessment checklist to the trainees before they start planning so they know what you will be looking for. You can use the checklist on page 45 if you like, or develop your own. Have one checklist per trainee. Your checklist should have space to write comments you can use in your feedback to the trainee.
3. Observe the lesson using the checklist. Tick the points when the trainee does them. Write a comment for anything that is very good or very poor. Make a judgment – has the trainee shown enough good practice to pass this assessment?
4. Give feedback to the trainee immediately, if possible. If this is not possible, give feedback later the same day, or the next day. Tell the trainee clearly whether they have passed or need to improve in one or two areas. Be specific about what they need to do to improve.

Marking guide:

You are looking for

- Evidence of planning (look at the trainee's lesson-plan)
- Lesson stages: input process output
- Lesson activities are varied
- Students are active. There is some group or pair work
- Teacher role: good presentation skills; walk round the classroom checking and helping; good summaries of learning

Supplementary Activities to Practise Teaching Methods

A. Teacher presentation

Trainees read the guidelines in the Methods file.

- i. Each trainee prepares a short talk.
- ii. In groups each gives their talk in turn while the rest of the group listens and looks for good practice (**Listeners A-D**).
- iii. The speaker self-assesses.
- iv. Listeners give feedback, mentioning one thing the trainee did well and one area for improvement.
- v. Listeners change their focus for each new speaker.

Circulates and monitor. If needed, help trainees be specific in their feedback, e.g.

'Listener C, you made very good eye contact. I felt you were speaking to me.'

not just '

That was great!'

B. Asking questions: Open and closed questions

Trainees read *Methods file C: Open and closed questions*, to understand the difference between one answer questions and what do you think? questions.

1. Trainees identify the main difference between questions **i** and **ii**.

Answers:

- i. *This asks the student to remember the four reasons they have been taught.*
- ii. *This asks students to think about what they have learned and decide what they think are the main reasons.*

2. Trainees change the closed questions into open questions.

Possible answers:

1. *How do we know that a dolphin is not a fish?*
2. *How do trees store carbon dioxide?*
What are the benefits to people of trees storing carbon dioxide?
3. *How did Burma get independence?*
What were the reasons for Burma getting independence?
4. *Why is 'like' the right answer?*
5. *What do you know about banana plants?*
6. *What is ASEAN?*

C. Charts and organisers

Trainees read the guidelines on *charts and organisers* in the *Methods File*.

1. Here are some examples of these teaching methods. There are also other examples.

Possible answers:

- i. *2.B.1 diagram approaches to teaching*
- ii. *4.A.2 Bloom's structure of educational objectives*
- iii. *1.D.1 Teaching cycle, 4.A Objectives, tasks, activities 7.A Planning, 7.D.1 Stages of lesson, 8.C.1 Feedback loop*

2. Here are some examples of these learning activities. There are also other examples.

Possible answers:

- i. *1.B Knowledge, Attitudes; Skills, 2.B.3 Categorise learning activities, 2.C.2 Learning Styles, 3.A.2 Matching, 3.C.4 Mind-map, 4.B.1 Matching, 6.A.2 Mind-map*
- ii. *3.C.1 Rank motivators, 4.A.1 Rank Bloom's categories, 5.B.1 Group work tasks*
- iii. *5.B.1 Group work tasks*

D. Action methods: roleplay

In groups, trainees complete a lesson plan form. They can use the form on page 46.

Learning objective(s) - Is it expressing opinion? Practising English language? Arguing a case? Give easier opinions to weaker students? Have a strong student be the chairperson?

Input – What will they do to introduce the topic and engage student interest?

E.g. Ask the class what they think about school uniforms.

Process – How will students prepare for the roleplay?

E.g. in groups of 2-3 with the same cue card; make notes on their ideas to make their point.

Output – how will the roleplay happen? In one big group? Several times with different groups? Will the group take a vote at the end? Is there any follow-up work to do as homework or in another lesson?

Cue Cards for Activity 2.D.1 Passive and Active Learning

Passive

If I attend class and do what I am told, I will learn

My success depends on how good the teacher is

If I don't learn it means I am stupid

The teacher is responsible for my learning

Learning is something done to me by experts

I won't succeed so I am giving up

I can't keep up so there is no point in going to school today

Teachers should know the answer to every question a student asks

I don't like asking questions in case I look stupid

I don't like answering questions in case I make a mistake

I don't like saying what I think

I like it when the teacher marks our work because we know if we are right or wrong

It is mainly the teacher's responsibility for how well students perform in the classroom

Active

I am responsible for my learning

My success depends on me

If I don't learn I need to ask for help

Every student can be successful

Every student has the ability to learn

I hate it when we just sit and listen for the whole lesson

I like a variety of activities during the lesson

I find this topic difficult, so I really need to go to school today

I'm going to do my best. It doesn't have to be perfect

If I'm finding the work difficult I can ask the teacher for help

If I'm finding the work difficult I can ask a fellow student for help

I like asking questions to help me understand better

I like discussing my ideas

Cue Cards for Activity 3.A.2 Equality in Education

word	meaning	example
entitlement	The right to have something	The right to an education to age 11
		The right to a high quality education
equality	The same right to access and success	Girls and boys study the same subjects
		Students achieve results that are fair
diversity	Variety and difference	Schools celebrate festivals from different traditions
		Teaching resources reflect cultural differences
inclusion	Vulnerable students feel part of the group	Students with learning difficulties are accepted into the school
		Students do not fight or bully because of differences
differentiation	Teachers think about students' individual needs	Teachers plan for mixed level classes
		Students have individual learning plans

Cue Cards for Activity 4.B.1 Mix and Match

evaluation	synthesis
analysis	application
comprehension	knowledge

case study	write a report	discussion
write an essay	project work	solve a problem
creative writing	roleplay	discussion
survey and analyse results	student presentation	use a computer to do research
make a graph	use a computer to type	practise something learned

go on a field trip	exercises to check understanding	student asks questions
summarise	student takes notes	lecture by teacher
observation	repetition	memorise
teacher writes on board and students copy	student presentation	students answer open questions
student creates a process chart	debate	students make questions for each other
roleplay to practise English language	students answer closed questions	

Task Cards for Activity 5.B.1: Setting and managing group work tasks

know what you want students to learn

plan the activity

decide how groups are going to report back

prepare materials

put students in groups

give clear step by step instructions

give an example

ask if there are any questions

set a realistic time limit

visit each group and check understanding

visit each group and check progress

give advice if asked or needed

manage reporting back

summarise the learning

add missing learning-points

students make a note of key learning points

Task Cards for Activity 6.B.1: Workstations

Using Research as a Resource - A: Brainstorm on board

How can you use *other people* as a resource for learning?

1. Brainstorm the question using the board. See *Methods file G: Group work*
2. Chooses the 3-5 best ideas
3. Make a visual aid (e.g. poster or mind-map) on paper to present your answers
4. Clean the board.

Using Research as a Resource - B: Field study

How can *outside* be used as a learning resource in your subject?

1. Go outside for 5 minutes. Take your notebooks.
2. Each trainee individually writes down their ideas.
3. Discuss your ideas in a group.
4. Make a visual aid (e.g. poster or mind-map) on paper to present your ideas

Using Research as a Resource - C: Research from books

How can *active learning methods* be used as a resource in your subject?

1. Choose a subject that other groups have not done.
2. Research active learning methods using *Methods File*, coursebooks or teaching skills books.
3. Write ideas on paper – use specific examples (e.g. using timeline to map events in history)

Using Research as a Resource - D: Using the internet

How can *the internet* be used as a resource?

1. Look at this website: www.teachingideas.co.uk
2. Choose a subject you teach or are planning to teach.
3. Find an idea that you can use with a class. Make a visual aid (e.g. poster or mind-map) on paper to present this idea.

Task Cards for Activity 8.B.1: Assessment at the Start of a Course

A2. Maths Teacher

Initial assessment:

Teacher gives a test in linear equations from easier to more difficult ones. If students get methodology right in four of five, that shows they understand well enough. The fifth question is to test the stronger students – she does not expect all students to manage this one

Result :

She finds that three students do not understand how to work with linear equations.

What does she do:

- i. with the three students
- ii. with the rest of the class?

B.2. Geography Teacher

Initial assessment:

Teacher asked students to make notes (3 key points and one example of each) from a five minute talk. He asked questions to the whole class, then reviewed written notes

Result:

He finds that 14 of his 25 students make poor notes. Four of the 14 students who make poor notes have difficulty with the Burmese language.

What does he do:

- i. with the 14 students
- ii. with the 4 students
- iii. with the remaining 9 students?

C.2: Standard 1 Teacher

Initial assessment:

In conversation with the children, she asked them questions about themselves and their home lives. For Kyaw Kyaw she called his name right behind him and he did not turn round.

Result:

She knows that Eh Eh does not eat enough.
She thinks that Soe Soe might not be able to concentrate for long.
She suspects that Kyaw Kyaw can't hear well.

What does she do now?

