



"Effective Teaching"

A 5-day-workshop for teachers and trainers in professional and technical vocational skills training

This is a born teacher!

Did you ever come across this statement? True, some seem to be naturally good at their job: not only are they liked and their courses favoured, they can almost always attract their students' attention. How do they do it? you might have wondered already. To tell you the truth right away – it is neither born talent nor charm alone!

What makes a good lesson, what stimulates thinking, what helps noting and remembering information, what grips the attention of an audience during a lecture – all this will be part of the workshop "Effective Teaching". Catering for professional and technical skills teachers and trainers, the seminar aims to improve teaching and training skills and to equip participants with the needed know-how. Topics covered are:

- Learning theory
- Learning objectives and lesson planning
- Teaching and training methods
- Visual teaching aids
- Methods of control and evaluation

Since one should practise what one preaches, a lot of exercises will be incorporated into the 5-day-schedule: learning-by-doing-sessions will follow lectures and debates. Some parts of the seminar will be recorded on video to allow for an analysis of each participant's teaching performance. Out of this, recommendations for improvement will be worked out together.

By the end of the seminar you will hopefully be able to apply as much of the theoretical knowledge and practical experience in your daily teaching as possible. Thus, not only you will benefit but your students as well: As much as you will enjoy teaching, as much they will enjoy learning from you!

Number of participants: 8 to 10



Seminar schedule

Effective Teaching



Day 1

Unit 1:	Welcome	Introduction of lecturer, participants and topic
Unit 2:	How human beings learn	Introduction of theory and discussion (Part 1)
<u>Task 1:</u>	Mini-Lesson	Preparing a presentation
		Presenting the presentations (presentations will be videotaped) and feedback
Unit 2:	How human beings learn	(Part 2)

Day 2

Repetition:		Last day's lecture
Unit 3:	Learning objectives	Introduction of theory and exercise
Unit 4:	Teaching methods	Introduction of theory and exercise
To Task 1:	Mini-Lessons	Watching the videos of the presentations
Unit 5:	The lesson	Introduction of theory and discussion
Unit 6:	The 4-Step-Method	Introduction of theory and discussion
Evaluation:		Feedback on the first two days of training

Day 3

Repetition:		Last day's lectures
Unit 7:	Questions in lessons	Introduction of theory and exercise
Unit 8:	The lecture	Introduction of theory and exercise
Unit 9:	Visualization	Introduction of theory
<u>Task 2:</u>	Visual aids	Preparing a visual aid and presenting it
Summary/Outlook		Handing out of handouts/Introducing task 3



Seminar schedule

Effective Teaching



Day 4

<u>Task 3:</u>	Model-Lesson	Preparing a presentation Presenting the presentations (presentations will be videotaped) Individual feedback
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Day 5

<u>Task 3:</u>	Model-Lesson	Continuation of presentations (videotaping) Individual feedback
Unit 10:	Evaluation and control	Introduction of theory and discussion Assessment of seminar
Closing		Handing over of certificates

Schedule of the days

start	8.00 am
1. break	according to progress of sessions
lunch	12.00 am to 1.00 pm
2. break	according to progress of sessions
end	5.00 pm

Tasks

- Task 1: Prepare a mini-lesson. Choose out of given topics.
Duration: 6 +/- 2 minutes
- Task 2: Prepare a visual aid (media will be assigned) to support a lecture.
- Task 3: Prepare a model-lesson. Choose topic from your field of expertise.
Apply what you have learned during the seminar.
Duration: 20 +/- 5 minutes

Effective Teaching, Day 1 - 1

No.	Title	Content/Activity	Material	Time
1	Introduction	Registration, putting on name tags Welcome of pax Introduction facilitator	Stickers, markers, registration form Prepared meta-cards	8.00 – 8.30
2	Partner interview: Introduction	Each participant draws one piece of postcard, finds partner & asks for: <ul style="list-style-type: none"> - name - what he/she likes about teaching - what he/she dislikes about teaching - expectations re E.T. seminar to be put on four meta-cards and presented to plenary one by one	5 pairs of postcards diagonally cut in halves; meta-cards, markers manila paper, glue/masking tape	8.30 – 9.00
3	Introduction	Facilitator gives brief feedback on expectations; Outlines objectives, methods, content & schedule of training;	Flipchart 10 copies seminar schedule	9.00 – 9.15
4	Lecture/Discussion “How human beings learn” – part 1	Input on: <ul style="list-style-type: none"> - Learning – a definition - Different types of learning - Different ways of learning of human beings - Different ways of learning of animals - Learning theory - The three steps of human learning 	Transparencies Laminated meta-cards	9.15 – 10.00
	Break			10.00 – 10.15

Effective Teaching, Day 1 - 3

8	Continuation of Individual work Mini Lesson	Same as # 7	Same as # 7	13.00 – 13.15
9	Introduction Mini Lesson	Drawing of lots to establish sequence of pres. Introducing feedback method Kiss – Kick – Kiss Introducing procedure, reason for video taping Reminder of time frame, rules	Laminated meta-cards with feedback steps Prepared lots 1 – 10 Paper, pencil	13.15 – 13.30
10	Presentations Mini Lesson	Presentations by pax: <ul style="list-style-type: none"> - presentation/video taping of presentation - feedback by presenter - feedback by other pax - feedback by facilitator Time per pax: 15 – 30 minutes approximately	Camera, tripod, extension cord, stop watch, 1 – 2 tapes	13.30 – 13.45 13.45 – 14.05 14.05 – 14.25 14.25 – 14.50 14.50 – 15.10
	Break			15.10 – 15.25

Effective Teaching, Day 1 - 4

11	Presentations Mini Lesson	Same as # 10	Same as # 10	15.25 – 15.45 15.45 – 16.05 16.05 – 16.20 16.20 – 16.40 16.40 – 16.55
12	Summary Feedback/Mini Lesson	Facilitator summarizes major learning through presentations; outlines three areas to which feedback was given; introduces three major areas of competence of a teacher/trainer	Transparency	16.55 – 17.05
13	Feedback	Pax indicate how satisfied they are with day 1 by marking on the sun rays	Evaluation sheet "Shining sun"	17.05 – 17.10

Effective Teaching – Alternatives for Day 1 schedule

No.	Title	Content/Activity	Material	Time

Effective Teaching, Day 2 - 1

No.	Title	Content/Activity	Material	Time
1	Review	Pax choose one colored envelope and try to answer/explain question/statement they find inside; other pax may help or facilitator	10 envelopes, 3 different colors; 10 statements concerning input of day 1	8.00 – 8.45
2	Lecture/Discussion “Learning Objectives”	Input on: <ul style="list-style-type: none"> - The importance of learning objectives - Implications for objectives - Taxonomy of objectives Explaining by example “Learning how to ride a bike”	Transparencies Laminated meta-cards Pin-board, pins or whiteboard, masking tape	8.45 – 9.30
3	Group work Formulating objectives	Pax are grouped according to 3 colors of envelopes and asked to work out objectives for “Learning how to drive a car” for one area each: <ul style="list-style-type: none"> - psychomotor area - cognitive area - affective area 	Meta-cards, markers	9.30 – 10.00
	Break			10.00 – 10.15

Effective Teaching, Day 2 - 2

4	Presentations Formulating objectives	Presentation of results of each group to plenary; corrections or comments by pax/facilitator; Facilitator summarizes importance of 3 areas & points out specific feature of each area	Pin-board, pins/whiteboard, masking tape	10.15 – 10.45
5	Lecture/Discussion “Teaching Methods”	Input on: <ul style="list-style-type: none"> - Definition - The right choice - Didactical arrangements Collecting methods known & used by pax on whiteboard (10 – 15 methods)	Transparencies Whiteboard, markers	10.45 – 11.00
6	Group work Teaching Methods	Pax are divided into 2 groups by fitting cut-up postcard segments together, then working on <ul style="list-style-type: none"> - advantages of methods collected - disadvantages of methods collected per group writing results of discussion on meta-cards; cards have to be divided equally among group members for presentation	2 postcards, cut-up into 5 strips each meta-cards, 2 colors, markers	11.00 – 11.40
7	Pro – Contra Debate Teaching Methods	Each method is presented to plenary in form of a pro – contra debate with <ul style="list-style-type: none"> - advantages - disadvantages - further comments/arguments If needed, facilitator intervenes, corrects, summarizes to facilitate flow of debate, gives also inputs on possible use of methods	Manila paper, glue/masking tape, marker	11.40 – 12.00

	Lunch			12.00 – 13.00
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Effective Teaching, Day 2 - 3

8	Energizer Ping-Pong-Pang	Pax form circle & conduct game		13.00 – 13.15
9	Continuation of Pro – Contra Debate Teaching Methods	Same as # 7 Facilitator summarizes debate; repeats importance of criteria for choice of method	Same as # 7	13.15 – 14.00
10	Video watching Mini Lesson	Facilitator explains reasons for feeling awkward when seeing oneself on tv; Each mini lesson is viewed; facilitator may pause tape to point out body language/mistakes committed during presentation; each pax is asked if they may want to share further observations of own presentation with group	Video camera, tv monitor, tapes with recorded mini lessons, extension cord, linking cord camera – tv	14.00 – 15.30
	Break			15.30 – 15.45

Effective Teaching, Day 2 - 4

11	Energizer	Facilitator conducts stretching exercises with group		15.45 – 15.50
12	Lecture/Discussion “The Lesson”	Facilitator summarizes learning from watching mini lessons & develops basic structure of a lesson on the observed examples of mini lessons	Laminated meta-cards, pin-board, pins/whiteboard, masking tape	15.50 – 16.20
13	Lecture/Discussion “The 4-step method”	Facilitator gives brief background info on dual training system in Germany & application of 4-step method in context of skills training, then input on: - the 4 steps of the 4-step method Comparison to basic structure of lesson	Transparencies	16.20 – 16.40
14	Feedback	All sit in circle and give oral feedback by passing on the ball; Facilitator introduces task 3 “Model Lesson” and asks pax to think of a possible topic they may want to present	Ball	16.40 – 17.00

Effective Teaching – Alternatives for Day 2 schedule

No.	Title	Content/Activity	Material	Time

Effective Teaching, Day 3 - 1

No.	Title	Content/Activity	Material	Time
1	Review Matching exercise	10 different statements/questions & 43 answers are displayed on table. Each pax chooses one statement and searches for correct answers; facilitator checks choices and puts wrong answers back; Each pax elaborates on own statement & explains answers	10 statements/questions indicating number of answers, 43 meta-cards providing correct answers	8.00 – 9.00
2	Lecture/Discussion “Questions in Lessons”	Input on: <ul style="list-style-type: none"> - The exceptional quality of a teacher’s question - Different kinds of questions - Grade of difficulty - Technique of questioning 	Transparencies	9.00 – 9.20
3	Partner work Formulating questions	Pax choose end of string to find partner, then read exercise sheet “Philippine Profile” & formulate 1 or 2 questions per category: <ul style="list-style-type: none"> - knowledge - comprehension - initiating thinking Results are shared/corrected in plenary	5 strings 10 copies exercise sheet band paper, pencils	9.20 – 10.00
4	Brainstorming Effect of questions	Pax do collective brainstorming on effect of good & bad questions which are collected on whiteboard; comparison with transparency	Whiteboard, markers Transparency	10.00 – 10.15
	Break			10.15 – 10.30

Effective Teaching, Day 3 - 2

5	<p>Role play</p> <p>Lecture</p>	<p>Pax are divided into 2 groups by counting 1, 2, 1, 2...; each group has to prepare worst lecture they can think of presented in a role play (duration: 10 – 15 min) while other group observes & vice versa</p> <p>Processing of presentation, identifying elements which make lecture appear so bad</p>	Choice of pax	10.30 – 11.30
6	<p>Lecture/Discussion</p> <p>“The Lecture”</p>	<p>Input on:</p> <ul style="list-style-type: none"> - The content & preparation of lectures - The structure of lectures - Comprehensibility of lectures <p>By relating input to role plays wherever possible</p>	Transparencies	11.30 – 12.00
	Lunch			12.00 – 13.00

Effective Teaching, Day 3 - 3

7	Energizer Pegs	All pax get 3 pegs each which they try to stick on other pax while avoiding getting any themselves; persons with most pegs has lost	30 cloth pegs	13.00 – 13.10
8	Discussion/Lecture “Visualization”	Input on: <ul style="list-style-type: none"> - Why visualization is so important - Some basic rules - Examples of design elements - Teaching and visualization 	Transparencies	13.10 – 13.40
9	Individual work Visual aids	Pax choose 1 postcard out of display; on back is stated the media they will work with; each pax has to prepare a visual aid related to text of “Philippine Profile”	10 Postcards, different motives with choice of media written on back as listed below; manila paper, cartolina, meta-cards, whiteboard, overhead transparencies, black board, flipchart; markers, crayons, rulers, lettering stencil, set square, protractor, correction fluid, glue	13. 40 – 15.30
	Break			15.00 – 15.15

Effective Teaching, Day 3 - 4

10	Evaluation Visual aids gallery	All visual aids are displayed and visited one after other as if going through an art gallery; All pax briefly tell what was easy – difficult in executing work; Feedback on work by other pax, facilitator, pointing out ways of improving; Summarizing advantages – disadvantages of each media Brief summary of activity/importance of visualization	Boards/walls for display, masking tape, pins, clips	15.30 – 16.45
11	Outlook	Distribution of handouts Introducing next task “Model lesson” & outlook on procedure for next two days; Clarifying questions	10 copies of handout “Effective Teaching”	16.45 – 17.00

Effective Teaching – Alternatives for Day 3 schedule

No.	Title	Content/Activity	Material	Time

Effective Teaching, Day 4 – 3 + 4

2	Introduction Model lesson	Facilitator repeats procedure of presentations & explains rules for feedback: <ul style="list-style-type: none"> - Presentation model lesson - Feedback of presenter - Feedback of 4 pax assigned prior to presentation - Feedback of facilitator - Pax are asked to use page on feedback in handout as displayed on overhead & briefly explained Assigning first 4 pax for giving feedback	Laminated cards feedback rules, camera, tripod, tapes, extension cord, stop watch Transparency Feedback sequence sheet	13.00 – 13.20
3	Presentations Model Lesson	Presentation of first pax, then processing presentation as explained in # 2 Checking for objectives to clarify whether achieved or not Assigning next 4 pax for feedback Time frame per pax inclusive set-up: 40 – 50 minutes; 4 – 5 presentations can be processed depending on flow	Choice of pax	13.20 – 14.05 14.05 – 14.50 15.05 – 16.00 16.00 – 16.45
4	Summary	Brief summary of today's activities Outlook on procedure for last day		16.45 – 17.00
	Break			14.50 – 15.05

Effective Teaching – Alternatives for Day 4 schedule

No.	Title	Content/Activity	Material	Time

Effective Teaching, Day 5 – 1 + 2

No.	Title	Content/Activity	Material	Time
1	Presentations Model Lesson	<p>Facilitator welcomes pax & repeats procedure of presentations & explains rules for feedback:</p> <ul style="list-style-type: none"> - Presentation model lesson - Feedback of presenter - Feedback of 4 pax assigned prior to presentation - Feedback of facilitator - Clarifying objectives <p>Assigning 4 pax for giving feedback Presentations continue</p> <p>Time frame per pax inclusive set-up: 40 – 50 minutes; if not all can finish before lunch break, at least 2 pax should be left for afternoon instead of only 1 in order not to expose one individual</p>	<p>Laminated cards with feedback rules, feedback sequence sheet, Camera, tripod, extension cord, tapes, stop watch</p> <p>Choice of pax</p>	<p>8.00 – 8.20</p> <p>8.20 – 9.00 9.05 – 9.50 10.05 – 11.00 11.00 – 11.45</p>
	Break			9.50 – 10.05
	Lunch			11.45 – 13.00

Effective Teaching, Day 5 – 3 + 4

2	<p>Presentations</p> <p>Model Lesson</p>	<p>Continuation of presentations same as # 1</p> <p>Facilitator summarizes day's presentations; explains procedure with video tapes (transfer of recordings to vhs which is delivered to pax for later viewing)</p>	Same as # 1	<p>13.00 – 13.45</p> <p>13.45 – 14.30</p> <p>14.30 – 14.45</p>
3	<p>Evaluation</p>	<p>Brief input on:</p> <ul style="list-style-type: none"> - The double function of control - Demands on control - The most important kinds of control <p>Which are related to forms used during E.T. seminar</p> <p>Handing out of evaluation forms</p>	10 copies evaluation form	15.00 – 15.20
4	<p>Graduation/Closing</p>	<p>Handing over of certificates</p> <p>Closing of seminar</p>	10 Certificates	15.20 – 15.40
	<p>Break</p>			14.45 – 15.00

Effective Teaching – Alternatives for Day 5 schedule

No.	Title	Content/Activity	Material	Time

Participant Reaction Evaluation Form

Use the scale 1 to 5 to express your reactions to the course based on the following statement: (Please circle only one choice for each statement.)

Strongly DISAGREE 1	Disagree 2	Neither 3	Agree 4	Strongly AGREE 5
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- Overall, I was satisfied with this course. 1 2 3 4 5
- My knowledge and skills increased as a result of this course. 1 2 3 4 5
- Knowledge and skills gained in this course are applicable to my work. 1 2 3 4 5
- It was easy for me to understand the course content. 1 2 3 4 5
- The methods used to deliver the course content were effective. 1 2 3 4 5
- I enjoyed the parts with active involvement of the participants. 1 2 3 4 5
- Group work and individual exercises stimulated my learning a lot. 1 2 3 4 5
- Material for the participants was adequate. 1 2 3 4 5
- The instructor explained the subject clearly. 1 2 3 4 5
- The instructor answered my questions clearly. 1 2 3 4 5
- The instructor was supportive and helpful. 1 2 3 4 5
- I got good advice from other participants throughout the seminar. 1 2 3 4 5

What new things/changes can you apply to your job – immediately and after some time?

What parts of the seminar did you enjoy most? Why?

What parts of the seminar did you not enjoy? Why?

Further recommendation/comments not covered by this evaluation form:
