Higher Diploma Programme
for
Teacher Educators

HANDBOOK

Ministry of Education
Addis Ababa
Ethiopia
September 2011

The Aim:

> **The aim of the Higher Diploma Programme for teacher educators is to improve the quality of education in Ethiopia through a licensing programme that will develop the skills and professionalism of teacher educators.**

Foreword

The Higher Diploma Programme (HDP) was developed as a result of the study into the quality and effectiveness of teacher education in Ethiopia, (Livingstone et al, 2000), which identified the needs of teacher educators in Ethiopia. The HDP started in all 21 teacher education institutions in October 2003 (1996 EC), as a new compulsory qualification for all teacher educators.

The programme continually develops in line with government policies and strategies. Presently the ESDP IV and the Growth and Transformation Plan 2010/11 – 2014/15 (GTP) have informed the direction. The significant expansion in tertiary education has resulted in the need for more trained teacher educators, to guarantee the quality and to achieve the sector goals, and to meet the demand for the HDP.

Those who educate the teachers must themselves be of high quality, be highly competent and be educated for the specifics of their role to produce better teachers and to improve the learning of all students in Ethiopia. The programme provides teacher educators with support for their development as effective and reflective practitioners with enhanced professional status.

Abbreviations used in this Handbook

ADRC   Academic Development Resource Centre

ALS   Action learning set

CPD   Continuing Professional Development

CTE   College of Teacher Education

ELIC   English Language Improvement Centre

ESDP IV   Education Sector Development Program IV

GDI   Gender Development Index

GTP   Growth and Transformation Plan

HCP   Humanities Curriculum Project

HDL   Higher Diploma Leader

HDT   Higher Diploma Tutor

HDP   Higher Diploma Programme

IFESH   International Foundation for Education and Self Help

MoE   Ministry of Education

NGO   Non governmental organisation

REB   Regional Education Bureau

TVET   Technical Vocational Education and Training colleges

UNESCO   United Nations Education, Science and Cultural Organisation

VSO   Voluntary Service Overseas

1. Introduction

1.1 The Objectives of the Higher Diploma Programme

The programme will enable teacher educators to:

- support the implementation of the GTP
- identify their own needs and become a professional, reflective teacher educator demonstrating high standards of professional ethics
- develop teaching as a skill, based on sound theoretical knowledge and experience
- role model good practice and contribute to institutional and community development
- provide a high quality learning experience for student teachers
- be involved in action research, collaborative learning and team work
- address gender issues and social inclusion

1.2 Delivery of the Higher Diploma Programme

The objectives will be achieved through the delivery of four modules; using student centred learning and continuous assessment.

Module 1 The Reflective Teacher Educator   **(30 hours)**

Module 2 Managing Learning   **(60 hours)**

Module 3 Action Research   **(30 hours)**

Module 4 School/Organisation Placement   **(12 hours)**

Candidates are expected to complete **60 hours of independent study** which can include additional reading, research and professional conversations

1.3 Sample year plan for the Higher Diploma Programme

This is only **a guide** and the HDL will need to adjust the programme to suit local needs.
The HDP is based on:- 60 sessions of 2 hours = 120 hours + 12 hours School/Organisation
Placement, i.e. 30 weeks of 2 x 2 hour sessions

Module 1 – Reflective Teacher Educator – 30 hours
Module 2 – Managing Learning – 60 hours
Module 3 – Action Research – 30 hours
Module 4 – School/Organisation placement – 12 hours

Semester 1	Week	Module
	1	Introduction to HDP
	2	Module 1 Reflective Teacher Educator
	3	Module 1
	4	Module 3 Action Research Action Learning Set
	5	Module 1
	6	Module 1
	7	Module 1
	8	Module 3 Action Research Action Learning Set
	9	Module 2 Managing Learning
	10	Module 2
	11	Module 2
	12	Module 3 Action Research Action Learning Set
	13	Module 2
	14	Module 2
	15	Module 2
Semester 2	16	Module 2
	17	Module 3 Action Research Action Learning Set
	18	Module 2
	19	Module 2
	20	Module 2
	21	Module 3 Action Research Action Learning Set
	22	Module 2
	23	Module 2
	24	Module 2
	25	Module 3 Action Research Action Learning Set
	26	Module 2
	27	Module 2
	28	Module 2
	29	Module 3 Action Research Action Learning Set
	30	
	31	
	32	2 extra weeks to complete outstanding work e.g. Action Research Presentations
	33	
	34	

Module 4 School/Organisation placement to be organised as appropriate to local conditions

* Module 3 Action Research Action Learning Set regular timetabled session to meet together

1.4 Roles and Responsibilities of the Higher Diploma Group members

The success of the Higher Diploma Programme depends partly on establishing an effective and mutually supportive group of candidates with the Higher Diploma Leader (HDL) and the Higher Diploma Tutors (HDTs).

The Higher Diploma Leader is responsible for:
- Leading the programme
- Running two 2 hour timetabled sessions each week
- Organising a weekly meeting with other HDL(s) and HDTs to plan and share work
- Training HDTs for leadership
- Having at least 2 professional interviews with each candidate
- Liaising with CTE/University staff, local schools, REB, MoE, VSO and IFESH as appropriate to arrange Higher Diploma activities
- Continuous assessment of candidates by a regular check of completed work with written constructive feedback (recommended every week)
- Providing informal support for candidates outside formal sessions
- Coordinating arrangements for moderation visits
- Attending Higher Diploma workshops organised by MoE and/or moderating universities
- Liaising with other education initiatives in the institution, i.e. ELIC, ADRC, CPD, Gender & HIV & AIDS
- Follow up on Higher Diploma Programme graduates to assess the impact of the programme on teaching and learning and to identify CPD needs

Higher Diploma Tutors will:
- Normally be a candidate for the Higher Diploma at the same time as being a tutor on the programme
- Assist the HDL plan the twice weekly taught sessions
- Support, and increasingly take a lead in the delivery of the taught sessions
- Facilitate and take a lead in group discussions and feedback
- Observe candidates' lessons and give constructive feedback
- Assist the HDL to assess candidates' performance and written work
- Show initiative in planning and undertaking research assignments
- Provide support for candidates, including professional interviews
- Participate in HDP workshops organised by MoE and/or moderating universities

Higher Diploma candidates will:
- Commit themselves fully to the Programme
- Attend all taught sessions on time
- Participate actively in group work
- Complete lesson plans and evaluations, the reflective activities and other activities during taught sessions
- Cooperate with the HDL and HDTs to ensure the smooth running of the HDP
- Prepare materials ready for the taught sessions as required
- Complete and hand in all the assignments on time
- Complete the module assessment and self assessment at the end of each module
- Complete the portfolio for the final assessment on time.

1.5 Assessment in the Higher Diploma Programme

Assessment for the Higher Diploma is consistent with the aims and objectives of the programme and is criterion based **for** learning. It shows what candidates can do and need to develop to meet their own objectives, identified in their Continuing Professional Development plan, and the overall objectives of the HDP. Continuous assessment and self assessment are the key methods used. This provides teacher educators with a model of assessment that will help them implement successfully the new teaching and learning methods they will acquire.

Teacher educators will either complete the HDP successfully, in which case they will **pass**; or they will be **referred (should they fail to carry out the roles and responsibilities – see above)** in which case they will have to repeat those sections of the HDP they have not completed successfully in order to **pass**. One of the reasons for referral would be if unexplained or unacceptable attendance were to fall below 80%.

There will be regional moderation across CTE/University of the Portfolios of all candidates to ensure standardisation and quality assurance.

1.6 Award of the Higher Diploma for Teacher Educators

Successful completion of the HDP will be based on evidence provided in the Portfolio. The Portfolio will be developed by candidates during the programme, supported by the HDL. The final Portfolio of Evidence for moderation should include:

- ✓ 10 reflective activities showing development of reflective thinking and its effect on practice
- ✓ 8 lesson plans (excluding Projects and the School Placement) showing development of active learning and assessment techniques
- ✓ Records of 4 formal lesson observations of the candidate by the HDL or HDT
- ✓ Managing Learning Project
- ✓ School/Organisation Placement Report
- ✓ Action Research Project
- ✓ Continuing Professional Development Plans
- ✓ All End of Module Self Assessments and the Final Self Assessment

1.7 Support for the HDP Candidates

The central support for each CTE/University is the moderating university to which each CTE/University is assigned. Your HDL will request the assistance from the moderator should there be any issue that cannot be dealt with within the CTE/Universit. The moderator at this university will be able to answer any questions regarding the roles and responsibilities of HDP team members in their satellites. Access to information, individual guidance, and practical help may be obtained through phone or email. In addition:-

- • Workshops are planned for sharing experience and moderation of work
- • Moderation and support visits will be carried out throughout the year.

In addition, within each CTE/University support will be provided through:
- • The HDP Handbook
- • The Higher Diploma group members, who will function as a mutually supportive team
- • Continuous self assessment and CPD

- Regular professional interviews between HDLs, HDTs and candidates at least once each semester
- Regular observation of candidates' teaching by the HDL or HDT with one to one feedback at least twice each semester

1.8 Characteristics of the programme

The HDP is standardized across all institutions and has the flexibility to be related to the school cycle, subject specialism and particular interest of the candidates. It is based on practice, both in the CTEs, Universities and in schools. The focus is on the learning process and relates directly to teaching methodology and the requirements of the pre-service programme and the practicum.

The Higher Diploma candidates work as a group, supported by Higher Diploma Leaders and Tutors.

The group is responsible for generating ideas, focusing discussions, making mutual teaching observations, providing peer support and feedback and presenting research findings. Active, participatory learning is fundamental to the course.

The course can be completed in one academic year. Candidates attend weekly sessions, have lesson observations and feedback, spend time in a local school or local organisation, complete an action research (classroom based) project showing that their work for the Diploma has a significant impact on their own teaching practice. They also have professional meetings with the Higher Diploma Leader or Tutor.
 Reflection on classroom practice and research should lead to continuing and sustainable improvement in their teaching. Candidates carry out their normal teaching commitments at the same time as completing the HDP since most of the work is based on their own teaching and other professional activities. Continuing assessment as well as peer and self-assessment contribute to completing the portfolio of evidence which is the start of a Continuing Professional Development (CPD) plan for teacher educators.

1.9 Assessment for Learning

Candidates are expected to use continuous/formative assessment in their teaching, giving frequent feedback to students enabling them to set further targets to improve learning. This enables teachers to:
- design and use assessment as a tool for learning and progression
- assesses work in a fair and equitable manner
- enables learner to take ownership of and involvement in the assessment process
- enables monitoring of the learning process
- uses feedback as a tool for progression
- adheres to working within the systems and quality requirements of the institution

An outcome of self assessment is professional development. Just as we need to produce a plan to improve professional performance so we need to promote professional development as a continuous and life-long process.

Continuous Assessment and **assessment for learning** is a key feature of the Higher Diploma as it is a vital part of teaching and learning.

1.10 School Placement Module
Teacher educators on the Higher Diploma Programme are required to spend one week or the equivalent in a first cycle, second cycle, or secondary school according to the level for which the teacher is preparing students. The objectives for this placement are to investigate and reflect on the organisation and management of a local school and to understand the challenges that teachers face. As part of the placement HDP candidates teach and evaluate two lessons. To help with CPD, school teachers are encouraged to observe the candidates lessons and share in the evaluation.

1.11 Organisation Placement Module
Candidates on this module are required to spend one week in a local organisation which relates to their subject knowledge and experience. The objectives for this placement are to carry out a training needs analysis; to organise, deliver and evaluate a training and development workshop to meet the needs of the employees in the organisation. Candidates are encouraged to develop a link between their university and the organisation.

1.12 Candidates have to complete two research projects:

- Managing Learning Project (6 sessions showing a variety of tasks to enhance understanding)
- Action Research Project (classroom research) action taken to solve a problem they encounter in their own teaching

The work is based on their own teaching and reflection on their classroom practice.

1.13 Principles underlying the HDP

- The development of Reflective Practitioners is a priority of the HDP.
- Being professional
- Reflective teaching implies concern with the aims, objectives and outcomes along with technical efficiency
- It is a cyclical process through which teachers monitor, evaluate and revise their practice.
- It requires open-mindedness and accountability
- It requires competence in methods of evidence-based classroom enquiry to develop and support higher standards of teaching
- It encourages collaboration and dialogue

1.14 Session Observations

All candidates are observed formally on at least four occasions with written feedback and discussion. Additional short informal observations for specific purposes may also be arranged. The programme is flexible enough to allow team teaching, micro teaching and peer observation.

1.15 Professional Interviews

There will be a minimum of two professional interviews with each candidate during the course.

1.16 Action Research

Action Research is concerned with changing practice in the classroom. It helps the reflective teacher-educator to deal with real challenges found in their own classrooms and therefore controls the development of their own teaching practise. It provides professional challenge at all levels and has had a real impact on learning and teaching in CTE/Universities. Some excellent Action Research Projects have explored, suggested and implemented solutions to problems within their institutions leading to more effective teaching and learning

1.17 CPD Plan and End of Module Self Assessment

The HDP is the beginning of continuing professional development (CPD) plan for teacher educators. All candidates write their own CPD plan to be developed as they continue their career. Professional Development also offers personal fulfilment both from processes of enquiry, training and study and from the pleasures of accomplishment. This is particularly true if it is undertaken with like-minded colleagues who give mutual support, encouragement and challenge. The result is higher levels of understanding, deeper insights, with additional skills and knowledge.

_____

Reflective activity:

Spend a few minutes thinking about the introductory session today.

1. What have you learnt about the Higher Diploma Programme?

2. What are **YOUR** expectations from the HDP?

3. What is expected of **YOU** as a candidate for the HDP?

2. The Reflective Teacher Educator

2.1 Reflective Practice

Candidates will be able to:

- identify their skills, knowledge and personal qualities
- identify their own strengths and weaknesses
- start to plan action to address their needs
- evaluate their ability to be reflective

Activity: Being a Good Teacher Educator

What skills, knowledge and personal qualities does a good teacher educator need?

Skills	Knowledge	Personal Qualities

Which areas do you want to improve and why?

Outline how you plan to do this and when.

2.2 Learning as Reflection

Reflection as an aspect of learning enhances professional and personal development and helps teacher educators and all teachers to be more effective.

Teaching is a complex activity, requiring professional decisions in situations where there are no 'right' answers. At one extreme, there are teachers who only follow set routines, based on tradition, habit, institutional norms and expectations. They tend to be rigid and unresponsive, although they may be reasonably *effective* in covering the syllabus and preparing students for examinations. Dewey (1933) referred to such action as 'routine action' as distinct from 'reflective action' when *reflective* teachers engage in continuous evaluation of what they do; this enables them to be flexible, analytical, and socially aware.

In the HDP you are experiencing yourself as a learner and through reflection on your own practice you will be encouraged to guard against being 'stuck' in your traditional ways of doing things.

Fill in the questionnaire below. Tick the column which is most appropriate

Statement	Almost Always	Some times	Almost never
I have clear objectives for my lessons and check with my students to see if objectives have been achieved			
I review my session plans and teaching methods regularly			
I enjoy keeping up to date with my subject knowledge and using new information in my lessons			
I collect my students' marks regularly and use these to help me plan my teaching			
I am interested in my students' opinions encourage them to debate their ideas			
I watch my students carefully when they are working on their own			
I listen to my students when they are talking in groups			
I am responsible for what happens in my classroom			
I read pedagogy books and try to apply educational theory to my sessions			
I like putting new ideas into action and evaluating their impact			
I talk to colleagues about my sessions, discuss new ideas and contribute to new policies			
I am partly responsible for my students success and failure			

Why are you being asked these questions?

It should be apparent that the more ticks you have in the first column, the more reflective you are.

You may want to add some more information to the **Reflective Activity** in this session when you have completed this activity.

We want to encourage teachers, as reflective practitioners, to think about what they do well, reflect on what they can share with colleagues as well as identifying their own learning needs

Pollard et al (2008, pp14/15) identify 'seven key characteristics of reflective practice':

1. Reflective teaching implies an active concern with aim and consequences, as well as means and technical efficiency.
2. Reflective teaching is applied in a cyclical or a spiralling process, in which teachers monitor, evaluate and revise their own practice continuously.
3. Reflective teaching requires competence in methods of evidence based classroom enquiry, to support the progressive development of higher standards of teaching.
4. Reflective teaching requires attitudes of open mindedness, responsibility and wholeheartedness.
5. Reflective teaching is based on teacher judgement, informed by evidence-based enquiry and insights from other research.
6. Reflective teaching, professional learning and personal fulfilment are enhanced through collaboration and dialogue with colleagues.
7. Reflective teaching enables teachers to creatively mediate externally developed frameworks for teaching and learning.

How are you going to become more reflective in your practice?

2.3 Teacher as a Role Model

Objectives

Candidates will be able to:

- demonstrate that they understand the concept of role modelling
- state ways in which the teacher educator can improve the performance of students through effective role modelling

Complete the following chart individually on a significant role model of your choice, e.g. grade 12 maths teacher

My significant role model _____	
Characteristics	Behaviour

Now consider the characteristics and behaviour which influences his or her students.

Characteristics	Behaviour

2.4 Role Model Case Studies

The following are case studies of teacher educators: identify the positive and negative characteristics of the teacher, and the behaviours related to that characteristic.
Make recommendations for action (maximum 3).

Case Study 1

Fekadu is liked by his students; he is always friendly and cheerful, and often arrives late to his classes and cracks a joke about his lateness. He is an entertaining teacher of English and makes his students laugh. He is helpful and encourages them with their work, and often uses his own experiences as teaching material for the lessons. He promises to help them improve, and they often hand him drafts of work they are doing. He reads their work and makes helpful comments, but they rarely get it back in time to make improvements before the final deadline. He is a good sportsman, and organises football games for the male students and boys in the local village.

Case Study 2

Fantu prides herself on her Masters degree in Educational Psychology from Addis Ababa University. She has excellent knowledge of the psychology of child development and delivers well structured lectures, using many technical terms, in good English. She is impatient when her students ask very basic questions, and does not waste her time going back over things she thinks they should already know and understand. She compares them unfavourably with the students she studied with, and is often highly critical of the comments they make when she occasionally asks a question or provides an opportunity for discussion. She is very strict with her marking and disappointed when students do not live up to her expectations. She runs an English speaking club one evening a week, where she enjoys conversing with students and helping them to improve their English.

Case Study 3

Tesfaye is regarded as a competent teacher of Mathematics; he is well dressed, arrives on time and his lessons are well planned and logical, although rather repetitive. He expects students to work hard. There is little opportunity for students to be involved and demonstrate what they can do or what they understand. He marks students' work methodically and records their scores out of a set number and gives this mark back to the students. He rarely makes any comments on their work, either orally or in writing. He seems to favour the girls in the class, and is often seen in the town with some of the girls in the evenings.

Case Study 4

Aster is a new teacher and is trying hard to establish herself as a member of the teaching staff. Most students like her, as she shows interest in them as individuals, is trying to learn their names and is very patient when she explains a new concept in Biology. Her subject knowledge is good, but there is a group of male students who continually ask difficult (and often irrelevant) questions and disrupt the flow of her lessons. She is always neatly dressed and well organised. She always tries to get to class before her students so she can greet them and set out her work and materials so the lesson can proceed smoothly. When she sets work, she expects it in within a week and promises to return it the following week. Some of the boys in the class have handed in no work this semester; those who have handed it in are pleased with the comments they have been given which have helped them improve.
She has set up a support group for female students that meet once a week, but at the moment this has no clear focus.

Comments on case study

Case Study (insert number)	
Positive characteristics	**Negative characteristics**
Recommendations	
1	
2	
3	

My personal characteristics

Positive characteristics	Behaviours
1 e.g. Punctuality	1 Being on time for lessons
	2 Marking work on time
Negative characteristics	**Behaviours**

Reflective activity:

What is your best characteristic as a teacher educator?

Which role model characteristic do you most want to develop?

Write 3 things you can do to develop this characteristic

1

2

3

2.5 Gender and Action

Integrating gender issues across all levels of education system is one of the means of addressing educational equity. Accordingly the global goal for gender equality under ESDP IV will be to promote equal access and success in education and training for women and girls (ESDP IV, p.73)

Candidates will be able to:

- demonstrate a greater awareness of issues related to gender equality in Ethiopia
- plan a course of action to promote gender equality in your institutions and the wider community

Gender Quiz

1.	Percentage of girls now attending primary school up to grade 8 in Ethiopia compared to boys	
2.	Percentage of Ethiopian women who say they have experienced domestic violence	
3.	Is there a positive correlation between increasing equity in teaching and teacher effectiveness?	
4.	Percentage of Ethiopian girls under 14 engaged in child labour (selling food, cleaning etc.)	
5.	Percentage of Ethiopian pregnant women who do not have a nurse, doctor or midwife attend the birth	
6.	The GDI (Gender Development Index) assesses the extent to which a country has reached success in the areas of literacy, life expectancy and income. What is the ranking of Ethiopia on the GDI?	
7.	The GGI (Gender Gap Index) measures the relative equality between men and women in access to resources, regardless of the overall level of development. Where does Ethiopia stand on the GGI?	
8.	Percentage of the national athletic team members are women	
9.	In Ethiopia the UN population fund supports a programme called "Berhane Hewan" which advocates keeping girls in school and putting an end to child marriage. To encourage the families to let the girls complete school, what is given to each family at graduation?	
10.	The number of women who have completed the HDP compared to men in your institution	

Topics for discussion:

Definitions of gender, sex, gender mainstreaming, sex discrimination, gender equality, gender equity, gender profile of your institution, gender projects in your institution/community

Yes/No Survey

Task:
- Think of a question about gender that can be answered with YES or NO (examples do you think some occupations are not suited to one sex? Or can a single father be a good parent as a single mother?)
- Write your question in the box below.
- Then stand up, ask 10 people your question and tally their answers below
- Complete the open ended statements at the bottom

My gender question

YES	NO

I asked this question because…

From my survey I learned…

Gender Case Studies

Consider the questions below in relation to the case studies on the next page:

1. What are the issues?
2. What strategies might your CTE/University develop?
3. What positive outcomes could there be?

Case Study 1

> Ethiopia uses positive action in favour of female students entering tertiary education. At one college, male College Grade Point Average (CGPA) is 3.4 – 4.0; females are accepted with a CGPA of 3.2. Once at college, all students follow exactly the same course and are assessed in the same way by written examination. In 2001 – 2002, there were 40 female students out of 328 in the Natural Science Faculty. At the end of the academic year, of the 37 students who were dismissed from the faculty, 11 were female. The following year, the faculty adopted a policy of admitting 50% of female students.

Case Study 2

> One Ethiopian university set up a Gender Committee to support female students, particularly in their first year. The scheme focused particularly on females in maths and physics. Some of the male students feel discriminated against, and respond negatively to the females. There are no female teachers in the Maths, Science or Technology Faculties. A similar situation exists in the local college. The local high schools are keen to encourage girls to continue to study maths and science subjects.

Case Study 3

> There are only 8 female students in one section of the college. In class, teacher educators ask questions of male and female students in turn. When this section is divided into groups for discussion, one female student is put into each group.

Case Study 4

> At the end of the academic year, one of your very best students – a young woman – comes to see you. She is very distressed, as she has discovered that she is to be posted to a 2nd cycle school in a remote rural area, several hundred kilometres from her home. Although she has always wanted to be a teacher, and achieved top marks for her practicum, she has decided that she cannot go to the school to which she has been assigned, and will instead try to find some unskilled work in the local area.

Case Study 5

> A small group of female students come to you to complain about the behaviour of one of your colleagues. They say that he is promising to give them better grades if they will meet with him in town after college. They say that they know a female student who dropped out of college last year because of the behaviour of one of the male teacher educators and another good student who was failed in one examination and had to leave. They think she failed the examination because she would not agree to a relationship with a male teacher educator.

Reflective activity: Complete this table at the end of the session

How can you promote gender equality in your institution/community?

Issue	Action
In your groups?	
Through your general behaviour?	
Within the institution?	
Any other	

2.6 Social Inclusion

The Ministry has designed a strategy for Special Needs Education, the final goal of which is to ensure access and quality education for marginalized children and students with special educational needs. (ESDP IV, p.77)

Objectives:

Candidates will:

- Recognise that an education system should be inclusive
- Agree definitions for terminology
- Accept that students have different learning needs
- Identify the barriers to learning that students encounter
- Devise strategies to support learning

Activity:

Define the following terms:

Inclusive Education

Social /environmental disadvantage

Physical/ psychological disadvantage

Special needs education

Is access to education only for the advantaged?

Group Activity:

Read the following scenarios identify possible barriers to learning and suggest possible strategies for support by the institution or teacher

Haile suffered from measles very badly as a small child, which has left him with both hearing and visual impairment. He has had special help through elementary and high school which has enabled him to cope with his disabilities. He cannot read printed materials easily but he can write and read Braille.

Fantaye is an orphan and has two small children of her own. She has worked extremely hard to complete her education, supporting herself by growing and selling vegetables.

Getachew has just been diagnosed as HIV positive. He is a friendly, outgoing young man who seems to be coping well.

Aster has been on crutches following an accident when she was a small child. She has limited mobility from the waist down and relies on her mother for support. In school, she had supportive friends who looked after her
.

Firew has epilepsy. When he reached adolescence, he began to have seizures more frequently. His doctor hopes that he will be better as he becomes more mature and that new medication will help him.

Timkat finishes the work before everybody in the class. Her work is always excellent. She says she is bored with the work because it is too easy.*

Tsega has language difficulties. She copes very well in her local language and was given language support by a family friend to help her achieve good results in her grade 10 exam. Her Amharic and her English are very limited.

Cassie becomes angry very easily and he loses his temper and hits other students in the class when he finds the work difficult His new Maths teacher realises that he can only count up to 10

Metkes was involved in a car accident and is now in a wheelchair. She is good in all her subjects

Tamiru is in Grade7. He is good at Mathematics, but he can hardly read the simplest material.

Beletu finds it difficult to read the board when she is near the back of the class. Her work in all subjects is above average for the group.

Solomon works at the same speed as everybody in the group and his written work is good. He never talks to anybody else in the group – he is always on his own.

Reflective activity: Complete this table at the end of the session

How can you promote social inclusion in your institution?

Issue	Action
In your groups?	
Through your general behaviour?	
Within the institution?	
Any other	

2.7 Time Management

Objectives:

Candidates will be able to:

- define time management

- identify their own way of managing time

- prioritise demands and commitments

- complete an effective time management diary

Read the following extract
From Stephen Covey (1999) "The seven habits of highly effective people" Simon & Schuster

First Things First

- everyone has the same 24 hours a day to live in – some manage that time well, some do not!
- to live a more balanced life, you have to accept that you cannot do everything…nor is doing **everything** good
- we need to learn to say **no** to things that are not important or not a priority
- we need to put our life into order, and realise what is important and what isn't…first things first!
- highly effective people do not really manage **time** – they manage **themselves**

Stephen Covey identifies four ways in which we tend to spend our time. It can be broken into four types which are summarised in the matrix on the following page

:

The Time Management Matrix		
	Urgent	**Not Urgent**
Important	**A** **Activities** ✓ crises ✓ pressing problems ✓ meeting deadlines	**B** **Activities** ✓ forward planning ✓ prevention of problems ✓ relationship building ✓ recognising new opportunities ✓ recreation
Not Important	**C** **Activities** ✓ interruptions, some phone calls ✓ some mail, some reports ✓ some meetings ✓ pressing matters, popular activities	**D** **Activities** ✓ 'busy' non-productive work ✓ mail ✓ phone calls ✓ time wasters ✓ pleasant activities

Notes:

"urgent" means the activity needs immediate attention – *"now!"*
"not urgent" means the activity can wait

Having read the extract from Covey (1999)

Think about:

- o How the Time Management matrix relates to your experience as a teacher?

- o How much time you spend on planning and preparation for your teaching?

- o Symptoms of poor time management

- o Benefits of good time management

Activity:

Time management questionnaire

Individually circle your response 1 – 6 for each of the following statements (do this as quickly as you can)

Questions	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. I spend much of my time on important activities that demand my immediate attention, such as crises, pressing problems, and meeting deadlines	1	2	3	4	5	6
2. I feel I am always "trouble-shooting" and working in crisis mode. I am always being called to help with important problems.	1	2	3	4	5	6
3. I feel as if I waste a lot of time.	1	2	3	4	5	6
4. I spend much of my time on activities that have little relevance to my top priorities but demand my immediate attention (e.g. interruptions, unimportant meetings, non-critical phone calls)	1	2	3	4	5	6
5. I spend much of my time on activities that are important but not urgent, such as planning, preparation, prevention and relationship building	1	2	3	4	5	6
6. I spend much of my time on 'busy' but non-productive work, watching TV, games, looking on the internet etc.	1	2	3	4	5	6
7. I feel I am on top of things because of careful preparation, planning and prevention.	1	2	3	4	5	6
8. I feel I am constantly addressing issues that are important to others but not to me.	1	2	3	4	5	6

Scoring: enter the number for each question in the box below. Total each box. This will tell you how you are spending most of your time. Refer to the next page for a description of each 'type' A – D.

A	B
Question 1 = _____ Question 2 = _____ **Total A**	Question 5 = _____ Question 7 = _____ **Total B**
C	D
Question 4 = _____ Question 8 = _____ **Total C**	Question 3 = _____ Question 6 = _____ **Total D**

Dominant 'type'_____

Are you managing your time or is time managing you?

If you are an A, C, D how can you move to be a B? If you are a B how can you support your colleagues in becoming a B?

Characteristics of the 'types'

Type A	Results of spending too much time on A
✓ everything is both urgent and important; everything seems to need immediate attention ✓ these activities are called 'crises' or 'problems' ✓ you are constantly trying to solve problems ✓ work problems 'take over' your life	✓ exhaustion ✓ stress ✓ crisis management ✓ always reacting
Type B	**Results of spending time on B**
✓ is the heart of effective personal management ✓ it deals with things that are not urgent, but are important ✓ it deals with things like building relationships, writing plans, making goals and planning how to achieve them, long-range planning, avoiding problems ✓ creating opportunities	✓ vision and balance ✓ good perspective ✓ discipline and planning ✓ control over one's life and time ✓ very few crises ✓ having time to organise priorities and activities for maximum benefit
Type C	**Results of spending too much time on C**
✓ many people think they are type A, but are really operating as C ✓ they spend most of their time reacting to things that are urgent, assuming they are also important, but they are not as important as they think! ✓ urgency is usually is based on the priorities and expectations of others ✓ these people may be led by others expectations, and not take responsibility themselves	✓ short term focus ✓ crisis management ✓ always trying to please other people ✓ sees goals and plans as worthless ✓ feels out of control and overworked ✓ have problems with relationships
Type D	**Results of spending too much time on D**
✓ many type D people are trying to escape realities ✓ time is usually spent on 'escapist' activities, and can use these to avoid responsibility	✓ avoidance of any responsibility ✓ dependent on others or the institution

Key Activities you can do on a weekly basis to help you be a more effective time manager:

Identify your roles
- identify the key roles in your life – recognise all the jobs you have as a human being: father / mother, spouse, profession, friend, member of organisations
- identify the ways you spend your time and give them importance

Activity: Individually make a mind map of your roles and responsibilities and number them in order of importance to you. Share your mind map with a partner

Select your priorities for the week
- think of two or three important things you want to achieve on a weekly basis; identify goals that are realistic and achievable
- these should be short term that reflect your longer term goals

Schedule all your commitments
- look at your week ahead with your goals in mind and schedule time to achieve them
- organise your week to accomplish your goals and ambitions in every area of your life
- don't be afraid to schedule in private time, or time to spend with your family… this is part of achieving your goals
- and recognising what is important

Recognise where you have flexibility
- weekly organising makes daily adapting possible; take a few minutes each morning to review your schedule
- if there are changes there should be space in your day to reorganise and still meet your goals.

Reflective activity:

List 3 important things you have learnt about managing your time

Plan how to put these into practice over the coming week.

2.8 Session Planning

Session planning is essential if the learning experience is going to be **meaningful for the learners.**

Points to remember:

- ✓ Know your group – social composition and individual learning needs

- ✓ Set clear aims for each session, that is what the teacher intends to do in the session and **the aims should be made clear to the learners**

- ✓ Set clear learning objectives, that is at the end of this session the learners will be able to…. Learning objectives should be related to what has been covered already and what will be covered in the future. The learning objectives should be differentiated, an example of this is 'must be able to …', 'should be able to…', 'could be able to…'. **The learning objectives should be made clear to the learners**

- ✓ Learning strategies and methods should be appropriate for the topic and the learning group. Points to consider are: (i) what new knowledge needs to be given and how; (ii) do you need to consolidate knowledge and skills before new activities will be successful; (iii) the prior knowledge and experience of the learners; (iv) activities which encourage the learners to find out for themselves;(v) the accommodation of different learning styles; (vi) the development of the use of language and the development of independent learning

- ✓ Assessment methods should be clearly identified and appropriate

- ✓ Resources should be appropriate for delivering the session successfully

- ✓ **An unplanned lesson is not conducive to a successful learning experience for either the learner or the teacher. Teaching is more than "talking from the book".**

- ✓ **Trainee teachers cannot be expected to use session plans unless teacher educators are role models of best practice and use them in their own teaching**

2.9 Setting Objectives

Objectives:

Candidates will be able to:

- Write SMART objectives
- Write a session plan including details of learning activities and assessment

Are the objectives **SMART**?

Specific   Measurable   Achievable   Relevant   Time limited

Objectives	Is it smart?
By the end of the session students will know about flowers.	
By the end of the session students will be able to solve quadratic equations.	
By the end of the session students will understand climate.	
By the end of the session students will write a descriptive paragraph to begin a story.	
Students will know about the Battle of Adwa.	
By the end of the session students will have completed a lesson plan.	
By the end of the session students will explain the rules of volley ball.	
By the end of the session students will be able to identify given rock samples.	
By the end of the session students will classify materials and justify their classification.	
Students will appreciate the individual differences between students.	
By the end of the session students will know different geometrical shapes.	
By the end of the session students will understand electrical charges.	

Guidance for writing session plans

Subject: _____   Date of session: _____

Students: Male _____   Female _____ Total: _____   Level of group/year _____

Title of session: _____

Specific learning objectives:

By the end of the session the students will be able to…………

Ensure your objectives are SMART – Specific, Measurable, Achievable, Relevant, Time limited

Time	Teacher activity	Time	Student activity	Time	Assessment activity
Indicate how much time is spent on each activity by you	Include details of what you will be doing; introducing the session; giving instructions, intervening to facilitate students' learning; summarising key points Include the key questions you will ask the students in order to check understanding and to challenge them further	Indicate how much time is spent on each activity by the students	Include details of the activities the students will do and the expected outcome of the task	Indicate how much time is spent on each assessment activity by the students	Identify the methods you have chosen to assess the knowledge, skills and understanding of the students. Most of the assessment you will do throughout the lesson will be to help you to improve your teaching and facilitate the students' learning. You will be able to identify misconceptions snd intervene immediately. It is worth recording students who make significant progress or who have significant difficulties. When assessing it is important to consider what you will do with the information, i.e. how you will use it to support the students. The methods may include listening to pair/group discussion, observation of an activity , students' written work, problem solving, presentation, quiz, display, marking written work, etc.

Resources: include the materials that you will use in your session. Remember to include any different, additional or altered resources for students with special needs.
Learner support: how do you support all learners? How do you support those who have difficulty understanding the work? How do you support those students who complete the work quickly?
Evaluation Focus: this could be any aspect of the session but should be decided before the session; e.g. assessment, classroom management, active learning methods, etc.

Guidance for writing session evaluations

Two successful things about the session and why they were successful

Choose one of the objectives. Are activities clear, do they show progress, is good use made of active learning methods; were your students on task?

One suggestion for improvement

Think about an aspect of the session that did not go so well. Write down how you could improve this next time. (Take note: address these suggestions for improvement in your future session planning)

Reflections on the session:

Think about:
- Whether the objectives were achieved
- What evidence you have for objectives being achieved
- The balance between teacher activity and student activity
- Which activity was most successful and why
- The timing/pace of the session
- Student response to the session
- Whether the needs of all the students were met and whether special needs were catered for

Reflections on assessment:

- Were your assessment methods effective?
- How will you use the results of the assessment in the next session?
- What work was set for the students to do?
- Are you aware of who made progress beyond expectation or need extra support?
- Does anything need to be recorded?

Session plan

Subject: _____   Date of session: _____

Students: Male _____   Female _____ Total: _____   Level of group/year _____

Title of session: _____

Specific learning objectives:

By the end of the session the students will be able to………….

Ensure your objectives are SMART – Specific, Measurable, Achievable, Relevant, Time limited

Time	Teacher activity	Time	Student activity	Time	Assessment activity

Resources:

Learner support:

Evaluation Focus:

Guidance for writing session evaluations

Two successful things about the session and why they were successful

Choose one of the objectives. Are activities clear, do they show progress, is good use made of active learning methods; were your students on task?

One suggestion for improvement

Reflections on the session:

Reflections on assessment**:**

Session observation form

Observer:	Teacher:
Subject:	Date:

Title of session:

Focus of observation:

Planning includes: clear appropriate objectives, appropriate time allocated in plan, appropriate balance of student activity and teacher activity

Teacher activity includes objectives communicated to the students, student centred teaching implemented, high level of subject knowledge delivered at an appropriate level for students, positive interactions with students, lesson well paced, a range of relevant examples used

Student activity includes activities well focused on objectives, students understand what is expected, activities well organised and varied, evidence of active learning, a positive challenge, active participation

Assessment includes opportunities for assessment clearly identified and used, clearly related to objectives, evidence of continuous assessment for formative purposes, students aware of assessment for the course

2.10 Continuing Professional Development

Objectives:

Candidates will be able to:

- write their Professional Profile (CV)
- identify how a CPD plan can address individual needs
- reflect on their own progress through the HDP
- write their own CPD Plan

Continuing Professional Development (CPD) is the process of planned continuing development of individuals throughout their careers (Mullins, 2010)

Or more simply:

"Anything that makes me a better professional"

The reasoning behind the principles that underlie continuing professional development is that excellence results not simply from what people do but also how they do it. The CPD Framework for Higher Education (Ministry of Education, 2010) sets out the following principles:

- **Managing self and personal skills** – willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others.

- **Delivering excellent service** – providing the best quality service. Building genuine and open long-term relationships in order to improve standards.

- **Finding innovative solutions** – taking an holistic view and working enthusiastically with creativity to analyse problems and develop innovative, workable solutions. Identifying opportunities for innovation.

- **Embracing change** – adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas.

- **Using resources** – making effective use of available resources including people, information, networks and budgets.

- **Providing direction** – seeing the work you do in the context of the bigger picture and taking a long-term view. Communicating vision clearly to inspire and motivate others.

- **Developing self and others** – showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the institution.

- **Working with people** – working cooperatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wide range of interpersonal skills.

- **Achieving results** – planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria.

Professional Profile (CV)

.

Name _____	Date of birth _____
Institution	**Current Post**	**Date of appointment**

Educational qualifications (after grade 12)		
Qualification	**Institution**	**Date awarded**

Teaching experience		
Institution	**Subjects taught & responsibilities**	**Dates**

Additional professional experience

Any other relevant experience	**Dates**

Other interests and activities

Preparing a CPD Plan: Case studies

Case Study 1

Session Observation: Pedagogy
Diploma, 45 students, 21 of whom are female

The teacher educator is a young man. He has a psychology degree. This is his first year teaching at the CTE. He is finding the change from high school teaching challenging, but feels he is beginning to teach well.
When you go in to observe the lesson, he welcomes you and directs you to a seat at the back of the room. He continues to talk to the students about a task he wants them to do. He reminds them of a previous lesson about Bloom's Taxonomy and asks them to write learning objectives for 'knowledge and understanding in the cognitive domain'. He tells the students to get into groups. The students are sitting on seats attached to desks, but they manage to arrange themselves into groups of about six by alternate rows turning round to work with the people behind. This happens with a minimum of fuss and the students begin discussing. There is an animated 'buzz' in the room which subsides after about five minutes and then gradually returns.

The students in all groups are able to take turns in speaking and they seldom interrupt each other. Females take an equal and active part in the groups' discussions. The discussions are animated, thoughtful and students seem well motivated. While the students are engaged in discussion the teacher educator moves around the room. He listens to what the groups are saying, encourages, answers questions, clarifies points, and joins in discussions.

There was a good working atmosphere in the room, the teacher and students had a relaxed and friendly relationship, and the students showed respect and promptly did as they were asked.

After about half an hour of discussion the noise level rose and the group discussion stopped. The students were talking in smaller groups and were no longer on task, having finished what they were asked to do. The teacher educator continued to move among the groups and brought individual groups back on task, checking what they had done, reminding them of things they had forgotten, and asking questions.

The class was called to attention and groups were asked to report back. The students quickly faced the front and were attentive. As the first group began the lesson ended and the class was dismissed

Skills to be developed	Specific objectives	Review of objectives
Managing group work	1. Organise effective working groups, with roles assigned to group members 2. Give students a given time in which to complete a task	

Case Study 2

Session Observation: Chemistry
Diploma, 43 Second Year students, 14 of whom are female

The teacher educator is a large, imposing man with considerable presence. He has been teaching at the CTE for 10 years. He has an MSc in Chemistry for which he studied in Europe. His subject knowledge is excellent.

When you go in to observe the session, he acknowledges your presence and indicates where you can sit, with no break in his lecture. The students all have some typed sheets, stapled together and many of them are making notes on these sheets as the teacher educator is speaking. He talks as he writes formulae on the blackboard. His voice is loud enough for the students to be able to hear him and he writes high enough on the board for all the students to be able to see. He pauses occasionally to look at his own typed copy of the sheets the students have and sometimes tells them to follow as he reads out a sentence to them. At no time does he have any eye-contact with individual students. As he talks, he looks over their heads. He asks two questions, but does not wait for an answer; a few students murmur a response.   At the end of the session he asks whether anyone has any questions. The students look at their sheets and avoid eye-contact with him. No-one asks a question.

The students all appear to be listening throughout and many of them write many notes as he speaks, or copy formulae from the board. This is an organic chemistry session and he cites examples where the chemical effects he is describing are used.

Skills to be developed	Specific objectives	Review of objectives
Student centred teaching	1. Prepare open ended questions before the session 2. Direct questions at individual students	

Case Study 3

Lesson observation: Biology
Degree: 30 third year students; 24 male and 6 female

The teacher is an enthusiastic young woman with a Masters degree in Genetics. Her students are arranged at random in the classroom, where there is adequate space and light, and an LCD projector. She has excellent subject knowledge and has planned a very well structured session on the crossing over of chromosomes. She starts by reminding the students of the work they covered in the previous session. Students are attentive and ready to work.

Most students write notes as she is speaking, using the key points that she has written on the blackboard as a guide.

She uses a power point presentation. These are projected onto the wall so they are quite difficult to see. From the back of the room it is difficult to make out the number of chromosomes and the number of cross over points. Students try to copy the diagrams into their notebooks. Her explanations are generally clear, and she pauses occasionally to ask a question. The questions are usually answered by the same young man in the front row. She asks for student opinion about the significance of crossing over; several students are able to contribute.

She finishes with a question for them to think about before the next session about why Gregor Mendel did not come across linkage.

Skills to be developed	Specific objectives	Review of objectives
Involve students in their learning	1. Plan what students will do rather than what the teacher will do 2. Plan a series of questions for students to discuss	

Continuing Professional Development Plan (Example)

What I would like to develop	Specific objectives	What I will do	By when (Date)	Review of objectives (How? By whom?)
Develop my IT skills	Making graphs and tables	Find a book or find a colleague who can teach me	13 July	Use in reports and records

Your Continuing Professional Development Plan

What I would like to develop	Specific objectives	What I will do	By when (Date)	Review of objectives (How? By whom?)

All CPD activities should be recorded in your Professional Development Journal, see CPD Framework for Higher Education (Ministry of Education, 2010)

2.11 HDP Candidate's Self Assessment - Module 1

Objectives:

Candidates will be able to:
- reflect on and evaluate Module 1
- Use reflection to complete the self assessment for the module

Area	Focusing (poor)	Developing (fair)	Establishing (good)	Enhancing (excellent)
Reflective Activity	Beginning to identify strengths and areas for development	Developing skills in critical self evaluation, open to new ideas, beginning to apply concepts and skills	Reflective activities identify strengths and areas for development; evidence of planning	Detailed well developed reflections clearly identifying strengths and areas for development; action planning for improvement, progress evident through self monitoring
Teacher as a Role Model and awareness of gender and social inclusion	Beginning to be aware of the responsibility of being a role model for trainee teachers	Developing awareness as role model and starting to demonstrate professional behaviour in areas of teaching	Clear evidence of becoming a professional teacher and demonstrating a positive attitude towards gender and social inclusion	Excellent role model; documenting awareness of gender and social inclusion in all teaching; professional throughout
Contributions to group work	Initially found group work challenging, perhaps with a tendency to dominate or withdraw; beginning to develop an awareness of the needs of group members	Takes a reasonable share of group tasks, usually when asked to do so; listens to others and makes contributions to discussions	Willingly takes on work within the group, occasionally helping to organise; is an active listener and contributes readily to discussion; enables the group to move forward	Shows clear ability to help the group get on with the task and to involve group members; encourages others to speak and makes them feel involved; good facilitation skills; gets on with tasks reliably
Attendance and punctuality	Attended less than 80% of sessions; lateness and incomplete work inadequately explained	Attended 80% of sessions with absence for unavoidable reasons accepted by HDL; usually punctual any lateness explained	Attended 90% of sessions with absence for unavoidable reasons (with agreement of HDL); punctual; work submitted on time	Attended every session; always punctual for sessions and with work

Select **two** areas (e.g. reflective activity, teacher as role model) and identify specific targets for improvement in the next module:

Candidate's Module 1 Self Assessment

What have you found most useful in this Module?

Write a reflective comment on your overall performance and achievements in this Module

Would you say that for your overall performance in this Module you should receive a
PASS   or   **REFER**

Signature of candidate: _____   Date: _____

Higher Diploma Leader's Module Assessment

General comments on Candidate's performance in Module. 1:

Please comment specifically on areas where you disagree with the self assessment. Please comment on what the candidate should do in the next Module to improve.

The overall performance of the candidate in this Module:
PASS or REFER   .

Signature of HDL: _____   Date:_____

References:

Covey, S (1999) *The Seven Habits of Highly Effective People,*(Simon and Schuster)

Liverpool City Council *Supporting Positive Transfer,Transition and Inclusion A Handbook For Teachers Working With Children Who Have Additional Needs*

Ministry of Education (2010) *Education Sector Development Program IV*

Dewey, J (1933) *How We Think: a Restatement of the Relation of Reflective Thinking to the Educative Process* (Chicago: Henry Regnery)

Mullins, L (2010) *Management and Organisational Behaviour* (Harlow: Pearson Education Ltd)

Pollard, A (2008) *Reflective Teaching, 3rd edn.* (London: Continuum International Publishing Group)

Reid, M & Barrington, H (2001) *Training Interventions, 6th edn.* (Trowbridge: The Cromwell Press)

Seager, J (2009) *The Penguin Atlas of Women in the World* (London: Penguin Press)

Turnbull, J (2009) *Coaching for Learning* (London: Continuum International Publishing Group

3. Managing Learning

The teaching and learning process in any institution shall be whatever the methods of delivery employed, interactively student centred that shall promote active learning. (FDRE Higher Education Proclamation,17th September 2009, p5005)

3.1 Understanding learning

Objectives:

Candidates will be able to:
- Consider their own learning journeys
- Identify the many influences of different teaching styles on their learning

Preparatory reading:

Learning Processes

Learning is a complex activity and an innate part of human development. Blyth (1984) describes learning as the product of continuous interaction between development and experience through life. Philosophers, psychologists and educationalists have analysed how learning takes place and have put forward various theories to describe the process of learning.

According to Pollard (2008) three theories of learning have had 'particular influence' on teaching and learning:

o Behaviourism (Skinner)
o Constructivism (Piaget)
o Social cognition (Vygotsky)

Behaviourism has been greatly influenced by Skinner who developed the ideas of stimulus – response – reinforcement – consequence and the learner has a passive role in the learning process. The teacher as the subject expert is in control of the learning process.

Constructivism suggests that people learn through interaction between experience and thinking. Piaget considered the interaction between people and their environment. The learner is in an active and independent role and negotiates with the teacher who in turn becomes the manager of the learning environment rather than teaching.

Social cognition theories which are greatly influenced by Vygotsky affirm the importance of recognising and building on students' existing knowledge and culture, whilst emphasising the role of teaching and instruction in extending such knowledge. These theories can be divided in to two approaches, socio-cultural and social constructivist. The former considers cultural contexts and social practices and the latter emphasises the role of experienced participants in supporting less competent learners – collaborative learning.

Read the following table adapted from Pollard (2008, p182) which summarises the effects of three influential approaches to teaching:

	Behaviourism	Constructivism	Social cognition
Image of learner	• Passive • Individual • Extrinsically motivated	• Active • Individual • Intrinsically motivated	• Active • Social • Socially motivated
Images of teaching and learning	• Teacher transmits knowledge and skills • Learning depends on teaching and systematic reinforcing of correct behaviours	• Teacher gives student opportunity to construct knowledge and skills gradually • Learning can be independent of teaching	• Knowledge and skills are constructed gradually through experience, interaction and peer support • Learning through the interdependence of teacher and students
Characteristic student activities	• Listening to the teacher • Working on an exercise	• Individuals making, experimenting, doing something	• Group or individual discussion other students • Group problem solving
Some characteristics	• Draws directly on existing subject knowledge in a logical , linear manner • When matched to existing understanding, can be a fast and effective way to learn	• Uses direct experience and allows learners to explore in own way and at own pace • Can build confidence and practical, insightful understanding	• Encourage collaboration • Can clarify thinking and extend meaningful understanding
Some issues	• May not connect with existing understanding and may thus lead to superficiality • Difficult to motivate all students • Difficult to adapt structure of subject matter to varied student needs	• Has significant resource and organisational implications • Management of room often dominates actual teaching • Anticipates motivation and responsible autonomy from students	• Requires an appropriate, learning orientated environment • Requires a high level of judgement • Anticipates language, reasoning and social capability from students

Choose one term from each box in the table above which best describes your learning experience at the different stages of your education and write them in the box below:

Stage	Behaviourist	Constructivist	Social constructiviist
Primary			
Secondary			
College			
University !st degree			
University 2nd degree			

Learning styles

In recent years there has been a cultural shift from an emphasis on teaching to an emphasis on **facilitating learning**. Developing individuals and personalised learning have become part of the twenty first century. This student centred approach incorporates assessment for learning, improving students' higher order thinking skills, encouraging learners to be independent and developing strategies for consulting students about their education. It also emphasises that the quality of learning is shaped by the learner's experience.

Pollard (2008) refers to "the learning journey" through school; college and university in which teaching and learning strategies, assessment for learning and student centred approaches are very significant in determining a student's success. He refers to The Teaching and Learning Research Programme (2004) in the United Kingdom which states that "High quality teaching explicitly builds on learner needs – as well as on high expectations and good subject knowledge"

It is now widely accepted that people have different learning styles and that they account for differences in students' performance that abilities do not account for. However there is no overall model.

Turnbull (2009, p24) refers to the Coffield Review (2004), a systematic review of learning styles and pedagogy in post -16 learning which identified 71 models of learning styles and characterised 13 of those as major models. She also makes reference to Hargreaves (2005) who suggests that there is now a range of different languages in the consideration of learning styles:
   o Activists theorist, pragmatists, reflectors
   o Divergers, convergers, assimilators, accommodaters
   o Verbalizers, imagers, analytics, wholists
   o Analysts, changers, realists
   o Visual, auditory, kinaesthetic

The most popular of the learning styles categorisation is the last one – visual, auditory, kinaesthetic but remember they are not fixed categories. Everyone uses a

range of learning styles therefore teacher educators need to encourage trainee teachers to in turn encourage their students to develop flexibility in thinking and behaviour.

As a model VAK provides a useful framework for helping us reflect about how we think and learn and it is therefore a popular and widespread tool. The model suggests that we receive information through our senses – what we see, hear, feel, taste and smell, that is we construct our thoughts:
   o   by generating pictures (Visual)
   o   by hearing sounds (Auditory)
   o   by means of physical sensations and feelings (Kinaesthetic)
   o   by a combination of all three which will be unique to us.

What may start out as a *tendency* to favour one or other of the forms of thought will through habit and practice become established as a *preference*.

Use the following questionnaire to explore whether you have a preference in the way you think and learn:

VAK Learning Style Questionnaire

Read each statement carefully. To the right of each statement, write the number that best describes how each statement applies to you as follows:

Almost never   1   Rarely   2   Sometimes   3   Often 4 Almost always 5

There are no right answers, respond to each statement as quickly as you can. Once you have completed all 36 statements, total your score in the spaces provided.

Section 1: Visual

No.	Statement	Score
1	I take lots of notes	
2	When talking to someone else I find it hard to if they do not maintain good eye contact with me	
3	When reading a novel pay a lot of attention to passages picturing the clothing, scenery, setting etc.	
4	I make lists and notes because I remember things better if I write them down	
5	I need to write down directions to a new place so that I remember them	
6	I need to see the person I am talking to in order to keep my attention focused	
7	When meeting a person for the first time I notice the style of dress, visual characteristics first	
8	When I am at a wedding, I like to stand back and observe others	
9	When I recall information I can see it in my mind and remember where I saw it	
10	If I had to explain a new procedure or technique, I would prefer to write it out	
11	With free time I am most likely to read or watch television	
12	If the Dean has a message for me, I prefer if s/he sends me a note	

  Total for **visual** _____ (note the minimum is 12 and maximum is 60)

Section 2: Auditory

No.	Statement	Score
1	I do not take a lot of notes but I still remember what was said	
2	When talking to someone else I find it hard with those who do not talk back to me	
3	When I read I read out loud, or move my lips to hear the words in my head	
4	When reading a novel I pay a lot of attention to passages involving conversations, talking, speaking, dialogues	
5	I like to talk to myself when solving a problem or writing	
6	I can understand what a speaker says, even if I am not focused on the speaker	
7	I remember things more easily by repeating them again and again	
8	When I am at a wedding, I like to talk about a subject that is important to me	
9	I would rather receive information from the radio than the newspaper	
10	If I had to explain a new procedure or technique, I would prefer talking about it	
11	With free time I am most likely to listen to music	
12	If the Dean has a message for me, I am most comfortable when s/he telephones	

Total for **Auditory** _____ (note the minimum is 12 and maximum is 60)

Section 3: Kinaesthetic

No.	Statement	Score
1	I am not good at reading or listening to instructions; I would rather just start working on the task or project at hand	
2	When talking to someone else I have the hardest time handling those who do not show any kind of emotional support	
3	When I am reading I move my lips	
4	When reading a novel I pay a lot of attention to passages about feelings, action, drama	
5	I take notes and doodle but I rarely go back and look at them	
6	I use my hands a lot when I am trying to remember the right thing to say	
7	My desk or work place appears disorganised	
8	When I am at a wedding, I love to dance and sing	
9	I like to move around, I feel trapped when seated at a meeting or a desk	
10	If I had to explain a new procedure or technique, I would prefer actually demonstrating it	
11	With free time I am most likely to exercise	
12	If the Dean has a message for me, I am most comfortable when s/he talks to me in person	

Total for **Kinaesthetic** _____ (note the minimum is 12 and maximum is 60)

The area in which you have the highest score represents your preferred learning style, which is _____

Remember that they are preferences, not fixed and permanent categories.

Activity:

Discuss the following with a colleague:

1. What have you found out about yourself as a learner today?

2. How may this affect your planning and preparation for teaching?

3. What could you change in your planning and preparation?

4. Do you think your learning style affects your teaching style?

3.2 Active Learning

Objectives:

Candidates will be able to:

- consider the purpose of active learning
- identify a range of active learning methods
- identify those appropriate to their subject
- implement different active learning methods in their teaching

What is active learning?

Active learning can be defined as any teaching/instructional approach whereby all students are fully and meaningfully engaged in the learning process.

Active learning therefore requires a student-centred approach with a shift in emphasis from passive to active learning; a change in behaviour underpinned by a change in thinking and encouraging students to take responsibility for their own learning. The intention of active learning methods is to develop higher order levels of knowledge, such as comprehension, application, critical thinking, analytical skills and evaluation. Pollard (2008, p288) maintains that "active learning is linked to further factors such as motivation, stimulus and concentration"

Melese, Tadesse and Asefa (2009) show that there was some evidence of the use of learner centred methods in upper primary schools in the Jimma area of Ethiopia although not to the extent that they would have wished.

An example of the positive effects of active learning can be found in Akinoglu and Tandogan (2007) study on science teaching to compare the effects of problem based active learning and traditional lecturing on grade 7 students. The findings show that using problem based active learning had a positive effect on students' academic achievement and a positive attitude to the science course.

Common misconceptions about active learning

- that lecture style should be completely abandoned, that is

    it is a common misconception that direct teaching has to be fully abandoned.
    That is not so. What has to be left completely out of students' experience is BAD
    direct teaching. BAD learner centred teaching should also be abandoned.
    (Livingstone, 2001)

- that active learning is simply group discussion and activities
- that active learning is simply physical activity, it is about engaging the students' brains
- that active learning is simply fashion without any research to back it up
- that active learning does not fit the cultural context of Ethiopian schools

Reflective activity:

What are the challenges you face in using active learning methods in Ethiopia?

Activity: Active learning methods used in the HDP so far

In the first column write a list of all the active learning methods used in the HDP sessions so far. In the second column tick if you have used this method in your teaching. Use the third column to explain the degree of your success in using this method in your teaching.

Active learning method used in the HDP	Tick if you have used	Explanation of the success of this method in your teaching

3.3 Developing active learning

Objectives:

Candidates will be able to:
- state the characteristics of active learning methods
- match active learning methods to different learning styles

Activity: Do you help your students to be active learners?

The following have been shown to help student motivation, performance and develop thinking. See how many you can tick YES to.

- Is the work you set at the right level for your students?
- Is the work of varied difficulty so every student can be challenged and experience success?
- Is the work interesting and relevant?
- Can students resubmit work that is not up to standard?
- Do students understand what they will gain from what you are asking them to do?
- Do students understand the relevance of what they are doing?
- Are your sessions varied?
- Do your sessions engage students in activities?
- Do you base your teaching on interesting and/or topical questions?
- Are you enthusiastic in your sessions?
- Do you have a good relationship with your students?
- Can students show creativity in your sessions?
- Are students able to work with others when completing tasks?
- Do your students get frequent praise or positive comments about their work?
- Do you set personal targets for students?
- Do you encourage students to take responsibility for their own learning?
- Is it possible to make all students active learners? How?

Challenges to using active learning methods in Ethiopia

- Large classes
- Shortage of resources and facilities
- Course/Module content too large
- Student resistance
- Teacher resistance
- Teacher's workload
- Lack of management support
- Lack of planning, ,preparation and time management

Using active learning methods with large classes

What is your average class size this semester?

What challenges have you and your students faced in the learning situation?

What have you done to overcome the challenges?

Some strategies to help overcome the challenges to using active learning methods:

Large classes/groups:
Challenges
- o teacher unaware of students and their names – psychological gap between teacher/student
- o difficult to accommodate all learning styles
- o need to be aware of differentiation
- o not easy to manage continuous assessment
- o challenge to maintain student discipline and concentration

Strategies
- o be very systematic and organised
- o prepare detailed session plans with group activities
- o establish ground rules for your students using some students to help
- o where possible arrange seating in the rooms so that students must sit in groups
- o ask groups to elect a secretary and time keeper; change these roles for different activities
- o move around the room in order to change the dynamics and build a relationship with all students

Making lectures active:
- o start from where the students are at
- o lecture for 15 minutes then ask questions of students to apply what they have learnt
- o interrupt lectures with questions which ask students to explain concepts with examples
- o use pairs and buzz groups
- o use "think-pair-share" method to compare notes
- o use peer feedback, students to review each others written work, include peer assessment where possible.

Limited resources:
- o start with what you have – chairs, tables, walls, ceiling floor, students, teacher, chalk board, chalk
- o local resources with help from your students, parents, community, NGOs, etc
- o school, college, university campus
- o improve skills in making your own resources – be innovative and imaginative
- o involve your students in making/providing resources

Course/Module content:
- o give more time and thought to planning and preparation of your sessions and select the most appropriate active learning methods for the topic to be covered
- o encourage students to become independent learners and to take ownership of their own learning process
- o try to empower your students by more coaching for learning rather than seeing teaching as telling
- o allocate part of the module syllabus for students to cover in their own time with your guidance and supervision

There is really only one thing that stops you using active learning methods, which is

?

If you are not sure of the answer look in a mirror.

The teacher educator is a role model for best practice.

Remember:

If your students have good active learning experiences they are more likely to use active learning methods in their own teaching and encourage thinking skills in their learners.

Activity:

Read the descriptions of active learning methods below. These may be new for you. Read the descriptions carefully and write the correct name from the list below in column 2.

BUZZ GROUP;   MICROTEACHING;   JIGSAW GROUPS;

HOT SEATING;   DECISION LINE;   COOPERATIVE LEARNING;

CASE STUDY; BALLOON GAME; CROSSOVER GROUP

Description of active learning method	Name of method
Student teachers have been asked to prepare a lesson on teaching an aspect of the grade 4 Environmental Science curriculum. You ask them to prepare a 15 minute lesson, with objectives, activities and resources using materials easily found in the surrounding environment. They present this lesson to their peers. You and their peers evaluate the effectiveness of the lesson and provide feedback on the quality of the teaching. This method can be used in any subject.	
You have divided the class into 10 groups. The topic for the next 4 sessions is child psychology. Each group is given a different aspect of child psychology to research over the next 3 sessions. In the fourth session, each group brings the materials that they have collected and you help to bring all the pieces of the topic together. This method can be used in any subject.	
During your session on curriculum, you stop every few minutes and ask students in a group of 4 sitting closely together to brainstorm their ideas on a particular aspect of the topic; e.g. their understanding of the word curriculum, which subjects are essential in the school curriculum, the relative value of different subjects, the abilities developed through different subjects. They are allowed a short period of time for each period of discussion (about 2 minutes). There is a 'hum' of activity in the room during these periods. This method can be used in any subject.	
In History, students are given the names of 10 important characters in Ethiopia who are floating in the basket of a hot air balloon in the sky above the Indian Ocean. The balloon is sinking, and the only way to keep it from falling into the sea is to 'throw out' one of the characters. Which character would you throw out first? Second? Third? Etc. This method can be used in any subject, for example with famous scientists, modern inventions, characteristics of good teachers etc	
Students are divided into groups to discuss a given topic in any subject. After 5 minutes, 2 members of each group move to the next group to share ideas from the first group and to join a new discussion. After another 5 minutes they move again, so that during the course of the lesson all students have been able to share information. This avoids the need for a lot of feedback.	

One member of the class is assigned to be a character from literature, history, science etc. This member is placed in the centre of the room to role play the character. Other members of the group direct questions to the person in the centre who has to respond in role. After 10 minutes, change the person in the centre and the character.	
You organise students into groups for a particular topic, give clear instructions and explain how you want them to work together. You may assign different group behaviours to each member of the group eg facilitator, note taker, time keeper, leader, observer, reporter. Students are expected to interact, share ideas and ask their peers first if they need help. They are all responsible for the outcomes, which are evaluated against agreed criteria. Over a series of sessions, each group member can be asked to take on different responsibilities so all students are encouraged to develop different skills.	
You are planning a lesson on the characteristics of good teaching. Instead of giving students a list of these characteristics, you provide a description of six different teachers and what they do in their classrooms. The students have to identify the positive and negative characteristics of each teacher. The whole class then comes to an agreement of the characteristics of good teaching	
You want to encourage students to think about a topic and form an opinion that they can defend. E.g. genetic engineering can help in food security. Students are asked to physically move an stand in a line that represents a continuum from strong agreement with the statement to strong disagreement with the statement. Students then have to find a partner and explain why they chose to stand at a particular point on the line.	

Reflective activity:

Are any of these methods **unsuitable** for your subject area?
Explain your decision.

(See the Appendix for more ideas)

Teaching Methods for different learning styles

Using the VAK model identify useful active learning methods for supporting different types of learners:

Learning Style	Helpful method
Visual	
Auditory	
Kinaesthetic	

How do your teaching methods support inclusive learning?

Planning for inclusion means thinking about how the methods you use are matched to the needs and interests of the full range of learners in the groups you teach.

Now select one of the sessions you have taught in the last few days. **Reflect** on the learning activities you used.
How did these methods help the different types of learners in your group? Write this in column 1.
In column 2, identify 3 things you could **change** to address the needs of **a**ll the learners in the group.

Subject:	
Methods I used that helped different types of learners	Methods I could have used to help different types of learners more

Choose one active learning method that you have not used in your own teaching and explain how you intend to use it this week.

3.4 Collaborative Group Work

Objectives

Candidates will be able to:

- demonstrate that they can organise and monitor group work
- begin to develop the ability to manage groups effectively

Preparatory reading

One of the main aims of collaborative group work is development of skills of interaction. Cooperative learning is the use of small groups where students work together to maximise their own and each other's learning. It fits well with the social constructivist approach. Research demonstrates that cooperative learning can produce higher achievement, more positive relationships among students and healthier psychological adjustment than competition or individual experience. This does not happen automatically; learning groups must be carefully structured by the teacher (Baines et al, 2008). Clarity of goals, appropriateness of the task,, composition of the group and developing group work skills for students are essential to successful group work, (Pollard, 2008)

To be cooperative a group must have clear positive interdependence; members of the group must promote ach other's learning and success face to face, hold each other personally and individually accountable for his or her fair share of work, use the interpersonal skills necessary for the group to be effective and process as a group how effectively members are working together. Group work can:

> foster collaboration, encourage respect for individuals and the contribution they make, support the development of ideas and minimize conflict. These include active listening, taking turns, communicating clearly, and concisely, being aware of the effect of one's actions on other individuals, encouraging others, nurturing not criticizing ideas, tolerating opposition, creating enthusiasm. (Pollard, 2008 p380)

Formal cooperative learning groups – these are often used to teach specific content and problem-solving skills. They might last for one session to several weeks to complete a specific task. Students work together to achieve shared objectives. Their responsibilities are to maximise their own learning and that of others in the group. The teacher needs to assign students to a learning group and will sometimes give students specific roles to undertake in the group. The task and the cooperative structure are explained, and the teacher monitors the functioning of the group and intervenes to teach cooperative skills and assist in learning when necessary. Finally, the quality and quantity of each student's learning is evaluated. Students who need help get this from their peers in the first instance. Students are expected to interact with other group members, share ideas and materials, and take responsibility for the completion of the assignment and evaluating it using agreed criteria.

Informal cooperative learning groups – often used to ensure active cognitive processing during a lecture. These are temporary and usually last for only one session, or a short period during a session. Their purpose is to focus student attention on new material, give them an opportunity to process this material and provide an active break from the 'lecture method'. This enhances student learning and avoids what is claimed to be one of the problems of lectures that "information passes from the notes of the teacher to the notes of the student without passing through the minds of either".

Base cooperative learning group – provides long term support for academic progress. This group stays together to provide mutual support both in and out of class.

Pollard (2008) suggests that a reflective teacher may find it useful to consider some of the following questions when considering communication and interpersonal skills in group work:

- Do the participants take turns or do they frequently talk over each other or interrupt?
- Do they: invite contributions, redirect contributions for further comment and give encouragement?
- Do they listen to each other?
- Are they willing to learn from each other?
- Do they draw on recognised expertise within the group?
- Does conflict emerge or is harmony maintained?
- Is conflict positively handled?
    - by modifying statements, rather than just reasserting them?
    - by examining assumptions rather than leaving them implicit?
    - by explaining/accounting for claims
- Do the participants elaborate their contributions
    - by giving detail of events, people, feelings
    - by providing reasons, explanations, examples
- Do they extend ideas?
    - by asking for specific information?
    - by asking for clarification?
- Do they explore ideas?
    - by asking for alternatives?
    - by speculating, imagining and hypothesising?
- Do they evaluate?
    - by pooling ideas and waiting before making choices?

What should the teacher educator do during group work?

Discuss the following scenarios, considering the advantages and disadvantages:

1. The teacher educator leaves the groups alone to get on with the work

2. The teacher educator spends time with each group in turn

3. The teacher educator moves around the room listening to what each group is saying. S/he only assists when asked, or if the group is unsure what to do.

4. The teacher educator visits each group giving additional instructions and contributing his or her own opinions

Managing group work

To enable successful group work a facilitator needs to:

- o Explain the purpose of discussion clearly
- o Assure group members that their ideas are valued
- o Challenge comments made by group members
- o Listen to, and build on contributions of group members
- o Stop 'dominators' from talking
- o Summarise the discussion at the end, but try not to make a judgement
- o Encourage the 'silent listener' with prompt questions
- o Ensure that all group members feel part of the activity
- o Introduce activities or questions to stimulate discussion

Case studies for discussion.

What are the issues for both the teacher and the learners and suggest possible solutions?

Case study 1

The class of 60 has been divided randomly into 6 groups. You have prepared one sheet of instructions for each group. It takes a long time for students to start working. By the end of the session, no-one has completed the task.

Case study 2

Students have been allocated to groups; it takes a long time to move the furniture. There is a great deal of noise. After the furniture has been moved, most groups are sitting and talking about the research they have done, but there is very little new activity taking place.

Case study 3

Groups have been formed and instructions given. Most groups seem to be working well, but only or two group members seem to be contributing effectively to discussion. One group calls you over and says that they do not understand what they are expected to do.

Case study 4

Groups are working on a 30 minute task. One group seems to have finished after only 15 minutes, while another group has hardly started. The group that has nearly finished is looking bored.

Case study 5

When groups are asked to report back, nearly every group has only one group member contributing. The contributions from most groups are identical. This is time consuming and students are looking bored. One group gives ideas that you think are incorrect and contrast with what others are saying

3.5 Group behaviours

Candidates will be able to:

- state and explain some of the roles that people play in groups

- describe their own group behaviour

- recognise the behaviours that they want to develop

Match the following names to the group behaviours described below:

PROBLEM SOLVER   DIVERGER   FACILITATOR   SABOTEUR

LEADER   DOER   DOMINATOR   SILENT LISTENER

Takes responsibility when given it, quickly identifies the nature of other group members, has a clear view of how best to achieve the task objectives, wants the group to succeed, is able to sum up main points, is able to bring discussion back to the point, may have personal hidden agenda, will be prepared "The main point for consideration/agreement is …" "One way to do this is…" "What do people think?" "Let us hear everyone's opinion"
Accepts personal responsibility for enabling the group to succeed, understands the group members and the task, listens carefully and can clarify/expand the statements of others, recognises areas of agreement and where agreement can be reached, understands where differences and misunderstandings lie and can expose these in a non personal way, is able to bring a discussion back to the point. "I think you are both saying…" "Do you mean…?"
Assumes responsibility, thinks s/he knows best, has a low opinion of other's knowledge and experience, does not listen to or take account of other people's points of view, interrupts (usually with a contradiction) other speakers. "Well I think…" "Oh no, that's not going to work."
Feels responsible for wider issues than the immediate one, can see connections with many other issues, brings other issues into the discussion, can be persuasive and entertaining when speaking, is reluctant to let go of an idea/issue. "We can't ignore…" "What about…?"
Takes no responsibility for the success of the group, has no interest in the task, may have an interest in causing the task not to succeed, does not listen, makes 'asides', does not complete allocated tasks, can make other members of the group disaffected, may offer to do something and then not do it. "Who chose him/her as leader?" "She doesn't know as much as you"
Says nothing at meetings, probably through shyness, low self confidence, or poor understanding of the language, when spoken to outside of meetings has interesting ideas, suggestions as to how to move projects forward.
Is able to understand the nature of a problem quickly, is not put of by complex problems, can think creatively and radically when coming up with solutions is able to find more than one solution to a problem. "How about trying…" "Couldn't we …"
Will take responsibility for the tasks no one else wants to do, will do other things that need doing without being asked, is able to think ahead and attend to details that others might forget. "Why don't I…?" "I thought someone should…so I did it."

Write down 3 things you have learnt today about effective group work
What will you change the next time you organise a group activity?

3.6 Micro teaching

Session 1

Objectives:

Candidates will be able to:

- Plan the use of a new active learning method
- implement the plan

Activity:

In groups of three design a 10 minute micro teaching session to be presented next session, using a new active learning method suitable for your subject (not micro teaching).

The plan should include subject content, objectives, teacher activities (who is doing what), learner activities, timing, furniture and people organisation, resources/teaching aids.

In preparation for the next session negotiate the order of presentations with the other groups.

Session 2

Objectives:

- deliver presentation to whole group
- evaluate the presentations

Activity:

Micro teaching Presentations from each group

Use the table on the next page to record your observations during the micro teaching presentations.

Session 3

Objective:

- Feedback and discussion from the micro teach session

Activity:

Whole group discussion based on individual observations

Evaluation of micro teaching

Group / Active Learning Method	Was it clear what the group was trying to achieve? (objectives)	Were you actively involved in the session?	How were the needs of different types of learners met?	What suggestions do you have for improvement?

3.7 Use of media in teaching and learning

Objectives:

Candidates will be able to:
- be aware of a range of media to enhance the teaching and learning experience
- plan and prepare sessions incorporating different media
- encourage their students to access the media to enhance their learning

Increasingly CTEs, Universities and schools are using different types of media to enhance their teaching practice and to improve the learning experience of students. This is likely to increase in the future as technology develops and access becomes easier for teachers and students.

Activity:

1. What types of media are already available to you in the planning, preparation and delivery of your teaching?

2. How do your students use the media to enhance their learning?

3. How do you think access to different media sources will affect your teaching in the future?

Types of media – guidelines for using in teaching

Plasma:
- ✓ Try to view the plasma session before using with the students or at least be aware of the content
- ✓ Include the use of plasma in your planning, preparation and session plan
- ✓ Prepare an activity for students to complete before, during and after using the plasma in order to ensure thay are engaged and not simply passive

Power point:

- ✓ Can be used on some occasions but avoid relying on technology
- ✓ Try to keep the text on the screen short and simple (KISS)
- ✓ Use pictures and diagrams to engage the students
- ✓ Try not to deliver a power point presentation uninterrupted. Better to pause and give the students an activity to keep them engaged
- ✓ Make sure you have set up and tried out the equipment before you start
- ✓ Always have a back up plan and an alternative session plan should there be a power cut

Internet access:

- ✓ As a teacher try to inform yourself of websites that are useful and relevant to your subject and your students

- ✓ Be careful to check the information you are using from the internet comes from reliable and credible sources
- ✓ Think of how you can link your module assessments to useful websites and research material on the internet
- ✓ Encourage your students to access the internet for learning purposes where possible
- ✓ Encourage them to be critical of what they are reading and to ensure that their sources are reliable and referenced. Suggest suitable websites
- ✓ Advise your students that copying and pasting without references from the internet is **plagiarism** and will not be allowed

TV/DVD:

- ✓ If you are aware of a suitable TV programme for your subject or topic advise your students to watch it
- ✓ Try to link the TV programme to your session plan with a suitable activity
- ✓ Encourage your students to become independent learners and for them to discover and explore your subject or topic through suitable TV programmes
- ✓ If you are aware of a suitable DVD for your subject or topic, try to link to your session plan with a suitable activity
- ✓ Ask your students if they are aware of any DVDs which might be appropriate to your subject or topic
- ✓ Use the digital camera to help you and your students create your own DVD
- ✓ Always have a back up plan and an alternative session plan should there be a power cut

3.8 Encouraging Independent learning

Objectives:
Candidates will be able to:
- Identify strategies to support independent learning
- Differentiate between teaching, coaching and mentoring

Preparatory reading

The Ethiopian Government has set out their plans for the future of education in the GTP 2010/15 and in the ESDP IV 2010/15. In both these documents attention is given to the need to develop critically thinking, independent learners who will be able to add value to Ethiopia in the creation of a knowledge and skills based society,

In educational terms the development of 'independent learners' represents a major paradigm shift and requires new thinking from teachers, instructors, lecturers and of course students. How do we move things forward?

One of the key issues is to 'empower' students to take responsibility for their own learning process. This requires two things to happen:

1) Lecturers, instructors and teachers must be prepared to 'let go' and **trust** their students to take responsibility for their own learning. During the HDP you have become familiar with the process of moving from 'teacher centred' to a 'student centred' approach. This trend can be seen across the world, the focus is now on **learning** as opposed to teaching. You are also familiar with the concept of moving from simply 'teaching to **facilitating the learning process**. For teachers, instructors, lecturers, this will mean placing more emphasis on guiding, coaching and supporting students to explore the subject on their own or in groups. All teachers will need to develop new skills and must be given support to increase their motivation and confidence.

2) The second most important thing that needs to happen is for students to want to take responsibility for their own learning. This requires them to become more independent and not simply relying on the teacher to provide the knowledge. To achieve this goal students need support and encouragement to increase their motivation and confidence in order to take advantage of the opportunities to become independent of the teacher. The experience in Ethiopia is that initially students may resist this change and prefer to remain passive learners. International research confirms that given time and encouragement students can become independent and discover learning can be fun and self-motivating.

4 Pillars of Learning (UNESCO, 1996)

1. Learning to know – learning how to learn and think
2. Learning to do – competence, communication and problem solving skills, interpersonal skills
3. Learning to live together – collaboration and social activities
4. Learning to be – independent, critical thinking

From this UNESCO model we see the importance given to independent learning. This view was also expressed by Rogers and Freiberg, (1994)

… the only person who is educated is the person who has learned how to learn, the person who has learned how to adapt and change, the person who has realised that no knowledge is secure, that only the process of seeking knowledge gives a basis of security.

Teaching, coaching and mentoring

In many countries attention is now being given to 'personalised learning with the focus on assessment for learning and <mark>improving students' higher order thinking skills through a process</mark> of **coaching for learning**, Consideration will be given to a comparison of teaching with coaching and mentoring using the following table adapted from Turnbull (2009)

Teaching	Coaching	Mentoring
Subject specific expertise	Generic helping skills that can be applied to different contexts	Expert knowledge and experience in a particular area
Relationship of different status between teacher and student	Dependent upon creating a sharing trustful relationship	Relationship depends upon different status between mentor and mentee
Gives advice	Avoids giving advice	Gives advice
Offers answers from their own 'expert' position	Maintains a belief that students can find their own answers	Offers answers from their own expertise
High level of knowledge in their own area of expertise	High level of skills in precision questioning and reflecting	High level of skills in their area of expertise
Gives guidance on the acquisition of subject knowledge and skills	Student has ownership of change and development	Mentor provides a role model for potential change
Provides a blend of support and advice	Provides a blend of support with high challenge	Provides a blend of support with advice
Takes a focus on specific subject knowledge and skills	Takes the perspective of the whole person in order to focus on solutions	Takes a focus on specific issues and tasks

Too much instruction makes young people too dependent on the teacher
(Abbot Ryan, 2,000, p270)
Coaching is a process and relationship within which the person being coached decides what the course of action will be and devises his/her own solution,
(Thomas and Smith, 2004,)

Reflective activity:

- o Are you ready to let go?
- o Do you trust your students to take responsibility for their own learning?
- o Is your role to be an expert and give students answers or to ask questions and challenge them?
- o Do you see yourself as a teacher, coach or mentor?
- o What help will you and your student teachers need to encourage development of independent learning?

So we can see that there is a significant difference between coaching and mentoring. If we are to move towards 'independent learning' it is preferable to adopt a 'coaching for learning' approach. This does present a challenge in that it requires a shift in mindset as outlined by Hughes, (2006, p61):

> Coaching requires a very different range of skills and techniques and therefore for many teachers represents a significant shift in mindset. After many years of making judgments, giving advice, the first instinct of many teachers is to tell. Moving into coaching involves for many teachers breaking the habit of a lifetime.

In reality a teacher who has developed professional flexibility will change from teacher to coach to mentor depending on the situation. This move towards independent learning and the empowerment of the student can be seen in the model presented by Turnbull, (2009). She sees the move in four stages:

Stage 1 Creating Comfort
- ▪ Establishing a rapport with students
- ▪ Creating a trust relationship between teacher and students
- ▪ Creating an optimum state for learning

Stage 2 Raising Awareness
- ▪ Solution focus not problem focus
- ▪ Metacognition – thinking about how we think

Stage 3 Reawakening the flow of learning
- ▪ Self efficacy – beliefs about ourselves (confidence or failure)
- ▪ Affirmation – there is no failures only feedback
- ▪ Learning readiness – will be effected by social and emotional experience

Stage 4 Empowerment
- ▪ Self-motivation, young people need to be able to relate to the learning objectives and see them as having purpose and relevancy to their own interests
- ▪ Ownership of the learning process
- ▪ Celebration of learning

A teacher cannot give empowerment it can be constructed by the actions the teacher and the student takes.

How can we develop students to become independent learners?
- ✓ Promote students' critical thinking skills
- ✓ Help them develop their skills for life and eventually employability

✓ Provide support and guidance in how to study and how to learn to learn
✓ Provide motivation

Promoting critical thinking skills – teaching for thinking

'What you can do' checklist for teachers, you can ask yourself:

1. Is this activity worth thinking about?
2. Does it improve open inquiry?
3. Is it suitable to the level of my students?
4. Does it allow for a wide range of possible responses or does it lead to one correct answer?
5. Will it lead to new ideas and insights?
6. Will it provoke students to be more curious, sustain their attention and interest?
7. Does it allow the students to do most of the thinking?

Activity:
Read the following reflections and say whether or not the teacher is teaching for thinking:

I try to ask students questions, which might bring a variety of responses.	
When I ask a question, if the student does not answer immediately I move on to another student.	
When a student answers a question and doesn't get it quite right I tell them the answer.	
When a student is not sure how to answer I encourage them to try.	
I try to involve the group in discussing possible answers.	
I always verbally reward students' answers.	

Critical thinking is linked to employability of students, if we consider what employers look for in prospective employees. Teacher educators are preparing the teachers for preparing students by availing them of the key skills needed, such as:

People skills
✓ Leadership
✓ Team working
✓ Interpersonal skills

Self-reliance skills
✓ Self-awareness
✓ Resourcefulness
✓ Networking skills

General skills
✓ Problem solving
✓ Commitment
✓ Flexibility

Specialist skills
✓ Management skills
✓ Communication skills

To develop these skills during their learning students need to be aware that they will be taught using active learning methods and be encouraged to be independent learners. The purpose of the approach needs to be explained at the beginning of their academic programme that is:

- active learning and independent learning significantly improves their experience
- it will help them succeed in assignments and exams

3.9 Assessment: monitoring learning and performance

Objectives:

Candidates will be able to:
- Identify what is and is not assessment
- Differentiate between summative and formative assessment
- State clearly the who, why, when, how of assessment
- Draft an assessment code of practice

It is well known by all teachers that assessment does have an influence on learning. For some students assessment encourages surface rather than deep learning. To pass the examination or the test becomes their priority. HDP candidates are encouraged to develop assessment skills which will lead to students retaining their learning.

Following Business Process Reengineering in Ethiopian higher education institutions there is a requirement that all higher education courses now use **continuous assessment of learning (**summative assessment).

The philosophy behind this is that the best and fairest way to assess performance is to assess each stage of a course as it is completed rather than wait until the end of the whole course. This provides the learner with feedback on their progress helps them to be more self critical and to understand and apply concepts as they arise.

However, as stated earlier an essential element of the move to personalised learning is the use of **assessment for learning** (formative assessment**)** as well as assessment of learning (summative assessment).

Teachers are encouraged to use a range of assessment techniques that are appropriate to the learning activities of the students in order to fulfill the primary aim of assessment which is **to support learning.**

Activity: What is assessment?

Read the table below and decide whether or not the statements describe assessment and answer **Yes** or **No** in the right hand column.

You set and mark an assignment based on 3 sessions taught	
At intervals throughout your teaching you ask the students questions	
You direct the students to copy your notes from the board, completing some sentences and filling in gaps. You do not intend the work to be checked	
You set a brief assignment. Students hand their work to you. You mark it and on returning their assignment you write one way in which they can improve their work for next time.	
You set an assignment to be done in the class. You give them a mark scheme and after the allocated time you instruct each student to swap their work with a partner and then mark their partner's work using the mark scheme.	
You grade students' work giving the highest achiever A and the lowest F.	
After presenting an explanation to the students, you ask "Is it clear?" but you do not give them time to answer.	
To start a new session you create a mind map with the whole group of what they have previously learnt to find out what they already know about the new topic.	

Compare and discuss your responses with a colleague. Together agree another example to share with another pair.

Individually consider the following questions with reference to self, institution, business and community then discuss in your group.

1. Who assesses?
2. Why do we assess?
3. What do we assess?
4. When do we assess?
5. How do we assess?
6. What do we do with the results?
7. Definition of assessment.

Principles of assessment

In the United Kingdom the Association for Achievement and Improvement through Assessment (AAIA) 2006 offered a set of principles for assessment, recording and reporting which include:

- The primary objective of assessment is to support learning
- Assessment should embrace and reflect the academic, social, emotional and moral development of students
- Students should be fully involved in assessment processes so that they understand how to improve and become independent learners
- Assessment should help motivate students and enhance self-esteem
- Teachers should use assessment processes that are appropriate to the learning activities in which students are engaged
- Teachers should employ a range of assessment strategies on a day to day basis and base their judgements on a wide range of evidence in order to obtain a holistic view of students' achievement
- As an integral part of their continuing professional development, teachers should have opportunities to moderate the assessments they make in order to ensure that they apply consistent judgements and thereby establish professional and public confidence in standards
- The information from assessment should primarily be for supporting day to day learning and teaching but over time should generate information that contributes to the institution's self-evaluation process
- All members of staff have a responsibility for assessment and should be involved in the development of practice across the institution and the use of the information generated

Activity:

In groups of 4 discuss the principles and agree definitions for the following terms used in assessment: demanding, efficient and manageable, equitable, fair, formative, incremental, redeemable, reliable, timely, transparent, valid.

Prioritise these terms and justify your decision to the whole HDP group

In your original 4 design an Assessment Code of Practice.

Assessment for learning

Using the table on the following page; identify statements which you already apply to your own practice and those which you need to work at.

Key characteristics of assessment for learning	Teaching strategies The Teacher:	Impact on Learning The students
Sharing learning objectives and success criteria with students	• Agrees learning objectives with students. • Expresses objectives in everyday language and grounded in students' prior experience. • Uses a range of modes of communication • Reviews learning against the objectives at the end of the lesson.	• gain clear understanding of what they are to learn
Helping students to know and recognize the standards they are aiming for	• Shows students examples of good outcomes from previous lessons; • States what s/he expects each student to have achieved by the end of the lesson; • Differentiates outcomes according to individual students' ability	• are clear about what they should have achieved by the end of the lesson • Recognize the features of good work
Involving students in peer and self assessment	• Asks students to peer assess their work • Asks students to suggest improvements that could be made to another students work; • Provides plenty of time for students to reflect on what they have learned;	• Can assess progress they have made; • Can identify ways of improving their own work
Providing feedback which leads to students recognizing their next steps and how to take them	• Repeatedly ask students; 'What next?' insisting on accurate responses; • Provide oral feedback, throughout the lesson; • Collaborate with other teachers; • Continuously discuss 'next steps' at different stages	• See clearly what they need to do next; • Learn how to improve from the teacher and their peers
Promoting confidence in every student	• Provides positive and constructive feedback; • Matches learning objectives to needs at an appropriate but challenging level; • Celebrates success and sets appropriate targets.	• Gain satisfaction regarding their own progress; • Have a sense that they can continue to improve; • Remain engaged and on task throughout the lesson; • Take responsibility for their own learning
Involving both teacher and student in reviewing and reflecting on assessment information	• Maintains continuous dialogue with students about progress made; • Frequently reminds students of learning objectives and success criteria; • Observes the group's activities reviewing and reflecting on individual achievements; • Makes effective use of reflection with groups and individuals.	• Have many opportunities for reflection on their learning;. • Focus on the learning objectives and success criteria; • Measure their own progress; • Take responsibility for their own learning; • Perform at a high standard

International research has shown that high quality feedback to learners makes a vital contribution to learning. Pollard (2008) refers to the research review compiled by Black and William in 1998 which demonstrates the benefits of **assessment for learning** because it provides both teachers and learners with feedback which helps improve learning. At the time it was seen as a challenge to teachers' beliefs about the nature of learning and the potential of all students to learn. It was also considered a challenge to translate the findings into the practicalities of classroom practice.

Key characteristics

- ✓ Is embedded in a view of teaching and learning of which it is an essential part;
- ✓ Involves sharing learning goals with students;
- ✓ Aims to help pupils know and recognise the standards they are aiming for;
- ✓ Involves students in peer and self assessment;
- ✓ Provides feedback, which leads to pupils recognising their next steps and how to take them;
- ✓ Promotes confidence that every student can improve;
- ✓ Involves both teacher and students reviewing and reflecting on assessment data

Adapted from Assessment Reform Group, (1999)

Practical strategies for continuous formative assessment

Pollard (2008, p398) suggests that these strategies can be 'thought of in five groups':

1. Adjusting teaching to take account of learning
- o Plans should be regarded as guides not straitjackets
- o Short and medium term plans need to be adapted to match students' needs, bearing in mind longer term plans and objectives
- o Finding out about students' knowledge, skills and understanding before starting a topic enables any necessary adjustments to plans to be made so that learning is more effective
- o Short-term plans should be regarded as working documents and if they are annotated they also become records

2. Sharing Learning objectives
- o There should be an expectation on the part of teachers and students that the learning objectives for every session will be made clear
- o Consider writing up the learning objectives so that they are on view throughout the session
- o Sharing learning objectives is more effective if success criteria are also clarified. Teachers can model quality by demonstrating aspects of what it is that is being aimed for
- o Explaining how learning objectives fit in helps students construct understanding and appreciate the relevance of the learning
- o Refer to learning objectives throughout and at the end of the session

3. Questioning to support learning
- o Use a variety of questions for specific purposes, e.g. to engage interest, to check learning
- o Prepare in advance questions to probe thinking

o Apart from rapid recall questions time is needed for students to think and to answer and for teachers to think and respond

4. Self assessment and peer assessment
   o These are thinking and talking activities
   o Self assessment and peer assessment are skills and students need to be trained e.g. modelling responses
   o Self assessment and peer assessment should be related to the learning objectives and success criteria
   o A variety of approaches maintains interest
   o Self assessment and peer assessment must be related to the task and mot the learner

5. Feedback and marking
   o It should be provided as promptly as possible and ideally orally
   o Recognising the huge influence assessment has on the motivation and self esteem of students, both of which are crucial to learning
   o Considering the need for students to be able to assess themselves and to understand how to improve

Activity:

On plain paper create two mind maps one showing how active learning methods can enable continuous formative assessment and one for continuous summative assessment.

Black and William (1998) also identified that there are risks with assessment for learning to be aware of, including:

- Valuing quantity and presentation rather than quality of learning
- Lowering the self esteem of students by over concentrating on judgments rather than advice for improvements
- Demoralizing learners by comparing them negatively and repeatedly with more successful learners
- Giving feedback that serves social and managerial purposes rather than helping students to learn more effectively
- Working with an incomplete picture of students learning needs

It is important to be clear with students which assessment tasks are summative (i.e. will count towards their final mark or grade) and which are formative.

In addition to providing students with information about their progress, continuous assessment provides the teacher with feedback. Planning can be adjusted according to the results of the assessment.

Answer the following questions by ticking yes or no in the right hand box

	Yes ✓	No ✓
1 Are you satisfied with the present assessment methods you are using?		
2 Do you have any choice in how you assess your students?		
3 Do you think the assessment methods you are using are *fair* to your students?		
4. Do your students think the present system of assessment you are using is *fair* to them?		
5 Do you think the assessment methods you are using give you time to reflect and to use the results for the benefit of yourself and your students?		
6 Is all the time taken by your assessment methods justified by the benefits to you and your students?		
7. Do you and your colleagues have the opportunity to change the assessment system?		
8 Do you fully understand the assessment system you are using?		
9 Is there any 'moderation' procedure to ensure that the assessment or grade you give your students would be the same they would have from another teacher?		
10 Does your assessment really make any difference to whether your students pass or fail your course?		
11 Are your assessment methods related to the aims and objectives of your course?		
12 Do your students use your assessments to improve their progress?		
13 Do your assessment methods support less able and more able students?		
14 Do your methods recognise and reward qualities that are difficult to assess objectively?		
15 Do you ever use self assessment in your teaching?		
How effective are your present assessment methods in improving your students' performance? **Circle one below.** very effective effective not sure not very effective has little effect		
How effective is your present assessment system in improving your own performance? **Circle one below**. very effective effective not sure not very effective has little effect		

What do your answers tell you about the system of assessment you are using?

What can you do about this?

Reflective activity:

- Have you ever experienced any such situations?

- How might these influence students' progress?

- What remedial actions have you taken?

Importance of giving students feedback

Simply giving grades will not help students develop. Some suggestions for effective feedback:

- Feedback should be given soon after the delivery of the session but allow enough time for reflection for both the teacher and the student/observer
- Find a quiet place for the feedback
- Set students at ease
- Always ask the student/teacher to self reflect first—"How do you think it went?"
- Ask some probing questions to help the student/teacher self assess if necessary
- Try to keep to the point
- Use the 'sandwich model' below
- Be open and flexible
- Be sensitive and think carefully about the language you use
- Ensure you say at least 3 successful things about the session
- Give only one or two areas for development (if there are several, prioritise)

Feedback 'sandwich'

Effective feedback helps you reflect on what you do well and helps you identify how to make changes to enable you to do things even better. The way you behave is often as important as what you say, so be aware of body language, for example:

Positive reinforcement -   nodding   - smiling -   reassuring expression
Negative reinforcement - shaking head - frowning - looking bored

Try to establish empathy with your student before you start the feedback 'sandwich'.

Positive

To Improve
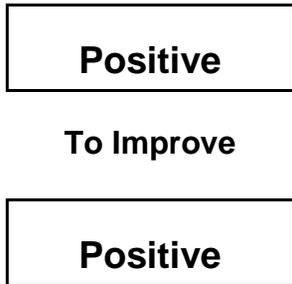
Positive

Positive

Be encouraging; ask how they thought the lesson went and add something positive

To improve

Suggest how they could have improved aspects
of the session by doing some things differently
Share and / or demonstrate some ideas
Set new targets

Positive

Finish off with more positive comments

3.10 Peer assessment and self assessment

Objectives:

Candidates will be able to:
- explain at least three different methods of peer assessment and three different methods of self assessment
- list and prioritise the requirements for effective peer and self assessment
- draw up, and implement a plan for using a new method of peer assessment in one of their lessons in the coming two weeks

Methods of Peer Assessment and Self Assessment

My definition of Peer assessment…

Who will assess?

My definition of Self-assessment…

Examples of Peer assessment	Tick if you have used in your teaching	Tick if You could use it in your teaching	Examples of Self assessment	Tick if you have used in your teaching	Tick if You could use it in your teaching

Peer support is a powerful tool to support different needs, but this is not to be confused with peer assessment.

Be aware of and who will assess? Sensitive to students with special needs when using peer assessment**.**

Activity:

Using a new method of peer assessment in your sessions in the next two weeks

In the space on the next page write the details of how you will use, in your teaching, a peer assessment you have not used before. Do not use traditional assessment of group feedback or presentation.

You will be expected to carry out this plan in one of your sessions over the coming two weeks. Use a session plan to record the results for the HDL and present what you have done to the HDP group. Your plan should be attached to your session plan for the peer assessment session. You will be expected, as part of your presentation, to evaluate your peer assessment. (refer to your Assessment Code of Practice, p.77) The rest of the group will also evaluate your session against the criteria.

Subject _____ Year/level _____ Class size_____

Date and time of lesson _____ Room _____

Topic of lesson or assignment _____

Details of the new peer assessment method you will use in the coming two weeks. What exactly will happen? Be sure to answer each of the following questions in what you write:
Who will assess? Why will the assessment take place? What will be assessed? How will the

assessment take place?   What will be done with the results?

Reflective activity:

How have your ideas about assessment changed?

Which types of assessment do you think you could use effectively in the next week?

How will it help your students to progress?

3.11 Setting up student self assessment

Objectives:

Candidates will be able to:
- differentiate between knowledge and skills in their curriculum
- identify clearly what they want students to be able to achieve in a particular module, unit or session
- translate this into a self assessment tool for students
- prepare, evaluate and implement an action plan for using a self assessment method

Important note for all candidates

From now on the HDL will expect session plans to show the use of a variety of new active learning and continuous assessment methods you have not used frequently before.

The use of traditional group discussion and feedback or group presentation in the traditional manner will only demonstrate a 'developing' position in the end of Module Assessment.

The HDL will also be observing sessions with the expectation that you will be using new active learning methods and being more creative with assessment showing that you understand how to improve the reliability, validity and fit for purpose aspects of your assessment methods.

The appropriate nature and quality of your active learning and assessment methods is more important than the quantity.

Key elements of a unit of work

At the end of the unit of work:

1. What knowledge will students have
2. What will they be able to do with this knowledge?
3. What skills will they have learnt?
4. What are the key ideas of this unit?

Plan for using a new form of self assessment in your sessions

In the space below write the details of how you will use - with one of your sessions - a self assessment you have not used before.
(Do not use traditional assessment, group feedback or presentation.)

You will be expected to carry out this plan in one of your sessions.
You will use your weekly session plan to record the results for the HDL and to present what you have done to the HDP group in a future session.

A sheet of paper with the following details should be attached to your session plan for the self assessment session:

Name _____

Subject _____ Year/level _____ Class size____

Date and time of session _____ Room _____

Topic of session or assignment_____

Details of new self assessment method you will use in the coming four weeks:

What exactly will happen?

Be sure to answer each of the following questions in what you write:

- Why will the assessment take place?

- What will be assessed?

- How will the assessment take place?

- What will be done with the results?

3.12 Assessing Groups

Objectives:

Candidates will be able to:

- list criteria for evaluating assessment methods for assessing group work
- identify specific ways in which group work can be planned and assessed more effectively
- identify realistic and appropriate ways for assessing large groups
- plan, evaluate and implement a more effective and new way of assessing group work in
- their lessons.

What is necessary for assessing group work effectively?

Which methods of assessment can be used with large groups?

Using a new form of group work

In the space below write the details of how you will use in one of your sessions a more effective form of group work assessment you have not used before.   Do not use traditional assessment of group feedback or presentation.

You will be expected to carry out this plan in one of your sessions

You will use your weekly session plan to record the results for the HDL and to present what you have done to the HDP group in a future session.   A sheet with these details should be attached to your session plan for the group work assessment session.

Subject _____ Year/level _____Class size_____

Date and time of session (s) _____ Room _____

Topic of session or assignment _____

Details of new group work assessment method you will use. Be sure to answer each of the following questions in what you write:

Who will assess? _____

Why will the assessment take place?

_____

What will be assessed?   _____

How will the assessment take place?

_____

What will be done with the results? _____

How will the group work activity improve student performance?

_____

How will the group work activity improve your performance as a teacher?

_____

Reflective activity*:*

Group work assessment

Subject _____ Year/level _____Class size_____

Date and time of session(s) _____ Room _____

Topic of session or assignment _____

Fill in a few details of the new group work assessment method you used.   What actually happened?   Reflect on the difference between what you expected would happen and what the actual results were. Try to explain differences as you see them.

Who assessed?

What was assessed?

Did the assessment take place as planned?

What was done with the results to aid future plan?

How did the group work activity improve student performance?

How did the group work activity improve your performance as a teacher?

3.13 Incorporating Active Learning and Assessment into Sessions

Objectives:

Candidates will be able to:

- examine their own subject curriculum and make decisions to prioritise the content
- include Active Learning Methods and appropriate, valid and fit for purpose assessment to enhance session outcomes

Subject: Module/unit: Level/Year:	Hours
1. How many session teaching hours were allocated for this module/unit?	
2. How many hours could be saved by eliminating repetition?	
3. How many hours could be saved by eliminating your teaching of topics students already know because they have been covered in High School or college?	
4. How many hours could be saved by spending less time on topics students could learn through their own background reading?	
5. How many hours could be saved by other independent learning and group assignments?	
6. How many hours could be saved in other ways? What are these ways?	
7. How many hours in total have you saved which could be used to enhance session s through active learning and continuous/formative assessment?	
8. What percentage of your session teaching time could be saved and used for active learning and continuous/formative assessment?	
9. What general conclusions can you make about the way in which session time is allocated to topics in the curriculum in the CTE/ University? Why do you think this happens?	

10. What can you do as a teacher educator to improve this situation?

3.14 Presentation of peer group assessment

Objectives:

Candidates will be able to:

- present and evaluate their own peer group assessment activities

- evaluate the peer group assessment activities of their colleagues

Self-evaluation of your peer assessment session

Write below the three criteria against which you self evaluated your peer assessment lesson and write next to each 'yes' or 'not sure' or 'no'

1.

2.

3.

Self assessment activity:

Read the following examples of reflections with 1-2 others in a small group and decide where they would fit on the self-assessment chart on the last page.

1. I have discovered that I prefer to learn through visual methods and this means I prefer to use a lot of charts and pictures in my teaching. As many students are visual this may help them learn. At times it may be useful to add some kinaesthetic activities to meet the needs of those learners in my classes and I plan to teach a lesson next week that will include an hands on activity that will involve them in creating their own charts in small groups.

2. I have used a new form of assessment this past week that I found was very successful. I had the trainees do a peer assessment of a lesson plan they had written with SMART objectives and a detailed plan that included 75% active learning. They had to give each other written feedback similar to what we did in the HDP session. When I collected the work I could see that the trainees had done a very good job. I am looking forward to observing their lessons on practicum to see how they implement their lesson plans.

3. I learned about 3 learning styles and can see that they are important to the teaching learning process.

4. My methods of assessment need to be improved. From the reading I have done in the HDP handbook, I realise that in order to do assessment for learning I need to give more continuous assessment in the form of problems to be solved, short tests and student assignments that I will check often so the trainees will know what is expected of them and what they can do to improve their learning. This will help them become more independent learners.

5. In the groups I often sit back and let others do the talking as I am not sure about my English. I now realise that I want to become more active in participating in groups and in fact last class I made more effort to offer ideas and suggestions.

6. I enjoy group work and often offer ideas and suggestions and help others to understand the work as well. I try to make sure that we are on task and complete the work we are assigned to do.

7. Active learning is important for the teaching learning process and I like to use group work I my classes.

8. My session plan peer feedback told me that I needed to make a better assessment plan to match my objectives. I was able to make some changes and improve my plan. When the HDP leader read it, she commented that it was well done so I am thankful to my colleague for the suggestion. I also felt good that the suggestions I gave for my colleague's lesson plan helped him to make improvements by including a better time plan.

9. I have a tendency to talk a lot in groups and dominate the discussion. I have decided to be less talkative and to focus on including all group members, especially those who are less experienced so that they also can gain more confidence by speaking more and contributing their ideas to group work.

10. My attendance is almost perfect and I have made sure to make up all classes I have missed. However I am often late for class and sometimes I take calls on my mobile even though I know the ground rules we agreed to as a group said that we should not talk on mobiles and should be punctual.

11. I am very pleased with the new active learning methods I have tried in my classes since HDP began. I now think ahead about setting up my room to save time and about how to group trainees in new and interesting ways. For example, recently I had groups organised based on numbering each trainee from 1-6 to form 6 groups. Within each group I have them count 1-8 and assigned each one a different role (timekeeper, note taker, encourager, reporter, leader etc.) I noticed the different roles they played helped them work well as a team.

12. When doing group tasks I usually listen to others' ideas as I am unsure about my language skills.

13. I have missed several HDP classes for good reasons but have always attended make up sessions to keep up with the work. I take more time to read over the handbook in advance so that I get the most from the make-up session.

14. I can see that my weakest area is assessment for learning. Due to lack of time I usually rely on tests at the end of modules for most of the grades. To improve my assessments methods I plan to think ahead about ways to introduce some peer assessment in my classes. I may also ask the HDP leader for some feedback on my ideas.

3.15 Module 2 Assessment: The Managing Learning Project

This project focuses on active/student centred learning methods and peer, self and group assessments.

Candidates will:

- ✓ Plan, teach and evaluate a series of no less than six sessions incorporating a range of active/student centred learning and peer, self and group assessments
- ✓ The plan must show development through reflection, lesson evaluation and peer observation
- ✓ The candidates will write a report of 750 - 1000 words explaining how their planning, observation, evaluation and subsequent changes have impacted upon their students' learning experience

This project combines planning active/student centred learning activities with assessments.

The learning methods planned must demonstrate consideration of the subject, the students' knowledge and development and the teacher's planning to encourage independent, responsible students. The assessment methods must be seen to match with the learning objectives of the sessions.

The session evaluations must show reflection of the planning/delivery and achievements of the learning experience and action taken to improve areas of difficulty.

Stages

1. Consider each section/session you teach and the topics to be addressed in the next weeks
2. Consider active/student centred learning methods that:
   o you have not yet used
   o are suitable for your subject/topic
   o could be altered or developed to be useful in your area with your students
   o enable assessment to take place

3. Think about self, peer and group assessment and consider:
   o Which part of the topic could be suitable for group work and so group assessment
   o When will a self assessment be a useful exercise
   o When will a peer assessment be relevant

4. Make a simple outline plan for the chosen sessions and section/session (using the format given)
5. Discuss your plan with a colleague who will observe one of your planned sessions and have a feedback session with you
6. Make an appointment with your HDL/T to discuss your plan; make a note of any comments arising in your discussion, when your plan is agreed ask your HDL/T to sign it
7. Make a more detailed plan for session 1 – complete a session plan, make some useful notes/ideas for the remaining sessions ready for the complete session plans
8. Arrange the pre-observation discussion with your colleague in readiness for the observation and the feedback after the session
9. Teach your sessions following your plans – give yourself time for reflection after each session and fully complete each evaluation
10. Make some additional notes in preparation for your report addressing the following issues:
    o The reasons for your choice of learning methods and how they were successful in enhancing quality learning
    o How the planned assessments informed the students of their progress in their learning
    o The part played in your development by planning, discussion, reflection, evaluation and feedback
    o Your assessment of the value of this project in the development of your teaching skills

Session observation form

Observer:	Teacher:
Subject:	Date:

Title of session:
Focus of observation:
Planning includes: clear appropriate objectives, appropriate time allocated in plan, appropriate balance of student activity and teacher activity
Teacher activity includes objectives communicated to the students, student centred teaching implemented, high level of subject knowledge delivered at an appropriate level for students, positive interactions with students, lesson well paced, a range of relevant examples used
Student activity includes activities well focused on objectives, students understand what is expected, activities well organised and varied, evidence of active learning, a positive challenge, active participation
Assessment includes opportunities for assessment clearly identified and used, clearly related to objectives, evidence of continuous assessment for formative purposes, students aware of assessment for the course

Managing Learning Project Plan – Submission date: _____

Name: …………………………………………….

Subject: …………………………………………..

Group/section: ……………………………………

Topic for sessions: ………………………………………………………….

Over all objective: ………………………………………………………..

Session	Day	Date	Time	Location
1				
2				
3				
4				
5				
6				
7				
8				

Session 1

Topic/Title …………………………………………………………………

Main learning objective …………………………………………………
………………………………………………………………………………
………………………………………………………………………………

New learning method ………………………………………………………

Assessment method ………………………………………………………

Session 2

Topic/Title …………………………………………………………………

Main learning objective …………………………………………………
………………………………………………………………………………
………………………………………………………………………………

New learning method ………………………………………………………

Assessment method ………………………………………………………

Session 3

Topic/Title …………………………………………………………………………

Main learning objective …………………………………………………………
……………………………………………………………………………………….
……………………………………………………………………………………….

New learning method ………………………………………………………………

Assessment method ………………………………………………………………

Session 4

Topic/Title …………………………………………………………………………

Main learning objective …………………………………………………………
……………………………………………………………………………………….
……………………………………………………………………………………….

New learning method ………………………………………………………………

Assessment method ………………………………………………………………

Session 5

Topic/Title …………………………………………………………………………

Main learning objective …………………………………………………………
……………………………………………………………………………………….
……………………………………………………………………………………….

New learning method ………………………………………………………………

Assessment method ………………………………………………………………

Session 6

Topic/Title …………………………………………………………………………

Main learning objective …………………………………………………………
……………………………………………………………………………………….
……………………………………………………………………………………….

New learning method ………………………………………………………………

Assessment method ………………………………………………………………

Session 7

Topic/Title …………………………………………………………………

Main learning objective …………………………………………………
………………………………………………………………………………
………………………………………………………………………………

New learning method ……………………………………………………

Assessment method ……………………………………………………

Session 8

Topic/Title …………………………………………………………………

Main learning objective …………………………………………………
………………………………………………………………………………
………………………………………………………………………………

New learning method ……………………………………………………

Assessment method ……………………………………………………

Discussion comments:

HDL/T signature …………………………………. Date ………………….

The report should be based on the project **not** on the Higher Diploma Programme and should reference the session planning and evaluations in the development of their teaching skills. It must be **specific** in the part played in enhancing learning by the different learning methods and the reasons for the assessments planned. You may agree certain criteria in order to ensure successful reports.

- ✓ The project must be planned with **one** group/section of students
- ✓ The 6+ lessons must be delivered consecutively
- ✓ The sessions must all be based within the same subject
- ✓ The sessions must include a variety of student centred /active learning methods which are new to the teacher
- ✓ The sessions must include the use of different assessment methods – peer, self and group
- ✓ The session plans must demonstrate the teacher's ability to plan a variety of learning experiences over a period of time
- ✓ The session plans must show the reasons for each assessment and the method of recording the assessment

Report Writing Frame

Please use this for making and keeping notes while you are teaching your planned sessions.

When you have completed teaching the planned sessions, the observation and feedback use these notes to write your report addressing the stated issues:
1. the reasons for choosing the learning methods and how they were successful in enabling learning
2. how the planned assessments informed the students of their progress in their learning
3. the part played in your development by the planning, discussion, reflection, evaluation and feedback
4. what improvements/changes you made during the sessions and why
5. your evaluation of the value of this project in the development of your teaching skills

3.16 HDP Candidate's Self Assessment - Module 2

Objectives:

Candidates will be able to:
- reflect on and evaluate Module 2
- Use reflection to complete the self assessment for the module

Area	Focusing (poor)	Developing (fair)	Establishing (good)	Enhancing (excellent)
Reflective Activity	Beginning to identify strengths and areas for development	Developing skills in critical self evaluation, open to new ideas, beginning to apply concepts and skills	Reflective activities identify strengths and areas for development; evidence of planning	Detailed well developed reflections clearly identifying strengths and areas for development; action planning for improvement, progress evident through self monitoring
Session plans, evaluation, formal observations of teaching and assessment	Beginning to use planning structure and to consider timing of activities; mainly teacher centred with summative assessment	Developing planning structure based on objectives, experimenting with active learning methods and continuous assessment	Well structured sessions, demonstrating awareness of different learning styles; appropriate range of active learning and assessment methods	Confident use of a variety of active learning methods; Assessment matches objectives and supports and challenges students' progress
Managing learning project	Beginning to show reflection and analytical skills. Some new active learning incorporated into the project	Most objectives achieved. Active learning and assessment methods matched to objectives. Some reflection in session evaluations	Skills in using active learning and appropriate assessment methods clearly developed; reflective comments show areas for further development	A coherent project; evidence of planning; appropriate active learning and assessment methods; reflective activity shows development of skills
Attendance and punctuality	Attended less than 80% of sessions; lateness and incomplete work inadequately explained	Attended 80% of sessions with absence for unavoidable reasons accepted by HDL; usually punctual any lateness explained	Attended 90% of sessions with absence for unavoidable reasons (with agreement of HDL); punctual; work submitted on time	Attended every session; always punctual for sessions and with work

Select **two** areas (e.g. reflective activity, teacher as role model) and identify specific targets for improvement in the next module:

Candidate's Module 2 Self Assessment

What have you found most useful in this Module?

Write a **reflective comment** on your overall performance and achievements in this Module

Would you say that for your overall performance in this Module you should receive a
PASS or **REFER**

Signature of candidate: _____ Date: _____

Higher Diploma Leader's *Module Assessment*

General comments on Candidate's performance in Module. 2

Please comment specifically on areas where you disagree with the self assessment. Please comment on what the candidate should do in the next Module to improve.

The overall performance of the candidate in this Module:
PASS or REFER

Signature of HDL: _____ Date:_____

References:

Abbot, J. and Ryan, T (2000) *The Unfinished Revolution: Learning, Human Behaviour, Community and Political Paradox* (Stafford: Network Educational Press Ltd)

Assessment Reform Group (1999) *Beyond the Black Box* (Cambridge: Cambridge University School of Education)

Baines, E., Blanchford, P. and Kurnick, P (2008) *Promoting Effective Groupwork in Primary Classrooms TLRP Improving Practice Series* (London: Routledge)

Black, P and William, D (1998) *inside the Black Box: Raising Standards through ClassroomAssessment* (Cambridge: King's College)

Hargreaves, D (2005) *About Learning: Report of the Learning Working Group* (London: Demos)

Hughes, M. (2006) *And the Main Thing is LEARNING* (Cheltenham: Education Training and Support)

Livingstone G, (2001) Taking Teacher Education Forward Education/ Policy Ref No Ed/Po 3, (Addis Ababa: Voluntary Service Overseas Ethiopia)

Mullins, L. (2010) *Management and Organisational Behaviour* (Harlow: Pearson Education Ltd)

People in Need (2010) *Teaching Biology Using Active Learning Methods – A Handbook For Teachers* (Addis Ababa: People in Need)

Pollard, A. (2008) *Reflective Teaching, 3rd edn.* (London: Continuum International Publishing Group)

Reid, M. and Barrington, H. (2001) *Training Interventions, 6th edn.* (Trowbridge: The Cromwell Press)

Rogers, C and Freiberg, J (1994) *Freedom to Learn 3rd edn.* (Upper Saddle River, NJ: Prentice Hall)

Seager, (2009) *The Penguin Atlas of Women in the World* (London: Penguin Press)

Thomas, W. and Smith, A. (2004) *Coaching Solutions: Practical Ways to Improve Performance in Education* (Stafford: Network Educational Press Ltd.)

Turnbull, J (2009) *Coaching for Learning* (London: Continuum International Publishing Group)

UNESCO (1996) Learning: The Treasure Within. Report to UNESCO by the International Commission in Education for the 21st century (UNESCO Publishing)

Wudu, M,, Tefera, T. and Woldu, A (2009) The Practice of Learner Centred Method in Upper Primary Schools of Ethiopia *Ethiopia Journal of Education and Science* 4(2):27-39 (Jimma: Jimma University)

4. Action Research

4.1 What is Action Research?

Objectives:

Candidates will be able to:
- Explain action research in their own words
- Share the experience of conducting action research
- Start to prepare for a Group Action Research Project

Consider individually:

What is Action Research?

What is the purpose of Action Research?

Group work:

Previous experience of Action Research

Group definition of Action Research

Share some initial ideas for action research projects

Background reading:

Definition:

Robson (2002, p545) defines action research:

> Action Research is research which is orientated towards bringing about change often involving respondents in the process of investigation. Researchers are actively involved with the situation or phenomenon being studied.

Purpose:
The purpose of action research is to improve the understanding of teaching practice and to influence or change some aspect of whatever is the focus of the research. It is participatory research and usually involves collaboration between researchers. The evidence collected is qualitative and meaningful to those involved.

History:
Action research has been a popular methodology in education for those who maintain that practitioners are more likely to make better decisions and engage in more effective practices if they are active participants in educational research

Models of Action Research

Lewin

The birth of action research is usually attributed to the work of Kurt Lewin in the 1940's. Lewin developed action research as a method for investigating social problems, believing that this would lead not only to the development of theory but also to social change – improving the life chances of disadvantaged groups. He wanted to investigate how participation in decision making in industrial contexts could lead to increased productivity.   His work was quickly applied more widely in social sciences and in education.

> Lewin developed a theory of action research as a spiral of steps involving planning, fact-finding (or reconnaissance) and execution (Lewin, 1946), and which later came generally to be understood as an action-reflection cycle of planning, acting, observing and reflecting"
> During the 1950's there were some developments in action research in education, particularly in the USA.   The 1960's were a quiet time for action research but by the late 60's it gained momentum again, driven by social unease (civil rights movements, protests against wars in Korea and Vietnam etc).

Stenhouse

In Britain, the work of Lawrence Stenhouse and the Humanities Curriculum Project (HCP) was gaining influence. The HCP (1967-72) emphasised an experimental curriculum and had quite an influence on British schools in the 1970's.

Stenhouse held a view of the teacher as researcher and called for all teachers to reflect critically and systematically on their practice. His key concept was emancipation: liberation for the student to discover and own knowledge for them; for the teacher to adopt a critical approach and get involved in research and for the school to become more autonomous and creative.

Kemmis

Stephen Kemmis describes action research as "...a form of research carried out by practitioners into their own practices….a form of self-reflective enquiry…" (Kemmis, 1993) His model of action research shows a self reflective spiral of planning, acting and observing, reflecting and re-planning. The purpose is to improve practice.

Elliott

Following the HCP the idea of teacher research was further developed by John Elliott and Clem Adelman in the Ford Teaching Project (1972-75), a project which involved 40 primary and secondary school teachers in examining their classroom practice through action research.
Elliott uses Lewin's model as a basis for thinking about action research but criticises it in that it seems to imply that reconnaissance is merely fact finding and that implementation is a fairly straightforward process. He argues that:

- The general idea should be allowed to shift.
- Reconnaissance should involve analysis as well as fact-finding and should constantly recur in the spiral of activities, rather than occur only at the beginning.
- Implementation of an action step is not always easy, and one should not proceed to evaluate the effects of an action until one has monitored the extent to which it has been implemented.

(Elliott, 1991, p70)

McNiff

Jean McNiff an educational researcher who has written widely about action research, likes the idea of ordered steps for action research but does not want to be confined by it. Her model is

…a spontaneous, self-recreating system of enquiry. I like the notion of a systematic
process of observe, describe, plan, act, reflect, evaluate, modify, but I do not see the
process as sequential or necessarily rational. It is possible to begin at one place and end
up somewhere entirely unexpected   (McNiff, 2002, p 56)

Further models have been developed by Ebbutt and McKernan. Ebbutt refers to the 'messiness' of the action research cycle. Although there are a number of different models it is clear that they have many similarities.

Turnbull

Turnbull (2009, p160) uses action research when coaching young people to learn. She asked students to review how they spent their time. Various activities were coded as such:
Sch – time at school
R – for reading/research
W – for work that has to be completed in the home and outside
Soc – for socialising
TV – for watching TV
A week was taken as the sample time students were required to produce a chart breaking down the days into one hour slots. From the results students were asked to analyse how much time they give to learning. This generated an interesting discussion as to how their time is spent. She then worked with them to devise strategies to help them plan their homework and their learning.

Reflective activity:

What have you learnt from this session?

Action learning sets

In conducting your action research project you will have timetabled slots during the HDP for this purpose. This will be evenly spread at intervals during the HDP.

You **must** attend **all** of these sessions.

In addition to these sessions your group can operate, as an 'action learning set' (ALS).

Action learning is defined as learning through action or a continual process of learning through reflection with the support of an action learning set, (Reid, Barrington, Kenny, 1993). The ALS is your group. The formation of the ALS will be discussed with the HDL. You will need to decide when to meet on a regular basis outside of the HDP sessions to discuss the progress of your action research project. You will need to decide the agenda assess the progress allocate tasks, identify and resolve any issues and decide action points. You will need to record the meetings of your ALS (Action Research Log – see p.109) and present this to the HDL with your final action research project.

Deciding on the focus for your action research

In deciding your topic for the action research project you will need to consider the following issues:
- Is the topic in an area where we can really make an influence and bring about change?
- Is the topic manageable in the time allowed within the HDP?
- Do we have access to the data that we will need to conduct this research?
- Have we chosen a topic that fits within our day to day activities and is small enough to be achievable but still meaningful?
- Is your research proposal SMART?

- What will you do after the research?
- How will we assess the impact of our research?
- Have we considered all the ethical issues involved in any data collection?
- How will you work together as a ALS?

Reflective activity:

What are the key skills we will use when working with others? What issues may we face?

What ethical issues should be considered?

Action research project progress log
(This is to be shown to the HDL after each action learning set meeting)

Date: _____ Time: _____ Place: _____

Action research topic: _____

Issues discussed:

Solutions:

Date and time of next meeting: Date: _____ Time: _____

Action learning set members:

Name (Print): _____   Signature: _____

Name (Print): _____   Signature: _____

Name (Print): _____   Signature: _____

Name (Print): _____   Signature: _____

Name (Print): _____   Signature: _____

HDLs comments and suggestions

Name (Print): _____   Signature: _____

Some examples of primary data collection methods

This is a small selection of primary data collection methods. The key to action research is to select data collection methods that that are **appropriate for small scale** qualitative research.

Questionnaires:
- Have we explained clearly the purpose of the research?
- Is it clear that the information given is confidential and anonymous?
- Have we considered the design of questions (open or closed)?
- Have we conducted a pilot of the questionnaire to be sure of the language, reliability and validity?
- How many questionnaires should we issue and to whom?
- Is the sample size representative?
- What is our acceptable return rate?

Interviews:
- Have we prepared our questions?
- Will this be a structured or semi-structured interview?
- Who will conduct the interviews?
- Who will be interviewed and is this representative sample?
- How long will the interviews last?
- Where will the interview take place and are the arrangements suitable?
- What do we expect to find out?
- Have we thought about the design of open and closed questions?
- Have we explained the purpose of the interview, thanked the participants and at the end explained what happens next?
- Have we asked their permission?

Observations:
- Are we observing students or teachers or both?
- Have we explained the purpose of the research and asked permission to observe?
- How many persons will be observed and is this a representative sample?
- Have we agreed a suitable observation checklist to be used?
- Are we giving feedback to the student/teacher after the observation?
- Have we explained what will happen after the observation?

Field notes:
- Have we systematically kept notes of the group?
- Do the notes document significant aspects of the action?

Audio recording:
- Have we decided the points to be covered?
- Have we organised transcription of the tapes?
- Have we explained the reason for the recordings?

Digital recording:
- Have we booked the equipment?

- Do we know how to use the digital camera?
- Have we considered how to limit the effects of being filmed?
- Have we considered involving the students in the?
- Have we asked permission to film?

Clearly state how you will ensure that the evidence gathered is comprehensive and valid.

Activity:

Using the table below, outline advantages and disadvantages of the following data collection methods:

Method	Advantages	Disadvantages
Interview		
Observation		
Digital recording		
Field notes		
Questionnaire		
Audio recording		

Decide on the data collection methods you will use for your action research.

4.2 Action Research Project

The proposal

In your ALS complete the action research project proposal below.

What is your research issue?
Why have you chosen this topic?
What do you already know about the current situation?
How do you intend to conduct your action research?
How will the ALS be organised and tasks allocated?

Next steps:

- Make an appointment with the HDL to discuss your proposal

- Complete the action research project progress report after each meeting of your ALS

Suggested structure for the report

Each ALS will be expected to hand in a word-processed report of their project. The report should include the following:

1. Title
2. Contents
3. Introduction - identify the challenge Write a few sentences on how you decided upon the area of research. Include how you became aware of the challenge. Why it was a challenge and what needed changing. What relevance the research has for you.
4, Literature Review - In starting and selecting your topic for the action research project you need to explore **secondary sources** that will help define and shape your research.
This may consist of:
- Relevant reports and documents already existing in your CTE/University
- Reports from REB, MoE, NGOs etc
- Research articles from published Ethiopian and international journals
- Relevant books
- Internet sources

5. Research methods – data collection, analysis and findings
6. Proposed action
7. Implementation of action/intervention
8. Evaluation of the action/intervention what changed as a result of the action taken? How has your practice changed as a result of and how have the students benefited from the interventions made?
9. Next step (Action research cycle) - Identify further changes, if necessary and identify the challenge in order to repeat the cycle again.
10. References
11. Appendices Include relevant material e.g. questionnaires, interview notes, worksheets etc. You should also include your completed Action research proposal, your action plans and group forms.

Action research project

This is the front cover for your action research project. Attach this sheet to your project before you hand it in. Check that you have completed all the parts of the project before you hand it in.

Name: _____

Project title: _____

Candidate Check		HDL Check
	Action learning set assignment	
	Is your Action Research proposal included?	
	Is there a clear statement of what you did at each stage?	
	Is the literature review included?	
	Is the ALS reflective activity included?	
	Individual assignment	
	Is there a clear statement of what **you** contributed to the project?	
	Have you included material that **you** produced as part of the project?	
	Is there a personal evaluation of the success of the project with **your own** ideas of how the project could have been improved?	

HDL comment on the Action Research Project

Signed _____   PASS   REFER   Date:_____

4.3 Action Research Project Peer Presentation

Objectives:

Candidates will be able to:
- Prepare and present their action research projects to their peers
- Work effectively as a member of a team in the presentation
- Evaluate the projects of others in a constructive manner

Comments on the other ALS presentations

Your action learning set reflective activity
One copy of this form should be handed in with your submission

Title of your project: _____

What did you learn about working together in an action learning set?
What would you do differently as an action learning set if you could start the project again?

4.4 Preparation for Public Presentation

Objectives:

Candidates will be able to:
- Agree within their action learning set the way in which the projects will be presented to the public in the coming week(s)
- Prepare the public presentation to celebrate the success of the Higher Diploma Programme and be a role model for presentations for your institutions

---

Plans for Public Presentation of the Action Research Project:

Checklist::
- o Have we completed our planning and preparation?
- o Can we ensure all members of the ALS will take an equal part in the presentation?
- o Do we need a projector?
- o Do we need to prepare any handouts?
- o Have we practised our presentation and checked timing?
- o Have we included time for questions?

4.5 Public Presentation of the Action Research Project

Objectives:

Candidates will be able to:
- Make their presentations
- Work effectively as a member of a team in the presentation

Candidates can decide where to make their presentation. It does not have to be in the HDP room but can be in any suitable room in the institution.

Sometime after the presentation you may like to reflect on what was successful about your presentation
What changes did you make following the presentation to your peers? Did they work?
If you had to repeat this public presentation what would you do differently?

4.6 End of Module 3 Assessment

Objectives:

Candidates will be able to:

- Reflect and evaluate the module
- Use reflection to complete their self assessment for the module

The ALS should work together to write comments below on the ALS Action Research Report. The rest of the group should comment on your individual report and on your contributions to group work and your attendance and punctuality (below and overleaf). You will have an opportunity to reflect on their comments overleaf.

Action Learning Set self evaluation of the Action Research Report

Action Learning Set members:

Action Learning Set report:
Refer to the criteria and review the group report together. Comment on the strengths of your work and note areas that need improvement.

Individual report for: _____(Candidate name)
Refer to the criteria. Comment on strengths and areas for improvement

---

4.7 End of Module 3 - Peer Assessment

Ask your Action Learning Set to complete this part for you. They should underline one or two phrases in each **area** which best reflect your achievement in this module.

Area	Focusing (poor)	Developing (fair)	Establishing (good)	Enhancing (excellent)
Contributions to your Action Learning Set (ALS)	Often lets others get on with the task; rarely participates constructively in discussion; often working in isolation within the group. Made some effort to keep ALS focused on the research criteria	Takes a responsible share of ALS tasks, usually when asked to do so; listens to others and makes positive contributions to discussion. Keeps ALS focused on research criteria	Willingly takes on work within the ALS, occasionally helping to organise; is often a good active listener and contributes readily to discussion; often helps the ALS to move forwards. Enabled research criteria to be followed and checked.	Shows clear ability to help the ALS get on with the task and to involve group members; encourages others to speak and makes them feel involved; shows leadership skills; gets on with tasks reliably. Can justify how research criteria has been met
Attendance and punctuality	Attended less than 80% of sessions; late for 20% or more sessions; work completed late	Attended 80% of sessions with absence for unavoidable reasons; late for 10% or more sessions, work sometimes late.	Attended 90% of sessions with absence for unavoidable reasons; usually punctual; work usually done on time.	Attended every session; always punctual for sessions and with work.

The overall performance for this candidate for the Action Research Project is a:

PASS / REFER

Signed: _____ **Date:** _____
(Action Research Action Learning Set)

Candidate's Self reflection:
Any further comments on the peer assessment process

4.8 End of Module 3 - Self Assessment

Complete this part yourself. You should underline one or two phrases in each **area** which best reflect your achievement in this module.

Area	Focusing (poor)	Developing (fair)	Establishing (good)	Enhancing (excellent)
Contributions to your Action Learning Set (ALS)	Often lets others get on with the task; rarely participates constructively in discussion; often working in isolation within the group. Made some effort to keep ALS focused on the research criteria	Takes a responsible share of ALS tasks, usually when asked to do so; listens to others and makes positive contributions to discussion. Keeps ALS focused on research criteria	Willingly takes on work within the ALS, occasionally helping to organise; is often a good active listener and contributes readily to discussion; often helps the ALS to move forwards. Enabled research criteria to be followed and checked.	Shows clear ability to help the ALS get on with the task and to involve ALS members; encourages others to speak and makes them feel involved; shows leadership skills; gets on with tasks reliably. Can justify how research criteria has been met
Attendance and punctuality	Attended less than 80% of sessions; late for 20% or more sessions; work completed late	Attended 80% of sessions with absence for unavoidable reasons; late for 10% or more sessions, work sometimes late.	Attended 90% of sessions with absence for unavoidable reasons; usually punctual; work usually done on time.	Attended every session; always punctual for sessions and with work.

Write a reflective account of your overall performance and achievements in this module.

Would you say your overall performance in this Module(Module 3) should receive a

PASS / REFER

Signed: _____ **Date:** _____
(Candidate)

Observations and comments from the Higher Diploma Leader

General comments on achievement in this Module:

Comments on specific areas where I disagree with the self assessment

What you can do to improve:

The overall performance of _____ in this Module

PASS / REFER

Signed: _____ **Date:** _____
(Higher Diploma Leader)

Action Research Project Assessment

There are four elements to this assessment:

1. candidate's self assessment
2. peer assessment (oral/written feedback on the ALS presentation)
3. assessment by the HDL/HDT. In each case, assessment should be based on the assessment criteria on the next page
4. ALS public presentation

1. Individual assignment:
This individual assignment **must be your work** and not the same as other members of your ALS. In the final assignment each member of the ALS should submit an **individual** written paper of 500 – 1000 words, covering the following items:

- a clear statement of exactly what each candidate has contributed to the project
- a **personal** evaluation of the success of the project together with her/his own ideas of how the project could have been improved (refer to success criteria)
- a self assessment with specific examples of her/his development in each of these areas where possible **and** overall performance with specific reference to her/his
  - development of group behaviours
  - understanding of the principles of action research
  - organisational skills
  - analytical and problem solving abilities
  - oral and written communication skills
  - reflection.

Action Learning Set assignment
This should include:
- the completed Action Research Proposal
- a detailed report of your ALS project (see Guidelines for writing up your research project on the next page)
- the ALS reflective activity form
- the ALS Project Progress Log

You should give specific examples of your development in each of these areas. **Refer to the assessment criteria to guide your self assessment.**

2. Action learning set peer presentation

Each ALS will be allocated 20 minutes to present their project to the HDP group. You need to ensure that:

- each of the ALS members have a clear and fairly allocated role in the project presentation and the presentation shows evident teamwork
- the presentation uses active learning methods

Refer to the assessment criteria to guide your peer assessment.

3. **Assessment by HDL/HDT**

Assessment Criteria:

- The action research addresses an issue in the candidate's own practice and attempts to answer the question 'How do I…?'

- The candidate explains the context and discusses her/his own professional values in relation to the issue

- The candidate includes a clear plan of action; identifying possible ways to address her/his research question(s) and making clear reference to stages in Action Research

- The candidate modifies her/his plan as appropriate, recording significant changes

- The candidate's research is collaborative

- The candidate develops ethical principles and shows how s/he has applied them

- The candidate's data is comprehensive and referenced

- The candidate describes her/his own professional development through the project and details learning

- The report is coherent and logical in its structure. It is clearly expressed, well presented and referenced according to academic standards.

- The implications of the research are clearly presented and critically evaluated in relation to evidence and other sources**. Links are made to relevant literature and research.**

- The candidate must consider the relevance of the research for others

- The candidate outlines what s/he will do as a result of the research

4. Action learning set public presentation of the completed project

The close and collaborative relationship between researcher and researched fits well with the approach of **flexible qualitative design** and is alien to that of fixed quantitative design, (Robson, 2002). The research should be manageable and meaningful.

This collaborative approach brings ownership of the research process by the action learning set and **commitment** to complete the task.

References:

Kemmis, S (1993) Action Research in M. Hammersley (Ed) *Educational Research* (London: The Open University)

McNiff, J. (1992) *Action Research: Principles and Practice,* (London*:* Routledge)

Pollard, A. (2008) *Reflective Teaching, 3rd edn.* (London: Continuum International Publishing Group)

Reid, M. & Barrington, H. (2001) *Training Interventions, 6th edn.* (Trowbridge: The Cromwell Press)

Robson, C. (2002) *Real World Research,* 2nd edn, (Oxford: Blackwell Publishers Ltd)

Turnbull, J (2009) *Coaching for Learning* (London: Continuum International Publishing Group)

5. School Placement

5.1 Introduction to the School Placement

Objectives:

Candidates will be able:

- To experience the situation in schools and the challenges facing teachers
- To better support their student teachers

Some of the results of the School Placement include:

- o Improved relationships between schools and the institution
- o Improved relationships between teacher educators and school teachers
- o The development of CPD workshops for school teachers, especially in new methods of teaching and assessment
- o 'Demonstration' sessions given by HDP candidates for school teachers during the school Placement as another way of developing CPD
- o School teachers are better prepared for their role in supporting students during the practicum
- o School teachers and school students invited to the institution for specific activities, especially in science and technology
- o New modules in classroom management developed for student teachers.

In addition to completing the School Placement Report, some candidates undertake additional activities while they are in school, such as student interviews, 'shadowing' /secretly following someone/ a student for a day to understand more about the school from a student perspective, observation of students both in and out of class for more information about gender equality, school maintenance, and the school budget.

School placement might also give rise to providing more support to schools, especially where they are local to the institution. Such support has included providing:

- o Workshops for teachers on Active Learning methods
- o Workshops on using Action Research to improve practice
- o Improving Assessment Methods

5.2 School Placement Guidelines and Report

Objectives:

Candidates will:

- investigate and reflect on the organisation and management of a local school
- have experience of teaching and observing in the cycle for which teacher educators are preparing students
- identify some of the challenges that new teachers may face

Introduction:

Every teacher educator on the Higher Diploma Programme is required to spend time in a first cycle, second cycle, or secondary school according to the level for which the teacher is preparing students. **A minimum of 12 hours must be spent in school while the school is in session and school students are present.** Teacher educators will not be able to successfully complete the Higher Diploma without completing the school placement.

The HDL will help you plan this placement. All candidates must complete the placement before

sessions B, C, D and E can be delivered.

Personal priorities for your school placement

Write down two or three personal priorities you have for your school placement. What do you hope to gain from the experience?
Write your comment on each priority and what you have achieved after the placement.

Priority 1 (before placement**)**
Comment after placement
Priority 2 (before placement**)**
Comment after placement
Priority 3 (before placement)

Comment after placement

Report for School Placement

Name of school: _____

Level of school: _____ Location: _____

Number of student teachers your institution sends to this school each year: _____

Number of students at the school: boys: _____   girls: _____ total: _____

Number of teachers at the school: male: _____ female: _____   total: _____

Student/ teacher ratio (divide the total number of students by the total number of teachers):

What is the average number of students in each teaching group?

Does the percentage of girls differ very much from year to year? Please comment with details.

Books and Equipment: Please describe briefly the provision of books, equipment, other resources and educational materials in the school. Comment on the quality and adequacy,

Student backgrounds: Please describe briefly the social and economic backgrounds of the students commenting on parental support, interest and expectations for their children's education. Mention details of 'drop out' rates, specifically any gender differences you find.

Curriculum.   Please describe briefly the curriculum in subjects and time allocated.   Where there is a different curriculum for each year group, please give details.

Grades taught in the school (circle)   1.   2.   3.   4.   5.   6.   7.   8.   9.   10.   11.   12.

Subject	Grade	Periods per week	Grade	Periods per week	Grade	Periods per week	Grade	Periods per week

Lesson Observation for School Placement

Observer: **Teacher:**

Subject: **Date:**

Title of lesson: **Number in class:**

Comment on Teacher activity and Student activity

Teacher activity (focus on the following areas: objectives, teaching methodology, use of assessment, subject knowledge and classroom management.)

Student activity (focus on the following areas: participation, learning style, understanding and behaviour)

Were all the students fully engaged? If not how could the teacher have included all the students?

Was there a range of activities? Were they appropriate?

Any other comments on the lesson:

How successful was the lesson? What is the evidence?

Could the lesson have been improved? If yes, what actions if any could be taken to lead to improvement?

Interview with two school teachers.1 Female and 1 Male

In your report consider the following areas for discussion:
- The teacher's role and responsibilities
- How the teacher feels about the role
- What are seen as the satisfying parts of the role and what are the challenges?
- Is there anything that s/he could do to enhance the quality of education in the school?
- Is there anything the CTE/University can do to better prepare the student teachers for the profession?

Teaching practice in the school

As part of your placement you will be required to teach **two** lessons in the school preferably in different grades. Complete two lesson plans and evaluations for these lessons. Please encourage the class teacher to observe you and discuss the lesson afterwards.

Reflective activity (to be completed after the classes):

In the space below write how you felt about the lessons.
- Were there any differences between teaching in your institution and in the school?
- What were the positive things about teaching in a school?
- What was less positive?
- Describe and evaluate the active learning methods you used in each lesson
- Are there other methods that might have helped?
- How did the students react to your teaching?
- How did you assess their level of understanding at the beginning, during and at the end of the lesson?
- How successful do you think your assessment was?

Guidance for writing session plans

Subject: _____   Date of session: _____

Students: Male _____   Female _____ Total: _____   Level of group/year _____

Title of session: _____

Specific learning objectives:

By the end of the session the students will be able to………….

Ensure your objectives are SMART – Specific, Measurable, Achievable, Relevant, Time limited

Time	Teacher activity	Time	Student activity	Time	Assessment activity
Indicate how much time is spent on each activity by you	Include details of what you will be doing; introducing the session; giving instructions, intervening to facilitate students' learning; summarising key points Include the key questions you will ask the students in order to check understanding and to challenge them further	Indicate how much time is spent on each activity by the students	Include details of the activities the students will do and the expected outcome of the task	Indicate how much time is to be spent on assessment by the students	Identify the methods chosen to assess knowledge, skills and understanding of the students.

Resources: include the materials that you will use in your session. Remember to include any different, additional or altered resources for students with special needs.

Learner support: how do you support all learners? How do you support those who have difficulty understanding the work? How do you support those students who complete the work quickly?

Evaluation Focus: this could be any aspect of the session but should be decided before the session; e.g. assessment, classroom management, active learning methods, etc.

You should have (1) identified misconceptions and intervened immediately, (2) made a note of students who made significant progress or who had significant difficulties.

When assessing it is important to consider what you will do with the information, i.e. how you will use it to support the students. The methods may include listening to pair/group discussion, observation of an activity, students' written work, problem solving, presentation, quiz, display, marking written work, etc

Guidance for writing session evaluations

Two successful things about the session and why they were successful

Choose one the objectives. Are activities clear, do they show progress, is good use made of active learning methods; were your students on task?

One suggestion for improvement

Think about an aspect of the session that did not go so well. Write down how you could improve this next time. (Take note: address these suggestions for improvement in your future session planning)

Reflections on the session:

Think about:
- Whether the objectives were achieved
- What evidence you have for objectives being achieved
- The balance between teacher activity and student activity
- Which activity was most successful and why
- The timing/pace of the session
- Student response to the session
- Whether the needs of all the students were met and whether special needs were catered for

Reflections on assessment methods you used:

- Were your assessment methods effective?
- How will you use the results of the assessment in the next session?
- What work was set for the students to do?
- Are you aware of who made progress beyond expectation or need extra support?
- Does anything need to be recorded?

Session plan

Subject: _____   Date of session: _____

Students: Male _____   Female _____ Total: _____   Level of group/year _____

Title of session: _____

Specific learning objectives:

By the end of the session the students will be able to………….

Ensure your objectives are SMART – Specific, Measurable, Achievable, Relevant, Time limited

Time	Teacher activity	Time	Student activity	Time	Assessment activity

Resources:

Learner support:

Evaluation Focus:

Session evaluation

Two successful things about the session and why they were successful

Choose one the objectives. Are activities clear, do they show progress, is good use made of active learning methods; were your students on task?

One suggestion for improvement

Reflections on the session:

Reflections on the assessment methods used:

Reflective activity:

Standards in the school
- How would you rate the standards of behaviour, teaching and student achievement in the school? (Poor, Fair, Good, Excellent)
- Did the teacher have sufficient subject knowledge?
- Did the teacher use any active learning methods?
- Try to refer to specific examples and evidence in your comments.

Arrangements for the practicum in the school.(if applicable) Find out how the school has planned to meet the needs of student teachers on practicum. Is there a designated school practicum coordinator and 'mentors' in different departments? What are their views about practicum arrangements and the issues arising?

Record of School Placement

Institution_____ **Name of HDP candidate** _____

Name of School_____ **Head /Director**_____

Record of time spent in school

Date	Brief summary of what you did	Hours spent

I confirm that the record above is an accurate statement of the time I have spent in school doing the School Placement for the Higher Diploma Programme. School students were present and having normal lessons while I was in the school.

Signed _____ Date_____
      Signature of candidate

I confirm that, to the best of my knowledge, the above is a true statement of the teacher educator's school placement.

Signed _____Date_____
      Signature of School Head/Director

This statement must be included in the Portfolio as evidence that the requirement for a school placement has been completed for the Higher Diploma Programme

School stamp

5.3 Sharing experience of the School Placement

Objectives:

Candidates will be able to:

- share their experience of the School Placement with colleagues
- identify key issues in raising standards of education
- plan a group presentation on a topic/issue arising from the School Placement

Key issues and possible action

Summarise the key points below:

Group	Key issue	Possible action to raise standards

Activity:

What topic will our group present next session?

What are the key issues?

What active learning methods will we use in our presentation?

What are my contributions to the group?

5.4 Sharing Experience of the School Placement – Group Presentations

Objectives:

Candidates will be able to:

- present a topic arising from the School Placement using active learning
- identify ways in which the institution can support schools and school teachers

Key issues and possible action

Group	Topic and active learning methods used	Key issues from presentation and possible action for our institution
1		
2		
3		
4		

What was most successful about your group's presentation?
How do you feel about your part in the group's presentation?
Which do you think was the best presentation? Why?

5.5 The Successful Practicum

Objectives:

Candidates will be able to:

- identify issues and solutions relating to the practicum
- agree an agenda for an action plan to improve the practicum experience for all those involved

What do you think are the 3 key stages in improving the practicum? Justify your choice?

1.

2.

3.

5.6 Education Community

This refers to the schools, colleges, TVETs and universities in your local area.

Objectives:

Candidates will be able to:

- recognise the role of the institution in the local education community and raising standards
- plan ways in which the institution can enhance education in the local community

Education community: four case studies

Case study 1

The institution is 1.5 km from the town. There are many children who play and work on the streets. Unfortunately, one day a child is knocked down by a car and badly injured. The family are not very well off and there is a collection in the community to help towards the medical expenses. There is a collection in the institution and some students take the contribution to the community leaders. The students visit the child and meet the child's family and friends. As these relationships develop, the students feel they want to do more to help the community.
In town, the community is concerned about the increasing likelihood of another accident as the volume of traffic increases. The community leaders discuss this problem and the students are aware of these concerns. One of the students suggests that they start a club for the town's children, to help to keep them off the streets. They take this idea to the community leaders.
It is agreed that a football club will be started, managed and organised by the students with the support of the community. A space is identified which can be used as a football ground and a there is a collection for money to buy five footballs. The students are worried about what will happen to the club during the rainy season. The community leaders agree to find an indoor space that the club will be able to use.
The club meets every day and is well attended by the local children. The boys feel that girls should not play football but the female students who are helping to manage the club insist that the club is for everyone. After a while volleyball is introduced. A rope between two trees is used instead of a net.
When the rains begin the club is able to move indoors, but the space is not big enough for sports. The students introduce board games, but attendance drops. The child who was injured, and will always have difficulty walking, joins the club. Attendance improves, and when the weather improves the board games continue. The children enjoy watching games of football and volleyball and board game tournaments as well as taking part.
The community is grateful for the club and there is an ongoing collection towards building a bigger hall, which could be used for sports. The students enjoy running the club and feel the experience will make them better teachers when they start work. The children sometimes bring their homework to the club for help and those who do not attend school have started asking for help in learning to read. There are tentative plans to develop these activities and maybe offer basic reading and mathematics for adults who never had the opportunity to go to school.
Task: What can your institution offer in support?

Case study 2

The CTE has an extensive campus. Unfortunately there is not enough money available to employ enough ground staff. This means that the grounds are uncared for. The grass, trees, shrubs and flowers grow as an untidy wilderness, there is rubbish around and the paths are not clear. Everyone complains about this but it is accepted as 'the way things are'.
A group of students studying natural sciences become interested in ecology and decide they want some land to set up a garden with a pond. Their tutor supports the idea and they are allocated some land on the campus.
Within six months they have fenced off their 'garden', dug and filled a pond and planted waterside and other plants. They are excited about the number of different species of animals they find attracted to this space. Their excitement is communicated to other students and gradually more students become involved in the project.   Teacher educators and visitors comment on the improvement to that part of the campus.
The students form a 'Garden Committee' and ask the management whether it would be possible for them to extend the garden. The institution authorities agree and discuss with the students the possibility of the interested students and teacher educators planning the proper upkeep of the whole campus. The Garden Committee is expanded to include teacher educators and gradually the state of the campus improves.

Task: How could you help to develop a green campus?

Case study 3

The university has had to find new schools for the students' practicum. This has involved teacher educators visiting schools and talking to the directors. All the schools are poorly resourced and one director suggested that the student teachers could make resources that they would leave for the school after they had finished the practicum. Traditionally, resources made by the student were put into the institution's Pedagogical Centre as a resource and as examples for other students. This idea was discussed by the Academic Committee and agreed.
The Academic Committee expressed concern that the quality of the student-made resources might not be of a suitably high quality and that the reputation of the institution might be damaged. They agreed to form a sub-committee to oversee the production of resources.
Part of the time spent in teaching methodology was devoted to designing and planning the use of resources and the students made the resources during their spare time. The Pedagogical Resource Centre Coordinator agreed to help and supervise students working in the Pedagogical Centre and teacher educators agreed to include evaluation of the resources made as part of their teaching sessions.
So far, two sections of students have made resources for the practicum and left them in the schools. The schools were very appreciative and are looking forward to having more students and more resources. The students have benefited from the process of planning, designing and evaluating resources, both in terms of the quality of their handiwork and the effectiveness of the resources to promote learning in the children.

Task: what support could you provide to continue this good work?

Case study 4

Your institution has a strong HIV/AIDS club. It was started 5 years ago by a small group of teacher educators, with the encouragement and support of the director. One of the founding

teacher educators is a drama enthusiast and he has gradually developed a tradition of improvised drama within the club. Short plays are presented to the student body during the year. Each year the club committee organises a presentation to all new students. The presentation always includes one of the short plays.

The club committee, which consists of teacher educators and students, agreed that the dramatic performances are good enough to be shown to a wider audience. The committee negotiated with the local secondary school and arranged to perform three plays to students in grades 11 and 12. This was so successful that the school asked if the plays could be repeated for grades 9 and 10. The school said that the students who had seen the plays became more interested in the issues surrounding HIV/AIDS and their own club became revitalised.

Secondary schools in the region have been in touch with your institution I asking whether the HIV/AIDS club could visit them and perform. Currently there are problems with transportation and your institution and schools have made a joint request to the REB for financial assistance with the project.

The increasingly high profile of the institution HIV/AIDS club has led to increased membership and enthusiasm and the students have asked whether it would be possible for them to perform for the wider local community. The club committee is currently looking into this.

Task: What support could you provide to raise the profile of the club to raise funds

Reflective activity:

- What could you and your institution do to help raise standards in the school?
- What do you think your institution could do differently to help prepare teachers for successfully meeting the challenges they face in schools?
- What could the institution do to help schools and school teachers to be more effective in their work and to raise standards of achievement? How could you contribute towards raising school standards?

5. 7 Final Reflection on the School Placement

To be completed by all candidates at the end of the School Placement

- What did you learn from your school placement that was new to you?

- What did you learn about yourself?

- How will your experience on your placement change your work in your institution?

- How useful did you feel your school placement was for you?

6. Organisation Placement

6.1 Introduction to the Organisation Placement

Objectives:

Candidates will be able to:
- Analyse the training needs of a specific group of employees in a local organisation and design, deliver and evaluate an appropriate training event
- Investigate and reflect on the challenges faced by a local organisation in the training and development of their employees
- Reflect upon and evaluate their experience in the context of their own development

Some of the results of the Organisation Placement may include:

- o Improved relationships between local organisations and the institution which may result in employment and further training, development and research opportunities
- o The development of training workshops for workers to enhance their CPD

Every candidate who is a non teacher educator on the Higher Diploma Programme is required to spend time in a local organisation. The organisation selected must be appropriate for the candidate's subject and experience. **A minimum of 12 hours must be spent in the organisation.**

The Organisation Placement provides the opportunity for HDP candidates to put into practice what they have learned during the HDP within the context of a local organisation. It is aimed primarily at candidates for whom the School Placement may not be appropriate. The selection of a suitable organisation for this placement will be decided by the HDL after discussion with the candidate. Non teacher educators will not be able to pass the HDP without completing the Organisation Placement.

The requirements of the Organisation Placement are as far as possible equivalent to those of the School Placement. The module is for guidance only and HDLs may need to be flexible to meet local requirements. The Organisation Placement provides an opportunity to build a sustainable relationship between a local organisation and the university concerned.

Personal priorities for your organisation placement

What are your personal priorities you in carrying out this organisation placement. What do you hope to gain from the experience?

Priority 1 (before placement)
Comment after placement
Priority 2 (before placement)
Comment after placement
Priority 3 (before placement)
Comment after placement

Task A:

You are required to conduct an interview with a member of the management team of your chosen organisation. This may be e.g. the Chief Executive, Human Resource Manager, Training Manager, General Manager or Department Head.

See the next page for a suggested interview format:

Organisation Placement

Interview with Manager

Date: _____   Time: _____

Name of organisation: _____ Type of business: _____

Name: _____   Position: _____

Number of employees: _____ Males: _____ Females: _____

Name of HDP Candidate (Interviewer): _____

Questions (Sample only):
1. What do you consider are the main training and development needs of the employees in this organisation?

2. Do you carry out a training needs analysis within the organisation? If yes, how is this done?

3. What relationship does the organisation have with your local university?

4. How could the local university help you in the training and development of your employees

Task B:

You are required to conduct an interview with 2 employees, 1 female and 1 male, with different jobs and in different positions within the organisation, e.g. supervisor, office worker, production worker. Be aware of age when selecting your interviewees.

Please use the following as a **guide only**

Organisation Placement

Interview with employee

Date: _____   Time: _____

Name of organisation: _____ Type of business: _____

Name: _____   Position: _____

Name of HDP Candidate (Interviewer): _____

Questions (Sample only):

1. What do you consider are your main training and development needs?

2. Does your organisation currently provide you with training and development?

Task C: Planning and delivering a training and development workshop

As a result of your interviews you should be able to identify some training and development needs within the organisation. In discussion with the relevant manager of the organisation your task is to design and deliver a suitable training and development workshop. This will provide an opportunity to practice all you have learned from the HDP, including session planning, preparation, time management, using appropriate active learning methods, giving feedback and evaluation.

Please use the following checklist as a **guide only**

- Title of the workshop
- Date and time
- Location and seating
- Number and description of participants
- Aims of the workshop
- Objectives of the workshop

- Time management
- Active learning methods to be used
- Resources required – e.g. flip charts, pens, handouts, laptop and LCD projector
- Evaluation sheet for participants

Task D: Training and development workshop report and evaluation

To be completed by the HDP candidate after the workshop and submitted (word process your report and evaluation)

1. Were the learning objectives met?

2. Was your planning and preparation sufficient?

3. Were the active learning methods appropriate?

4. Was the evaluation of the participants positive?

5. On reflection if you had to repeat the workshop what would you do differently?

Record of Organisation Placement

This must be completed and submitted by all candidates doing this module.

Date: _____   Time: _____

Name of organisation: _____

Type of business: _____

Name: _____ Position: _____

Number of employees:_____ Males: _____ Females: _____

Name of HDP Candidate: _____

University: _____

Record of time spent in the organisation:

Date	Brief summary of what you did.	Hours spent

Total Hours*

* This should be at least 12 hours

I confirm that the record above is an accurate statement of the time I have spent in the organisation completing my Organisation Placement for the Higher Diploma Programme.

Signature of candidate: _____ Date: _____

I confirm that to the best of my knowledge the above is a true statement of the candidate.
Signature: _____ Position in organisation: _____

Organisation stamp

6.2   Reflection on Organisation Placement

Objectives:

Candidates will be able to:

- Share their experience of the organisation placement with colleagues
- identify key issues in improving the quality of training
- plan a group presentation

Key issues and possible action

Group	Key Issue	Possible action to improve the quality of training

Activity:

What topic will our group present?
What are the key issues?
What active learning methods will we use in our presentation?
What are my contributions to the group?

6.3 Reflection on Organisation Placement – Group Presentations

Objectives:

Candidates will be able to:

- present a topic arising from the training workshop using active learning
- identify ways in which the institution can support local organisations in addressing their training needs

Key issues and possible action

Group	Topic and active learning methods used	Key issues from presentation and possible action for our institution
1		
2		
3		
4		

Reflective activity
What was most successful about your group's presentation?
How do you feel about your part in the group's presentation?
Which do you think was the best presentation? Why?

6.4 Final Reflection on the Organisation Placement

To be completed by all candidates at the end of the Organisation Placement

- What did you learn from your Organisation Placement?

- What did you learn about yourself?

- What did you learn about how to organise a training and development workshop in a local organisation?

- How will this experience affect how your work in the university?

Portfolio of Evidence

Make sure that you have organised your work for moderation

Use this checklist below:

	Evidence	HDL Check	My Check
A	10 reflective activities showing development of reflective thinking and its effect on practice		
B	8 session plans (excluding projects and the School/Organisational Placement) showing development of active learning and assessment		
C	Records of 4 formal session observations by the HDL or HDT		
D	Managing Learning Project		
E	School/Organisation Placement Report		
F	Action Research Project		
G	Continuing Professional Development Plan		
H	All end of module self assessments and the Final Self Assessment		

Final Higher Diploma Programme Self Assessment

Area	Focusing (poor)	Developing (fair)	Establishing (good)	Enhancing (excellent)
Reflective Activity	Beginning to identify strengths and areas for development	Developing skills in critical self evaluation, open to new ideas, beginning to apply concepts and skills	Reflective activities identify strengths and areas for development; evidence of progress in planning and teaching	Very reflective; identifying strengths and areas for development and action; progress evident through self monitoring
Session plans, evaluation, formal observations of teaching and assessment	Mainly teacher centred with summative assessment	Developing planning; using some active learning methods and continuous assessment	Well structured sessions, awareness of different learning styles; appropriate active learning and assessment methods:	Confident use of a variety of ALMs; Assessment matches objectives and supports and challenges students' progress
Contributions to group work	Initially found group work challenging; beginning to develop an awareness of the needs of group members	Takes a reasonable share of group tasks, usually when asked to do so; listens to others and makes contributions to discussion	Takes on work within the group; occasionally helping to organize; active listener and contributes well enables the group to move forward	Ability to help the group achieve tasks; involves group members; encourages others to speak good facilitation skills
Projects	Projects do not meet the objectives; little reflection; lack of coherent structure to the reports; communication unclear	Most objectives met; recognises strengths and areas for development; beginning to focus	Objectives met; aware of areas for development; well structured reports	Objectives met fully; progressing CPD effectively; well structured, coherent reports
Attendance and punctuality	Attended less than 80% of sessions; lateness and incomplete work inadequately explained	Attended 80% of sessions with absence for unavoidable reasons accepted by HDL; usually punctual any lateness explained	Attended 90% of sessions with absence for unavoidable reasons (with agreement of HDL); punctual; work submitted on time	Attended every session; always punctual for sessions and with work

Final Self Assessment

General Observations
 Write a **reflective comment** on your overall performance and achievements in this Module

Would you say that for your overall performance in the HDP you should receive a
PASS or **REFER**

Signature of candidate: _____   Date: _____

Higher Diploma Leader's *Final Assessment*

General comments on Candidate's contribution to and achievement on the HDP

The overall performance of the candidate in the HDP:
PASS or REFER

Signature of HDL: _____ Date:_____

Evaluation of the Higher Diploma Programme

The Higher Diploma Programme for Teacher Educators

The aim of the Higher Diploma Programme for teacher educators is to improve the quality of education in Ethiopia through a licensing programme that will develop the skills and professionalism of teacher educators.

Has the HDP achieved its aim?

Please answer the questions below:

		Yes	No
1	Was the HDP well organised?		
2	Were you actively involved in your own learning?		
3	Was the content sufficiently challenging?		
4	Were you kept aware of how well you were doing on the HDP?		
5	Was enough time given for what you were expected to do?		
6	Was the way in which the HDP was taught effective?		
7	Was the HDP Handbook helpful?		
8	Was it useful to identify group behaviours?		
9	Was it useful to identify a role model characteristic?		
10	Do you have a better understanding of how to use active learning methods?		
11	Do you have a better understanding of how to use continuous assessment for learning?		
12	Do you have a better understanding of how your students learn?		
13	Was the School/Organisation Placement useful?		
14	Was the Action Research Project useful?		
15	Was it helpful to do a Continuing Professional Development plan?		
16	Has the HDP changed the way you teach?		
17	Has the HDP made you a Reflective Practitioner?		
18	Do you feel that the HDP has helped you?		

How would you rate the Higher Diploma Programme overall?

Circle one: **poor   fair   good   excellent**

What would you say are the best things about the HDP?

What could improve the HDP?

Please add any other comments you would like to make:

Thank you for your comments.
The HDL will collate these comments for the HDP Moderation Team

Congratulations on completing the Higher Diploma Programme

A Guide to Active Learning Methods

Active Learning Methods are tools to achieve the important goal of allowing students opportunities to think. The key concept in active learning is that knowledge cannot be transferred; information is transferred but knowledge is what is created when a student thinks about the information.

There will be times when you need to tell your students new information; however there are methods to make your lectures more interactive.

Most importantly, in active learning you should provide your students with opportunities to do some work based on the ideas you have given them.

Not all of the methods in this guide will be suitable for you but use the information to choose the ones that are.

The Lecture
Traditional lectures are good for giving information to students quickly and with limited resources. However, some students find it hard to take in information this way. You might find that short lectures are more effective. Writing key words on the board can help students to follow and to take notes of what is important. For a successful lecture the key thing is to gain the students' attention at the start and establish a rapport. Where possible link your lecture to previous and future sessions.

The following methods are ways of making your lectures more effective:

Visual Aids
For students who are not auditory learners, you can make lectures more accessible by using visual aids. These are pictures, maps, diagrams, charts, videos, dvds, internet that relate to the information you are giving the students. These should be prepared in advance and put on the wall or board so that all students can see them. Remember that some students will have poor eyesight so any writing should be very clear.

Gapped Lectures
A gapped lecture is when you divide your lecture into small sections and give the students an activity to complete between each section. This allows the students to absorb and manipulate the material you are giving them.

This could be as simple as recapping the key learning points of the lecture so far. For example posing questions, setting a problem to solve, or a handout can be used to break up a lecture.

Buzz Group
This is another way to break up lectures. You present information for about 10 or 15 minutes then you break and give students in pairs or small groups about two minutes to discuss what they have learnt. You can give them specific questions to discuss on the topic you have covered.

This method can be used a few times throughout a lecture to give the students time to

process the information they are learning. It will also help you to see if the information you have given the students has been understood.

Questions and Answers

Q & A may be used periodically to break up a lecture and to enable you to check the students are following the lecture. Try to involve as many students as possible to answer a question. Use a combination of open and closed questions. This will help you to judge your students understanding.

Active Listening

You give your students an activity to perform as they listen. Sometimes this may involve an activity they need to complete as they listen, or it could be a handout to fill in, or a series of questions to answer. You guide the students as to what they should be listening for, and prepare them for what they are about to hear, so they can listen actively. This is a good way of enabling students to take notes.

Written Material

To vary your lectures you can give students information in written format. They can read it individually, in pairs or in small groups depending on available resources. After they have read the information, you can ask a few questions or ask a group member to summarise the key points of what they have read. The material can be given to the students in advance of the lecture so that they come to the session having read the material.

Research

If you wish to encourage independent learning and research skills, you can also send your students to the library to either read a particular book or use the internet to find what they can on the subject for themselves. During the lecture students can discuss what they learned and contribute to the discussions.

Demonstrations

Demonstrations are particularly appropriate to Mathematics or Science. This is when your show the students how something is done. It can be how a theorem is proved, how a problem is solved or how an experiment is conducted. This technique is most effective when the students are able to attempt the activity themselves after the demonstration.

Interactive Learning

Independent learning

Independent learning is when a student works on their own or in a small group independent of the tutor. This can take the form of an assignment completed in class, homework tasks, essays, problem solving, research, an experiment, or any other activities that allow the students to work by themselves. This is an effective way of learning.

Pair work

This is an activity when students work in pairs. A student can be paired with the person they are sitting beside, or you can pair them with people they haven't worked with before. In the pair, they can complete a task, discuss a topic, answer some questions or prepare a piece of work. If appropriate, feedback can be given to the large group.

This is a good activity to do before a large group discussion because it gives shy students a chance to voice ideas with a friend before they speak in front of the whole group. It can also lead into a pyramiding activity.

Pyramiding
Pyramiding is a method of teaching where you start with the individual and move to the whole group. Individuals complete a task first and then move into pairs. The pairs discuss the work they have just done and make improvements and corrections. Then two pairs join to form groups of 4. The groups compare the work they have done. Finally, feedback can be given to the whole group. If you have a large class, only choose two or three groups to give feedback. Alternatively you can ask for each group to give a different point.

This can be a great introductory activity and it can be expanded to last an entire session.

Group work
This is where preferably 4-6 students work together on a task. It could be a discussion, presentation, field work, a practical, project, drama, answering a series of questions or producing a piece of written work. The key to effective group work is to give clear instructions and to check that all students understand the task and timescale.

A very useful variation is to allocate one from each group (or two if the group is larger than 6) as observers. Their role is to observe the activities and participation of their group members and report back.

Jigsaw groups
This is a form of group work which works well when you have a number of different tasks or topics you want the groups to cover. First, divide the class into groups, for example, A, B, C, D and E. Each group gets a different task. Then, once that task has been completed (it could be a short activity of 10 minutes or take the whole session if appropriate) you reform groups by splitting up all the students who previously worked together. The new groups would have one person from group A, one from group B and so on. If you have a very large class you could do exactly the same but have two groups who do task A and two who do task B and so on. When you split them into new groups, there will still be one A, one B and so on in each group but you will have more groups.

In the new group each of the group members explains their own task to the rest of the group. So person A explains what group A did, person B explains what group B did and so on.

If you monitor the groups during the first stage, you should be able to tell if the groups have achieved the work successfully. Therefore, there is no need to take whole group feedback at the end of the activity.

Cross over groups
Students are divided into groups to complete a task. After several minutes, 2 members of the group move to another group to share ideas from their original group. From their sharing, more discussion is developed. After 5 minutes, they will cross-over or "move" to another group. This will ensure that the information you want the students to learn, travels through the entire class. This avoids the need for a lot of feedback.

Cooperative learning
This is a form of group work in which each group member has a specific task to complete within the group. You may assign different tasks like facilitator, note taker, time keeper, chair, observer, reporter, or tasks specific to the topic. Group members can assign tasks if appropriate.

The group is responsible for the outcomes, which are evaluated against agreed criteria. Each group member develops different skills. This activity is particularly helpful in homework tasks, project work, assignments, presentations and laboratory assignments.

3. Generating and Recording Ideas

When students discuss ideas, it can help visual learners if they make a diagram of their thoughts. The following are different forms of diagrams that students can make in groups, pairs or individually. They can keep these for their own learning or present them to the whole group as appropriate.

Brainstorming
In this activity students write down everything they know or think about a given topic. Even if these ideas are strange and unconnected, it doesn't matter as these ideas can be disregarded later. This can be done individually, in pairs, small groups or as a whole class with the teacher or a student recording the ideas on the board. It can be used as a way of finding out what the students already know on a subject before you start teaching or as a review activity.

Spider diagram
A spider diagram is like a brainstorm but is slightly more organised with students making connections between ideas. Give students a topic which they can write in the middle of the paper, and then as they think of each idea, they write it down and draw a line connecting that idea to the central idea. It is called a spider diagram, because in the end it should look like a multi legged spider – with a round centre (main idea) and many lines running off into different directions to each sub-idea.

Mind map
A mind map is a visual representation of ideas on any given topic: it is similar to a brainstorm and to a spider diagram but is more pictorial and more organised. The students write the topic to be explored in the centre of the page, using three colours and an image attached to the topic. Then, they branch out on sub topics, which are then broken down into smaller sub topics. Each branch should be a separate colour, with one word written above it indicating the sub topic. From these main branches, smaller branches will go off in different directions, each with a different piece of information about that subtopic. Mind maps should be colourful and can include pictures to help the students remember the information.

Thought bubble
A thought bubble is a reflective activity where the students write down their thoughts on a particular topic. They can write them in a bubble as a visual representation of their thoughts. The purpose is to have a record of their thoughts or feelings. This can be done individually or in groups. A thought bubble can be a starting point for discussing experiences. You could also ask students to complete a thought bubble as a way of evaluating your teaching or of finding out what the students have learned. Each student

can write a thought on a sticky note and put it on a poster bubble.

4. Exploring and analysing ideas and opinions

If you want your students to consider ideas a little more deeply and to clarify their opinions, these are some activities you could use.

Stimulus material

This is when you give your students material that will stimulate them and help them think. Often at the beginning of a session, you might want them to start thinking about the topic you are going to teach. You can give the students material which will "get them thinking". This might be an article to read, a picture that makes them ask questions, a demonstration, a video… anything that gets the students interested in the topic you are teaching!

Picture analysis

This is when you could bring in an interesting picture and ask the students to discuss it. This can take many forms. A language teacher might bring in a picture of words they want their students to learn, or a subject they want the students to be able to discuss. The teacher shows the students the picture and then asks them directed questions to improve vocabulary.

You can also use pictures to stimulate discussion about topics. A teacher could bring in a controversial image, and ask the students discuss what they think of the picture. A science teacher could bring in a diagram and ask the students to explain what they see. A geography teacher could do an analysis of aerial photographs or map reading.

Case studies

You provide the students with a case study or scenario which the students have to read and make a decision or answer questions on how they would deal with the situation. These studies should be based on real life, and encourage the students to think and analyse.

An interesting variation is to ask the students to write their own case studies based on their own experiences.

Ranking tasks

A ranking task is when you give the students a number of statements or ideas written on cards, and then they have to "rank" or order them in terms of what is most important to least important. This activity can promote much discussion. The students discuss how they would rank each idea and have to justify their views.

Ranking can be done with the cards in a straight line – from most important to least, or it can be in a diamond shape, with the most important idea at the top of the diamond and the least at the bottom. After each group has ranked their cards, it is good to share their justifications with the rest of the class. This again could promote good discussion!.

Matching exercises

This is an activity when students match one column of information, definitions, or descriptions, with a second column. For example, you might have one column with a list of terms, and in the other, the definitions. Students must correctly "match" the terms to the definition.

Flashcards
Flash cards can be used to review information, concepts, formulae, and ideas. On a card, you write a word, a phrase, a formula, or idea. Then, you show the card to your students and ask, "Who can tell me what this is?"

It can also be used to teach students vocabulary in a subject, where the vocabulary word is written on one side, and the definition is on the other. You can either do this as an activity during the class – revision at the beginning or a test of knowledge at the end, or you could give this package of flashcards to students who are struggling in your class as a tutorial activity. They can then go through the terms with a friend.

Debate
A debate is an organized discussion on an issue which is usually controversial. The class is divided into at least two groups, each supporting a "side" of the issue: the people who are "pro" and the people who are "against". Each side has a leader and supporters. There is also a chairperson, who keeps order during the debate. Each side presents its argument in an organised, clear, and intelligent manner.

Decision Line
This is another form of decision making. A controversial statement is made and students are asked to stand on a continuous line between 'strongly agree' and 'strongly disagree'. Students are asked to defend where they are standing.

A large group can be divided into smaller groups to discuss an issue and then a representative from the group comes to the decision line and speaks for the group.

Balloon game
The students are given the names of a number of important people who are in an imaginary "hot air balloon". The balloon is sinking, so the only way to keep it from falling to the ground is to throw out one of the people. They have to discuss which person they would throw out first, which second, and which third…etc. You can do this with famous scientists, modern inventions, historical figures, formulae, medicines…whatever you can think of. This encourages the students to make a decision and argue their position.

Role play
Role play is when a student or a group of students are given a role to play out in the class. This could be a situation they have to act out, or a person they have to dramatize. For example, in a history class, you might assign each of your students an historical figure to role play, and they would come into class, having researched that individual, ready to be that person. Another way to do role play is to divide your students into groups. Give each group a situation, and have them play out that situation. This is a good way of learning for kinaesthetic and visual learners.

It is also useful for developing life skills. For instance students can role play an interview situation.

Hot seating
Either one student or a student from each small group is assigned to be a character. The characters can be from literature, a person from history, a famous scientist, or a

famous politician…any famous personality or any occupation. The student is placed in the centre of the room/ group to role play the character. Other members of the class/ group direct questions to the 'character' in the centre who has to respond as that person. After 10 minutes, change the person in the centre and the character.

Alternatively, several people take on different roles at the same time: they can then ask each other questions in role as well as the audience.

Drama
This is when students perform in front of the class. This can take the form of a skit (short play), a play (a long drama), poetry reading, tableau (frozen scene), or acting out a process. Primarily, the students act out something in front of an audience. Drama, as an activity, is a powerful way for kinaesthetic learners to internalise knowledge and understanding. It is also a very useful method for addressing controversial issues.

Simulation exercises
This is similar to role play except that students do not take on a role; they play themselves in a given situation. A situation is established, for example going for an interview, going for an HIV test, and the scene is played spontaneously with the learner as themselves. It is best to do this in small groups and in a very secure and trusting learning environment. This is very good for learning life skills.

Story telling
Storytelling can take two forms: either the instructor tells a story, or the students tell a story. In some cases, the instructor might start the story, and have each student contribute to the tale. It is a useful way to practice language, and makes the students use their listening skills. Another way to use story telling is for the instructor to read a story and then ask the students questions after to test understanding and listening.

Speeches
Students can give short speeches to the rest of the class. The purpose can be either to teach the class about a particular topic that the student has researched in their own time or to practice speaking skills, important for example in an English lesson.

5. Tasks and Assignments

In this section you will find ideas of pieces of work that your students can complete individually or in groups. You can use these to give them feedback as part of formative continuous assessment or you can count the mark towards the final grade as part of summative continuous assessment.. Remember to give your students clear guide lines on what is expected, how the pieces will be marked and what will be done with the grade.

Creative writing
Creative writing is when the students use their imagination to create a piece of writing. This can take the form of story writing, drama presentations, poetry, imaginary news paper articles, magazines, creative research papers, and other fiction and non fiction forms of writing. It is a good way for students to put knowledge into a creative context.
Report writing
Students write a factual report. It could be on an experiment, field work, a visit, a book they have read: anything that is suitable for your subject. It is important to give clear

guidance on how to structure the report depending on the subject.

Diary

Students keep a daily diary of their learning. This would be useful, for example, when they are on teaching practice. They can record successes and failures. Be sure to let the students know if you intend to read the diaries as part of the assessment.

Newspaper or radio reporting

This is an activity where the students write a newspaper report, or design a radio programme on any given topic. In these reports or programmes, the writing should be factual, informative but also lively.   They can include pictures. This can be used to assess students' written ability for subjects such as Amharic or English or it can be used to assess content knowledge: for example, a student could pretend they had interviewed Plato for a History Assignment or Newton for Physics.

Drawing a picture, map or graph

This is a very useful way for visual learners to internalise, knowledge, concepts, and information. When we identify drawing pictures as an activity, we are talking about the students drawing the pictures, designing maps, and creating images. As an assignment, you can ask your students to prepare diagrams, pictures, flow charts, maps, graphs, and any other visual stimulus which will help them visualize the information. By "making" the image, the students will remember it better.

Assignment or homework

Homework is an assignment to be completed outside of the classroom by the students. Homework should allow the students to practice the ideas, revise the knowledge, and exercise skills learned in class. Sometimes you may choose to mark your students' homework, but it is not always necessary. Homework should be linked to the objectives of the session. It should be challenging to the students, while at the same time, be within their abilities to complete. An instructor should also consider time, and how long it will take to complete the homework for the student. Most importantly, the instructor must consider how they will collect and check the homework.

An assignment is an active learning activity that may be completed outside the classroom as homework. Assignments can be individual or group based. Essentially, an assignment is a task that can be used to practice skills or to investigate a topic. Assignments can take many forms. They can be tasks to be completed, written records, questions that must be answered, essays, reports, summaries of knowledge, or results of research completed. Assignments are very useful assessment tools that allow the teacher to assess the level of a student's learning.

It is important to explain the purpose of a particular assignment to the students, and to explain the marking scheme clearly.

Problem solving

Problem solving activities involve students finding solutions to problems.   Problem solving is an essential skill as it creates independent thinkers who look for solutions.

Problem solving can be done individually or in groups.   The answer is not the focus. Instead, students are encouraged to explore different strategies and processes to find the answer.

Presentation

A presentation is an activity where students present a topic in front of their class. This can be done individually, as pairs or as a group. Students need good public presentation skills. With a presentation, you are not just presenting the topic, but are also practising presentation skills. When giving the presentation assignment, also give clear criteria about what makes an effective presentation and whether or not it is to be assessed. Explain how they are to deliver the information (organisation, visual aids, voice, clarity of expression, and body language). Also give criteria about the content of the presentation (evidence of research, originality of ideas, effectiveness of argument, ability to answer questions).

6. Experiential Learning

A central concept of active learning is that students learn best when they learn from experience. You start from the existing experience of the students and build on it.

The activities in this section are designed to help students learn from their experiences and to learn how to learn.

Research

Research is an activity that can be done either individually or in groups. In this activity students investigate a problem, theory, idea, or topic. This investigation is completed in a rigorous and methodical manner. Research involves consulting a variety of sources in depth on a topic. Students will often explore every angle and source of the topic to reach their own conclusion.

Students can feedback their research in a number of ways: presentations, essays, reports, or creative representations of the information. For example, a student researching Anne Frank, may present the findings in the form of a diary. A student investigating the life of Einstein may present the research in the form of a lab book. In any case, in research activities, the student is looking deeply into a topic to learn about that topic and to synthesize the information from a variety of sources.

It is a powerful independent learning tool.

Visits

Visits, as an activity, involve the teacher organising a trip to a place of interest for the class. For example, a history class might go and visit a local museum, or a chemistry class might go and visit a chemical factory. It is a way of going "into the field". To make a visit worthwhile, the instructor should design an assignment with activities to be completed before, during and after the visit, which enables the students to gather information, ask questions and encourages them to be attentive. A visit can be a part of a project.

It is essential to plan carefully and make all the necessary arrangements for the visit. It is advisable to visit the place first, introducing yourself to staff and explaining the learning objectives and details, such as the size of the group.

Fieldwork

Fieldwork involves the students going into their field of study to collect and collate data

and information on a specific topic. For example, plant biologists could go into the "field" to collect plant specimens to analyse. History students could go into the "field" to an archaeological site e.g. the Aksum stele field to experience how one uncovers historical artefacts. In essence, you design an activity where you take your students into the field to experience the subject first hand!

Investigation

To investigate is to search. With this activity, you give your students a topic, theory, issue, or idea to "investigate". They then spend some time researching this subject in detail. You might guide them and push them to look at the issue from different perspectives. They can feedback about their investigation in a number of ways e.g. an essay, a presentation, a demonstration or a report The students should be required to define their objectives and outline what it is they are going to investigate together with the method(s) they propose to use.

Project work

Project work involves giving the students a project to complete in a specified amount of time. Projects can be done individually or in groups.

To design a good project, you have to consider the following. First, identify a suitable topic and the components of the project. What will the students be expected to complete? Second, outline the marking scheme of the project. How many marks are you allocating for each component of the project? Third, what are you expectations? What kind of work are you expecting from your students? Carefully outline the criteria and what you expect. Last, be sure that every student has a project plan, complete with due dates, a mark scheme, and a clear list of all things to be completed.

Making models and resources

Making models and resources can be done in two ways. The first way is to have the students make a model or a resource on a given topic as part of a project. For example, this might be a working volcano, or a model of a part of the body. The second way is for the instructor to make a model or a teaching resource, visually showing the students the idea to be learned.

Experiments

An experiment is when students put a hypothesis to the test. Basically, an experiment involves taking a theory or idea, and testing to see if it is true. It usually involves a very specific and controlled method of procedure, and results are usually recorded. From these results, a conclusion is derived. An experiment can also answer the question "What if?" Experiments can take many forms. They can be scientific explorations, laboratory experiments, behavioural experiments, educational experiments, pilot projects, and field experiments.

Guest speakers

Invite a guest speaker to attend your class who is an expert in your field of study. Tell the students ahead of time, and ask them to research the topic and prepare questions to ask the guest speaker. Then, when the guest arrives, allow the guest to do a short introduction about their area of expertise. Follow this by allowing the students to question the speaker. This is a good way of connecting your subject to real life experience. Guest speakers may include scientists, historians, politicians, personalities within the university/college/school, and guests from other countries.

Quiz

A quiz is a short series of questions that tests knowledge, ideas, or issues presented in class. The duration of a quiz is usually quite short – anywhere from 5 to 20 minutes. In the same manner, the number of questions is usually limited and the marks that awarded are few. Quizzes are a great way to check whether or not you have met your objectives and whether the students have learned what you taught. Quizzes can also be used to revise material from a previous lesson. Generally, quizzes should be marked quickly and returned at the next class. One set of 30 students should take you between 30 – 60 minutes to mark. You could even ask students to exchange papers and mark each others as you call out the answers.

Questioning

Questioning is a method of teaching which can be used in many ways. First, teachers can use questions to revise material from a previous class as a starter activity lasting 5 – 10 minutes. Teachers can also use questions at different intervals throughout their lecture to check whether the students have learned the material being taught. Another use of questioning is to stimulate minds of students by asking a difficult question at the beginning of class to promote discussion. Quick fire questions are asked in rapid succession to different students, and give the teacher a quick assessment of the level of learning of the students. Last, questions at the end of a class can be used to check objectives have been met! It is preferable to have questions written down during the lesson planning process, so that the teacher is directly targeting the learning objectives of the session.

You should be sure to ask all sorts of questions of your students. Do not just test for information, but vary the level and type of questions you use. Think about using open and closed questions as well as ones that test different thinking skills: knowledge, comprehension, application, synthesis, analysis and evaluation.

Comprehension

These are activities in which the students have to demonstrate that they understand the material. It could take the form of an assignment, homework, research, probing questions, presentations, essays…any activity in which the students have to think and demonstrate understanding of the material. You should be thinking about the different levels of thinking you expect from the students, and it should not just be straight knowledge retention. These are activities that encourage the students to think and understand.

7. Making Learning Fun

A lot of people believe that teaching and learning should be fun: not only to keep the students awake but also because quality learning is more likely to take place when a student is positively engaged. Use these methods to enliven your classroom but be careful that there is a clear learning point otherwise they will be a waste of time.

Warmers - Ice breaker Brain Gym or Energizer.

This is a quick 5 minute activity during which the students get to know each other and

the instructor. It is intended to "break the ice" or make students warm to each other. This is particularly useful in classes where they will have to talk about controversial or personal issues and they need to feel comfortable with each other. These activities build trust, a sense of fun, and help students get to know each other. There are many types of icebreakers e.g.name games, people bingo, inner and outer circle. Ideally you can link the warmer to the topic of the lesson: for example, a language teacher could use a warmer to practice the vocabulary that was taught in the previous lesson.

Games

Games are a useful way of reviewing material. You can take a range of games and adapt them to the material you have taught the students. Bingo is a game which can be used for reviewing material. You give the students a card with definitions, information on it. Then, in a basket, you have a selection of terms, ideas, theories, and concepts written on little cards. You pull out a card one at a time, and the students have to match the term to the information on their card. Once they fill the card or a line, they yell bingo. It takes a lot of preparation, but can be used again and again.

Group quiz competition is another where you divide the students into groups, and give the entire class a quiz. As a group they have to come up with the answers, and they can use their books. The group that gets the most correct questions wins. Board games can often be adapted to your course material, and are a great way of helping weak students – you can let them play the game in their own time. Some of you might even want to design an instructional computer game.

Competitions

This is particularly good for subjects involving problem solving. You create a competitive situation, in which the students have to complete a task, while competing against their peers. For example, posing a particularly difficult maths or physics problem for the class to solve, and seeing who can be the first to answer it correctly. It could also be a debate, a speech contest, a research competition, or a problem solving contest. These are activities that encourage the students to think and understand.