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ABSTRACT

This training guide for Peace Corps teacher trainers is designed to accompany the Teacher Training Reference Manual, with each training session related directly to a section of the manual. The guide consists of two major parts: an introduction, and the training session designs. The introduction discusses various applications for the Training Guide and includes a set of trainer's notes. Each of the training session designs includes an outline of the session, a session plan, and attachments. The program is designed as a 6-day, intensive program consisting of 17 sessions. The sessions focus on two aspects of teacher training: (1) ways to improve the effectiveness of the trainers; and (2) the theoretical and practical application of basic educational principles. Each session is written in great detail. Outlines of each session include session objectives, materials, and activities. (JD)

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Teacher Training

A Training Guide

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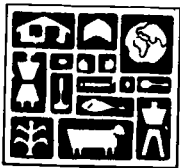
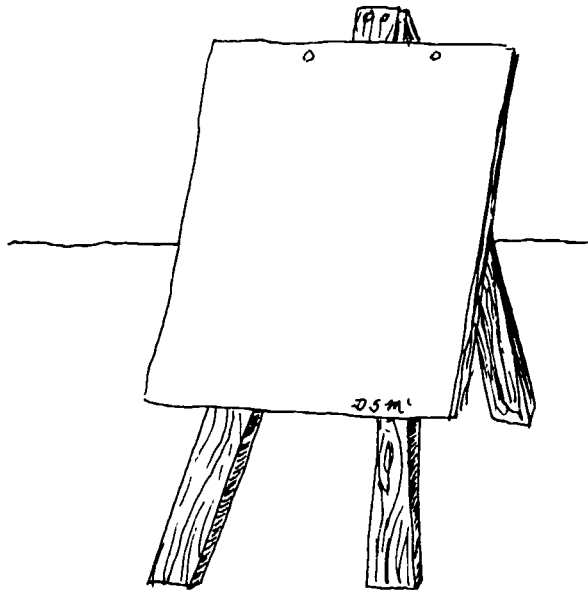
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Peace Corps

Teacher Training: A Training Guide



the Center for International Education

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	v
INTRODUCTION	vii
Training outline	xii
Training goals and objectives	xiii
Training design	xiv
DAY ONE	
Session 1: The Peace Corps Volunteer as a Teacher Trainer	
Session outline	1
Training session	3
Attachments	7
Session 2: Adult Learning	
Session outline	13
Training session	15
Attachments	21
Session 3: Approaches to Teaching	
Session outline	27
Training session	29
Attachments	35
Session 4: Child and Adolescent Learning	
Session outline	37
Training session	39
Attachments	53
Evaluation: Day 1	63
Attachments	67
DAY TWO	
Session 5: Instructional Objectives	
Session outline	69
Training session	71
Attachments	79
Session 6: Lesson Planning	
Session outline	83
Training session	85
Attachments	89

Session 7: Classroom Teaching Techniques	
Session outline	93
Training session	95
Attachments	105
Evaluation: Day 2	117

DAY THREE

Session 8: Instructional Materials Development	
Session outline	119
Training session	121
Attachments	127
Session 9: Classroom Management	
Session outline	133
Training session	135
Attachments	139
Session 10: Assessment of Student Learning	
Session outline	143
Training session	145
Attachments	149
Session 11: Supervision and Observation	
Session outline	155
Training session	157
Attachments	163
Evaluation: Day 3	169

DAY FOUR

Session 12: Micro-teaching	
Session outline	171
Training session	173
Attachments	177
Session 13: Training Techniques	
Session outline	179
Training session	181
Attachments	187
Evaluation: Day 4	191

DAY FIVE

Session 14: Training Design	
Session outline	193
Training session	195
Attachments	207

Session 15: Training Design (continued)	
Session outline	213
Training session	215
Attachments	219
Evaluation: Day 5	221

DAY SIX

Session 16: Collaboration	
Session outline	223
Training session	225
Attachments	233
Session 17: Evaluation	
Session outline	239
Training session	241
Attachments	247

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In many ways, this Training Guide is a gift from past Peace Corps Volunteers to future ones. We hope it will equip you to share your skills and expertise with others around the world.

Anne-Laurence Dodge
Training Coordinator

INTRODUCTION

Peace Corps and Teacher Training

The first of Peace Corps's three stated goals is "to help developing countries meet their needs for trained manpower." Analogous to this goal is the ancient proverb (and commonly-cited Peace Corps philosophy):

If you give people fish, they will eat for a day; if you teach them how to fish they will eat for a lifetime.

Peace Corps teacher training aims to do just this -- in this case, to train enough local teachers to meet a country's teaching needs. This is an important first step in freeing countries from their reliance on Peace Corps and other expatriate teachers.

Currently, about 25 percent of Peace Corps Education Volunteers are involved in teacher training activities. These activities take many forms and occur all over the world. In the formal sector, Volunteers are working with national teacher training colleges, state universities and national ministries or agencies to train host country counterparts in a wide variety of subject areas. These areas range from English as a Foreign Language (EFL) methodology, to math and science education, physical education, special education and primary education.

In the informal sector, Volunteers are organizing and designing their own teacher training programs. Whether these programs are set up as after class activities at the Volunteer's school, as quarterly training workshops in rural village cluster areas, or as an integrated part of the school's teaching routine, the result is that information and innovative methodology is transmitted to remote areas all around the world.

Regardless of the context, this Training Guide is designed to help Peace Corps Volunteers be more effective teacher trainers. It will help them discover that training not only involves the transfer of technical knowledge, but is a stimulating and exciting experience as well.

HOW TO USE THIS TRAINING GUIDE

Teacher Training: A Training Guide is designed to accompany Teacher Training: A Reference Manual. Each of the training sessions relates directly to sections of the Reference Manual. The Training Guide is intended to familiarize the Peace Corps teacher trainer with the content of the Reference Manual, and to learn ways of training others in that content.

The Training Guide consists of two major parts: an introduction and the training session designs. The introduction discusses various applications for the Training Guide and includes a set of trainer's

notes. Each of the training session designs includes an outline of the session, a session plan and attachments.

The Training Guide may be used in two different ways: 1) as a pre-service or in-service training program for Peace Corps Volunteers who have been assigned to be teacher trainers, or 2) as a model for in-service training programs for Host Country teachers.

Training of Teacher Trainers

The Training of Teacher Trainers (pre-service or in-service) is designed as a six day, intensive program consisting of 17 sessions. The following is a schematic model of the program.

A TRAINING DESIGN FOR TEACHER TRAINERS					
PCV as a teacher trainer (90 min)	Objectives (90 min)	Materials development (90 min)	Micro teaching (3 hrs)	Training design (3 hrs)	Collaboration (90 min)
Adult learning (90 min)	Lesson planning (90 min)	Classroom management (90 min)			Evaluation (90 min)
Approaches to teaching (90 min)	Teaching techniques (3 hrs)	Assessment (90 min)	Training methods &	Training design (cont.) (3 hrs)	
Child and adolescent learning (90 min)		Clinical supervision (90 min)	Learning activities (3 hrs)		
Evaluation (30 min)					

The sessions in the shaded boxes focus on the training of teacher trainers. The aim of these sessions is to train the Peace Corps Volunteer to be a more effective teacher trainer.

The sessions in the unshaded boxes focus on the theory and practical application of basic educational principles. The aim of these sessions is to train the Volunteer in these content areas.

Training of Teachers

This Training Guide can also be used as a program for the training of host country teachers. The unshaded sessions above can be implemented as follows:

- * An intensive three-day course (schematically outlined below),
- * A six day program, or
- * Weekly seminars held over a six week period.

TRAINING OF TEACHERS		
Approaches to Teaching (1 1/2 hrs)	Teaching Techniques (3 hrs)	Assessment (1 1/2 hrs)
Child and Adolescent Learning (1 1/2 hrs)		Micro-Teaching (1 1/2 hrs)
Objectives (1 1/2 hrs)	Materials Development (1 1/2 hrs)	Micro-Teaching (1 1/2 hrs)
Lesson Planning (1 1/2 hrs)	Classroom Management (1 1/2 hrs)	Collaboration (1 1/2 hrs)
EVALUATION (1/2 hr)		

However implemented, the aim of the program is to upgrade a teacher's understanding and practical application of basic educational theory.

Volunteers serving as teacher trainers should use this program as a guide, which can be easily adapted to meet specific needs and situations. First, if the teachers to be trained know little about the content area being presented, the Volunteer should use the sessions outlined here as a model which may be expanded. For instance, instead of doing **Instructional Objectives** in one and a half hours, expand it into a three-hour session; or conduct two or three short sessions on **Approaches to Teaching** or **Classroom Teaching Techniques**.

Second, Volunteers training host country teachers will need to design their own introductory/ expectations session and evaluations. The sessions in the Training Guide are specifically designed for training Peace Corps Volunteers to be teacher trainers.

TRAINER'S NOTES

Training Design

The Training Guide is based on several assumptions. First, the Training of Teacher Trainers program has been designed and written for a homogeneous audience; Peace Corps Volunteers, all of whom have had experience as teachers. You as the trainer will have to make adjustments in both individual sessions and the training design if:

- ° Host country nationals are present.
- ° Pre-service and in-service Volunteers are both present.
- ° Volunteers who are conducting formal and informal teacher training programs are both present.
- ° The group is larger or smaller than the 16 to 24 participants for which this program is designed.

Second, as the training program is based on Teacher Training: A Reference Manual, it is assumed that every participant will have a copy of the Reference Manual with him/her at the training.

Third, because the training program is designed to be used wherever Peace Corps Volunteers are serving as teacher trainers, it is important that it be adapted. You should use culturally relevant examples whenever possible, and consider the materials listed in each session as recommendations. You will obviously be restricted to whatever supplies are available, so be creative.

Fourth, the program is intensive and designed to be implemented by a minimum of two trainers; three trainers are recommended. Break times and meal times are not included in the program.

Finally, it is assumed that any training program will include opening and closing ceremonies, and recreational and evening events. These should be planned in-country by both the training participants and the program staff.

Training Techniques

To assist the trainer, each session is written in great detail. Notes on how each technique is presented in the context of this training program are provided. Further details on how to implement these techniques are outlined in Chapter 1 of the Reference Manual under Training Techniques. Certain techniques which are used more frequently than others are highlighted below.

Lecturettes: Some sessions contain short lecture-style presentations of key content points. Recommendations for what the trainer should say directly to the participants are provided in **bold** print; all directions and notes concerning what actually happens in the training session are in regular print. Do not feel bound to this. If you feel that the lecture notes do not fit your style, adapt them and say what feels most comfortable. However, be sure to cover each of the key content points that are presented in the original lecturette.

Small groups: Many of the activities are designed to be done in small groups. Be sure that the membership of these groups is constantly changing. This can be done in a variety of ways. The easiest is by counting off. If there should be four groups, the participants count off around the room from one to four, then all the number one's are one group, the number two's another, etc. Try to use a variety of ways to form your small groups, such as drawing names from a hat. The point to remember is that, because there are so many exercises using small group formations, using the same process to form groups each time can become tedious.

Brainstorming: Another method that is used frequently throughout this program is brainstorming. Brainstorming is a useful technique because it not only involves everyone in the group, but generates a variety of ideas and new ways of looking at an issue as well. When conducting a brainstorm session, remember:

- * Ideas are accepted without question - there is no right or wrong.
- * Individual responses are not discussed until the brainstorming session is complete, except for clarification.
- * The trainer writes exactly what was stated, except when condensing very long responses. Responses should be recorded, not re-interpreted by the trainer.

You should also take care that the brainstorming session includes all the participants, not only the most vocal. One method of doing this is to first have each participant write several responses on a piece of paper. The trainer then goes around the room, having all the participants read what they wrote, encouraging additional, spontaneous responses.

Lastly, since this is a Training of Trainers program, it is crucial that you practice what you preach. Sessions must be well prepared and utilize a variety of techniques. Encourage the participants to step back and look at the program itself through daily formative evaluations. Be open and willing to have your training style or techniques evaluated.

What follows now are the individual training session plans. Training is an exciting and rewarding adventure. Enjoy the program!

TRAINING TEACHER TRAINERS

DAY 1

Session 1: The Peace Corps Volunteer as a Teacher Trainer
Session 2: Adult Learning Styles
Session 3: Approaches to Teaching
Session 4: Child and Adolescent Learning Styles
Evaluation

DAY 2

Session 5: Instructional Objectives
Session 6: Lesson Planning
Session 7: Teaching Techniques
Evaluation

DAY 3

Session 8: Materials Development
Session 9: Classroom Management
Session 10: Assessment of Student Learning
Session 11: Supervision and Observation
Evaluation

DAY 4

Session 12: Micro-teaching
Session 13: Training Techniques
Evaluation

DAY 5

Session 14: Training Design
Session 15: Training Design (continued)
Evaluation

DAY 6

Session 16: Collaboration
Session 17: Next steps and Program Evaluation

TRAINING GOALS AND OBJECTIVES

GOAL: The goal of this training program is to enhance the skills and knowledge of Peace Corps Volunteers serving as Teacher Trainers.

OBJECTIVES: By the end of the training program the participants will be able to:

- Effectively use Teacher Training: A Reference Manual.
- Discuss the implications of adult learning theory for teacher training.
- Design an in-service teacher training program.
- Demonstrate the use of a variety of training techniques.
- Discuss how they will incorporate sessions of this training program into their own work as teacher trainers.
- Identify strategies for forming collaborative networks.

A TRAINING DESIGN FOR TEACHER TRAINERS

PCV as a teacher trainer (90 min)	Objectives (90 min)	Materials development (90 min)	Micro teaching (3 hrs)	Training design (3 hrs)	Collaboration (90 min)
Adult learning (90 min)	Lesson planning (90 min)	Classroom management (90 min)			Evaluation (90 min)
Approaches to teaching (90 min)	Teaching techniques (3 hrs)	Assessment (90 min)	Training methods &	Training design (cont.) (3 hrs)	
Child and adolescent learning (90 min)		Clinical supervision (90 min)	Learning activities (3 hrs)		
Evaluation (30 min)					

SESSION 1 - The Peace Corps Volunteer as a Teacher Trainer

Total Time: 1 1/2 hours

Objectives: By the end of the session, the participants will be able to:

- identify each other by name.
- list their expectations for the training program.
- compare and contrast the American educational system with that of the host country.
- identify the role of a Peace Corps teacher trainer.

Materials: newsprint chart of comparative educational systems, training design and objectives handouts, newsprint, markers, tape

Activities:

20 min **Small group introductions**

In small groups, the participants meet each other and identify their expectations for the training program.

25 min **Large group discussion**

By going around the room, each participant shares some personal data. Then the small groups share their expectation lists and these are discussed with reference to the training schedule.

20 min **Brainstorm/Chart completion**

The group completes a chart that compares and contrasts the American educational system to that of the host country.

25 min **Small group discussions**

The participants divide into two groups, each with a trainer, to discuss the charts and their implications for the PCV teacher trainer.

SESSION 1 - THE PEACE CORPS VOLUNTEER AS A TEACHER TRAINER

Total Time: 1 1/2 hours

Overview: As the first session of the training program, the activities are meant to 'set the stage' for the rest of the week's training. The session has three main purposes. The first is both to introduce the trainees to each other and to begin to build a working relationship among them. This is done through working in very small groups so that each participant has the opportunity to discover some basic biographical data about three or four of the others with whom he/she will be training.

The second purpose is to begin to involve participants in the training process itself. This is done by brainstorming and discussing the trainees' expectations and hopes for the training. The final activity is designed to enable trainees to begin to evaluate and analyze their role as teacher trainers in a country other than their own. Through small group discussions led by the trainers, the participants begin to compare and contrast the educational system they grew up in with the one in which they now (or will soon) work.

Objectives: By the end of the session the participants will be able to:

- identify each other by name.
- list their expectations for the training program.
- contrast and compare the American educational system with that of the host country.
- explain the role of a Peace Corps teacher trainer.

Session materials: wall chart of comparative education systems, training design and objectives handouts, newsprint, markers, tape

Activities

Procedures

- a. **Small group introductions** 20 minutes
- After a brief self introduction to the trainees, the trainer separates the participants into small groups of four or five. The groups then have two tasks:
- 1) to learn the following personal information about each member: name, site of posting, length of time already in the country, and assignment (10 minutes),
 - 2) to brainstorm and list on a piece of newsprint the members' expectations (or hopes) for the training (10 minutes).

Trainer's notes: The main purpose of this small group work is for the trainees to begin to know each other. Be careful however this doesn't just turn into a 'chatty' session. Check with each group after 9 or 10 minutes to be sure that they are starting the expectations brainstorm.

Materials: sheets of newsprint and markers for each group

b. Discussion
25 minutes

After 20 minutes the groups regather. Going around the room, each trainee says his/her name, assignment and site of posting. When all have introduced themselves, the lists of expectations are posted and each group explains its list. The trainer then distributes to the trainees the training objectives and design and discusses with the participants any major discrepancies between the expectation lists and the pre-planned training design.

The trainer may say something like this if appropriate: **In the best of all worlds every training design is based on a comprehensive needs assessment of the local situation. This was not possible in our case because the training was designed state-side. Though it will be impossible to redesign the entire training program, every attempt will be made to address your concerns during the course of the program. We will use the daily evaluation session and your informal feedback as a way of checking to see that we are meeting your training needs. Since this is your training program, it is our hope that you will both enjoy and learn from it.**

Finally, the training program ground rules (i.e., punctuality, preparation, etc.) are outlined and agreed upon.

Trainer's notes: The reason for listing expectations is two-fold: first to help the participants realize that the training includes the things that they feel they need to know, and second, to include the participants in the training process. This latter point can be recalled during the third part of the andragogy lecturette (that training is learner-centered). If the trainer has done an extensive local needs assessment with the participants prior to the training or if the participants all know each other well, the first two activities might be done in a shortened manner (perhaps only a brainstorm).

Materials: newsprint, markers, tape, training design and objectives handouts

c. **Brainstorm**
20 minutes

The group brainstorms differences and similarities between the U.S. and host country systems of education.

Before looking at teacher training, let's first look at some of the differences and similarities between the system we were raised in, and the one we are now working in. The trainer then tapes up a large newsprint comparative education chart. As the group offers responses to each of the points, the trainer fills in the chart, taken from page 5 of the Reference Manual.

Trainer's notes: While one trainer is writing the brainstorm responses up front, the other is completing a similar chart in the back of the room. This way each of the small groups will have its own chart.

Materials: two comparative education wall charts, markers, tape

d. **Small groups**
25 minutes

When the chart is completed, the participants divide into two groups, each one with a trainer, to discuss the implications of these differences for the Peace Corps Volunteer teacher trainer. Questions the trainer might use to spark the discussion include:

- **Think of a time when have you been especially frustrated by the educational system you are working in. Why were you frustrated and how did you resolve the situation?**
- **You are opposed to the Baccalaureate (O-A Level) examination system the educational system is based upon. How do you handle this personal bias when you are discussing curriculum and student assessment with your teachers?**
- **Is the role of the PCV as a teacher trainer to introduce teachers to new and innovative ways of doing things, or to train them to do well what the Ministry of Education mandates, regardless of one's own personal opinion of that mandate?**

The groups do not regather, but instead go directly into the break.

Trainer's notes: The group discussion here can be very sensitive and must be carefully done, for one is dealing with the biases and assumptions that we, as expatriates, bring into a foreign situation. It is

important to push the Volunteers, yet remain supportive and gentle in any critique. This discussion is meant more to stimulate personal reflection of the trainees' styles and/or values systems, than to change their behavior. If there are host country nationals present, they can help clarify or correct assumptions made by the Volunteers.

Materials: charts from the brainstorm session, tape

WALL CHART

A Comparative Analysis of Two Education Systems

Aspect	United States	Host Country
Curriculum Development		
Curriculum Content		
Administrative Structure		
Educational Ladder/Structure		
Evaluation		
- Student Assessment		
- Student Advancement		
grade to grade		
primary to secondary		
Access to Education		
Role of Language		
- National/Official		
- Mother Tongue, First,		
Second		
Material Resources		
available to Teachers/		
Students		
Classroom Environment		
- Style of presentation		
- Physical set-up/variety		
- Approach to discipline		
- Number of students		
:		

HANDOUT

TRAINING GOALS AND OBJECTIVES

GOAL: The goal of this training program is to enhance the skills and knowledge of Peace Corps Volunteers serving as Teacher Trainers.

OBJECTIVES: By the end of the training program the participants will be able to:

- Effectively use Teacher Training: A Reference Manual.
- Discuss the implications of adult learning theory for teacher training.
- Design an in-service teacher training program.
- Demonstrate the use of a variety of training techniques.
- Discuss how they will incorporate sessions of this training program into their own work as teacher trainers.
- Identify strategies for forming collaborative networks.

HANDOUT

A TRAINING DESIGN FOR TEACHER TRAINERS					
PCV as a teacher trainer (90 min)	Objectives (90 min)	Materials development (90 min)	Micro teaching (3 hrs)	Training design (3 hrs)	Collaboration (90 min)
Adult learning (90 min)	Lesson planning (90 min)	Classroom management (90 min)			Evaluation (90 min)
Approaches to teaching (90 min)	Teaching techniques (3 hrs)	Assessment (90 min)	Training methods &	Training design (cont.) (3 hrs)	
Child and adolescent learning (90 min)		Clinical supervision (90 min)	Learning activities (3 hrs)		

Evaluation
(30 min)

SESSION 2 - Adult Learning

Total Time: 1 1/2 hours

Objectives: By the end of the session, the participants will be able to:

- discuss the basic principles of andragogy.
- identify four different learning styles of adults.
- evaluate the implications of adult learning theory for the teacher trainer.

Materials: wall charts of the theory of andragogy, learning style inventory exercises, newsprint, markers, tape

Activities:

20 min Group Brainstorm

The participants brainstorm and list on newsprint what they think the major differences are between teaching adults and children.

15 min Lecturette

A short talk contrasting the theories of andragogy and pedagogy.

15 min Discussion

In pairs, the participants relate the above theories to their own experiences.

30 min Learning Styles Exercise

The participants complete Kolb's learning styles exercise and discuss the results.

10 min Discussion

The trainer leads a short reflection, relating the session's material to the participants' work.

SESSION 2 - ADULT LEARNING

Total Time: 1 1/2 hours

Overview: The Adult Learning session has two purposes: to introduce the participants to the basic theories of adult learning and to set the foundational context for the training program. Although the participants are all teacher trainers, during the next several days they will also be adult learners.

The first part of the session focuses on the basic principles of adult education as outlined by Malcolm Knowles in his book The Modern Practice of Adult Education. Often the teacher trainer finds him/herself in the ambiguous situation of training others to be pedagogues (teachers of children) while he/she is acting as an andragogue (a teacher of adults). Thus the initial brainstorming session is designed to help the participants clarify for themselves the differences between the two approaches. This is followed by a lecturette on the theory of andragogy.

The second half of the session emphasizes that regardless of how people are taught, individuals have different learning styles and an understanding of these different styles is crucial for the teacher trainer to be effective. The third activity of the session is therefore an exercise in which the participant learns not only his/her own learning style, but also those of the others in the group. The closing reflection highlights the importance of approaching teacher training from an adult learning perspective.

Objectives: By the end of the session, the participants will be able to:

- ° discuss the basic principles of andragogy.
- ° identify four different learning styles of adults.
- ° evaluate the implications of adult learning theory for the teacher trainer.

Session materials: wall charts of the theory of andragogy, learning style inventory exercises, newsprint, markers, tape

Activities

- a. **Group
brainstorm**
20 minutes

Procedures

The group brainstorms the major differences between teaching children and teaching adults. Each participant writes down on a piece of paper two things to remember when teaching children. Then, going around

the room, each person offers his/her suggestions as the trainer writes on a piece of newsprint. Next, the participants think about past training programs they have liked, and they write down two aspects of the program that made it successful for them (two ways they like to be taught). These are listed on another piece of newsprint. These charts are then moved to the side of the room.

Trainer's notes: The participants know from their own experience how they like to be taught and how this is perhaps different from the way they might teach children; in other words the difference between andragogy and pedagogy. The intent of the brainstorm is for them to begin to name for themselves these differences so that the following theoretical section will 'make more sense' to them. If participants think that this is their first training program, remind them of their CREST in the States.

Materials: newsprint, markers, tape

b. Lecturette
15 minutes

The trainer gives a lecturette on the basic principles of andragogy based on A Trainer's Guide to Andragogy by John Ingalls. As each point is completed, the trainer displays the wall chart which graphically illustrates that point.

What we have done is created two lists that highlight some of the basic differences between teaching children and teaching adults. The technical words to distinguish these are andragogy, a term that means adult learning, and pedagogy or child learning. Looking at our lists we can begin to see some of the differences between the two. Malcolm Knowles in his book The Modern Practice of Adult Education identifies four basic concepts that are central to adult learning.

The first is self concept. Whereas the child is dependent upon those around him/her, the adult acts autonomously in relation to others. Adults are capable of being self directed, of being able to identify and articulate what they want to learn in dialogue with the teacher. In pedagogy, the teacher is in a directing relationship with the student; and in adult education the teacher is in a helping relationship with the student.

The second concept is experience. With children, education is often the one-way transfer of data and information from the teacher to the student. This is

not always appropriate for the adult learner who brings a wealth of life experience and wisdom into the learning environment. In adult education, the teacher is more often a facilitator in a mutual learning environment. There is therefore a focus on experiential methods such as small group activities, role playing, peer presentations, etc. The dichotomy between teacher and student is replaced by a community of learners and teachers.

The third concept important for adult learning concerns the student's readiness to learn. In traditional pedagogy, the teacher decides what the students need to learn and the curriculum is developed apart from the learner. In andragogy though, the learner takes a much more active role in deciding what will be taught and when. Adult education is more learner centered. As noted before, adults are often able to identify what the learning needs that arise from their social situation are. In adult education, it is important for the adult learner that the content of educational programs is directly related to both their interests and life situations.

Lastly, there is a different orientation to learning for the adult. Children have been conditioned to have a subject-centered orientation to learning whereas adults tend to have a more problem-centered orientation. The difference is one of time perspective. Children tend to focus attention towards the future whereas adults are concerned with the present. Thus adult learners are interested in learning how to solve the problems that they are experiencing in their daily lives.

Trainer's notes: The intent of the lecturette is to clearly and concisely introduce the concept of andragogy and contrast it with pedagogy. It is important that the participants are clear about the differences, for as teacher trainers they are teaching adults information that is meant to help them teach children. Use the wall chart to explain and expand the lecturette, referring back to the brainstorm list or drawing examples from the group.

Materials: wall charts contrasting andragogy and pedagogy, tape

c. Discussion
10 minutes

The participants now relate the above theory to their own experiences. **Turn to the person next to you and spend the next ten minutes talking about why it is important for teacher trainers to have an understanding of these four basic aspects of adult learning.**

Trainer's notes: Let this be a 'chatty' time as people share stories with each other in pairs.

d. Learning styles exercise
30 minutes

The participants regather and the trainer distributes the learning styles exercise. Each person individually completes the exercise and plots his/her results on the accompanying graph, using markers. When everyone has finished, all the charts (without names) are taped to the board in the front of the room. The group then discusses the results of the exercise.

- **Were you surprised with the results of your chart? If so, why?**
- **What do you notice as you look at all the charts displayed up front?**
- **Why is it important for both trainers and learners to be aware of the diversity of learning styles?**

Trainer's notes: It is important for the trainer to emphasize that there are no wrong answers, or 'good' or 'bad' learning styles. No one style is inherently better than another. They are just different; and because they are different the trainer needs to be flexible in order to continually adjust his/her training style and activities to match the diverse learning styles of the trainees. If this exercise has already been used with the participants during the CREST or pre-service training, discuss here the four different learning styles outlined in session four (pages 34-35 of the Training Guide and page 70 of the Reference Manual.)

Materials: learning style exercise handouts (4 sheets each), tape, markers

e. Closing Reflection
10 minutes

The trainer leads a short group discussion on the session.

- **When you think back on your teacher training or teaching experiences, which points discussed this morning make the most sense to you?**
- **What insights have you had into your own teaching or learning style?**
- **Will your teaching be different in the future? How?**

Trainer's notes: This reflection is meant both to give feedback to the trainer on the two sessions, and to allow the participants to share their thoughts about what it means for them to be a teacher trainer.

WALL CHART

SELF CONCEPT

pedagogy

dependent
directing relationship



andragogy

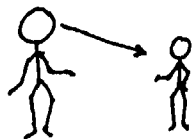
self directed
helping relationship



EXPERIENCE

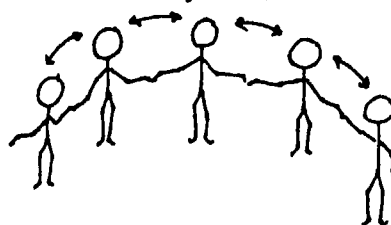
pedagogy

one-way transfer
teacher/student



andragogy

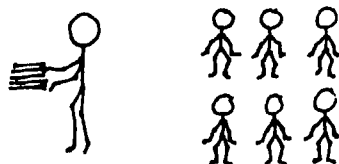
mutual learning
community of learners



READINESS TO LEARN

pedagogy

teacher decides
curriculum developed
apart



andragogy

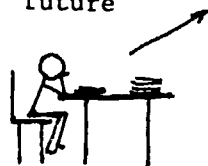
learner centered
curriculum directly
related



ORIENTATION TO LEARNING

pedagogy

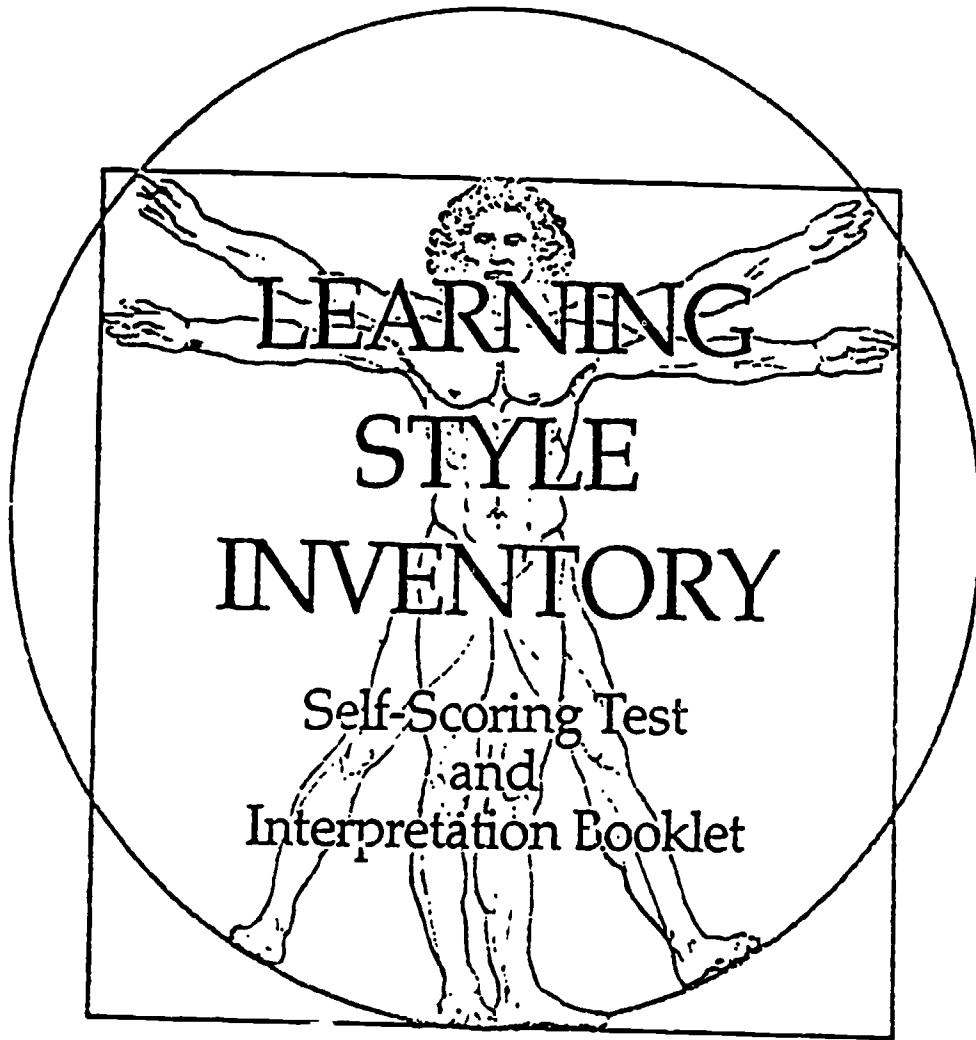
subject centered
future



andragogy

problem centered
present





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Instructions

There are nine sets of four words listed below. Rank order the words in each set by assigning a 4 to the word which best characterizes your learning style, a 3 to the word which next best characterizes your learning style, a 2 to the next most characteristic word, and a 1 to the word which is least characteristic of you as a learner.

You may find it hard to choose the words that best characterize your learning style. Nevertheless, keep in mind that there are no right or wrong answers — all the choices are equally acceptable. The aim of the inventory is to describe how you learn, not to evaluate your learning ability.

Be sure to assign a different rank number to each of the four words in each set; do not make ties.

1. <input type="checkbox"/> discriminating	<input type="checkbox"/> tentative	<input type="checkbox"/> involved	<input type="checkbox"/> practical
2. <input type="checkbox"/> receptive	<input type="checkbox"/> relevant	<input type="checkbox"/> analytical	<input type="checkbox"/> impartial
3. <input type="checkbox"/> feeling	<input type="checkbox"/> watching	<input type="checkbox"/> thinking	<input type="checkbox"/> doing
4. <input type="checkbox"/> accepting	<input type="checkbox"/> risk-taker	<input type="checkbox"/> evaluative	<input type="checkbox"/> aware
5. <input type="checkbox"/> intuitive	<input type="checkbox"/> productive	<input type="checkbox"/> logical	<input type="checkbox"/> questioning
6. <input type="checkbox"/> abstract	<input type="checkbox"/> observing	<input type="checkbox"/> concrete	<input type="checkbox"/> active
7. <input type="checkbox"/> present-oriented	<input type="checkbox"/> reflecting	<input type="checkbox"/> future-oriented	<input type="checkbox"/> pragmatic
8. <input type="checkbox"/> experience	<input type="checkbox"/> observation	<input type="checkbox"/> conceptualization	<input type="checkbox"/> experimentation
9. <input type="checkbox"/> intense	<input type="checkbox"/> reserved	<input type="checkbox"/> rational	<input type="checkbox"/> responsible

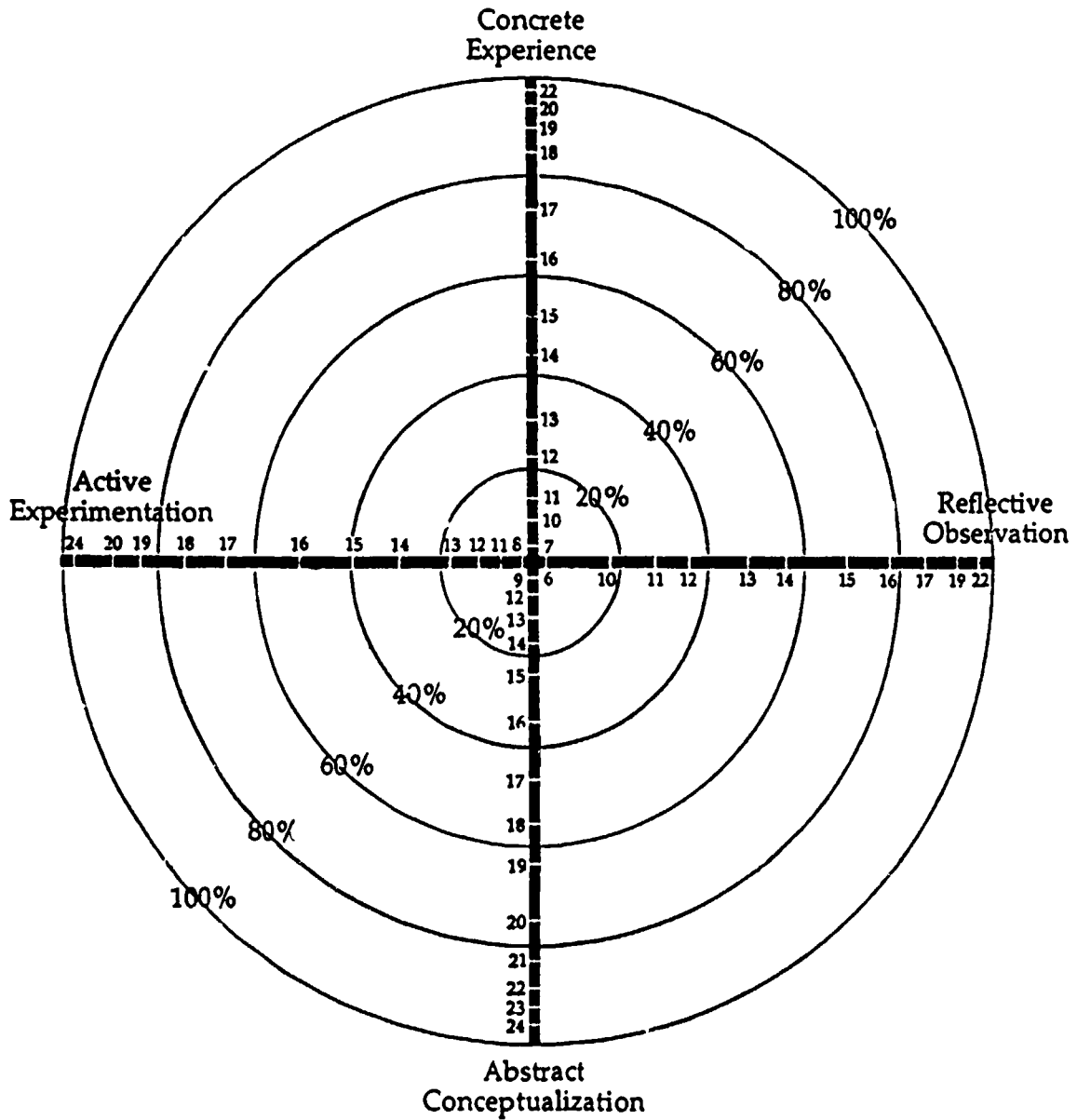
Scoring

The four columns of words above correspond to the four learning style scales: CE, RO, AC, and AE. To compute your scale scores, write your rank numbers in the boxes below only for the designated items. For example, in the third column (AC), you would fill in the rank numbers you have assigned to items 2, 3, 4, 5, 8, and 9. Compute your scale scores by adding the rank numbers for each set of boxes.

Score items: 2 3 4 5 7 8 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Score items: 1 3 6 7 8 9 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Score items: 2 3 4 5 8 9 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Score items: 1 3 6 7 8 9 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
CE = _____	RO = _____	AC = _____	AE = _____

LEARNING STYLE PROFILE

Norms for the Learning Style Inventory



A high score on *Concrete Experience* represents a receptive, experience-based approach to learning that relies heavily on feeling-based judgments. High CE individuals tend to be empathetic and “people oriented.” They generally find theoretical approaches to be unhelpful and prefer to treat each situation as a unique case. They learn best from specific examples in which they can become involved. Individuals who emphasize *Concrete Experience* tend to be oriented more towards peers and less towards authority in their approach to learning, and benefit most from feedback and discussion with fellow CE learners.

A high score on *Abstract Conceptualization* indicates an analytical, conceptual approach to learning that relies heavily on logical thinking and rational evaluation. High AC individuals tend to be oriented more towards things and symbols and less towards other people. They learn best in authority-directed, impersonal learning situations that emphasize theory and systematic analysis. They are frustrated by and benefit little from unstructured “discovery” learning approaches like exercises and simulations.

A high score on *Active Experimentation* indicates an active, “doing” orientation to learning that relies heavily on experimentation. High AE individuals learn best when they can engage in such things as projects, homework, or small group discussions. They dislike passive learning situations such as lectures. These individuals tend to be extroverts.

A high score on *Reflective Observation* indicates a tentative, impartial and reflective approach to learning. High RO individuals rely heavily on careful observation in making judgments, and prefer learning situations such as lectures that allow them to take the role of impartial objective observers. These individuals tend to be introverts.

SESSION 3 - Approaches to Teaching

Total time: 1 1/2 hours

Objectives: By the end of the session, the participants will be able to:

- ° identify the basic assumptions and applications of the teaching approaches presented in the Reference Manual.
- ° identify learning activities for two of the approaches.
- ° discuss the applicability of all of the approaches to their own teaching situations.
- ° evaluate their own approach to teaching within the context of the different approaches.

Materials: strips of paper with each of the approaches, wooden box or stool, newsprint, tape, markers

Activities:

5 min **Individual work**

Each of the participants writes down his/her own personal approach to teaching.

35 min **Role play**

The participants prepare defenses of different approaches to teaching, which they then present in a 'Speaker's Corner' fashion.

20 min **Small groups**

The participants divide into small groups. Each group identifies application ideas for two approaches, based on a teaching topic of their choice.

20 min **Large group discussion**

Each small group presents their application activities to the larger group. The participants then discuss the applicability of each of the approaches to their own teaching situations.

10 min **Mini-lesson preparation**

The participants choose a teaching approach for their mini-lesson and list three reasons for their choice.

SESSION 3 - APPROACHES TO TEACHING

Total time: 1 1/2 hours

Overview: One key element to becoming a competent teacher is mastering the ability to choose, from a repertoire of approaches, the one best suited to the needs of the students, the teacher's personality, the content area and the classroom environment. The purpose of this session is to introduce the participants to eight major approaches to teaching.

After individual reflections on their own approaches to teaching, the participants review the assumptions of each of the models presented in the Reference Manual and prepare and participate in a role play. They then divide into small groups and outline ways of teaching the same content from the perspective of two different approaches. This is followed by a large group discussion that both evaluates the small group work, and presents the participants with many new ideas about how to teach familiar content from a fresh perspective. The closing exercise introduces the participants to their mini-lesson assignment.

Objectives: By the end of the session, the participants will be able to:

- ° identify the basic assumptions and applications of the teaching approaches presented in the Reference Manual.
- ° identify learning activities for two of the approaches.
- ° discuss the applicability of all of the approaches to their own teaching situations.
- ° evaluate their own approach to teaching within the context of the different approaches.

Session materials: strips of paper with each of the approaches, wooden box or stool, newsprint, tape, markers

Activities

- a. **Individual work**
5 minutes

Procedures

In this session, we will look at some of the many approaches to teaching available to the teacher. Think for a minute, then write down two or three sentences describing your own approach to teaching; include your assumptions or beliefs about how students learn best and what you believe to be the role of the teacher in the educational process.

Let the participants think and write for several minutes. When they are finished, tell them to put the paper away (or close the notebook) for they will use this information later in the session. Then move directly into the next activity.

Trainer's notes: There is no discussion of this individual work. It is meant to have the participants identify for themselves, before they begin to review the other approaches, their own beliefs and biases.

b. Role play
35 minutes

Now that you have thought about your own approach to teaching, we will look at the approaches outlined in the Reference Manual.

10 min

Have any of you ever been to London? In Hyde Park, London, there is something called Speakers' Corner. At Speakers' Corner, anyone can say anything to the crowd that gathers there - it's the home of the original 'soap box'. You find the most amazing people, talking about the most amazing things. Well, this afternoon, we are going to have our own Speaker's Corner.

The trainer then divides the participants into eight small groups (pairing perhaps with the person seated next to them). Each group is given one of the eight teaching approaches outlined in the Reference Manual. (Make a copy of the chart in the attachments. Cut it into eight strips, so that each small group is given only the approach they will be defending.) They are to each prepare a one to two minute defense of their model to be presented to the total group (the crowd gathered at the park), and chose one person to deliver it. The participants should be basing their defense on the assumptions column of the chart.

20 min

The crainer regathers the participants and puts a wooden box or stool in the front of the room. Then one after another, the participants come forward and defend their approach, being as dramatic as they wish. The other participants are to pretend that they are the crowd gathered around, calling out support or criticism of the view being presented.

5 min

The trainer closes the role play by saying, **Each approach to teaching is both useful and defensible in its own right. None is better than the other, although one may be more appropriate than another depending on the context and the situation. The teaching approach chosen depends on many factors, including:**

- Teacher's own style and previous training
- Students' learning styles
- Previous learning environment of students
- Nature of subject matter
- Philosophy of school system
- Availability of materials
- Class size and age

Now take a piece of paper and make two columns. At the top of one write 'used before', at the top of the other 'never used'. Now go down through the list of approaches on pages 54-55 in the Reference Manual, and write in the first column the names of those approaches you think you may have used before in your teaching. In the other column, write the names of those approaches you have never used. The trainer gives the participants two or three minutes to complete their lists.

What you are going to do next is look again at the approaches and discover some practical way incorporating them into your teaching.

Trainer's notes: The presentations should be fun and lively. It has been a long day for the participants, and this exercise is intended to give them a fun break, at the same time that they try to get on top of the different teaching approaches. Circulate among the small groups to answer any questions. They are not to present the 'how' of the approach, but instead to defend the 'why' of the approach. Be very strict on the length of the defenses, even if it means cutting them off in the middle of a sentence. The trainer must be very attentive to the time spent on each activity, or the exercise will run too long.

Materials: strips of paper with each of the approaches, wooden box or stool

c. **Small groups**
20 minutes

The participants count off from one to four in order to form four groups. Each group is assigned two teaching approaches from the chart on pages 54-55 in the Reference Manual. Using a topic of their choice (ie: irregular verbs), the group identifies an idea for a sample application for each of their approaches, following the example in the Reference Manual. On a sheet of newsprint, they write the title of each of their approaches and two or three sentences describing the application idea.

Trainer's notes: If the participants have difficulty choosing a topic, the trainer can suggest a list of topic ideas to choose from. The trainer(s) will need to circulate among the groups, helping them get 'unblocked' if necessary. Be sure the applications are written as activities.

Materials: newsprint, markers, tape

d. Discussion
20 minutes

Each small group presents its approach, its idea for an application activity and the rationale for choosing that activity for the approach. The total group discusses the appropriateness of each of the applications. After all the groups have reported, the trainer leads a reflection on teaching approaches.

- Which approaches had you never seen before?
- Which do you like?
- Which seem strange to you?
- Look back at what you wrote earlier about your own approach. Which of the approaches in the Reference Manual does it resemble the most?
- Why is it important to use a variety of approaches to teaching?
- How can using different approaches make you a better teacher (trainer)?

Trainer's notes: Be very careful here to clarify and distinguish among the different approaches. If the participants identify similar activities for different approaches, make sure they understand why the application is appropriate for the one and not the other, or equally appropriate for both. The intent of this exercise is for them to have one good example from their own field for each of the approaches.

Materials: newsprint work from the small groups

**e. Mini-lesson
preparation**
10 minutes

Now we are going to begin a process that will continue for the next several days. As we discussed this morning, learning can remain abstract unless it is linked to concrete, practical action. Therefore, each of you during the next several days is going to design a mini-lesson that you will teach on Thursday morning. You will teach these lessons in small groups of four or five, following a micro-teaching model. The lesson will only last for 10 minutes and can be on any topic you wish.

The trainer then answers any questions, stressing to the group that they will have plenty of time for preparation. If the participants have been given notebooks, tell them to turn to a new section, or to take some fresh paper and do the following: **Each person, think of an idea for a 15 minute mini-lesson. Then look at the list of teaching approaches, and choose one for your mini-lesson. Now write three reasons why you chose that approach.** There is no sharing of these. The session is now ended, and a reflection on the day begins.

Trainer's notes: The participants may start to get anxious or nervous about the mini-lesson assignment. Try to relax them by stressing that it is not any kind of a test, but is instead only a practical way of both incorporating and practicing what they are learning during the training.

Materials: individual notebooks or paper

HANDOUT

Approach	Theorist	Assumptions
Operant Conditioning	B.F. Skinner	Based on belief that human behavior is shaped by external forces. Teachers condition student behavior by providing positive and negative reinforcement to students.
Advance Organizer	David Ausubel	Information should first be presented as an overview of a topic in the form of a chart, outline or description which provides a 'whole picture' (an advance organizer). Each sub-topic can then be isolated and studied in more detail.
Concept Attainment	Jerome Bruner	Knowledge can be organized around key concepts. Teachers help students develop their ability to learn and think about concepts by identifying attributes and examples.
Inquiry Training	Richard Suchman	Students develop ability to build theories by using the scientific method. Teachers provide students with puzzling events to resolve. They help students understand all knowledge is tentative.
Legalistic	D. Oliver J. Shaver	Students must learn to participate in a democratic society. Teachers use Socratic or confrontational method to encourage students to identify public policy issues and defend their positions.
Social Simulation	Sarene Boocock	Simulation of realistic life events in a controlled environment provides students with the opportunity to experience social processes and their own reactions to them.
Synectics	William Gordon	Creativity can be taught through group activities which use metaphor, analogy deferred judgement and emotional responses to solve problems or create ideas.
Nondirective	Carl Rogers	In an environment where students are trusted, prized and encouraged to express their feelings, students can define their own learning needs and identify the most meaningful strategies for reaching them. Teacher uses interview techniques to guide students toward self-realization.

HANDOUT

Sample Applications

Programmed instruction packages used in language laboratories: Each time students complete a sentence correctly they move on; incorrect answers require repetition until correct answers are given.

A biology teacher gives students a chart of the taxonomy of the plant family and its sub-groups. She then lectures moving from basic to more complex aspects of each group.

A math teacher introduces the concepts of line and plane. Students answer yes and no questions until they can identify the essential attributes of each concept and explain its rules.

A science teacher presents students with a puzzle: when two liquids are combined their total volume decreases. Students gather data, form an hypothesis, try to prove or disprove it and formulate a theory about the liquids.

A social studies teacher presents a case: Which language should be the national language? Students group themselves into those in favor and those opposed, debate the case and identify conflicting values.

In the "Life Career" game students assume the role of fictitious persons, make career and family decisions and experience the consequences at various intervals.

Students are asked to invent a new tool for planting. They brainstorm a list of objects like the tool, imagine themselves "becoming" the tool, combine opposite attributes to describe the tool and suggest new designs.

A teacher concerned by student' lack of interest negotiates "work contracts" with her students. She meets with each student to discuss their learning plans, renegotiates and assists students in a self-evaluation following the day's work.

Considerations

- Communicates information
 - Teacher-centered
 - Any age, subject
 - Reliance on programmed planning
-
- Communicates information
 - Teacher-centered
 - Any age, subject
 - Reliance on lecture
-
- Communicates information
 - Somewhat Teacher-centered
 - Any age, subject
 - Reliance on questioning, explanation
-
- Teaches process of acquiring information
 - Somewhat teacher-centered
 - Any age, especially used for natural and social science
-
- Communicates social values
 - Teacher-centered
 - Adolescents/adults, social studies, civics
-
- Teaches information/values
 - Somewhat teacher-centered
 - Adolescents/adults, topics involving interaction
-
- Enhances personal growth
 - Somewhat student-centered
 - Any age, any subject for problem-solving, new ideas, creative writing
-
- For personal growth
 - Student-centered
 - Adolescents/adults, student responsibility for subject

SESSION 4 - Child and Adolescent Learning

Total Time: 1 1/2 hours

Objectives: By the end of the session, the participants will be able to:

- discuss the basic concepts of cognitive and affective development.
- identify different grouping strategies in the classroom.
- list five learning strategies that emerge from the case study.

Materials: newsprint, markers, tape, cognitive and affective domain wall charts, three decks of cards, case study handouts, developmental profile handouts, ten identical objects, three glasses (one taller and narrower than the other two), a pitcher of water

Activities:

10 min **Ice breaker**

The participants draw their answers to how they think children learn.

15 min **Lecturette**

The trainer gives a short talk on the different ways children learn, with special emphasis on the cognitive domain.

15 min **Discussion**

The trainer leads a discussion of the major points of the lecturette.

40 min **Case study**

The participants meet in small groups to review the affective domain of child learning through a case study.

10 min **Game**

The participants play a game that emphasizes issues in perceptual thinking.

SESSION 4 - CHILD AND ADOLESCENT LEARNING

Total time: 1 1/2 hours

Overview: The first thing a teacher needs to examine in the educational process is how children and adolescents learn. It is important to consider learning preferences and cognitive, affective, and psychomotor development, so that the teacher can develop strategies for designing appropriate learning experiences to meet the needs of the students.

The first half of the session is a lecture and discussion on the cognitive domain, emphasizing the work of Piaget and Brunner. The second half of the session is a case study, which highlights major learning issues in the affective domain. The session ends with a game, which demonstrates experientially the difficulties of mixed perceptual images.

Objectives: By the end of the session, the participants will be able to:

- discuss the basic concepts of cognitive and affective development.
- identify different grouping strategies in the classroom.
- list five learning strategies that emerge from the case study.

Session materials: newsprint, markers, tape, cognitive and affective domain wall charts, three decks of cards, case study handouts, developmental profile handouts, ten identical objects, three glasses (one taller and narrower than the other two), a pitcher of water

Activities

a. **Ice breaker**
10 min

Procedures

Four blank sheets of newsprint, easily accessible, should be posted around the training room. Each sheet has a sentence written at the top:

- * Children learn best when they...
- * A child's perceptual preference might be...
- * An emotion that might affect learning is...
- * A child who has difficulty writing might...

The trainer gives each participant a marker and says, **On the walls are four pieces of newsprint each having a**

different incomplete sentence. Take your markers and draw your responses to each of those four sentences. This is not to measure your artistic abilities but only for us to generate as many ideas as possible. Please don't hold back - be as creative as you can.

The trainer should encourage discussion and model a relaxed and fun style. Be sure participants draw something on each of the four sheets. When they finish, they return to their seats and look at all the drawings.

Trainer's notes: This exercise is not meant to initiate a group discussion, but to instead enable the participants to realize their biases about how children learn. Drawings should be left up so that they can be referred to during the session if necessary.

Materials: newsprint sheets, markers or crayons, tape

b. **Lecturette**
15 minutes

Look at the drawings you just completed. What do you notice about them? As we can see, there are many different ways of looking at the way children learn. Studies of child and adolescent learning theory include:

- developmental stages
- perceptual systems
- information processing and learning styles, and
- other considerations including environmental differences (such as cultural and social norms, the physical environment of the classroom) and grouping.

The Reference Manual discusses these topics in great detail, so for now, we will briefly review some of the major points and then have a discussion about your reactions to them.

Let's look first at the theory of developmental stages. These are associated with three domains of the learning process: cognitive, affective, and psychomotor. Who can remember what the cognitive domain is? (The cognitive domain encompasses the thought processes used learning.) What's the affective domain? (emotional development and feeling) And the psychomotor domain? (the physical employment of the body during the learning process)

Of the three, the cognitive domain has received a great deal of attention by educational psychologists. This is largely due to the fact that most educational

systems stress the acquisition of knowledge over the social, emotional and physical development of the child. This does not mean that affective and psychomotor development should be ignored, merely that they have been given less attention in the literature than the cognitive aspects.

We are going to look at the work of two major educational theorists. The first, Jean Piaget, a Swiss psychologist, provided much of the theoretical framework on which we currently base our understanding of child cognitive development. Based on his research, which focused on mental growth and development, Piaget suggests general time periods (loosely associated with ages) in a child's life when different stages of development are most likely to occur. He presents these stages in two levels, the prelogical and the logical.

The prelogical stage consists of sensori-motor operations and pre-operational thought. Sensori-motor operations predominate from birth to approximately the age of two. The child is in a pre-verbal stage and bases his/her perceptions of the world on observations. Much of what the child understands is seen through imitation of parents and others who affect his/her life. The child develops at the sensori-motor stage by acting on the environment and establishing patterns for the effective acquisition of knowledge and a sense of the world.

During the prelogical stage, the child reaches a point of conceptual development that enables him/her to begin speaking and developing other cognitive and social skills. One might observe children in the sensori-motor stage:

- o making sounds
- o reacting only to their immediate environment
- o imitating parents' gestures, sounds and movement, and,
- o acting in an ego-centric manner.

For example: The child does not understand that food is being prepared for him/her but cries because food is not immediately present.

The preoperational stage (approximate ages: 2 -7) is defined as the time when the child is able to conceptualize and use representation in thought; as opposed to the hands-on orientation in the sensori-

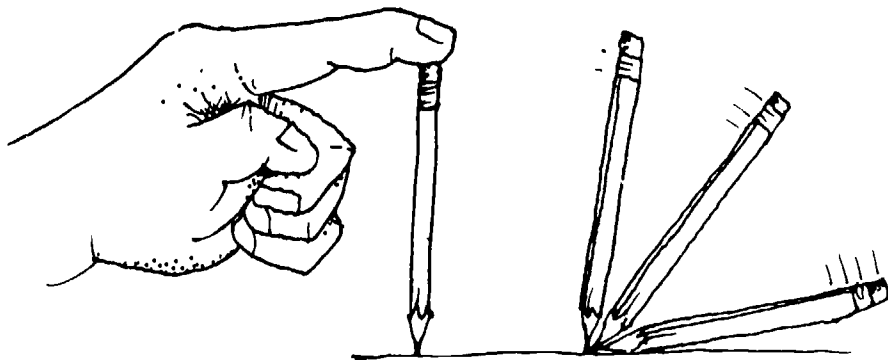
motor stage. This is especially evident in behavior such as:

- Spoken language: the use of words to represent objects with each object beginning to take on its own definition.
- Deferred imitation: the ability to imitate from memory something that is not present.
- Symbolic play: the use of an object to represent another object. (e.g., a piece of wood or stone can represent an animal, a soldier, a vehicle, etc.).
- Drawing: the ability to recreate, in a drawing or sketch, something the child has experienced.
- Mental images: the ability to establish mental 'drawings' and store internalized images in the mind.

Another important aspect of the preoperational stage is the socialization of behavior. At this stage in the socialization process the child is moving from egocentric, nonsocial behavior to communicative, social behavior.

The teacher should be aware that prior to the age of seven or eight, a child may have difficulty with certain cognitive activities. These difficulties include:

Transformation: the ability to follow sequence or step by step procedures. Each piece of an operation is seen independently. Take out a pencil or marker, hold it upright on a desk or table, and let it fall.



The child might have a problem identifying what happened. He/she may only identify the pencil as being vertical or horizontal. A preoperational child only distinguishes between those two positions of the pencil, without recognizing the process of releasing the pencil from my fingertip and letting it fall.

De-centration: the ability to focus on a broad range of perceptual information or aspects of an event. In this transitional period, the child may only be able to center or focus on a limited amount of perceptions with no cognitive evaluation. The trainer points to a piece of clothing and asks several participants to describe the garment. Preoperational children may only center or focus on one of the properties (color, shape, size, buttons, etc.) that you mentioned.

Reversibility: the ability to understand a 'reverse' act or procedure. The trainer takes ten identical objects and places them in two rows of five of equal length. Then one of the rows of objects is lengthened by moving the objects further apart. All the participants should be able to see this. Children might have a problem understanding that the number of objects has remained the same even though they have witnessed the teacher moving the objects. They will simply see that one row is longer than the other. So reversibility means that the child can't reverse mentally any action that he/she has witnessed.

Conservation: the ability to conceptualize that objects and quantities may change in some ways but remain the same in others (i.e. conservation of numbers, area, and mass). Taking a pitcher and a glass, the trainer takes two different sized glasses and fills each with the same amount of water. Which glass has more water in it? Even though the child has seen the same amount of water poured into each glass, he/she will typically think that there is more water in the taller, narrower glass because the water level shows higher.

The second level, the logical stage, describes the child as using first concrete and then formal operations. During the concrete operations stage (ages 7-11), the child's reasoning processes become logical and logical thought processes are applied to problems. This is a change from the strictly perceptual distinctions that were discussed in the pre-operational stage. The child begins to 'de-center' his/her thinking and broadens perceptions so that the problems of transformation, conservation, centration, and reversibility can be solved. If the child has a conflict between perception and reason, the child will now make judgments on reason.

Some of the characteristics of a concrete thinker are:

Classification: the ability to spontaneously group objects by one attribute, then shift to another attribute and regroup the same objects. The trainer hands out three decks of cards to several participants, either as groups or as individuals. Will each of you now group these cards? This should only take about a minute. It is not necessary that they group all the cards, only that they begin, so that the grouping pattern they have chosen is clear. How did you group the cards. According to color? to suit? to number? A preoperational child might be able to group by one attribute - color, for example. But in the concrete operations stage, the child is seeing that there are many ways to understand the same object or idea.

Class inclusion: the ability to understand and coordinate, in a hierarchial sense, part to whole relationships. The trainer draws or displays this picture:



Here, a child is presented with 10 brown wooden beads and two white wooden beads. If asked, "Are there more wooden beads or brown beads?", the prelogical child will typically answer that there are more brown beads, distinguishing between brown and white NOT that white and brown beads are all wooden. In the logical stage of concrete operations, the child begins to see that beads have two properties, color and material.

Seriation: the ability to order things first, second, third, etc.

Conservation: the understanding that numbers remain the same even if operations (+, -) change (this can be applied to quantity, weight, volume, length).

During the concrete operations stage, the child begins to move into more social behavior, becoming less egocentric and more accepting of others' points of view and differences.

The educational implications for this stage include: the child's ability to recognize time and speed, causality, classifying, and the ordering of objects and ideas. The teacher is challenged to incorporate more complex ideas and relationships into lessons, so as to allow the child to initiate problem solving.

In the second stage, formal operations (approximate ages: 11 - 15 or older), the child/adolescent begins solving problems and using complex reasoning skills. This is the beginning of the adult thought processes and the individual is 'fine tuning' his/her ability to confront abstraction and analysis. This stage is occasionally beyond the reach of an individual depending on the environmental, physical, cognitive or emotional constraints he/she experiences. For example, psychologists have estimated that half the population of the U.S. may never reach this stage or develop formal operations completely, remaining at the concrete operations stage or in the transitional phase.

Some of the characteristics of a formal thinker are:

- Probability: the ability to develop relationships between confirmed and possible cases or situations.
- Correlations: the ability to conclude that there is or is not a causal relationship in an event and the ability to draw inferences from different variables.
- Combinations: the ability to generate possible combinations of ideas and/or solutions to problems.
- Proportional reasoning: the ability to discover the equality of the two ratios which form a proportion.
- Conservation: the ability to deduce and verify conservation from implied consequences.

In general, while the concrete thinker is unable to go beyond the given, to consider cause and effect, hypothesize or analyze experience, the person who is operating in the formal operations stage is able to reflect about his/her thoughts and feelings and seek solutions to critical problems.

Piaget's theory has been much debated in both Third World and developed nations. These stages may not occur exactly as prescribed by Piaget, but his presentation may serve as a useful reference point for teachers to examine their own students' development and develop appropriate teaching strategies.

Another theorist who offers insight into developmental theory is Jerome S. Bruner. His work follows Piaget

rather closely. Bruner describes the following three progressive modes of representation of the world:

Enactive: the child's interaction with objects in his/her world (similar to Piaget's sensori-motor stage).

Iconic: the child's use of symbols, images, and representation. The child is able to recreate a situation and develop imagery. (This point is not evident in Piaget's work and thus is worthy of particular note).

Symbolic: the child's use of language and symbols and abstractions (such like Piaget).

Although these modes are presented as separate stages, Bruner does not contend that they are sequential stages. Rather, he bases his concepts on the following:

1. Growth is:
 - a. Characterized by increasing independence from immediate stimuli (movement from hands-on, sensori-motor to representation).
 - b. Dependent on the internalization of information (memory system).
2. Intellectual growth depends on:
 - a. The use of symbols.
 - b. The interaction between the student and the environment.
 - c. The ability to perceive abstraction, time, and alternative solutions.
3. The teacher serves as a role model for the student, showing him/her how to confront problems and helping him/her learn to learn.

Bruner advocates the discovery approach to learning. This means that the responsibility of learning lies with the learner. His main concern was to teach children to learn so that they might be effective and successful out of the classroom in everyday life. This approach is especially applicable in the sciences where the process of discovery learning is as much a part of the curriculum as the scientific information.

The teacher needs to be aware that, as children pass through different cognitive stages, they demonstrate a preference for a particular style of learning. Thus, the challenge for the classroom teacher is to maintain a balance between individual learning styles and the

needs of the group. Each style of learning is keyed to a particular instructional and corresponding learning strategy.

Four of these learning and instructional strategies are:

- ° Some learners are primarily interested in facts and need the teacher to demonstrate, lecture, explain and clarify.
- ° Some learners are primarily interested in personal meaning and need teachers to give a reason, discuss and answer questions.
- ° Some learners are interested in how things work and need to experiment and have interaction with peers and the teacher.
- ° Some learners are interested in self-discovery and need to teach themselves as opposed to being taught.

Students will benefit most when assisted in using a variety of learning strategies. Some styles may be more apparent at different developmental stages and the implications for curriculum development are significant. For example, students in Piaget's formal operations stage (approximately 11 - 15 years of age) might be interested in exploring issues for themselves since they are in the process of developing their self-concept and determining how they fit into society. They are certainly more ready for self-discovery and experimentation than children in a preoperational stage of development.

One possible classroom application of child and adolescent learning is the strategy of grouping students for learning activities. Student learning styles may be addressed by working individually, working in pairs, in small groups, with peers or with adults. Grouping strategies should address as many aspects of the students' learning styles as possible and be appropriate to the developmental capacities of the students. This is not always possible due to the number of students in the class, time factors, materials available, space, and so on. Some possibilities for grouping when possible are:

- ° ABILITY - students with similar reading abilities, for example, can be grouped together to progress at an appropriate speed.
- ° TASK - students working on the same assignment help each other.

- ° **INDIVIDUALIZED CONTRACTING** - an individual student and the teacher can write a contract which outlines work that the individual is responsible to complete. This work is accomplished by the individual with the support and direction of the teacher.
- ° **LEARNING STYLE (homogeneous)** - students who have the same preferred learning styles, (either perceptual or information processing) work together to help support and maintain information processing skills.
- ° **LEARNING STYLE (heterogeneous)** - students who have different preferred learning styles work together to help develop new processing skills.
- ° **RANDOM** - Students count off and are assigned to work in random groups. Random grouping of students can break up tight sub-groups in a class and help students learn to share learning strategies and work with all classmates to establish social relationships and create a more cohesive class spirit.

When a teacher is faced with an entire classroom of students, he/she must be aware that all learning styles are at work. Cognitive, emotional, environmental, physiological and psychological needs all make up the learning process and must not be ignored but rather embraced in the planning of classroom activities and learning experiences.

In conclusion, the important thing to remember is that there are a host of theories, many developed in the West, that may or may not be acceptable to you. It is up to us as educators to identify those theories that we believe in and design classroom experiences that will best help children learn by being aware of their development and needs as children. If the children's developmental needs are NOT being met, we then FAIL as teachers.

Trainer's notes: The lecturette, taken directly from the Reference Manual, has been written in great detail to assist the trainer. Depending upon the participants' familiarity with the material, it can either be presented in full, or shortened. The important thing is to review the material presented on the wall charts sufficiently for an animated discussion in the next activity.

Materials: wall charts of learning theories, ten straws, sticks, rocks or any ten identical objects, three decks of cards, a pencil, three glasses of different sizes, a pitcher of water

c. **Discussion**
15 minutes

The trainer leads a discussion on the lecturette.

- Do you agree or disagree with Piaget?
- Does your own classroom experience support these theories or not?
- What does cognitive development theory mean for classroom activities?
- What are the dangers of advocating only one learning theory?
- How can teachers in cross-cultural situations verify the relevance of established learning theory within the local context?

Trainer's notes: There is a lot of material covered in the lecturette that may be new for the participants. Use this discussion as a time for answering questions, and exploring the cross-cultural issues.

d. **Case study**
40 minutes

The other two domains are the psychomotor and the affective. While we won't have time to discuss the psychomotor domain today, remember that psychomotor development refers to the physical use of the child's body during the learning process.

The affective domain concerns the development of feelings and emotions in the child. It encompasses both the environmental conditions which may be affecting the way children learn, and the humanistic conditions which may affect the manner in which they view themselves and others.

Piaget associates affective development with specific stages of his cognitive model:

- o Preoperational (2 - 7): The child is just beginning to experience and develop moral reasoning, security, needs, and testing adults/peers (e.g. lying, guilt, concepts of punishment and justice, right and wrong etc.).
- o Concrete Operations (7 - 11): The child's will and sense of autonomy are being developed. Judgments of right and wrong are being made. Children begin to challenge rules as they assert their opinions and distinguish between lies, deception, and reality.

- ° **Formal Operations (11 - 15 or older):** The child develops personality, a concept of self and self-importance. He/she adapts to society and develops the areas of cooperation, trust, sexuality, and seeks an acceptable state of equilibrium within social/cultural norms and constraints.

The environment has a substantial effect on the learner, as does the idea of self and interpersonal relationships. Such considerations (which have direct implications for curriculum design) include self-concept, values clarification, fantasy, security, and group dynamics. Abraham Maslow developed a hierarchy of needs which identified five stages of needs that motivate an individual. Refer to the wall chart. These need stages include: physiological (food, clothing and shelter), safety and security, social and affiliation, self-esteem and self-actualization. Each stage is built upon the previous stage and an unsatisfied need at one stage denies the individual access to the next. Understanding this hierarchy of needs can be a valuable tool for the teacher trying to assess a particular phase in a child's learning process and the underlying needs that may be affecting that child's work, motivation, and relationships with peers, parents and teachers.

To look more closely at the affective domain, we are going to use a case study. The trainer gives each participant a copy of the case study. **Please take five minutes and read the case study I've just given you.** The trainer gives the participants time to read the study. (Some people may have difficulty with some of the vocabulary.)

The trainer then divides the large group up into smaller groups of four or five. **Please discuss this case in your small group and come up with three different strategies for helping Donna.** I encourage you to use your Reference Manual and look at the Maslow's hierarchy of needs on page 17, and Kolb's learning cycle on pages 14-15. The small group work should take about 15 minutes. Though it is important that the participants have enough time in the small groups, it is more important that they receive feedback in the large group.

The participants regather and each of the small groups briefly reports on their work. The trainer then leads a discussion.

- Why do you think Donna scored well on her tests yet performed poorly in class?
- Were the teacher's actions appropriate?
- What could the teacher have done differently?
- How can a teacher best handle a difficult family situation like Donna's?
- What do you do if parent and teacher have different values?
- How could the teacher change the classroom environment to help Donna? Grouping? Individual contracting?

It is important for the trainer to ensure that the participants make the connections between the three domains and behavior in the classroom.

The trainer asks the participants to turn to the developmental profile in the appendix of their Reference Manuals. In closing, here is one way an elementary school in the United States has chosen to help the teacher keep track of a child's development in both the affective and cognitive domains. It's called a developmental profile and it can be tailored to meet the needs of your own students as a way of recording progress. At this particular school, the developmental profile lists the different aspects of learning and is accompanied by a written evaluation by the teacher. This is used instead of a report card. Are there any final questions?

Trainer's notes: Be sure the participants do not spend too much time discussing the case study. They should be listing their strategies on newsprint as they talk. If the participants do not have copies of the Reference Manual, the trainer can copy the developmental profile and use it as a handout.

Materials: wall chart of Maslow, case studies, newsprint, markers, tape, Reference Manuals or handouts of the developmental profile

e. **Game**
5 minutes

The trainer has all the participants stand in a circle around him/her. To end the session, we're going to play a game of perception. It's called, Big Fish, Little Fish. When I look at you and hold my hands like this (the trainer spreads his/her arms far apart, keeping the hands parallel to each other as if describing a big fish) you mimic my gesture and say **LITTLE FISH**. When I hold my hands like this (the trainer separates his/her hands four-five inches apart as if describing a little fish) you mimic my gesture

and say BIG FISH. If you give me the wrong answer, you must leave the circle and go sit down.

The object of this exercise is to have participants experience the difficulties of mixed perceptual messages: seeing a 'sign' for a big fish and mentally having to say little fish. The trainer should go quickly, only give the directions once, and not give the participants a chance to think and figure out the correct response.

Trainer's notes: This should be fun, lively, and make the participants laugh at themselves for a seemingly 'childlike' game which is a difficult perceptual task. Keep it going very fast.

WALL CHART

The Cognitive Domain (Piaget)

PRE-LOGICAL

Sensori-motor operations- birth to approximately the age of two.

- Making sounds
- Reacting only to the immediate environment
- Imitating parents' gestures, sounds, and movement
- Acting in an ego-centric manner

Preoperational stage- ages 2 -7

- Spoken language
- Deferred imitation
- Symbolic play
- Drawing
- Mental images

socialization process- from egocentric, nonsocial behavior to communicative, social behavior

LOGICAL

Concrete operations stage- ages 7-11

- Classification
- Class inclusion
- Seriation
- Conservation

Formal operations stage- ages 11 - 15 or older

- Probability
- Correlations
- Combinations
- Proportional reasoning
- Conservation

socialization process- less egocentric and more accepting of others' points of view and differences

WALL CHART

TRANSITIONAL DIFFICULTIES

Transformation - ability to follow sequence or step by step procedures

De-centration - ability to focus on a broad range of perceptual information or aspects of an event

Reversibility - ability to understand a reverse act or procedure

Conservation - ability to conceptualize that objects and quantities may change in some ways, but remain the same in others

WALL CHART

COGNITIVE DEVELOPMENT (Bruner)

"Learning by discovery"

THREE STAGES

Enactive: The child's interaction with objects in his/her world.

Iconic: The child's use of symbols, images, and representation; the child is able to recreate a situation and develop imagery.

Symbolic: The child's use of language and symbols and abstractions.

BASIC PREMISES

1. Growth is:
 - a. Characterized by increasing independence from immediate stimuli.
 - b. Dependent on the internalization of information.
2. Intellectual growth depends on:
 - a. The use of symbols.
 - b. The interaction between the student and the environment.
 - c. The ability to perceive abstraction, time, and alternative solutions.
3. The teacher serves as a role model for the student, showing him/her how to confront problems and helping them learn to learn.

WALL CHART

LEARNING STRATEGIES

<u>Learning style</u>	<u>Strategy</u>
facts	demonstrate, lecture, explain, clarify
personal meaning	give reasons, discuss, answer questions
how things work	experiment, peer and teacher interaction
self-discovery	self-teaching

GROUPING STRATEGIES

ABILITY

TASK

INDIVIDUALIZED CONTRACTING

LEARNING STYLE (homogeneous)

LEARNING STYLE (heterogeneous)

RANDOM

WALL CHART

AFFECTIVE DOMATN

PIAGET

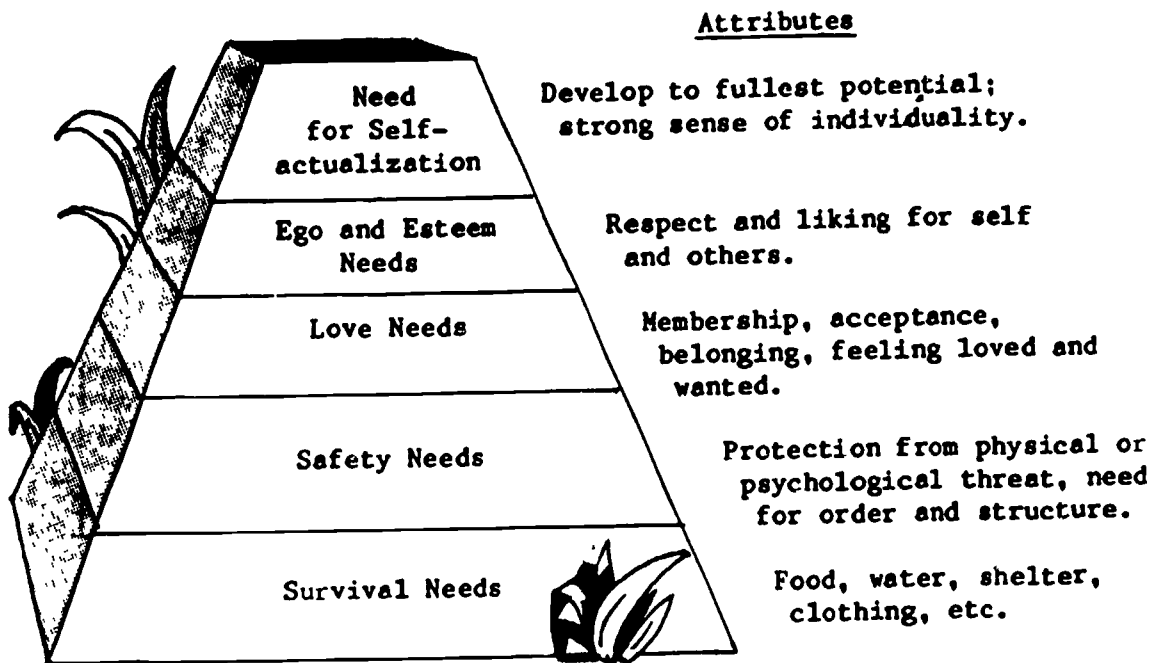
Preoperational - developing moral reasoning, (lying, guilt, punishment, justice)

Concrete operations - developing will and autonomy, can make moral judgments of right and wrong

Formal operations - developing concept of self and self-importance, learns to integrate into society

MASLOW

Hierarchy of Needs



"A Case Study"

In Mrs. Smith's third-grade classroom, children are working on an English assignment. Mrs. Smith, a young, well-dressed teacher with one year of experience, walks slowly about the room, stopping occasionally to help children with their work. One 8-year-old girl, Donna, is unkempt in appearance. Her long, tangled hair hangs in her eyes and she is clothed in a dress which is torn and far too large. Donna is fidgeting in her chair. The teacher stops by Donna's desk, glances briefly at her paper, and then calls the class to attention.

Mrs. Smith: Class, I see you've all finished your work. Donna, will you please go to the board and explain to the other boys and girls how you marked the ninth group of words.

Donna gets out of her seat quickly and moves toward the front of the room. She bumps into Mark's desk, causing his paper to fall to the floor. Immediately she stoops to pick the paper up and places it on his desk. The class laughs. She looks disconcerted, but she proceeds to the board where she completes th work correctly.

Mrs. Smith: That's fine, Donna. Now please choose someone else to have a turn.

Donna looks temporarily puzzled. Not knowing the names of all of the students, she reddens, pauses, and then points to Paul in the front row.

Paul frowns and goes to the blackboard. Before he completes the work, the bell rings. The children gather their books and jackets and walk in companionable groups of twos and threes to the cafeteria. Donna is the last to leave the room, and she is alone. She smiles hesitantly at Mrs. Smith as she walks by the teacher's desk.

As Mrs. Smith prepares to leave the room, John Morrison's mother comes into the classroom.

Mrs. Morrison: (She hands Mrs. Smith a note which reads: "You are an ass. Donna")

My husband and I were greatly distressed when John brought home this note yesterday and said that one of the girls who sat beside him in class had passed it to him. We certainly didn't think that he would be exposed to this kind of language in the third grade!

Mrs. Smith: I'm sorry this happened. I can readily appreciate your disapproval. I didn't realize that this kind of thing was going on. I see that Donna's name is at the bottom. I'll speak to her.

Mrs. Smith and Donna are alone in the classroom after school. Mrs. Smith sits at her desk while Donna stands just to the left of Mrs. Smith's chair.

Mrs. Smith: Donna, I asked you to wait for a few minutes after school so that we could talk about this note. (She hands the note to Donna.) Did you write this note and give it to John?

Donna: (Grinning) Yes.

Mrs. Smith: Donna, you want the children in your room to like you, don't you?

Donna: (Shrugging her shoulders) Sure.

Mrs. Smith: They won't think that you're a very nice little girl if you use words like these. Now, promise me that you won't do this again.

Donna: (Nodding) Okay!

It is several days later. Most of the students are working quietly at their desks using rulers to construct a set of number lines. Donna sits in a reading group of six students. Mrs. Smith calls on Donna. Although Donna has her book open and is seemingly concentrating on the lesson, another student has to help her find the place. Her reading is slow, jerky, and without expression. Consistently, she misses words on the second-grade level. Despondently, Donna finishes, picks up a ruler from the desk, and begins to poke her neighbors.

Mrs. Smith: Donna, quit distracting the other children. That ruler is not to be used for poking.

Donna smiles widely. The children seated near her turn away from her in aggravation. Mrs. Smith finishes with the reading group and sends the children back to their regular seats. She begins to walk around the room pausing now and then to help the children with the number lines they are constructing. Suddenly, she hears a commotion in the back of the room. Several children are laughing and pointing at Donna, who is in tears.

Mrs. Smith: Donna, what's wrong?

Donna: (Sobbing) I had a bad accident!

Donna has wet her pants. Mrs. Smith asks one of the boys to find the janitor and calls one of the girls aside.

Mrs. Smith: Mary, would you take Donna to the girls' room and help her clean up? She's awfully upset.

With reluctance Mary accompanies the sobbing Donna to the rest room while Mrs. Smith leads the class to the library for the remaining 20 minutes of the day.

It is three weeks later. It is parent-teacher conference night and Donna's mother, Mrs. Walker, appears at the conference. Mrs. Smith sits at her desk and Mrs. Walker sits in the chair in front of the desk.

Mrs. Walker: (In a whining voice) First, you better let me explain why Donna wasn't at school yesterday. She lost her shoes in the morning, and then I couldn't get her to go in the afternoon. I got eight kids and the father to take care of, and it's hard to keep track of them all. Besides that, my husband works half the night as a machine operator at the factory; that is, when he ain't sick or something.

Mrs. Smith: I understand. I thought we might talk tonight about Donna's progress. Although the test score from the first grade shows Donna to be above average, she was over a year below her grade level on our achievement test. I just don't believe Donna is doing as well in school as she could if she had some additional help at home.

Mrs. Walker: Well, my husband and me are so busy the kids just have to help each other with work.

Mrs. Smith: Mrs. Walker, would it be possible for you and your husband to help Donna with her schoolwork? She really needs more practice and encouragement in reading.

Mrs. Walker: We don't got any books at home...and besides, she don't want to do nothing.

Mrs. Smith: There is something else that I feel I need to discuss with you, Mrs. Walker. (She shows Mrs. Walker several notes) Donna has admitted to sending these around the room. I've spoken with her, but she continues. I'm sure you disapprove. Could you speak with her about them?

Mrs. Walker: (With a sheepish expression) Oh, Donna hears them words at home, but I've told her time and time again that she shouldn't ought to repeat them things at school 'cause people wouldn't think she was very nice.

Mrs. Smith: (Hesitantly) Mrs. Walker, I have to be frank about one other thing. The other children don't accept Donna as much as I'd like them... to because she is so untidy. She's such a pretty little girl and should have more friends, but the other children think she's dirty. (Mrs. Walker starts to cry.)

Mrs. Smith appears uncomfortable as Mrs. Walker gets to her feet and quickly leaves without another word.

Mrs. Smith: (Calling after Mrs. Walker) Wait, Mrs. Walker, please....

A week later. Mrs. Smith, the director and the school nurse are seen seated around the counselor's desk in the guidance office.

Mrs. Smith: So, you see, Tom that's the way the parent-teacher conference went. I'm so upset that I may have alienated Mrs. Walker. She seemed, outwardly at least, to be interested in her child's welfare. Now she may never come back for another conference!

Director: (Nodding) Sue, I can appreciate your concern. I've been interested in this family myself for some time. Just last week I paid a visit to the home and was even invited to stay for dinner. You'd find it hard to believe the living conditions there! The house was chaos with screaming children everywhere. I made some lame excuse not to stay and I left as soon as I could.

School Nurse: I've been in that home, too, and it's just as bad as you describe. No wonder Donna has lice, and that long, lank hair of hers that makes her case so bad. She'll have to be out of school for a week.

Mrs. Smith: I suspected that. Of course, every child in my class knows the reason for Donna's absence. Even before this, if Donna even so much as passed out papers, the other children drew away and blew at their papers as if to get rid of the dirt. Donna usually just blushes at their rebuffs, but her movements are becoming increasingly awkward. She looks so uncomfortable, poor thing.

School Nurse: I noticed something about Donna's mouth the other day. The whole area around her mouth is red and crusted. It wasn't an infection; it just looked raw.

Mrs. Smith: I think I can explain that. Invariably when Donna feels uncomfortable or anxious her tongue begins to circle the area around the mouth. Then that area reddens and crusts over.
(Pausing) I want so to help her. What can I do?

EVALUATION - DAY 1

Total time: 1/2 hour

Overview: At the end of each day, there will be a 30 minute evaluation of and reflection upon the day. It will be done in the form of a structured conversation or discussion. The process used will be the same each day, though the focus will differ. The first five questions ask the participants to evaluate the training techniques used during the day. The next several questions refer to the content of the sessions. The last question is intended as an individual reflection on how the participant will implement what he/she has learned.

Objectives: By the end of the session, the participants will be able to:

- ° describe the daily evaluation process.
- ° discuss the strengths and weaknesses of the day's training.
- ° review and evaluate the training methods used during the day.
- ° compare and contrast teaching children and training adults.

Session materials: training outline, participants' notes, discussion wall chart

Activities

- a. **Introduction**
5 minutes

Procedures

Since this is the first evaluation session, it is important that the trainer explain the process to the participants so that they will be able to fully participate.

Now we will look back at the day and evaluate it. We will do this for half an hour at the end of each day of the training. Every day, the process we will follow will be similar. The evaluation will take the form of a discussion, and the first several questions will be the same each time. The last questions will relate directly to the content and/or training techniques used during the different sessions. Because this training program is a training of trainers, this will be the time when we look beyond the content to the process used in the training sessions.

The questions are intentionally structured to lead people through the following stages:

- * the objective level- a review of the data or the events of the day
- * the reflective level- the reactions to those events
- * the interpretive level- the meaning of those events
- * decisional level- the impact of the events upon one's life

It is very important for us, as trainers, to know what you think and feel about the training, so that we can adapt it to better meet your needs. Therefore, it is important that everyone participate, and that you try to answer only what the question is asking. We hope that the process will be both enjoyable and insightful. Let's begin. The trainer then asks the following questions, taking many responses for the first three questions, fewer responses for the others.

b. Discussion
25 minutes

1. Look through the training design and your notes, what activities do you remember us doing today? At this point the participants are just naming events. If they don't understand what you mean, remind them of things like the Speaker's Corner role play, or the learning styles inventory exercise. The more activities they can remember, the more complete the rest of the evaluation will be.
2. Which of these activities did you like? Find interesting? Fun?
3. Which ones didn't you like? Find difficult? Boring?
4. Which training techniques did you find effective? Why?
5. Which techniques did you not find effective? Why?
6. Think back on both your experiences and the content covered today in the sessions.
 - What are key things to remember when teaching children?
 - What are key things to remember when training adults?
 - How is training adults different from teaching children?

7. Now I'd like you to write down in your notebooks or on a piece of paper, two things you learned today that will make you a more effective teacher trainer. If there is time remaining, several of these points can be shared out loud.

Trainer's notes: Though questions 2 and 3 appear the same as 4 and 5, they are not. The first two questions focus on personal reactions, the latter two questions elicit analysis. All the trainers should be present at this session, and one should be taking detailed notes of all the responses.

WALL CHART

DISCUSSION LEVELS

- * The objective level - the data
- * The reflective level - the reactions
- * The interpretive level - the meaning
- * The decisional level - the effect or the future implications

SESSION 5 - Instructional Objectives

Total time: 1 1/2 hours

Objectives: By the end of the session, the participants will be able to:

- identify the basic parts and categories of instructional objectives.
- write a set of complete objectives.
- distinguish between properly and improperly written instructional objectives.

Materials: blank pieces of paper, wall charts of objectives criteria, objectives handouts, newsprint, markers, tape

Activities:

10 min **Ice breaker**

The participants are given a ridiculous set of instruction to follow, that highlight the senselessness and frustration of acting without understanding the objectives for the action.

10 min **Lecturette**

A short talk on the major criteria involved in the process of writing instructional objectives, and points to consider in avoiding errors in writing them.

15 min **Needs assessment brainstorm**

The group generates a list of the needs of a typical educational situation, based on their own experiences.

25 min **Small groups**

Each group determines specific instructional objectives for an educational program based on the previous needs assessment.

30 min **Discussion**

The group regathers, evaluates the small group work, and creates one common list of objectives for a teacher training program.

SESSION 5 - INSTRUCTIONAL OBJECTIVES

Total time: 1 1/2 hours

Overview: Objectives are crucial for all proper and effective planning, yet too often they are vaguely or improperly stated. The purpose of this session is to review the basic conceptual approaches to and criteria for writing instructional objectives. The session is also designed to give the participants practice in writing proper objectives.

The first exercise is designed to highlight the importance of objectives. This is followed by a brief lecturette. Next the participants brainstorm a needs assessment typical of the daily situations in which they find themselves, and then divide into small groups and write up a set of instructional objectives for an educational program based on the brainstorm data. The participants regather and their objectives are evaluated on two levels: first as to how well they respond to the needs assessment, and secondly as to how clearly and accurately they are written.

Objectives: By the end of the session, the participants will be able to:

- identify the basic parts and categories of instructional objectives.
- write a set of complete objectives.
- distinguish between properly and improperly written instructional objectives.

Session materials: blank pieces of paper, wall charts of objectives criteria, objectives handouts, newsprint, markers, tape

Activities

- a. **Ice breaker**
10 minutes

Procedures

The trainer hands out pieces of blank paper and makes the participants follow a ridiculous set of instructions with no explanation of why they are doing it.

Good morning. Before we start I want you all to do something for me. First take a blank sheet of paper. Now write your name at the top of it. Now turn the paper upside down and write your name again. Now trade papers with the person next to you. Place the paper on the floor next to your chair. Good. Now get up and stand on the piece of paper. Good. Now pick up the

paper from the floor and give it back to the person whose name is on it. Now take your own paper and tear it into small pieces and place them in your notebook. The trainer then allows at least one minute of silence in the room, permitting no questions.

After the silence the trainer begins the session again by asking, **How did you all feel about what we just did?** Allow a few comments, but do not answer any why questions, except by saying, if asked directly, "Because I said so" or something similar. Then say to the group, **This session is about writing instructional objectives. Without clear objectives, your action can appear or become as senseless as the exercise you just completed. As trainers, it is very important that both you and your students are always aware of what you want and where you are going, otherwise they will become bored or frustrated, and you will become ineffective.**

Trainer's notes: The participants may become understandably resistant to the instructions, particularly as they become more ridiculous. Be very strict with them, insisting that they obey, without answering any questions. This is only the second day of training, so they won't know your style well enough and you will be able to insist they obey. The point of the exercise is that they experience the frustration of apparently senseless action. Then afterwards be very sure they understand the reason for the exercise, otherwise they may feel angry and manipulated.

Materials: extra blank paper

b. **Lecturette**
10 minutes

The trainer then presents a short review of instructional objectives. **A complete instructional objective has three parts:**

- * **Type of behavior** - the specific actions or performance expected of the student.
- * **Condition** - the circumstances under which the behavior is to be demonstrated.
- * **Criteria** - the degree or level to which the behavior must be demonstrated to be acceptable.

For example: Given ten math problems (condition), the student will be able to solve them (behavior) with fewer than two mistakes (criteria) and complete the task in fifteen minutes (condition/criteria).

Next, instructional objectives can be divided into three basic categories:

- * Cognitive objectives, which deal with knowledge. The students will be able to identify and name six out of eight different trees during the nature walk.
- * Affective objectives, which deal with attitudes. The students will defend a pro or con position on abortion during the 20 minute debate.
- * Psychomotor objectives, which deal with skills. The students will successfully serve a tennis ball in court in four out of five attempts.

Benjamin Bloom suggests that each category not only has its own type of objective, but has many levels that the objective should test. These levels are considered hierarchical, with each new level building on the previous one and representing higher intellectual, emotional or physical attainment. The trainer passes out a handout detailing the three domains. Let's review together the different levels in each domain.

Cognitive

1. Knowledge - ability to recall previously learned material.
2. Comprehension - ability to grasp the meaning of material.
3. Application - ability to use learned material in new, concrete situations.
4. Analysis - ability to break down material into component parts and understand its organizational structure.
5. Synthesis - ability to put parts together to form a new whole.
6. Evaluation - ability to judge the value of material for a given purpose.

Affective

1. Receiving - becomes aware of an idea, process, or thing; is willing to learn or try a particular behavior.
2. Responding - actively participates; responds obediently, then willingly and receives satisfaction from responding.
3. Valuing - accepts worth of belief, attitude, value or ideal; expresses preference for it; develops a commitment to it.
4. Organization - conceptualizes values; compares, relates, synthesizes and organizes values into hierarchy.

5. **Characterization** - allows values to control or guide behavior; integrates values into a total philosophy of life.

Psychomotor

1. **Perception** - becomes aware of action to be performed through senses.
2. **Set** - becomes ready to act mentally, physically and emotionally.
3. **Guided Response** - performs action under supervision through imitation or trial and error; involves practice.
4. **Mechanism** - performs action habitually with some degree of confidence; involves increased efficiency.
5. **Complex Overt Response** - performs action automatically without hesitation and with high degree of skill.
6. **Adaptation** - can modify action and skill to deal with problem situations.
7. **Origination** - creates new movement patterns to fit a particular situation or problem.

Remember, objectives cannot start at the highest level of the hierarchy without some preliminary work at the lower levels. In forming objectives and observing students' performance, remember that failure to achieve an objective may indicate that an earlier objective was never met.

Let's finish this review, by looking at some of the most common mistakes made when writing objectives.

1. A common error in stating instructional objectives is to describe teacher activities rather than student behavior.

Wrong: The student will be taught the past tense.

Right: Given three statements in the present tense, the student will be able to correctly rewrite them in the past tense.

The first statement indicates what the teacher intends to present, while the second statement is written in terms of the expected outcomes.

2. A second common error in stating objectives is writing objectives in terms of learning process rather than learning product. For example:

The student will:

Wrong: Understand the difference between socialism and communism

Right: Name the major differences between socialism and communism.

The first statement reflects a process of learning rather than an expected outcome of instruction. The second statement, however, clearly states the anticipated outcome.

3. The third common error in writing objectives is to list the subject matter to be covered instead of the learning outcomes.

The student will:

Wrong: Know the US state capitals.

Right: Name the capital of each of the fifty states.

The first statement consists of only a subject matter topic. The second statement illustrates a clearly stated learning outcome.

4. The fourth common error in writing objectives is to write with covert behaviors which are internal and difficult to observe by another person rather than with overt behaviors, which are manifesting activities that can easily be evaluated by an observer.

The student will:

Wrong: See the importance of joining a language club.

Right: Join a language club.

The first statement contains a covert behavior. There is no overt indication of a learning outcome. The second statement illustrates a clearly observable learning outcome.

Trainer's notes: This lecturette is taken from pages 82-83 of the Reference Manual, and is meant as a brief review. Use the wall charts as a way of guiding the talk.

Materials: wall charts of steps, categories and common errors

c. **Brainstorm**
15 minutes

Objectives are never just written out of thin air. They are a response to something, in preparation for something else. Instructional objectives are based on a needs assessment of a given educational situation. What we are going to do now is brainstorm the needs of a hypothetical teacher training situation. Think for a minute about the training needs of the teachers in your topic area. (i.e., TEFL, math, science)

Each participant then writes down two or three typical educational needs they know of, and these are all written up on newsprint.

Trainer's notes: If during the next exercise the participants are going to go into different rooms, a second trainer at the back of the training room may wish to copy the data on another piece of newsprint as the brainstorm is happening. Also, if this is a pre-service training, the trainer may want to prepare this list in advance, based upon a typical teaching situation in the host country. Then the trainer walks the participants through the listed needs, explaining them as he/she goes.

Materials: newsprint, markers, tape

d. **Small groups**
25 minutes

After the brainstorm is complete, the trainer divides the participants into groups of three or four. Each group is told to write three to five instructional objectives for an educational program based on the above needs assessment, with at least one from each of the three different domains if possible. Psychomotor objectives may be impossible given the needs assessment context. The groups are told to pay careful attention that the objectives follow directly from the needs assessment data and that they are clearly and accurately stated, following the model reviewed in the lecturette. They list these on a piece of newsprint.

Trainer's notes: The trainer may want to either make handouts of pages 78-81 in the Reference Manual, or have the students use their own Reference Manuals. Circulate among the groups checking on their progress, making sure that the objectives being written are in correct form.

Materials: objectives handouts or copies of the Reference Manual, newsprint, markers, tape

e. **Discussion**
30 minutes

The participants regather and each group tapes its list to the front wall of the room. The participants are told to carefully review the lists. The trainer then goes through each list, asking the participants if each objective 1) responds to the needs assessment, and 2) is clearly and accurately written. (Refer to the lecturette wall chart as needed.) The group rewrites those which are incorrect. The trainer then asks the group to select the four to six objectives that best incorporate the rest. These are listed on a fresh piece of newsprint.

Trainer's notes: Draw comparisons between objectives that are very similar, asking the group to chose which one they think is best and why.

Materials: newsprint, markers, tape

WALL CHART

PARTS OF AN OBJECTIVE

Type of behavior

Condition

Criteria

Given ten math problems (condition), the student will be able to solve them (behavior) with fewer than two mistakes (criteria) and complete the task in fifteen minutes (condition/criteria).

WALL CHART

ERRORS IN WRITING OBJECTIVES

1. describing teacher activities rather than student behavior
2. writing objectives in terms of learning process rather than learning product
3. listing the subject matter to be covered instead of the learning outcomes
4. writing with covert behaviors rather than with overt behaviors

HANDOUT

COGNITIVE DOMAIN

1. **Knowledge** - ability to recall previously learned material.
2. **Comprehension** - ability to grasp the meaning of material.
3. **Application** - ability to use learned material in new, concrete situations.
4. **Analysis** - ability to break down material into component parts and understand its organizational structure.
5. **Synthesis** - ability to put parts together to form a new whole.
6. **Evaluation** - ability to judge the value of material for a given purpose.

AFFECTIVE DOMAIN

1. **Receiving** - becomes aware of an idea, process, or thing; is willing to learn or try a particular behavior.
2. **Responding** - actively participates; responds obediently, then willingly and receives satisfaction from responding.
3. **Valuing** - accepts worth of belief, attitude, value or ideal; expresses preference for it; develops a commitment to it.
4. **Organization** - conceptualizes values; compares, relates, synthesizes and organizes values into hierarchy.
5. **Characterization** - allows values to control or guide behavior; integrates values into a total philosophy of life.

PSYCHOMOTOR DOMAIN

1. **Perception** - becomes aware of action to be performed through senses.
2. **Set** - becomes ready to act mentally, physically and emotionally.
3. **Guided Response** - performs action under supervision through imitation or trial and error; involves practice.
4. **Mechanism** - performs action habitually with some degree of confidence; involves increased efficiency.
5. **Complex Overt Response** - performs action automatically without hesitation and with high degree of skill.
6. **Adaptation** - can modify action and skill to deal with problem situations.
7. **Origination** - creates new movement patterns to fit a particular situation or problem.

SESSION 6 - Lesson Planning

Total time: 1 1/2 hours

Objectives: By the end of the session, the participants will be able to:

- identify the different functions and steps of lesson planning.
- design a well constructed lesson plan.
- give constructive feedback to others on their plans.

Materials: wall charts of planning steps and objectives from the previous session, blank lesson plan sheets, newsprint, markers, tape

Activities:

5 min **Introduction**

A review of the function and format of writing lesson plans.

30 min **Small groups- pairs**

Taking an objective identified in the previous session, each pair writes a set of procedures for a lesson.

20 min **Small groups of four**

Two pairs come together and compare their plans, evaluating the openings, closings and clarity of procedures.

15 min **Groups of eight**

Each group now shares its plan with another group of four and records the plans strengths and weaknesses.

20 min **Discussion**

The participants regather and each small group presents their lists of what makes a plan strong or weak.

SESSION 6 - LESSON PLANNING

Total Time: 1 1/2 hours

Overview: Although good lesson planning is one of the most important skills needed for successful teaching, too often it is considered burdensome or unnecessary. There are two main purposes of this session. The first is to review some of the basic skills required for developing well constructed lesson plans, and to then put these into practice.

The second is to train the participants to analyze whether a plan has been properly constructed, and to give helpful feedback to another person on his/her plan. The session also gives the participants the opportunity to experience working in a variety of small group formations.

Objectives: By the end of the session, the participants will be able to:

- identify the different functions and steps of lesson planning.
- design a well constructed lesson plan.
- give constructive feedback to others on their plans.

Session materials: wall charts of planning steps and objectives from the previous session, blank lesson plan sheets, newsprint, markers, tape

Activities

a. Introduction 5 minutes

Using the wall chart, the trainer briefly reviews the key points covered in the Reference Manual.

The function of lesson plans:

- * to organize complex material
- * to plan for the use of a variety of approaches/ techniques
- * to increase planning for student involvement
- * to accomplish objectives
- * to help procure and prepare materials
- * to be more relaxed and effective as a teacher

The basic steps to planning:

1. The purpose - Where are you going?
2. Finding out where the students are - Where should you start?
3. Devising instructional procedures - How will you get there?

4. Assessment - How will you know if you achieved what you wanted?

The parts of each lesson:

- a. Introduction - One of the most crucial parts of a lesson, which should be given detailed planning.
- b. Practice Activities - These should include a variety of techniques.
- c. Closing.

Trainer's notes: This introduction should be just a brief review of the material in the Reference Manual. It is intended to set the context for the small group work.

Materials: wall chart of lesson plan points

- b. **Small groups (pairs)**
30 minutes

The trainer tells the participants to form pairs by turning to the person next to them. **Working in pairs, you are going to create a one hour lesson that will meet the objectives selected during the last session.** (These should have been listed on newsprint and posted on the wall.) The trainer then hands out blank lesson plan sheets to each pair and explains each of the parts. Half of the pairs is given one topic for their session and the other half another, both derived from the objectives.

Trainer's notes: The trainer can either decide in advance on the two topics for the lesson plans, or let the group decide. The pairs may need to be 'pushed' to keep within the 30 minute time frame.

Materials: objectives written on newsprint, blank lesson plan sheets

- c. **Small groups (fours)**
20 minutes

Each of the pairs now joins another pair with the same topic. They review and evaluate each other's plans, particularly focusing on the opening, the closing and the clarity of procedures. Each group then chooses one plan (or composite) to share, and writes this out on newsprint.

Trainer's notes: Circulate to be sure that the groups keep moving along quickly, not spending too much time on one plan.

Materials: newsprint and markers for each group

d. **Small groups (eights)**
15 minutes

Each group now joins with another group, with a different topic. They share their newsprint plans, identify the strengths and weaknesses of each, and list these on newsprint.

Trainer's notes: These directions are based on a group of 24 participants. If you can not form even groups of eight, just be sure that each group formed has plans for both of the different topics.

Materials: newsprint, markers

e. **Discussion**
20 minutes

The participants regather. Each group presents its list of what makes a plan strong or weak. The trainer then leads a reflection on the session.

- I know that you have all written lesson plans before, but did you realize anything today about writing them that you didn't know before?
- Why is it important to write good lesson plans?
- How can you as teacher trainers more effectively teach others the importance of writing good plans?

Trainer's notes: Help the participants to remember that they are operating at two levels here: needing to write good plans for their own training programs, and needing to show others how to do the same.

Materials: newsprint from the small group work

WALL CHART

LESSON PLANS

FUNCTION

- * to organize complex material
- * to plan for the use of a variety of approaches/techniques
- * to increase planning for student involvement
- * to accomplish objectives
- * to help procure and prepare materials
- * to be more relaxed and effective as a teacher

STEPS

1. Defining objectives
2. Finding out where the students are
3. Devising instructional procedures
4. Assessing the lesson

PARTS

- a. Introduction
- b. Practice Activities
- c. Closing

LESSON PLAN FORMAT (Trainer's copy)

Subject: _____
Topic: _____

Date: _____

Objectives: This tells what the students should be able to do by the end of the lesson. Each objective should be written in behavioral terms; when possible affective and psychomotor objectives should be included as well as cognitive ones.

<u>Time</u>	<u>Activity/Procedures</u>	<u>Materials</u>
Write an estimate of the time required for each step.	The procedures required to teach the activity should be described here in outline form. Be sure to include both what the teacher will do and what the students do. Make provision for review, introductions, practice activities, and a closing activity.	Include a list of all equipment and materials needed, how much, how many and which preparations must be done before class.

Evaluation How will you know that the students have accomplished your objectives? Write down the formal or informal method of assessment you plan to use.

Comments: How would you do the lesson differently next time? What are special points to remember? Is one activity particularly effective?

HANDOUT

LESSON PLAN FORMAT

Subject: _____
Topic: _____ Date: _____

Objectives:

Time Activity/Procedures Materials

Evaluation:

Comments:

SESSION 7 - Classroom Teaching Techniques

Total Time: 3 hours

Objectives: By the end of the session, the participants will be able to:

- compare teacher-centered and student-centered techniques.
- identify basic lecture skills.
- identify four different types of questions.
- outline appropriate applications of nine different teaching techniques in three different content areas.

Materials: pitcher, cups of different sizes, bucket, paper cup with holes, transparency or wall chart of teaching continuum, lecture points handouts, sets of cards, teaching activities matrix handouts and wall chart, newsprint, markers, tape

Activities:

15 min Reflective conversation

A guided conversation on the participants' experiences and memories of teachers from their past.

10 min Role play

Several participants present a role play of a teacher giving a terrible, boring lecture.

20 min Lecturette/Demonstration

The trainer demonstrates a model lecture highlighting teacher/student-centered approaches to teaching.

20 min Discussion

The participants evaluate the lecture as a model, and discuss the lecture process and questioning skills as presented in Reference Manual.

25 min. Card game on types of questions

Sets of cards, prepared with a question printed on each, are passed out to play a rummy-type game. The learning objective is to be able to classify questions as direct, probing, higher order and divergent.

(Break)

10 min **Review**

The trainer briefly reviews the teaching techniques listed in the Reference Manual.

30 min **Small group exercise**

In small groups, the participants complete a matrix of activity ideas for each of nine teaching techniques in different subject areas.

20 min **Discussion**

The groups present their matrix charts, and questions about the nine techniques are answered.

30 min **Writing a song**

Participants write a song about the training program.

SESSION 7 - CLASSROOM TEACHING TECHNIQUES

Total Time: 3 hours

Overview: In many classrooms around the world, the teacher relies heavily on the traditional methods of lecture, recitation from the textbook and drilling, continuing to teach the way he/she was taught many years before. While these methods have value and are appropriate in certain instances, the purpose of this session is to introduce the teacher to other, more student-centered techniques.

During this session the participants both learn about and experience new methods of teaching. There is a role play, a lecture and discussion on proper ways to construct and deliver lectures, a game that teaches different types of questions, the completion of a matrix listing an assortment of different teaching techniques, and even the writing of a song. By the end of the session, the participant will have a new repertoire of methods to use in the teaching of familiar content.

Objectives: By the end of the session, the participants will be able to:

- ° compare teacher-centered and student-centered techniques.
- ° identify basic lecture skills.
- ° identify four different types of questions.
- ° outline appropriate applications of nine different teaching techniques in three different content areas.

Session materials: pitcher, cups of different sizes, bucket, paper cup with holes, transparency or wall chart of teaching continuum, lecture points handouts, sets of cards, teaching activities matrix handouts and wall chart, newsprint, markers, tape

Activities

- a. **Reflective conversation**
15 minutes

Procedures

This afternoon, we are going to talk about teaching techniques, but first let's talk a little about what it means to be a teacher. Teachers are special people. One of my favorite teachers was.... (The trainer tells a short personal story.) my second grade teacher. I can't even remember her name now, but I remember how much I loved her. She even used to come out during recess and play jump rope with us. And I still remember the thrill when the following year, on the first day of school, we arrived to find she was going to be our third grade teacher. She used to joke that

she'd been promoted, just like us. Now, think back to your own school days. Who were some of your favorite teachers? Let two to four people share stories, then move on to the next point.

Teachers are special people because they influence and change our lives. I remember (The trainer tells another personal story.) an English teacher I had in the 10th grade, Miss Moyers. She was really tough, but also young and dynamic. We all stood in awe of her. We had an assignment to write a poem. Well, I was sure that I could never do that, so I went and talked to her, asking if I could write a story or essay instead. Even though I begged, she said no, and then she spent about an hour helping me. She was so encouraging that I went back home and spent hours writing that poem. Well, I got an A, and she submitted it to the school literary magazine. I've been writing poetry ever since then, but I never would have even tried without her support. When has a teacher influenced or changed your life? Let two or three people share stories and then move on to the next point.

Because teachers can influence peoples' lives, it's a great responsibility to be a teacher. I remember (Again a personal story.) when I was a Peace Corps Volunteer, teaching in Cameroon. My room-mate and I were the first two women teachers ever in the little provincial highschool. One day after class, I was talking with three of my brightest female students. They were 17 and in the second to last year of school. I asked them what they were going to do after they finished school. They didn't understand the question, so I asked them what they wanted to be- a teacher, nurse, secretary (I wasn't even being radical- no doctor or lawyer!). They just looked at me and said that they couldn't be anything. I said, of course they could. They could be teachers, after all I was a woman and I was a teacher. Again they just looked at me and said that I was white, that's why I could be a teacher. I suddenly realized that here I was suggesting that they do or be something, but I had no way to give them the tools to challenge the society that restricted them. I realized the burden of offering a vision that they could not fulfill. When have you experienced the tremendous responsibility involved in being a teacher? After two people respond, close the conversation by saying, Teachers are special people because they can change other's lives, and that is a tremendous responsibility.

Trainer's notes: The trainer must carefully prepare this conversation so that it flows smoothly. Use your own personal stories, but be sure to use all of the underlined statements and questions. The conversation becomes more serious, personal and profound with each question. The pauses after the questions, before someone replies, will grow longer and longer. Let the silence be. It is not resistance, it is reflection, as people think back over their lives and experiences. After the final comment, have a pause of two or three seconds, then move directly into the next activity.

b. Role play
10 minutes

Several participants present a five minute role play of a teacher giving a terrible, boring lecture. The students are sleeping, passing notes, reading newspapers, etc.

The trainer then leads a brief discussion.

- What were the students doing during the lecture?
- Were they learning anything from the teacher?
- What was the teacher doing wrong?

Trainer's notes: The participants chosen for the role play should be recruited before the lunch break so that they have time to prepare before the session. The role play should be very exaggerated and funny and include all the things a good teacher should never do.

**c. Lecturette/
demonstration**
20 minutes

The wall chart of the lecture is posted before the beginning of the lecture:

- I. Teacher-centered techniques
 - A. Lecture
 - B. Recitation and Drill
 - C. Question and Answer
- II. Student-centered techniques
- III. Chart of the continuum

The trainer begins the lecture by pouring water from a pitcher into rows of empty cups arranged on a table in front of the group.

This is the traditional view of teaching: filling empty vessels. The teacher is the source of all knowledge, (hold up pitcher) and the students are empty receptacles which can all be filled in the same way. (hold up an empty cup upside-down) Of course, I am over-simplifying this approach. The vessels may not all be the same size (fill a smaller cup and a large

bucket which were hidden from view) and all have leaks so that they require constant refilling (fill a paper cup which has a small hole in the side so that the water slowly leaks out). Some educators have critically called this the "empty bucket approach" to education, and Paulo Freire, the author of Pedagogy of the Oppressed, calls it "banking education" where knowledge is deposited by teachers into empty or near-empty student accounts. But for the sake of clarity and objectivity, let's refer to it as the "teacher-centered" strategy for now.

Teacher-centered techniques are based on certain assumptions which you may have already questioned. What are these assumptions? The trainer writes the assumptions offered by participants on a sheet of newsprint, adding if necessary:

1. Teachers have all the knowledge.
2. Students have no knowledge.
3. Students are passive.
4. Knowledge can be gained by passive transfer.
5. Teachers know what students need to learn.
6. All students learn in the same way.
7. All students have the same needs.

Many of these assumptions, as we have discussed in other sessions, raise serious theoretical and philosophical issues for the teacher-centered approach. Practical considerations are another matter. Is this approach efficient? (pause) Does it motivate students? (pause) How does it deal with memory? (pause) And very important for teachers entering another culture, how does it fit in with local cultural norms such as authority structures, adult/child relationships and expectations of teachers and students? (pause) These are all big questions which I won't even attempt to discuss now, but you may want to investigate them and answer them for yourselves.

What are the techniques which are considered teacher-centered? Which technique am I using right now? (take answers from group) Yes, the lecture. The lecture is by definition teacher-centered and, except for occasional questions asked of the students or by the students, it requires that students listen and be passive recipients of the teacher's knowledge. Recitation, also teacher-centered, is a technique in which the teacher asks or reads questions from the textbook and students give answers which they have memorized or found in the textbook. How many of you remember recitation sessions in your own schooling

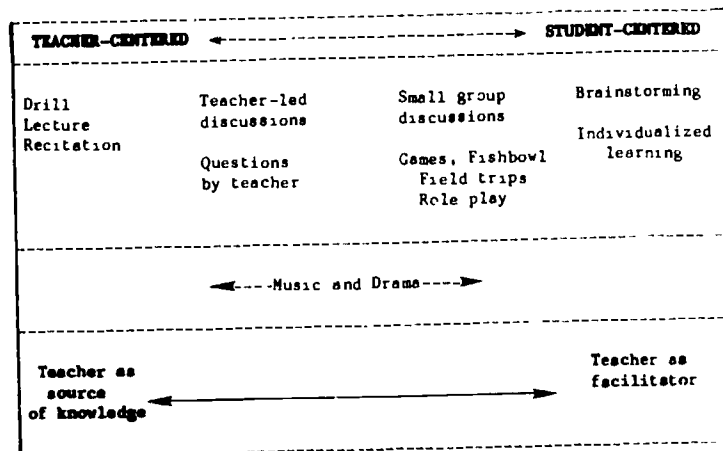
experiences? (show of hands) Many of us remember recitation as dull, boring, or threatening because it is often overused and misused. Drill and rote repetition, most often used in language classes, are also teacher-centered techniques, although they allow for structured student practice.

The student-centered techniques, on the other hand, are based on a very different set of assumptions. The trainer goes back to original list of assumptions, draws a line beside them and lists these assumptions on the other side of the line.

1. Students are active subjects who have individual experiences, knowledge, opinions, feelings, needs, interests and learning styles.
2. The teacher is considered a guide or facilitator who structures activities and experiences that provide for student learning.
3. The main focus is student activity; not what the teacher does.

Student-centered techniques are aimed at active student participation and experiential learning; such as small groups, brainstorming, role play, games and simulations, field trips, individualized learning, student presentations, and dramatic activities. What do all of these techniques have in common? (Take answers from the group. The main idea is that they all emphasize student-student interaction or student activity.)

In reality, the classroom is rarely totally teacher- or student-centered, but fluctuates along a continuum between these two models. This chart can be projected as a transparency or put on newsprint as a wall chart.



Notice that while some techniques fall to one extreme or the other, many are somewhere in the middle. Others depend on how they are implemented. For example, take a teacher-led discussion. The trainer points to the left and right sides of the chart, then to the middle as she/he speaks. Depending on the teacher's style and the group, this activity could be dominated by the teacher and actually fall more to the left side of our chart or, on the other hand, the discussion could be controlled by students with the teacher only occasionally giving some guidance. As suggested by the arrows to the left and the right, point to music and drama activities like music and drama can be placed at different points of the continuum, depending upon the implementation. If the teacher picks a song and teaches it to the class by repetition, requiring everyone to sing in chorus, it is similar to a teacher-centered drill. But if students improvise a skit or write their own songs, the activity is much more student-centered. There is no real line separating teacher-centered and student-centered techniques and teachers should use a variety of techniques that reflect their own style and philosophy and are appropriate to their setting and circumstances.

Trainer's notes: The trainer should carefully prepare this lecture, for it is intended to serve as a model. The above notes are meant as an example, and the trainer should feel free to adapt them to better meet his/her style. Be sure however to read the lecture handout carefully and incorporate the points into your talk.

Materials: pitcher, cups of different sizes, bucket, paper cup with holes, transparency or wall chart of teaching continuum, newsprint, markers, tape

d. **Discussion**
20 minutes

Now let's examine the lecture technique in detail, using the talk I just presented as an example. Here is a handout on the five major parts of a lecture. The trainer gives the participants time to read the handouts. When they are finished, he/she leads a discussion that refers back to the lecture.

There are five parts to a good lecture.

- * The first is preparation.
What aspects of my lecture seemed well prepared?

- * **The second is the introduction.**
This is to get the attention of your audience before you actually start the body of your lecture. Think back now to the lecture. How did it begin? (with the attention-getter of filling the glasses, the outline on the board)
- * **The third part of a lecture is the actual delivery.**
 - **What did you notice was used to supplement the verbal presentation?** (props, charts, a/v, blackboard)
 - **Were any analogies and/or concrete examples used? What were they used for?** (vessels and receptacles)
 - **Did you notice any use of pauses? When?** (after rhetorical questions)
 - **What kinds of questions were used and why?** (rhetorical questions, questions asked of students with answers written on board, questions for show of hands)
 - **What did you notice about voice and gestures?** (variety, emphasis)
- * **The fourth part is the summary.**
Can you remember how my lecture ended? (last sentence summary)
- * **Lastly, the question/answer period and discussion.**
How have I structured and presented this discussion? (handout of lecture points)

Lectures, when used as one of many different teaching techniques, can be both an effective way of teaching material and interesting too.

Trainer's notes: Whether the trainer reads the lecture handout out loud or not, refer point by point back to the lecture; first ask questions about the preparation, then the introduction, then the delivery, etc. It may be difficult for the participants to remember many of the specifics of the lecture, such as where the pauses were or the details of the rhetorical questions. The point is to elicit from the participants whether they thought it was an effective lecture and, if so, why?

Materials: lecture guide handouts

e. **Game**
30 minutes

The trainer briefly reviews with the participants the four types of questions that are explained in the Reference Manual, using the wall chart. He/she then divides the participants into small groups of four.

Each is given a set of cards for a question game. The game is like gin rummy. The object of the game is to get a set of four different types of questions (one probing, one divergent, one direct and one higher order). The directions are as follows:

1. Six cards are dealt out to each person and the rest are stacked face down in the center.
2. The top card on the pile is turned over and placed face up on the table.
3. Taking turns around the circle, each player has the choice of taking the card on the table, or drawing one from the top of the pile. After taking a card, the player must discard one of his/her own face up onto the pile.
4. When a player thinks that she/he has a complete set, the trainer is called. The trainer confirms whether the cards are, in fact, all different types of questions. If they are not, and the player has made a mistake, she/he must forfeit two turns.
5. The player with the most sets of four cards wins. Let the game continue for 25 minutes or until every group has at least one person who has made a set. Announce the team with the most sets and let the participants have a break.

Trainer's notes: A set of sample game cards is provided in the appendix. They can be xeroxed several times to make enough 'decks' for each team. There is no reflection on the exercise; this is done at the end of the day when training techniques are reviewed.

Materials: sets of cards for each small group

Break

f. Review 10 minutes

The trainer asks the participants to open their Reference Manuals to pages 99-108 and to quickly refer to the teaching techniques described there. He/she then answers any questions they have about the techniques.

Trainer's notes: This review may be longer or shorter depending upon the level of experience of the participants. It is meant as a check to insure that the participants understand the different teaching techniques so that they will be able to do the next exercise easily.

Materials: individual Reference Manuals

- g. **Small groups**
30 minutes
- The trainer divides the participants into groups of five or six. Each person is given a teaching activities matrix. In small groups, the participants complete the matrix by listing one idea for an activity or topic using each of nine teaching techniques in different subject areas.

Trainer's notes: Circulate among the groups, keeping them moving quickly through the matrix, suggesting that they complete the boxes they find easiest first. It may be difficult for participants to think of activities outside of their own specialties. Encourage them to try though. If you wish, you can change the topics from different subjects, to different aspects of the same subject, i.e., grammar and literature for EFL, or listening, speaking, reading and writing skills. In the attachments the trainer will find a blank matrix that can be adapted to the given training context.

Materials: teaching activities matrix handouts

- h. **Discussion**
20 minutes
- As the participants regather, one member from each group fills out a master newsprint matrix that the trainer has prepared and posted at the front of the room. It should be large enough to hold all the data from the three or four groups. The trainer then leads a reflection on the exercise.

- **Look at the matrix. Which ideas seem interesting to you? Which ones do you like?**
- **Which boxes were easy to fill in?**
- **Which were difficult to fill in? Why were these difficult?**
- **Creativity is a crucial element for effective teaching. What has this exercise taught you about creativity?**

Trainers notes: Many times teachers get 'stuck', continuing year after year to teach the same thing in the same way. The purpose of the exercise and the reflection is to demonstrate how many different ways there are to teach. If the trainer has secretarial assistance, he/she may wish to have the information from the master newsprint matrix typed up, and given later as a handout to the participants.

Materials: large newsprint matrix, markers, tape

- j. **Song**
30 minutes
- The trainer announces that, to end the day on a fun note, they are going to write a song.

1. The group does three short brainstorms:
 - a. things about the host country (anything- it's beautiful, has jungles, the Equator goes through it, etc.)
 - b. reasons education and teacher training are important for the host country
 - c. things about the training program
2. The participants now choose a popular tune they all know. (Row, Row, Row Your Boat, Yankee Doodle, or any local popular song)
3. Next, the participants divide into three groups. Each takes one of the brainstorm lists and creates a verse for the song using that data: a) is the first verse, b) is the second verse and c) is the third verse. They write their verse on a piece of newsprint.
4. The three groups regather. Each group sings its part of the song in a round fashion, starting with verse one. Then all the participants sing the whole song together.

Trainer's notes: Make sure the tune chosen is known by everyone and is an easy one to sing. If the participants chose one with a refrain, the trainer should have the participants decide upon the words of the refrain before they go off into their small groups. After the session, the trainer may want to have the song typed up and copied, so that all the participants can have a copy of it.

Materials: newsprint, markers, tape

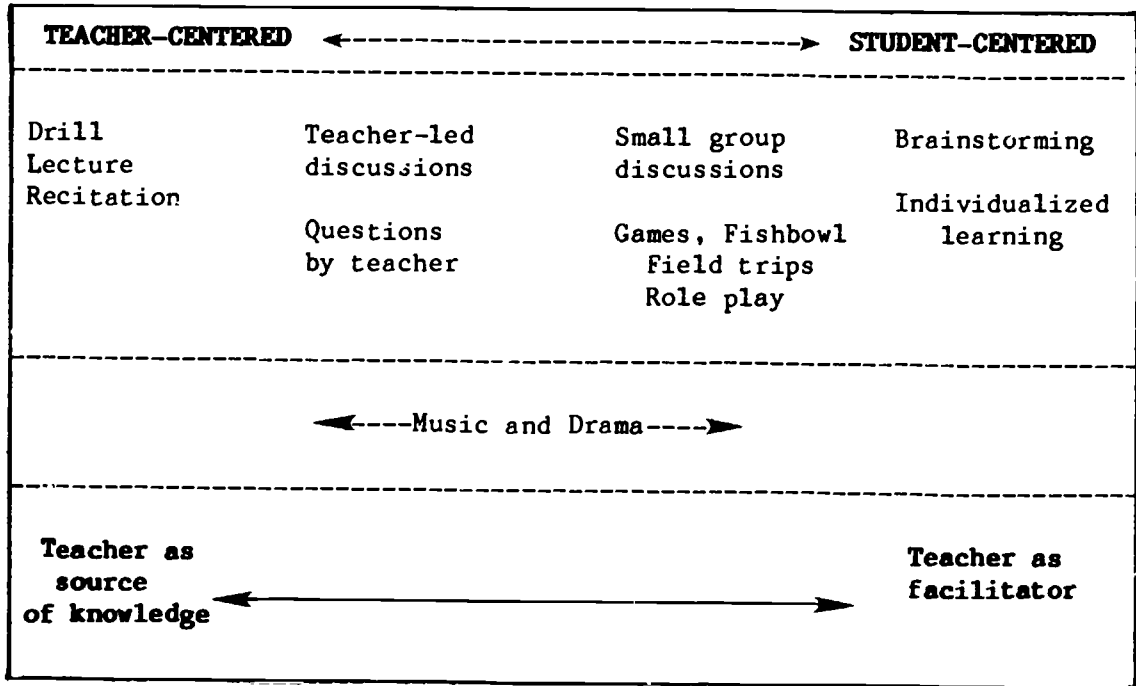
WALL CHART

LECTURE OUTLINE

- I. Teacher-centered techniques
 - A. Lecture
 - B. Recitation and Drill
 - C. Question and Answer
- II. Student-centered techniques
- III. Chart of the continuum

WALL CHART OR TRANSPARENCY

TEACHING TECHNIQUES CONTINUUM



WALL CHART

DIRECT QUESTIONS - require factual recall

- * Who is the President (leader) of this country?
- * How many sides does a triangle have?

PROBING QUESTIONS - used to follow up an unsatisfactory or incomplete answer so as to make the student think more deeply

- * What do you mean by that?
- * Could you say that in another way?

HIGHER ORDER QUESTIONS - require analysis and abstract or conceptual thinking

- * Why do you think the author used this character?
- * What makes a balloon expand?

DIVERGENT QUESTIONS - asks students to express opinions, make judgments or interpretations

- * What is your reaction to _____?
- * Which approach is best?

HANDOUT

LECTURE GUIDE

PREPARATION

- * Outline the main points and organize them in an orderly way.
- * Plan examples and illustrations.
- * List key questions or other ways to involve students.
- * Prepare handouts that assist students in listening or note-taking.
- * Prepare any visual aids.
- * Plan timing to allow for questions and discussion.
- * Keep presentation as brief as possible.
- * Prepare notes for reference, but not to be read.

INTRODUCTION

- * Outline main points on blackboard (especially if students are expected to take notes).
- * Generate interest from the beginning: use an attention-getter or thought-provoker (picture, question, story, simple puzzle, exercise).

DELIVERY

- * Maintain eye contact with different students.
- * Vary voice, facial expressions, gestures, and positions.
- * Use humor and surprise.
- * Illustrate main points with concrete examples, analogies, and stories.
- * Use non-verbal stimuli and illustrations: pictures, models, props, symbols, and gestures.
- * Involve students by soliciting questions, examples, and responses.
- * Weave in provocative questions and rhetorical questions.
- * Check on student comprehension at intervals during the talk.
- * Repeat and reinforce key words and main points.
- * Use silence and pauses for emphasis and to stimulate thought.

SUMMARY

- * End before the students' attention is lost.
- * Repeat the main points.
- * Guide the students to summarize the main points.
- * Leave some unanswered questions for the students to ponder or discuss.

QUESTION/ANSWER PERIOD AND DISCUSSION

- * Solicit and respond positively to student questions.
- * Redirect questions for other students to answer.
- * Use the lecture to stimulate a group discussion.
- * Structure small group discussion with problems to solve or questions to answer.

HANDOUT

TEACHING ACTIVITIES MATRIX

	EFL	Science	Math
lecture			
recitation			
brainstorm			
small groups			
role play			
game or simulation			
drama or music			
individualized instruction			
field trip			

CARD GAME

The following pages are the masters for the question card game. After being xeroxed, they are cut into pieces and made into a deck. If the xerox sheets are pasted to a piece of cardboard before being cut, the 'cards' will be sturdier, and can be reused. Before xeroxing them, be sure to 'white out' the name of the type of question at the top of the sheet. The trainer will be able to refer to the originals to double check the category of each question as necessary.

Why are some insects dangerous to our health?

How could you find the area of this figure?

What is the meaning of this sentence?

If $2+x=y$ and $y=3$, what is x ?

How could you show that plants need light?

What is 10% of 350?

What is wrong with this sentence?:
I talked him yesterday.

Why are there time zones?

How can you draw a circle using a piece of string and a pencil?

How are humans different from other animals?

Why do we lightning before we hear thunder?

Why is the sky blue?

How much is
3 x 2?

Who invented the
printing press?

What are the names
of the seven
continents?

When is the length
of day and night
equal?

What is the
formular for the
area of a square?

Is the earth
flat?

What hemisphere is
most of Africa in?

What does the heart
do?

How many hours are
in a day?

How many sides
does a triangle
have?

What is the defin-
ition of a circle?

What is the temp-
erature of
freezing water?

Does that make sense?

Yes, but why?

Can you say that differently?

Why do you think that is true?

Why is that so?

Are you sure?

Could you say more about that?

Who can say that in a different way?

Can you explain your answer?

What do you mean by that?

What is your reasoning?

Can you be more specific?

113

114

What do you think that the writer of this poem was feeling?

What would it be like to live on the moon?

How does the sun affect your life?

Why is this your favorite story?

If you could travel anywhere in the world, where would you go and what would you do there?

How does this story make you feel?

What do you think is the most serious problem in the world?

How would you change this paragraph to make it clearer?

Which author do you like best?

If the earth turned twice as fast, how would our world be different?

How would you describe this picture in one sentence?

Can you think of a way to use the Pythagorean theorem to solve this problem?

EVALUATION - DAY 2

Total Time: 1/2 hour

Objectives: By the end of the session, the participants will be able to:

- discuss the strengths and weaknesses of the day's training.
- review and evaluate the training techniques used during the day.
- analyze the effectiveness of small group formations as a training technique.

Materials: training design and participants' notes

Activities

Procedures

a. **Discussion**
30 minutes

1. Look through the training design and your notes. What activities do you remember doing today?
2. Which of these activities did you like, or find interesting, or fun?
3. Which ones didn't you like, or find difficult, or boring?
4. Which training techniques did you find effective? Why?
5. Which techniques did you not find effective? Why?
6. We worked all day in a variety of small group formations. Why are small groups an effective training technique? What are their limitations?
7. Think back on both the content of the sessions and methods used today, and write down on a piece of paper two aspects or points from today that you will incorporate into your teacher training.

Trainer's notes: The procedures for the discussion are the same as yesterday. Question #6 may be redundant, depending upon the responses in questions #4 and #5. If the participants have sufficiently discussed the pros and cons of small group formations, skip #6.

SESSION 8 - Materials Development

Total Time: 1 1/2 hours

Objectives: By the end of the session, the participants will be able to:

- ° design a visual aid.
- ° evaluate the design, construction and appropriateness of a given visual aid.
- ° identify and resolve issues concerning shortages or the unavailability of materials and supplies within their given context.

Materials: newsprint, cardboard, felt tip markers, crayons, pencils, string, tape, cloth, sheets of colored paper, tin cans, buckets, silverware, cups, glasses, leaves, flowers, glue, wheels, stones, paper bags, design checklists, old woman/young woman picture, visual literacy drawings

Activities:

30 min Creation of visual aids

Each participant will create a visual aid for his/her mini-lesson, using the materials provided in the training room.

20 min Triads

Participants gather in groups of three and offer and receive feedback on their visual aids.

Alternative 1: If there is a guest speaker

10 min Brainstorm

The participants brainstorm the "Do's" and "Don'ts" of the proper use of visual aids in the classroom.

30 min Final discussion

An outside supplier/expert from the host country makes a presentation and answers questions on how to find supplies and/or pre-made materials.

Alternative 2: If there is no guest speaker

10 min **Lecturette**

The trainer gives a short talk on the importance of testing and modifying visual aids.

10 min **Individual work**

Each participant now modifies her/his visual aid in light of the pre-test feedback.

10 min **Pairs**

The participants meet in pairs to post-test their revised visual aids.

10 min **Discussion**

The participants regather and review the session, with the trainer answering any questions.

SESSION 8 - MATERIAL DEVELOPMENT

Total Time: 1 1/2 hours

Overview: No matter how good a teacher is, his/her effectiveness can be greatly enhanced by the skillful use of instructional aids. Yet, too often in Third World countries pre-packaged aids are either very expensive or non-existent. This session is designed to help teachers learn how to discover what resources exist nationally, and how to develop their own instructional aids with local materials.

The first part of the session has each participant make a visual aid, using a limited but diverse set of materials. Then in groups of three, the participants share their aids, giving and receiving feedback on how they can be improved.

Depending upon the local training situation, the session can continue in either one of two ways. If it is possible to have an outside expert on materials development from the national Ministry of Education or the private sector, the third activity is a review of how to effectively use visual aids in teaching situations. This is followed by a guest presentation about how to find supplies or pre-made materials appropriate for the classroom. If an outside speaker is not available, the trainer then proceeds to a series of activities that teach the participants how to pre-test, modify and post-test instructional materials.

Objectives: By the end of the session, the participants will be able to:

- design a visual aid.
- evaluate the design, construction and appropriateness of a given visual aid.
- identify and resolve issues concerning shortages or the unavailability of materials and supplies within their given context.
- pre-test, modify and post-test a visual aid.

Session materials: newsprint, cardboard, felt tip markers, crayons, pencils, string, tape, cloth, sheets of colored paper, tin cans, buckets, silverware, cups, glasses, leaves, flowers, glue, wheels, stones, paper bags, design checklists, old woman/young woman, visual literacy drawings

Activities

- a. **Creating a visual aid**
30 minutes

Procedures

This morning we are going to explore the topic of developing and using instructional materials. First you will each spend some time making a visual aid.

Here on the desk is a wide assortment of different items that are easily found at most of your local sites. You each have 25 minutes to make a visual aid using only what you can find in this room. The participants then make their aids, sharing the scissors, tape, etc., as needed.

Trainer's notes: The materials listed are only suggestions. Find a wide assortment of different materials, all of which are easy and cheap for any of the participants to obtain. Also get several of each item, so that more than one participant can experiment with it. You may want to suggest that the participants use this time to create a visual aid for their mini-lessons.

Materials: newsprint, cardboard, felt tip markers, crayons, pencils, string, tape, cloth, paper bags, sheets of colored paper, tin cans, buckets, silverware, cups, glasses, leaves, flowers, glue, wheels, stones,

b. Triads
20 minutes

Each of the participants is given a design checklist and instructed to form small groups of three. They show each other their aids, explain how they will be used, and give and receive feedback on the aids' design, construction and appropriateness for the given learning situation.

Trainer's notes: This should be a random grouping, unless there are host country nationals present. In this case it might be very helpful to mix the Americans and HCNs so that a cross-cultural perspective can also be considered. If the participants are going to do the pre-test and modification exercises, the trainer may wish to use this time to replenish the materials to be used for the re-doing of the visual aids in step (d) below.

Materials: design checklists

Alternative 1: If an outside speaker is available

**c. Group
brainstorm**
10 minutes

The participants regather and quickly brainstorm the most effective ways to use visual aids in the classroom. The trainer posts a piece of newsprint that is divided vertically in half. The top of one side says "Do's", the top of the other says "Don'ts". The participants then brainstorm under the "do's" a list of

the correct ways of using visual aids in a classroom. The brainstorm for the "don'ts" is all of the things to remember not to do when using visual aids.

Trainer's notes: Refer to page 122 of the Reference Manual for a list of points to be considered.

Materials: newsprint, markers, tape

d. Presentation
30 minutes

It is very helpful for the participants, where possible, to have an outside expert come to talk with them about the availability of instructional materials in the country. This exercise is based on having an outside speaker.

Producing your own materials is often necessary. However, since time is often a problem, it is extremely important that the teacher have a good idea of what there is in the way of already produced materials, and how to get them.

To help with this section we have asked Mr./Mrs. _____ (name of department or Ministry official familiar with materials) of the _____ (name of department) to give us a description of the way materials are provided in the education system here in _____ (name of host country). I'll turn this last part of today's session over to _____ and she/he will provide us with an introduction to the 'state-of-the-art' in available materials for primary and secondary education here in _____.

The guest provides a short description of what instructional materials are available in the country and the general process by which teachers can obtain them. This should generally be based on the following outline:

- I. Available materials in (country name).
 - A. Texts and other materials purchased from outside the system with discussion of both...
 1. Elementary school texts and materials
 2. Secondary school texts and materials
 - B. Texts and materials produced in the country and the dissemination system for books and other materials.
- II. Production facilities and support and the procedure for having materials produced.

Thank you _____ for this valuable information.

Remember, if you plan to use books from overseas as a resource, be sure to review the section in the Reference Manual on adapting textbooks to your own situation.

Trainer's notes: Be sure that the guest speaker understands clearly in advance who the participants are, what information is needed, and how long she/he is to speak.

Alternative 2: If no outside speaker is available

c. **Lecturette**
10 minutes

The trainer holds up the old woman/young woman picture. Then, going around the room, he/she shows it carefully to each participant, telling them to silently write down what it is a picture of. (How old is the woman? What is she wearing?) Then each person quickly reads what it was they saw, an old woman or a young woman.

As you can see, not everyone saw the same image, although they all saw the same picture. A visual aid is only as effective as it is clear. Therefore we are now going to look at how to test and modify our aids in order to make them more effective. This is a process which is used widely in communications and can help make your teaching materials more useful and effective. Basically there are three steps in this process:

1. pre-testing your materials;
2. modifying your materials based on the information found through your pre-testing; and
3. post-testing the materials to make sure that the changes you made have achieved the effect you originally wanted.

In the first step of the process, pre-testing can give you some idea of whether or not there are any major problems with your visual aid. Is part or all of it not understandable? Is some of the content culture bound, making it difficult to understand? In the first part of today's session you created a visual aid for a single lesson. Afterwards you received feedback about its clarity, relevance and so forth. This feedback was based on two parts of any visual presentation. The first is content relevancy. How well does the content of your materials relate to what you are trying to

teach? Issues about culturally appropriate subjects should be addressed when you question viewers about your design during this part of your pre-testing. The second is visual clarity. This would include questioning viewers about how well they understand various components of your visual display. In places where people are not used to having objects, figures or processes represented by drawings or diagrams, these may not be understood by everyone. For instance look at this series of pictures. (Use the set of visual literacy drawings of the woman carrying water.) Probably everyone in this room can identify the woman in each of them. But in some contexts, the viewer may be very confused if shown either the simple line drawings or the very detailed one. This has to do with the individual's level of visual literacy. You need to be aware of the level of your target group and adjust your presentation of visual information accordingly.

Trainer's notes: Too often a teacher assumes his/her work is finished when the instructional aid is completed: yet if an aid is not effective, it is useless. Help the participants to understand that the way we see something is not always the way others see it. The old woman/young woman figure should be helpful for this.

Materials: old woman/young woman picture, set of drawings of the woman carrying water

d. Individual work
10 minutes

Once you have the feedback from your pre-test, the next step is to modify and change your materials, in order to improve your design or presentation or both. This is the modification process. I would now like you to spend the next ten minutes re-doing your design, altering only those things which your colleagues felt were in need of changing, so as to make your material clearer and more presentable. It is important to only change things which others noticed. If anything else is changed you have no way of knowing how students will receive the new information without again pre-testing the whole design.

Trainer's notes: The participants may need more than 10 minutes to totally redo their aids, so stress that they are to only make as many adjustments as they can in the short time allotted.

Materials: all the materials originally provided above in exercise a) above

- e. **Pairs**
10 minutes

We will now post-test the materials to insure that they are an improvement on the originals. To do this we will again separate into small groups. Turn to the person next to you, and again run through your design checklist for each other's designs. Hopefully, there should be fewer comments and more positive feedback. Afterwards you will want to save your materials for use in a field setting, maybe testing them again in a different situation.

Trainer's notes: It is not necessary for the participants to regather to start this next step. Have them just turn to the person next to them wherever they are. At the end of five minutes, remind them that they should now switch and talk about the other's aid.

- f. **Discussion**
10 minutes

The participants regather and review the session.

- Which of the activities today did you most enjoy?
- Is there anything we did that you didn't understand very well, and wish further explained?
- Is there anyone who had never made a visual aid before? What did you learn from the session?
- How can effective teaching aids improve your teaching?

Trainer's notes: Use this time to answer any questions from the participants, and to emphasize the importance of using properly constructed instructional aids.

HANDOUT

VISUAL AIDS DESIGN CHECKLIST

Teacher's name: _____

Class topic: _____

Write **YES**, **NO** or **N/A** (not appropriate) in the appropriate spaces below after each question.

	CONTENT	VISUAL CLARITY
1. Does the visual aid make sense? Does it relate to what is being taught?		
2. Is the visual aid ordered and clear?		
3. Can the visual aid be seen from all parts of the room?		
4. Is the visual aid appropriate for this lesson? Could something else have been more effective in making the desired point?		
5. Is the visual aid appropriate for this culture? Will the viewers understand it?		
6. Are there any points that would make this visual aid more effective?		

7. If **YES** to question 6 above, list the points?

SET OF VISUAL LITERACY DRAWINGS
(Picture of woman carrying water)

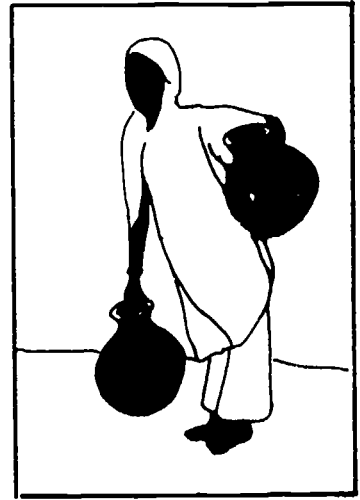
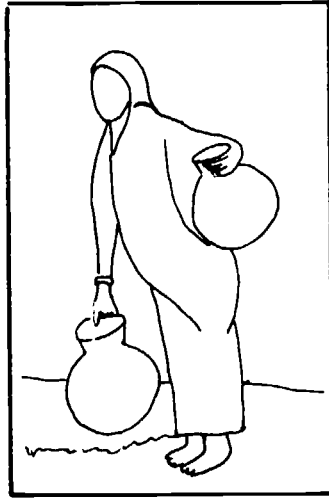
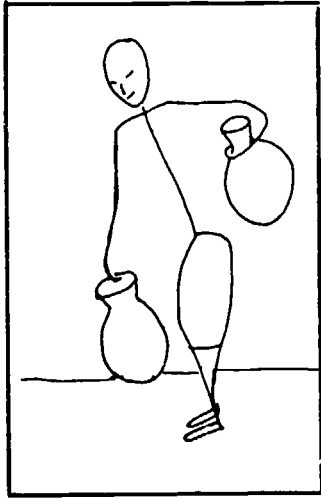
The following set of pictures illustrates the concept of visual literacy. People learn to understand two dimensional drawings and photographs, it is not an instinctual understanding. Great care must be taken in the presentation of visual aids in cultures that do not use this as a regular form of communication.

The following pictures should be xeroxed and pasted on cards or used as a handout during the session.

You may wish to accompany the display or handout with a short lecturette based on the following notes:

Several styles of drawings and photographs can be used in illustrations and visual aids. These figures have been tested for ease of understanding. Figures 1, 2, and 3 are the most abstract and the simplest to draw. There is very little detail in the subject, foreground and background. This level of illustration may suffice depending on the learners' abilities to abstract, the teacher's ability to communicate and other visual aids being used to complement these drawing styles.

Figures 4 and 5 are more realistic line drawings and are the most difficult to draw. Although both styles depict the subject and the foreground in detail, only figure 5 has a detailed background. Research has shown that too much detail can detract as much from understanding the picture as can too little detail. Hence, of the five, figures 1 and 5 may be the most difficult for non-literate people to understand, with figure 3 probably the simplest.



SESSION 9 - Classroom Management

Total Time: 1 1/2 hours

Objectives: By the end of the session, the participants will be able to:

- ° articulate the basic aspects of classroom management as identified in the Reference Manual.
- ° discover solutions to various discipline problems that are typical of the school systems in which they find themselves.
- ° identify on a values spectrum where both they and their host country teachers stand on various management issues.

Materials: critical incident handouts, values clarification exercises, small pieces of paper, newsprint, markers, tape

Activities:

20 min **Critical incidents**

In small groups the participants read and discuss three typical classroom situations involving management decisions.

20 min **Discussion**

The groups regather and compare and contrast the way each decided to resolve its situation.

30 min **Values clarification exercise**

The participants complete a values clarification questionnaire. Their results are then posted on a continuum, and related back to the responses given in the critical incidents.

20 min **Final discussion**

The participants discuss the aspects of preventive management outlined in the Reference Manual, and strategies for better classroom management are brainstormed.

SESSION 9 - CLASSROOM MANAGEMENT

Total Time: 1 1/2 hours

Overview: Perhaps the most disquieting part of teaching is the almost inevitable issue of discipline. The very context of the classroom requires a level of structure and obedience which, for many children or adolescents, becomes an opportunity to challenge authority. The purpose of this session is to help the participants understand that many discipline problems can be averted or reduced through innovative and consistent approaches to classroom management.

The first exercise is small group work with critical incidents. Each group is given three different situations that involve typical discipline problems. The participants then regather to review each of the small groups' 'solutions' to the problems. Much of the way a teacher manages a classroom comes from her/his attitudes and values about what 'should be'. The second exercise therefore helps the participants to better understand their own value systems and thus their approaches to classroom management. The session ends with a discussion of the difference between preventive management and discipline.

Objectives: By the end of the session, the participants will be able to:

- articulate the basic aspects of classroom management as identified in the Reference Manual.
- discover solutions to various discipline problems that are typical of the school systems in which they find themselves.
- identify, on a values spectrum, where both they and their host country teachers stand on various management issues.

Session materials: critical incident handouts, value clarification exercises, small pieces of paper, newsprint, markers, tape

Activities

Procedures

- a. **Critical incidents**
20 minutes

After a brief introduction to the topic for the afternoon session, the trainer divides the participants into groups of four or five. Each group is given a sheet with three hypothetical but typical classroom management situations. The participants are told they must suggest a way to resolve each of the situations; i.e., what they would do if they were in that situation. The groups select a 'reporter' who will

report their responses to the large group.

Trainer's notes: Stress to the groups that there are no 'right' answers. What is wanted here is what they would actually do in the situation. Circulate to all the groups to be sure they move quickly through the incidents, spending only five minutes on each. The tendency is to spend so much time discussing the first one that they are unable to finish all three.

Materials: critical incident handouts

b. Discussion
20 minutes

The small groups re-gather, and taking one incident at a time, they share their responses to the situation. After all the incidents have been discussed, there is a brief reflection.

- Did any of the groups' responses surprise you? If so, which ones?
- Were there disagreements in your small groups about what to do? If so, around which points?
- Have you experienced issues like these?

If there is time, have one or two participants share the worst discipline problem they have ever encountered, and how they handled the situation.

Trainer's notes: This discussion is meant to lead into the next exercise. If there are differences of opinion or approaches to the incidents, that is good. Do not at this point go into the 'why' questions, for this concerns values which will be brought out next.

c. Values clarification exercise
30 minutes

The participants are each given a questionnaire and told to complete it. The trainer stresses that the questionnaire has no right or wrong answers. It merely identifies the participant's preferences. While they are completing the questionnaire, the trainer tapes a piece of paper with an 'A' on the far left side of the front wall, and one with a 'B' on the far right, and either draws a chalk line or puts a tape line between the two. When the participants complete the questionnaire, they add up how many a's and how many b's they have. The trainer then tells them to come up to the front and tape a piece of paper marking their questionnaire results along the continuum. An even number of a's and b's would mean the center, with more a's towards the left and more b's towards the right. All a's would be at the far left, and all b's at the far right.

What you have just done is place yourselves along a values continuum; the left being a more liberal, student-centered approach to classroom management, and the right a more traditional, teacher-centered approach. Values are what people think should be. This does not mean that something is right or wrong, it is just considered to be right or wrong. We all approach everything we do from a values perspective. What is important is that we be clear about what our values are so that our actions in the classroom are consistent. This is very important for good classroom management. Many times discipline problems are a result of mixed messages from the teacher to the student.

Now think back for a minute about how your group responded to the critical incidents, and how you individually responded to the questionnaire. If you really basically believe that the teacher is always right, then chances are you will also approach discipline and management from the same perspective. It is the old story of practice what you preach. Your students, whether adults or children, will automatically pick up (consciously or unconsciously) the inconsistencies of your actions, and respond in a confused or disorderly manner. More consistent your action, the easier your class situation will be to manage.

Trainer's notes: This is potentially a very sensitive exercise. Often when people perceive that their values are being challenged or questioned, they become defensive. The key here is not to be judgmental, or allow others in the group to be so. The point of the exercise is to have each participant recognize his/her own approach to teaching. Let them make their own judgments.

The continuum is also very tricky because the trainee can not know in advance how the participants will respond to the questionnaire or the critical incidents. Everyone may be all a's and in this case there is no continuum and little opportunity to discuss consistency of values and actions and their relationship to classroom management. Also if there are host country nationals present, the Americans may all end up on one side and the HCNs on the other. In this event, keep very clear of value judgments (statements from anyone on right or wrong behavior). Instead discuss the implications for the American teacher trainer working with HCN teachers.

Materials: values clarification questionnaires, tape or chalk, small pieces of paper

d. **Discussion**
20 minutes

The trainer now leads a final brainstorm and discussion on different management strategies.

What we are going to do now is brainstorm some practical ideas of how to more effectively manage a classroom. (For teacher trainers, this is an important step. It allows you to understand your teachers' approaches to solving classroom problems and, by adding your own ideas to the brainstorm data, it gives you the chance to present alternate approaches.)

The trainer then leads a short brainstorm for each of the following topics taken from the Reference Manual. Depending upon time, or the makeup of the group, the trainer may wish to include only some of these categories, and some or all of them may need short explanations.

- traditional ways of disciplining (Note that the responses here are what is, not what they think should be.)
- physical aspects of the classroom
- establishing expectations and limits
- creating and utilizing support systems
- teacher attitudes
- teacher routines
- addressing individual student needs

The trainer ends the session by saying, **The most effective management is the one that requires the least discipline. The challenge for the teacher is to make his/her learning environment one that is stimulating, challenging and fun.**

Teacher's notes: The purpose of the brainstorm is both to give the participants a variety of ideas for managing their classrooms and to review the Reference Manual's content. When possible relate any points back to either the critical incident responses, or the values continuum that should still be up on the training wall.

Materials: newsprint, markers, tape

HANDOUT

CRITICAL INCIDENTS

1. An older student, who is always causing trouble, throws a pencil at a student in the front of the room. Throughout the lesson, this student has been causing trouble, and all your attempts to stop him have failed. You finally feel that the pencil throwing is the last straw and he must be removed from the classroom. You tell him to leave and he refuses. What do you do?
2. While you are writing at the board, a student throws a piece of chalk at you and hits you on the head. From the corner of your eye you saw who it was. When you turn around, it is obvious to you that all the other students saw what happened and know who did it. What do you do?
3. It's the beginning of the year and during the first test you administer, you notice that many of the students are cheating by looking at each other's papers. The class consists of fifty students, sitting very close to each other on benches. There is neither the space nor the benches to better separate the students. What do you do?
4. You regularly give homework assignments but most of your students never do them. Every day they have a different excuse. Finally you tell your class that any student who doesn't bring in completed homework will get a zero (or the equivalent thereof) for the daily grade. The next day, most of the students still don't bring the completed homework. What do you do?
5. Two students, John and Robert, begin fighting in your class. John accuses Robert of taking his book. Robert says that he asked for the book first. He says the real reason that John started the fight is because Robert won't let him copy his homework. All the other students start to take sides, adding fuel to the fire. What do you do?
6. A student falls asleep in the back of the classroom and starts to snore. Several students begin to laugh and joke about the student. You know the student has to walk several miles to school everyday, and comes from a very poor family. What do you do?
7. A student has stomach problems and has a diarrhea attack during the class. The other students smell the odor, and they begin to tease the student. This makes the student cry, which in turn causes the others to laugh and call names. What do you do?
8. You give the class an assignment to do in small groups, telling them it must be completed in 15 minutes. You then leave the room for five minutes to talk with the principal. When you return, you find that the group work has collapsed, some students are chasing each other, some are chatting. All is in chaos. What do you do?

HANDOUT

VALUES CLARIFICATION EXERCISE

Answer each of the following, circling only one choice

1. Students should:
 - a. be spontaneous and talk out when they have something to say
 - b. raise their hands and participate in an orderly way
2. Homework should be given:
 - a. sparingly and only when needed
 - b. every night
3. The classroom should be:
 - a. student-centered
 - b. teacher-centered
4. Teachers should be:
 - a. friendly and spontaneous
 - b. reserved and formal
5. Teachers should:
 - a. create their own curriculum based on student needs
 - b. follow a set curriculum
6. In group work.
 - a. the process is important
 - b. the product is important
7. Class assignments are more useful when they are:
 - a. done in a group
 - b. done individually
8. The classroom should be:
 - a. open with students free to move around
 - b. closed and orderly
9. Students are mostly motivated by:
 - a. internal rewards
 - b. external rewards
10. Achievement should be based on:
 - a. criterion-referenced tests
 - b. norm-referenced tests
11. Evaluation should be:
 - a. informal
 - b. formal
12. It is more important to:
 - a. change values
 - b. change behavior
13. The curriculum should be directed towards:
 - a. local community needs
 - b. national examinations

14. Grades are:
a. a deterrent to developing self-motivation b. an effective mechanism for motivating students
15. It is important to cover:
a. certain content in depth b. all the pre-set curriculum
16. Standards for discipline should be determined by:
a. the individual teacher b. school policy and tradition
17. Class time should:
a. include non topic-related discussions b. be spent on task
18. Students should be tracked by:
a. ability b. age
19. In school, it is most important to:
a. learn how to learn b. learn facts

SESSION 10 - Assessment of Student Learning

Total Time: 1 1/2 hours

Objectives: By the end of the session, the participants will be able to:

- discuss the basic components of test construction, administration and analysis.
- identify successful testing techniques and common pitfalls.
- evaluate the various approaches to testing.
- generate suggestions for innovative methods of assessment.

Materials: wall chart of testing points, content handouts, blank paper, prepared tests, newsprint, markers, tape

Activities:

5 min **Ice breaker**

The participants do a quick word association exercise with the word 'test'.

10 min **Test-taking activity**

The participants are given tests that are deliberately difficult and intimidating. These are scored and the results read aloud.

10 min **Discussion**

The participants discuss their reactions to the test taken in the previous exercise and negative aspects of formal test-taking.

10 min **Lecturette**

The trainer reviews the key points to remember when constructing, administering and scoring tests.

35 min **Test writing and scoring exercise**

The participants break up into triads and write tests which they then administer to another group.

10 min **Discussion**

The participants evaluate the tests constructed during the previous exercise.

20 min **Brainstorm**

The group brainstorms and then discusses informal assessment techniques/methods.

SESSION 10 - ASSESSMENT OF STUDENT LEARNING

Total Time: 1 1/2 hours

Overview: Student assessment is a daily task of the teacher, used as both a diagnostic and evaluative tool. Yet, too often, the teacher considers assessment only in terms of formal tests. The purpose of this session is therefore two-fold. The first is to give the participants practice in writing, administering and scoring tests. The second is to have them evaluate formal test taking, and begin to explore some of the alternate types of assessment available to them.

After a quick word association exercise, each of the participants is given a very difficult and intimidating test by the trainer. This serves as a context for a discussion on some of the issues involved in formal testing. Next, working in small groups, the participants construct tests which they then administer to another group. The participants regather and discuss the strengths and weaknesses of these tests. The session then closes with a brainstorm and discussion of alternate methods and techniques of student assessment.

Objectives: By the end of the session, the participants will be able to:

- discuss the basic components of test construction, administration and analysis.
- identify successful testing techniques and common pitfalls.
- evaluate the various approaches to testing.
- generate suggestions for innovative methods of assessment.

Session materials: wall chart of testing points, content handouts, blank paper, prepared tests, newsprint, markers, tape

Activities

- a. Icebreaker
5 minutes

Procedures

This afternoon, we are going to look at the topic of student assessment. Take a piece of paper and a pencil or pen. Now write down the first thing that comes into your head when I say this word. Ready? Tests. The participants write down their responses. Then by going around the room each person reads what he/she wrote. Then make a short closing comment like, Tests mean different things to different people, and as we just saw from the words you chose, too often they are

frightening or intimidating. This morning we are going to look at how we can develop methods of assessment that neither frighten nor intimidate our students.

Trainer's notes: This is meant to be only a quick word association, not a discussion, to set the context for the session. If the participants don't perceive testing as intimidating, use whatever it is they come up with. If appropriate, at different points during the rest of the session (especially after the test taking activity), you can refer back to some of these comments.

b. Test-taking activity
15 minutes

The trainer now asks the participants to close all their books and notebooks, and place them on the floor, leaving their desks clean. The trainer then hands out a test and gives the participants only two minutes to complete it. Then regardless of whether the participants are finished or not, they are told to switch papers with the person next to them, and the trainer reads the answers. Each person corrects and grades the tests they have, and then, by going around the room, the names and grades for each test are stated out loud.

The trainer then leads a reflection on the exercise. **You were just given a very difficult test, that you were not prepared for, and which you did not have enough time to complete. Then all of your scores were read out loud.**

- How did you feel about taking the test?
- How did you feel when your score was read?
- What issues about formal test-taking does this exercise highlight?

Trainer's notes: Be very strict in giving the tests. The participants should feel rushed and angry with the test. This is the point of the exercise. However, it is very important that during the reflection they are able to share these feelings, and understand that formal testing does have its drawbacks. The last question in the reflection sets the context for the final exercise; that it is also important to find alternate ways of assessing students' progress.

Materials: prepared tests

c. **Lecturette**
15 minutes

In a minute, you are going to break into small groups to actually construct a short test which you will then administer and score. But first let's review some of the most important things to remember about testing.

The trainer outlines the key points to remember when constructing, administering and scoring tests. (See the wall chart outline in the attachments.)

Trainer's notes: The assumption here is that all the participants have at some point been teachers and have constructed and administered tests. This lecturette is therefore intended to review the material in the Reference Manual and set guidelines for the small group work.

Materials: 'evaluation of assessment instruments' wall chart

d. **Small groups**
35 minutes

The participants divide into triads, each of which is given a content handout. (Half of the groups are given one topic, the others a second topic.) They are told to quickly write a 5-10 minute test on the information. (20 minutes)

Each triad then joins with another (one who has a different topic). They take each other's tests, then return them to be scored. (15 minutes)

Trainer's notes: This is a very short time for the activity, so the trainer must push the groups to complete their tests in the first 20 minutes. The tests need to be only three to eight questions in length. And again, as the participants take the tests, be careful they stay within the allotted time. Be sure to separate the participants into an even number of groups.

Materials: content handouts, blank paper

e. **Discussion**
10 minutes

The participants regather, remaining in their triad clusters. Each triad has the test it took. The trainer leads a discussion on the small group activity.

- **Look at the test you took. What were some of its strengths? What would you change about it?**
- **Now look at the outline on the wall. Did the test you took meet the criteria listed?**
- **How would you evaluate the way the test you took was scored?**

Trainer's notes: This discussion is meant to link together the theory of the wall charts with the practical activity of the test writing and taking exercises.

f. **Brainstorm**
10 minutes

Formal testing, either written or oral, is only one of the many ways of assessing student progress. Let's brainstorm some of the other ways of assessing performance.

The trainer asks the participants to write down two or three other ways they can assess their students apart from formal tests. If they can not generate alternate assessment techniques on their own, give a few examples from the Reference Manual pages 137-138, i.e., class projects or in-class observation. All of these ideas are listed on a piece of newsprint.

The trainer then leads a discussion on the methods listed.

- **What surprises you about the list?**
- **Are there methods you have never used in your classroom but would now like to try?**
- **What percent of student assessment do you think should be done in an informal manner?**
- **Why is it important to use many different forms of assessment?**

Trainer's notes: Let all kinds of ideas come out. The more diverse the brainstorm, the better the participants will understand the variety of assessment techniques. The last question is intended to help the participants understand that every assessment technique is a potentially useful tool for the teacher, and that each has its appropriate place in the classroom.

Materials: newsprint, markers, tape

WALL CHART

EVALUATION OF ASSESSMENT INSTRUMENTS

A CLEARLY DEFINED PURPOSE

Who is being assessed?
What material is the activity or test
measuring?
What kinds of knowledge or skills is the
activity or test measuring?
Do the tasks or test items relate to the
objectives?

STANDARDIZATION OF CONTENT

Are content, administration, and scoring
consistent in all groups?

VALIDITY

Is the test (or activity) a representative
sampling of the material presented in this
section?
Does the test (or activity) faithfully
reflect the level of difficulty of the
material covered in the class?

PRACTICALITY AND EFFICIENCY

Will the students have enough time to finish
the activity or test?
Are there sufficient materials available to
present the test or complete the activity
effectively?
What problems might arise due to structural
or material difficulties or shortages?

FAIRNESS

Did the teacher adequately prepare students
for this activity/test?
Were they given advance notice?
Did they understand the testing procedure?
How will the scores affect the students'
lives?

(Trainer's copy)

Test: Assessment of Student Learning

1. According to the Reference Manual, "raw score" is defined as the sheer number of items answered correctly. (20 points)

2. What are the advantages of norm-referenced testing over content-referenced testing? Norm referencing allows for comparisons among students and classes, as well as allowing the teacher to spot students who are dropping behind the class. (20 points)

3. "Representative sampling" means: (20 points)
 - a) test material is representative of material covered in class;
 - b) test material is representative of material covered in book;
 - c) test material is limited in quantity but not in difficulty;
 - d) a and b;
 - e) b and c;
 - f) a and c;
 - g) none of the above.

Answer: d

4. In choosing types of questions to be used on a test, three considerations are paramount: (20 points)
 1. **Classroom conditions**
 2. **Considerations regarding administration and scoring**
 3. **The types of knowledge being tested**

5. Explain percentile ranking. Percentile ranking is a method of test analysis which calculates the percentage of persons in the norm group who obtain lower scores. (20 points)

HANDOUT

Test: Assessment of Student Learning

1. According to the Reference Manual, "raw score" is defined as _____ . (20 points)
2. What is the advantage of norm-referenced testing over content-referenced testing? (20 points)
3. "Representative sampling" means: (20 points)
 - a) test material is representative of material covered in class;
 - b) test material is representative of material covered in book;
 - c) test material is limited in quantity but not in difficulty;
 - d) a and b;
 - e) b and c;
 - f) a and c;
 - g) none of the above.
4. In choosing types of questions to be used on a test, three considerations are paramount. List these three considerations. (20 points)
 - 1.
 - 2.
 - 3.
5. Explain percentile ranking. (20 points)

CONTENT HANDOUT 1

Music and Celebration

Source: Celebration: A World of Art and Ritual. Office of Folklife Programs and Renwick Gallery of the National Museum of American Art. Smithsonian Institution Press, Washington, D.C., 1982.

Sounds of many sorts are associated with acts of celebration. A twenty-one gun salute, a chorus of voices, a ritual chant, an explosion of firecrackers--all instantly identify the event occurring.

Of all sounds, music is perhaps the most potent in creating celebratory atmospheres. It can create a magical aura outside mundane time, when rejoicing can become absolute and mourning pure beauty. Celebration is almost unthinkable without music. It can express and symbolize a whole community as well as the "still small voice" of the individual.

Instruments of every kind are pressed into the service of celebration: plaintive stringed instruments (lutes and harps), reeds and flutes, xylophones, as well as drums. Instruments used specifically for celebration are often given particular treatment. They may be made from a special material, carved and elaborately decorated, given names like people, even consecrated by special ritual (for example, Candomble drums in Afro-Brazilian rites are "baptized"). The musicians of celebration who play the instruments may belong to a special caste or clan.

Although instruments most commonly accompany celebratory songs and actions, at times their functions may be essentially non-musical. Bells may be rung or horns blown to signal the turning points in a ceremony. Rattles may be shaken to establish communication with the gods or blades of wood whirled in the air to sound a tone imploring a change in weather.

CONTENT HANDOUT 2

Photosynthesis

Source: New Columbia Encyclopedia, New York: Columbia U. Press, 1975.

Photosynthesis is the process in which green plants utilize the energy of sunlight to manufacture carbohydrates from carbon dioxide and water in the presence of chlorophyll. . . The vast majority of plants contain chlorophyll -- concentrated, in the higher land plants, in the leaves. In these plants water is absorbed by the roots and carried to the leaves by the xylem, and carbon dioxide is obtained from air that enters the leaves through the stomata and diffuses through the cells containing chlorophyll. The green pigment chlorophyll is uniquely capable of converting the active energy of light into a latent form that can be stored (in food) and used when needed.

SESSION 11 - Supervision and Observation

Total Time: 1 1/2 hours

Objectives: By the end of the session, the participants will be able to:

- discuss the rationale for clinical supervision.
- list the four steps of clinical supervision.
- identify different observation techniques.

Materials: wall chart of four steps of clinical supervision,
observation handouts, fishbowl situation handouts

Activities:

40 min Demonstration

After a brief review of the steps, the trainers demonstrate the clinical supervision model. One acts as a teacher and does a mini lesson, the other as the supervisor.

40 min Fishbowl

The participants use the fishbowl method to observe group behavior.

10 min Individual work

Each participant chooses and writes down both the aspect of their teaching during their mini-lesson that they want observed and the method of observation they wish used. The groups for the micro-teaching sessions are formed.

Session 11 - SUPERVISION AND OBSERVATION

Total Time: 1 1/2 hours

Overview: Supervision, when handled properly, can help a new teacher discover potential problems in his/her teaching before they become habits. As an in-service tool, it can help experienced teachers to improve their teaching. Many times however, the supervision/observation situation becomes a threatening one for the teacher; one filled with subtle power relationships.

The purpose of this session is two-fold. The first is to introduce the participants to the clinical supervision model, which they observe as a demonstration presented by the trainers. The second part is to train the participants in some of the different forms of observation. This is done through a fishbowl exercise. The session ends with individual preparation time for the mini-lessons.

Objectives: By the end of the session, the participants will be able to:

- discuss the rationale for clinical supervision.
- list the four steps of clinical supervision.
- identify different observation techniques.

Session materials: wall chart of four steps of clinical supervision, observation checklist, observation handouts, fishbowl situation handouts

Activities

Procedures

- a. **Demonstration** In this session, we are going to look at the topic of teacher supervision. As you know, supervision handled properly can help the new teacher discover potential problems in his/her teaching before they become habits. As an in-service tool, it can help experienced teachers improve their teaching. Many times however, the supervision/observation situation becomes a threatening one for the teacher; one filled with subtle power relationships. What (name of other trainer) and I are going to do now is demonstrate for you a model called clinical supervision. By making the supervisor and the teacher partners in the exercise, it alleviates the fear and inequality of power found in many traditional models.
- 40 minutes
- 10 min

I will briefly outline the four main steps to this process so that you will understand what is happening during the demonstration. The trainer puts up a wall chart with the four steps, and quickly explains each.

- 1. pre-observation conference**
- 2. classroom observation**
- 3. analysis and strategy session** Note that they will obviously not observe this step since it happens in the head of the supervisor.
- 4. post-observation session** Be sure that the participants realize that in a real situation, the teacher and supervisor would be doing steps number 1 and 4 in a private place, apart from the students.

Our clinical supervision demonstration will be done in a micro-teaching context. Micro-teaching has five steps:

- 1. choosing a teaching technique to practice**
- 2. teaching a short, mini-lesson**
- 3. receiving feedback from an observer or participants on the lesson presentation**
- 4. revising the lesson**
- 5. re-teaching the lesson**

The first three steps you will observe today. The fourth and fifth we are unable to do because of limited time. Do not neglect these steps, however, in your own work. Watch the demonstration carefully, because tomorrow you will use clinical supervision during your mini-lesson presentation.

Then the two trainers prepare for the demonstration. The participants are told that they will play the role of students during the mini-lesson the trainer presents.

5 min The role play/demonstration begins. The 'teacher' and 'supervisor' briefly discuss which aspect of the teacher's lesson is to be observed and how this will be done. The teaching point must be clearly delineated and the observation technique clearly objective. (See the Reference Manual pages 37-40 for greater detail.) This step should take a maximum of five minutes.

15 min Next the 'teacher' teaches a five to eight minute mini-lesson while the 'supervisor' watches from the back of the room. When the lesson is completed the 'teacher' and 'supervisor' sit together in front of the group and talk. The 'supervisor' gives the 'teacher' the data she/he has gathered, and asks the 'teacher' to analyze

it and give his/her own opinion of how the lesson went, and how the lesson can be improved in the future.

15 min The participants now discuss the demonstration.

- What was the teaching point chosen? Was it clearly delineated and easily observable?
- What was the observation technique? Did it provide objective as opposed to subjective data?
- How do you think the teacher felt during the post-conference?
- How is this model different from traditional supervision?
- How does this model eliminate some of the fear and intimidation often associated with traditional techniques?

Close by telling the participants that they will be using this model the next day in their mini-lessons.

Trainer's notes: The participants will actually use clinical supervision the next day during their mini-lessons. Be sure that by the end of the discussion, the participants are familiar enough with the model to implement it themselves. Do not get into a discussion of the model until the demonstration is concluded.

Materials: wall chart of clinical supervision and micro-teaching steps

b. **Fishbowl**
40 minutes

10 min

The trainer asks for five volunteers. They are taken out of the room by the other trainer, given their situation, and told to read and think about it, but not to discuss it with the others. The rest of the participants are told that they are going to do an observation exercise. The trainer has them 'count off' saying 1, 2, 3. All the participants who said "1" are given observation handout 1. Likewise, those who said '2' and '3' are provided with the appropriate handouts. They do not form groups. The handouts list both the points to be observed and the techniques to be used. The participants read their sheets and the trainer answers any questions. (A 'Shot Gun' approach means that no one thing is singled out to be observed - the observer is to take note of anything and everything.) When those in the room are sure about what they are to do, the five volunteers are called back in. (During their absence, their chairs are placed in a small circle inside the larger circle of the rest of the participants.)

10 min The five volunteers, or mini-group, who were given a situation now have eight to ten minutes to resolve it. As they discuss, they are observed by the members of the larger group, all of whom are taking notes on what they see. The mini-group will most likely be sufficiently engaged in resolving their situation that they will not notice what the larger group is doing.

15 min The trainer then stops the mini-group discussion, and tells them that they have been being observed by the rest of the participants, who will now report what they saw. The trainer asks those with observation sheet 1 to report first, then sheet 2, then sheet 3.

15 min The trainer leads a discussion of the exercise by asking:

To the mini-group: **How did you feel when you found out you had been observed?** The answers here can be an opening for a brief comment or discussion about issues of covert vs. overt observation.

To the observers: **What technical problems did you experience?** This can lead to a comment or discussion on the limitations of different kinds of observation techniques.

Those with observation sheets 1 and 2 used techniques that are both objective and collect quantifiable data. How did the feedback results differ using these techniques as opposed to the strictly subjective method used by those with sheet number 3? (State again the importance of objective, verifiable methods.

Trainer's notes: This exercise tries to accomplish several things at once. First, it gives some of the participants the opportunity to try an observation technique explained in the Reference Manual. Second, some of the participants are observed, and are then able to share their feelings about the experience. Third, it gives the participants the opportunity to experience a fishbowl exercise. Because of the complexity of the logistics of the exercise, it will be helpful to have two trainers working on this session.

Materials: observation handouts, mini-group situation handouts, chairs

c. **Mini-lesson preparation**
10 minutes

Give the participants the teaching skills checklist, and tell them to choose one item as the focus for their mini-lesson the next day. They should each also note which observation technique they want their 'supervisor' to use. Then make the small group assignments for the micro-teaching. Tell the participants to meet together in their groups later to decide how they will pair themselves (teacher/supervisor). Remind them that they must bring any materials they will need for their mini-lessons.

Trainer's notes: Walk around offering help as the participants may want to have some of the teaching skills explained. Also they should refer to their Reference Manuals to find the listing and explanation of the different observation techniques.

If when making the assignments for the micro-teaching it is necessary to form some groups of five, be sure to warn those group members that their mini-lesson presentations will only be 10 minutes long.

Materials: teaching skills checklist handouts

WALL CHART

CLINICAL SUPERVISION

1. pre-observation conference
2. classroom observation
3. analysis and strategy session
4. post-observation session

MICRO-TEACHING

1. choosing a teaching technique to practice
2. teaching a short, mini-lesson
3. receiving feedback from an observer or participants on the lesson presentation
4. revising the lesson
5. re-teaching the lesson

HANDOUT

TEACHING SKILLS EASILY MONITORED BY OBSERVATION

1. How many questions do I ask in a certain time?
2. What is my convergent - divergent question ratio?
3. Do I use higher order questions regularly?
4. Do I clearly and carefully emphasize each part of a demonstration?
5. Do I summarize each point in my lesson?
6. How often do I check my pupils' understanding? How do I check it?
7. Do I use teaching aids effectively?
 - a. Are they visible from all parts of the room?
 - b. Are they attractive and colorful?
 - c. Are they familiar to my students?
 - d. Are they simple?
8. Do I change my style of interacting with students?
9. Do I pause and allow students time to think?
10. Do I pause after questions? (Wait time)
11. Do I use visual, audio and kinesthetic channels when I teach?
12. Do I use metaphors and analogies in my presentation?
13. How do I show enthusiasm for my subject?
14. How much eye contact do I have with my students?
15. Do I give clear, easy to follow directions?
16. Do I encourage student reaction? How?
17. Does most of my class participate?
18. Do I use examples to illustrate new concepts?
19. Do I listen carefully to student responses?
20. Do I encourage students to interact with each other in discussions?
21. Do I use probing questions to assess a student's understanding?

22. Do I repeat student statements or answers?

23. Do I have any mannerisms which I repeat to the distraction of students?

HANDOUT

WHAT SHOULD YOU DO?

You are the chief doctor at the National Hospital. There has been a terrible accident - the collision of two buses and a car. There were many casualties. Among the victims are five people, all of whom have severe internal injuries, and need to be put onto a kidney machine immediately, or they will die. You only have two machines in your hospital, and one of those is broken. You must therefore chose among the five people the one who you will put on the machine. They are:

- * a 26 year old woman with five young children. Her husband was killed in the same accident, and as she comes from a famine stricken part of the country, several of the children may die if she is unable to return to them.
- * a 70 year old man who has spent his life collecting and recording the traditional dance and music of the country. He has not completed passing on his knowledge to younger people and if he dies, all of those traditions will be lost.
- * a 65 year old man who was a leader in the national independence movement, one of the 'fathers of the country'. He is a man of tremendous influence, and the primary proponent for national unity in the present troubled political climate.
- * a six year old child prodigy. He already speaks seven languages and is capable of handling complex mathematics.
- * a 40 year heart surgeon. He is one of only three heart surgeons in the whole country.

It is your decision alone. Whose life will you save and why?

HANDOUTS

(Cut the sheet into three pieces,
handing each group only one of the exercises.)

1. Behavior Frequency Approach

List the names of the people in the group you are observing. Each time a person speaks, put a check next to his/her name.

2. Time sampling

Once every three minutes, note who in the group is playing which of the following roles:

	3 min	3 min	3 min
<u>ENCOURAGING</u> : being friendly, warm, responsive to others, praising others and their ideas, agreeing with or accepting the contributions of others.			
<u>MEDIATING</u> : harmonizing, conciliating differences in points of view, making compromises.			
<u>RELIEVING TENSION</u> : draining off negative feeling by jesting or diverting attention from unpleasant to pleasant matters.			
<u>FOLLOWING</u> : going along with the group, somewhat passively accepting the ideas of others, serving as an audience during group discussion, being a good listener.			
<u>STANDARD SETTING</u> : expressing standards for the group to use in choosing its subject matter or procedures, rules of conduct, ethical values.			
<u>GATE KEEPING</u> : trying to make it possible for another member to make a contribution.			

3. 'Shot gun' technique - Describe what you see happening.

EVALUATION - DAY 3

Total time: 1/2 hour

Objectives: By the end of the session, the participants will be able to:

- identify the strengths and weaknesses of the day's training.
- evaluate the training methods used during the day.
- discuss the cross-cultural issues of teacher training.

Materials: training outline, participants' notes

Activities

a. **Discussion**
30 minutes

Procedures

1. Look through the training design and your notes. What activities do you remember doing today?
2. Which of these activities did you like, or find interesting, or fun?
3. Which ones didn't you like, or find difficult, or boring?
4. Which training techniques did you find effective? Why?
5. Which techniques did you not find effective? Why?
6. We always bring our cultural biases into our work. This is particularly true for the topics discussed today. We do something normal to us, but it doesn't work and occasionally even backfires. When has that happened to you, particularly in the context of classroom management, student assessment or supervision?
7. How can what you learned today help you? What are the limits?
8. Write down on a piece of paper two things a teacher should to remember so that his/her work will be culturally sensitive and appropriate.

Trainer's notes: The procedures for the discussion are the same as yesterday.

SESSION 12 - Micro-teaching

Total Time: 3 hours

Objectives: By the end of the session, the participants will be able to:

- use a micro teaching model.
- implement the four steps of clinical supervision.
- give and receive feedback from each other.
- decide the appropriateness of the model for their work.

Materials: wall chart (or handout) of the clinical supervision steps

Activities:

- 5 min **Ice breaker**
The participants share spontaneous feelings and images of supervision/inspection.
- 5 min **Introduction**
The trainer outlines the procedures for the morning.
- 2 1/2 hours **Small group work**
The group members take turns being supervised while they do their mini-lessons. Each person in the group plays, at some time during this process, the roles of the teacher, the supervisor and the students.
- 20 min **Final reflection**
The group discusses their experience of micro-teaching, and their reflections on how it can be used in their work.

SESSION 12 - MICRO-TEACHING

Total Time: 3 hours

Overview: This session allows the participants to practice several different skills covered during the training program. First, the participants each present the mini-lessons they have been developing. Secondly, they do this using clinical supervision in a micro-teaching context, enabling them to practice specific skills learned in the preceding session.

After a brief review of the four steps of clinical supervision, the participants divide into small groups. The group members take turns being supervised while they do their mini-lesson. Each member of the group plays, at some time during the process, the roles of the 'teacher the 'supervisor' and one of a group of 'students'. Following the small group micro-teaching exercise, the participants regather to reflect upon the method, and evaluate how appropriate it is for their own training situations.

Objectives: By the end of the session, the participants will be able to:

- o use a micro-teaching model.
- o implement the four steps of clinical supervision.
- o give and receive feedback from each other.
- o decide the appropriateness of the model for their work.

Session materials: wall chart (or handout) of the clinical supervision steps

Activities

Procedures

- a. **Ice breaker**
5 minutes
- The trainer begins the session by saying, **Close your eyes for a minute. Picture yourself in the middle of teaching a class. The principal walks in and sits down in the back of the room for a spot inspection. Open your eyes and write down on a piece of paper the first thoughts that came into your head. Then, going quickly around the room, everyone shares their thoughts. Today we are going to work with a different model, that can help to make supervision more creative and enjoyable.**

Trainer's notes: This exercise is meant to set the context for the morning and should be done quickly, without any discussion of the individual answers.

b. **Review**
5 minutes

The trainer reviews the intent of micro-teaching and the four basic steps of clinical supervision. **This morning you are going to present the mini-lessons that you have been preparing. This will be done in a micro-teaching context using clinical supervision. As you remember from yesterday, micro-teaching is a short and precise way to practice and receive feedback from others on a particular teaching point or technique. Let's review the clinical supervision model. You will use four main steps.**

1. The supervisor and teacher have a pre-observation conference. The teacher identifies what she/he wants observed, and the teacher and supervisor agree on the observation technique(s) to be used.
2. The supervisor observes the teacher teach a mini-lesson.
3. The teacher and the supervisor discuss the lesson.
4. The others in the group who have watched or participated in the process as 'students'. also now give feedback to both the teacher and the supervisor.

Note that there are two levels here. Steps 1, 2, and 3 are clinical supervision; what you would do in a classroom with a teacher. Step 4 is a training step, that lets you give feedback to each other on the model.

The trainer answers any questions, and reminds the participants that they are to rotate the different roles of teacher, supervisor, student and student/timekeeper. The reason for this last position is that they must keep a very tight time schedule of:

- 5 minutes for the pre-observation conference
- 15 minutes for the mini-lesson
- 5 minutes for the post-observation conference
- 5 minutes for feedback from the observers/'students'
- 5 minutes to change roles

Trainer's notes: Be sure that the participants are very clear as to both the different roles that each is to play, and the schedule for each micro-teaching unit.

Materials: wall chart of clinical supervision steps

c. **Small groups**
2 1/2 hours

Each group member does a mini-lesson in a clinical supervision, micro-teaching context. The group members take turns playing the roles of teacher, supervisor, student, and time-keeper; each playing no role more than once. In groups of five, each member will be a student twice, and the mini-lessons must be only 10 minutes long.

Trainer's notes: The most important thing here is to be sure to keep the participants within the time schedule, otherwise they will not all have a chance to do their lessons. This is particularly true with a group of five. The trainer(s) should rotate among the groups, observing a full micro-teaching cycle for each group. In this way, if the process is not being done correctly, there is the opportunity to correct it and have the participants continue on with a proper model.

Materials: each participant should bring what he/she needs for the session

d. **Discussion**
15 minutes

The participants regather and share their experiences of the small groups.

- **How did it feel to be supervised?**
- **Did you get the feedback you wanted?**
- **Was it difficult to supervise? If so how? If not, why not?**
- **Do you foresee cross-cultural issues with implementing either micro-teaching or clinical supervision? If so, how can you adapt the model?**
- **What aspects of these methods will you be able to use in your work?**

Trainer's note: This discussion will be slightly different depending upon the context. If it is a pre-service training, the participants may have a difficult time knowing either how they can use the model or its cultural appropriateness. The trainer might instead focus here on the issues the participants, themselves, discovered as they implemented the model in their small groups. If there are host country nationals present, they can be a very important resource regarding the cultural issues. Those teaching in national teacher training colleges can discuss issues they might have in introducing the model in their institutions. These participants must understand that any innovation into the 'system' may be regarded with suspicion.

- e. **Individual work**
5 minutes

Now look back at your lesson plan. In light of having just taught it, note how you would redo or change it.

Trainer's notes: Refer back to the Lesson Plan session and remind the participants that this is the 'comments' section of the lesson plan form.

WALL CHART

CLINICAL SUPERVISION

1. pre-observation conference
2. classroom observation
3. analysis and strategy session
4. post-observation session

MICRO-TEACHING

1. choosing a teaching technique to practice
2. teaching a short, mini-lesson
3. receiving feedback from an observer or participants on the lesson presentation
4. revising the lesson
5. re-teaching the lesson

SESSION 13 - Training Techniques

Total Time: 3 hours

Objectives: By the end of the session, the participants will be able to:

- ° identify and define 15 different training techniques.
- ° discuss and design three categories or types of training techniques in detail.
- ° write up a proper training session plan.

Materials: wall chart of techniques, blank session plan forms, newsprint, markers, tape

Activities:

20 min **Introduction/Lecturette**

A review of the different training techniques used during the training to date and described in the Reference Manual.

45 min **Small group work #1 - critical incidents and case studies**

The trainer reviews the given techniques. Then the participants design learning activities using one of the training techniques.

Break - Switch groups

40 min **Small group work #2 - role play and fish bowl**

Same procedures as #1 but different training techniques

5 min **Switch groups**

40 min **Small group work #3 - icebreakers and closings**

Same procedures as #1 but different training techniques.

10 min **Walk around and look at plans**

20 min **Final reflection**

The participants discuss the techniques presented and their cultural appropriateness.

SESSION 13 - TRAINING TECHNIQUES

Total Time: 3 hours

Overview: In many instances, a person goes directly from classroom teaching to teacher training. While it is obviously important that the teacher trainer have teaching experience, certain issues arise from this situation. The main one is that too often the trainer continues using the same methods to train although he/she is now working in a completely different context. Earlier sessions looked at the theory of teaching adults. This session looks at some of the main methods and techniques used in training.

The session opens with a review of the 13 different training techniques outlined in the Reference Manual. Then, working in small groups, the participants have the opportunity to look in detail at six of these techniques, and to design sample training session plans which use them. In the final discussion, the proper use and cultural appropriateness of the different techniques are explored.

Objectives: By the end of the session, the participants will be able to:

- identify and define 15 different training techniques.
- describe and design three categories or types of training techniques in detail.
- write up a proper training session plan.

Session materials: wall chart of techniques, blank session plan forms, newsprint, markers, tape

Activities

a. **Introduction**
20 minutes

The participants review their notes and the training program design and objectives handouts, and then brainstorm all of the different training techniques they have experienced in the training to date. These are listed on a piece of newsprint. They then take a hand 'vote' to determine which one they liked best; each person is only allowed to vote twice.

Using a wall chart, the trainer then briefly reviews the definition and procedures of each of the 15 training techniques outlined in the Reference Manual, answering any questions the participants may have.

Procedures

Trainer's notes: As there is not enough time to go into great detail for all of the different training techniques, the purpose of this introduction is to remind the participants of techniques they have already experienced and thus know, and to answer any questions about the others they do not know as well. For the brainstorm, the trainer may have to help them remember what happened in the individual sessions. Some techniques they may have forgotten are the card game and song used in the Classroom Techniques session, or the demonstration used in both that session and the one on Approaches to Teaching.

Materials: training program design and objectives, wall chart of techniques, newsprint, markers, tape

b. **Small groups**
45 minutes

What we are going to do now is look in greater detail at the most commonly used of these techniques. The trainer has the participants divide into three teams by having them count off (using a, b, c). Each team moves to a different room with a trainer. The team stays in this room for 40 minutes, then they switch to a different room, and this is repeated a third time. Each trainer remains in the same room all afternoon, repeating her/his exercise three different times, with a different team each time. The product of the afternoon for each participant is the design of a two hour training session, that will include one activity from each of the three small group sessions.

Room #1: critical incidents and case studies

1. The trainer reviews the definition and procedures for the techniques. The group reviews the different times the methods were used during the training - Child and Adolescent Learning and Classroom Management. (10 minutes)
2. The group then chooses a topic for a training session that will use a critical incident or case study. (5 minutes)
3. Working individually or in pairs, the participants write a critical incident or outline a case study and write up the procedures for doing it on a training session plan. (25 minutes)

Room #2: role play, fish bowl and demonstrations

1. The trainer reviews the definition and procedures for the techniques. The group reviews the different times the methods were used during the training - Classroom Teaching Techniques, Supervision, and Approaches to Teaching. (10 minutes)

2. The group then chooses a topic for a training session that will use a role play, fish bowl or demonstration. (5 minutes)
3. Working individually or in pairs, the participants design a role play, fish bowl or demonstration and write up the procedures for doing it on a training session plan. (10 minutes)

Room #3: ice breakers and closings

1. The trainer reviews the definition and procedures for the techniques. The group reviews the different times the methods were used during the training - Approaches to Teaching, Instructional Objectives and Micro-teaching. (10 minutes)
2. The group then chooses a topic for a training session that will use an ice breaker and/or a closing. (5 minutes)
3. Working individually or in pairs, the participants design both (if time permits) an ice breaker and a closing, and write up the procedures for doing them on a training session plan. (25 minutes)

Trainer's notes: Although the two techniques in each of the pairs are similar, it is important that the trainer identify the sometimes subtle differences between them. Also be sure that the participants understand that the work of each small group is only one part of the two hour training session they are designing. These training session designs can be done either in very small groups or individually.

The logistics of this 'musical chairs' small group work may be a little tricky. The key is for each of the trainers to carefully watch the time, so that at the end of 40 minutes when a new team is ready to move in, the present team is ready to move out. The review and the choosing of the topic should be done quickly, so that the participants have plenty of time to design their activities. Make sure that the participants write out their objectives for the two-hour training session in the first room, before they begin actual work on their design. Monitor the completion of the session plans to be sure they are being properly completed. Also, since there will not be much feedback on the individual activities, try to give this, if possible, while they are being written.

Materials: blank session plan forms, newsprint, markers, tape

Break

The teams return after the break to a different room.

- c. **Small groups** The same procedures as above are followed, but each
40 minutes team is now in a different room working on a new
training technique. Step 2 is eliminated for the
participants are continuing with the topic chosen
during the preceding activity. They remain in the same
triad and add the newly designed activity to their two
hour training session plan.

Trainer's notes: The same as above, but be sure that
the participants understand that they are only
designing a two hour training session, the components
of which are the work from each of the three small
groups.

Switch rooms
5 minutes

- d. **Small groups** The same procedures as above are followed, but each
40 minutes team is now in a different room working on a new
training technique. Step 2 is eliminated for the
participants are continuing with the topic chosen
during the preceding activity. They remain in the same
triad and add the newly designed activity to their two
hour training session plan, which they are now
completing.

Trainer's notes: The same as above.

- e. **Review of**
session plans All of the session plans are taped to the walls of the
10 minutes main training room and the participants regather. They
walk around the room looking at all of the different
plans that have been written during the small group
work.

Trainer's notes: Use this as a time for the
participants to regather. Though not officially a
break, it can be used as a transition to the group
discussion.

Materials: completed session plans, tape

- f. **Discussion** The trainer then leads a reflection on the afternoon's
20 minutes work.

- Which of the training techniques do you like the best? Why?
- Which were easy to design? Which were difficult to design?

- Which do you think are the most appropriate for your work as a teacher trainer? Why?
- Which techniques may be difficult to use in this culture and society? Why?

Trainer's notes: This discussion is meant to both sum up the afternoon's work, and to serve as a forum for sharing ideas.

WALL CHART

TRAINING TECHNIQUES

1. Ice breaker
2. Brainstorming
3. Lecturettes
4. Demonstrations
5. Diads/triads
6. Role play
7. Fishbowl
8. Field trips
9. Peer-training
10. Interviews
11. Panels
12. Games - Simulations - Structured experiences
13. Case study
14. Critical incidents
15. Micro-teaching

HANDOUT
TRAINING SESSION PLAN

TITLE:

TOTAL TIME:

OBJECTIVES:

MATERIALS:

ACTIVITIES:

PROCEDURES:

TRAINER'S NOTES:

EVALUATION - DAY 4

Total time: 1/2 hour

Objectives: By the end of the session, the participants will be able to:

- identify the strengths and weaknesses of the day's training.
- evaluate the training methods used during the day.
- discuss the cross-cultural issues of teacher training.

Materials: training outline, participants' notes

Activities

a. Discussion
30 minutes

Procedures

1. Look through the training design and your notes. What activities do you remember doing today?
2. Which of these activities did you like, or find interesting, or fun?
3. Which ones didn't you like, or find difficult, or boring?
4. Which training techniques did you find effective? Why?
5. Which techniques did you not find effective? Why?
6. You have just discussed which of the different training techniques you personally find effective. Let's now look at those techniques in a cultural context. Which training techniques or aspects of clinical supervision do you think will be the easiest to integrate into your own teacher training? Why?
7. Which will be the most difficult to introduce? Why?
8. Choose one technique that you think may be culturally inappropriate for your situation, and write down on a piece of paper what you could do to make it more culturally sensitive and appropriate.

Trainer's notes: The procedures for the discussion are the same as for day 1.

SESSION 14 - Training Design

Total Time: 3 hours

Objectives: By the end of the session, the participants will be able to:

- identify and discuss the components of training design.
- demonstrate a participatory team method for designing in-service training programs.
- identify the strengths and weaknesses of training designs.

Materials: wall chart listing the seven steps of the design process, needs assessment wall chart, blank timeline wall chart, time flow and rhythm wall chart, notecards, questions for prioritizing data, newsprint, markers, tape

Activities:

30 min **Brainstorm**

The participants brainstorm the purpose of in-service programs, and aspects of successful and unsuccessful programs they have experienced.

2 1/2 hours **Lecture/discussion/demonstration**

The trainer explains and demonstrates, as appropriate, the following design steps:

- create a planning team
- plan a comprehensive needs assessment
- define program goals and objectives
- determine topic areas
- analyze the program time flow and rhythm
- design learning activities
- incorporate program evaluations
- create logistical support systems

SESSION 14 - TRAINING DESIGN

Total Time: 3 hours

Overview: The Training Design sessions are specifically intended for those teacher trainers who are not in established Teacher Training Colleges. It is instead for PCVs who are responsible for organizing programs either in their own schools or in rural village areas. The purpose of the unit is to give Volunteers a method they can use, in tandem with Teacher Training: A Reference Manual, to design their own teacher training programs.

The morning session explains and demonstrates the eight steps needed to design a comprehensive training program. The first step, the creation of a planning team, is not included in the Reference Manual chapter on training design. This step is included here because the process to be demonstrated is based on a participatory model. Whereas this session uses a participatory team approach, the model in the Reference Manual was written for the Volunteer who is working alone. The afternoon session is designed to give the participants the opportunity to work together as a team to actually design a sample program and then receive group feedback on their design.

Objectives: By the end of the session, the participants will be able to:

- identify and discuss the components of training design.
- demonstrate a participatory team method for designing in-service training programs.
- identify the strengths and weaknesses of training designs.

Session materials: wall chart listing the seven steps of the design process, needs assessment wall chart, handout of questions for prioritizing the data, blank timeline chart, program flow and rhythm wall chart, notecards, newsprint, markers, tape

Activities

- a. **Group
brainstorm**
30 minutes

Procedures

The trainer briefly introduces the session. Then the group brainstorms the purpose of in-service programs and aspects of both successful and unsuccessful ones.

Today we are going to look at training program design; how to do it and how to evaluate good and bad programs.

We will focus on in-service teacher training for already trained teachers who are now practicing. On a piece of paper write down three reasons or intents of in-service teacher training programs. When you are finished, star the one you think is the most important.

The trainer then quickly goes around the room and asks each person for his/her starred item and lists it on a piece of newsprint. He/she then asks for any items that are not yet on the paper up front and continues until all the participants' data has been written down.

Now make two more lists; one listing three aspects of a training program that you liked, and the other listing three aspects of a training program you didn't like. The same process is followed as before until all the data has been listed on separate sheets.

The trainer closes the session by pointing to each of the brainstorm sheets saying, **What we are going to do today is to learn how to design programs that meet these intents, include these positive aspects of successful programs, and avoid all of these shortcomings.** The sheets are then taped to the side wall where they remain for the rest of the day as reference points.

Trainer's notes: The purpose of the brainstorm is to get the participants to begin to think about their own experiences with training programs. During the rest of the day the brainstorm lists should be referred to as appropriate. For instance, during the session on logistics, go back to the list on unsuccessful programs. Chances are, half of the data there is an indication of inadequate logistical back-stopping: bad food, lodging, no way to get to town, etc.

Materials: newsprint, markers, tape

b. **Lecture/
discussion**
2 1/2 hours

The trainer alternates between explaining and demonstrating the eight basic steps of training design.

The trainer tapes to the front wall a chart listing the eight basic steps of training design, and reads down the list;

5 min

- create a planning team
- plan a comprehensive needs assessment
- define program goals and objectives
- determine topic areas
- analyze the program time flow and rhythm

- design learning activities
- incorporate program evaluations
- create logistical support systems

He/she explains that most of the rest of the morning will be spent explaining and/or demonstrating each of the points.

Materials: wall chart of seven design steps

15 minutes

PLANNING TEAM: The process we are going to look at this morning is based on a participatory approach to planning. Although it is possible to design a program completely on your own, a team approach is helpful for two reasons. First, it cuts down on a lot of work and can make the project both easier and more fun. Second, it adds a richness of insight. This is the opposite of 'too many cooks spoil the broth'. The more diverse your team is, the richer the data and insights you will have. If you were assigned to design a one week training program for the teachers in your region, who would you invite to be on the team? Do a short oral brainstorm with the participants.

Trainer's notes: What the trainer is looking for is a list of categories, not names. The group's responses should be listed on the board or on newsprint. Be sure that the list is broad. These are some examples: teachers from the participant's school and others from the region, a department head, an administrator, perhaps a district education officer. There are no 'right' answers. The important thing is that the participants understand that the more diverse the group, the more chance for a comprehensive, effective program. The team need not be large, just diverse.

30 minutes

NEEDS ASSESSMENT: There are four main questions to ask when conducting a needs assessment for a training program. Let's look at each one separately. Refer to each question on the newsprint wall chart before discussing it.

1. Why do one?

There are two main reasons. The first, obviously, is that you want to know what needs to be included in order to have an effective and appropriate program. We will look at this more in a minute. The more subtle reason for having a needs assessment is that, in this way, you are sure that all those who need to be informed about or included in the planning have had a

chance to offer their ideas. Think for a moment of the different people you would have to inform about any program you were planning. Have the participants share their ideas. Make sure such people as the school director or regional education officer are included. The point of this step is to assure that the participant 'covers his/her flanks' while planning.

2. What do you need to know?

This addresses the question of content. In order to plan an effective training, you must know what the teachers you will be working with need to learn. Look at this chart. Let's try filling in some of the boxes. Use the wall chart in the attachments.

3. Who can give you that information?

Many needs assessments fall short because they are not comprehensive. If you talk only to the principal, the program design will be based on his/her perspective alone, which may or may not be accurate. The same is true if you talk to only one teacher or just base the program on your own experiences. Though you will of course be restricted by time, resources and the cultural context, it is important to consult as many resource people as possible. Look back at the list we made up for the planning team. Who would be the best source of information for each question on this chart? Remember, the more complete your assessment, the better your program design will meet the needs of the participants. Have the participants briefly brainstorm information sources. Be sure they include teacher trainers, teachers (both experienced and new), educational administrators, Ministry officials (both national and local), parents and perhaps even students.

4. How will you find out what you need?

There are many different methods to discover the information you need. These are five of the major ones.

- a. Questionnaires are best if you are trying to survey a large number of people, such as all the teachers in a region or all the parents in a school.
- b. Interviews- there are two key types:
 - Formal ones conducted in the office of the principal or district education officer, and
 - Informal conversations with individuals in the faculty room or over coffee or a beer.

- c. Meetings- there are again two kinds:
- Formal ones with teachers of a school, community leaders or parents, and
 - Informal discussions over the faculty lunch table or with students as they gather for class.
- d. Observation
- e. Printed documents (from the school, government, etc)

Trainer's notes: The important part of this section is to stress that the more comprehensive the needs assessment, the more likely it is that the training program will meet the participants' needs. For more information concerning needs assessment refer to pages 7-9 of the Reference Manual.

Materials: wall chart of the four questions, needs assessment wall chart

5 minutes

DEFINING PROGRAM GOALS AND OBJECTIVES: The third step of the design process is to write goals and objectives for the training program. Since we spent a whole session on objectives the other day, we won't discuss this in detail again. Just remember to be sure that they are feasible, functional, clearly written and measurable.

30 minutes

DETERMINING TOPIC AREAS: Having conducted a needs assessment and set objectives, it's time to begin to organize all of the data collected and prioritize and select what will be included in the training program. There are three steps in this process.

1. Brainstorm:

The first is brainstorming. The trainer passes out notecards or pieces of paper to each of the participants (they should get at least four each). The trainer then says, We are going to brainstorm the content for a one week EFL teacher training program. (This could be science or whatever is appropriate for your trainees.) Let us pretend that we are the planning team and that we have before us the results of the needs assessment that we conducted. Everyone write down three things that you think need to be included in this training, putting one idea on each piece of paper. The trainer should stress that what he/she is demonstrating is only a short version of this step. In a real situation, each person puts up to 10 items on

pieces of paper, or as many as are needed to hold all the data from the needs assessment and other ideas from the team.

2. Organize the data:

All the cards are passed to the front of the room. As the trainer reads each aloud, she/he sticks it up front on the blackboard or wall. (It is a good idea to have prepared ahead of time a lot of little tape balls to stick on the back of each card.) Items that are very different, place in separate areas of the board. Items that are similar, cluster together. If the clusters become too big, separate the data out into mini-clusters. Continue the process until all the data is up on the board.

3. Review the clusters.

What is the general topic of each cluster? Can some of these be broken down into mini-clusters? Draw big circles around clusters with similar content, i.e., teaching techniques, learning activities design, etc.

4. Prioritize the data:

The next step in the design of a training program is to prioritize the data. You will actually do this after lunch, using this list of questions as a guide. The trainer hands out the list of prioritizing questions. **Let's look at the list. These will help you to prioritize the data, to select out which ones you want to include in your training and to decide how much time you want to spend on each. Are there any other questions that you think need to be added?** Make sure the participants understand that they will do the prioritizing step for themselves during the afternoon session.

Trainer's notes: It is very important that you have all the materials organized beforehand, the markers, cards or equal pieces of paper the same size as note cards, and the little tape balls. This is a good time for the break.

Materials: notecards, handout of questions for prioritizing the data, markers, tape

30 minutes

ANALYZING TIME FLOW AND RHYTHM: Assuming we have completed the step of prioritizing our data, we are now ready to make a time line of our training program. Let's assume we have decided to do a five day, residential program that will run both morning and afternoon. What we would do first is to begin to block

out training times using this chart. The trainer then tapes the wall chart of the training timeline up as she/he says this:

But how would we decide what to put where, when to begin, or when to have breaks? Assuming we have already decided how much time each of the sections requires, we can begin to place them on the timeline being sure to consider the following as we do so. The trainer then puts up a sheet listing the rhythm and flow criteria, explaining each in order.

High energy vs low energy: Each day has its high energy and low energy times. High energy times are when participants are refreshed and energetic; low energy times are when you are trying to keep everyone awake. Mornings tend to be high energy and afternoons low, particularly in hot countries with a tradition of heavy mid-day meals and afternoon siestas! (Don't ever try to do a heavy, theoretical lecture after lunch when it's 90 degrees outside!) During the week there are also high and low energy times. There is no way to avoid these times, but a good trainer designs a program keeping them in mind. Do your theoretical sessions in the morning, with the most intense ones early in the week. Then in the afternoons, and even in the time just before lunch, have active, doing sessions: small group work, role plays, case studies, etc. And if it is possible to take a field trip or site visit, try this on Wednesday afternoon to break up your week.

Academic vs experiential: People learn best not only by hearing, but also by doing. While it is important for the trainees to learn specific or technical content, be sure to also include activities that involve them in the use of this content. Be careful to balance these however; five days of role play is just as deadly as five days of lecture!

Large groups vs small groups: Both large group and small group sessions have advantages. Large group sessions are good for lectures or demonstrations when you want everyone to get the same information. Small groups are best for discussions and individual participation. Many participants who would never speak in front of a large group of people are very willing to share their experiences or questions with three to six others.

In class vs out of class: If and when possible try to include field trips and site visits. These are important not only because they give the needed change

of pace pointed out above, but also because they bring a reality factor into the training. If the training is too abstractly theoretical, participants may fear that, though the ideas presented are good ones, they could never implement them.

Serious vs fun: Though of course you want your training to be taken seriously, this does not mean that it can't be fun. Have you included celebrations in your design, especially the opening and closing of the program? If it is a residential program, how have evenings been assigned; are there movies, town trips, special dinners? If the program is a week or two in length, have you included recreational or sports activities? Is there something light or fun included in each session, even if it is only a two minute icebreaker?

Vary the learning environment: Change space as often as possible, even if it means just rotating sessions among a couple of rooms. In a week long program, people will often 'claim' a seat where they remain for the whole time. Shake things up a little. If you can't move to a different room, then try to change the room you're in by rearranging the chairs, or by putting up new wall decor every couple of days.

Balance the training team: If you are working in a training team, change trainers as often as appropriate. Each trainer has his or her own style that will appeal to some of the participants but not to others. If one trainer is particularly quiet and soft spoken have him/her facilitate the high energy times, while the trainer who is the joker and extrovert may be more successful motivating participants during the low energy times. Also include both formal and informal training styles.

As you actually design your programs this afternoon, be sure you keep each of these points in mind.

Trainer's notes: As you discuss each point, refer back as appropriate to both the blank timeline chart, and the brainstorm sheets done at the very beginning of the session listing the strengths and weaknesses of different training programs. Also if possible use aspects of the present training program as examples of the different points. It is important that the participants understand the importance of this design step for ensuring that they have constructed a tight but human program.

Materials: wall chart of main points, blank timeline wall chart

10 minutes

DESIGNING LEARNING ACTIVITIES: We are now ready to match learning activities for each topic area. At this step of the design process, you:

1. review each content topic selected
2. decide how much time you want to spend teaching it
3. decide the most effective way to teach it and choose corresponding learning activities.

During the past week you have both learned about and experienced many different training techniques. Begin to match each content area with appropriate training techniques, considering for instance whether it is better to use a role play or a critical incident. Also keep in mind the rhythm and flow issues just discussed. A role play or game is much more effective and enjoyable than a lecture during a low energy time.

Trainer's notes: Depending upon the level of the trainees, you may need to briefly review the different training techniques presented during that session of the training. For easy reference, there is also a list of training techniques on pages 27-35 of the Reference Manual.

15 minutes

INCORPORATING PROGRAM EVALUATIONS: There are two basic categories of evaluation:

1. **Formative evaluations** are evaluations that take place while the training is in progress. These evaluations can occur daily, weekly, at the end of a particular topic area, or at the end of every session. Formative evaluations can be in the form of a questionnaire or can be done informally in a group or through dialogue with participants. Perhaps the most effective way is to use a variety of methods so that you are sure you gather input for improving the training program that might otherwise slip by.
2. **Summative evaluations** take place at the end of a training program. They specifically address whether goals, objectives and expectations have been met, whether the training methods addressed the participants' learning styles, and all the other aspects of the training that might affect the participants' learning (including logistical aspects

such as food, facilities, etc.) **Summative evaluations** give participants the opportunity to offer feedback to the trainer and suggestions and comments for future teacher training sessions.

Remember, the purpose of evaluations is two-fold:

1. to better facilitate the learning experience for the participants, and
2. to help the trainer improve his/her training designs and skills.

Trainer's notes: Give examples from the training program for each of the two types of evaluations wherever possible.

20 min

CREATING LOGISTICAL SUPPORT SYSTEMS: Finally, any discussion of program design must include the topic of logistics. What do we mean by logistics? Take some answers from the participants. If you remember back to Maslow, logistical support takes care of the lower needs of the individual: shelter, food etc. A weakness in this area can destroy an otherwise excellent program. Refer back to the brainstorm list from the first activity on unsuccessful programs. If any of the points refer to logistical issues, point this out. Logistical support is something that is never noticed when all is well, but when something goes wrong....What have been some of the logistical weaknesses of this training program? How could they have been avoided?

Sometimes, a training program will be held at a residential center like a school, where there are already systems organized for housing and meals. But logistical support means more than just food and shelter. What are some of the other support structures needed for program participants apart from food and shelter? Be sure they list little things. Can you buy cigarettes or stamps near-by? Is there an accessible phone or bar or snack shop for late night snacks? What laundry facilities are there? Is there transportation back and forth to town?

One of the easiest ways to cover the many logistical aspects of a training program is to have a support team that works separately from, but in conjunction with, the trainers. This team should be formed very early in the planning stages of the program, with different people responsible for different areas. As trainers, if we want our participants to be able to learn as much as possible during the program, we have to design our programs so that all their basic needs are met and they can focus completely on the program's content.

Trainer's notes: Refer to the wall charts and the present training program as much as possible.

Closing
5 minutes

This afternoon you will return and in small teams actually design your own training programs. Are there any questions?

Trainer's notes: This has been a long session. The opening exercise in the next section will review the design steps, and provide another opportunity for answering questions.

WALL CHART

THE TRAINING DESIGN PROCESS

1. CREATE A PLANNING TEAM
2. PLAN A COMPREHENSIVE NEEDS ASSESSMENT
3. DEFINE PROGRAM GOALS AND OBJECTIVES
4. DETERMINE TOPIC AREAS
5. ANALYZE THE PROGRAM FLOW AND RHYTHM
6. DESIGN LEARNING ACTIVITIES
7. INCORPORATE PROGRAM EVALUATIONS
8. CREATE LOGISTICAL SUPPORT SYSTEMS

WALL CHART

NEEDS ASSESSMENT QUESTIONS

1. Why do one?
 - to discover information
 - to inform and include
2. What do you need to know?
3. Who can give you that information?
4. How to find out what you need?
 - questionnaires
 - interviews
 - meetings
 - observation
 - printed documents

WALL CHART

TRAINING TIMELINE

	Monday	Tuesday	Wednesday	Thursday	Friday
A M					
P M					
P P M					

WALL CHART

PROGRAM FLOW AND RHYTHM

- High energy vs low energy
- Academic vs experiential
- Large groups vs small groups
- In class vs out of class
- Serious vs fun
- Vary the learning environment
- Balance the training team

WALLCHART

ASSESSMENT

KNOWLEDGE AND SKILLS
EXPECTED/REQUIRED

— KNOWLEDGE AND SKILLS
POSSESSED BY TEACHERS

= KNOWLEDGE AND SKILLS
NEEDED BY TEACHERS

Competency Area	Standards/ Expectations	Teacher's Present Status	Teacher's Needs
Subject Matter			
Lesson Planning			
Classroom Teaching Techniques			
Classroom Management			

HANDOUT

QUESTIONS FOR PRIORITIZING DATA

- How long a training program do you want?
- Is it the only one, or will you have the opportunity to conduct future training programs?
- Do you want to focus on only one content area and go into depth, or do you want to talk about several different topics, each in less detail?
- What is most appropriate at this point in time for both the trainees and the situation in which they find themselves?
- Which topic area is the most important to include in the training?
- Which one can wait perhaps for another training?
- Do you have qualified trainers for all of the topics?

SESSION 15 - Training Design (continued)

Total Time: 3 hours

Objectives: By the end of the session, the participants will be able to:

- ° demonstrate the component steps of training design.
- ° use a participatory team method for designing training programs.
- ° design a one week in-service teacher training program.

Materials: wall charts and content data notecards from morning session, blank session plans, newsprint, markers, tape

Activities:

20 min **Review of morning content**

The trainer reviews the seven steps of training design and answers any questions.

2 hrs **Small group work**

Each group works with the brainstorm data generated during the morning session to design a one week in-service teacher training program.

40 min **Discussion**

The participants review and evaluate the small group training designs.

b. Small groups
2 hours

The trainer divides the participants into small groups saying: **You are now going to actually design a one week in-service teacher training program. Together this morning we did steps one to four; your small group is your planning team, and on the wall (board) before us we have our topic area clusters. Each small group, taking this data, will design the schedule and outline for a one week teacher training program, and write up the plans for two of the sessions, any two you want. The session plans will follow the format you learned yesterday during the afternoon learning activities session.**

Decide beforehand how many participants and trainers you will have, and be sure you include meals, breaks, celebrations, etc., in your plan. The trainer then divides the participants into small groups of five or six (there should be only three or if necessary four groups). Each group is given sheets of newsprint and markers.

Trainer's notes: It is helpful to have extra sets of the brainstorm data (cluster) cards, one for each small group. In this way, each group can meet in a separate room. These can be prepared by the other trainer during the morning session or during the lunch break.

During the two hours, circulate often among the groups, checking on how they are doing, and keeping them within the designated time frame. The trainer may want to suggest that the small groups split up towards the end, with some members writing the individual session plans on newsprint while others copy the training outline.

Materials: newsprint charts and note cards from the morning session, training session plans, blank newsprint, markers, tape

c. Discussion
40 minutes

The small groups regather and the program timelines and session plans are taped to the wall. The trainer tells the participants to take five minutes to look at all the work, then she/he leads a discussion.

- **As you look at the different plans, what do you see that is the same or similar in them?**
- **Does any plan have something completely different?**
- **Which appears the most comprehensive?**
- **Which timeline has something you really like about it?**
- **Which session plan looks the most interesting? Fun?**

b. Small groups
2 hours

The trainer divides the participants into small groups saying: **You are now going to actually design a one week in-service teacher training program. Together this morning we did steps one to four; your small group is your planning team, and on the wall (board) before us we have our topic area clusters. Each small group, taking this data, will design the schedule and outline for a one week teacher training program, and write up the plans for two of the sessions, any two you want. The session plans will follow the format you learned yesterday during the afternoon learning activities session.**

Decide beforehand how many participants and trainers you will have, and be sure you include meals, breaks, celebrations, etc., in your plan. The trainer then divides the participants into small groups of five or six (there should be only three or if necessary four groups). Each group is given sheets of newsprint and markers.

Trainer's notes: It is helpful to have extra sets of the brainstorm data (cluster) cards, one for each small group. In this way, each group can meet in a separate room. These can be prepared by the other trainer during the morning session or during the lunch break.

During the two hours, circulate often among the groups, checking on how they are doing, and keeping them within the designated time frame. The trainer may want to suggest that the small groups split up towards the end, with some members writing the individual session plans on newsprint while others copy the training outline.

Materials: newsprint charts and note cards from the morning session, training session plans, blank newsprint, markers, tape

c. Discussion
40 minutes

The small groups regather and the program timelines and session plans are taped to the wall. The trainer tells the participants to take five minutes to look at all the work, then she/he leads a discussion.

- **As you look at the different plans, what do you see that is the same or similar in them?**
- **Does any plan have something completely different?**
- **Which appears the most comprehensive?**
- **Which timeline has something you really like about it?**
- **Which session plan looks the most interesting? Fun?**

- When you were doing the designs, what problems did you encounter?
- They say that no matter how much you know, it's worth little if you don't know how to share it. How is this true for the teacher trainer?
- Which skills learned today will be the most useful when you return to your training sites?

Trainer's notes: This discussion has two purposes. The first is to evaluate the small group work. The second is to reinforce the fact that the participants are now fully capable (some with more practice than others) of designing their own programs. Therefore, the feedback on the outlines needs to be serious, but also supportive.

Materials: tape, markers

HAND OUT

TRAINING SESSION PLAN

TITLE:

TOTAL TIME:

OBJECTIVES:

MATERIALS:

ACTIVITIES:

PROCEDURES:

TRAINER'S NOTES:

EVALUATION - DAY 5

Total time: 1/2 hour

Objectives: By the end of the session, the participants will be able to:

- discuss the strengths and weaknesses of the day's training.
- review and evaluate the training methods used during the day.
- discuss issues training design.

Materials: training outline, participants' notes

Activities

Procedures

- a. **Discussion**
30 minutes
1. Look through the training design and your notes. What activities do you remember doing today?
 2. Which of these activities did you like, or find interesting, or fun?
 3. Which ones didn't you like, or find difficult, or boring?
 4. Which training techniques did you find effective? Why?
 5. Which techniques did you not find effective? Why?
 6. Today you learned one method for designing training programs. Which points or aspects of design do you think were left out? What should have been covered in more detail?
 7. Write down on a piece of paper the one thing that you think is the most important to remember when designing a teacher training program.

Trainer's notes: The procedures for the discussion are the same as for day 1.

SESSION 16 - Collaboration

Total Time: 1 1/2 hours

Objectives: By the end of the session, the participants will be able to:

- ° identify the aspects of cooperation necessary for working in groups.
- ° identify examples of collaboration.
- ° list the four steps for creating a collaboration plan.

Materials: sets of puzzles, wall chart of the four planning steps, collaboration planning forms, a hat or small box, newsprint, markers, tape

Activities:

Alternative 1: In-service training

15 min **Puzzle exercise**

The participants divide into small groups, each of which must put a puzzle together without communicating (either verbally or non-verbally) or touching anyone else's puzzle pieces.

15 min **Discussion**

The trainer leads a brief discussion on collaboration.

10 min **Lecturette**

The trainer introduces a six step approach to starting a collaboration project.

30 min **Small groups**

Working again in small groups, the participants select one of the collaboration ideas and fill out a collaboration plan handout.

20 min **Discussion**

The participants discuss the importance of professional collaboration.

Alternative 2: Pre-service training

- 15 min **Puzzle exercise**
Participants divide into small groups, each of which must put a puzzle together without communicating (either verbally or non-verbally) or touching anyone else's puzzle pieces.
- 20 min **Discussion**
The participants share some of the anxieties they have about their new positions.
- 15 min **Discussion**
The trainer leads a brief discussion on collaboration.
- 40 min **Lecturette/discussion**
The trainer introduces a six step approach to starting a collaboration project, and discusses each of the steps with the participants.

SESSION 16 - Collaboration

Total Time: 1 1/2 hours

Overview: Too often the newly trained teacher is assigned to a small, rural school, far from any teacher training college. Professional isolation and a lack of academic resources and materials can result in even the most eager of new teachers feeling discouraged. The purpose of this final content session is to help both teachers and teacher trainers understand the importance of professional collaboration in the field and strategies for achieving it.

The session opens with an exercise that highlights both the need for cooperation and some of the difficulties encountered when working with others. This is followed by a discussion that defines different aspects of the collaboration process and gives examples of successful collaborative ventures. Finally, the participants themselves develop strategies for building collaborative networks where they work. Because the experience of in-service trainers/teachers is so different from those in pre-service training, different activities are offered for each.

Objectives: By the end of the session, the participants will be able to:

- identify the aspects of cooperation necessary for working in groups.
- identify examples of collaboration.
- list the four steps for creating a collaboration plan.

Session materials: sets of puzzles, wall chart of the four planning steps, collaboration planning forms, a hat or small box, newsprint, makers, tape

Alternative 1: In-Service Training

<u>Activities</u>	<u>Procedures</u>
a. Puzzle exercise 15 minutes	The trainer briefly introduces the session, then tells the participants that they are going to play a game that will highlight some of the key issues in collaborating with others. He/she divides the participants into small groups of four or five each, and gives each member an equal number of pieces (if possible) of a puzzle. Each group is to put together its puzzle as quickly as possible, following these rules:

- no communicating, either verbally or non-verbally
- each person can only offer one piece at a time
- no one can touch anyone else's pieces, unless they are in the center, then they are free for anyone

When the puzzles are all completed, the trainer leads a reflection on the exercise.

- **What frustrations did you encounter trying to put the puzzles together?**
- **What kinds of roles did different people take in the group?**
- **What did the exercise show you about working with others in a group?**

Trainer's notes: Depending upon the group and the context, the trainer may want to have the teams compete against each other. It may be necessary for the trainer to act as enforcer as the temptation can be great to grab other participant's pieces.

Materials: sets of puzzles

b. Discussion
15 minutes

- **Why work in a group? What are the advantages?**
The trainer applies the puzzle exercise to the idea of working in groups for the purpose of improving educational conditions.

- **What are some ways we can work with colleagues and other people to improve instruction in our schools? What are some examples from your own experiences?** The trainer lists the participants' ideas for potential and actual collaboration projects together on newsprint.

- **How did the projects you experienced work? What problems did you run into? How might these problems have been averted/solved?** The trainer points the discussion toward the conclusion that the development of a 'collaboration plan' is essential to the success of a collaborative project.

Trainer's notes: The discussion is meant to both introduce the idea of professional collaboration, and to brainstorm a list of collaboration ideas. The ideas will be used later when the groups develop their collaboration plans.

Materials: newsprint, markers, tape

c. **Lecturette**
10 minutes

Now that we have created a list of ideas about the kinds of collaborative activities you can get involved in, let's look at some of the ways to actually make them happen.

Here are some steps to help you design a 'collaboration plan .

1. **Define the objective:**
 - What exactly is it you want to do?
 - Why do you want to do it?
2. **Determine what your resources are:**
 - Make a list of potential resource people.
 - Determine who can do what.
 - Discover what material and financial resources are available.
3. **Develop a plan of action:**
 - Write out the who, what, when and where.
 - Identify a key resource person who is knowledgeable in the field.
4. **Monitor the implementation:**
 - Create a detailed timeline of activities.
 - Keep lots of written notes.
 - Build in a regular evaluation system.

Trainer's notes: The lecturette is done quickly, just a brief description of each step. In the following small group exercise each group is provided with planning forms that outline the steps.

Materials: newsprint sheet of the four planning steps, newsprint, markers, tape

d. **Small groups**
30 minutes

After answering any questions on the four steps, the trainer divides the participants into three or four groups. It is best to do this regionally if possible, having participants from the same geographic areas working together. Each group selects one collaboration idea from the brainstorm in exercise b) above or generates one of its own. Each group then outlines a plan (using the collaboration planning form) of what members will do when they return to their area. This plan can either be a single one for the group (if members come from the same area) or it can be a plan that each will implement in his/her site area. Each group writes its plan on newsprint and assigns a reporter for the large group discussion.

Trainer's notes: Circulate among the groups, making sure that they move through the planning form quickly. There is a tendency to spend so much time choosing the idea and resources, that there is no time left for designing the plan. Questions 3 and 4 are the most important. Also check with them to be sure that the idea chosen is reasonably feasible.

Materials: collaboration planning forms, newsprint, markers, tape

e. **Discussion**
20 minutes

The participants regather, tape their plans to the wall and report on their work. The trainer then leads a final reflection.

- Look at the different plans. What really interests you about any of them?
- Which aspects of another's plan could you implement at your site?
- Think back for a minute to times when you have been frustrated or discouraged about your work. How could some of the ideas we've discussed today have helped you then?
- Finally, what is the first thing you're going to do when you return to your site?

Trainer's notes: If you use the above questions, get several answers for the first three. What you are after is an exchange of ideas.

Alternative 2: Pre-Service Training

Activities

Procedures

a. **Puzzle exercise**
15 minutes

The trainer briefly introduces the session, then tells the participants that they are going to play a game that will highlight some of the key issues in collaborating with others. He/she divides the participants into small groups of four or five each, and gives each member an equal number of pieces (if possible) of a puzzle. Each group is to put together its puzzle as quickly as possible, following these rules:

- no communicating, either verbally or non-verbally
- each person can only offer one piece at a time
- no one can touch anyone else's pieces, unless they are in the center; then they are free for anyone

When the puzzles are all completed, the trainer leads a reflection on the exercise.

- What frustrations did you encounter trying to put the puzzles together?
- What kinds of roles did different people take in the group?
- What did the exercise show you about working with others in a group?

Trainer's notes: Depending upon the group and the context, the trainer may want to have the teams compete against each other.

Materials: sets of puzzles

b. Discussion
20 minutes

The trainer leads a discussion in which the participants share some of their fears and anxieties about their new assignments.

Everyone take a piece of paper and write down the thing that they are the most afraid of or anxious about when you think of your new assignment. The trainer then passes around a hat or small box, and everyone puts his/her piece of paper in it. He/she then shakes the box, and passes it back around, telling everyone to take out one piece of paper, and if by chance they get their own, not to say anything. Then by going around the room, each person says, "What I am most afraid of (anxious about) is" and they read what is on the piece of paper.

The trainer then asks the following questions as appropriate:

- Were you surprised that several of the fears were the same?
- Does it make you feel better to know that you're not the only person who is afraid that....(use one of the examples)?
- If someone were to come to you and say, "I'm worried that(again use an example)", would you be able to offer them advice or help?

This is one of the main reasons for collaboration. It involves establishing a network, so that you know that you are not alone out there; that there are others who can help you out because they understand. We will now look at some practical ways to do that.

Trainer's notes: Note that this session is only for a pre-service training. Many new teachers or trainers are understandably anxious about their new assignments. It is important that by the end of this session, the participants understand that it is ok to have these qualms, and that their new assignment will be easier as they discover others who will help to support them in their work.

Materials: a hat or a small box

c. **Discussion**
15 minutes

- **Why work in a group? What are the advantages?**
The trainer applies the puzzle exercise to the idea of working in groups for the purpose of improving educational conditions.

- **What are some ways you think you will be able to work with colleagues and other people to improve instruction in your new schools? What are some examples from your experiences in other places?** The trainer lists the participants' ideas for potential collaboration projects on newsprint.

- **How did these projects work? What problems did you run into? How might these problems have been averted/solved?** Trainer points the discussion toward the conclusion that the development of a 'collaboration plan' is essential to the success of a collaborative project.

If there are host country teachers or experienced volunteers present, ask them to each give two pieces of advice to the pre-service trainees (things to think about or look for in the new country).

Trainer's notes: The discussion is meant to both introduce the idea of teacher/trainer collaboration, and brainstorm a list of collaboration ideas. The ideas will be developed later in the lecturette.

Materials: newsprint, markers, tape

d. **Lecturette/
discussion**
40 minutes

Now that we have created a list of ideas about the kinds of collaborative activities you can get involved in, let's look at some of the ways to actually make them happen. Here are some steps to help you design a 'collaboration plan'.

1. Define the objective:
 - What exactly is it you want to do?
 - Why do you want to do it?
2. Determine what your resources are:
 - Make a list of potential resource people.
 - Determine who can do what.
 - Discover what material and financial resources are available.
3. Develop a plan of action:
 - Write out the who, what, when and where.
 - Identify a key resource person who is knowledgeable in the field.
4. Monitor the implementation:
 - Create a detailed timeline of activities.
 - Keep lots of written notes.
 - Build in a regular evaluation system.

Trainer's notes: Since the training is pre-service, the trainer spends time on each step, brainstorming or suggesting ideas of data or sources for each point. The trainer could also take one of the ideas from the discussion in (b.) above and 'walk it through' the four steps. Pre-service participants will not be familiar enough with their sites to do any detailed planning, therefore this part of the session is designed to introduce them to the kinds of things they need to look for once they arrive in their sites.

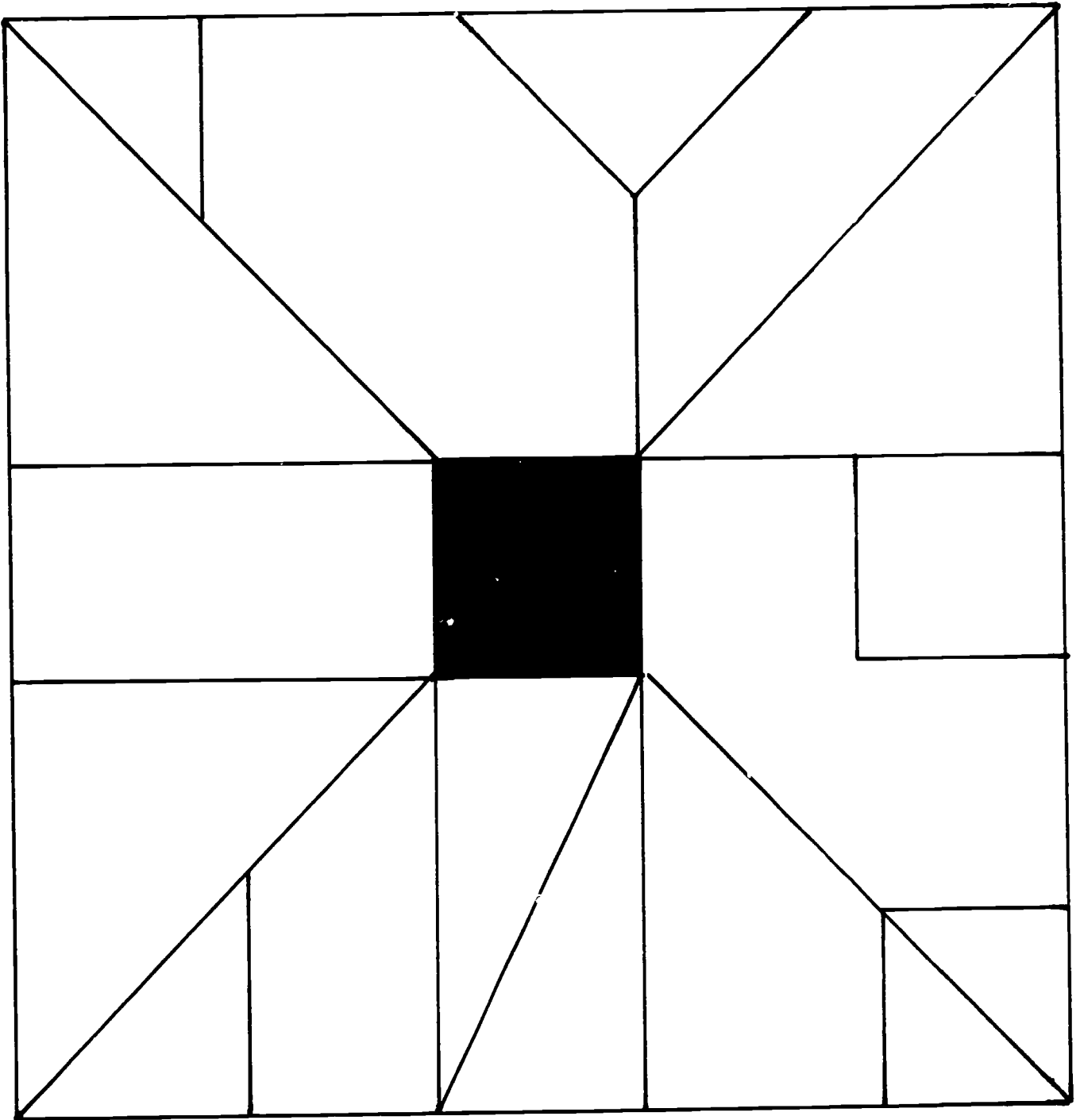
Materials: newsprint sheet of the four planning steps, newsprint, markers, tape

WALL CHART

STEPS FOR COLLABORATION PLANNING

1. Define the objective:
 - What exactly is it you want to do?
 - Why do you want to do it?
2. Determine what your resources are:
 - Make a list of potential resource people.
 - Determine who can do what.
 - Discover what material and financial resources are available.
3. Develop a plan of action:
 - Write out the who, what, when and where.
 - Identify a key resource person who is knowledgeable in the field.
4. Monitor the implementation:
 - Create a detailed timeline of activities.
 - Keep lots of written notes.
 - Build in a regular evaluation system.

HANDOUT



235

209

HANDOUT

COLLABORATION PLANNING SHEET

1. Define the objective:

- What exactly is it you want to do?

- Why do you want to do it?

2. Determine what your resources are:

- Make a list of potential experts and determine who can do what.

- Make a list of available material and financial resources.

3. Develop a plan of action:

What will you do?	Who will do it?	When will you do it?	Where will you do it?

Who is your trained resource person?

4. Make a timeline.

5. List how you will do evaluation- both formative and summative.

SESSION 17 - Evaluation

Total time: 1 1/2 hours

Objectives: By the end of the session, the participants will be able to:

- ° identify how they will use what they have learned during the training in their own work.
- ° identify both the strengths of the training program and ways it can be improved in the future.
- ° implement an Itemized Response evaluation.
- ° discuss four different types of evaluation techniques.

Materials: training design and objectives handouts, wall chart of evaluation points, participant notes, individual evaluation sheets, newsprint, markers, tape

Activities:

- 5 minutes **Ice breaker**
The participants describe the training program in one word.
- 10 minutes **Lecturette**
The trainer outlines the different types of and audiences for evaluations.
- 20 minutes **Itemized response evaluation**
The participants brainstorm the strengths of the program and suggest how to improve future programs.
- 10 minutes **Discussion**
The participants discuss the Itemized Response Technique.
- 15 minutes **Individual work**
The participants each identify what they have learned during the program and how they will implement it in their work.
- 10 minutes **Discussion**
The participants share any other thoughts or feelings they have about the training program.
- 15 minutes **Discussion**
The participants discuss the advantages and disadvantages of different evaluation techniques.
- 5 minutes **Closing**
The training program finishes.

SESSION 17 - EVALUATION

Total time: 1 1/2 hours

Overview: This is the last session of the training program. It is designed to teach the participants about evaluation while they evaluate both what they have learned and the training itself. There are three main steps in this process.

After a brief review of the uses, types and techniques associated with evaluation, the participants use the Itemized Response Technique to evaluate the program. Then they each complete a sheet of questions identifying the major points they have learned during the program, and how they will begin to put these into practice in their own work. Lastly, after a general final discussion, the participants discuss the four different types of evaluation techniques used during the session.

Objectives: By the end of the session, the participants will be able to:

- identify how they will use what they have learned during the training in their own work.
- identify both the strengths of the training program and ways it can be improved in the future.
- implement an Itemized Response evaluation.
- discuss four different types of evaluation techniques.

Session materials: training design and objectives handouts, participant notes, wall chart of evaluation points, questionnaire, individual evaluation sheets, newsprint, markers, tape

Activities

- a. **Ice breaker**
5 minutes

Procedures

The training program is nearly finished. Thinking back upon it, write down one word you would use to describe the program. Going around the room the participants each say what their one word was.

Trainer's notes: Do this word association quickly as a way of setting the context for the evaluation. Insist that each person say only one word.

- b. **Lecturette**
10 minutes

It is now time to evaluate the training program. Since we are still in a training of trainers program, you will both do an evaluation and reflect upon the

process used. Yesterday, in the training design session, we briefly discussed evaluation, identifying the two basic forms:

- * formative evaluations, which occur during a program
- * summative evaluations, which occur at the end of a program

At the end of each day, we have held formative evaluation sessions, and now we will do a summative one. The goal of a formative evaluation is to monitor the program and allow for participant feedback, so that mid-course corrections can be made. The goal of the summative evaluation is to get participant feedback on the program as a whole, so that future programs can be modified and made more effective.

Just as there are several types of evaluations there are also several levels or audiences for evaluations.

- * The first is the individual participant. Sample questions are:
What have you learned? What did you like (or not like) about the training? What do you wish you had done differently during the training? How will you use what you have learned in your daily work?
- * The second is the trainer.
Which sessions went well, which ones didn't? Did the participants find the training interesting and enjoyable? Were the trainers' style and techniques effective?
- * The third audience is the designer of the program.
Was the content easily understood? Was it valuable? Did the sessions flow together well? Was enough time allotted to each activity?
- * The last is the sponsoring agency.
Did the program meet its objectives? Was the program cost effective (in terms of what the participants actually learned)?

Finally, methods of evaluating a training program are numerous and range from simple open discussion to detailed questionnaires. Here is a brief list of selected methods that can be used to evaluate a training program:

- * Group brainstorm of program strengths and weaknesses (Itemized Response Technique) with or without prioritization

- * Individual response to open-ended questions
- * Paired or shared group informal feedback (guided or unguided)
- * Participant created skit, award ceremony or other closing activity that summarizes and comments on key aspects of the training
- * Group or paired completion of trainer prepared questionnaire
- * Individual written response to questionnaire (using open and/or closed ended questions, comments, yes/no, or scaled (1-5) type questions)

As you choose the evaluation method and design the tools to be used, remember to consider what it is you want to know and why you want to know it (i.e., what will actually be done with the information you are collecting). If this is the only training program of its type ever to be conducted, perhaps the evaluation(s) should be informal and aimed at having the participants review and plan to apply the information covered. If it is one of a series of programs, a formal evaluation may serve as the best record of the program's strengths and weaknesses.

You are now going to experience several different forms of evaluations - each addressing the interests of a different audience and using a different technique.

Trainer's notes: Many people find evaluation a boring and tedious experience. This is going to be a long evaluation session so the context needs to be set for it. Also it is important that the participants understand that they are not just the objects of the evaluation. This continues to be a training session, with the participants learning experientially how to administer an effective program evaluation.

Materials: wall chart of evaluation poi. .

- c. **Itemized response**
20 minutes

We are going to start the evaluation process with a technique called the Itemized Response. It is done at the group level in a brainstorming fashion. The trainer then tapes two pieces of newsprint to the front wall. At the top of the first, he/she writes POSITIVE ASPECTS, and at the top of the other PROBLEMS TO BE SOLVED. The participants then look back through their training notes and individually list on a piece of paper what they think were three strengths of the program. Then, by going around the room, these are listed on the newsprint sheet titled 'Positive Aspects'. Next the participants list three issues they

have with the program, stated as questions starting with the words, 'how to'. For example, not 'the training day was too long', but 'how to make the training day shorter'; or not 'the session on objectives was boring' but 'how to make the session on objectives more interesting.' (For more complete directions, see the attachments.) Again the participants say their points, and the trainer writes them on the 'Problems to be Solved' list, encouraging them to think of as many items as possible.

Trainer's notes: The data from the newsprint sheets should be typed up and submitted with the final training report.

Materials: newsprint, markers, tape

d. **Discussion**
10 minutes

The trainer then leads a discussion on the technique.

- **How does this method differ from other evaluation techniques you have used?**
- **What are the advantages of the technique? The limitations?**
- **How or when could you use this technique in your own work?**

Trainer's notes: If the participants do not mention it, tell them that one of the strengths of the Itemized Response Technique is that it allows people to criticize a program in front of the trainer and others in a non-threatening manner. This is because the issues are written up in the form of 'how to improve' instead of 'this is what's wrong'.

e. **Individual work**
15 minutes

We were just working at the group level, giving evaluative information to the trainers, program designers and Peace Corps. Now you will do a brief evaluation that has you as its audience. What impact has this program had on you? Please take 15 minutes and answer the questions on this handout. I will not be collecting these. The purpose of the questions is to help you evaluate for yourself what you have learned. The trainer hands out the individual evaluations and lets the participants work for 10 minutes.

Trainer's notes: Be sure the participants understand that no one else is going to look at these sheets. They are intended to help the participant reflect upon and evaluate his/her own experience of the training.

Materials: individual evaluation sheets

f. **Discussion**
10 minutes

The last two evaluation techniques you used, the Itemized Response and the individual questionnaire, were structured forms of evaluation. Let's now have one last informal, unstructured group discussion. Are there any last comments any of you would like to make about any aspect of the training program?

Trainer's notes: Though the style of this is an informal conversation, one of the trainers should take notes on what is said.

g. **Discussion**
15 minutes

Have the participants name the four methods of evaluation used (word association, Itemized Response, individual questionnaire, unstructured group discussion). Then lead a short discussion comparing them.

1. Which of the four methods was the most enjoyable to do?
2. Which did you find the most personally useful? Why?
3. Which do you think will be the most informative for the program designers or Peace Corps?
4. Which techniques do you think will be the most effective in your work with teachers?

Trainer's notes: Depending upon the participants' responses (if they identify different techniques for the different audiences in questions 2 and 3), you may want to stress that this is the reason why it is important to use different evaluation techniques at the end of any major training program.

h. **Closing**
5 minutes

The closing depends upon the given training situation. If there is going to be a closing luncheon or awards ceremony, the announcement is made here. Whatever the situation, there should be some form of celebration to officially end the training.

Trainer's notes: It is important that the participants feel that the work they have accomplished during the training is acknowledged by the training staff. While there could be a party on the last night, there should also be a luncheon or awards ceremony that closes the training. Ideally the closing celebration or ceremony should be planned by a team including Peace Corps staff, the trainers and several of the participants.

WALL CHART

EVALUATION

TYPES OF EVALUATION

- Formative
- Summative

AUDIENCES FOR EVALUATIONS

- the individual participant
- the trainer(s)
- the program designer
- the sponsoring agency

EVALUATION TECHNIQUES

- Group brainstorm of program strengths and weaknesses (with or without prioritization)
- Individual responses to open-ended questions
- Paired or shared group informal feedback (guided or unguided)
- Participant created skit, award ceremony or other closing activity that summarizes and comments on key aspects of the training
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ITEMIZED RESPONSE EVALUATION

Purpose: The IR Evaluation is a technique for periodic feedback and evaluation during the course of a training program. The technique is aimed at providing a simple format that is quick and easy to use, that is positive, reinforcing, and avoids defensive reactions, and that engages everyone in looking at identified weaknesses in more constructive terms of problems that need to be solved.

The technique serves as an aid to communication between participants and trainers, and to an increased sense of participation in the training enterprise. It can give the trainer(s) a sense of the participants' assessment of the training program in general up to that point, or their assessment of specific components, such as methods, content, aids and other elements. It naturally leads into a remedial action or improvement orientation.

Description: The first essential aspect of this technique is that participants, as evaluators, must begin by identifying and itemizing what is positive, or has worked well, in regard to the program or one of its components. This list is extended as much as possible. Participants then make a second itemization, listing weaknesses in terms of "problems to be solved" in order to improve the training. Thus, rather than "training schedule is poor," it is listed as "how to improve scheduling."

This technique may be used as an individual written format, or as a group process, according to the following example:

Step #1: Using a blackboard or large pad where information is available to all, the recorder (trainer or participant) divides the board or writing surface in half. One side is headed "positive aspects, or what went well," and the other "problems to be solved."

Step #2: Recorder starts listing on the positive side the items suggested by participants. Items are listed in a brief form of a few suggestive words, and this is done as quickly as possible. Recorder may encourage group to stretch to find something else if only one or two items are mentioned. Another alternative is to go around the room to see if each person has something to add.

Step #3: Recorder does the same for the "problems to be solved" side. While a short form of the problem may be listed as a statement, if the problem is listed as "How to...", a more constructive and problem-solving stance is encouraged. This is also less threatening for the person(s) who might be identified with the problem. Here the recorder may have to help the person noting a problem to rephrase.

David Kinsey & Howard Steverson

HANDOUT

PERSONAL EVALUATION SHEET

1. Which were the most interesting content areas of the training?

2. Which content area will you explore more on your own?

3. Which training techniques did you learn for the first time?

4. What training techniques did you know how to do before, but you now think you know better?

5. When you begin your own training programs, what will you do differently because of what you learned in this program?

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