

**LEARN
BY
DOING**

**AN EDUCATION COURSE
FOR
VANGA TEACHERS COLLEGE**

TUTORS BOOK

INTRODUCTION

Aims

The aim of this course is to develop each student's potential to become an effective teacher in an RTC.

Objectives

After taking part in this course the students should

- understand the aims and objectives of RTCs and how these influence the courses and methods of teaching in them;
- understand how these aims and objectives are related to other aspects of education in Solomon Islands;
- understand their own aims and objectives in becoming an RTC teacher;
- understand how people learn;
- have practiced a wide variety of teaching methods appropriate for RTCs;
- be able to plan effective teaching sessions;
- have practiced presenting teaching sessions and realised the most effective methods of doing this;
- have made and used effective visual and other aids;
- have taken part in, and be able to organise, practical projects;
- be able to assess or evaluate their own teaching, the students' learning and the courses they teach;
- be able to write a scheme of work and course programme;
- understand some skills and techniques useful in the management and administration of RTCs.

The course

We have called this course **Learn by Doing** because we believe that you can only learn an activity or skill by doing it, whether it is a skill taught to the students in an RTC, or the process of teaching that skill. You cannot learn a skill by talking, by reading, by listening to someone talking, or by copying notes from the blackboard. You can only learn by practicing the skill itself, or at the very least by watching someone else do it. This principle is fundamental to teaching in RTCs because the main object of RTCs is to teach useful skills.

Because this is the principle on which the course is based, and which we are trying to persuade the trainee teachers to follow, we must also follow this principle in our own teaching. In teaching the course, therefore, you should make sure that all the students learn is learnt by doing. Doing can include many different activities. It includes practicing the teaching skills they are learning but also critically watching other people teach. It includes talking and discussing; sharing ideas with others; reading actively to find out something; and even self-analysis. In all these the students are active. Passive

learning by listening or copying may also have a place in some topics, but it is always less important than active learning.

The course has been written in such a way that the students must follow the principle of learning by doing. Nearly all topics or skills are introduced by activities which ask students to practice, discuss, read actively, observe or reflect on their own ideas or performance. Only after doing these activities do they 'learn' the topics.

There are 5 elements to the course:

1. **The students work book**, consisting of activities for the students to do.
2. **Summary sheets**, which summarise a topic after students have completed an activity or discussed a topic.
3. **Peer group teaching or micro-teaching**, when the students teach other members of the group or teach in small groups.
4. **Teaching practice**, when students teach classes at St Dominics.
5. **Teaching observation**, when students critically observe either each other's teaching or the teachers at St Dominics.

The last three elements are built into the students work book in the form of student activities, but additional activities may also be useful.

The students will be given the work book with all the exercises at the beginning of the course, but the summary sheets will not usually be handed out until an exercise has been done and a topic discussed. It is very important that the summary sheets are not handed out until students have had a chance to consider and discuss a topic for themselves, or they will simply copy or quote the ideas from the summary sheets. The purpose of the summary sheets is to enable the students to leave with a clear summary of all topics they have learnt about during the course. It will form a kind of 'text book', but one summarising what they have done, rather than one to be 'learnt' and repeated.

Students will have three things:

1. **The work book**, either in bound form or as loose leaf sheets in a ring file. This will have spaces for doing the activities and will be used by the students for doing these.
2. **The summary sheets** given out one by one and kept in a loose leaf ring binder, possibly with plastic compartments to prevent damage.
3. **A personal portfolio** consisting of a record of all the work and activities they have done during the course. This will be one of the main bases of assessment. It will consist of work sheets from the work book with the answers, summaries of group discussions, records of peer group or micro-teaching, teaching practice or teaching observation. It will also contain records of practical group projects carried out at St Dominics and a personal 'diary' of their progress during the course. It may also contain photos or illustrations to show the activities carried out. This will be looked at by the tutor at the end of each week and comments made in a tutorial.

Assessment

Assessment will have 4 components:

1. **The work sheets**, assessed regularly in continuous assessment
2. **Micro-teaching or peer group teaching** assessed by the tutor, St Dominics staff, their fellow students or themselves as it takes place.
3. **Teaching practice** assessed by the tutor or St Dominics staff.
4. **The personal portfolio** assessed regularly by themselves and their tutor and assessed at the end of the course.

The proposed weighting is:

Micro-teaching and teaching practice; 60%

Work sheets and personal portfolio: 40%

This assessment is only for the Education component of the course. Other elements of the course will be assessed separately to give an overall assessment for the course.

Adult learners

We are dealing with adult learners and they should always be treated as such. This means that we must recognise, and encourage students to recognise, that their own ideas and experience is as important as that of the tutors. Learning at this level should be a co-operative process of sharing between teacher and taught, not a one way process in which the teachers know all and pass their knowledge on to the students. In the course itself we talk about the difference between the 'fill-the bucket' concept of education, in which the teacher tries to fill the 'empty' heads of the students, and the 'leading out' concept of education, in which the teacher helps to 'lead out' the student's own potential.

Another reason for this concept of 'leading out' is that we are not teaching a 'content' subject like Social Studies or Science, where the teacher usually knows more than the students, but a skill subject, where the students' own ideas and experience are as important as that of the teacher.

The tutors book

This tutors book is to help you to teach the course. It must be read in conjunction with the student work book and the summary sheets, of which you should have copies. It gives **suggestions** about how to teach the topics and skills and how to use the work book, but these are only suggestions. It is up to you as a tutor to use your own ideas and judgement and teach the course in the way you consider most appropriate and effective.

Content of the course

The content of the course and of the student work book is as follows:

MODULE 1: TEACHING IN RURAL TRAINING CENTRES

UNIT 1.1: What makes a good teacher? (1 week)

UNIT 1.2: Rural Training Centres and the development of education in Solomon Islands. (1 week)

UNIT 1.3: Traditional education. (1½ weeks)

UNIT 1.4: Looking at learners. (1½ weeks)

UNIT 1.5: Looking at yourself. (½ week)

MODULE 2: PREPARATION FOR TEACHING

UNIT 2.1: How people learn. (5 weeks)

UNIT 2.2: Methods of teaching. (2½ weeks)

UNIT 2.3: Session or lesson plans. (3 weeks)

MODULE 3: PRESENTATION OF TEACHING

UNIT 3.1: Presentation of sessions. (6 weeks)

UNIT 3.2: Visual aids and equipment. (1½ weeks)

UNIT 3.3: Organising projects. (1 week)

MODULE 4: BEFORE AND AFTER THE TEACHING SESSIONS.

UNIT 4.1: Assessment. (2½ weeks)

UNIT 4.2: Writing schemes of work and courses. (1 week)

UNIT 4.3: Evaluation. (1 week)

UNIT 4.4: Management. (3 weeks)

In addition to the activities in the work book, tutors may also arrange extra activities for peer group or micro-teaching and teaching practice. Work on the farm and other activities at St Dominics, and work on group projects, are considered an integral part of the course.

Length and timing

The indications of timing in this book are estimates only, as the course is completely new. You do not need to stick to these times. It is better to discuss each topic thoroughly than to try to rush to finish everything. It may be that in practice the tutors decide to miss out sections of the course due to lack of time and there is nothing wrong with this, as long as you do not miss out a key element.

In this book I have estimated **a.** the number of periods for each topic i.e. group of activities and **b.** the number of weeks for each Unit. In some cases I have specifically indicated that students will be expected to do some of the work through private study, and we should presume that they are doing some private study all of the time. This study may either be done individually or in groups. This means that:

Modules 1 and 2 will be taught in Term 1;

Modules 3 and 4 will be taught in Term 2.

Module 3 starts with practical teaching so it may be that the first 2 weeks of Term 2 are given over to this practice, with the Home Economics students doing this in another Centre, either at the same time or during the mid-year break before Term 2. It is important that all students do some teaching practice before starting Module 3, which looks at the presentation of teaching sessions.

Group discussions

Much of this course will involve group discussions, so it is important to organise these from the beginning:

- Try to form mixed groups from different subject areas, RTCs of origin and male / female mix.
- You may decide to keep the same groups permanently or to change them occasionally.
- Each group must sit in a circle facing each other.
- Groups should choose a secretary / spokesperson for each discussion.
- Try to ensure that they choose a different person each time, so the job gets rotated around.
- Emphasise the need for them to talk and not be frightened of making a noise.
- It may be more effective if you leave the room for a while at the beginning of a discussion.
- You may circulate round the groups to listen, or even to assist if they get stuck, but only if that does not inhibit their discussion.
- You may appoint one person to record their ideas on the board during the follow up discussion, or you may do this yourself.
- Emphasise that discussions are not searching for right and wrong answers but for their own ideas, experiences and opinions and that these are just as valid as your ideas or the notes they may be given.
- Use the ideas on group work in summary sheets 15, 16 and 37 to explain why group work is a good way of learning.

Tutors book

All the rest of this Tutors Book refers to the Students Work Book and the Students Summary Sheets.

Note

In these materials the abbreviation RTC is used for all institutions teaching practical skills mainly for rural areas. This includes Vocational Schools as well as Rural Training Centres.

INTRODUCTION to Students Work Book

(2 periods)

After introducing yourself and the course and asking students to introduce themselves you should go briefly through the introduction with them, ending with **activity 1**. This is the first way in which we treat the students as adults. We want them to help us plan the course and we want to make sure the course suits the needs and expectations of the students, so this activity asks them to tell us why they enrolled on the course, what content and skills they hope to learn, and any other ideas or requests they may have about the running of the course. It is important that these ideas are taken seriously, and the course may be modified from the beginning as a result. This fits with the ideas on timing given above. As a result of discussion with students during this activity, you may decide to give more emphasis to some parts of the course than others, or even miss out parts which the students are already confident with or do not think are necessary. In this way it will become a 'negotiated course' partly 'owned' by the students and the students should feel totally committed to it.

MODULE 1: TEACHING IN RURAL TRAINING CENTRES

UNIT 1.1: WHAT MAKES A GOOD TEACHER? (1 week)

Aims and objectives

The aim of this unit is to encourage students to think about people who have taught them, both in school and outside, and to decide what made these people good or poor teachers.

After studying this unit students should

- have identified at least one good teacher who has taught them;
- have identified at least one poor teacher;
- understand the difference between formal and informal teachers;
- have completed personal guidelines for themselves as teachers;
- have taught a lesson and watched others teach;
- understand the main activities involved in preparing a lesson;
- understand the relationship between teaching content and skills.

PERSONAL GUIDELINES FOR TEACHING (2 periods)

Activities 2, 3 and 4.

Aims: To help students to reflect on the ways they have been taught and therefore realise the most effective types of teaching.

Methods:

Explain these activities.

Students answer the questions individually in writing.

Ask each student to tell the class some of their ideas on:

1. What makes a good teacher?
2. What makes a poor teacher?

Make lists of these ideas on the board.

Discuss: What effects do good and bad teaching have on students?

Do we learn most from formal or informal teachers? Make a note of how many students chose formal or informal teachers as their best teachers, and discuss the idea that informal teaching outside school may be as important in personal development as formal teaching inside schools

Ask: are the two necessarily different? Can we bring some of the good characteristics of informal teaching into our formal teaching in RTCs?

Give out summary sheet after completing tasks 2 to 4 and the discussions.

TEACHING OTHER PEOPLE (4 periods)

Activity 5

Aim: To give students an immediate opportunity to teach in a non-threatening atmosphere and to find out in a practical way what is involved in preparing a teaching session.

Methods:

Peer-group teaching:

Each student should be given time to choose any short topic /skill from their own subject area and prepare a 10 - 15 minute lesson to be taught to the rest of the group.

Ask half the group to prepare topics which can be taught in the classroom ('content' or 'theory' lessons) and half to teach a skill, either inside or outside the classroom ('practical' lessons).

Do not give them help in the preparation, except to make sure they have any equipment they need.

Devote the next few periods to each student teaching their lesson.

Do not discuss the lessons immediately, but ask students to make notes of the good and bad points they notice in the lessons.

TEACHING CONTENT AND SKILLS (2 periods)

Activity 6

Aims: To encourage students to observe and be able to discuss each other's lessons without embarrassment.

To find out the differences between teaching skills and content, and the best ways to teach each.

Methods:

After all the lessons have been taught:

1. Students to tell you the main things they had to look for in preparing the lessons.

Make a list of these on the board and group them into:

- Content
- Methods
- Activities
- Sequencing
- Materials

Give out summary sheet.

2. Students to work in groups of 4 or 5 to discuss:

- a. The good points they observed in the lessons.
- b. Any things to avoid when teaching.
- c. The main differences between teaching content lessons and teaching skills.
- d. Whether it is best to teach the theory behind a skill before teaching the skill, to start with the skill and then discuss the theory later, or to teach the theory at the same time as the skill.

Give out summary sheet after discussion and conclusions.

UNIT 1.2: RURAL TRAINING CENTRES AND THE DEVELOPMENT OF EDUCATION IN SOLOMON ISLANDS (1 week)

Aims and objectives

The aim of this unit is to help students to understand the aims and objectives of RTCs, how these differ from more formal academic education, and how RTCs fit in to the development of education in Solomon Islands.

After studying this unit students should

- know what an RTC is;
- know the main differences between RTCs;
- understand the differences between RTCs and formal, academic education;
- understand how RTCs fit in to the historical development of education in Solomon Islands;
- understand the aims of RTCs;
- understand how the aims affect the curriculum and methods of teaching in RTCs.

WHAT IS AN RTC? (4 periods)

Activities 7, 8 and 9

Aims: To help students to get to know each other and help you to get to know the students, and through this to find out the variety of types of RTC within the country.

To help students to realise the differences between RTCs and secondary schools and the implications of these differences for their own teaching.

Methods:

Organise short talks by each student to introduce themselves and their RTCs.

Use these talks to list the main types of RTCs.

Use either group discussion or whole class questioning to discuss the main differences between RTCs and secondary schools.

After discussions give out summary sheet.

DEVELOPMENT OF EDUCATION IN SOLOMON ISLANDS

Activities 10, 11 and 12 (2 periods + private study))

Aim: To help students to understand where RTCs fit in to the development of education in Solomon Islands and that the ideas on which RTCs are based are not new.

Methods:

Students read the extracts about education in Solomon Islands. These have been selected to show how the ideas behind RTCs are not new. Historically, education has tended to vary between periods when practical skills education was dominant and periods when academic education was dominant.

In traditional education practical education was dominant.

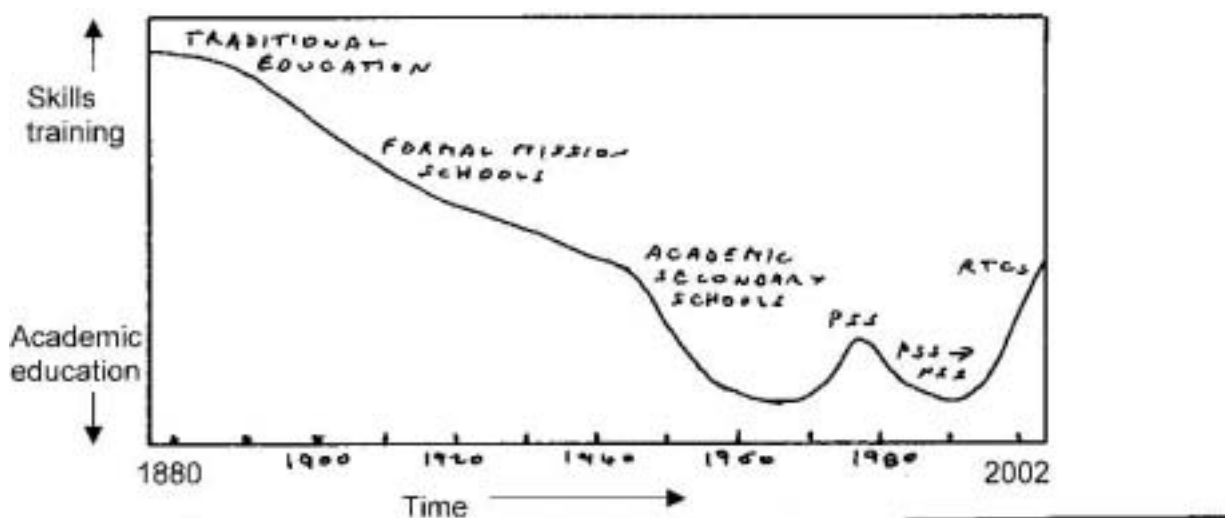
During colonial times only a very restricted range of jobs were available to Solomon Islands, mainly manual jobs and teaching. At the same time the early missions emphasised the usefulness of practical skills.

During and immediately after independence there was a big demand for Solomon Islanders in the Public Service, administration and professional posts so education emphasised academic qualifications.

20 years after independence many of the jobs were filled, but far more people were being educated, so it became difficult for all but the most qualified school leavers to get employment. The idea of Rural Training Centres started to be popular as an alternative to academic education.

During and after the period of ethnic tension, jobs for academic school leavers almost disappeared and the Rural Training Centre movement gained support of the government, the EU and many parents and students as a better and more useful alternative to academic education.

The graph for activity 12 might look something like this:



AIMS OF RTCs (2 periods + private study))

Activities 13, 14 and 15

Aims: To help students to develop their own ideas on what the aims of RTCs should be and to realise that these aims will affect the courses we teach, the ways we teach and the ways we run RTCs.

Methods:

These exercises are to help the students to make up their **own** ideas on the aims of RTCs, hence there is no summary sheet given. There are no 'right' and 'wrong' answers.

You **may** find that students think that the following aims are best fulfilled by RTCs, but everyone is entitled to their own opinion: 1, 4, 5, 6, 7, 10, 13, 14, 16, 17, 18, and 19.

Others could apply to any kind of educational institution such as 8, 15, 20, 21, 22 and 23.

For activity 14 you may like to give a limit to the number of aims, so students are forced to prioritise and make a choice.

Activity 15 is very much an open discussion, but one you may come back to frequently during the course to justify the subjects and methods taught in RTCs, and the way they are run.

UNIT 1.3: TRADITIONAL EDUCATION (1½ weeks)

Aims and objectives

The aim of this unit is to help students to realise that education is more than just schooling and formal training; that education existed before schooling was brought here by Europeans; that values, knowledge and skills learnt at home are an important part of education; and that these may both help and hinder the aims of RTCs.

After studying this unit students should

- understand how education was carried out traditionally in Solomon Islands;
- be aware that indigenous knowledge and skills are an important part of our cultural heritage;
- understand the difference between schooling and education;
- be aware of similarities between traditional education and the methods used in RTCs;
- be conscious of the values and attitudes learnt in the home environment and how these may help or hinder our work in RTCs.

LEARNING TRADITIONAL SKILLS (8 periods)

Activities 16, 17 and 18.

Aims: To help the students to realise that there are many differences between traditional education and 'modern' schooling, but that traditional methods of education are in many ways relevant to teaching in RTCs.

To give another opportunity for teaching in a non-threatening atmosphere.

Methods:

Develop the idea that the education we aim to give in RTCs may be much closer to traditional education than that given in secondary schools i.e. traditional education was informal, based on learning by doing, involved mainly practical and useful skills etc.

For activity 16, divide the class into about half and ask one group to describe how they learnt a skill and the others to write about it.

Activity 18 is another opportunity for some practice teaching without having to prepare a formal lesson. It might even turn into an opportunity to learn some traditional skills.

INDIGENOUS KNOWLEDGE

Activities 19 and 20 (1 period + private study)

Aim: To help students to realise that 'knowledge' is not just something introduced into schools from outside, but includes many types of traditional knowledge which are still important and often have a scientific basis.

Methods:

Although two examples have already been given, you might have to give some hints about possible types of indigenous knowledge. It is a very open discussion which asks for their knowledge and ideas, and this should help to reinforce both their own confidence and their respect for their own customs.

Activity 20 can only really be done in a holiday period.

Give out summary sheet after discussion and putting a list of students' own ideas on the blackboard.

VALUES AND ATTITUDES (2 periods + private study)

Activities 21 and 22

Aims: To make students aware that traditional values can be both positive and negative in modern society.

To discuss whether we should keep traditional values just because they are traditional, or modify them if we think that is appropriate in modern Solomon Islands.

Methods:

Main values in the readings are sharing, traditional roles of men and women, respect for elders and loyalty to wantoks.

Again a very open discussion which respects students' own ideas, therefore there is no summary sheet.

UNIT 1.4: LOOKING AT LEARNERS (1½ weeks)

Aims and objectives

The aim of this unit is to help students realise that, before they teach, they must find out about the background and needs of the students they are going to teach and plan their courses or lessons to suit these.

After studying this unit students should

- know how to find out about the background of their students;
- understand the meaning and use of the learning gap;
- realise the dangers of pre-conceived ideas about their students;
- understand some of the characteristics of adult learners;
- understand what motivates learners.

FINDING OUT ABOUT EACH OTHER (2 periods)

Activity 23

Aim: To help students to realise the importance of finding out about the background of the students they will teach by finding out about each other.

Methods:

Do the activity.

Summarise on the blackboard what kinds of things each student found out.

Give out summary sheet and compare the two lists.

TESTING LEARNERS READINESS AND THE LEARNING GAP (4 periods + work at St Dominics))

Activities 24 and 25

Aims: To teach students methods by which they can test the readiness of students to learn, and to practice using these.

To help students to begin to know and be able to relate well to the students of St Dominics outside the classroom situation, before they begin teaching them.

Methods:

Arrange with St Dominics for these activities. Make sure the students prepare them well first so that their first formal meeting with St Dominics students is a good one.

DIFFERENCES BETWEEN LEARNERS (2 periods)

Activities 26, 27 and 28

Aims: To help students to realise that each learner is different, that we all have different ways of seeing the world according to our character and experiences, and that these differences will affect the way people learn.

To enable students to continue to get to know each other better.

Methods:

Do activity 26 and discuss results.

Do activity 27 in pairs and list ways in which people are different from each other.

Give out summary sheet and compare with the lists made.

Do activity 28.

PREJUDICE OF PRE-JUDGING PEOPLE (3 periods)

Activities 29, 30, 31 and 32

Aims: To help students to understand that we often judge people according to our pre-conceived ideas about the group they come from rather than judging them as individuals.

To realise the dangers of this in teaching in and running RTCs.

Methods:

Activity 29 only works if students write their first thoughts about each group very quickly. You will usually get similar characteristics of a group from a number of people, and this shows the prejudice which may exist. Some people may write completely different characteristics, especially if they themselves come from that group. This can lead to a discussion of the differences between others people's image of a group and the self-image of a group. Do Chinese people or Europeans realise what Solomon Islanders think of them, and how does this affect the relationships between the two groups?

Activity 30: In my previous use of this activity I found people agreed that in Solomon Islands the nick-names such as *Kasi*, *Tia*, *Gema* and *Soa* are neutral, but *A'u*, *Waku* and *Araikwao* often contain an element of prejudice about those groups. For *A'u* and *Wako* the prejudice is usually unfavourable to the group. For *Araikwao* the prejudice is sometimes, but not always, favourable. You could discuss why people are prejudiced for or against certain groups and not others. Is there any truth in the prejudice? Even if there is, should this affect the way we judge individual members of those groups?

Activity 31 is a completely free discussion but a very important one in helping students to think of ways of overcoming discrimination and 'wantokism' in Solomon Islands.

UNIT 1.5: LOOKING AT YOURSELF (½ week)

Aims and objectives

The aim of this unit is to encourage students to look at themselves, their aims in becoming RTC teachers, and their own strengths and weaknesses as students and teachers.

After studying this unit students should

- have decided why they want to teach in an RTC;
- have analysed their own strengths and weaknesses as students and teachers;
- have started to use a diary or self-development journal to record their experiences during the course.

LOOKING AT YOURSELF (4 periods + private study)

Activities 33, 34, 35 and 36

Aims: as above.

Methods:

Activity 33 can help to show that different people have different reasons for joining RTCs. We must cater for all these needs and expectations in our teaching, or try to overcome any false expectation, such as the idea that an RTC will lead to paid employment or further education.

Activities 34 and 35 can be very revealing if you can persuade the students to be honest. Assure them that you will be the only one to read what they write. This is also their first opportunity to write an 'essay', using a topic related to themselves and their own experiences, which they are completely familiar with.

Activity 36: This diary or self-development journal will become a regular part of the students' portfolio to be looked at by the tutor every week. Encourage the students to be honest in their journal by assuring them that they will not be judged on it in the sense of passing or failing. It is a way of helping themselves and their tutor to monitor their progress and to decide on the kind of help they need.

MODULE 2: PREPARATION FOR TEACHING

UNIT 2.1: HOW PEOPLE LEARN (5 weeks)

Aims and objectives

The aim of this unit is to help students to understand the processes of learning, the fact that there are different types of learning and people learn in different ways; and the place of memory, motivation, rewards and feedback in learning.

After studying this unit students should

- realise that there are many different types of learning;
- be aware that different people learn in different ways;
- understand the place of memory in learning;
- understand how physical actions and practical skills are learnt;
- be able to analyse a practical skill;
- understand the importance of interest, motivation, rewards and feedback in learning;
- be aware of possible barriers to learning in Solomon Islands students;
- be aware of the differences between adult learners and young learners.

HOW DID YOU LEARN? LEARNING ACTIVITIES (8 periods + private study))

Activities 37, 38, and 39

Aims: To encourage students to think about how they learn, before discussing the theories of learning.

To focus on the types of learning most important in RTCs.

Methods;

Activity 37 is again based on self-reflection but also gives an opportunity to do some informal teaching. Do this **before** giving out and explaining the summary sheet.

Activity 39 can be done through peer group teaching or micro-teaching in small groups.

TYPES OF LEARNING, WAYS PEOPLE LEARN AND STYLES OF LEARNING (8 periods + private study))

Activities 40, 41 42, and 43

Aims: These sections aim to summarise the theories of learning in simple ways without using technical language or referring to the origins of these theories. There will be further reading available for students who want to go deeper into the topic and discover the origins of the theories and more details about them. The information given is all that is considered necessary for our students to know, to guide them in the practical skills of

teaching. It covers in a simple way such topics as Blooms taxonomy, and a variety of learning theories without mentioning these by name. Our students need to understand the ideas to help them in the practice of teaching, but they are not training to be professional education specialists who need to know the theories themselves.

Methods:

In each case the summaries must be read **before** the students do the activities, as the activities are based on reading the summaries. This is why the summaries have been integrated into the activities.

Activities are all based on applying the theories to their own situation and to the teaching in RTCs.

Activities 41 and 42 give an opportunity for both observation and teaching at St Dominics. The lesson suggested in activity 41 may be a short one to teach one simple skill, not necessarily a whole period. Thus a number of students might teach a variety of related skills to the same class in one lesson.

Activity 43 is another opportunity for reflection about their own methods of learning.

LEARNING AND TEACHING SKILLS (8 periods + private study))

Activities 44, 45, 46, and 47

Aims: To help students to think about the best ways to teach practical skills, to put these ideas into practice, and to find out the difficulties of teaching practical skills and how these may be overcome.

To be able to analyse a skill and use the analysis in preparing teaching sessions.

To provide more opportunity for peer group and micro-teaching and for teaching practice.

Methods:

Refer to worksheet for activity 44.

Choose 4 skills which are unfamiliar to at least some of the class e.g.

Cutting the pattern for a dress.

Sharpening a saw.

Changing a spark plug.

A basic skill of knitting or sewing.

Teach each skill (or ask a good student to teach it) in different ways:

Method 1: Teach skill 1 by writing notes on the board, explaining them and asking the students to copy.

Ask students: are you confident to do this skill now?

Method 2: Teach skill 2 by demonstrating and explaining to the whole class only. Do not let them handle the equipment and materials.

Ask students same question.

Method 3: Teach skill 3 by a short demonstration followed by all students practicing the skill themselves.

Ask students same question.

Method 4: Teach skill 4 by demonstrating in stages while students have the equipment and follow what you do. At the same time build up notes on the board. At the end all students should practice the skill.

Ask students same question.

Which is the best method of teaching a skill? Look back at summary sheet 3 for the reasons why.

Give out summary sheet.

Do activity 45 on difficulties.

Give out summary sheet.

Do a skills analysis for activity 46, using the forms provided.

Use the skills analysis to prepare skill lessons to teach at St Dominics.

HOW MEMORY WORKS 1 (3 periods)

Activities 48 ad 49

Aims: To help students to realise the link between understanding and memory, and therefore the need to use language which is part of the students active vocabulary.

To practice simplifying language.

Methods:

Refer to worksheet for activity 48

Tell students that you are going to read three short passages, and will read each twice only. They have to listen, without writing anything, and try to remember the passages.

Passage 1

As I was walking from my house to the classroom this morning I saw three small boys running along chasing a girl. Suddenly she tripped over the root of a tree, fell down and cut her leg. The boys ran away scared.

Passage 2.

Sheet and gully erosion are caused by the impact of rain water on humus deficient soil.

Passage 3.

Twas brillig and the slithy toves did gyre and gimble in the wabe.

(Note; pronounce this one any way you think fit)

Ask students to write down each of these passages from memory.

When they have all tried, ask some to read their answers. You will find that most students can remember all or some of passage 1; a few may attempt parts of passage 2; but almost no-one will remember any of passage 3.

Discuss the reasons why passage 1 is easiest to remember, passage 2 is harder to remember and passage 3 is almost impossible.

The reasons are suggested in the summary sheet. Give this out **after** the discussion.

Give out summary sheet and discuss how to simplify notes.

Students do activity 49 in own time.

HOW MEMORY WORKS 2 (2 periods)**Activity 50**

Aims: To help students to understand how the memory works and realise the implications of this for their own teaching and learning.

Methods:

Refer to worksheet for activity 50

Tell students to listen while you read out the following list of words.

Tell them not to write anything but to try to remember the words they hear.

Read the list **once only**.

Tree
Island
Rain
Sugar
Democracy
Black
Video
Shoes
Table
Running
Democracy
Bombs
Paper
Potatoes
Energy
Beautiful
Curtain
Watch
Osama bin Laden*
Cars
Chapel
Democracy
Picture
Girl
Pretty
Sex
Empty
Petrol
Education
Democracy
Cushion
Sleeping
Dinner
Hot
Agriculture
Crops
Plants
Soil
Animals
Stomach
Stars
Cold
Rain
Engine
Radio
Eggs

(*Use any famous name known by all students)

Electricity
Telephone
Ocean
Aeroplane

Students to write down as many words as they can remember. No special time limit.

Write each word on the board in turn and find out how many students have written down each word.

Emphasise that this is not a test or competition, so they should be honest.

Give out summary sheet and discuss the answers.

SHORT TERM AND LONG TERM MEMORY (2 periods)

Activities 51 and 52

Aims: To help students to understand the difference between short term and long term memory and how this affects their own teaching and learning.

Methods:

Students try to fill in the graph for activity 51

Give out worksheet and compare the graph with those the students drew.

Do activity 52.

Go through worksheet and discuss short term and long term memory and the implications of this for the way we teach.

MOTIVATION

Activities 53, 54, and 55 (4 periods + activity in St Dominics))

Aims: To help students realise what motivates students in RTCs and that many of the students enter RTCs with a sense of failure which we must try to counteract.

To help students to realise that there are different types of motivation and to think about how we can motivate students in RTCs.

To give further opportunities of relating to the students of St Dominics in an informal setting.

Methods:

Refer to the worksheet for activity 53 about a week before the lesson. Students do activity 53 during this week.

Discuss the reasons why many RTC students may think of themselves as failures.

Discuss the three types of motivation and then do activity 54.

Do activity 55 and discuss and list the students' ideas on motivation.

Give out summary sheet and compare with the students' ideas.

PROBLEMS AND STRENGTHS OF RTC STUDENTS (4 periods)**Activities 56, 57 and 58**

Aims: To help students to become aware of the problems faced by RTC students and the strengths of these students, and to think of how this affects the way we teach and relate to the students.

Methods:

Do activity 56 and discuss results i.e. the students' own ideas about the difficulties facing RTC students.

Do activity 57 to suggest ways of overcoming difficulties.

Do activity 58 and discuss the possible strengths of RTC students.

PEOPLE LEARN BEST WHEN...(1 period + private study))**Activity 59**

Aim: To summarise all that the students have learnt about the learning process.

Methods:

Do activity 59.

Give out summary sheet and compare with the students' answers, emphasising that their ideas may be as valid as those on the sheet.

UNIT 2.2: METHODS OF TEACHING (2½ weeks)

Aims and objectives

The aim of this unit is to make students aware of a variety of different methods of teaching, especially those most suited to RTCs, and the advantages and disadvantages of each. Special emphasis should be given to practical lessons and demonstrations.

After studying this unit students should

- have practiced or watched a variety of methods of teaching which are useful in RTCs;
- have discussed the advantages and problems of each method;
- be able to choose a teaching method appropriate to the topic or skill they are teaching;
- be able to give a good demonstration of a practical skill;
- be able to organise practical sessions in a workshop or the field.

TEACHING EXPERIENCE AND OBSERVATION (8 periods)

Activities 60 and 61

Aim: To give students the opportunity of doing some teaching practice using their own ideas before discussing teaching methods in detail, so that the ideas come from them rather than being given to them.

To give the opportunity to observe others teaching and think about the teaching methods used.

Methods:

Activity 60 is the first full teaching practice, but it should not be judged or graded.

It will need a lot of careful preparation by you co-ordinating with the St Dominics staff, and by the students preparing the sessions. It is deliberately being done before students have discussed session planning in detail, but students should have enough background from the early part of the course to know how to prepare a session.

Activity 61 can be combined with activity 60 by students watching each other's sessions. Emphasise that observation is not to judge fellow students or St Dominics staff but to look for different kinds of teaching methods.

METHODS OF TEACHING (12 periods + private study))

Activities 62, 63, 64, 65 and 66

Aim: To help the students to become aware of a variety of teaching methods and to discuss the advantages and disadvantages of each.

To give students further opportunity for teaching practice and observation, and to think about the main steps necessary in preparing a session before these are discussed in detail in the next unit.

To help students consider the appropriateness of each method in terms of class sizes and different places.

Methods:

Do Activity 62, to fill in the table in groups.

Give out summary sheet 15 **after** students have filled in their table and compare the two. Notice that the teaching methods are not given in the order often presented in other publications, starting with lecturing and other classroom methods. Demonstration, practicals and experiments have been given first, as these should be the basis of our teaching in RTCs.

Activities 63 and 64: teaching practice. This practice may be done either as peer group teaching or at St Dominics. The idea is to compare different methods of teaching, so you should assign a different method to each student, trying to cover all the main methods in the summary table. Each lesson will be short and concentrate on practising one particular method. While preparing and teaching these sessions, students must be asked to think about the steps necessary in preparing to teach a session, as well as the main problems and successes they encounter.

After these activities, give out summary sheet 16 and go through this to discuss all the main methods of teaching covered.

Do activity 65.

Do activity 66.

Give out summary sheet to classify the methods.

UNIT 2.3: SESSION OR LESSON PLANS (3 weeks)

Aims and objectives

The aim of this unit is to enable the students to produce clear, useful and well-organised session or lesson plans, and to help students to realise the importance of planning teaching sessions.

After studying this unit students should

- understand why *session* is more appropriate than *lesson* in RTCs;
- know the main items which should be included in a session plan;
- be familiar with different formats for the writing of session plans;
- understand the meaning of aims and objectives and the differences between them;
- be able to write clear objectives;
- be able to select content to fit the timing of a session;
- be able to sequence the content clearly;
- understand the importance of interesting introductions and know a variety of ways of introducing sessions;
- understand the importance of using a variety of activities within a session and how activities can be varied;
- understand the importance of concluding sessions clearly;
- be able to evaluate the teaching and outcome of sessions.

WHY PLAN SESSIONS? (2 periods + private study)

Activity 67

Aim: To help students to understand why the term session is more appropriate in RTCs than lesson.

To encourage students to think about why it is important to plan sessions.

Methods:

Discuss and explain the difference between session and lesson as explained in the notes.

Do activity 67 and put a list of each group's ideas on the blackboard.

Give out summary sheets and compare with students' answers.

AIMS AND OBJECTIVES (3 periods + private study)

Activities 68 and 69

Aims: To help students to understand the difference between aims and objectives and the importance of each.

To show the relationship between aims and objectives and types of learning (Blooms taxonomy).

Methods:

Define aims and objectives and explain the difference between the two as in the notes.

Do activity 68 to differentiate between aims and objectives.

Give out summary sheet.

Do activity 69, referring back to unit 2.1.

Give out summary sheet and make sure students fully understand the differences between the four categories.

NOTE ON ACTIVITIES 70 TO 80

During the next part of the course students are asked to plan **two** sessions: one based more on content and the other based on teaching a skill. They will gradually build up and improve their plans in Activities 70 to 78. They will formally write up the plans in Activity 79. In Activity 80, at the beginning of the next Unit, they will then choose one of these plans and teach the session. If there is time they could teach both sessions. They will then formally evaluate their teaching and also evaluate a session taught by St Dominics staff. This will give them experience of having formally planned a session before Unit 3.1, which discusses methods of presenting sessions to the students. Thus this Unit will be built on some practical experience.

SPECIFIC OBJECTIVES, LEVELS AND MATERIALS (4 periods)

Activity 70

Aims: To enable students to write aims, objectives and specific objectives.

To help students to understand that aims and objectives will affect the equipment we need and the place we conduct the session, and that our aims and objectives may not be possible to achieve unless we have certain tools and equipment.

Methods:

Give out and go through summary sheet.

Do activity 70.

Give out and discuss summary sheet.

SESSION STRUCTURE AND INTRODUCTIONS (4 periods + private study)

Activities 71 and 72

Aims: To make students familiar with the basic structure of any session.

To help students to decide how to introduce a topic and to realise the many possible methods of introduction.

Methods:

Go through summary on session structure to summarise the stages in preparing a session.

Do activity 71 by either allocating an aim to each student, or letting them choose their own as long as all aims are covered.

Ask students to explain briefly how they would introduce each topic.

Give out and discuss summary sheet.

Do activity 72.

CONTENT AND SEQUENCING (5 periods + private study)

Activities 73, 74 and 75

Aims: To introduce students to methods of choosing the content for a session and sequencing the content.

To enable the students to practice these methods.

Methods:

Activity 73: Explain the diagram and the meaning of *must*, *could* and *should*.

Do the activity.

Go through the procedures for deciding the content, and do activity 74.

Discuss ways of deciding the order of content.

Give out and discuss summary sheet.

Do activity 75 and discuss results.

Compare students' ideas with those in summary sheet.

CHOOSING TEACHING METHODS (2 periods + private study)

Activity 76

Aims: To help students to realise that the methods of teaching depend on the aims, objectives and content of the session, as well as the need to use a variety of methods to maintain attention and interest.

To enable students to practice the choice of methods.

Methods:

Give out and discuss summary sheets on methods of teaching and maintaining attention.

Do activity 76 using the ideas discussed in the last two sections.

Look at and discuss student ideas on methods.

CONCLUSIONS (1 period)

Activity 77

Aims: To help students to realise the important elements in a conclusion to a session.

To enable students to plan conclusions.

Methods:

Do activity 77.

Give out and discuss summary sheet.

WRITING UP SESSION PLANS (3 periods + private study)

Activities 78 and 79

Aims: To provide students with a possible format for writing up session plans.

To enable students to practice planning sessions using this format.

Methods:

Do activity 78 to summarise the work done in this unit so far.

Give out summary sheet and compare with students' lists.

Give out and go through the format for writing session plans.

Do activity 79 to write a session plan in this format.

After this, give out the sample session plan using this format.

Discuss this plan.

Discuss the ideas on whether it is always necessary to plan sessions.

MODULE 3: PRESENTATION OF TEACHING

UNIT 3.1: PRESENTATION OF SESSIONS (6 weeks)

Aims and objectives

The aim of this unit is to help students to present their sessions effectively, especially in classroom situations, and to be aware of the factors which affect their relationship and interaction with their students.

After studying this unit students should:

- be aware of the four kinds of communication which can be used in teaching;
- be aware of possible barriers to communication;
- be aware of the need for a good personal relationship with students;
- be able to use different kinds of questions and questioning techniques;
- realise that students may learn as much by talking as by listening;
- realise the importance of persuading students that they can learn by their mistakes;
- have discussed the use of language in teaching in RTCs, especially the use of Pijin and English;
- be able to make good blackboard notes or handouts.

TEACHING PRACTICE, OBSERVATION AND EVALUATION

Activity 80 (8 periods)

Aims: To give students the opportunity to teach a session before discussing ways of presenting sessions.

To provide students with a possible format for evaluating sessions.

To enable students to use this format to evaluate a session.

To give students the opportunity to formally evaluate a session taught by someone else.

Methods:

Students teach at least one of the sessions they planned in Activities 70 to 79.

Students evaluate the session or sessions they have taught.

Students watch and evaluate a session at St Dominics.

Discuss students' evaluations afterwards.

COMMUNICATION IN THE CLASSROOM

Activities 81, 82, 83, and 84 (9 periods)

Aims: To help students to be aware of the different forms of communication which can take place within a classroom or teaching session.

To observe these types of communication in practice.

To use exercises or imaginary situations to find out and discuss the possible barriers to communication and their effects on classroom communication.

To suggest 12 rules for effective communication in teaching.

Methods:

Look at and discuss the diagrams in activity 81.

Do activity 81 by observing one or more sessions in St Dominics to look for different methods of communication.

Use the results of this observation and the summary sheet to discuss the most common kinds of communication used in teaching in Solomon Islands and whether these are appropriate to RTC teaching e.g. one-way communication is probably the most used and multiple communication or group communication the least used. Is this appropriate?

Do activity 82 to illustrate the problems of communication. Send all students out of the classroom and devise a message to be passed on. This can be a simple one about a certain group of students meeting someone at a certain time for a certain reason. It should be in language which is easy for the students, but long and complex enough for errors to occur. Discuss the results.

Give out summary sheet.

Do activity 83.

Give out summary sheet.

Do activity 84 and discuss results of each group.

Give out summary sheet and compare with students' ideas.

Give out and discuss summary sheet on 12 rules for effective classroom communication. Ask students to add any further rules.

ONE-WAY COMMUNICATION: LECTURE

Activity 85 (4 periods)

Aims: To enable students to practice giving a lecture and to realise the advantages and problems of lectures.

Methods:

Give out and discuss summary sheet.

Do activity 85. To save time this may be done in two or more groups simultaneously, as long as everyone gets a chance to give a lecture. Let students choose their own topics, not necessarily related to their own subject or to school learning – it may be based on personal interests.

Ask them to comment on each other's lectures in the light of the summary sheet.

TWO-WAY COMMUNICATION: QUESTIONING

Activity 86, 87 and 88 (6 periods)

Aims: To help students to realise that there are different types of questions which can be used in teaching, and that the type of questioning largely determines student participation in the session.

To enable students to practice making up different kinds of questions.

To encourage students to make more use of open questions.

Methods:

Explain open and closed questions briefly.

Do activity 86 and discuss answers.

Give out and discuss summary sheet on types of questions and encourage greater use of open questions.

Emphasise the danger of general whole-class questions in making the teacher think students are understanding when they are not. Emphasise the cultural aspect of this.

Do activity 87 and discuss the different reasons for asking questions.

Do activity 88.

Give out summary sheet and discuss the cultural problems of asking and answering questions in Solomon Islands. Students may disagree with the ideas given in the summary sheet and this should simply form the basis for discussion, together with their own ideas in answer to activity 90.

RESPONDING TO QUESTIONS

Activity 89 (2 periods)

Aim: To help students to realise that the teacher's responses to questions are as important as the questions themselves in determining the amount of student participation in a session.

Methods:

Do activity 89.

Give out summary sheet and discuss the ideas in the light of the examples given in the activity.

QUESTIONING AND RESPONDING: SUMMARY

Activity 90 (6 periods)

Aim: To practice all the ideas discussed in the sections on questioning and responding.

Methods;

Do activity 90:

- peer group teaching or micro-teaching to practice questioning and responding techniques;
- observation at St Dominics to practice recognising different types of question and responding techniques and observing their effects.

MULTIPLE COMMUNICATION: LEARNING BY TALKING

Activity 91 (2 periods)

Aim: To persuade students by a practical activity and self-observation that talking is a valuable way of learning.

Methods:

Do activity 91 using any controversial topic likely to get students talking.

Give out summary sheet and discuss how we learn by talking.

USE OF LANGUAGE IN THE CLASSROOM

Note: this title is using 'language' in the English sense of any language, including English and Pijin, not in the Pijin sense of vernacular or local languages. This may need to be explained to the students.

Activities 92, 93, 94, 95 and 96 (10 periods + private study)

Aims: To re-emphasise to the students to importance of using simple language and the students' own active vocabulary in the classroom

To help the students to realise what kinds of words cause greatest difficulty and how to avoid these.

To assist students to be able to write clear and simple notes and handouts.

To help students to form opinions about the use of English and Pijin in teaching in RTCs.

Methods:

Give out summary sheet and discuss and explain the problems of abstract and technical words.

Do activity 92 to put abstract words into concrete form using the students' active vocabulary.

Give out and discuss summary sheet on notes and handouts.

Do activity 93 to practice putting things in 'note form'.

Do activity 94 to practice making notes and a work sheet.

Do activity 95, discussing the use of Pijin and English.

Give out and discuss summary sheet.

Do activity 96 to practice making notes in Pijin.

UNIT 3.2: VISUAL AIDS AND EQUIPMENT (1½ weeks)

Aims and objectives

The aim of this unit is to make students aware of the visual aids teachers may use, especially those most likely to be available in RTCs, and the best methods of using these.

After studying this unit students should

- know how to make the best use of the blackboard;
- have made and used some visual aids such as charts;
- be aware of other forms of visual aids which may be used;
- be aware of machinery and electronic equipment which may be used in teaching.

WHY USE VISUAL AIDS?

Activities 97, 98, 99 and 100 (8 periods + private study)

Aims: To help students to be able to use appropriate visual aids in their teaching and to understand the usefulness of using visual aids.

To make the students aware of the variety of visual aids which may be available.

Methods:

Do activity 97 and write students' suggestions on the blackboard. Discuss these and emphasise that the best form of visual aid may be the real object you are teaching about e.g. a pig, a shirt, an engine. Add any of the types of visual aid given in the summary sheet and not listed by the students.

Read and discuss summary sheet.

Do activity 98 so that students can collect some visual aids from available sources while they are on the course.

Students make charts as suggested in activity 99. Make a display of these charts in the classroom.

Activity 100, 1: Encourage students to practice using the blackboard during any free time they have. Make sure a blackboard is available for this purpose.

Activity 100, 2 and 3: May be done through micro-teaching or peer group teaching.

MACHINERY AND ELECTRONIC EQUIPMENT

Summary sheet and activity 101 (3 periods + private study)

Aims: To make students aware of the machinery and electronic equipment which exist and may be available in some RTCs now or in the future.

If possible to give students some practice in using these.

Methods:

Activities have not been specified here as they will depend on the equipment available, but as far as possible these ideas should be discussed through practical experience.

Do activity 101, 1 by showing an educational video cassette.

If possible carry out an actual visit to a nearby village or to an industry or organisation at Gizo, Ringi or Noro e.g. Kolombangara Forest Industries Ltd., Min. of Agriculture, Soltai, Noro.

UNIT 3.3: ORGANISING PROJECTS (1 week)

Aims and objectives

The aim of this unit is to help students realise that one of the best ways to teach useful skills is to help students to practice these skills in a realistic context.

After studying this unit students should

- have observed and learnt about some of the projects carried out by the students at St Dominics;
- be able to organise realistic school or group projects;
- be aware of the kinds of projects which might be organised.

GROUP PROJECTS

Activity 102 (4 periods + research at St Dominics))

Aims: To encourage the students to find out more about projects organised at St Dominics.

Through this, to discuss the purposes and organisation of group projects.

Methods:

Do activity 102 after arranging with St Dominics for each group of students to be attached to a particular project. Students may have already been involved in projects at St Dominics or projects of their own. For this activity they should try to find out about different projects.

Give out worksheet and use this, and the information gathered in activity 104, to discuss the uses and organisation of projects.

INCOME GENERATION PROJECTS

Activity 103 (2 periods)

Aims: To make students aware of the importance of self-sufficiency in RTCs, both to save money and to teach the principles of self-sufficiency to students.

To help students to realise, through the example of St Dominics, how far an RTC can become self-sufficient.

Methods:

This may best be done by asking the appropriate staff at St Dominics to come and talk to the students, including the farm manager and the person in charge of finance. Students will be familiar with the income generating projects, but not with the extent to which they make St Dominics self-supporting.

Encourage students to find out or tell the others similar information concerning other RTCs, and to plan possible income generation and self-sufficiency for an RTC where they think they might go and teach.

MODULE 4: BEFORE AND AFTER THE TEACHING SESSIONS

UNIT 4.1: ASSESSMENT (2½ weeks)

Aims and objectives

The aim of this unit is to make students aware of the variety of ways in which students and students' work can be assessed, and to decide which methods of assessment are suitable for RTCs.

After studying this unit students should

- be aware that written testing and marking is not the only way to test or assess students;
- realise that assessment of practical work is more important in RTCs than testing of knowledge.
- have used criterion referencing and competency based methods for assessing practical work;
- have composed a variety of written tests, including objective tests;
- have practiced the marking of written work;
- have used a variety of methods of oral testing;
- understand the difference between criterion and norm reference;
- have constructed some student profiles.

TYPES OF ASSESSMENT

Activities 104 and 105 (3 periods + private study)

Aims: To help students to be aware of the variety of methods of assessment which can be used.

To help students to realise that practical skills can only be tested in practical ways.

Methods:

Explain the difference between assessment and testing.

Do activity 104 and discuss results.

Give out summary sheet and discuss the difference between testing or assessing skills and testing knowledge and understanding.

Most students will at first associate testing with written tests. Do activity 107 to emphasise the alternatives to written testing.

CRITERION TESTING FOR PRACTICAL SKILLS

Activity 106 (6 periods + private study)

Aims: To help students to understand the principles of criterion testing and how this can be used to test practical skills.

To enable students to carry out criterion testing in practice.

Methods:

Give out summary sheet and explain the principles of criterion testing.

Do activity 106, including the use of at least one example of criterion testing with students of St Dominics.

WRITTEN TESTING

Activity 107 (4 periods + private study)

Aims: To make students aware of the variety of written tests which can be used with RTC students whose writing skills, especially in English, may be limited.

To enable students to practice devising written tests.

Methods:

Give out summary sheet and explain the forms of written testing.

Do activity 107.

ORAL TESTING

Activity 108 (2 periods)

Aims: To make students aware of the importance of oral testing in RTCs, where students have limited writing skills.

To help students to realise that we can admit to RTCs and test students who cannot read or write.

Methods:

Give out and discuss summary sheet.

Do activity 108. If possible choose some students at St Dominics who cannot read or write.

Give out summary sheet on methods of assessment.

MARKING, STUDENT RECORDS AND STUDENT PROFILES

Activity 109 (3 periods + private study)

Aims: To make students aware that there are different ways of marking or assessing student performance, apart from the common methods of marking out of 10 or giving grades.

To help students to understand the importance of keeping student records and know some methods of keeping them.

To help the students practice ways of keeping student records.

Methods:

Give out summary sheet and explain and discuss methods of marking and assessment and the uses of each.

Stress the importance of keeping good student records and explain how to compile student profiles.

Do activity 109.

UNIT 4.2: WRITING SCHEMES OF WORK AND COURSES (1 week)

Aims and objectives

The aim of this unit is to help students to be able to write course programmes and to break these down into individual schemes of work.

After studying this unit students should

- understand the importance of writing the overall objectives for the teaching of their subject;
- understand that aims and objectives must be clearly linked to the needs of the students;
- be able to choose skills, knowledge and understanding appropriate to the aims and objectives;
- be able to select teaching topics to fit into the available teaching time;
- be able to write up a course programme in an appropriate format;
- have written up at least part of such a programme;
- be able to break down a course programme into an individual scheme of work;
- have written one example of a scheme of work.

NOTE: In a short course there may not be time for students to write a whole course programme or scheme of work, but they should understand and have practiced the principles of doing so. In this unit, therefore, it may not always be possible to follow the principle of learning by doing.

WRITING COURSE PROGRAMMES

Summary sheet and activities 110 (6 periods + private study)

Aims: To make students aware of the procedures for writing course programmes.

To help students to practice elements of the writing of course programmes.

To make students aware of existing SIARTC course programmes.

To introduce the idea of negotiated course programmes.

Methods:

Give out summary sheet and explain the processes of writing course programmes.

As you do this, students do Activity 110 to give them an outline plan for a course programme.

Do activity 110, 6 to write up the programme only if there is time.

Show students examples of the SIARTC course programmes.

Discuss the idea of negotiated course programmes and refer back to activity 1 at the beginning of the year when this programme was negotiated with the students.

SCHEMES OF WORK

Activity 111 (3 periods + private study)

Aim: To enable students to make a personal scheme of work from a course programme.

Methods:

Explain what a scheme of work is and how it differs from a course programme, although the principles of drawing it up are similar.

Do activity 111. It is important that students write one actual example of a scheme of work while they are on the course.

UNIT 4.3: EVALUATION (1 week)

Aims and objectives

The aim of this unit is to help students to realise the importance of regularly evaluating their teaching and the courses they teach, and to be aware of the different ways that evaluation may be carried out.

After studying this unit students should

- realise the need to continuously evaluate their own teaching;
- know how to do self-evaluation;
- be familiar with some instruments for self-evaluation;
- realise the need to regularly evaluate the courses they teach;
- understand the difference between formative and summative evaluation;
- be familiar with a variety of different techniques for evaluating courses;
- know how to report and follow up the results of an evaluation.

WHAT IS EVALUATION? SELF EVALUATION

Summary sheet and activity 112 (4 periods + private study)

Aims: To help students to realise the importance of regularly evaluating their own teaching.

To provide students with some formats useful for self evaluation.

To enable students to practice using these formats.

Methods:

Give out summary sheet and discuss evaluation and its importance.

Activity 112: Read and explain the formats for evaluation.

Students to make use of these as suggested, by teaching or reflecting on all their own teaching to date.

Teaching practice session at St Dominics.

COURSE EVALUATION

Summary sheet and activity 113 (4 periods + private study)

Aims: To make students aware of the principles and techniques for evaluating courses.

To give students practice in course evaluation by evaluating parts of St Dominics courses.

Methods:

It is impossible for the students to do a full course evaluation but they should be aware of the methods of evaluation and have practiced some formative evaluation in relation to courses at St Dominics.

Give out summary sheet and discuss evaluation, distinguishing between formative and summative evaluation. Emphasise the variety of people who should be involved in evaluation and the variety of techniques that can be used.

Do activity 113 with the cooperation of St Dominics teachers.

UNIT 4.4: MANAGEMENT (3 weeks)

Aims and objectives

The aim of this unit is to enable students to carry out management functions of a teacher, a Head of Department or an RTC administrator.

After studying this unit students should

- be able to keep student records;
- be able to write reports;
- be able to keep records of tools and equipment;
- be able to organise a department;
- know how to organise a filing system;
- be able to keep simple records of income and expenditure;
- be able to write official letters;
- be able to compile a timetable;
- be able to chair meetings;
- be able to write minutes;
- be able to use a two-way radio;
- understand ways to deal with discipline or personal problems of students and staff;
- know how to write up a project to seek financial help;
- be aware of the relationship of RTCs to controlling authorities, Ministry of Education and SIARTC;
- know how to recruit staff;
- be aware of the importance of staff training and development;
- be aware of the need to integrate the RTC with the local community;
- be aware of the importance of a follow up programme for former students;
- be able to make a plan for the future development of an RTC.

NOTE: As with unit 3.2 it is impossible to carry many of these activities out in practice, as the students are not yet managers. However it is important that they have some ideas of management, as many of them may quickly become Heads of Department, Deputies or Principals. Some practical activities can be carried out by simulation or role play.

STUDENT RECORDS AND REPORTS

Activity 114 (2 periods + private study)

Aim: To give students some practice in writing student reports.

Methods:

Do activity 114. You may like to give a report format for this exercise. Collect in reports and make comments on them.

RECORDING AND CARE OF TOOLS AND EQUIPMENT

Activity 115 (1 period + private study)

Aims: To persuade students of the vital importance of recording, taking care of, and not losing, tools and equipment in RTCs.

To help students to realise that RTC teaching relies entirely on tools and equipment and without these no proper teaching can take place.

Methods:

Go through the ideas in the reading, emphasising the points above.

You may like to invite the Principal of St Dominics to come and describe how they keep records of tools and equipment.

Do activity to design a format for a loans book and stock book.

RUNNING A DEPARTMENT, CHAIRING MEETINGS AND WRITING MINUTES

Activity 116 (4 periods)

Aims: To make students aware of the main duties of a Head of Department.

To give students the experience of chairing and participating in a meeting and writing minutes.

Methods:

Discuss the duties of a Head of Department.

Outline the main suggestions about chairing meetings and writing minutes.

Do activity 116 by holding a simulated staff meeting. You might like to give each student a particular role on the staff and to help them to draw up an imaginary agenda.

Another way to give students practice in these skills, and to make sure that each student has the opportunity to take each role, is to hold regular class meetings during the year to discuss the course and aspects of student affairs, and to rotate the chair and secretary throughout the year.

SOME DUTIES OF ADMINISTRATORS, PRINCIPALS AND DEPUTIES: FILING, FINANCE AND RECORDS (2 periods)

Aim To give students some ideas about how to organise the basic administration of an RTC.

Methods:

Read this section and explain the procedures mentioned.

MAKING A TIMETABLE

Activity 117 (2 periods + private study)

Aim: To familiarise students with some types of RTC timetables and with techniques for compiling timetables.

To give students practice in compiling a timetable.

Methods:

Explain the technique for compiling a timetable.

Explain some different kinds of timetables in RTCs.

Do activity 117, perhaps in groups, and compare the different results.

WRITING OFFICIAL LETTERS

Activity 118 (1 period + private study)

Aim: To give students some practice in writing official letters.

Methods:

Do activity 118. Look at the model letter and students write at least one letter on one of the topics given.

WIRELESS OR TWO-WAY RADIO

Activity 119 (1 period + extra time)

Aim: To give students some practice at using a two-way radio.

Methods:

Try to arrange with St Dominics to give students some practice at using the radio, making sure they have some purpose in doing so. This is an activity that could be spread throughout the year.

DISCIPLINE AND PERSONAL PROBLEMS

Activity 120 (2 periods)

Aims: To make students aware of some of the discipline and personal problems they may encounter in RTCs and to discuss ways of helping to avoid or overcome these problems.

Methods:

Use the simulation and role play method suggested in activity 120. Ask students to add any other situations they may think of.

This should lead to some guidelines as suggested in activity 120.

OUTSIDE BODIES, STAFFING, FINANCIAL HELP

Activity 121 (1 period)

Aim: To make students aware of some of the other duties of a Principal.

Methods:

Read the section and discuss ideas.

Activity 121: Invite the Principal of St Dominics to give a talk, which may include any of these issues.

FOLLOW-UP OF STUDENTS

Activity 122 (1 period)

Aims: To help students to understand the problems students may encounter in carrying out the skills learnt at RTCs, and the importance of following up our students after they leave.

Methods:

Ask students to read the ideas given and discuss other ideas of difficulties students may face when they leave RTCs. Ask for suggestions about how we might help them to overcome these difficulties, and summarise these on the blackboard.

VISION FOR THE FUTURE

Activity 123 (2 periods + private study)

Aim: To encourage students to have a vision for the future of whatever RTC they teach in, and to look for constructive changes to improve it.

Methods:

Read the ideas on vision for the future and links with local communities.

Each group to draw up a development plan for either a real or imaginary RTC.

Summarise the main points of these plans on the blackboard or more permanently on a chart.