Teaching Skills

Trainer's Book

A short course for people who want to teach

Educasia
Education in Context

The Curriculum Project

ABOUT

US AND THIS BOOK

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INTRODUCTION

Information for trainers

This book is a general introduction to teaching skills for those who are teaching and those who plan to be teachers. The taught skills are applicable to teaching in most subjects and to students from most age-groups.

The course combines basic teaching skills and learning theory with practical methods for creating effective lessons with emphasis on techniques that work in low-resource settings such as Myanmar. It provides a wide range of training activities including practice, observation and self-assessement. It encourages reflection on best ways to apply modern principles and techniques to trainees' own contexts.

Components of Teaching Skills

Teaching Skills consists of a **Trainee's Book** and **Trainers' Book.**

1. The Trainee's Book

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

Reading passages and diagrams: These present new information or summarise information.

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

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

Summary: Each unit has a summary of key learning points presented as a bullet-point list.

Practical tasks: Each unit has a practical task. Some of them are teacher observations where trainees observe an experienced teacher, focusing on aspects of the lesson related to the unit they are studying.

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

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

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

Supplementary activities: This section has a small number of additional activities based on methods explained in the Methods File. They are suitable for trainees at all levels to practice

specific teaching skills, or apply their learning. The trainer decides when to use them during the course.

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

2. Trainer's Book

The Trainer's Book contains detailed training instructions and answers to exercises. Further explanations are provided at appropriate points.

In addition to containing the Trainee's Book pages, the Trainer's Book contains:

- Advice on how to use the books
- Techniques for training
- Cue cards for activities at the end.

Preparation

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

Resources needed

- Enough Trainee's Books for the class, and the Trainer's Book.
- Cue cards, word cards and case studies for some exercises. These are at the end of the Trainer's Book. They can be photocopied, or written on paper or cards.
- Textbooks: Trainees should bring the textbooks they use or are likely to use in their own classrooms. If your trainers have never taught before, bring a selection of textbooks they are likely to use. These can be used when trainees are developing learning activities and lesson plans so that they have real topics to practise with.
- Large pieces of paper are useful for reporting back from group work. If this is not possible, tell trainees to use the board when they report back.

Language

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

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

What and how trainees learn on the course

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

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

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

Learning points: These are the main ideas that trainees should get from the discussions and activities. Learning points are given throughout the Trainer's Book.
Modelling: Try to model good teaching practices. If trainees see good teaching, this shows them an example of how to teach well. Some ideas are given in the next few pages.

Techniques for training

Review

- Start each lesson by briefly reviewing the previous lesson or unit. If trainees have done a class observation, link their experience to the review.
- Show the connection between the last lesson and this lesson.

Introducing the unit (and introducing readings)

Use a variety of different methods to introduce new units and texts.

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

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

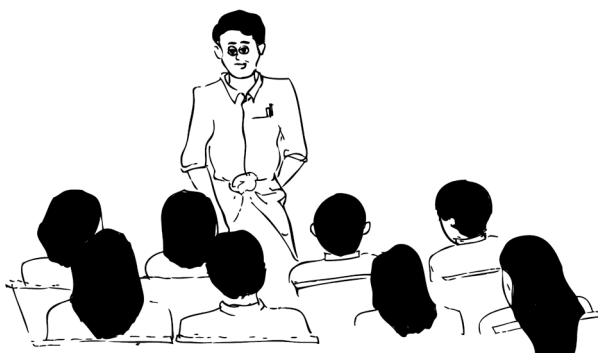
Method 3: Trainer checks trainees' understanding of key words, then trainees read the introduction or assigned text.

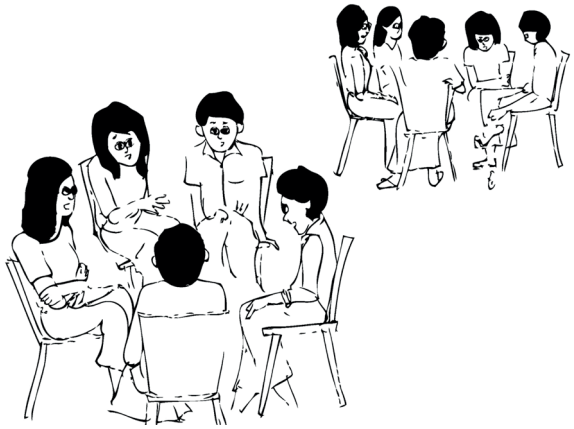
Method 4: Trainees read the introduction or text, using a dictionary to look up any words they do not know.

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

Discussions

- Use the prompt questions given in the Trainee's Book or Trainer's Book: open questions develop discussion. (See Methods File C: Open and closed questions.)
- Give trainees thinking time – one minute to note their ideas before you start the discussion. (See under 'write time' in Methods File B: Why ask questions?)
- Ask trainees for the first answers or ideas, then ask whether other trainees agree.
- Use follow-up questions for stronger trainees. (See under 'minimum length answers' in Methods File B: Why ask questions?)
- Summarise the discussion and learning points.
- The trainer needs to have the confidence to enter into discussion with trainees, asking prompt questions for further clarification. If trainees don't agree with you, listen to their ideas – they might be right…





Group work

Forming groups: Pair and group work is a core method in active learning. The course does not specify how groups should be formed for each activity. When forming groups, think about the class and choose the best method for your purpose. Read the advice on forming groups in Additional Reading and Research for Unit 8 for some ideas.

Setting and managing group work tasks: Use the checklist in the Trainer's Book for Unit 8. Make sure that the trainees understand what they have to do.

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

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

Timing activities

- Find the right level for your trainees and the task. Timing will also depend on how difficult and/or familiar the topic or task is.
- Do not give trainees too much time to start with – they may finish early and get restless, unless you have a relevant extension activity for them.
- If you find, however, that trainees are all still busy and on task and need more time, you can extend it.

Answers

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

UNIT	TOPIC AND LEARNING OUTCOMES	CONTENT	SKILLS DEVELOPMENT/ ACTIVITIES
1	**Teacher roles and responsibilities** Trainees will be able to… a. identify the qualities of a good teacher b. explain a typical teacher's roles and responsibilities c. plan the stages of the teaching cycle	Strong and weak teachers	Think about and analyse own experience; discussion
		Knowledge; attitude and behaviour; skills	Categorise qualities
		Role in guiding and managing learning	Input and comprehension
		The teaching cycle and trainer's responsibilities	Ordering Teach each other
		Reflection	Design self-evaluation form
2	**How we learn** Trainees will be able to… a. identify different kinds of learning b. explain different approaches to learning in the classroom c. identify different learning styles (VAK) and the implications for teaching	Learning in the world and classroom	Analyse own experience
		Approaches to learning	Categorise learning activities
		VAK learning styles	Reflection Teach each other; application to teaching and learning
		Active and passive students	Mime, roleplay Application
3	**Equality in the classroom** Trainees will be able to… a. explain some key concepts in equality, and how that might affect teaching and learning b. identify issues of equality and diversity, and ways to promote inclusion c. identify the main motivators for learning	Students: difference and equality	Reporting back
		Key ideas on equality in education	Match ideas to meanings and examples – word cards
		Inclusion case studies	Discussion and reporting back; roleplay
		How to motivate all students	Prioritising; poster
		How to interest all students	Design a checklist; discussion
		Plan and teach an activity to motivate and interest all students	Application
4	**Teaching for Learning** Trainees will be able to… a. explain some ways to develop thinking skills b. apply this to their teaching in their subject area c. write a learning objective	What do we want students to learn?	Reflection; ordering
		Thinking skills – Bloom's 'educational objectives'	Matching Review: self-assessment
		Write learning tasks	Application
		Develop learning activity	Brainstorm; application
		Questioning and questioning techniques	Writing questions; peer assessment Asking questions
5	**Planning** Trainees will be able to… a. write a course-plan b. plan a teaching and learning session which meets the needs of individual learners c. use appropriate resources d. use effective teaching and learning approaches to engage and motivate learners e. reflect and evaluate the effectiveness of their own teaching	Curriculum planning	Review curriculum context Analyse strengths and weaknesses
		Course planning	Design course outline Develop short course plan
		Learning objectives	Evaluate learning objectives; Apply to objectives Use differentiated objectives
		Lesson planning	Use input-process-output stages to plan lesson Brainstorm; develop checklist
		Practicum	Micro-teach: application Feedback and self-evaluation

UNIT	TOPIC AND LEARNING OUTCOMES	CONTENT	SKILLS DEVELOPMENT/ ACTIVITIES
6	**Progress, Feedback and Assessment** Trainees will be able to… a. identify different assessment methods b. explain assessment methods in different contexts, including initial assessment c. explain and demonstrate good practice in giving feedback d. explain the need for record keeping in relation to progress and assessment	Types of assessment; methods of assessment	Matching assessments to learning objectives
		Assessment at the start of a course	Reading; case study discussions
		Assessment for learning Self-assessment Peer assessment	Self-assessment Design assessment activity
		Giving feedback Marking and record-keeping	Apply principles of constructive feedback Evaluate marking systems Design record-keeping form
		End of course assessment Continuous assessment; exams	Develop end of course assessment policy
7	**Resources** Trainees will be able to… a. map available resources for their subject b. make creative use of limited resources in their subject area	Research and report on resources	Research: find out; analyse; evaluate; present findings
		Make the most of limited resources	Workstations Research
		Make the most of the textbook	Analyse textbooks Analyse case studies Design activities
		Make your own resource	Linking to learning objectives Making resources
8	**Group work** Trainees will be able to… a. explain the uses of group work b. apply this to their teaching in their subject area	Advantages and disadvantages of group work	Analyse and complete charts
		Forming groups	Ordering, categorising
		Setting and managing group work tasks	Analysing case studies
		Reporting back from group work	Reporting back
		Design a group work activity	Application
9	**Classroom Management** Trainees will be able to… a. Explain the principles of classroom management b. Use a range of strategies to manage the classroom	What is classroom management?	Review teaching skills as a management method
		Management techniques	Observe and make notes on classroom skills Make classroom rules
		Reward and punishment	Evaluate appropriateness and effectiveness of different techniques
all	**Practical assignments**	Each unit has a practical assignment to observe or assist a teacher in class, depending on the situation.	
all	**Extension activities**	Each section has additional reading, research or practice and there are more in the Supplementary Activities Section. These can be used in long courses, or by stronger students.	
all	**Assessment**	Each unit has an assessment task. This can be used as continuous assessment. The course also has an end of course assessment task.	
	Methods File	This is a reference section describing some teaching methods. Most of these methods are demonstrated in the course.	

UNIT 1

Teacher roles and responsibilities

A. Thinking about teaching

My worst teacher, my best teacher

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

Discussion: What makes a good teacher?

5. Make a class list of qualities of a good teacher on the board. Encourage details: If trainees say a good teacher is interesting or motivating, ask: What makes a teacher interesting/motivating? This will help them to better define the teacher's skills.

B. Knowledge, attitudes, behaviour and skills

1. Trainees match words and definitions. Answers: 1. b 2. d 3. a 4. c
2. In groups, trainees complete the chart. Make a class chart on the board or on paper, and get trainees' ideas. Encourage discussion – ask other trainees whether they agree on the idea and category.

Trainees' answers may focus on the teacher's attitudes and behaviour. If so, take more time to discuss knowledge and skills, and add these qualities too. Example answers:
There are no objective answers – this is an example.

Knowledge	Attitudes and behaviour	Skills
Subject knowledge (e.g. maths, English, science) How to teach (general) How to teach (subject-specific) Understand how people learn Know how to find out things you don't know	Patient Understanding Fair Listens to students Cares about students Gives praise Doesn't shout No physical punishment No mental punishment (e.g. saying students are stupid)	Makes subject interesting Makes subject fun Explains clearly Helps students understand Does a number of different things in one lesson Creates mutual respect in the classroom – between teacher and student and between students

UNIT 1

Teacher roles and responsibilities

BY THE END OF THIS UNIT TRAINEES CAN

Identify the qualities of a good teacher
Explain a teacher's typical roles and responsibilities
Plan the stages of the teaching cycle

A. Thinking about teaching

My worst teacher, my best teacher

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

2. Work in pairs. Make a list of the <u>weaknesses</u> of bad teachers.

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

4. Work in pairs. Make a list of the <u>strengths</u> of good teachers.

Discussion: What makes a good teacher?

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

B. Knowledge, attitudes, behaviour and skills

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

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

2. In groups, look at the class list of qualities. Put each quality under one of these headings. A good teacher needs good knowledge, attitudes, behaviour and skills.

Knowledge	Attitudes and behaviour	Skills

The qualities of a good teacher

3. Read this summary of key qualities. Tick those that are on the class list you made earlier.

Knowledge

The teacher needs to know and understand:

- The subject to be taught
- How to plan teaching
- How to teach the subject

Attitudes and Behaviour

The teacher needs to have an attitude that is:

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

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

- Praises good work and student effort
- Keeps calm and is patient and helpful
- Treats students equally – does not treat some students better than others

Skills

The teacher is able to:

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

Knowledge and Experience

+

Attitudes and Behaviour

=

Classroom Skills

The result of good teaching is good learning

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

1.	relevant (adj)	a.	reason to do something
2.	motivation (n)	b.	organising framework
3.	structure (n)	c.	meaningful because related to life

The qualities of a good teacher

3. Trainees check the class chart against the summary. Discuss the connections between the class list of qualities and the summary in the Trainee's Book.
Trainees may also have good answers that are not in the summary.

4. Trainees match words and definitions. **Answers**:
   1c
   2a
   3b

C. The role of the teacher

Read and reflect

1. Trainees read the text. Explain anything they don't understand. There are no objective answers. Check that trainees have all the important information. **Example answers**:

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

C. The role of the teacher

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 teacher's role is to guide, facilitate and manage learning for each student equally

Read and reflect

1. Read the text and answer the questions:

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

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

To guide learning, teachers need to know what they are going to teach and how they are going to teach it. They also need to monitor 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 providing 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 (i.e. not wasting time or stopping the other students from 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 themself and for the students.

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

D. The responsibilities of the teacher

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

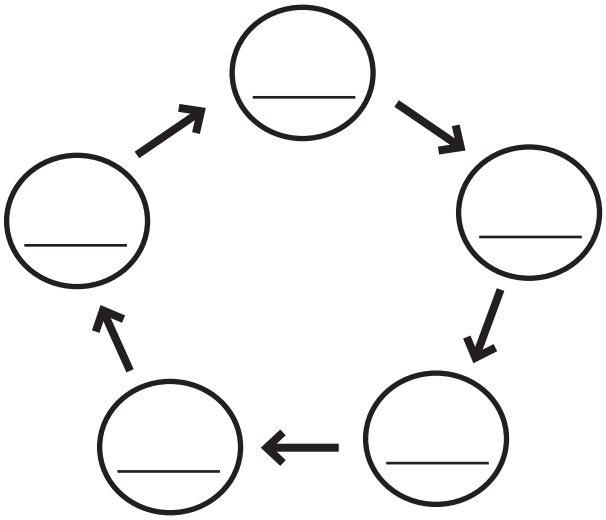
KEY WORDS

Cycle (n): a repeating circle of events
Stage (n): step or part of doing something

Teaching cycle

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

Plan
Assess
Teach
Evaluate
Identify needs



2. Read the case study below and answer the questions.
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?

CASE STUDY: 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, page 52. Read the unit and answer the questions at the end.

The teacher sits at the front, marking the homework of another class. Halfway through the lesson, a student asks a question:

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

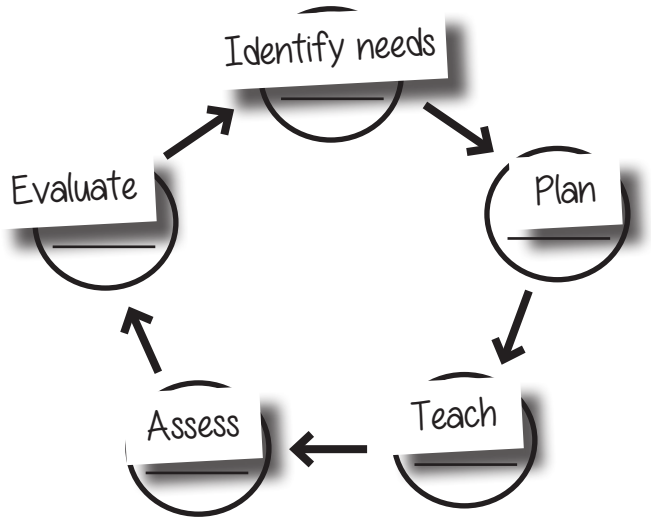
Teacher: Do you? Mmm. You'd better leave that question out and go on to the next one.

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".

D. The responsibilities of the teacher

Teaching cycle

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



Case study: Missing pieces

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

None.

- No identification of needs: Teacher asks students to do work they have done before
- No planning: Teacher asks students to work with their textbook – one exercise needs a map, but the teacher did not supply one
- No teaching: Teacher spends the time marking; does not look at what the students are doing
- No assessment: Teacher does not review what students have learned in class, or ask them to give work in for marking
- No evaluation: assumes that because the students were quiet, this means it was a good lesson.

E. The stages of the teaching cycle

The stages of the teaching cycle

3. Divide the class into five groups. Give each group one text about one part of the teaching cycle from pages 5 or 6. Set a time-limit for the group discussion – 5 or 10 minutes.
Each group follows the instructions. At the end of each group's report, ask the class if they have anything to add. Also add anything yourself that you think is missing. **Example answers**:

Identify needs

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

Plan learning

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

Teach

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

Assess learning

1. So the students and teacher know how well students are learning.
2. Give feedback to students; keep records of progress; sometimes use tests.

Evaluate teaching

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

E. The stages of the teaching cycle

3. In the Missing Pieces case study, none of the stages of the teaching cycle were present. Work in five groups. Each group discuss one stage of the teaching cycle.

- Read the reading passage about your group's stage
- Add your own knowledge
- Answer the two questions below:
- Why is this stage important? (For example, why is it important to evaluate teaching?)
- How can the teacher do this? (For example, how can a teacher evaluate their teaching?)
- Give examples of good or bad practices you have experienced
- Report back to the class

Identify needs

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

Plan learning

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

You have to plan at several levels. You need to design an outline plan of the whole course. You also need to plan each lesson in the course. Sometimes your planning will include designing learning activities and summary handouts for your students. Planning student learning will help you deliver successful lessons.

Teach

A teacher needs to have clear learning objectives, at the right level for the students. Then they can choose learning activities which help students reach these objectives. The teacher needs to use a variety of teaching and learning activities in every class, to make learning interesting and motivate students. A variety of approaches is also needed to help students with different learning styles and skills.

In the classroom, the teacher also has a responsibility for the welfare of the students. This includes making the classroom safe and 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 the teacher and student. Assessment does not always mean tests and exams. Giving feedback to students is a kind of assessment. Assessment helps you evaluate the success of your teaching. As a teacher it is important to understand the difference between assessement and evaluation. Assessement concerns with people, so a teacher would assess his or her students. Evaluation concerns with determining the worth of something, so a teacher would evaluate the worth of his or her lesson.

Evaluate teaching

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

Self-evaluation

4. What questions do we need to ask ourselves to evaluate our teaching? Design a checklist that a teacher could use to evaluate their teaching after any class. This checklist is a list of points that make a good class, e.g.

- Students were interested in the lesson
- There was a variety of different learning activities

F. Observation and Assessment

Practical task: Observation 1

1. Observe an experienced teacher in class. You should observe for about 45-60 minutes. While observing the class, make a note of anything the teacher did that you thought was good and made the lesson interesting. Answer the following questions:

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?

2. Discuss your observation. Give examples.

Assessment task

Self-evaluation

4. Trainees design a checklist that a teacher could use to evaluate their teaching after a class.
Learning Point What are the questions we should ask ourselves after a lesson?
Encourage trainees to be as detailed as they like. Give feedback on the checklists.
There is no one correct checklist – it might also have good practice points about teacher knowledge, attitudes and skills that have been covered in this unit.
Make sure they include points thinking about: What went well? What didn't go well? What changes should I make? **Example answers**:

- All students were interested and active
- Students understood the main learning points
- There was variety in the lesson
- The lesson was at the right level for the students
- I was patient and helpful

F. Observation

Practical task: Observation 1

1. For guidance on observation tasks see the ***Introduction***.

Assessment task

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

Marking guide: See the guidance on assessment in the ***Introduction***. If trainees have not identified the main points from the text, suggest they read it again and underline the different points before rewriting the list. Trainees should have three summary points per heading, and one sentence of explanation. **Example answers**:

Identify needs

- Identify student level
- Identify what they already know
- Identify how individuals learn best
- Identify difficulties individual students have
- It is important for a teacher to identify student needs so that they can plan their lessons at the right level for different students in the group.

Plan learning

- Plan what you will teach – content
- Plan how you will teach – methods
- Plan a course outline
- Plan individual lessons and learning activities
- It is important for a teacher to plan so that they can give a structure and guide student learning.

Teach

- Have learning objectives
- Vary activities to interest & motivate students
- Be aware of student welfare
- It is important to teach actively to help students learn and achieve their learning objectives.

Assess learning

- Teachers need to know students understand
- Students need to know how they are doing
- Giving students feedback helps them learn
- It is important for teacher and students to know how well students are meeting the learning objectives, so students know what they need to do, and teachers know what help they need.

Evaluate teaching

- Know what went well and why
- Know what didn't go so well and why
- Get feedback from students from time to time
- It is important for a teacher to evaluate their teaching so that they know how effective it is and what changes they need to make to improve it.

UNIT 2

How we learn

A. Thinking about learning

Real life learning

1. Preparation: Do this exercise yourself. This will help you ask questions to help everyone understand more. Trainees do this task as a pyramid. Trainees think about their learning experiences, then discuss in pairs, and then in small groups.

2. Make a class list on the board of ways we learn different things. Use questioning to deepen understanding. Possible answers: These are some of the ways we learn outside the classroom.

- being told
- practise/learning by doing
- explanations and reasons
- cause and effect
- being shown/observation
- learning from mistakes
- repeating to memorise
- thinking
- experience/trying things
- imitating other people
- play and games
- making connections

Learning Points:

- *People learn in many different ways*
- *The best learning methods fit the purpose*
- *Thinking about what we are learning helps us understand*

3. Discuss these questions. This prepares trainees for the reading passage on the next page and helps them understand the following.

Learning in the classroom

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

	IN THE CLASSROOM	BELIEFS ABOUT HOW STUDENTS LEARN	STUDENT ROLE
1. students	Students are quiet and listen	Learn by listening to teacher	passive
	Students ask questions	Learn by thinking, and checking understanding	active
2. learning activities	Students copy or write out what the teacher tells them	Learn by repeating information	passive
	Students work in pairs to answer open questions or solve problems	Learn by discovery and critical thinking	active
3. interaction	Little interaction between teacher and students	Learn by being told	passive
	A lot of interaction between teacher and students	Learn by working together to help students understand	active

UNIT 2

How we learn

BY THE END OF THIS UNIT TRAINEES CAN

Identify different kinds of learning, drawing on your own experience
Explain different approaches to learning in the classroom

A. Thinking about learning

Real life learning

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

- What did you do to learn?
- Who helped you, and how?

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

- The words to a song
- Riding a bicycle
- Water is wet
- Sharing food
- Not hitting people
- Giving an opinion

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

3. In small groups, discuss the different ways people learn and then answer the following questions and give examples from your own experience:

- 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

4. Discuss these questions in pairs.

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 us about how students are expected to learn?
2. What kinds of learning activities happen in class? Think about the last lesson you had, and what you did. What does this tell us about how students are expected to learn?
3. How much interaction is there between teacher and students? Interaction means two-way communication. What does this tell us about how students are expected to learn?

B. Approaches to learning

KEY WORDS

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

Three key approaches to learning

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

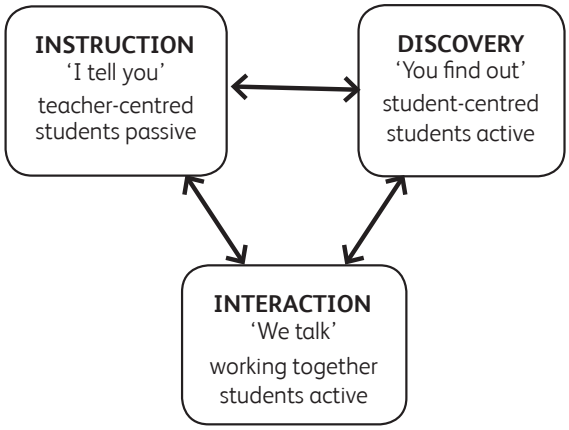
2. Check your understanding: Write down an example from your own experience of each of these ways of teaching and learning: Instruction, Discovery and Interaction.

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

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

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

More recently, approaches focus on 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. It can be called the **interaction** method.



My classroom learning

3. Read the list of learning activities on the next page and think about your own learning experience as a student. Tick the Yes or No column depending on whether you have experienced the activity.

B. Approaches to learning

Three key approaches to learning

1. Trainees read the text.
- The reading passage describes three general approaches to learning.
- The diagram gives a simple summary of the reading. The 'My classroom learning' exercise will help trainees connect the theory with their experience.

2. Trainees write examples of the 3 different approaches they have experienced.
Give one or two examples to help them: teacher dictates (instruction); science experiment (discovery); class discussion (interaction).
Walk around looking at trainee examples to check that they understand.

My classroom learning

3. This activity uses trainees' experience to show the difference between teacher-centred passive methods, and student-centred active methods.
Individually, trainees read the list of learning activities. They think about their own learning in school, and tick the Yes or No column depending on their experience.

NOTE: The table is on the next page.

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

INSTRUCTION **Teacher-centred activities**	**DISCOVERY** **Student-centred/active students**	**INTERACTION** **Student and group centred/ students active**
Dictation: writing what the teacher says Listening to the teacher Copying texts from the board Memorising facts Repeating Answering comprehension questions Marking by the teacher Written exercises with right and wrong answers Demonstration/observation	Working through the textbook on your own Trying things out Making things Finding things out (e.g. library or internet) Experiments Writing in your own words (e.g. essays)	Asking questions Discussing in pairs or groups Discussion as a class guided by the teacher Feedback from the teacher Projects Answering open questions Case studies Thinking about how you learn

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

Using only instruction will be boring to many students

Summary

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

ACTIVITY	YES	NO
Dictation: writing what the teacher says		
Listening to the teacher		
Copying texts from the board		
Memorising facts		
Repeating		
Working through the textbook on your own		
Asking questions		
Discussing in pairs or groups		
Discussing as a class, guided by the teacher		
Trying things out		
Answering comprehension questions		
Answering open questions		
Marking by the teacher		
Feedback from the teacher		
Making things		
Finding things out (e.g. library or internet)		
Experiment		
Written exercises with right and wrong answers		
Writing in your own words (e.g. essays)		
Case studies		
Demonstration/observation (being shown)		
Projects		
Thinking about how you learn		

4. In groups, make a chart with the headings below. Put each activity from Exercise 3 in a column. Discuss your decisions as a class.

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

INSTRUCTION Teacher-centred activities	DISCOVERY Student-centred/active students	INTERACTION Student and group centred/ students active

Summary

All the approaches 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.

6. Practice interacive instruction: Read *Methods File A: Teacher explanation* and do *Supplementary Acivity A Teacher presentation*.

C. Learning styles: How do I learn best?

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

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

2. Auditory learners learn through listening and remember sounds and voices.

3. Kinaesthetic learners learn through doing things, remembering actions and movement.

Learning styles questionnaire

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

2. Add up your scores using the key.

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

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	_____

C. Learning styles: How do I learn best?

Learning styles questionnaire

1. Trainees complete the questionnaire on their own. Explain anything they don't understand.

2. Trainees add up their scores. Give the class 2-3 minutes in pairs or small groups to compare results, and notice the similarities and differences.

3. Trainees match the word with the sense.
Answers:
- visual – seeing
- auditory – hearing
- kinaesthetic – touching

4. Do as a class. This prepares trainees to think about applying learning styles information in their teaching. **Answers**:
- reading fast – visual
- typing fast – kinaesthetic
- remembering someone's name – auditory
- remembering a face but not the name – visual
- remembering memory rhymes – auditory
- spelling English well – visual or kinaesthetic. Visual learners look at the word; kinaesthetic learners write it down and then look. English spelling has more than one way of spelling the same sound so auditory will be less strong here.

What is your preferred style?

There are three different totals: one each for visual, auditory and kinaesthetic. The higher the score, the stronger your preference is for this way of learning. Most people use all three ways of learning to some degree. Many people have one or two learning styles that are stronger than the other(s).

3. The learning styles are linked to human senses. Match the word with the sense.

1.	visual	hearing
2.	auditory	touching
3.	kinaesthetic	seeing

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

- Reading fast?
- Typing fast?
- Remembering someone's name?
- Remembering a face but not the name?
- Remembering memory rhymes?
- Spelling English well?

Learning styles in action

5. Read the learning style descriptions and reflect.

VISUAL LEARNERS

Visual learners learn best through visual information, and remember how things look. Use:

- 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

Auditory learners learn best through listening, and remember sounds and voices. Use:

- 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
- Students explaining in their own words in response to people's questions

KINAESTHETIC LEARNERS

Kinaesthetic learners learn best through doing things, and remember actions and movement. Ideas need to be linked to the real world. Use:

- 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

In groups or pairs, complete these sentences.

1. Everyone learns differently. Therefore, each student should…
2. Because students have different learning styles, teachers should…

VAK – what it means for teaching and learning

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

CASE STUDY: VISUAL LEARNER

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

6. In groups, make a list of classroom activities useful for each learning style. Each group chooses a different learning style. Design a poster using the information in this unit, and your own ideas.

7. Put your posters on the wall. Look at the other groups' posters. Add information and ideas to other groups' posters.Make notes of the best ideas.

D. Passive or active? Beliefs about learning

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

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

1. Four corners of the classroom represent agree, strongly agree, disagree and strongly disagree.

- **The teacher will read a student statement. Decide whether you agree or not.**
- **Go to the part of the room that represents your opinion. Explain why you have this opinion.**
- **Decide as a group whether this student thinks learning is active or passive.**

How might student beliefs about learning affect their progress?

What kind of student are you?

Learning styles in action

5. In groups or pairs, trainees complete the sentences.
Possible answers:

1. ...use their strongest style(s) to help them learn.
2. ...use all styles in their teaching.

VAK – what it means for teaching and learning

6. Divide the class into groups. Each group designs a poster listing classroom activities of one learning style (with information from this unit and their own ideas).

7. Groups put posters on walls. Trainees look at other groups' posters and add points and ideas to them (using a different coloured marker).

- Make your own comments and add suggestions.
- Trainees make their own notes of the best ideas from all the groups.
- **Learing points:** Make sure that trainees are aware of the three main ways they can use knowledge of students' learning styles to support students:
  1. Students can use their strongest learning style to help them learn, e.g. when revising.
  2. Teachers should use all three styles in their teaching to help all their students equally.
  3. Teachers can help students develop their less favoured learning styles, so that students can use a wider range of study techniques.

D. Passive or active? Beliefs about learning

1. Cue cards for this activity are at the end of the Trainer's Book (pages 81-82).

- Tell trainees which part of the classroom represents agree, strongly agree, disagree, strongly disagree. You can put signs in each corner of the room if you like.
- Choose a statement from the passive or active list. Read it out and ask trainees to go to the part of the room that represents their opinion.
- Ask a few trainees to explain their opinions.
- Ask the class whether the statement shows an active or passive student.
- Repeat with 4-5 different statements each from the active and passive lists.
- Discuss the key question briefly: How might student beliefs about learning affect their progress?
- Ask trainees to think about what kind of learner they are – they do not need to tell you.

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

E. Observation and reflection

Practical task: Observation 2

For guidance on observation tasks see the ***Introduction***.

1. After the class, trainees decide which approach to teaching was used most – instruction, discovery or interaction. They think of some examples of what happened in the class to support their opinion.

2. In the next class, discuss the results of these observations. Ask prompt questions:
- What kind of teaching and learning practice was most used?
- Are there any differences between younger and older teachers?
- Were some lessons especially good? What made them good?

Reflect

1. Trainees think of an example of each learning style used in this unit. **Possible answers:**

1. Visual: diagrams; organising tables; reporting back using posters and diagrams
2. Auditory: discussion; trainer talking
3. Kinaesthetic: Going around the class and adding comments, active/passive places to stand, observation

2. Trainees think of an example of each teaching approach used in this unit. **Possible answers:**

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

Summary: How we learn

E. Observation and reflection

Practical task: Observation 2

1. Observe an experienced teacher in class for 45 minutes to 1 hour.While observing the class, make a list of everything the teacher and students do:

TEACHER	STUDENTS
• Presented topic • Gave exercises from book • Gave an example of exercise	• Listened • Worked in small groups

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

Discuss your observations.

Reflect

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

1. Visual
2. Auditory
3. Kinaesthetic

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

1. Instruction
2. Discovery
3. Interaction

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.
- 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 good quality learning, the teacher needs to work with all these things.

F. Assessment task

Answer these questions to give examples of the summary points.

1. We learn in many different ways. Name three ways we learn.
2. No single way of learning fits everything to be learned. Name at least two ways of learning that are useful in the subject you hope to teach.
3. Some ways of learning fit some kinds of skills better than others. What is a good way of learning a practical subject?
4. People may have different learning styles and preferences. How can knowledge of learning styles be used by the teacher to support learning?
5. Understanding comes from linking learning to people's own lives, experience and existing knowledge. How did we do that in this unit?
6. Understanding comes from thinking about what you are learning. How did we do that in this unit?
7. Practice is an aspect of all learning, since it helps skill development. Give an example from your life or from school where practice developed your skill.

FURTHER RESEARCH

Find out a bit more about theories of learning.

1 Read the Additional Reading at the end of the book. This looks at another model of learning styles. It extends the VAK model, as it has a larger number of learning styles listed.

2 If you have internet access,
i. Try an online questionnaire which adapts the VAK model:
http://www.vark-learn.com/english/page.asp?p=questionnaire
ii. Find study strategy helpsheets for learning styles:
http://www.vark-learn.com/english/page.asp?p=helpsheets

F. Assessment task

Answers:

1. Any of the ways trainees had on the class list, e.g. practise, observation, being told, exploring, memorizing, thinking, discussing…
2. The answers for this will depend on the subject and level the trainee is teaching.
3. Interaction (other methods may also be useful).
4. Use all three styles in their teaching to help all their students. Students develop their less favoured learning styles, so that they can use a wider range of study techniques.
5. By asking students to use their experience to think about good and poor teachers; approaches to teaching; their own learning styles.
6. All discussions help students practise thinking; trainer asks questions to help this; reflection activities.
7. Answers will vary.

Further research

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

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

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

UNIT 3

Equality in the classroom

A. What does equality mean in education?

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

Equality and needs

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

a Girl/boy – do not use gender stereotypes in materials, study topics or expectations of behaviour.
b Visual/auditory – use a range of teaching methods to support all learning styles.
c Fast/slow – fast learners should have enough to do; slow learners should not have too much to do. To be fair, a teacher should have learning materials aimed at both levels in the class.
d Buddhist/Christian – all religions should feel welcomed in any school. Religious schools need to take care not to exclude students by differences in religion.
e Orphan/has parents – teachers need to be aware of young people at risk. Students who have suffered trauma, or whose parents are unable to look after them properly, are at greater risk of failure. A proper system of care in the school will help.
f Can't see well/can see well – The teacher should ask the student who can't see well what problems they have, and what might help them. They should also think about how to help the student, e.g. read instructions aloud.

Learning Point: Equality in the classroom does not always mean treating people in exactly the same way.

2. Cue cards for this activity are at the end of the Trainer's Book (page 83). Make copies for each group of 4-6. Groups match the words and the meanings. **Answers**:

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

UNIT 3

Equality in the classroom

BY THE END OF THIS UNIT TRAINEES CAN

Explain key concepts in equality and how they affect teaching and learning. Identify main motivators for learning, and explain how to use this knowledge in your teaching.

A. What does equality mean in education?

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 teachers 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.

Equality and needs

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

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

a	Girl	/ Boy	d.	Buddhist	/ Christian
b	Visual learner	/ Auditory learner	e.	Orphan	/ Has parents
c	Fast learner	/ Slow learner	f.	Can't see well	/ Can see well

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

	MEANING	EXAMPLES
Entitlement		
Equality		
Diversity		
Inclusion		
Differentiation		

3. Once you have agreed on the arrangement of all the cards, discuss how far the examples happen in your school or your community. Report back on your results. Keep your own record of the meaning and examples, and add to your examples as you go through this course, and think of new ones.

B. Case studies: Inclusion issues

1. In pairs or groups, read these stories from students and teachers in Myanmar. Choose one, and discuss:

a. What issues of equality and inclusion are raised by these quotes from students and teachers?

b. What would you do as a teacher to improve the situation?

2. Report back using one of the following methods:

- **Roleplay. Pairs present your ideas for improvement through a short role play between the student and the teacher in the case study.**
- **Give a short presentation on your case study to the class.**

A. STUDENT

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

B. STUDENT

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

C. TEACHER

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

D. TEACHER

"Some students don't understand Myanmar, especially those who grew up in ethnic areas, so teachers try to explain again and again. Students must try hard and listen to their teacher."

E. STUDENT

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

F. STUDENT

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

G. STUDENT

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

The teacher should create an inclusive classroom by considering individual needs

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

B. Case studies: Inclusion issues

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

- Method 1: Role play.
- Method 2: Short presentations on each case study. (Choose trainees who haven't reported yet to present ideas to class.) After each report or role play, ask further questions to guide class discussion, e.g, Did anyone else look at this one? What ideas did you have? What do the rest of you think? Finally, make additional suggestions from the chart below. Ask what trainees think of these. **Possible answers**:

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

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

- Who does not in practice have access to education to the age of 11? (E.g, Children who have to work, or look after younger brothers and sisters, or who are disabled. For these children, family or personal situations become barriers to learning since they can't go to school.)
- What cultural and religious festivals does/did your school celebrate? (E.g, a major Buddhist and Christian festival, Chinese New Year and Eid.)

C. Motivating every student

Reasons to learn

1. Trainees decide which motivators are most important to them, and list them in order.

2. Trainees compare and discuss their lists in pairs. What is different? What is similar? Have a brief class discussion about the lists. Trainees' answers will depend on their experience. However research shows that in general, the strongest motivators are:

- I feel good about myself when I am successful (motivator 1)
- The topic or subject interests me and/or I find learning activities fun (motivator 2)

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

Success as a motivator

Note: The exercises for this case study are on the next page

C. Motivating every student

KEY WORDS

Entitlement (n): having a right to something
Equality (n): Same status, rights or opportunity
Diversity (n): a lot of variety; very different
Inclusion (n): allow (someone) to share in an activity or privilege
Differentiation (v): identify differences between (two or more things or people)
Motivation (n): desire to do something
Motivate (v): encourage desire to do something
De-motivate (v): discourage desire to do something
Motivator (n): a reason that encourages the desire to do something

To learn well, students need to be motivated. We saw in Unit 2 that practice is an important part of all learning. 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.

Reasons to learn

1. Below are some reasons why students might want to learn. Put them in order, from 1 to 9, according to what motivates you.

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

2. Discuss in pairs and see what similarities and differences there are between your answers. Report back to the class. Answers will depend on your experience, so there are no right or wrong answers. Research shows, however, that in general, two types of motivators are stronger than others: the feeling of success and interest in the lesson.

Success as a motivator

Here are two students starting out together. Student A has a cycle of success, which is helped by the teacher's praise and opinion that he/she is a good student. Student A is motivated by his/her success. Student B has a cycle of failure, which is helped by the teacher's lack of praise and opinion that he/she is a weak student. Student B is demotivated by his/her failure.

Student A
The teacher sets a task for the class.
Student A gets good marks.
The teacher praises the student.
The student feels good about themselves.
The student 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.

Student B
The teacher sets a task for the class.
Student B gets poor marks.
The teacher says the work is not very good.
The student feels bad about themselves.
The student 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.

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

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

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

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

Praise: Praise what is good. Be specific – effort, tidiness, good ideas, accuracy, speed, etc.

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

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

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

a. Discuss in groups. Make a poster, chart, cartoon or drawing to show the changes.

b. Show your poster/chart/cartoon/drawing to the class and explain the changes.

c Make a good practice checklist, using one or two words for each point to remind you, and remember to use it when planning and teaching.

REMEMBER

Strong students and weaker students need to be kept busy and learning. The whole class should not go at the pace of the slowest. Differentiation is about keeping all students active. Stretch stronger students, e.g. give more difficult tasks; have more difficult learning objectives; give extension activities.

Making lessons interesting

4. As a class:

a. Discuss – What is the most interesting part of today's lesson so far?

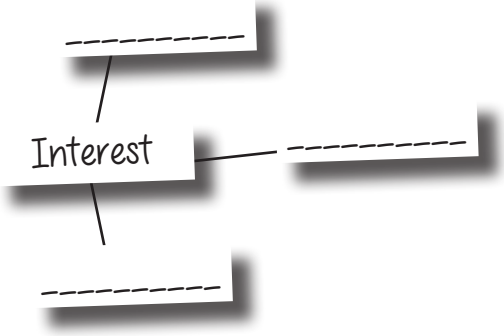
b. What made it interesting?

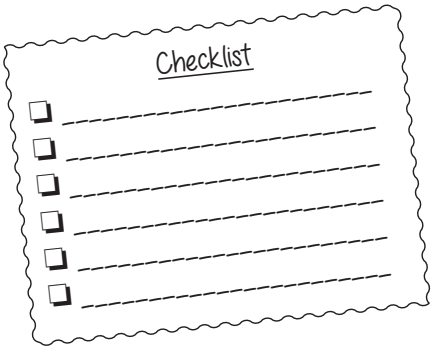
c. Draw a mind-map to show what made it interesting.

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

So to motivate all students, the teacher must:

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





3. Trainees look back at the case studies of the two students.
   a. In groups, trainees make a poster, chart, cartoon or drawing to show the changes.
   b. Groups present their poster and explain the changes made by the teacher.
   c. Discuss as a class. Trainees make their own checklist at the end of discussion. Make sure they include the key points of small steps – early feedback – extra help – praise – advice.
   Possible answers:

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

If the trainees can't think of the first step, break the task into smaller steps – ask questions: How can we make a big task easier? - Could we break the task into smaller steps?

Learning Point: All students need to have the experience of success.

Making lessons interesting

4. Use questions to start the discussion: What is the most interesting part of today's lesson so far? Did anyone find a different part more interesting?
   a. Choose the one that more trainees thought was interesting and write it on the board.
   b. Ask: What made it interesting? Use trainees' answers to create a mind-map on the board. Add points to the trainees' list and mind-map if necessary, from the answers in c.
   c. As a class, draw a mind-map on the board. Some points for the mind-map:
      Links to real life – to students' lives, experience, or interests; to the real world – application/use; examples
      Active students – students are doing something (not just listening or reading); students are being creative or using a mix of skills (e.g. problem-solving); students are finding things out (e.g. projects); students are thinking e.g. teacher asks questions, and doesn't just give facts
      Variety – change activities regularly; do new things from time to time, e.g. team competitions; a learning task outside. There are no surprises in working through the coursebook.
      Enthusiasm – the teacher shows interest in the topic and the students
   d. Trainees make their own checklist. Check that trainee lists have the key points: links to real life, active students, variety, teacher enthusiasm

Plan and deliver a motivating learning activity

5. Trainees plan a short learning activity that is motivating and interesting for all students.
   a. In subject groups of 3-6 people, trainees decide a topic and level/grade to make the focus of the lesson. Or you can provide a list of topics (see below) and have groups choose from them.
   b. Remind trainees of motivation checklists:
      Links to real life – active students – variety – teacher enthusiasm
      small steps – early feedback – extra help – praise – advice
   c. Teach the activity. Group representatives teach their 10 min activity to the rest of the class.
   d. Trainees give feedback using the motivation checklists.

Topic suggestions: Topics can be chosen from the trainee's area of expertise or interest, or the trainer can provide a general interest list:

- ethnic groups or religions or languages in your country
- an ecological issue in your country e.g. deforestation, conservation, energy, waste
- a well-known person e.g. musician, film star, writer, sports star
- the rules of a game or sport; how something works, e.g. a system in the human body, rainfall, a motorbike engine
- how to make something, e.g. a recipe, a paper aeroplane or boat
- Methods: Trainees can use methods they have experienced in the course, e.g. group or pair work; questioning; charts; case studies; mind-maps.
- Direct trainees to the Methods File for ideas if they are not sure.

Using ARCS

Students read the information about ARCS. *NOTE: This continues on the next page*

Plan and deliver a motivating learning activity

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

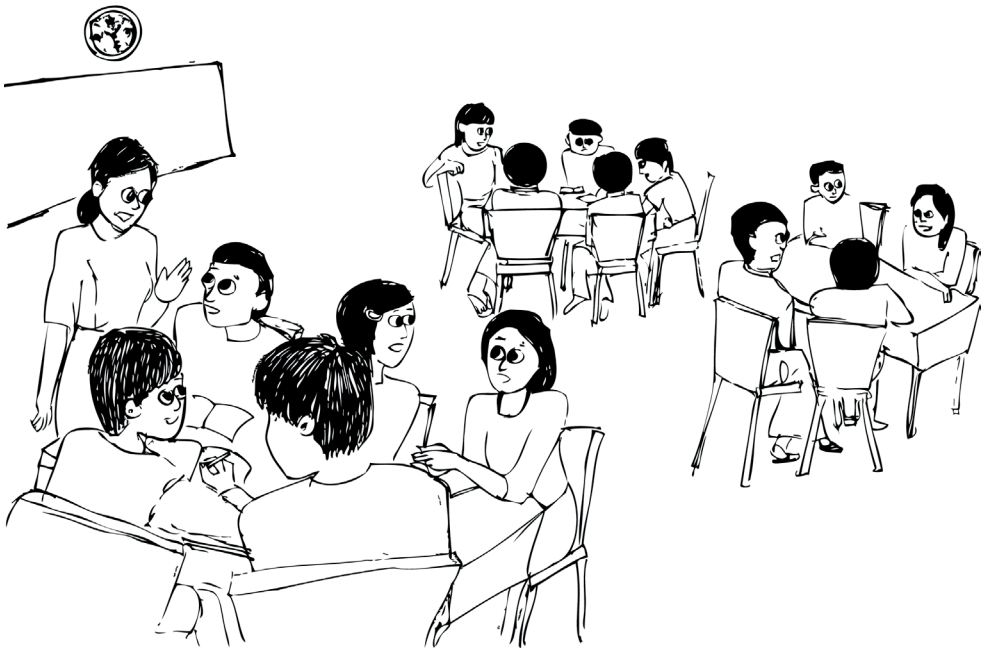
a. Work in groups of 3-6 people who teach the same subject area. Decide on a small topic you are going to teach, and the level or grade of your students.

b. Plan a learning activity to introduce the topic. Use the checklists you made in section C to:

- Make the activity interesting
- Plan for all students to have some success.

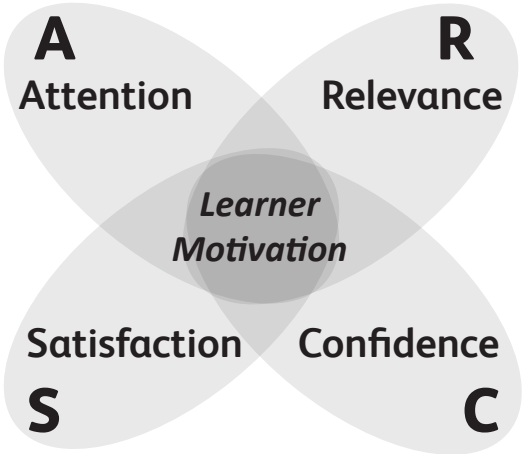
c. Teach the learning activity to the rest of the class.

d. Feedback: Look at the motivation checklists. How many points did the activity get?



Using ARCS

There are many theories regarding the motivation of students in the classroom. 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. Finally, there needs to be 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.



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

D. Observation and reflection

Practical task: Observation 3

1. Observe an experienced teacher in class. You should observe for about 45-60 minutes. While observing the class, make a note of anything the teacher did that you thought was good and made the lesson interesting.

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.

Further reading

Read ***Equality in the Classroom in Additional Reading and Research.***

D. Observation and reflection

Practical task: Observation 3

For guidance on observation tasks see the ***Introduction***.
Trainees report back on their observation, either in groups or to the class. Discuss how good each teacher is at helping strong and weak students.

Alternative method: Trainees assist an experienced teacher in class. The trainer will need to coordinate this beforehand, so that the trainees can be hosted by experienced teachers (i.e. colleagues of the trainer) and be assigned appropriate tasks. Assistants should be in relevant classrooms if possible – an appropriate subject and level for the trainee.

Summary: Equality in the classroom

Further reading

Students read *Additional Reading Unit 3: Equality in the Classroom*. Make sure they notice the part that says student success contributes to self-esteem.

E. Assessment task

Differentiation

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

Teaching Strategy	✓	Example
1. **Have clear learning objectives** All learning activities should help students learn. Be clear what your learning objectives are for every lesson. Make sure the students know too, so they know what you expect from them.	✓	Learning objectives are described at the beginning of the unit.
2. **Use different learning styles** Ensure that you have a variety of learning methods in every lesson, which will help all your students learn – visual, auditory and kinaesthetic.		Discussion (A); word cards (VK); roleplay (AK); motivators diagram feedback (VK); checklist (VK); teach activity (K)
3. **Use pair and group work** Students learn from each other. All students develop their thinking skills.		There are several examples. Students should list at least 3 A1, A2, B1/2, C2, C3, C6
4. **Variety** Change activities during the lesson – this will maintain interest and motivation.		Discussion; matching cue cards; case studies; individual ranking; mind-map; practice planning activity; assist in classroom
5. **Use graduated activities** Make use of graded activities. For example, break down more complex tasks into smaller steps, or make materials at different levels of difficulty (e.g. cue cards for language practice; roleplays).		Activities are not at different levels. But most activities have small steps, e.g. starting with personal opinion or putting motivators in order.
6. **Plan extension activities** Aim your lessons towards the middle of the ability range, but make sure that you have extension activities for the stronger students, which challenge them but are achievable.		Extension activity further reading for Unit 3: Maslow's hierarchy
7. **Monitor** Know how your students are doing by walking round the classroom. Listen to group work; check that students understand; look at individual work; praise success and give advice.		Answer depends on whether trainer did this.
8. **Success for everyone** Make sure that everyone is able to achieve something, even the slower students. Use small steps; praise the successes of group work, which includes all group members.		Small steps - see 5 above. Praise depends on whether trainer did this.
9. **Give advice** Where you want students to improve, give specific advice about what they need to do.		Answer depends on whether trainer did this.
10. **Praise both achievement and effort** Praise should be genuine, and say exactly what was good about the work or behaviour, e.g. effort, good ideas, improved behaviour. Be specific.		Answer depends on whether trainer did this.
11. **Equality and inclusion** Think about the whole person for issues of equality – gender; ethnicity; religion/culture; learning abilities or disabilities; home language/language of instruction; home circumstances.		

E. Assessment task

Differentiation

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

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

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

UNIT 4

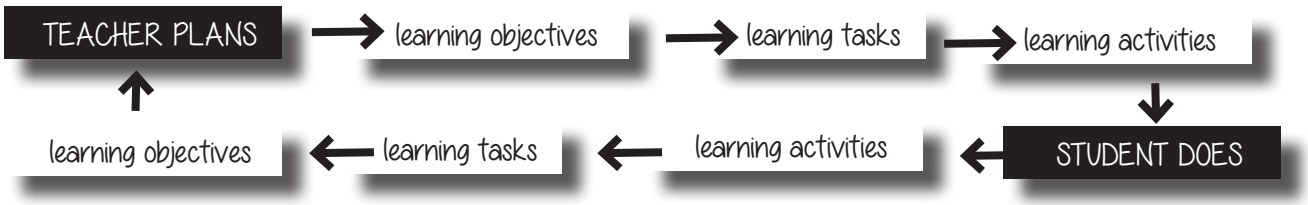
Teaching for learning

BY THE END OF THIS UNIT TRAINEES CAN

Learn to explain some ways of developing thinking skills
Apply Bloom's taxonomy to write objectives
Write a learning objective

A. Learning objectives, tasks and activities

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



Learning objectives are written for the student to tell him/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, the teacher must direct the student to the correct research materials; guide them through the research and the development 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. 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.

UNIT 4

Teaching for learning

A. Learning objectives, tasks and activities

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

Learning objective: students can use the past simple correctly in speech and writing
Task level: application.
Activities: 1) controlled practice, e.g. gap-fill; 2) free practice, e.g. roleplay

Trainees read the objective examples and explanations. Provide more examples as necessary.

To check trainees' understanding, ask them to write down an example of an objective. Objectives need to include the three parts – performance, conditions and standards. Trainees can share with a partner. Walk around the class to check that they understand.

Assessment task

	PERFORMANCE	CONDITION	STANDARD
List all primary and secondary colours	List	primary and secondary colours	all
Demonstrate how to perform interview correctly	Demonstrate	interview	perform correctly
Respond to a series of questions	Respond	series of questions	Correctly
demonstrate how to give advice to customers	demonstrate	advise to customers	who to give
Summarise three features of the new Huawei hand phone	Summarise	new Huawei hand phone	three features

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 a 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.

EXAMPLE 1

Performance - what the student is to do

Condition - the focus of what the student is to do

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

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

EXAMPLE 2

Performance - what the student is to do

Condition - the focus of what the student is to do

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

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?". Those words on the left however just need a qualifier to tell the student what he/she is to do. "Write an essay."

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

Assessment task

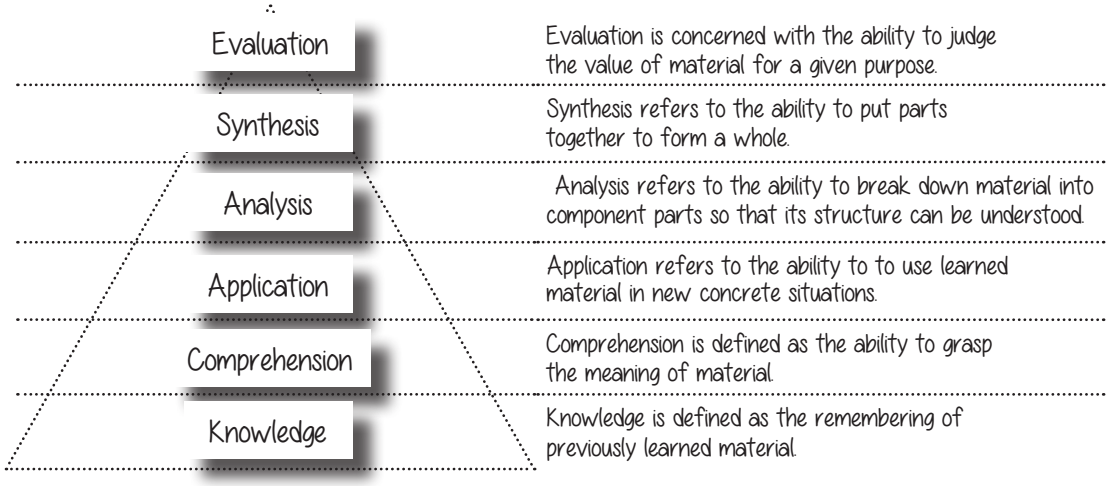
As a group, review the following learning objectives and underline the performance, condition and standard in each one. If the objective does not have a performance, condition or standard rewrite the objective.

- 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.

Learning objectives and the cognitive domain

One useful way of looking at learning objectives was developed by B.S. Bloom in the 1950s. This gives a structure of the skill levels that we need to fully understand what we learn, and make sense of it in the world. It is still widely used today to help teachers think about learning objectives, and how to use them to set tasks that develop their students' skills.

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.



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:

- **Knowledge**: Name three animals in Southeast Asia whose survival is threatened by deforestation.
- **Comprehension** Explain the meaning of 'survival' with respect to deforestation.
- **Application**: Choose one threatened species and explain how it is threatened.
- **Analysing**: Analyse the main reasons for the threat to elephants in Thailand.
- **Synthesis**: Determine how successful elephant conservation efforts are in Thailand.
- **Evaluation**: Develop a proposal to help protect elephants in Thailand.

Learning objectives and the cognitive domain

Trainees read the text. Provide more information as needed.

Show the trainees Bloom's Taxonomy. To check their understanding, ask them to choose a learning activity they like and determine on which level of Bloom's Taxonomy it fits.

If you have time, give students a list of activities and ask them to place these on the correct levels.

Bloom's structure of educational objectives

Students read the information. Trainees who plan to teach primary or middle school should read the ***Additional Reading*** for Unit 4

Bloom's structure of educational objectives

Look at the chart below:

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

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

higher level skills

lower level skills

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

B. Learning tasks

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

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

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

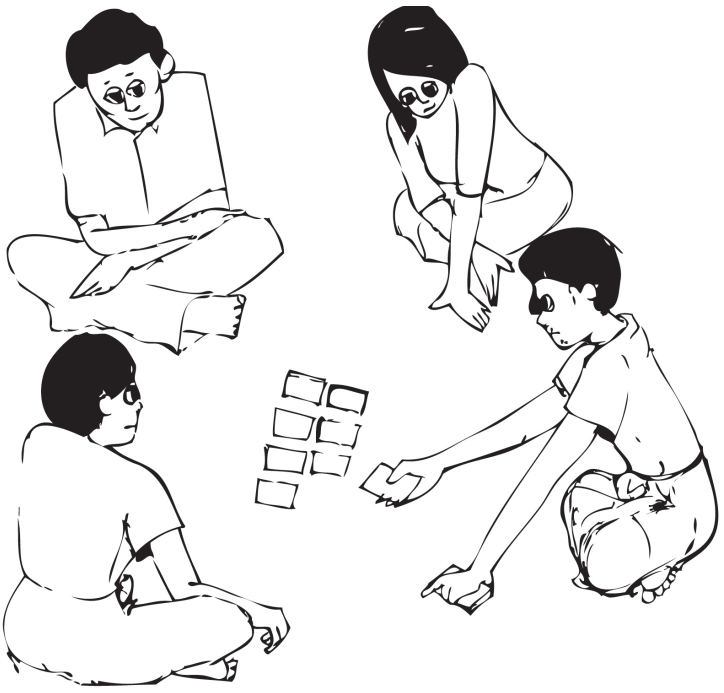
This helps students connect their new learning to their existing learning, and make sense of the new. The higher levels of learning apply especially to older students, but even young children learn to make sense of the world around them through play and exploration – and thinking.

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

Mix and match

1. Mix and Match. Work in groups. Each group has a set of cards: 6 large cards (Bloom's levels) and a set of small cards (learning tasks). Mix up the small cards, and give them out between the group members.
   a. Groups put the large cards of Bloom's levels in the correct sequence.
   b. In turn, group members take one of their small cards. The group discusses each task, and agrees on the level of learning. Put the card in the agreed level.
   c. When you have finished, go and have a look at what the other groups did.
   d. If you notice a difference between your results and another group, ask the other group why they put that task at that level.
   e. Then think about whether you agree or not, and why. Do you want to make any changes to your group's answers as a result?

2. Review. Think about the mix and match activity. It had 5 tasks (numbers 1-5 above).
   a. What level of thinking did each task support?
   b. Discuss as a class.
   c. Mark your own work. How well did you do?



B. Learning tasks

Mix and match

1. Cue cards for this activity are at the end of the Trainer's Book (pages 84-85). Make one set for each group of 4-6 trainees.
   a. Groups order the cards according to level.
   b. Group members match the tasks to the levels.
   c. Trainees walk around looking at other groups' results
   d. If they see differences between their results and other groups', they discuss the reasons.
   e. Groups decide whether they want to make changes to their result. **Answers**:

Evaluation:	Case study, Write a report, Open questions, Discussion, Write an essay
Synthesis:	Project work, Solve a problem, Student presentation, Creative writing Roleplay, Debate
Analysis:	Discussion, Survey, and analyse results, Process chart, Student presentation Use a computer to do research
Application	Make a graph, Use a computer to type, Open questions, Students make questions, Practise something learned, Go on a field trip, English language roleplay
Comprehension:	Check understanding, Summarise, Student asks questions, Student takes notes, Closed questions
Knowledge:	Lecture by teacher, Observation, Teacher writes on board, Repetition Learn by heart, Closed questions

Some activities can be at different levels. It depends how the teacher uses them in class. Discussion can go at any level from Analysis upwards. Open questions can be anywhere from Application upwards. Surveys and Projects involve skills at various levels, but generally are Analysis or higher.

2. Do task a. together as a class.
   a. Ask:
   - What did you do for task a?(Put cards on the floor in sequence)
   - Which of the skills were you using to get the sequence right? (Knowledge – remembering)
   - Trainees do work individually, and write answers down. Walk around checking progress.

   b. Discuss this as a class.

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

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

C. Writing learning tasks

Writing your own task

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

As a class, ask for one or two examples at each level. Ask the class if they think the task meets the feedback points, and confirm or suggest improvements. Collect the written work to review, and check that trainees have understood and can apply. **Check**:

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

Give feedback to the trainees.

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

D. Learning activities

Mix and match

Brainstorm

1. Use a good trainee's task from C, or use one of the elephant examples in the ***Trainee's Book***. Write trainees' ideas on the board. For more guidance on brainstorm methods, see ***Trainee's Book Methods File G: Group work methods***.

2. Trainees who teach or plan to teach primary or middle school, read ***Additional Reading: Unit 4***.

C. Writing learning tasks

Writing your own task

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

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

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

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

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

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

NOTE

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

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

D. Learning activities

Mix and match

1. Use a learning task at the level of analysis or above. Brainstorm as many ideas as you can for things students could do to complete the task.
See *Methods File G: Group work methods* for information about the brainstorm technique.

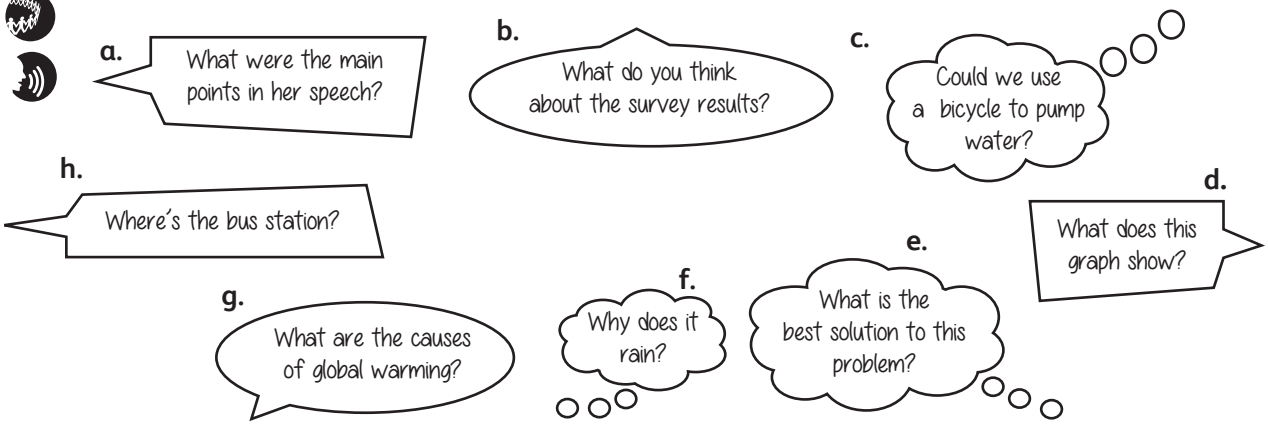
2. If you teach or plan to teach primary or middle school, read *Additional Reading for Unit 4*.

BRAINSTORM

- **All ideas are valid**
- **Quantity not quality**
- **No judgements**
- **Encourage creativity**

E. Using questions

1. What level of thinking do you need to answer the questions below. Discuss in groups or as a class



Read the text and briefly answer the following questions:
a. Which levels in Bloom's structure are the discussion questions Q1 and Q2?
b. Write questions based on the text for each of the other four levels in the structure. For ideas about different kinds of questions, see *Methods File C: Open and closed questions.*

FORESTS IN DANGER

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

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

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

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

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

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

E. Using questions

Encourage trainees to read about open and closed questions in **Methods File C**. If trainees need more help with this, have them do ***Supplementary Activities B: Asking Questions***.

1. Trainees read the questions, and decide what level of thinking skills they are at.
Answers:

a. Comprehension
b. Analysis
c. Synthesis
d. Analysis
e. Comprehension
f. Synthesis
g. Analysis
h. Knowledge

a. Trainees read the text and do the exercises at the end of the text. Get the class to provide an example: ask the class for a knowledge question for paragraph 1 (e.g. What percentage of forest has Indonesia lost since 1950? How many hectares are being cut down every year in Indonesia?)
Trainees decide what level these questions are. Answers: Q1. Synthesis Q2. Evaluation

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

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

Asking questions using 'wait time'

Learning Point: To practise the questioning technique of 'wait time'

3. Encourage trainees to look at ***Methods File B: Why Ask Questions?*** before doing this activity. Trainees stand in a circle for this exercise, or if there is no space, do it round the classroom. Demonstrate by asking a question, waiting, then choosing someone to answer it.

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

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

F. Observation and reflection

Practical task: Observation 4

1. This observation uses a chart to help the trainee focus on different aspects of the lesson, including the level of thinking skills being used.

2. After the observation, trainees analyse the lesson to develop their own higher level thinking skills.

Evaluate

3. Trainees evaluate the lesson and report back to the class. Discuss overall findings.

Asking questions using 'wait time'

This exercise needs to move quite quickly. If you don't know the answer to the question, say so. The focus here is to practise asking questions, not answering them.
For more information read *Methods File B: Why ask questions?*

a. Stand in a circle. In turn, trainees go into the middle of the circle and ask one of their questions on Forests in Danger.
b. Trainee uses *wait time* (wait 3 seconds) before choosing someone to answer.
c. The chosen trainee answers the question with a short answer.
d. That trainee then goes into the centre of the circle and asks one of their questions, and so on, until everyone has asked a question.

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

F. Observation and reflection

Practical task: Observation 4

1. Observe an experienced teacher in class for 45 minutes-1 hour. Before you observe, make a larger version of the chart below. While observing the class, make a note in your chart of time spent on each activity; what the teacher does; what the students do; the level of thinking skills needed

TIME	TEACHER DOES	STUDENTS DO	LEVEL OF THINKING SKILLS

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

TIME	TEACHER DOES	STUDENTS DO	LEVEL OF THINKING SKILLS
10 mins	Presented topic	Listened and answered questions	Knowledge
20 mins	Gave task in textbook	Worked in pairs	Knowledge, comprehension

Evaluate

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

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

Discuss your observation with the class.

SUMMARY: TEACHING FOR LEARNING

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

G. Assessment task

1. Review the learning tasks you wrote for *4C: Writing learning tasks*. Do you think these are good tasks for your subject? Write them out for the trainer to review, making any changes that will improve them.

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

COMPREHENSION

What is the meaning of 'survival' in this context? (5 minutes)

1. Students write an explanation then compare with a partner, and agree on an explanation.
2. Teacher asks class using *wait time*
3. Brief discussion and agreement.
4. Write agreed explanation on board

ANALYSIS

Analyse the main reasons for the threat to elephants in Thailand. (25 minutes)

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

G. Assessment task

1. Trainees write their tasks from 4C, making any changes to improve them.
Marking guide: Use the same checklist as in 4C:

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

Also check whether trainees have made any improvements you suggested when you gave feedback in 4C.

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

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

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

UNIT 5

Planning

A. Course planning

Trainees look at the diagram introducing planning. Provide additional information as needed.

UNIT 5

Planning

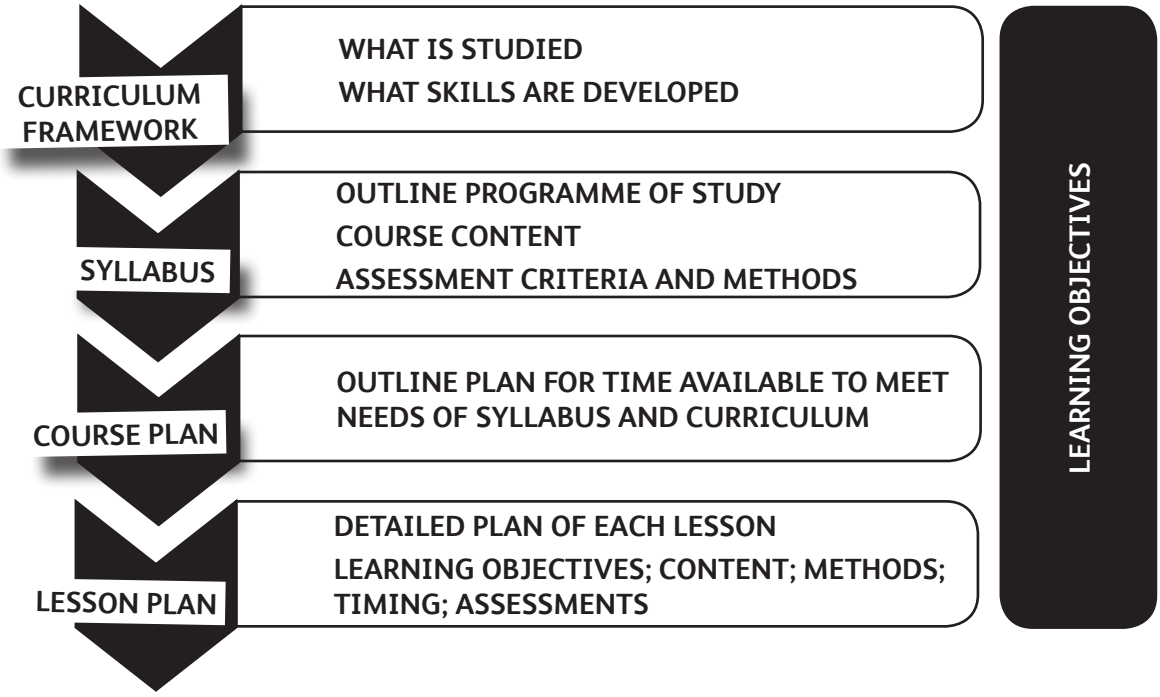
BY THE END OF THIS UNIT TRAINEES CAN

Write a course plan
Plan a teaching & learning session to meets the needs of individual learners
Choose and use appropriate resources and teaching/learning activities to engage and motivate students
Reflect and evaluate the effectiveness of your own teaching

A. Course planning

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

Planning happens throughout an education system.



Curriculum framework

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

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

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

KEY WORDS

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

Course plan: an outline plan for the whole course. This is developed by the teacher. It shows how the teacher plans to cover the syllabus over the time they have.

Lesson plans: a detailed plan of each lesson. Lesson plans are developed by the teacher. Lesson plans include learning objectives; content; teaching and learning activities; timing; and assessment of progress.

Learning objectives: what students will be able to do as a result of learning. Learning objectives are developed at each planning level. Usually the teacher will develop learning objectives for their lessons, and sometimes for individual students or groups of students.

Curriculum and syllabus

1. In Myanmar, who is responsible for development of the curriculum and the syllabus in:

a. primary, middle and high schools (basic education)?
b. monastic schools?
c. community-based education programmes?
d. universities?

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

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

	STRENGTHS	WEAKNESSESS
Basic		
Monastic and community		
Universities		

THE CHALLENGE TO TEACHERS

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

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

Curriculum and syllabus

1. Discuss these questions as a class. These answers were accurate in 2010 – the situation may have changed since then. **Answers**:

- **Primary and high schools:** Ministry of Education Basic Education Curriculum, Syllabus and Textbook Committee
- **Monastic schools:** The schools or teachers decide their own curricula. Some organisations and networks such as Paung Daw Oo are working on curriculum issues; donated books from overseas; government curricula
- **Community-based education programmes:** The schools or teachers decide their own curricula. Some organisations and networks such as the Local Resource Centre, Asia Peace Education Foundation, Educasia and the British Council are helping organisations with curriculum issues. Some have donated books from overseas. Some use government curricula.
- **Universities:** Some university departments and teachers set their own curricula.

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

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

	STRENGTHS	WEAKNESSESS
Basic	• some consistency and standardisation • commitment and expertise of many teachers	• few materials available, and teachers find it difficult to adapt materials to student-centred approaches • little flexibility • language of instruction not always appropriate for students or teachers
Monastic and community	• commitment and expertise of many teachers • teachers are free to decide what they want to teach • support from local and international organisations	• few materials available, and teachers find it difficult to adapt materials to student-centred approaches • no accreditation • language of instruction not always appropriate for students or teachers • some schools get more support than others
Universities	• more variety of materials and subjects	• few materials available, and teachers find it difficult to adapt materials to student-centred approaches • language of instruction not always appropriate for students or teachers

The challenge to teachers
Students read the information

A. Developing a course plan

Stage 1: The outline

1. Put trainees in groups and explain the task – steps 1-4
   1. Groups make a week by week plan for a 20 week course. Make sure they include field study, review and assessment in the plan.
   2. They write it on large pieces of paper and put it where others can see it. Groups go round the room looking at each other's plans.
   3. Discuss the plans as a class – what things groups did the same, and what they did differently. Ask prompt questions:
      Where is the field trip and why? A field study in the local environment would be good, e.g. while studying forest if school has nearby forest or waste if school environment is town.
      When do we do review sessions? Reviews can be part of normal classes. You are unlikely to spend a whole 2 hour class on reviewing.
      When do we do a project? A project uses many skills so it is best in the second half of the course. It is good for synthesis. It could also be a form of review or assessment.
      When do we do assessment? It could be as you go along, or for each topic or at the end.
      What are the benefits of each model?
   4. Trainees each make their own notes about what are the best ideas.

Learning Points:

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

Stage 2: The course plan

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

If your trainees don't know what they will be teaching, give them a textbook from a subject they are interested in.

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

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

A. Developing a course plan

Stage 1: The outline

1. In this activity you will plan a course outline which covers all the material in the time allowed, and plans for a variety of different ways of learning. The first step is to create a rough plan to cover the course material in the time available. You can make changes when you develop your more detailed plan later.

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

a. In groups, make a week by week plan to teach these topics over 20 weeks at 2 hours per week. Use large paper if possible.
Include: at least one field study; one project; time for review and revision; and time for assessment.
b. Display your plan. Go round the room looking at each other's plans.
c. As a class, discuss similarities and differences between the plans.
d. Make a note of what you think is the best course outline, and why.

THE ENVIRONMENT AND US

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Waste	3
Ecosystems, biodiversity and resources	8
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Stage 2: The course plan

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

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

The course plan should cover at least one semester.

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

Use the curriculum, syllabus or coursebook to design a course plan for the first three weeks in one subject. This plan is for a new class – you have never met these students before. Work individually or in pairs or groups. Use a form like the one on the next page. Use all the headings.

COURSE PLANNING FORM			
Teacher: Subject: Level:		Number of lessons: Course hours: Lesson times:	
Aim:		Key resources:	
Date	**Learning objectives**	**Activities**	**Resources**
Week 1	The student will…	What will you do? What will the students do?	What resources do you need?
Week 2			
Week 3			
Assessment:			

Feedback

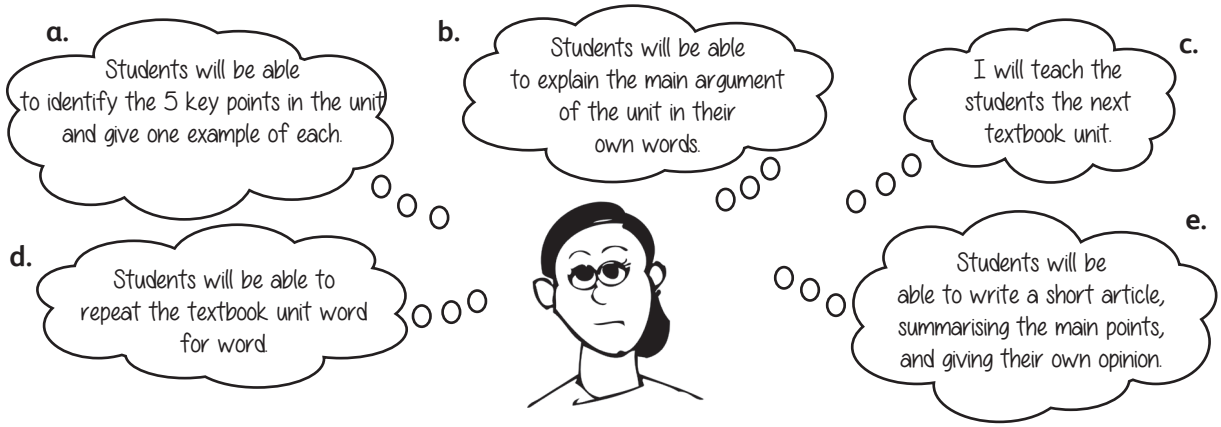
3. If you worked individually or in pairs, give your work to another student or pair for their feedback. Give feedback on each other's work.

If you worked in groups, choose a way of presenting your work to the whole class for questions and comments. After you have given and received feedback, see if there is anything you want to change in your course plan to improve it.

C. Writing learning objectives

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

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



Feedback

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

C. Writing learning objectives

1. Trainees decide which objectives focus on student learning.
Answers: a, b and e. d is possible, but only if students understand what they are repeating.

2. Trainees identify the level of skill of each of the objectives. **Answers**:
   a. analysis (including comprehension and application)
   b. application (including knowledge and comprehension)
   c no learning objective
   d. knowledge (if students understand what they are repeating)
   e. evaluation (including knowledge, comprehension and analysis)

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

What makes a good learning objective?

4. Trainees identify the subjects that the objectives are for and decide whether these learning objectives are useful. **Answers**:
   1. computers/IT
   2. maths
   3. English language or any subject that is taught in English
   4. English
   5. computers/IT
   6. maths
   7. science/biology

Trainees check their answers using SMART criteria. Possible answers:
   1. Too general; level not clear – how can we/they know when they succeed?
   2. Good
   3. Good
   4. Too general; does not say how knowledge will be demonstrated
   5. Good
   6. Too general; does not say how understanding will be demonstrated
   7. Good

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:
   1. Use a computer : Not SMART as it lacks a standard – not measurable. Demonstrate the use of the computer to write a business letter
   2. Multiply simple fractions : Not SMART as it lacks a standard – not measurable. Multiply 20 simple fractions with a one hundred per cent accuracy
   3. Ask and answer six simple questions in English about their studies : This objective is SMART
   4. Know the simple present tense in English: Not SMART as it lacks a standard – not measurable. It is not specific. Write a sentence in English that correctly uses the simple present tense
   5. Understand arithmetic: Not SMART as it lacks a standard – not measurable. It is not specific. It is not realistic. Demonstrate how arithmetic is correctly used to make ten simple calculations
   6. Draw and label the parts of a flower and describe their functions in writing.: This objective is SMART

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

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

What makes a good learning objective?

4. In pairs, read the seven learning objectives in the box below and answer these questions:

a. What subject is each objective written for?
b. How good are these learning objectives and what is wrong with the less effective ones?

At the end of the class…

1. Students will be able to use a computer
2. Students will be able to multiply simple fractions
3. Students will be able to ask and answer 8 simple questions in English about their studies
4. Students will know the simple present tense in English
5. Students will be able to find, open, change and save a document
6. Students will be able to understand arithmetic
7. Students will be able to draw and label the parts of a flower, and describe their functions in writing

S	**SPECIFIC** Clear and definite
M	**MEASURABLE** Learning can be proved: 'Students will be able to…'
A	**ACHIEVABLE** It is possible
R	**REALISTIC** It is reasonable in relation to student starting points and time scale
T	**TIMED** Set a time: 'By the end of the class/unit, students will…'

Assessment task

As a group review the seven objectives again and decide if they are SMART.

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

Verbs like know and understand are not used. They are too vague (not specific) and therefore difficult to measure. We don't know if someone knows and understands unless they demonstrate that knowledge and understanding through use or application.

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

For more information on this topic, see *Additional Reading for Unit 5: Writing learning objectives.*

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 of Bloom's taxonomy.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Arrange	Classify	Apply	Analyse	Arrange	Appraise
Define	Describe	Choose	Appraise	Assemble	Argue
Duplicate	Discuss	Demonstrate	Calculate	Collect	Assess
Label	Explain	Dramatise	Categorise	Compose	Attach
List	Express	Employ	Compare	Construct	Choose
Memorise	Identify	Illustrate	Contrast	Create	Compare
Name	Indicate	Interpret	Criticise	Design	Defend
Order	Locate	Operate	Differentiate	Write	Estimate
Recognise	Recognise	Practice	Discriminate	Formulate	Judge
Relate	Report	Schedule	Distinguish	Manage	Predict
Recall	Restate	Sketch	Examine	Organise	Rate
Repeat	Review	Solve	Experiment	Plan	Score
Reproduce	Select	Use	Question	Prepare	Select
	Translate		Test	Propose	Support
				Set-Up	Value
					Evaluate

SMART course planning

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

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

b. Make changes that you think will improve the learning objectives.

c. Swap with another group and give each other feedback.

d. Keep your own copy of good examples of learning objectives.

D. Lesson planning

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

Discuss

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

The lesson plan starts with the learning objectives. The learning objectives tell you to think about how to teach the material.

Appropriate verbs for use in learning objectives

Trainees study the verb application table.

SMART course planning

5. Trainees improve their learning objectives from B 2. Demonstrate this on the board using one of the trainee group's learning objectives. Write up the original, and work with the class to improve it.

Example: At the end of this course students will know about waste
Improved: At the end of this course, students will be able to:

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

a. In the same groups as in B 2., trainees rethink their learning objectives from B.2.
b. Groups discuss how they could be improved and rewrite them.
c. Groups swap with another group and give feedback.
d. Trainees keep individual notes of good learning objectives.

D. Lesson planning

Discuss

1. Start this section with a brief class discussion using the prompt questions a-c. Some of the answers are in the reading passage. **Possible answers**:

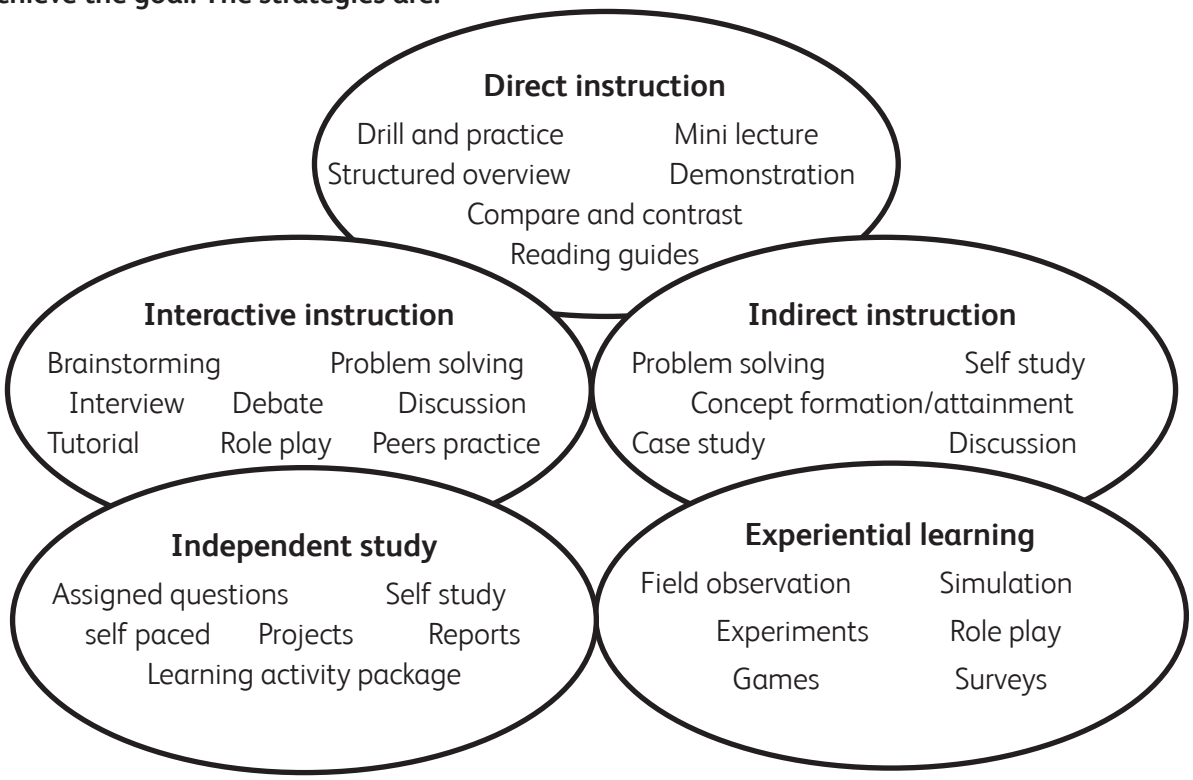
a. So that the teacher is prepared; is clear about student learning objectives; has the necessary resources; has planned the time and how long to spend on each activity; has planned a range of activities.
b. The course plan does not give the teacher enough detail to run and manage a lesson.
c. The teacher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

Instructional strategies

Trainees look at the various instructional strategies and methods. Ask them to share their favourite methods and explain why. Provide additional explanation as needed.

Instructional strategies

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



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.

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' interests and curiosity, encouraging them to generate alternatives or solve problems.

Using this strategy, the role of the teacher shifts to that of a facilitator and supporter 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

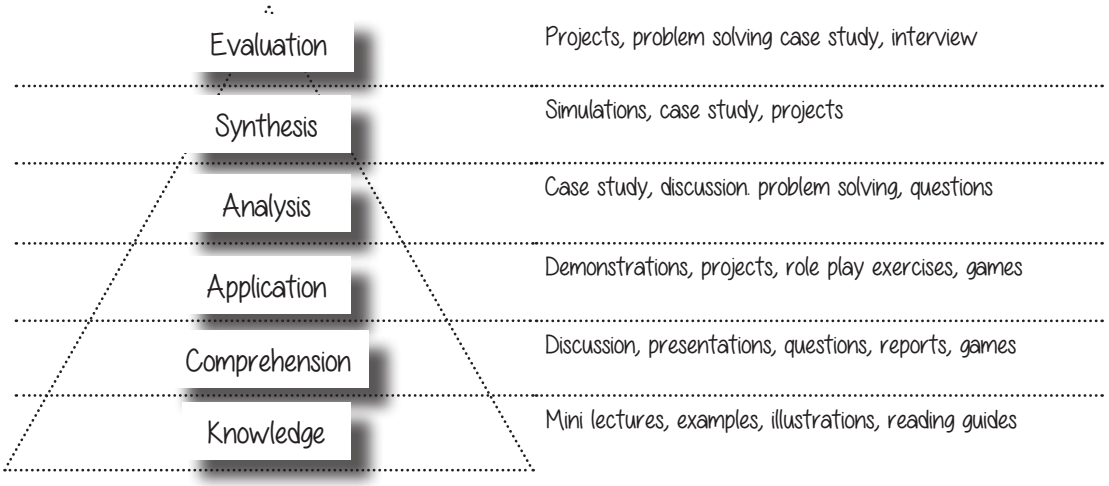
Experiential learning is inductive, learner centred, and activity oriented. It typically occurs when students participate in an activity and critically look back to clarify learning and draw insights from the review and put learning to work in new situations. The strategy can be viewed as a cycle consisting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

Independent Study

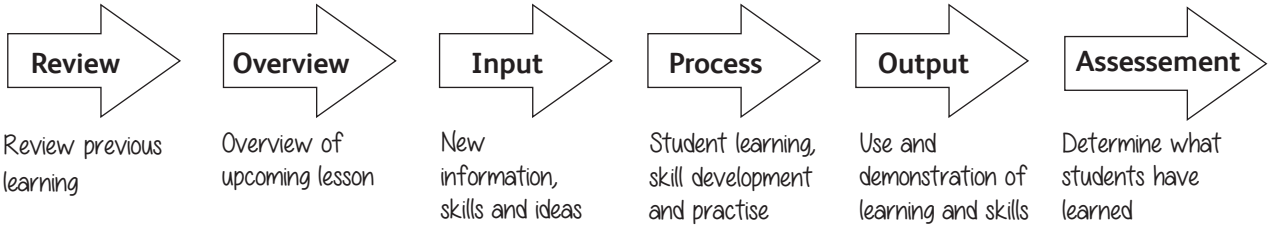
This strategy refers to the range of instructional methods provided to foster the development of individual learner initiative, self-reliance and self-improvement. The focus is on planned self- study under the direction of the teacher.

Instructional Methods and the Cognitive Domain

Teaching methods need to be considered in terms of the intended depth of instruction. For example:



The stages of a typical lesson



These stages of the lesson focus on student learning. Here are the lesson stages in more detail:

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

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

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

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

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

Assessment: Assessment of progress, and feedback on progress.

The stages of a typical lesson

Trainees learn about the stages of a lesson. Allow them 10 minutes to reflect on their lesson and determine which strategies they always include.

What activities are useful for each stage of learning?

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

1. Draw the chart on the board. Trainees brainstorm each section in turn.
2. As a class trainees order the list, e.g. review previous lesson will be at the beginning of input.
3. Trainees make their own copy of the class checklist in the agreed order for reference. **Possible answers**:

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

Plan a lesson

3. Trainees each plan, prepare and teach a half-hour lesson to their peers (micro-teach), using the lesson planning form on the next page. Trainees think about points a to d when planning: learning objectives, materials, activities, timing and assessment.

4. Tell trainees they will be assessed according to the guidelines in E. Each trainee in turn teaches their planned lesson. Their group or classmates are their class. Assess training using the checklist in E. If you have a large class of trainees, ask another teacher or trainer to help you, or reduce the time trainees teach to 20 minutes. Give written or spoken feedback to each trainee after their session.

Feedback

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

Evaluate your lesson

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

What activities are useful for each stage of learning?

2. As a class, complete this chart.

a. Use everything you learned in the course to brainstorm ideas for the teacher and student columns for each stage of the lesson – input, process and output.

b. Make a class 'good practice' checklist.

c. Make your own copy of the checklist.

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

Plan a lesson

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

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

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

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

d. How long will each activity take? Show planned times on the lesson plan.

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

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

Feedback

5. As a class, discuss the lessons:
   a. What were the strengths of the lessons?
   b. What were the weaknesses of the lessons?
   c. What could be improved?

Evaluate your lesson

6. Think about your own opinion about the lesson, the general discussion and the feedback from the teacher trainer.
Make notes in the evaluation box on the lesson planning form.

LESSON PLAN			
Teacher: **Date:**	**Students:**	**Subject:**	**Topic:**
Objective/s: **Extension objective/s:** Some students will be able to…			
Materials:			

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

Lesson plan

Trainees use the leson plan template in planning their lesson. This page can be photocopied if necessary. If you have enough time, make trainees do further practice with this template.

E. Assessment

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

Summary: Planning for learning
This is a list of key points in this unit.

Further research and extension activity
1. Trainees read the additional readings.

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

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

E. Assessment

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

SUMMARY: PLANNING FOR LEARNING

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

FURTHER RESEARCH AND EXTENSION ACTIVITY

1. Read the additional readings for Unit 5: ***Writing learning objectives summary*** and ***Learning in the classroom***.
2. Extension activity: Read the ***INEE Standards for Teaching and Learning***. How far are these are achieved in your school? These are in the Additional Readings for this unit.
   a. Choose one or more of the four standards (e.g. standard 3: Instruction)
   b. Look at the evidence column. Rate how far you think the standard is achieved using a scale of 1-4: 1 = not at all; 2 = sometimes; 3 = regularly; 4 = almost all the time)
   c. Give an examples of things that happen that support your evaluation
   d. Give your overall opinion, based on your scoring and evidence

UNIT 6

Progress, Feedback and Assessment

BY THE END OF THIS UNIT TRAINEES CAN

Identify different assessment methods
Explain assessment methods in different contexts, including initial assessment
Explain and demonstrate good practice in giving feedback
Explain the need for record keeping in relation to progress and assessment

A. What is assessment?

KEY WORDS

Test (n): A 'short' set of questions or exercises to determine a person's skill or knowledge
Peers (n): people who are equal
Constructive (adj): helpful
Exam (n): A 'longer' set of questions or exercises to determine a person's skill or knowledge, completed in a formal setting

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

Assessment at the start of the course tells teachers and students how much the student already knows and understands. Knowing the student's starting point helps teachers with their lesson planning. Assessment during the course tells students how they are progressing in their learning, and what they need to do to improve. Assessment at the end of the course shows whether students have achieved their learning objectives.

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

Methods of assessment

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

a. questions	b. tests	c. practical work	d. essays
e. observation	f. roleplaying	g. exams	h. student presentations

2. Below are eight learning objectives. Discuss in pairs and decide which one or two of the methods of assessment above work best with these objectives:

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

UNIT 6

Progress, Feedback and Assessment

A. What is assessment?

Make sure trainees understand the information in the reading text.

Methods of assessment

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

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

a. a, b, c
b. a, b, g
c. c, e
d. a, b, d, g, h
e. d, h
f. a, b, d, g, h
g. all
h. c, e

3. In pairs, trainees decide when they can use each of the assessment methods from A1.
Answers: In most situations any of these methods can be used at the beginning of a course, during the course and at the end of the course.

- In all cases, the method should be at the right level for the student group, and fit the learning and skills being assessed.
- Exams or tests are often used in the end of course assessment, since they are efficient for the teacher and school, and often easy to mark with right/wrong answers. They are not always best for the students. Perhaps the fairest end of course assessment is a mixture of course work assessed during the year, and end of year exams.

B. At the start: Initial assessment

Initial assessment case studies

Cue cards for this activity are at the end of the Trainer's Book (page 88).
1. Divide trainees into three groups and give each group one of the case studies. If you have a large class, divide them into six groups with two groups getting each case study.

a. Trainees discuss their case study for a few minutes.
b. Groups briefly report back to the class. Give each group the appropriate part 2 cue card. Possible answers to stage 1 of the case study are at the beginning of the stage 2 cue cards.
c. Trainees discuss their case study for a few minutes.
d. Groups briefly report back to the class.

Learning Point: Initial assessment should fit the needs of teacher and student in context.

Possible answers:

A. The teacher spends 45 minutes with the three weak students, teaching linear equations. While she is doing this, she gives review work to the rest of the class. After that all the class can start simultaneous equations together.
B. He teaches the whole class how to take notes, because he thinks they would all benefit, even the 9 whose note taking was better. He gives the four students vocabulary sheets every week with up to 10 key words for the following week's topic. They need to learn the words and write them in a sentence.
C. She talks to the head teacher since these are not problems she can solve alone.
Than Naing is given a breakfast with boarding house children because of home poverty. She thinks of additional active tasks for Soe Soe, and also sets him targets to work at something for one minute then two minutes, with praise for success, to help develop hisconcentration. She makes sure that she stands in front of Kyaw Kyaw to speak, and uses gestures. She makes sure that he knows what to do at each stage so he is not left behind.

Learning Point: Teachers need to think creatively about how to meet student needs.

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

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

B. At the start: Initial assessment

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

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

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

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

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

Initial assessment case studies

1. **In groups, read one of the case studies below.**
   a. **Read the first part of your case study (A1, B1 or C1), and discuss the question.**
   b. **Write down your ideas and report back to the class.**
   c. **Read the second part (A2, B2 or C2) and discuss the questions.**
   d. **Write down your ideas, and discuss them as a class.**

CASE STUDY A

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

What does she do as an initial assessment ?

CASE STUDY B

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

What does she do as an initial assessment ?

B. During the course: Assessment for learning

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

Self-assessment: How am I doing?

1. In the chart below are two learning objectives for Unit 4 Planning.
   a. Think about your understanding and practice in these two areas: What can you do? What are your areas for further learning and practice?
   b. Complete the chart to show what you can do, and what you need to improve.

TRAINEE'S LEARNING OBJECTIVE	CAN DO	TO IMPROVE
Plan a course outline which - covers all the material in the time given - plans for a variety of different ways of learning		
Plan a lesson which - has clear, specific and realistic learning objective(s) - covers the stages of the lesson - meets the needs of all learners in the group - uses a variety of teaching and learning methods to support student learning		

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

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

Peer assessment: How are we doing?

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

- When student A tells student B what is good or what could be improved, student A learns to see what is good, and explains it to someone else. Explaining things to someone else is a good way of strengthening your own understanding.
- Both students get to see examples of someone else's work, and can compare what they have done with what someone else has done. Student A and student B have different strengths, so each one learns from the other.

Students should only make helpful comments on each other's work. The coming section on constructive feedback will help you make useful comments to your peers – and also, as a teacher, to your students.

B. During the course: Assessment for learning

Self-assessment: How am I doing?

Self-assessment: How am I doing?

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

Peer assessment: How are we doing?

Students read information about constructive feedback.

Feedback: How are you doing?

Trainees read the information about feedback and the feedback loop

Giving constructive feedback

2. In pairs, trainees decide what constructive feedback is, and why.
   a. Trainees tick or cross each bit of feedback, according to whether it is constructive or not.
   b. They decide why it is or is not constructive.
   c. They swap answers with another pair, and give constructive feedback. This should be:
      Specific about what is good
      Specific about what needs to improve
      Involve the trainee in making suggestions for improvement
   d. Discuss the answers as a class.

Answers:

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

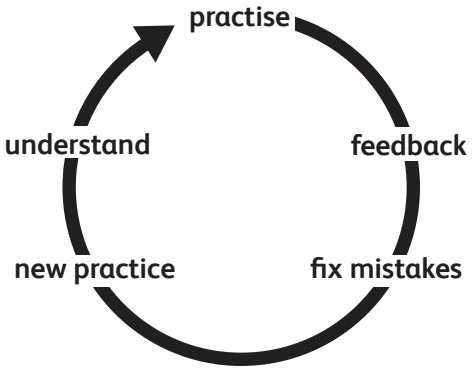
Feedback: How are you doing?

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

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

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

The Feedback Loop



Giving constructive feedback

2. Work in pairs with a new partner.
   a. Look at the feedback sentences in the chart. In column 2, tick those which are constructive, and cross those that are not.
   b. In column 3, explain why the feedback is constructive or not.
   c. When you have finished, swap your answers with another pair, and give each other constructive feedback on this exercise.
   d. Report back on your discussions.

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

Marking

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

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

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

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

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

Keeping records

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

5. In small groups, design a form for keeping track of results of assessments for a class. If possible, use a computer: word-processing or spreadsheet software.
   a. What information should it have on it? Make a list. Make it simple so it is easy to see the information you need.
   b. Swap with another group and look at each other's. Give feedback.
   c. Are there any improvements you can make to your design?
   d. Discuss your designs with the class or group.
   e. Keep a record of your group's final design.

Marking

3. Discuss these situations as a class. **Answers**:
Multiple choice questions are much easier to get right. Essays use more complex skills.

a. Answers depend on trainees' opinions. Some points:

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

Keeping records

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

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

a. Check that trainees have the minimum information: class level and subject; student names; dates of assessments; results. Example:

SCHOOL: SHINING SUN			CLASS: GEOGRAPHY 9				TERM: 2010-11	
Assessment:	Essay 1	Test 1	Project	Speech	Essay 2	Project	Test 2	Homework
Date:	24/6	14/7	17/7	13/8	27/8	3/9	7/9	term 1
Tin Mg Than	76%	51%	38%					
Khu Khu	52%	79%	70%					
Aung Aung Gyi	66%	63%	61%					
James	45%	50%	69%					

b. Groups swap forms and give constructive feedback.

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

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

e. Trainees keep individual records of their sheets.

Design an assessment task

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

a. Any appropriate use of cards to match, organise/sort, or use as prompts (roleplay; case study; discussion).
b. Roleplay between customers and waiter e.g. picture cards (2 cups of tea; 4 plates of rice, a pig, a chicken); a menu.
c. Matching: Cards with words and cards with meanings mixed up for matching, e.g. key words with dictionary definitions in English or their first language.
d. Sorting: Cards with some words that define mammal and some that do not.

7. Trainees try out their activity and evaluate it. Were the instructions clear? Did the 'students' demonstrate their knowledge and skills by doing the exercise? Could the 'teacher' make an assessment of knowledge and skills?

D. End of course: Summative assessment

Exams

Trainees read the information about exams

Design an assessment task

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

   a. an assessment in your subject area
   b. prompts for a conversation in English, e.g. ordering a meal
   c. matching vocabulary with meanings
   d. answering the question, 'Why is a dog a mammal?'

7. Test your assessment activity out on another group. Each group delivers one assessment task and completes one assessment task.
   After testing your assessment activity, evaluate, and see how it can be improved.

D. End of course: Summative assessment

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

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

EXAMS

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

Reading the instructions: It is easy to make mistakes in an exam by not reading the questions carefully enough.
Memory: Depending on the subject, students may need to remember facts, examples, and how to do things (like maths 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.

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

Assessment policy

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

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

Vocabulary check

2. Write a short definition of these key words.

a. Initial assessment	b. Formative assessment	c. Summative assessment
d. Self-assessment	e. Peer assessment	f. Continuous assessment

E. Summary: Assessment

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

   It could be a checklist as for other units:

Point 1…
Point 2…

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

Assessment policy

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

Vocabulary check

2. Trainees write definitions for the key words and concepts. **Possible answers**:
   a. assessment at the beginning of the course
   b. assessment during the course
   c. final assessment (at the end of the course)
   d. student assessment of their own progress
   e. feedback and assessment from other trainees
   f. assessment done during the course that contributes to final assessment

E. Summary: Assessment

Trainees make a checklist or diagram of the key learning points from this unit. **Possible answers**:

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

UNIT 7

Resources

A. Research Project on Resources

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

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

Collect information

1. Put trainees in groups of 4-6 in subject or level groups (e.g. Maths/English, Standards 5/6 and 7/8, etc.)

a. Ask trainees for their ideas – what information do they need? – before they start teaching. Write their ideas on the board. They may only think of materials – textbooks, notebooks, pens, etc. Show the example checklist in the Trainee's Book. Explain that all these aspects are resources for teaching. Discuss one or two disadvantages when resources are limited. For example, if chairs and benches are fixed it can be more difficult to organise group work. Trainees would need to think how to do this. Trainees review the checklist in the Trainee's Book and make any changes and additions they want before collecting information.

b. Groups collect information. If possible, groups should visit a school and talk to a subject teacher. If this is not possible, they can research the resources for their teacher training course by asking you about what resources are available.

UNIT 7

Resources

BY THE END OF THIS UNIT TRAINEES CAN

Map available resources for your subject area
Make creative use of limited resources in your subject area

A. Research Project on Resources

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

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

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

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

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

Collect information

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

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

If you do not yet teach, try to talk to a teacher who teaches the subject you are planning to teach at the level or grade that you plan to teach. There is an example checklist on the next page.

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

Add or adapt this checklist for the class you are describing. To find out how the resources are used, ask one or two more questions. Some examples are given in the checklist, and you should also ask one or two questions of your own. Write other useful information in the notes column.

Checklist

Trainees can adapt the checklist according to their needs.

Summarise information

2. Groups summarise their information using a mind-map.

Analyse information

3. Groups decide the most important issues. Walk around helping where needed. This exercise uses the higher skill levels of analysing and evaluating.

a. If trainees have difficulty deciding on their key points, suggest they think about what is most helpful and what is most difficult.
b. Groups decide how good the resources are, based on their key points. This shows the challenges they face and the problems they need to solve as teachers.
c. Groups decide what is the biggest challenge they have. If they are not sure, ask, What do you think you will find most difficult in this teaching situation?

Present findings

4. Trainees plan and deliver a short presentation on their findings. Each group member should give some part of the presentation. The presentation should cover the same sequence as the decisions made in 2 and 3:

a. Show the mind-map as visual support
b. Present the key points
c. Explain how good or not the resources are
d. Say what will be most difficult

Reflect

5. Discuss this activity as a class. **Possible answers:**

- You can learn by finding things out.
- Trainees have learned about possible teaching situations and difficulties they may face.
- You need to know the problems before you can think how to solve them

B. Making the most of limited resources

Research as a resource

The activities are on the next page of the Trainee's Book.

1. Plan this activity in advance. Set up workstations: Copy the task cards on page 87, and put them in different parts of the room, on the wall or on tables. Put large pieces of paper and pens at each workstation. The topics are:

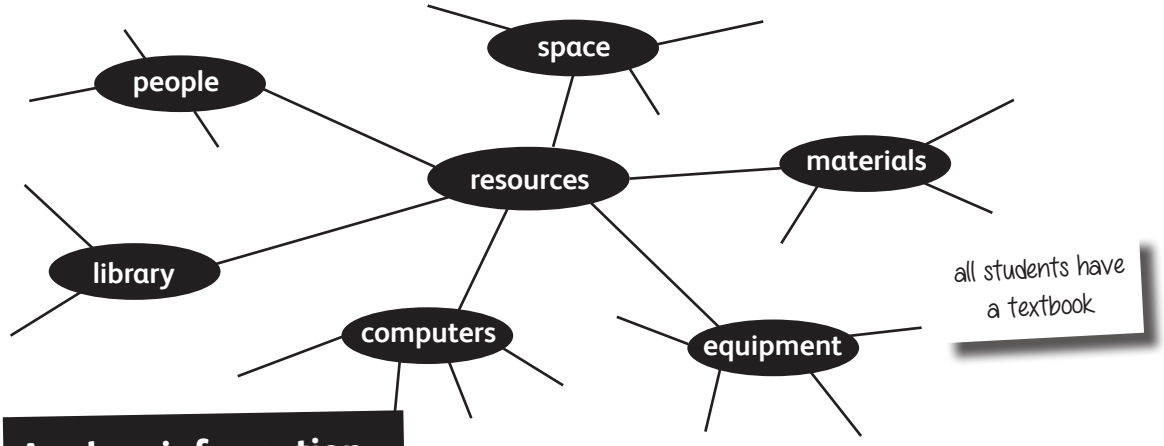
A: Using other people as a resource
B: Using field study as a resource
C: Using active learning as a resource
D: Using the internet as a resource

For topics C and D you may need to prepare resources before class. If you don't have a computer, do workstation activities A-C. Divide the class into 4 groups (or 3 if you don't have internet access). Each starts at a different workstation. Give them 10 minutes for each activity, and then they move on to the next workstation. Manage learning: walk round making sure trainees are on task; listen; be available for questions. Keep time: tell trainees when they have 5 minutes left; tell trainees to change after 10 minutes. Remind trainees to use their notebooks for their own record.

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

Summarise information

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



Analyse information

3.

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

Present findings

4. Plan a short presentation. There will not be time to say everything you found out, so you will have to choose the information carefully.

a. Show your mind map
b. Summarise key points
c. Evaluate how good the resources are in this school for your subject
d. Explain which is the biggest resource difficulty

Reflect

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

B. Making the most of limited resources

Research as a resource

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

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

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

C. Making the most of a textbook

Compare and contrast

Work in groups of 3-4. Each group should have at least one copy of two different textbooks for the same subject. Compare the approaches in the two textbooks, and think about these questions and present your group's ideas in class discussion:

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

2. Case studies in problem solving. In pairs, discuss the situations below. Suggest some active teaching and learning strategies these teachers could use.

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

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

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

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

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

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

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

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

C. Making the most of a textbook

Compare and contrast

Compare and contrast
For this activity each group needs two different textbooks for the same subject at the same level. If this is not possible, go to activity C 2.
1. Provide sample textbooks for group work. You need enough books so that each group has 2 different textbooks for the same subject, at the same level, e.g.
- a Myanmar school or university textbook
- a school or university textbook from Thailand or another country
- a commercial English language book

In groups, trainees discuss the differences and similarities between the books. Then discuss these as a class. Myanmar school textbooks, like some other countries' school textbooks, are based on instruction and comprehension, with limited use of active learning methods; less likely to interest and motivate students. Some other resources promote active learning methods and variety; with more application and higher level thinking.

2. In pairs, trainees discuss these situations and identify some active teaching and learning strategies teachers could use to improve the classes. **Possible answers:**
a. Give information using presentation techniques: see ***Methods File A***, e.g. give a task at the beginning or find out what students already know.
Teach students how to take notes/summarise information so they only record the important points.
b. Pre-teach some key words before students read the information.
c. Use 'teach each other' in groups: students organise information visually (charts, timelines, etc.)
d. The teacher, or some of the students, roleplay the audio using the tapescript in the teacher's book, while the class listens and does the listening exercise.
Get different listening resources from the internet or resource centres such as Educasia.
e. Link science to real life; use questioning techniques; use process charts; use 'teach each other'; use field study; use simple experiments.
f. Questioning techniques and discussion: use more challenging questions – How? What? Why? – not just comprehension questions.
g. Teach each other; questioning techniques; field study; categorising…
h. Draw from life – student or teacher poses hand, and art class draws what they see.

D. Make your own learning activity

Active learning

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

Practical task: Make a resource

1. In pairs or small groups teaching the same subject/level, trainees make word or picture cards that they can use in their current or future teaching. They should use these to supplement materials they teach or plan to teach. However if that is difficult, the trainer can provide a selection of topics (see below). Some uses of word cards are described in ***Methods File D: Charts and Organisers***.
Trainees demonstrate their activity to another pair or group, and provide feedback.
Topic suggestions: Topics can be chosen from textbooks or trainees' interest and knowledge, e.g.

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

Summary: Resources
This is a list of key points in this unit.

E. Assessment

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

CATEGORISING	ORDERING AND RANKING	PROCESSES
Venn diagrams – definitions; similarities and differences Charts – organising and grouping information; comparing things Mind-maps – connections between ideas Word cards can be used with any of these	Timelines – logical order or time order Ranking – what is most/least important? Word cards can be used with any of these	Logical and time order Cause and effect Word cards can be used

2. Trainees give examples of how these 3 types of organisers can be used in developing activities in their subject. They should have two examples each for categorising, ordering/ranking and processes. If trainees have difficulty applying these ideas to their subject, you may need to teach them a bit more.

D. Make your own learning activity

Active learning

1. Think of a textbook you have used, or plan to use when you teach. This could be from Myanmar or another country. Discuss:
   - Does this textbook promote active learning?
   - If not, what can you do to make learning more active?

2. In pairs, use active learning methods to make the most of limited resources.
   a. Choose a topic from a textbook.
   b. Choose a suitable active method to teach the topic, e.g. questioning, group or pair work, roleplay, categorising, sequencing, survey, field work, creative project. For more information, look up your chosen activity in the Methods File.
   c. Plan 5-10 minutes of the lesson: introduce topic; give instructions; start activity.
   d. Deliver your lesson to the class.

Practical task: Make a resource

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

   a. Think about the different ways you can use word or picture cards.
   b. Decide on the learning objective.
   c. Make an activity or game to teach the objective, using word or picture cards.
   Here are a few ideas, but use your own ideas for your own subject if possible.
   - Make a map with cards to label countries, states, main physical features, etc.
   - Make roleplay prompts for language practice, e.g. a menu and picture cards of food for practising ordering a meal
   - Make cards to match words and meanings

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

SUMMARY: RESOURCES

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

E. Assessment

1. Read *Methods File D: Charts and Organisers*. Make a chart or mind-map showing:
   a. categorising b. ordering and ranking c. processes

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

UNIT 8

Group work

BY THE END OF THIS UNIT TRAINEES CAN

Explain the uses of group work
Apply them to your teaching

We learned in Units 2 and 3 that students:

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

In Unit 4 we learned that teachers:

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

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

A. Using group work

Examples of group work

1. In this section you will identify examples of group work used in this course, and then analyse the advantages and disadvantages of group work.
Review: As a class, discuss which of these methods we have used in this course. Complete the chart together on the board.

GROUPING	USED?	EXAMPLE
Individual		
Pair		
Small group (3-4)		
Large group (5+)		
Whole class		

UNIT 8

Group work

A. Using group work

Examples of group work

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

GROUPING	USED?	EXAMPLE
Individual	✓	Unit 2: Learning styles questionnaire Unit 4: Mix and match review Unit 4: Making questions
Pair	✓	Unit 3: Inclusion case studies Unit 4: Peer Feedback on learning tasks
Small group (3-4)	✓	Word-cards exercises in Units 3 and 4 Unit 3: Plan motivating learning activity
Large group (5+)	✓	Unit 2: Passive and active student demonstrations
Whole class	✓	Introductions to topic/teacher talk Reporting back and whole class discussion, e.g. 'Teach each other' Unit 4: Practising 'wait-time' in questioning

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

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

B. Setting and managing group work tasks

Learning Point: Teachers need to be able to think structurally.
Organising actions in a sequence or process is an example of this. For more information see *Methods File D: Charts and Organisers*.

Good practice

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

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

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

2. In groups, trainees copy the chart and complete it again with their own ideas. Each group presents a section of their chart to the class, and discusses points of interest. Keep your own record of advantages and disadvantages for each grouping.

GROUPING	USED?	EXAMPLE
Individual		
Pair		
Small group (3-4)		
Large group (5+)		
Whole class		

B. Setting and managing group work tasks

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

Good practice

1. Look at this checklist of good practice points for setting and managing a group work activity. The points are in mixed order. In groups of three, order the points. There is more than one correct answer.

Prepare materials
Give an example
Summarize the learning
Students make a note of key points
Know what you want students to learn
Plan the activity
Give advice if needed or asked
Give clear step-by-step instructions
Visit each group and check understanding
Add missing learning points
Put students in groups
Ask if there are any questions
Set a realistic time limit
Visit each group and check progress
Groups report back
Decide how groups are going to report back

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

3. Go around the class and look at other groups' diagrams. Use this information to improve your own diagram. Make your own record of your group's final diagram.

4. Discuss:
a. Why is the order (sequence) important?
b. How do categories help?

C. Forming groups

Pairs or groups?

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

Guidance for working in pairs:

a. Choose a partner.
b. Work with someone you haven't worked with yet (or today, or this week).
c. Move on to another person./Talk to three different people.
d. Pyramid: After pair work, combine two or more pairs to do group work.

Guidance for working in groups:

e. Get into groups of 4 or 5 – people choose their own group.
f. Number round the room, e.g. 1, 2, 3, 1, 2, 3. People with the same number work together.
g. All people sitting on the left/wearing green/whose name starts with A-E, etc.
h. Teacher groups people of the same ability level together.
i. Teacher groups people of different ability levels together.
j. Pyramid: Two small groups combine to form a large group.

Practice forming groups and pairs

1. For each situation below, choose at least two ways of forming pairs or groups from the sections above, or use any other ideas you have. Explain to the class why these approaches will help with this situation.

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

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

D. Research: Reporting back from group work

Reporting skills

1. Reporting back from pair and group work is an important part of the learning process. Think about the reporting back you have done in this course.
   a. Why is it useful?
   b. What skills have you been practising when you have reported back?

C. Forming groups

Practice forming groups and pairs

1. In pairs, trainees decide on the best groupings for these situations. Depending on time, you could have all pairs do all situations, or give one situation to each pair. Pairs report back on only one situation. Ask for other suggestions for each one. **Possible answers:**

Pairs:

1. Pairs a then d – develop confidence.
   - Small groups e or h – develop ideas before whole class discussion.
2. Pairs a or b – develop confidence.
   - Small groups h or i – either set work at different levels (h), or mix stronger and weaker so stronger help weaker (i).
3. c.Pairs b or c – develop group relationships.
   - Small groups f or g – students work in new groups.
4. Pairs a then d – develop others' confidence.
   - Group h (with the three students in the same group), then j, then all students report from their group, so strong students can't dominate.

Groups

5. Pair a – for 1 or 2 minutes only. Group j – split task between different groups saves time; tasks can also be graded, so could combine with h.
6. Pairs b, c and d; groups f, g, h or i – students have to work with new people.
7. Pairs b or c – students work with others so they don't get bored. • Group h – stronger students work together on more difficult work.
8. Pairs b or c – make students work with others. Groups f or g – mixes the class.

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

D. Research: Reporting back from group work

Reporting skills

1. As a class, discuss the two questions about the uses of reporting back. **Possible answers:**
   a. Shares group learning with the class; groups have different ideas
   b. Organising ideas; summarising; presentation skills

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

- A. Brainstorm: What ideas do trainees have on the topic?
- B. Find out more: Trainees are referred either to the next page or the ***Methods File*** for additional information.
- C. Summarise the main points
- D. Plan to report back using a specific reporting back method – trainees are referred to the ***Methods File*** for ideas.

Groups report back. **Possible answers:**
Topic 1: see *Guidelines on reporting back: Why report back from group work?* (SB p. 58)
Topic 2: see *Guidelines on reporting back: What is good reporting back?* (SB p. 58)
Topic 3: see *Methods File A: Teacher explanation/presentation*
Topic 4: see *Methods File D: Charts and organisers*
Topic 5: see *Methods File E: Action methods*
Topic 6: see *Guidelines on reporting back: The role of the teacher* (SB p. 58)

Reporting methods: Did the trainees use the suggested method of reporting back?
Topic 1: *Questioning techniques* (Methods File B)
Topic 2: *Diagram* (Methods File D)
Topic 3: *Visual method* (Methods File D)
Topic 4: *Verbal presentation* (Methods File A)
Topic 5: *Active method* (Methods File E)
Topic 6: *Process chart/diagram* (Methods File D)

Reflect

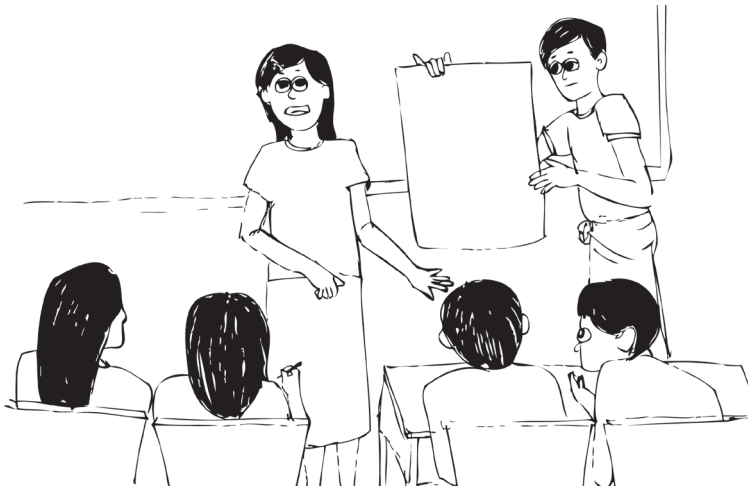
3. Trainees think about the role they have played in reporting back so far – if they are often the group spokesperson, they should encourage other group members to do this. If they avoid this role, they should plan to be the spokesperson next time.

2. Teach each other. Work in six groups. Each group has one of the cards below. Research your topic, and prepare how you will report back. Make your reporting back an example of good practice.

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

Reflect

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



GUIDELINES ON REPORTING BACK

Why report back from group work?

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

For information on questioning techniques, see ***Methods File: Why Ask Questions?***

What is good reporting back?

- Summarises key points or main arguments
- Does not include everything everybody said in discussion
- Well-organised (order, headings or categories, charts)
- Has visual support, e.g. board, newsprint, diagrams, demonstration
- Shows the group's opinion does not express only the reporter's opinion
- For information on speaking techniques, see ***Methods File: Teacher Explanation***.

The role of the teacher in reporting back

a. Manage reporting back time:

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

b. Make sure every student reports back sometimes.

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

c. Confirm learning and understanding

- Ask more questions if needed
- Add more information if needed
- Summarise learning points

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

Class discussion is a kind of reporting back.
Group work can prepare students for class discussion.

E. Design a group work activity

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

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

2. Groups teach their activity to the class.

3. Have a class vote for the activity that best fits the learning outcomes.

Summary: Group work
This is a list of key points in this unit.

F. Practical task: Observation 4

1. For more guidance on observation tasks, see the Introduction. This observation uses a chart to help the trainee focus on the strengths and weaknesses of the lesson.

2. After the observation, trainees analyse the lesson and make a good practice checklist. Trainees should have 5-6 good practice points. They should be able to make a good practice list whether the lesson they observed was good or not. Trainees report back on their observations. Have a class discussion. **Possible answers:**

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

Assessment

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

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

E. Design a group work activity

You are going to teach the topic 'Forests' to a Standard 8 class. Your resources are the reading passage in Unit 4, your students and yourself. Your learning objectives are that students will be able to:

- Analyse the main problems with logging
- Present this analysis in an organised way

1. In small groups, design a pair or group work activity that will help students achieve the learning objectives. Read ***Methods File G: Group work, and D: Charts and organisers*** for ideas.
2. Present your activity to the class.
3. The class votes for the activity idea that best meets the learning objectives.

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.

F. Practical task: Observation 4

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

Time	Teacher does	Students do	Strengths and weaknesses

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

1. time spent on each activity
2. what the students do
3. what the teacher does
4. strengths/weaknesses of each part of the lesson

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

Assessment

Write a short paragraph about a real classroom situation where some students do not participate. This can be a class you teach, or attend, now or in the past. Describe the situation, then choose two or more ways of forming pairs or groups to help with the situation, and explain why you have chosen these methods. Which would you use first, and which later, and why?

UNIT 9

Classroom management

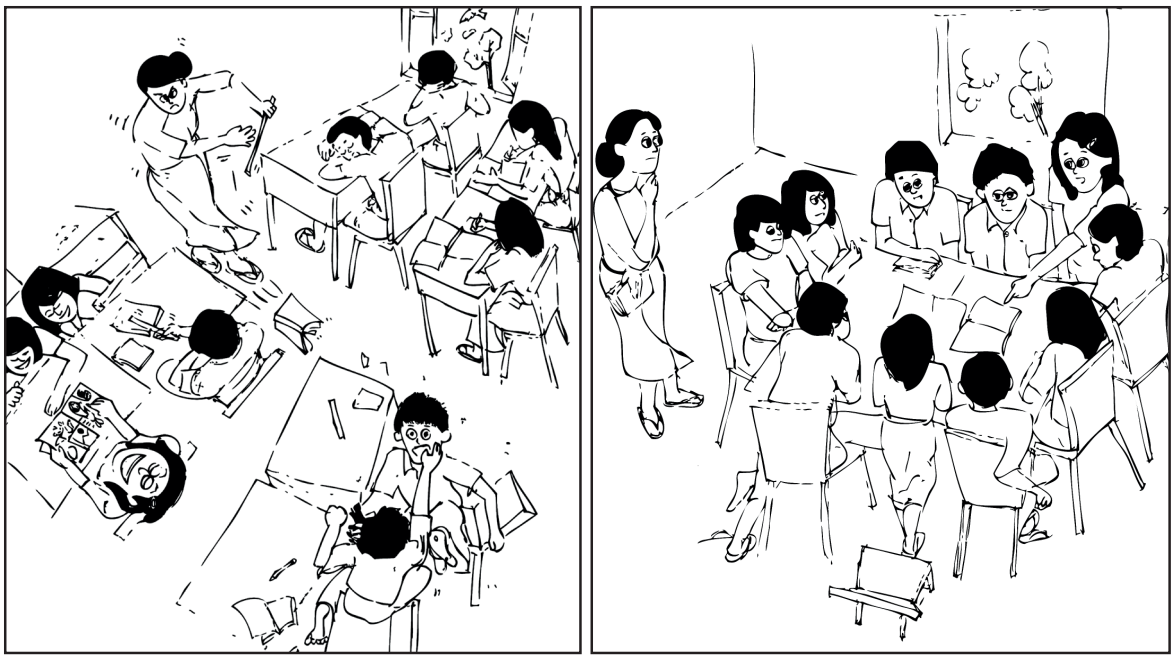
BY THE END OF THIS UNIT TRAINEES CAN

Explain the principles of classroom management
Use a range of strategies to manage the classroom

A. What is classroom management?

Spot the difference

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



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

Most of this course has shown ways of doing this. We have seen that the teacher makes lessons interesting by giving a variety of learning activities; making sure that work is not too difficult or too easy; making sure that every student has something to do the whole time whether they are 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? We learned in Unit 1 that a good teacher is positive, and interested in all the students. This is shown in their behaviour in class which is fair and patient. The teacher praises effort and good work. What else do they need to do?

UNIT 9

Classroom management

A. What is classroom management?

Spot the difference

1. Trainees discuss the differences between the two pictures and what makes students work well. **Possible answers:**

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

B. Techniques

Classroom skills

1. Demonstrate these skills. Trainees make notes.
- Getting student attention: Say loudly, OK, let's start now. Go close to trainees who are talking or not sitting down; make eye contact; say, We're starting now; if needed say, Sit down please or Why aren't you sitting down, etc. Wait for silence before you start.
- Voice: Read from the Trainee's Book – first speak quietly with your head down reading from the Trainee's Book; then look up, raise your voice, say Can you hear me at the back? Make your reading interesting using intonation and gesture.
- Eye contact: Make eye contact with individual trainees (lift your eyes from the book as you read).
- Walking round the class: Pause at different tables. Ask questions to check trainees are listening.
- Using the board: Write on the board with your back turned to the class; stand in front of the board, and tell trainees to look at it. Then move aside, point at what trainees should look at; and demonstrate writing on the board with your body half turned to the class.

2. Trainees list good practice from their notes. Write them on the board. **Answers:**
- Getting student attention: Go close to a student who is talking; make eye contact; tell them what you want them to do; wait for silence
- Voice: Speak loudly, clearly and slowly
- Eye contact: Make eye contact with students
- Walk round the class: Pause next to students; ask questions
- Using the board: Stand where you can see the class as well as the board; don't turn your back; stand so all students can see the board.

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

Class rules – basic discipline

4. In pairs, trainees decide what rules they would have in class.

5. In groups, trainees negotiate and agree to a short list of rules, and present it to the class. Have a brief class discussion on what rules are useful and what are not. For example:
- a rule of silence at all times does not help interactive learning
- a no hands rule means that teachers choose who will answer from the whole class.

B. Techniques

Classroom skills

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

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

2. Discuss and make a class list.

3. Do Supplementary Activity A: Teacher presentation.

Class rules – basic discipline

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

4. What rules do you want? Look at this list of rules. Do you agree or disagree with these rules? In pairs, decide which of these class rules would be helpful to you as a teacher and students as learners. You can write your own extra rules too.

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

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

Class plan – know your classroom

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

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

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

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

a. Mark where individual students sit.

b. Look at your plan. Where are the quiet spots, where quiet students sit together? Where are the hot spots where students who are easily distracted sit together?

c. Discuss as a class: What strategies can you use to make sure that these students participate fully in class?

C. Reward and punishment

1. 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? Make two lists, one for student misbehaviour, and one for punishments that you have seen or experienced.

2. Make a class list for each topic. Discuss each punishment.
What is good and what is bad about the punishments?
Will the punishment help the student do better next time?

3. In pairs, look at this list of punishments that some teachers have used.
a. Discuss whether each one helps the teacher, the student, the class, or nobody.
b. Are there any that you would not use as a teacher? Why?

4. Have a class discussion about suitable punishments. What do you think of these?
a. stand on one leg for 45 minutes
b. clean the toilet
c. tell the whole class the mistake
d. the student has to jump like a frog for the whole class time
e. pain – stick/pinch/twist ear etc
f. the whole class works in silence
g. stand outside the classroom
h. copy out lines
j. sit at the front of the class
k. stay in classroom at lunch time or after school to do work
l. do extra homework

Class plan – know your classroom

6. Trainees make a class plan – a map of their classroom. Trainees mark the door, board, and chairs and tables.
   a. They mark where students sit, and identify 'hot spots' and quiet spots.
   b. The class discusses teacher strategies for managing hot spots and quiet spots.
   c. Possible answers: All the classroom skills strategies: walk round the class; go close to students; make eye contact; ask questions using questioning strategies; make students work in mixed groups (e.g. number round class); ask quiet or 'hot spot' students to report back from their groups.

C. Reward and punishment

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

2. As a class, trainees make combined lists for each question. Write the lists on the board. Class discusses each punishment as the list is made, using the prompt questions. Allow the discussion to develop if trainees are engaged with this topic.

3. In pairs or small groups, trainees look at a list of punishments that some teachers have used, and discuss the questions.
   a. Groups discuss who each punishment will help. Does it make it easier for the teacher? Does it help the student learn?
   b. Groups discuss whether any of the punishments are inappropriate.

4. Have a class discussion about these punishments. **Answers:**
   None of the first five punishments help anyone
   f. may help the teacher but penalises the whole class; g may help the teacher and the class but not the student
   g. doesn't help anyone;
   i-l can help the class and the student but probably gives the teacher more work
   Punishments like a-e should never be used. There is information about this in the reading text on the next page.

D. Practice and assessment

Practical task

Trainees find out a school's policy on physical punishment. Discuss this as a class.

Summary: Classroom management
This is a list of key points in this unit.

Assessment

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

Marking guide:

- Trainees should use the information in the reading passages, and their own notes from the activities in this unit, to write their answers.
- Trainee answers should explain a) what the topic means and b) how you do it.
- If they have not practised independent writing very much, tell them to answer the questions: What is it? How do you do it?

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

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

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

Many studies have shown that reward for good work and good behaviour is more effective at changing behaviour than punishment. With difficult students you need to find something they are doing right, and praise that, even if it is something that you expect of all students as standard behaviour: if it is an improvement on what the student was doing before, then praise it. Praise and encouragement gives the student the kind of attention they want. In fact, disruptive behaviour is often called attention-seeking behaviour, because 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.

D. Practice and assessment

Practical task

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

SUMMARY: CLASSROOM MANAGEMENT

- **A well-managed classroom helps students work and learn**
- **Making lessons interesting and motivating is a big part of classroom management**
- **A positive relationship with students is a part of classroom management**
- **Basic classroom skills help a teacher manage a classroom**
- **Class rules help a teacher manage a classroom**
- **Pay attention to quiet 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 and write a short paragraph explaining what it means and how you do it. Give examples if you can.

ASSESSMENT

End of course assessment

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

A. Continuous assessment

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

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

B. Plan and teach a lesson

Assessment: Demonstrate your teaching skills in practise

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

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

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

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

ASSESSMENT

End of course assessment

The end of course assessment measures output. It is partly continuous assessment, through the end of unit assessments, which ask trainees to apply their knowledge and understanding. It also assesses the practical application of what they have learned through demonstrating teaching skills in a half hour lesson. The trainer should use an agreed checklist for the assessment, so that trainees know what is being looked for. The checklist on page 48 could be used.

A. Continuous assessment

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

B. Plan and teach a lesson

1. Trainees plan and teach a 30 minute lesson. This could be in a classroom setting if they are already teaching. If not, they can teach their lesson in the training room to their classmates. It should be a lesson planned for the subject and level they are going to teach.

2. Give a copy of your assessment checklist to the trainees before they start planning so they know what you will be looking for. You can use the checklist on page 48 if you like, or develop your own. Have one checklist per trainee. Your checklist should have space to write comments you can use in your feedback to the trainee.

3. Observe the lesson using the checklist. Tick the points when the trainee does them. Write a comment for anything that is very good or very poor. Make a judgment – has the trainee shown enough good practice to pass this assessment?

4. Give feedback to the trainee immediately, if possible. If this is not possible, give feedback later the same day, or the next day. Tell the trainee clearly whether they have passed or need to improve in one or two areas. Be specific about what they need to do to improve.

Marking guide: You are looking for

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

ACTIVITIES

Supplementary activities to practise teaching methods

A. Teacher presentation

Trainees read the guidelines in the Methods File.

Prepare and give a five minute talk

a. Each trainee prepares a short talk.
b. In groups each gives their talk in turn while the rest of the group listens and looks for good practice (Listeners A-D).
c. The speaker self-assesses.
d. Listeners give feedback, mentioning one thing the trainee did well and one area for improvement.
e. Listeners change their focus for each new speaker.
Circulate and monitor. If needed, help trainees be specific in their feedback, e.g.
'Listener C, you made very good eye contact. I felt you were speaking to me.'
not just 'That was great!'

B. Asking questions: Open and closed questions

Trainees read Methods File C: Open and closed questions.

1. Trainees identify the main difference between questions a and b. **Answers**:
   a. This asks the student to remember the four reasons they have been taught.
   b. This asks students to think about what they have learned and decide what they think are the main reasons.

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

ACTIVITIES

Supplementary activities to practise teaching methods

A. Teacher presentation

Read the good practice guidelines on Teacher presentation in the *Methods File* before you do this activity. Prepare and give a five minute talk. Do this as a class, or in groups of about five.

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

Listener A: Listen and watch for communication skills
Listener B: Listen and watch for content skills
Listener C: Listen and watch for student involvement skills
Listener D: Listen and pick out what you liked best about the talk. This might be one of the elements on the checklist, or it might be something else, like humour.

B. Asking questions: Open and closed questions

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

1. What's the difference between these questions?

a. What are the 4 reasons for…? **b. What are the main reasons for…?**

What are the four reasons for…?

What are the main reasons for…?

2. Make these closed questions into open questions.

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

C. Charts and organisers

Read *Methods File D: Charts and Organisers* before you do these activities.

1. Find examples of these teaching methods in this book.
a. Categorising **b. Timelines and sequencing** **c. Process diagrams**

D. Action methods: Roleplay

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

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

C. Charts and organisers

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

1. Here are some examples of these teaching methods. There are also other examples. **Possible answers**:

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

D. Action methods: Roleplay

In groups, trainees complete a lesson plan form. They can use the form on page 40.
Learning objective(s) – Is it expressing opinion? Practising English language? Arguing a case? Give easier opinions to weaker students? Have a strong student be the chairperson?

- **Input** – What will they do to introduce the topic and engage student interest? E.g. Ask the class what they think about school uniforms.
- **Process** – How will students prepare for the roleplay? E.g. in groups of 2-3 with the same cue card; make notes on their ideas to make their point.
- **Output** – How will the roleplay happen? In one big group? Several times with different groups? Will the group take a vote at the end? Is there any follow-up work to do as homework or in another lesson?

Use this page for your notes.

EXTRA!

Additional reading and research

Unit 2. How we learn

Multiple intelligences – Howard Gardner

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

INTELLIGENCE TYPE	STRENGTHS	LIKES LEARNING WITH	EXAMPLE CAREER
language	communicate through language	words	writer, journalist, lawyer, administrator
mathematical/logical	understand abstract relationships	numbers and logic	accountant, computer programmer, scientist
visual/space	use visual information	pictures	artist, architect, web designer
kinaesthetic/body	physical movement and co-ordination	physical experience	builder, driver, dentist, doctor, craftsperson
musical	communicate through sound and music	music	musician, song writer
interpersonal	understand other people's feelings	social experience	teacher, manager, community worker
intrapersonal	reflect and understand self	self-reflection	social worker, counsellor
natural	understand the environment	experience in natural world	farmer, gardener, environmentalist

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

Unit 3. Equality in the classroom

Maslow's theory of motivation

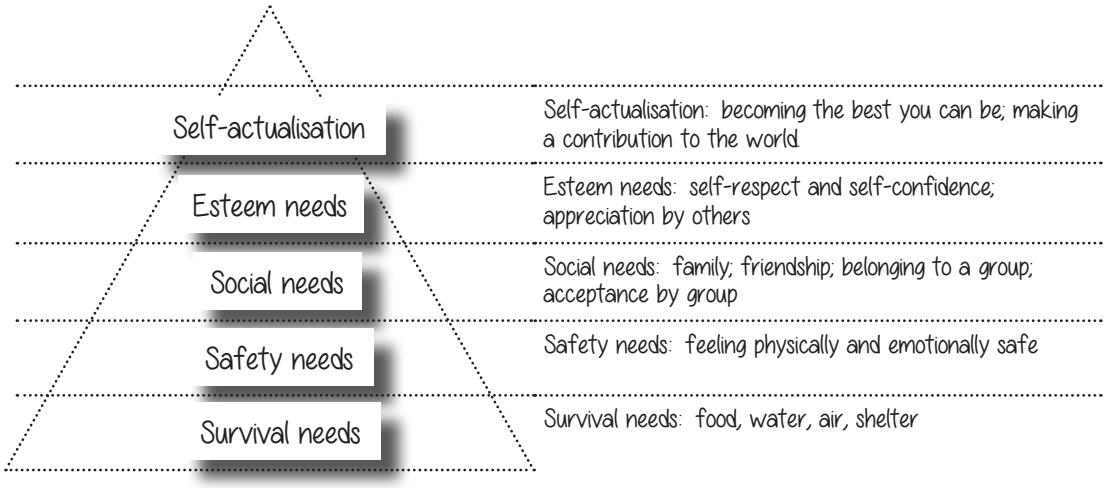
Abraham Maslow's theory is that people are motivated by their needs. The needs are at different levels as shown in the diagram: Maslow's Hierarchy of Needs. The lower need has to be met first.

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

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

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

Maslow's Hierarchy of Needs



Unit 3. Equality in the classroom

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

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

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

1. Floating and sinking for 6-7 year olds

Resources needed:

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

a) Students guess which objects will float and which will sink (prediction = synthesis of existing knowledge)
b) Students put each object in the water twice and record findings
c) Discuss findings. Ask questions:

- What do the things that float/sink have in common? (analysis)
- Why do some objects sink and some float? (analysis, synthesis and evaluation)
- Students have begun to discover that size and weight are not the only reasons. Later in learning they will build on this knowledge to understand the other factors more fully.

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

The extracts describe some of what students in the UK should be able to do by the age of 11 in sciences:

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

Unit 5. Planning

Writing learning objectives: Summary

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

"By the end of the class…

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

…students will be able to…"

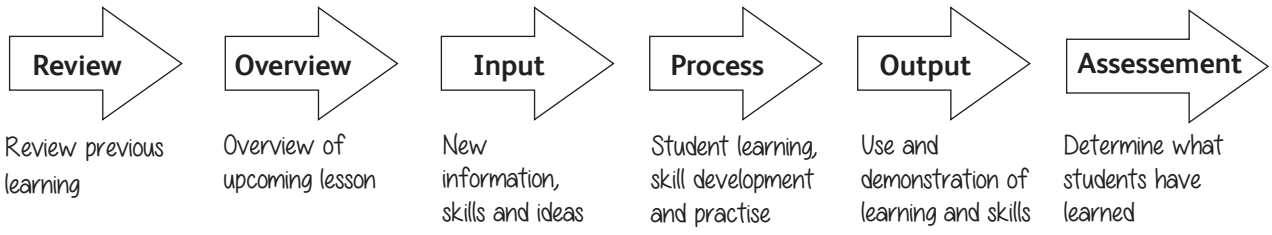
- The objective is focused on students doing something. As a result, all learning objectives should be observable. Observable means that we can easily see if the students are doing something or not. Good objectives talk about things we can see students doing.

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

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

...realistic

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



Learning in the classroom

What do teachers and students do at the different stages of the lesson? This summary shows:
- different methods for different stages
- developing student skills through practice
- the teacher's role

1. INPUT: Ways of presenting new information:
a. Teacher presents or demonstrates. ***See Methods File A: Teacher Explanation***
b. Students read/look at/listen to/research some material
c. Teacher asks questions – students contribute what they already know – then the teacher builds on that.

2. PROCESS: Ways of practising, learning, remembering and using:
Student practice of new learning starts with controlled exercises. Later they can use the new learning in more free, independent ways. This can be individual, pairs, or groups.

a. high control: students do exercises with a single right answer (knowledge and understanding), e.g. wh- questions with one correct answer; multiple choice questions; gap-filling; calculations; reading data off a graph, etc.
Teacher role: walking round classroom checking progress and giving help; correcting and marking work.
b. medium control: students develop competence: pairs/groups (understanding, application, analysis), e.g. giving examples; producing own material/questions; discussion; testing each other; case studies; roleplay.
Teacher role: walk round classroom giving help; facilitate groups; manage classroom; formative assessment.

3. OUTPUT: Ways of using learning
c. low control/free: higher level tasks: students use new skills and knowledge more independently: (analysis, synthesis, creativity and evaluation), e.g. students write or speak in their own words or demonstrate their skills in practice – presentations; paragraphs; essay, speeches; using vocational skills.
Teacher role: feedback; formative assessment.

Standards: Teaching and learning

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

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

How far are these standards met in your school (if you have one)?

Unit 7. Resources

Research learning materials in your subject and level.

- If you have internet access, try one or more of these websites.
- http://www.primaryresources.co.uk (resources for primary level only)
- http://www.bbc.co.uk/learning/ (for all ages)
- http://educasia.org/ (for adults only)

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

Unit 8. Group work

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

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

METHODS FILE

Strategies for teachers

A. Teacher explanation/presentation

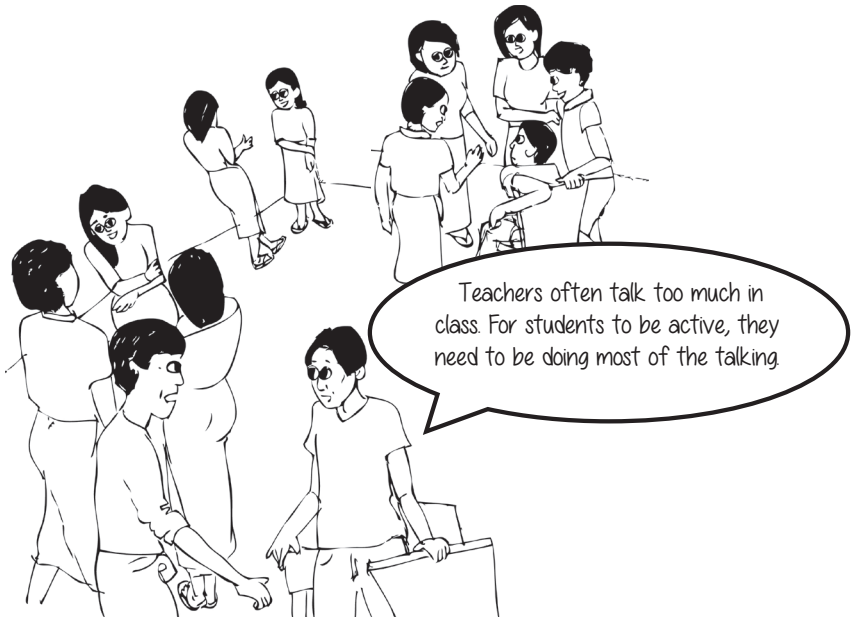
Advantages: Good for giving new information and explaining things
Disadvantages: Does not involve students actively

Good practice guidelines:

Involve students:
- Set a task at the beginning 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, e.g. use the board to organise or summarise your talk
- Keep it short – 10 minutes is usually plenty!

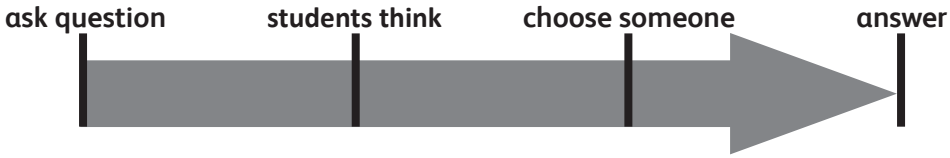
Communication skills:
- Make eye contact with the students: this shows that you are speaking to them
- Move around the classroom: this makes the talk more like a conversation
- Show your own interest and enthusiasm through your voice
- Talk clearly – not too fast; loudly enough.



B. Why ask questions?

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

Questions
These are the four stages in using questions:



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

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

C. Open and closed questions

Closed questions

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

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

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

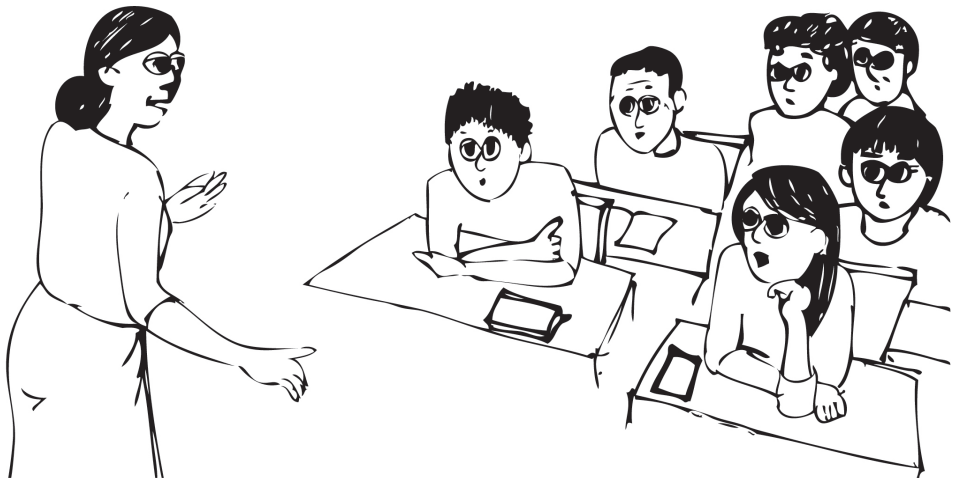
Examples of multiple-choice questions:
- Hser Wah has 8kg of pork. She sells 2.5 kgs to Zaw Win. How much does she have now?
  a. 5 kg b. 6 kg c. 5.5 kg d. 6.5 kg
- We can't watch a movie because the DVD player is _____ . broke/broken/break

Open questions

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

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

Ask open questions to develop thinking and discussion in the classroom



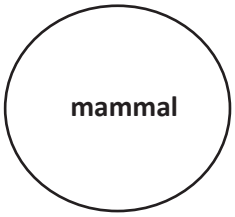
D. Charts and organisers

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

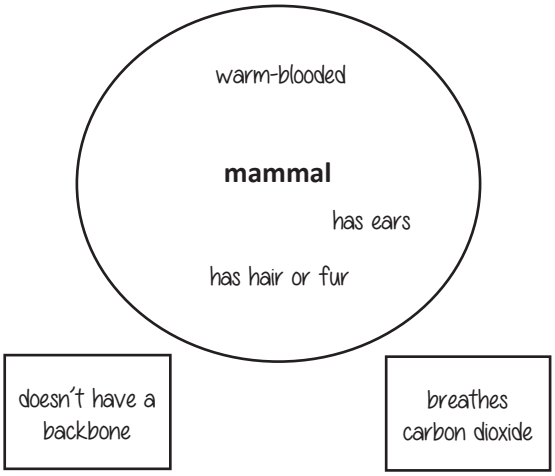
Categorising: What goes where?

1. Venn diagrams: What's in? What's out?
   Teaches boundaries, definitions, and concepts.
2. Charts: What kind of…?
   Teaches comparison, definitions, concepts.
   Can be controlled (teacher designs chart) or more free (students design chart).

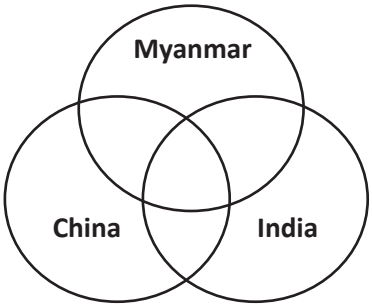
Example A: What is a mammal?



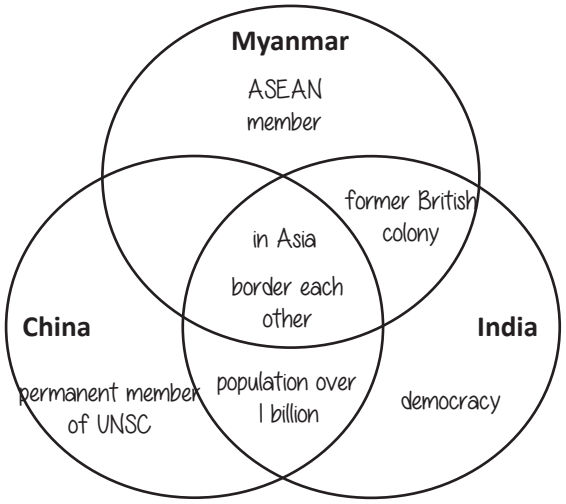
Make word-cards with things that are true and not true for mammals.
Students put only the things that are true for mammals inside the circle.



Example B: Similarities and differences



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



Example C: What is the best soap?

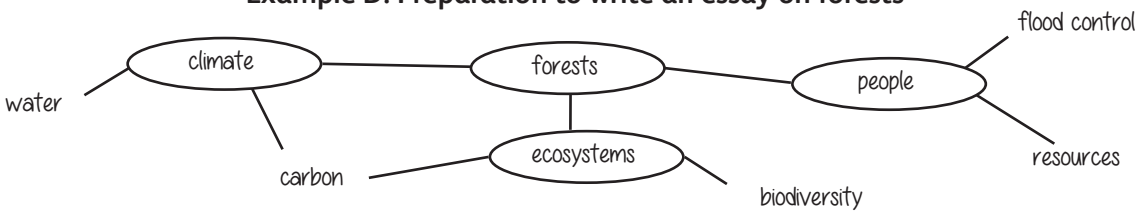
TYPE	COST	SIZE	HOW GOOD IS IT?
Cleano	5 baht	150g	Not very good - you need to scrub hard, and it makes your skin dry.
Sparkle	20 baht	150g	Good. Cleans quickly and effectively. No smell.
Beauty	60 baht	90g	Good. Very nice smell and beautiful pictures on the packet.

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

2. Mind-maps: Connections

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

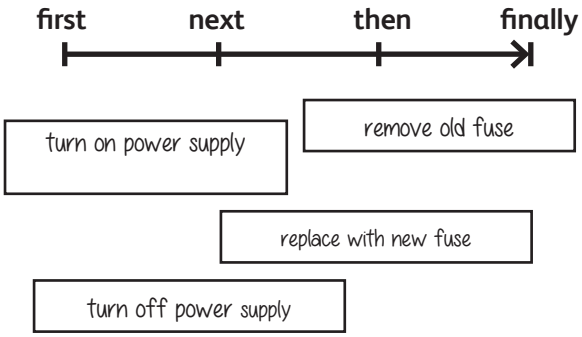
Example D: Preparation to write an essay on forests



Ordering and ranking

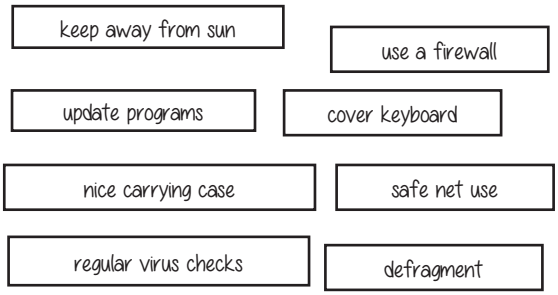
Teaches logical ordering by time, importance or other characteristics.

Example E: Changing a fuse



Students put these actions in order to complete the task.

Example F: Looking after your computer

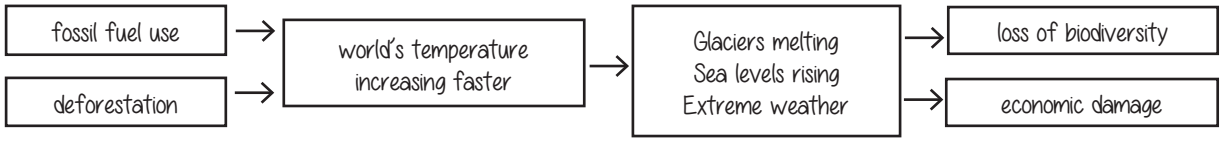


Students put the points in order of importance, with the most important at the top, and the least important at the bottom. There are no right or wrong answers, as this is about forming opinions and giving supporting arguments.

Process diagrams

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

Example G: Causes and effects of global warming



E. Action methods in the classroom

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

Roleplay

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

- English language role plays, e.g. giving directions to a lost visitor.
- Social 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 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. See Activities for the Language Classroom from Educasia for ideas.

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

F. Projects

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

Circuits/workstations
When resources are few, share them by having groups do different tasks at different times. This means that fewer people need the resources at the same time. To do this:
- set up exercises or activities at different points in the room. Plan activities that will take a similar amount of time (e.g. 15 minutes)
- split the class into groups and give each group a place to start
- groups have a set amount of time for each activity and then move on

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

Field study
Field study means going outside the classroom to learn. It is an exploration to look for something specific or to find something out. A field study does not have to be a long way – it starts outside the door. Field studies are often used in subjects like geography, biology, and 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 gather information. The information can be facts (e.g. to find out how many teachers smoke) or opinions (e.g. To 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.

G. Group work methods

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

Brainstorm

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

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

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

Pyramid

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

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

Teach each other

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

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

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

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

Use this page for your notes.

CUE CARDS

For Activity 2.D.1 Passive and active learning

PASSIVE
If I attend class and do what I am told, I will learn
My success depends on how good the teacher is
If I don't learn it means I am stupid
The teacher is responsible for my learning
Learning is something done to me by experts
I won't succeed so I am giving up
I can't keep up so there is no point in going to school today
Teachers should know the answer to every question a student asks
I don't like asking questions in case I look stupid
I don't like answering questions in case I make a mistake
I don't like saying what I think
I like it when the teacher marks our work because we know if we are right or wrong
Students' performance in the classroom is mainly the teacher's responsibility.

ACTIVE
I am responsible for my learning
My success depends on me
If I'm not learning I need to ask for help
Every student can be successful
Every student has the ability to learn
I hate it when we just sit and listen for the whole lesson
I like a variety of activities during the lesson
I find this topic difficult, so I really need to go to school today
I'm going to do my best. It doesn't have to be perfect
If I'm finding the work difficult I can ask the teacher for help
If I'm finding the work difficult I can ask a fellow student for help
I like asking questions to help me understand better
I like discussing my ideas

CUE CARDS

For Activity 3.A.2 Equality in education

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

CUE CARDS

For Activity 4.B.1 Mix and match

evaluation	**synthesis**
analysis	**application**
comprehension	**knowledge**

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

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

TASK CARDS

For Activity 6.B.1: Initial assessment

A.2. MATHS TEACHER

Initial assessment:

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

Result:

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

What does she do:

1. with the three students
2. with the rest of the class?

B.2. GEOGRAPHY TEACHER

Initial assessment:

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

Result:

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

What does he do:

1. with the 14 students
2. with the 4 students
3. with the remaining 9 students?

TASK CARDS

For Activity 7.B.1: Workstations

Using Research as a Resource – A: Brainstorm on the board

1. How can you use other people as a resource for learning?
2. Brainstorm the question using the board. See Methods File G: Group work.
3. Choose the 3-5 best ideas.
4. Make a visual aid (e.g. poster or mind-map) on paper to present your answers.
5. Clean the board.

Using Research as a Resource – B: Field study

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

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

Using Research as a Resource – C: Research from books

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

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

Using Research as a Resource - D: Using the internet

How can the internet be used as a resource?

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

TASK CARDS

For Activity 8.B.1: Setting and managing group work

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

Teaching Skills

Trainer's Book

Teaching Skills is designed as a textbook for a course in training teachers-to-be, but can also serve as a useful guide for current teachers who would like to improve some of their skills.

It combines basic teaching and learning theory with practical methods for creating effective lessons with emphasis on techniques that work in low-resource settings such as Myanmar.

The taught skills are applicable to teaching most subjects and student age-groups.

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