

The interactive Training

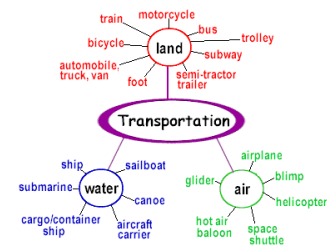
Edukans and the University of Amsterdam developed an interactive DVD which can be used by educators for their own training course. Tutors, trainers and supervisors select topics and assignments which they would like their (student) teachers to practice with. In- service and pre-service teachers can independently work on a computer to enlarge their knowledge and skills on enhancing active teaching and learning.

The interactive training module is primarily meant for educators involved in primary and/or secondary education and Teacher Training Institutes. The course is based on real life classroom situations. In total 10 topics have been selected, and every topic consists of an introduction followed by reflection questions for analysis of video clips and assignments to improve the classroom situation shown.

Summary of the training modules:

I. Lesson Plan: You learn how to create effective lesson plans that will help ensure success. The module focuses on defining an Objective (what do students learn), Learning activities (assignments), Evaluation (is the objective met), Materials you need, and the Time allocation.

II. Concept building: This module shows how teachers can build learners' understanding of key concepts of the curriculum. You learn to 1) find out what students already know about a topic, 2) connect their prior knowledge to new topics, and 3) use common examples to help students to organize new information. This can be done for example by using a story, a picture or by building a mind-map.



III. Teaching and Learning activities: This section is all about making students active during a learning task, by using a variety of students activities and making sure students apply what they have learned. When teachers use a variety of learning activities, learners tend to understand better and retain more.

IV. Learning styles: Your students will be more successful if you match your teaching style to their learning styles. Each person learns differently and prefers a different learning style. Some prefer Watching (pictures, demonstrations, graphs), others prefer Listening (a story, a discussion, a lecture), or Learning by Doing (field work, drawing, moving). If you vary the activities that you use in your lessons, you are sure to cater for learners with different learning styles.

V. Questioning and Answering: Asking and answering questions is a form of active learning that has a place within any classroom format. Questions asked by the teacher can involve students more fully in a lesson, leading to deeper understanding of course material. Questions asked by students offer an opportunity to clarify material and they also provide feedback

for the teacher. You learn about asking closed and open-ended questions, as well as the art of asking lower order and higher order questions

VI. Use of Textbooks: You will learn how to make better use of your textbooks, because a textbook is only as good as the teacher who uses it. A textbook provides a variety of assignments and learning styles and it is time saving (not much copying from the blackboard any more), but the teacher has to decide how to use the textbook. This is what will be practiced during the training sessions.

VII. Worksheets: When working with young people, you often have to repeat ideas before they are fully understood. This can mean preparing different types of worksheets and grading them. It can also mean going over a students' work with him/her privately, or allowing student to complete the worksheet together. Worksheets can be used when there are not enough textbooks, as an extra challenge for fast learners and/or an extra practice for slow learners, as well as to assess students' progress. In the training course you learn to create different worksheets for different levels of learning/understanding.



Teacher creating a

VIII. Group work: This module enables you to organize and prepare group work activities. Students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. When students feel connected, engaged and included they feel more satisfied with their courses. Well organized group work provides students with new insights and ways of thinking. During the training you will acquire new skills to design group assignments and to organize your classroom.

IX. Assessment: You will learn about different assessment techniques to evaluate the performance of students. 1) Summative assessment to summarize and record overall achievement at the end of a course, and 2) Formative assessment to recognize achievements and difficulties at the beginning or during a lesson, to take appropriate action. As a teacher you can judge whether more explanation and/or practice is needed. Regular assessment of students will help you to improve your instructions.

X. Time-on-task (evaluation tool) also known as engaged time, is the amount of time a student actually spent on a learning task like: writing, reading aloud, discussing, asking questions. Examples of off-task behaviour include walking around the class, disturbing peers, and daydreaming. The Time-on-task method is a tool to provide you with better insight in the learning behaviour of their students. During the training you will learn to work with the Time-on-Task tool.