Teaching Skills

A Short Course for People who want to Teach

Student's Book

Acknowledgements

Introduction

This book is a general introduction to teaching skills for those of you are teaching now and those of you who plan to be teachers.

To be a teacher, you will need adequate subject knowledge for the subject you are going to teach. Most of the ideas in this book can be used at all levels in most schools and you should think about how to use these ideas and methods to teach you're subject to your students while you are studying this course.

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UNIT 1: Teacher roles and responsibilities

> Learning objectives: At the end of this unit you will be able to:
> ➢ Identify the qualities of a good teacher
> ➢ Describe a teacher's typical roles and responsibilities

Thinking about teaching
Working in groups of four, complete the following activities.

My worst teacher
Think of worst teacher you have had and list on flip chart paper all the reasons why he or she was a bad teacher.

My best teacher
Think about the best teacher you have had and list on flip chart paper all the reasons why he or she was a good teacher.

Good teachers
List the strengths of good teachers

Put up the three flip charts and briefly describe your findings to the class.

As a class, using the group flip charts as a guide, discuss what makes a good teacher.

Knowledge, attitudes, behaviour and skills
Check your understanding. Match these words with the correct definitions:

1.	knowledge (n)	a. how someone acts
2.	attune (n)	b. information and understanding
3.	behaviour (n)	c. ability to do something
4.	skill (n)	d. how someone thinks and feels

As a group review the list of strengths developed by your group and put each under one of the following headings.

Knowledge	Attitudes and behaviour	Skills

A good teacher needs knowledge, good attitude and behaviour and a lot of skill

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The qualities of a good teacher

A teacher needs to know and understand:

➢ The subject to be taught
➢ How to teach the subject
➢ How to plan teaching so that students can learn

Attitudes and Behaviour

The good teacher needs to have an attitude that is:

➢ Positive about teaching and helping students learn
➢ Fair so they do not have favourites in the class and is interested in all of the students

A good attitude is displayed by the teacher in the classroom when he or she:

➢ Praises the student for good work and effort
➢ Keeps calm and is patient and helpful
➢ Does not get angry with the students
➢ Treats students with respect and does not treat some better than others

Skills

The good teacher is able to:

➢ Give structure to the learning through good planning
➢ Make learning interesting and relevant so the student is motivated to learn
➢ Assess student progress so the student can manage their own learning
➢ Manage the classroom to ensure that all students are working well and progressing

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

1. relevant (adj)
2. motivation (n)
3. structure (n)

a. reason to do something
b. organising framework
c. meaningful because its related to life

The result of good teaching is good learning

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The role of the teacher

> **The role of the teacher is to guide, facilitate and manage learning for each of his or her students**

Key words

Achieve (v): succeed in

Facilitate (v): help, and make the task easier. A good facilitator (n) uses their skills to help students learn and achieve the task.

Guide (v): show people the way. A good guide (n) knows where to go, how to get there, and looks after the group with care and attention.

Learning objective (n): the end point of the learning; what the learning aims to achieve

Task (n): a job to do, or an activity with a purpose.

The role of the teacher is to guide, facilitate and manage learning for each of his or her students.

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

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

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

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

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

To carry out this role well, and give all students high quality

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learning, a teacher needs the right knowledge, attitudes, behaviours and skills. They need to be able to use these qualities together to help students learn.

Please answer all of the following items in the space below. Please note this is an individual exercise NOT a group exercise.

1. Describe what teachers need to know and do to guide learning
2. Describe how a teacher can help students understand what they are learning
3. List all of the different things a teacher has to plan.
4. List all of things a teacher has to do to manage the classroom

Responsibilities of the teacher

Teaching contains different stages. A useful way of looking at these stages is to see them as a cycle. In any cycle, each stage leads on to the next and each cycle of learning builds on the one before. There are five key stages in the teaching cycle. In order to provide good quality teaching to his or her students the teacher has to work through this cycle in the right order. The cycle can apply to the lesson, the topic, or the whole course.
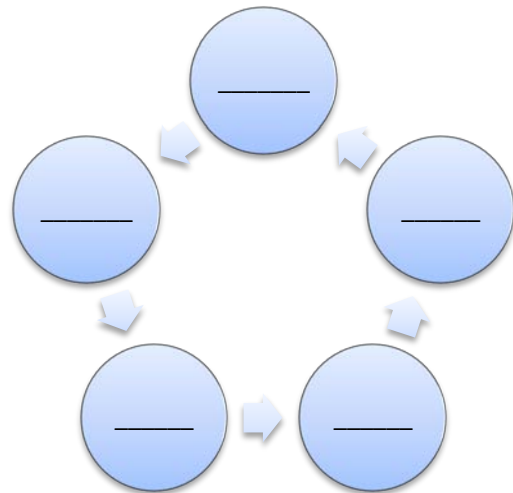
> **Key words**
> Cycle (n): a repeating circle of events
> Stage (n): step or part of doing something

The teaching cycle
Opposite is a list of the stages of the teaching cycle. They are in the wrong order. Put them in the correct order.

➢ plan
➢ assess
➢ teach
➢ evaluate
➢ identify needs

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Missing pieces

A teacher goes into the classroom.

Teacher: Right. Open your books at page 46.
Student: Sir, we did this last week.
Teacher: Did we? Ah yes, I remember. Ok then, go to page 52. Read the unit and answer the questions at the end.
The teacher sits at the front of the room, marking the homework from another class. Half way through the lesson, a student asks a question.

Student: Sir, we need to look at a map to answer question 5.
Teacher: Do you? Mmm. You'd better leave that question out and go on to the next one.

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

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

The stages of the teaching cycle

In the Missing Pieces scenario none of the stages of the teaching cycle were present!

As a group choose one stage of the teaching cycle. Make sure that each group chooses a different stage then answer the following questions:
1. Why is the stage important? For example why is it important to evaluate teaching?
2. How can the teacher do this? For example how can a teacher evaluate their teaching?

Identify needs

A teacher should determine student needs so that they can plan their teaching at the right level for the students. With a new group, the teacher needs to determine what they already know, the abilities of the group, and how they learn best. The teacher should also get to know the students well enough to know what difficulties they may have and what could make a difference to their learning.

Plan learning

Teachers need to plan the learning they are going to facilitate. Planning provides a structure in which each piece of learning builds on earlier learning. (A building block approach) The teacher needs to know where they are going. This means they need to know what subject content they are going to teach and the grade level of the students. It also means the teacher needs to know how to teach the subject. It is difficult to guide learners when the teacher does not have a plan.

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A teacher has to plan at several levels, at an outline level for the whole course and at a lesson level for the various topics in the course. Sometimes planning will also include developing learning activities and hand-outs for students.

Teach

A teacher needs to have clear learning objectives, set at the right level. Objectives aid learning by describing the various teaching and learning activities that the teacher has to facilitate and manage. The teacher needs to use a variety of teaching and learning activities in every class to make learning interesting and to motivate students. A variety of approaches is also needed to help students with different learning styles and skills. In the classroom, the teacher also has a responsibility for the welfare of the students. This includes making the classroom safe, and also thinking about the students as individuals.

Assess learning

A teacher needs to know how well the students understand their learning. Students also need to know how they are doing, so that they can do the work needed to succeed. Regular assessment helps both teacher and student. Assessment does not always mean tests and exams. Giving feedback to students is also a kind of assessment. Assessment helps the teacher determine the success of their teaching. As a teacher it is important to understand the difference between assessment and evaluation. Assessment concerns people, so a teacher would assess his or her students. Evaluation concerns determining the worth of something, so a teacher would evaluate the 'worth' of his or her lesson by asking the question 'How well did the lesson work?'

Evaluate teaching

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

Self-assessment:

Practical task: Observation 1

Observe an experienced teacher teaching his or her class for up to one hour.

While observing the class:

Note anything the teacher did that you thought was good and made the lesson interesting.

Answer the following three questions;

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1. What is the teacher doing well?
2. What is the teacher not doing well?
3. What things would I do differently if I was the teacher?

Unit 2: How we learn

> Learning objective: At the end of this unit, you will be able to:
> ➢ Identify different kinds of learning, drawing on your own experience
> ➢ Explain different approaches to learning in the classroom.

The role of the teacher is to guide, facilitate and manage learning for each of his or her students

Thinking about learning

Real life learning

We have all learned many things in our lives. For example how did you learn the following things?
- ➢ the words to a song
- ➢ riding a bicycle
- ➢ that water is wet
- ➢ sharing food
- ➢ giving an opinion

As a group discuss what did you do to learn these things, who helped you learn them and how did they help you?

List your findings on a flip chart and be prepared to present them to the class

Approaches to learning

As a group list on a flip chart the different ways that people learn, when you are finished put the flip chart on the wall.

As a class review the different flip charts and discuss the following:
➢ Which of these ways of learning happen in the typical classroom?
➢ Do some kinds of learning happen more than others in the classroom?

Learning in the classroom

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

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The earliest approaches to learning focus on a teacher-centred approach where the teacher gives the students information. Students are passive and listen to the teacher, and 'learn' what they are told. A lot of learning is based on remembering, and repetition and learning can seem unconnected to real life. This is the instructional method. Later, approaches began to focus more on having the student think and understand what they were learning. Students explored the world around them, and developed their own understanding by thinking about what they are discovering, and making connections. Students are active. This is the discovery method.

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

Instruction
"I tell you"
Teacher-centred

Interaction
"We talk"
Working together

Discovery
"You find out"
Student centred
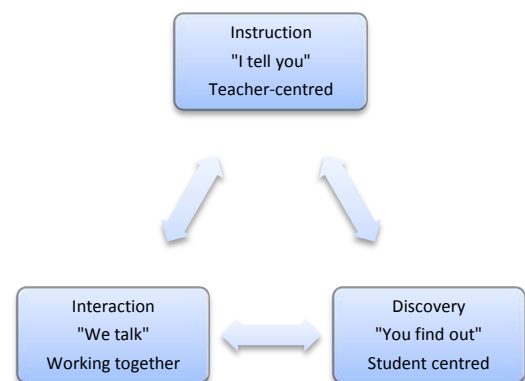
As a group discuss the following:
1. What do teachers mean by a good student? Does the teacher like students to be quiet and listen, or to ask questions? What does this tell you about how students are expected to learn?
2. List the typical kinds of learning actives that happen in a classroom? What does this tell you about how students are expected to learn?
3. How much interaction is there between a teacher and students? What does this tell you about how students are expected to learn?

Key words
Active learning (n): students learn by being active – discovering and thinking about their learning
Passive learning (n): students learn by listening to the teacher and remembering information
Theory (n): explanation of a system of thought
Approach (n): way of thinking about something
Focus (n): central point
Method (n): way of working
Interaction (n): communication between two or more people

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Read the following list of classroom activities. Think about your own learning experiences and give each activity onthelistascoreof1if the activity never happened or only happened occasionally or2 if the activity happened a lot for you.

Activity	Happened a little	Happened a lot
Taking notes from the teacher		
Listening to the teacher talk		
Copying notes from the board		
Remembering facts		
Asking the teacher questions		
Working in small groups to solve problems		
Having a guided discussion led by the teacher		
Trying things out to see if they worked		
Answering comprehension questions		
Getting feedback from the teacher saying how well you were doing		
Getting feedback from the teacher saying how badly you were doing		
Practising things		
Making things		
Going to the library		
Taking tests		
Writing exercises with right and wrong answers		
Writing essays		
Working on a case study		

As a group list on a flip chart, each of the above activities under the following three headings. When you are finished put the flip chart up on the wall.

1. Instruction: Teacher centred-students passive
2. Discovery: Student centred- students active
3. Interaction: student and group centred-students active

Summary

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

Learning styles – How do I learn best?

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

Learning styles typically fall into three areas:

1. Visual learners who learn through visual information and remember how things look
2. Auditory learners who learn through listening and remember sounds and voices
3. Kinaesthetic learners who earn through doing things and remember actions and movement.

A great deal of research has been carried out regarding learning styles however it is difficult to say that learning styles have a direct relationship to learning as this has never been scientifically proven. However recognising that different people learn in different ways helps the teacher better understand that they have to consciously plan to integrate different activities into their classroom.

Learning styles questionnaire

Below are 15 statements about different ways of learning. Look at each statement and decide how much you agree with it. If you strongly agree with the statement, score it 4. If you strongly disagree score it 1.

	Disagree		Agree	
I listen to music when I work	1	2	3	4
I learn best by watching someone else and practising.	1	2	3	4
To spell correctly I write it out first.	1	2	3	4
I remember how the pages of the textbook look.	1	2	3	4
I prefer the teacher to write comments on my work.	1	2	3	4
I learn best by reading the textbook and hand-outs.	1	2	3	4
I often use my hands when I talk.	1	2	3	4
I can understand things better with a diagram.	1	2	3	4
I can remember the words to songs.	1	2	3	4
When I spell I see the word as I spell it.	1	2	3	4
I prefer the teacher to talk to me about my work.	1	2	3	4
I learn best by listening and asking questions.	1	2	3	4
I'd rather play sport than watch it.	1	2	3	4
I enjoy doing practical activities.	1	2	3	4
When I spell I say the words in my head.	1	2	3	4

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

The higher the score, the stronger your preference for that way of learning.
Most people use all three ways of learning to some degree.
Many people have one or two learning styles that are stronger than the other(s).

These words are all linked to human senses. Match the word with the sense.
1. Visual   a hearing
2. auditory   b touching
3. kinaesthetic   c seeing

Learning styles in action

Visual learners learn best through visual information, and remember how things look.
Teaching and learning strategies that support visual learning include:
➢ Diagrams, mind-maps, flow charts, tables
➢ Lists with bullet points
➢ Colour-coding or use of symbols to show links
➢ Demonstration and observation
➢ Watching presentations using diagrams, pictures, etc.

Auditory learners learn best through listening, and remember sounds and voices.
Teaching and learning strategies that support auditory learning include:
➢ Discussion; asking and answering questions
➢ Giving yourself instructions; hearing the words you are reading, in your mind
➢ Memorising by repeating key points to yourself
➢ Teacher lecture or explanation with student asking questions
➢ Student explaining in their own words in response to people's questions

Kinaesthetic learners learn best through doing things, and remember actions and movement. Ideas need to be linked to the real world. Teaching and learning strategies that support kinaesthetic learning include:
➢ Exploring, experimenting and trying things out
➢ Spreading work and workbooks out round you; getting up and moving around
➢ organising and categorising by moving things around (e.g. cue-cards)
➢ Real life, e.g. case studies
➢ Field studies
➢ Students explaining to others by showing them or using diagrams.

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Self-assessment:

Practical task: Observation 2

In a previous observation activity you were asked to observe an experienced teacher teaching his or her class for 45 to 60 minutes. Combine this observation activity with the first one.

While observing the class:

Make a list of all the different things the teacher and the students are doing. Use the following chart as a guide.

After the class think about which approach was used the most. Instruction, discovery or interaction. Use examples from the class to support your opinion.

Teacher	Students
➢ Presented the topic ➢ Gave an exercise for the text book ➢ Gave an example of the exercise	➢ Listened ➢ Worked in small groups

Summary how we learn

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

Assessment task

Please answer all of the following items. Please note this is an individual exercise NOT a group exercise.

1. We learn in many different ways. Name three ways of those ways.
2. No single way of learning fits everything to be learned. Name at least two ways of learning that will be useful in the subject you will be teaching.
3. Some ways of learning fit some kinds of skills better than others. What are three ways of learning a practical subject?

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

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

Unit 3: Equality in the Classroom

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

The role of the teacher is to guide, facilitate and manage learning for each of his or her students equally

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

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

What does equal mean in education?

Following are five pairs of students different from each other in some way.

If you wanted to treat people equally in each pair would you treat them the same or differently? Consider the following, should the teacher:

> ➢ Change subject/topic/content/materials?
> ➢ Change teaching methods?
> ➢ Behave differently towards one or the other?

Girl	Boy
Buddhist	Christian
Visual learner	Auditory learner
Fast learner	Slow learner
A visually challenged learner	A learner who has normal eyesight

As a group discuss how you would want to treat each of these groups make notes and be prepared to present your opinion to the class.

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

Case studies: Inclusion issues

Read each of the following statements and choose ONE.

Discuss the issue in your group and determine how it might be resolved.

Prepare to present your findings to the class in the form of a short role play. Try to involve as many people from your group in the role play.

Student
I have to look after my two younger sisters on my own. One of them is disabled and needs a lot of help and I often can't get my homework finished. The teacher is not helping me at all

Teacher
The students are just not motivated. They don't see a future. They attend but they have little interest in learning. They are only interested in computers.

Student
I am disabled, I don't see very well and I have facial tremors, I really want to go to this school but the other students stare at me and some make fun of me. I really feel like an outsider.

Student
My parents are very worried because they can't afford the school uniform. I only have one school uniform and it's getting old and I need a new one, so what can I do?

Teacher
Some of the students do not understand the national language especially those from the ethnic areas, so I have to go over the same materials time and time again and it just slows everybody down. Students have to listen and try harder

Student
I am new to the school and I was punished by the teacher because I could not do the homework, I told him my English language skills are not very good but he said that was no excuse and he made me run around the school five times

Student
I get bored in class. The teacher is so slow and he never asks me to answer. He always asks the weak students and when they can't answer he embarrasses them and calls them names.

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Motivating every student

Key words
Motivation (n): desire to do something
Motivate (v): encourage the desire to do something
De-motivate (v): discourage the desire to do something
Motivator (n): a reason that encourages the desire to do something

To learn well, students need to be motivated. Motivation means students want to learn, if students are not motivated, they may not do all the practice they need to develop their skills. Why do some students appear motivated, and some not? What can the teacher do to help student motivation? We want all our students to be motivated, so that they all have an equal chance to succeed.

There are many theories regarding the motivation of students in the class room.

One of the theories most useful to the teacher is Keller's ARCS model. In the model Keller says that the student must be given **Attention** in a number of different ways. This is followed by **Relevance;** the learning must be relevant to the student. The student also has to be given **Confidence** that he or she is learning the right things and finally, **Satisfaction,** the student must be satisfied that what they are doing is right for them.

All of these things can and should be given to the student as part of a lesson or a number of lessons, it does not matter when they are given or the order they are given in, what is important is that they be included as part of the teacher's materials and delivery strategy.

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Using ARCS

Attention	Relevance	Confidence	Satisfaction
Provide novelty and surprise do something different in the class or during the lesson	Match the focus of the lesson to the needs of the student and what he or she needs to learn	Tell students about what they need to do to learn and how they will be assessed at the end of the lesson or course	Encourage and support the students internal enjoyment of the learning experience
Turn the students on to learning by posing questions or giving them problems to solve	Match learning objectives to student needs and objectives	Provide challenging and meaningful opportunities for learning success	Provide positive reinforcement and motivational feedback
Use a range of teaching methods to meet the students different needs	Present lessons in ways that are understandable and related to the students experiences and values	Link learning successes to the students personal effort and ability	Set up and maintain consistent standards and consequences for success

A simple example

The teacher sets a task for the class. Student A gets good marks. The teacher praises the student. The student feels good and continues to get good marks. The teacher thinks 'This is a good student'. The student thinks 'I like this and understand it'. The student feels motivated and works hard.

The teacher sets a task for the class. Student B gets poor marks. The teacher says the work is not very good and put the student down. The student feels bad and continues to get poor marks. The teacher thinks 'This is a weak student'. The student thinks 'I will never understand this'. The student feels demotivated and stops trying.

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

In your groups discuss what you would say to a teacher who was complaining about his students and said the following:

"You know my students are just not motivated. They don't see a future. They come to class but they have no interest in learning anything. They are only interested in computers and playing on their phones in class"

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Set out your response on a flip chart and be prepared to present your findings to the class by demonstrating what the teacher could do differently. Use the ARCS model as your guide

Practical task: Observation 3
In a previous observation activity you were asked to observe an experienced teacher teaching his or her class for 45 to 60 minutes. Combine this observation activity with the first and second ones.

While observing the class:
Make a note of all the different times you think the teacher used an idea suggested by Keller in his ARCS model

Summary: Equality in the classroom

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

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Unit 4: Teaching for learning

> Learning objective: At the end of this unit, you will be able to:
> - ➢ Write a learning objective
> - ➢ Apply Bloom's taxonomy to writing learning objectives
> - ➢ List five events of learning
> - ➢ Develop a lesson plan

The role of the teacher is to plan appropriate lessons for his or her students so learning can happen

The result of good teaching is good learning and good learning can only happen if the teacher takes the time to properly plan how that learning will happen.

Learning objectives, tasks and activities

What do we want our students to learn? Learning is not just remembering and repeating things. Students also need to be able to think and do. The starting point for planning learning is to have clear learning objectives. This is the case whether you are planning a course, a lesson, or a single activity in a lesson.

Learning objectives are written for the student to tell him or her, what they are going to learn, how they are going to learn and what level of accomplishment is expected of them.

Learning objectives are NOT written for the teacher but they help the teacher in their role as a guide and facilitator know where the student is going, what they are doing and how they can help the student reach their goal.

Example 1.
The student will be able to list three possible reasons for global warming.

Given this very simple objective the teacher can see that they have to provide information on global warming or point the student in the right direction so they can get the information for themselves. Once 'researched' the student will provide the teacher with a simple list of three possible reasons for global warming for assessment.

Example 2.
The student will be able to develop a funding proposal to install a bore well in Gilgit Township, Northern Pakistan. The proposal must include a time frame and full costing for supplies, transportation, local labour and a survey engineer.

This objective is a little more complex, here the teacher must direct the student to the correct research materials; guide them through the research and the development

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of the proposal. The student will then present the teacher with the completed proposal for assessment.

When writing objectives the teacher first has to review ALL of the topics they are expected to cover over the course of one term. These topics form the basis for the goals the students will reach at the end of the term. To help the students reach those goals the teacher has to develop the steps the student will take. These steps are the learning objectives.

This means that the teacher must ask him or herself the following question:

'What do I want my students to be able to do as a result of this lesson or activity?'

All learning objectives have three parts; a performance that tells the student what he/she is to do, a condition that tells the student the focus of the thing he/she is to do, and a standard that tells the student how well the performance must be carried out.

Performance – what the student is to do

Condition – the focus of what the student is to do

Example 1.
The student will be able to list three possible reasons for global warming.

Standard – how well the student is to carry out the performance

Performance – what the student is to do

Condition – the focus of what the student is to

Example 2.
The student will be able to develop a funding proposal to install a bore well in Gilgit Township, Northern Pakistan. The proposal must include a time frame and full costing for supplies, transportation, local labour and a survey engineer.

Standard – how well the student is to carry out the performance

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The most useful objective is the one that allows the student to be able to make a number of decisions about how they will carry out the performance. When writing your objectives you are searching for a group of words that will tell your students exactly what has to be done and does not confuse them in any way. For example consider the following phrases. Those on the left would confuse the student; they might ask "What do I have to know?" or "What do I have to understand?" Those words on the left however just need a qualifier to tell the student what he/she is to do. "Write an essay." "Recite a poem." Or "Identify a place from a photograph.

Words open to many interpretations	Words open to fewer interpretations
to know	To write
to understand	To recite
to really understand	To identify
to appreciate	To sort
To really appreciate	To solve
To grasp the significance of	To construct
To enjoy	To build
To believe	To compare

Assessment task

As a group review the following learning objectives and underline the performance, condition and standard in each one. If the objective does not have a performance, condition or standard rewrite the objective.

The student will:
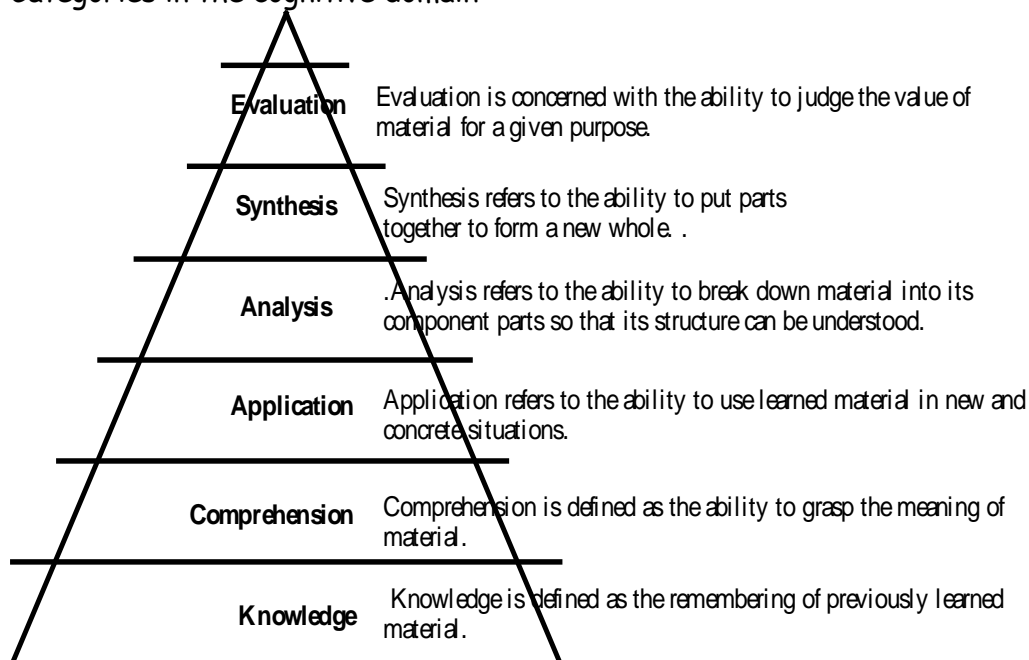
List all primary and secondary colours	Demonstrate how to perform CPR correctly
Respond to a series of questions	Understand how to give advice to customers
Summarise three features of the new Huawei hand phone	Develop a one hour lesson on global warming

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Learning objectives and the cognitive domain

The cognitive domain is based on the idea that thinking can be organised into six increasingly complex levels.

In 1956 B. S. Bloom identified six levels within the cognitive domain, from simple recall or recognition of facts, at the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation

Categories in the cognitive domain

Evaluation — Evaluation is concerned with the ability to judge the value of material for a given purpose.

Synthesis — Synthesis refers to the ability to put parts together to form a new whole. .

Analysis — .Analysis refers to the ability to break down material into its component parts so that its structure can be understood.

Application — Application refers to the ability to use learned material in new and concrete situations.

Comprehension — Comprehension is defined as the ability to grasp the meaning of material.

Knowledge — Knowledge is defined as the remembering of previously learned material.

In the mid-nineties Lorin Anderson, a former student of Bloom, revisited the taxonomy and made some changes, the two most prominent ones being, changing the names in the six categories from noun to verb forms, and slightly rearranging the order of the categories.

Original Domain	New Domain
• Evaluation	•Creating
• Synthesis	•Evaluating
• Analysis	•Analyzing
• Application	•Applying
• Comprehension	•Understanding
• Knowledge	•Remembering

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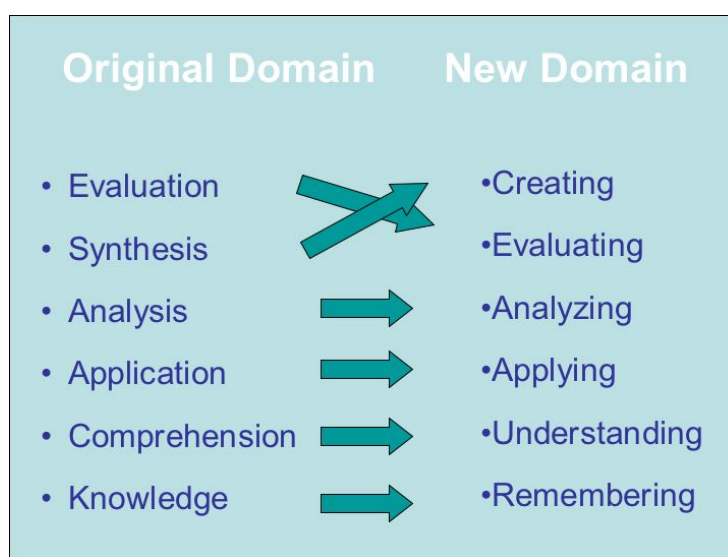
Bloom's taxonomy is important in teaching and learning because it helps teachers better plan their lessons and help students better understand what they have to do when learning. There is a lot of criticism about the taxonomy however, the main one being that people don't learn in such a structured, organised manner and there is no real link between one level and the next. This may be the case but the taxonomy is a useful tool to help the teacher organise learning.

The taxonomy helps teachers better understand that if they are going to teach a student to create something for example there is a lot of learning that has to take place first. The student has to be given the knowledge and understanding about what is to be created, then the student must be given time to practice and see where things are correct and where things are not correct and make a decision about fixing those things that are not right. Only after all this has been done can the student create something.

Each level in the domain is at a different level of complexity and helps the teacher develop higher order thinking. For example:

Remembering: Name three animals in Southeast Asia whose survival is threatened by deforestation.
Understanding: Explain the meaning of 'survival' with respect to deforestation.
Applying: Choose one threatened species and explain how it is threatened.
Analysing: Analyse the main reasons for the threat to elephants in Thailand.
Evaluating: Determine how successful current elephant conservation efforts are in Thailand
Creating: Develop a proposal to help protect elephants in Thailand.

When writing learning objectives the teacher has to consider at what level the objective is to be written, making sure that all the underpinning knowledge has been given to the student first.

Each level in the taxonomy uses a particular set of verbs to describe the expected student performance. Using these verbs helps the teacher better determine what the student needs to learn and how they, the teacher, can assess the student's performance.

> **When writing learning objectives make sure they are written at the correct level of learning**

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Appropriate verbs for use in learning objectives

Verbs applicable to the levels in the cognitive domain. Note that depending upon usage some verbs can apply to more than one level.

Remembering		Understanding	
Arrange	Order	Classify	Locate
Define	Recognise	Describe	Recognise
Duplicate	Relate	Discuss	Report
Label	Recall	Explain	Restate
List	Repeat	Express	Review
Memorise	Reproduce	Identify	Select
Name		Indicate	Translate

Applying		Analysing	
Apply	Operate	Analyse	Differentiate
Choose	Practice	Appraise	Discriminate
Demonstrate	Schedule	Calculate	Distinguish
Dramatise	Sketch	Categorise	Examine
Employ	Solve	Compare	Experiment
Illustrate	Use	Contrast	Question
Interpret		Criticise	Test

Evaluating		Creating	
Appraise	Judge	Arrange	Formulate
Argue	Predict	Assemble	Manage
Assess	Rate	Collect	Organise
Attach	Score	Compose	Plan
Choose	Select	Construct	Prepare
Compare	Support	Create	Propose
Defend	Value	Design	Set-Up
Estimate	Evaluate	Write	

Well written learning objectives are:

Specific	It is clear and precise
Measurable	Learning can be "proved" by the student being able to do something
Achievable	The performance is possible and within the ability of the student
Realistic	It is reasonable in relation to the student starting points and time scale
Time limited	A time frame has been set for the performance to be completed

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Assessment task

As a group review the following objectives to see if they are SMART. Rewrite any that are not.

The student will be able to:

Use a computer	Multiply simple fractions
Ask and answer six simple questions in English about their studies	Know the simple present tense in English
Understand arithmetic	Draw and label the parts of a flower and describe their functions in writing

Once you have developed a set of learning objectives they can be checked for correctness using the following check list.

Learning objectives check list

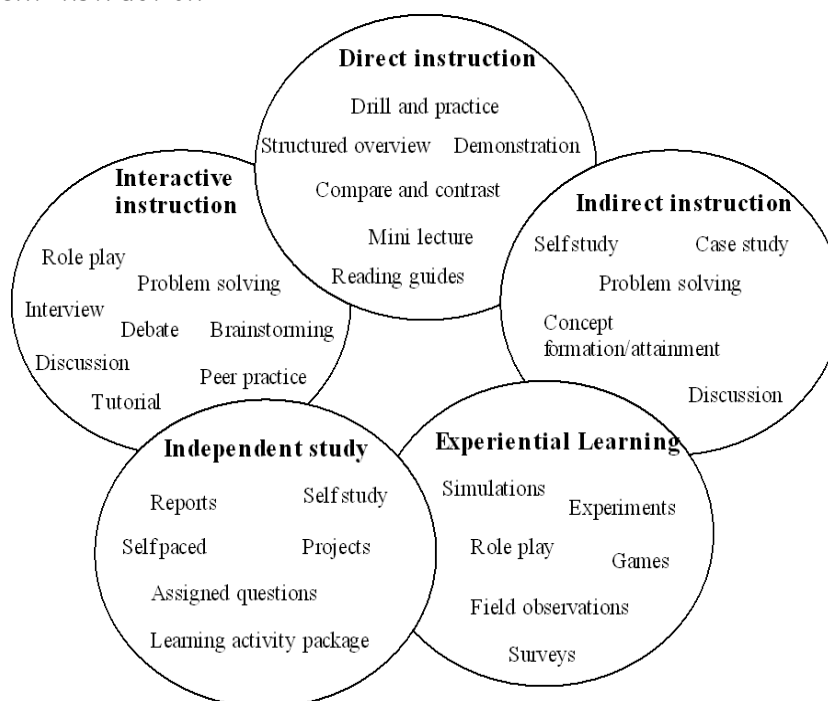|	Yes	No
1 Does each learning objective indicate an appropriate learning outcome?		
2 Does the learning objective include all logical outcomes?		
3 Are the learning objectives attainable? Do they take into account the ability of the students?		
4 Does each learning objective begin with a verb?		
5 Is each learning objective stated in terms of student performance?		
6 Is each learning objective stated as a learning product and not a learning process?		
7 Is each learning objective stated in terms of learner's end behaviour and not the subject matter to be covered?		
8 Does each learning objective include only one learning task?		
9 Is each learning objective stated at the correct level of the cognitive domain? Is it clear and concise?		
10 Is each learning objective stated so that it does not overlap other learning objectives?		

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Planning a lesson

The lesson plan is a detailed plan based on learning objectives and teaching methods. It helps you deliver the materials because you know what the students are doing and why; you know what resources are needed; and you use it to manage your time.

Instructional strategies

Instructional strategies define the overall approach taken by the teacher to help the student achieve the goal. The strategies are:

1. Direct instruction
2. Indirect instruction
3. Interactive instruction
4. Experiential instruction
5. Independent instruction

Direct instruction
Drill and practice
Structured overview   Demonstration
Compare and contrast
Mini lecture
Reading guides

Interactive instruction
Role play
Problem solving
Interview
Debate   Brainstorming
Discussion
Peer practice
Tutorial

Indirect instruction
Self study   Case study
Problem solving
Concept formation/attainment
Discussion

Independent study
Reports   Self study
Self paced   Projects
Assigned questions
Learning activity package

Experiential Learning
Simulations
Experiments
Role play
Games
Field observations
Surveys

Instructional methods

Instructional methods are those things used by the teacher to help the students achieve the learning objectives. They spell out the nature of the learning activity and different instructional methods have to be included in your lessons.

Direct Instruction

This strategy is teacher focused and includes methods such as lecture, questioning, drill and practice and demonstration. It is used for providing information or developing step-by-step skills and works well in actively involving students in knowledge construction.

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Indirect Instruction

Examples of indirect instructional methods include discussion, concept formation/attainment, problem solving, decision making, case study and self-study. This strategy is mainly student focused however direct and indirect instruction can be used together and complement each other. The strategy takes advantage of learners' interest and curiosity, encouraging them to generate alternatives or solve problems.

Using this strategy, the role of the teacher shifts to that of facilitator, supporter, and resource person who arranges the learning and provides opportunity for involvement and provides feedback to students.

Interactive Instruction

This strategy relies heavily on discussion and sharing among students providing them with opportunities to react to the ideas, experiences, insights and knowledge of others and to generate alternative ways of thinking and feeling. The strategy includes total class discussions, small group discussions, projects, or learners working together on assignments. The strategy also requires the refinement of observation, listening, interpersonal, and intervention skills and abilities by both teacher and student.

Experiential Learning

Experiential learning is inductive, learner centred, and activity oriented. It typically occurs when students participate in an activity and critically look back to clarify learning and draw insights from the review and put learning to work in new situations. The strategy can be viewed as a cycle consisting of experiencing, sharing, analysing and applying. The emphasis in experiential learning is on the process of learning, not on the product.

Independent Study

This strategy refers to the range of instructional methods provided to foster the development of individual learner initiative, self-reliance and self-improvement. The focus is on planned self- study under the direction of the teacher.
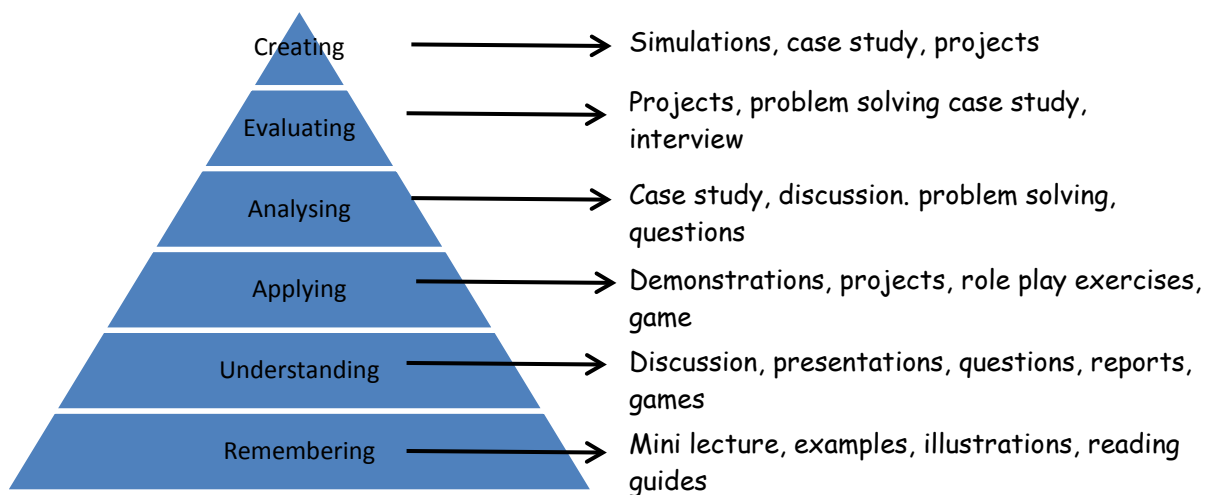
Instructional skills

Instructional skills are specific teaching behaviours. They include techniques such as questioning, discussing, direction-giving, explaining, and demonstrating. They also include actions such as planning, structuring, focusing, and managing the learning environment.
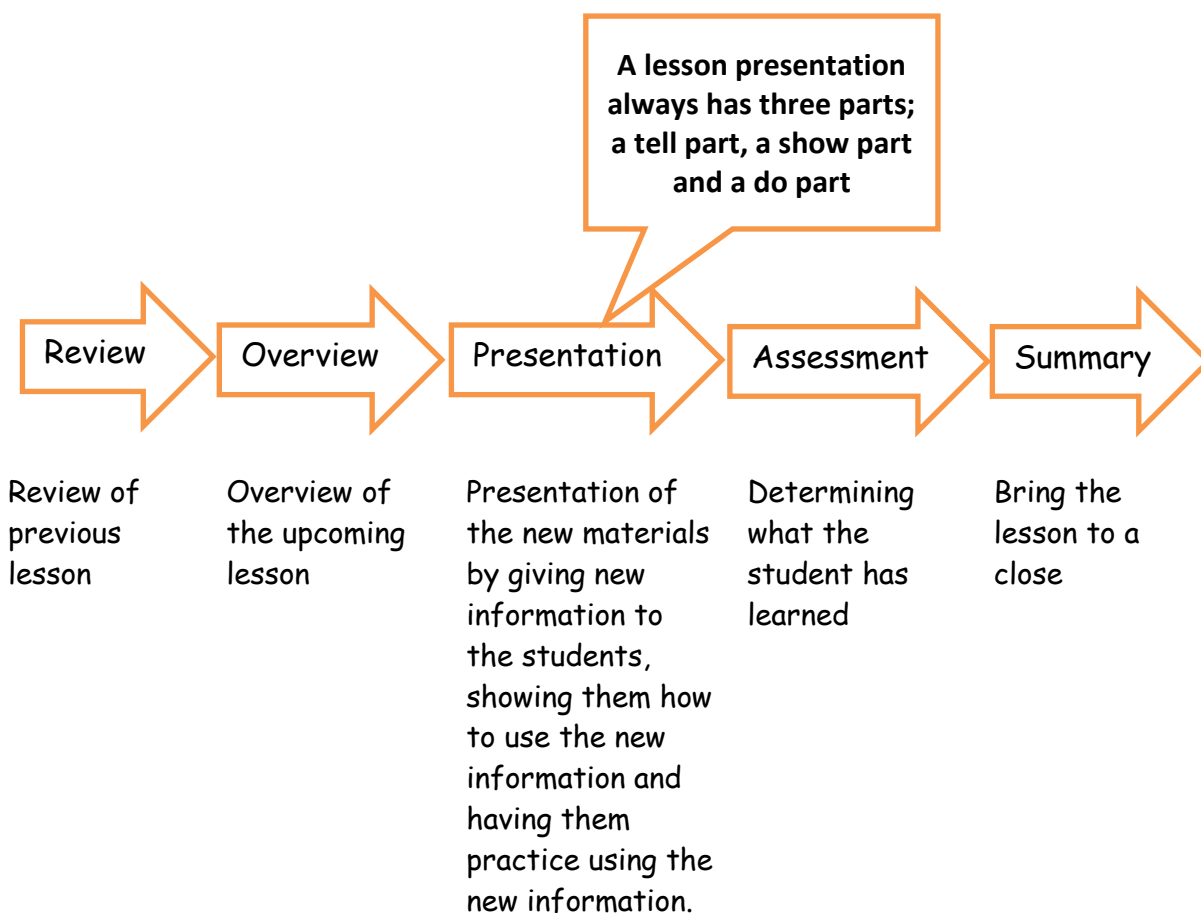
Instructional methods and the cognitive domain

Instructional methods also need to be considered in terms of the cognitive domain. For example:

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Creating → Simulations, case study, projects

Evaluating → Projects, problem solving case study, interview

Analysing → Case study, discussion. problem solving, questions

Applying → Demonstrations, projects, role play exercises, game

Understanding → Discussion, presentations, questions, reports, games

Remembering → Mini lecture, examples, illustrations, reading guides

Planning the lesson

The events of instruction in a typical lesson are as follows:

A lesson presentation always has three parts; a tell part, a show part and a do part

Review → Overview → Presentation → Assessment → Summary

Review	Overview	Presentation	Assessment	Summary
Review of previous lesson	Overview of the upcoming lesson	Presentation of the new materials by giving new information to the students, showing them how to use the new information and having them practice using the new information.	Determining what the student has learned	Bring the lesson to a close

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Lesson plan example

Teacher: Date:	Class: Teaching skills	Subject: Lesson planning	Topic: Writing a lesson plan	Lesson time: Two hours

Learning objective(s): At the close of this lesson the student will be able to: Develop a one hour lesson on the topic of their choice. The lesson must include a review, overview, presentation, assessment and summary plus timing for each section.

Required resources: ➤ Writing paper ➤ Materials on the topic of their choice ➤ Workbook

Timing	Teacher activities	Student activities
Review 7 minutes	➤ Review writing learning objectives ➤ Review reason for planning a lesson ➤ Ask for questions and/or clarification on any of the points	➤ Listening ➤ Asking questions
Overview 7minutes	➤ Review lesson objectives ➤ Review lesson format ➤ Note timing for the lesson ➤ Describe lesson assessment	➤ Guided discussion ➤ Asking questions
Presentation:		
Tell portion: 30 minutes	➤ Describe how and why the lesson is broken into different parts ➤ Discuss the role of each part ➤ Discuss the typical timing for each part ➤ Discuss the presentation portion and how it is broken into three parts ➤ Review the tell, show. do parts of a lesson ➤ Discuss the assessment portion ➤ Ask for questions and/or clarification on any of the points	➤ Guided discussion ➤ Asking questions
Show portion: 10 minutes	➤ Show samples of lessons for different subjects and topics ➤ Describe each lesson and review it component parts ➤ Ask for questions and/or clarification on any of the points	➤ Guided discussion ➤ Asking questions

Do portion: **40 minutes**	➢ Divide class into groups of four ➢ Have each group develop a one hour lesson on a topic of their choice	➢ Develop lesson learning objectives ➢ Develop the lesson as needed ➢ Ask questions and/or clarification
Assessment **20 minutes**	➢ Have each group present their lessons to the class ➢ Ask questions and/or clarification on any of the lessons	➢ Present their lessons to the class ➢ Discuss any issues with the lesson
Summary **6 minutes**	➢ Provide positive feedback on the lessons and their high quality ➢ Review the breakdown of a lesson into its component parts and why that breakdown is needed	➢ Guided discussion ➢ Asking questions
Follow-up and/or home assignment	➢ Discuss home assignment ➢ Ask for questions and/or clarification on any of the points	➢ Ask questions and/or clarification

Assessment task

As a group develop a one hour lesson of your choice. DO NOT COPY the example above but use it as a guide.

Put the lesson on flip chart paper and be prepared to present it to the class.

As a class discuss the various lessons and provide positive reinforcement to the developers.

As a group review the lesson you have just developed, go through each portion and determine if any of the ARCS components have been included. If they have not, put them into the lesson.

As a group present your lesson again to the class, this time pointing out the ARCS components.

As a class discuss the lessons and what has been included as ARCS components.

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Summary: Teaching for learning

Learning objectives are NOT written for the teacher, they are written for the student

All learning objectives have three parts; a performance, a condition and a standard

A good objective allows the student to make decisions about how they will carry out the performance

The cognitive domain is based on the idea that thinking can be organised into six levels. Bloom's taxonomy is important in teaching and learning

Each level in the cognitive domain is at a different level of complexity and helps the teacher develop higher order thinking.

When writing learning objectives the teacher has to consider at what level the objective is to be written,

Well written objectives are SMART

The lesson plan is a detailed plan based on learning objectives and teaching methods

Instructional methods are those things used by the teacher to help the students achieve the learning objectives.

Instructional skills are specific teaching behaviours

A lesson presentation always has three parts; a tell part, a show part and a do part

Unit 5: Progress, feedback and assessment

> Learning objective: At the end of this unit, you will be able to:
> ➢ Identify different assessment methods
> ➢ Explain the use of assessment methods in different contexts
> ➢ Demonstrate good practice in giving feedback
> ➢ Explain the need for record keeping in relation to progress and assessment

What is assessment?

> Key words:
> Test (n): A 'short' set of questions or exercises to determine a person's skill or knowledge
> Exam (n):A 'longer' set of questions or exercises to determine a person's skill or knowledge usually carried in a formal setting
> Constructive (ad): helpful
> Peers (n): people who are equal to each other

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

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

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

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

Methods of assessment

Which of the following classroom activities can be used for assessment?

Questions	Tests	Practical work	Essays
Observation	Roleplaying	Exams	Presentations

If you said all of the above classroom activities can be used for assessment you are absolutely right. Many teachers think that tests and exams are the only way to assess students. But in fact all of the methods listed above plus many more can be used to assess different skills.

As a group review the learning objectives listed below and determine which of the following assessment methods would work best with these objectives:

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| Questions | Tests | Practical work | Essays |
| Observation | Role-playing | Exams | Presentations |

Students will be able to:
- ➢ answer five simple questions about themselves using the English language
- ➢ list four important issues associated with the reformation
- ➢ sew a simple pocket onto a shoulder bag
- ➢ explain why the angles in an equilateral triangle are at 60 degrees
- ➢ analyse the strengths and weaknesses of three world leaders
- ➢ describe different survey techniques
- ➢ achieve a first aid qualification
- ➢ plant a tree.

Assessment at the start of the course: initial assessment
When you have a new group of students, you need to find out something about them so that you know what difficulties they may have that way you can plan to meet the needs of all your students. Initial assessment is one way in which you can determine needs.

Early in the course the teacher needs to determine:
- ➢ How good the students' knowledge, understanding and skills are in the subject they are teaching
- ➢ How good the student's skills are in reading, writing and studying
- ➢ If the students have any additional needs arising from a personal situation

At the start of the term the teacher can use a mix of tests, and discussions to help assess the student. Asking students to assess themselves also provides useful information. However research has shown that students typically underrate themselves

As a group read all of the 'cases' below and answer the question given at the end of the case.

Case study 1	Case study 2
A maths teacher is going to start teaching simultaneous equations. She knows all students need to be very confident in working with linear equations before they can solve simultaneous equations. *What does she do as an initial assessment?*	An English-speaking geography teacher has only one textbook. He knows that he will quite often give students new information by presentation. He also knows that the first language of most of his students is Myanmar. He wants to find out whether their English is good enough to make notes from his presentations. *What does he do as an initial assessment?*

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> **Case study 3**
> After three weeks, a Grade 1 teacher begins to worry about three children in her class. Than Naming has no energy, and is very thin. Sue seems to have too much energy and is always demanding her attention. Yaw is slow to respond to instructions, and seems to be in a world of his own. The teacher wants to find out more about these children's needs.
> *What does she do as an initial assessment?*

Assessment during the course: Assessment for learning

Many teachers assess progress by using tests, but test marks only tell the teacher what the student got right or wrong on the test, it does not say anything about what the student has learned. Test are notoriously poor at predicting if learning has taken place because they are not valid, they do not measure what they are supposed to measure, and they are unreliable in that they do not measure the same things each time they are used. They also do not show the student what they need to do to improve unless they are linked to specific learning objectives.

One of the best ways to assess learning as the course progresses is to use specific learning objectives with measurable outcomes that describe exactly what the student is to accomplish. If the student is unable to meet the outcomes set for that portion of the course, the teacher will be able to see this very quickly and start to resolve the problem.

Assessing students as the course progresses is called formative assessment

Peer assessment: How are we doing?

Peer assessment is when students comment on each other's work. Peer assessment can be used when the 'answers' being sought are clear and unequivocal, if opinions are needed peer assessment should not be considered.

One of the problems with peer assessment is the "blind leading the blind" meaning that the student is commenting on things he/she knows nothing about.

Students should only make helpful comments on each other's work this is a given of course but does not always happen.

Feedback: How are you doing?

Feedback is when teachers make constructive comments about the student's work. Students can learn a lot about their progress through regular constructive feedback from their teacher. Constructive feedback means feedback that helps the student improve.

Constructive feedback:

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

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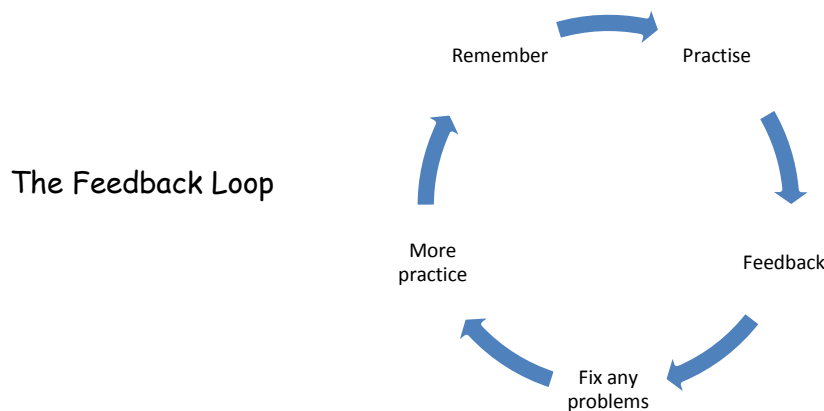
Although feedback should tell students what they need to do to improve, it should never be completely negative, since this is demotivating.

In your group review the following feedback comments, determine those that are constructive and mark with a ✓. Those that are not constructive mark with a ☒ For those remarks that are not constructive say why they are not and rewrite the comment.

Feedback	✓☒	Explanation
That's not right, do it again!		
Great job, I like what I see!		

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Not again, you have made the same silly mistake again, are you sleeping or something?		
Oh dear that is just terrible you have put the items in the wrong order AGAIN!		
What is wrong with you we have a deadline to meet? Get it done again please		
Well done!		
Great job you have covered all the main points, but the organisation of the essay is a bit confused. How can we fix that?		

Marking

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

Marking using a two-point scale

This is often used when there is a clear definition of what the student needs to be able to do and where several skills are involved. For example presentations, project reports, or practical skills. Students who do not pass the first time are given specific feedback on what they need to do to improve, and given time to make the changes. Written feedback is best so that students can refer to it when reviewing or redoing the work.

Marking using a grading scale

The pass mark for number-based grades will depend on the subject and the type of assessment. Number-based grades are particularly useful when assessments are based on right/wrong answers, but they are also used for other kinds of work. For example, a project has 20 marks: 5 for research; 5 for reporting; 5 for analysis and 5 for presentation. Letter based grades are often used for assessments where very precise

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marking is not helpful, for example essays or creative work. When using letter based grades it is common to have 3 to 5 letters for a pass. For example D Fail, C Pass, B Pass, A Pass

Assessment task

As a group discuss the strengths and weaknesses of both the two point scale and the grading scale. List on a flip chart and be prepared to present your findings to the class.

As a group discuss the issue of a final exam being worth 60 points and the terms work worth 40 points, compared to the final exam being worth only 30 points, the terms work being worth 60 points and attendance and attitude being worth 10 points. Be prepared to share your opinions with the class

As a group develop a form to keep track of student marks throughout the term. Be prepared to share it with the class

End of course assessments: Summative assessment

End of course or summative assessment measures the student's learning as a result of the whole course. In order to be fair to all students, you should use a mix of assessment methods to show whether the learning objectives have been achieved.
In some schools, student work that is done during the year counts towards the final assessment. This is called continuous assessment. This is good practice. It means that student success depends on all the work they have done, not just a three hour exam. In some schools, the work students have done during the year counts for 60 per cent of the final result, and end of year exams count for 40 per cent.

Exams

If exams are one of the methods of assessment used by the school, then you need to give studentspractisebeforetheysitfinalexams.Theskillsneededtodowellinexamsare:

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

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

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Assessment task

Write a short definition for each of these keywords.

➢ Initial assessment

➢ Self-assessment

➢ Formative assessment

➢ Peer assessment

➢ Summative assessment

➢ Continuous assessment

Summary: Progress, feedback and assessment

This is an individual activity.

Summarise all of the 'important' points from this unit. The summary could be in the form of a list like the other units, it could be a statement that covers the important points or it could be in the form of a diagram such as a mind map.

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Unit 6: Resources

> Learning objective: At the end of this unit, you will be able to:
> ➢ Determine available resources in your subject area
> ➢ Make creative use of resources in your subject area

To make learning interesting to the students, it is useful to have a range of resources. Many schools have very few resources, and very little money to buy new equipment or learning materials. This means that teachers have to make the most of what they have got.
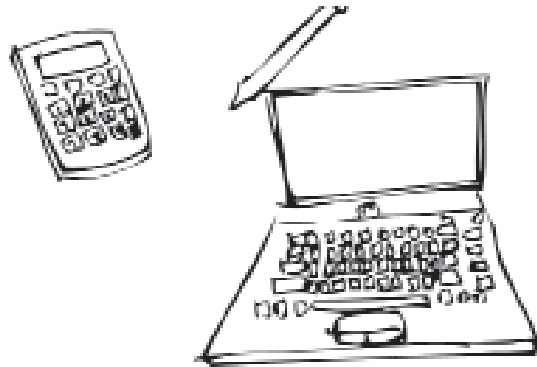
> **Key words**
> Resources (n): things that help teaching
> Materials (n): resources such as course books, maps, DVDs, library books, stationary
> Equipment (n): whiteboard. photocopier, computers

Researching resources
Working in your groups focus on the following areas:
➢ Classroom
➢ Equipment
➢ Materials
➢ Library
➢ People

In each area collect, summarise and analyse the information you gather then be prepared to present your findings to the class.

Use the following checklist as a guide. Do not copy it verbatim; adjust it to suit the needs of your group.

Resource	Details	Notes
	Classroom	
Tables and seats	None Fixed tables and chairs Movable tables and chairs	
Boards	Black White	

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	Can they be used by students?	
Wall displays	None Maps and posters Student work	
Electricity	None Sometimes Reliable Unreliable	
	Equipment	
Audio/visual	Can students listen to the audio? Can students watch movies?	
Computers	How many are use? Can students use them? How up to date are they? What software is on them? Is the software legal? Are they internet ready? Can they support multimedia?	
Specialised equipment as needed	For example: science equipment or toys for younger learners	
	Materials	
Course books	Teacher has the only copy Students share copies Students have their own copy Books are handed down	
Supplementary	For example: English language listening materials for an English class	
Stationary	Does the teacher have any? Does the student have any? How much is available?	
	Library	
Books	Number of books Do students borrow the books? Are the books useful? Are the books up to date?	
Reference materials	Encyclopaedias, dictionaries atlases	
	People	
	Other teachers	
	Students as resource people	
	People from the community	

Summarise information by making a mind-map of what you found.
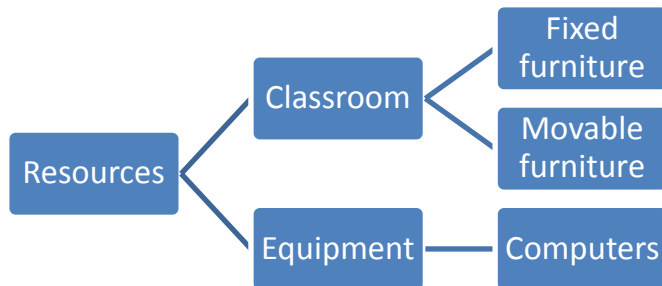
1. Analyse your information and decide on the key points.
2. Decide how good the resources are for different subjects and grade levels
3. Determine the biggest resource difficulty the school will have to deal with.
4. Present your findings by showing the mind map, summarising the key points and reviewing what you feel is the biggest resource problem.

Case studies in problem solving.

As a group discuss each of the situations below. List the active teaching strategy, learning strategies and possible resources these teachers should use in each case.

This is the same science book that I used in school and now I am a very experienced science teacher. So if it was good enough for me it will be good enough for them

I only have one textbook for the whole class so I think I will read it out loud. Students can copy it into their notebooks and then learn it that way!

I am teaching the students how to draw so I make a drawing on the board and tell them how to do different things then they copy it into their note books

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

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The students read through the 9th standard history text on their own in class. Then they answer the questions in their note books. After that I make them.

The English in the text book is too difficult for my students so I get them to read it for home work, that way they can look up the words in the dictionary

I have the English course book but I do not have the audio. The text of the audio is only in the teacher's book so we miss out on the listening exercises

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

Assessment activity

As a group choose any topic from any textbook that you feel comfortable with and sketch out a framework for a lesson. As part of that framework list the active teaching, learning strategies and resources that that will be needed.

Be prepared to present your findings to the class

Practical task

As a group develop a teaching resource that can be used in the classroom.
Using the lesson framework you developed in the previous activity choose an appropriate learning objective from that framework and construct a resource that could be used to help teach the objective.

For example:
- ➢ A map with cards to label countries, states and main physical features
- ➢ Role play prompts for language practice
- ➢ Picture cards of food for practising ordering a meal
- ➢ Cards to match words and meanings

Present your resource to the class using role play

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Summary: Resources

When you have limited resources you have to make the most of what you have

Resources should be shared via workstations

Resources can be shared using group work

Active learning can be used as a resource

Resources can be 'found' or made by the teacher

Resources include other people, a library, found objects in the home, market or on the street

Unit 7: Group work

> Learning objective: At the end of this unit, you will be able to:
> ➢ Explain the uses of group work
> ➢ Use group work as part of your teaching portfolio

We learned so far that students:
  ➢ Learn better when they are active
  ➢ Are more motivated when they are active
  ➢ Learn better and are more motivated when the learning is linked to real life

We also learned that teachers:
  ➢ Need to be clear about what they are teaching and why (learning objectives) re needed
  ➢ Need to set tasks and questions that help students think about, and make sense of, what they are learning

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

Using group work
In this class so far we have used small and large group work and individual work

As a class, discuss the advantages and disadvantages of each methodology.

As a class discuss why is it important to know when to use group work?

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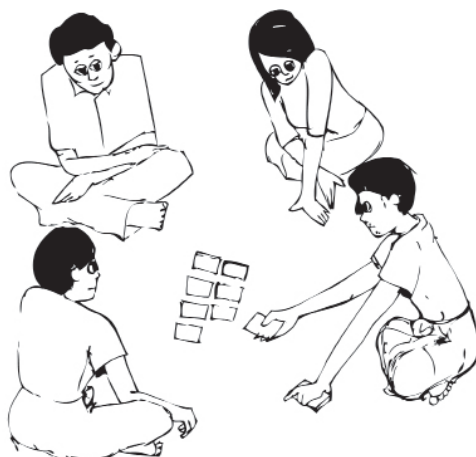
Following is a comprehensive list of 'good practice points' for setting and managing a group activity. As a group order the list.

1. Prepare materials
2. Give an example
3. Summarise the learning
4. Students note the key points
5. Know what students want to learn
6. Plan the activity
7. Give advice if needed or asked
8. Give clear step-by-step instructions
9. Visit each group and check understanding
10. Add missing learning points
11. Put students in groups
12. Ask if there are any questions
13. Set a realistic time limit
14. Visit each group and check progress
15. Groups report back
16. Decide how the groups are going to report back

Put each of the points from the previous exercise into the following chart.

Planning/preparation	Setting the task	During the task	Reporting back

As a group discuss why the order of the above points is important and why it helps to put them in groups.

Be prepared to present your findings to the class.

Being able to form groups is part of the teacher's skill in using and managing group work. Following are different ways that can be used to form pairs or groups.

Pairs
A. Have the student choose a partner.
B. Have the student work with someone they haven't worked with yet
C. Have the student simply move on to another person.
D. Choose a partner for the student

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Groups

    E. Students choose their own group of four or five.
    F. Number round the room, e.g. 1, 2, 3, 1, 2, 3. Students with the same number work together.
    G. Students sitting on the left/wearing green/whose name starts with A-E, etc.
    H. Teacher groups people of the same ability level together.
    I. Teacher groups people of different ability levels together.
    J. Pyramid: Two small groups combine to form a large group.

Review each of the situations below then choose at least two ways of forming pairs or groups from the lists above.

1. More than half the students in the class do not speak in class discussions.
2. Some students find the level of the work difficult.
3. When students are asked to work together, they always work in the same groups.
4. Three students dominate class discussion.
5. The teacher is afraid that group work will take too much time.
6. One or two students tend to be left out of social groups in the class.
7. Some students are bored. It's possible that the work may be too easy for them
8. Four students always sit together at the back of the class and don't pay attention.
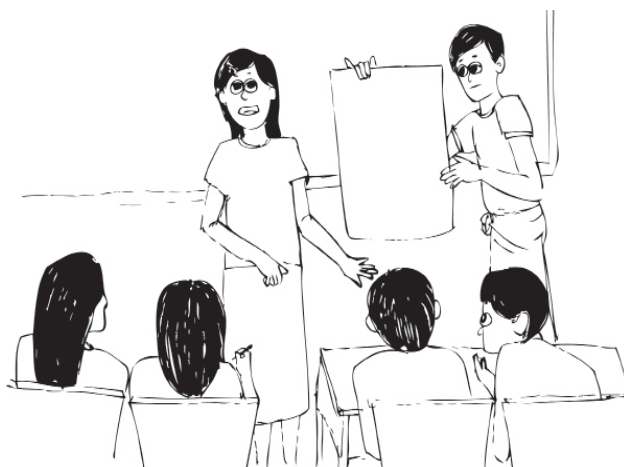
For example for situation 1 the teacher might use method I from groups and D from pairs.

As a group choose one of the following, read the directions and complete the activity.

Why report back from group work?	Verbal methods
Discuss possible answers	Discuss possible answers
To find out more, read Appendix A	To find out more, read Appendix B
Summarise the main points	Summarise the main points
Report your findings to the class using questioning techniques	Report your findings to the class using verbal methods
Action methods	**Good reporting back?**

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Discuss possible answers To find out more, read Appendix C Summarise the main points Report your findings to the class using action methods	Discuss possible answers To find out more, read Appendix D Summarise the main points Report your findings to the class using a chart or diagram
Visual methods Discuss possible answers To find out more, read Appendix D (Reporting back) Summarise the main points Report your findings to the class using a visual method	**The role of the teacher** Discuss possible answers To find out more, read Appendix E Summarise the main points Report your findings to the class using a process chart

Develop a group work activity
Using the following information as a guide, develop a group work activity to aid students achieve the objectives.

Currently the INGOs are significantly reducing funding to the migrant groups on the Thai/Myanmar border. What will be the long term consequences of this action?

Learning objectives: The student will be able to:
1. Review the current funding issues
2. Determine the political causes of the funding cuts
3. Determine the long term consequences for the typical migrant

Summary: Group work

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

Unit 8: Classroom management

> Learning objective: At the end of this unit, you will be able to:
> ➢ Explain the principles of classroom management
> ➢ Use a range of strategies to manage the classroom

What is classroom management?
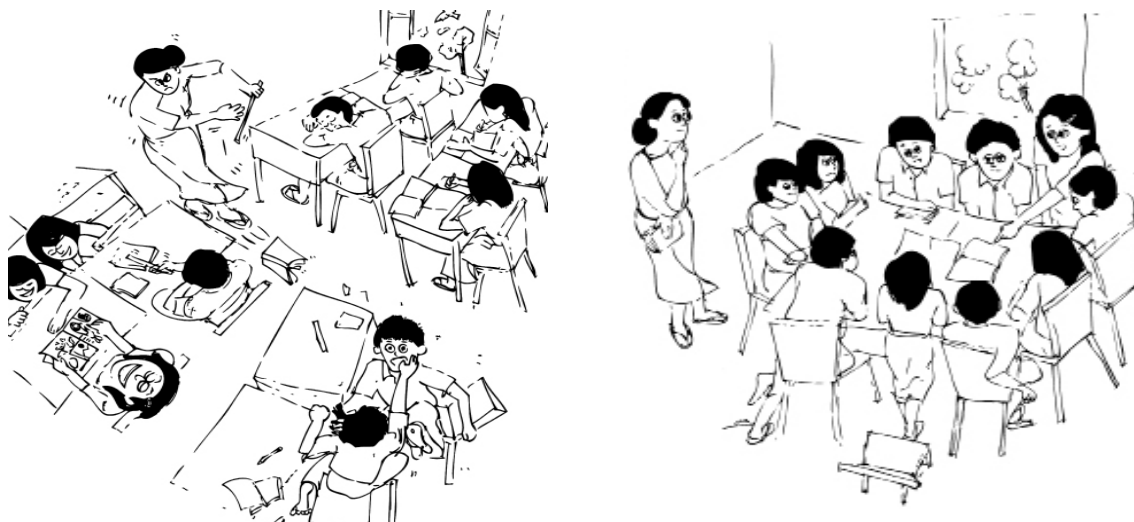
As a class look at the two pictures above and discuss the differences. Consider who or what makes a class work well?

Good classroom management creates a 'safe' place where students work well and learning takes place. The basis for a well-managed classroom is that all students are interested and motivated.

The other units in this course have discussed the need for the teacher to make lessons interesting by using different learning activities; making sure that the work is not too difficult or too easy; making sure that every student has something to do the whole time whether they are quicker or slower; and making learning meaningful by linking it to existing knowledge and real life. To be able to do this, the teacher has to plan their classes well, and be well-organised.

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

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Techniques

Classroom skills

At the start of a lesson there are a number of things you have to do to make the lesson run smoothly. These things include:

Getting the student's attention – wait for silence before starting. Say loudly OK let's start the lesson. If students are still talking, walk toward them, make eye contact and say OK we are going to start now, please pay attention.

Voice – when you speak enunciate your words and speak slowly without being condescending. Use intonation and gestures to help emphasise your words. Take care not to let your voice trail off at the end of a sentence. You do not have to shout and you should avoid the use of a microphone unless the classroom is exceptionally large.

Eye contact – make eye contact with the students; however do not linger on a particular student especially if that person is a woman.

Walking round the class – walk around the class and talk to the students, look at their work, show interest in their work and in them

Using the board – when you have to write on the board, assuming that you are right handed, half turn to the class so your left shoulder is next to the board, speak as you write so those students who perhaps cannot see everything that is being written, can still take notes. When you speak DO NOT speak to the board, speak to the class. DO NOT turn you back to the class.

Class rules – basic discipline

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

What rules do you want? Review the following list of rules. Do you agree or disagree with these rules? List the rules you would use in your classroom. Be prepared to present your list to the class and briefly explain why you choose the rules you did.

> ➢ Silence at all times
> ➢ No speaking when the teacher is talking to the whole class
> ➢ No interruptions when other students are speaking
> ➢ Put up your hand before speaking
> ➢ Don't put up your hand (the no hands rule) – the teacher will choose someone to speak
> ➢ No moving about the classroom

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- ➢ Students can move round the classroom for group work
- ➢ No food and drink in the classroom
- ➢ No cell phones
- ➢ Don't ask questions
- ➢ Give homework in on time
- ➢ Give homework in on the agreed day every week
- ➢ Be on time for class

Class plan – know your classroom

It is helpful to make a class plan showing where students sit. This will help you learn their names. Knowing students' names means they feel you are know who they are, and are interested in them as individuals. Your interest in them and their learning is motivation for them. When you have got to know the group, it is useful to make another class plan to help in classroom management.

It is easy as a teacher to focus on those students who are active and engaged, and findthatallyourteachingisdirectedtothem.Butitisimportanttobeawareofallyourstudents. If you ignore quiet students, or ones that are not working, you will allow classroom management problems to develop.

Reward and Punishment

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

As a group discuss punishment in the classroom. Consider what might be 'good' and/or 'bad' about punishment and if punishment will make the student do better in the future.

Consider the following and discuss their merits
- ➢ Stand on one leg for 45 minutes
- ➢ Clean the toilet
- ➢ Tell the whole class the mistake
- ➢ The student has to jump like a frog for the whole class time
- ➢ Pain – stick/pinch/twist ear
- ➢ The whole class works in silence
- ➢ Stand outside the classroom
- ➢ Copy out lines
- ➢ Sit at the front of the class
- ➢ Stay in classroom at lunch time or afar school to do work
- ➢ Do extra homework

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

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

A punishment that makes it easier for the class to work without disruption, or for the student to catch up on work that the rest of the class has completed, is the most effective. Students can understand the reasons for this, even if they don't like it. An example is if they have to stay behind after school to complete late homework.

Many studies have shown that reward for good work and good behaviour is more effective atchangingbehaviourthanpunishment.Withdifficultstudentsyouneedtofindsomethingthey are doing right, and praise that, even if it is something that you expect of all students asstandardbehaviour:ifitisanimprovementonwhatthestudentwasdoingbefore,thenpraise it. Praise and encouragement gives the student the kind of attention they want. In fact, disruptive behaviour is often attention-seeking because the student feels that any attention is better than none. If you give students supportive attention, you may not need to use punishment at all.

Summary: Group work

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

Assessment
Choose one summary point from the above list and write a short paragraph explaining what it means and how you do it. Give examples.

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Appendix A

Guidelines on reporting back

Why report back from group work?
- ➢ Information and thinking is shared in the whole class
- ➢ Students develop confidence
- ➢ Students practise speaking skills
- ➢ Teacher checks understanding
- ➢ Teacher can ask further questions to develop whole class discussion teacher can add information
- ➢ Teacher can summarise learning points so students know what they have learned

What is good reporting back?
- ➢ Summarises key points or main arguments
- ➢ Does not include everything everybody said in discussion •well-organised (order, headings or categories, charts)
- ➢ Has visual support such as white board, newsprint, diagrams, demonstration shows the group's opinion
- ➢ Does not express only the reporter's opinion

The role of the teacher in reporting back
- ➢ Manage reporting back time:
- ➢ Set and keep to time-limits, e.g. two minutes for each group
- ➢ Ask for 1-3 key points from each group (not everything they discussed)
- ➢ After the first group has reported, ask other groups only to report new points that have not already been made
- ➢ Give different group's different tasks so each group's reporting back is different

Make sure every student reports back at least once
- ➢ Keep a record of who has done verbal reporting back as you go along
- ➢ When you ask for the group's report, say which student is to give it
- ➢ Choose someone who hasn't done it before, or someone who hasn't done it recently

Confirm learning and understanding
- ➢ Ask more questions if needed
- ➢ Add more information if needed
- ➢ Summarise learning points

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Appendix B

Guidelines on verbal methods

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

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

Content skills
➢ Organise your talk: use lists or make clear connections between each point
➢ Explain: keep it simple; use examples
➢ Use visual support, for example use the board to organise or summarise your talk
➢ Keep it short – 10 minutes is usually plenty!

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

Teachers often talk too much in class. For students to be active, they need to be doing most of the talking and not listening!

Appendix C

Guidelines on action methods

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

Role-play
- ➢ Students represent different opinions or experiences, and act out the situation
- ➢ English language role plays, e.g. giving directions to a lost visitor.
- ➢ Social science case studies, e.g. a farmer, a businessperson, a foreign investor and an ecologist discuss a new hydro-electric power plan.

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

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

Games
- ➢ Games should have a learning purpose.
- ➢ Language learning games practise specific language in a fun way.

Writing questions
- ➢ Groups write questions and answers on a topic, and exchange them with another group.
- ➢ Make sure all students have to think of questions and make sure they know the answers to their own questions. They may need to research and check.

Projects
- ➢ Develop study, research and thinking skills.
- ➢ Projects are good for student engagement and motivation, but need planning and preparation.

Circuits/workstations

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> ➤ When resources are few, share them by having groups do different tasks at different times. This means that fewer people need the resources at the same time. To do this:
> > ➤ set up exercises or activities at different points in the room.
> > ➤ Plan activities that will take a similar amount of time (e.g. 15 minutes)
> > ➤ split the class into groups and give each group a place to start
> > ➤ give groups a set amount of time for each activity and then move on. For example: your maths class has very few mathematical instruments. Have one group using the instruments, while other groups have maths work that does not need those instruments.

Field study

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

Surveys

> ➤ Surveys help gather information. The information can be facts (e.g. to find out how many students smoke) or opinions, e.g. find out whether people think smoking should be banned.
> ➤ Designing surveys to find out the answers to questions is not always easy, so start with simple surveys to build student skills in analysis.

Creative projects

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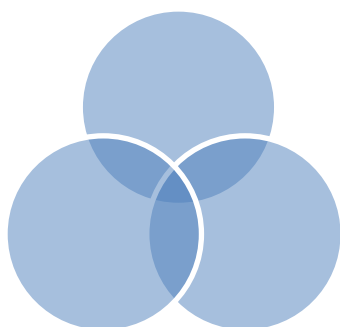
Appendix D

Guidelines on good reporting back/visual methods

Good reporting back helps the student make meaning of the lesson or the activity. In group work it helps students discuss and organise themselves.
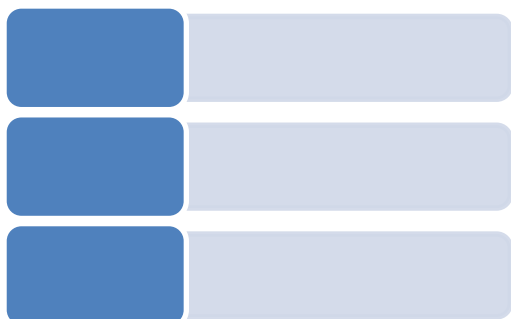
Venn diagrams

What goes where? What is it? What is out? Venn diagrams teach boundaries, definitions and concepts.
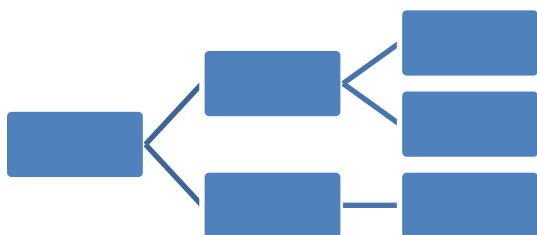
Charts

What kind of……? Teaches comparison, definitions and concepts. Charts can be developed by the teacher or by the student.
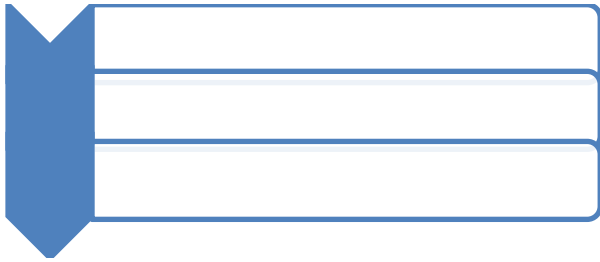
Mind map

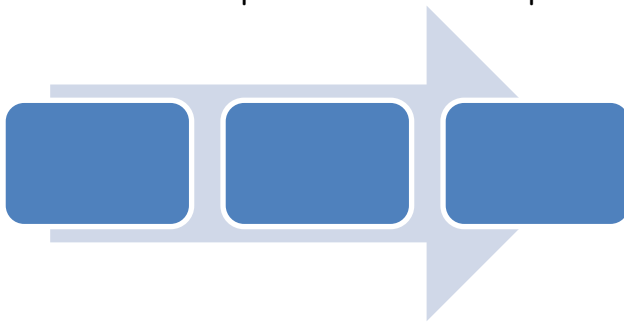Connections. Teaches groupings of different aspects of the topic. Can be used to organise thinking on a topic.

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Ordering and ranking
Teaches logic

Process diagram
Shows relationship between different parts of a process for example cause and effect

Appendix E

Guidelines on the role of the teacher
Asking questions

There are the four stages in asking a question:

1. Ask the question
2. Give time for the students to consider an answer
3. Choose someone to answer the question
4. Have the student answer

Technique	How to do it	Benefit
No hands rule	Students do not raise their hands, teacher chooses from the whole class	Encourages all students to focus on the question as they might be asked to answer
Wait time	Teacher asks the question then waits for five seconds before choosing a student to answer	Encourages all students to think about the answer
Write time	Teacher gives the student one minute to consider the question and write an answer. While writing the teacher walks around the class checking on the work. Teacher then chooses one student to answer	All students write an answer, teacher checks and can see who does not understand
Discussion time	Students discuss the question in pairs or small groups	Promotes engagement and interaction
Choosing a person	After wait time, write time or discussion time teacher chooses a student to answer the question	Everyone has to concentrate as they may be asked to answer
Minimum length answer	Ask a follow-up question to stringer students	Develops thinking and speaking skills
Whole class answer	With higher level questions use follow-up questions to develop a discussion	Develops a discussion so students can make connections and build knowledge and understanding.

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Open and closed questions

Closed questions

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

Examples of yes/no questions:
- Is a dolphin a fish?
- Do trees store carbon dioxide?
- Has the USA ratified the Kyoto Protocol?

Examples of single answer questions:
- Who is the President of the USA?
- Which are the three longest rivers in the world?
- When did Myanmar gain independence from Britain?
- Where is the next World Trade Conference being held?

Examples of a multiple-choice question:

Hser Wah has 8kg of chicken. She sells 2.5 kgs to Zaw Win. How many kg does she have now?

a. 5

b. 6

c. 5.5

d. 6.5

We can't watch a movie because the DVD player is _____

.broke/broken/break/spoiled

Open questions

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

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

Ask open questions to develop thinking and discussion in the classroom

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