



8th Workshop on skills based, practice oriented curriculum development: teaching observation and first experiences with the new curriculum

November 12th to 18th 2010



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1. Introduction

Workshop 8 took place from November 12th until November 18th at NAFC in Pakseuang, Luang Prabang

The main focus of the workshop was “teaching observation” and “first experiences with the new curriculum”

2. First experiences with teaching and difficulties

Saturday 13th November 2010

From 8:30 to 12:00

Plenary session: explain the programme of the day and of the following week to the participants, address the issues of “difficulties with teaching”, brainstorming on first experiences with new curriculum

- ➔ Distinction was made between teachers that are involved and those who are not yet involved in the new curriculum
- ➔ The paper written by Dominique after workshop 7 (Difficulties with teaching) was discussed

3. Teaching observation

Observation of 4 modules by 4 groups of observers during three days.

Group 1	Group 2	Group 3	Group 4
Khammone Norkham Outhai Outhong	Dominique Amphaivanh Bounchan Sisouk	Andrea Phouthon Chanthon Thongphet (+ Katrin)	Thongsamouth Nikone Thongkhoun Somsy
Camera teams: Bonxou and Kongsin			

Method for teaching observation

To record the information and to prepare a feedback for the teachers, the same form was used as the one prepared for the assessment of micro-teaching in September 2010. The form was slightly adapted in the following way:

Teaching - Assessment

This form can be used for the assessment of microteaching sessions

Name of teacher _____ topic of the lesson _____

Name of the reviewer _____ date of the lesson _____

	Ratings (1 =excellent, 2= good, 3=satisfactory, 4=needs improvement, 5=poor)					Comments	Recommendations
	1	2	3	4	5		
Lessons organisation							
1. Introduction (prior knowledge of students tested? Overview provided?)							
2. Learning objectives (mentioned? clear?)							
3. Use of summaries (to repeat important points)							
4. Transitions (between different subjects)							
5. Use of time							
6. Conclusions and reviews							
Presentation skills							
1. Rhythm and speed of speech							
2. Voice modulation and articulation							
3. Enthusiasm							
4. Effective use of gestures							
5. Clarity of explanations							
6. Use of good examples							
7. Emphasis on important points							
Relating to students							
1. Audience appropriate language and level							
2. Effective asking and answering of questions							
3. Encouraging group discussion and interaction							
4. Use of real life examples							
Support materials / teaching aids							
1. Handouts (appropriate and easy to follow)							
2. Value of supporting materials clearly explained							
3. Visual aids used effectively (overhead, PowerPoint, video, etc.)							
4. Diagrams, exercises on board written clearly							
Overall impression							
1=very good teaching, well prepared, 3= good teaching, big potential for improvement, 5= needs a lot of improvement							

The form appeared to be very useful for the teaching observation. However a few weak points were identified:

1. **Lesson organization:** point 3 (use of summaries) and point 6 (conclusion and reviews) are overlapping; either the two points should be merged or clearly distinguished (e.g. pt 3 = summaries and reviews for each topic during the lesson, and pt 6 conclusion and review for the entire lesson)
2. **Presentation skills:** point 3 (enthusiasm) is difficult to assess; point 6 (use of good examples) is overlapping with point 4 in next section... (relating to students); point 7 (emphasis on important points) overlapping with points 3 and 6 of first section

3. **Relating to students:** this section is a bit too small with 4 questions, especially if group works are to be evaluated; we could add specific questions relating to group work (e.g. formulation of task; timing; group size and setting; organization of presentation by students; feedback to students; etc.) ; point 4 see above (overlap with point 3 of section 2)
4. **Support material, teaching aids:** point 1 (handouts): it is sometimes good to have but not always, so if no handouts it does not mean that it is bad! If not relevant, just leave the box open; point 2 (value of supporting material clearly explained) is not very clear! This might be replaced by a question about “diversity of methods used during teaching” (only one method is not good, too many methods is also not good!)

Observation

- Each module of the revised curriculum (1st semester) would be observed (total 12 modules)
- The observation would be done during 2 hours, on Monday, Tuesday and Wednesday morning (November 15th , 16th and 17th 2010)
- The observation team would sit in the back of the room, keep quiet and take notes
- The teaching would be recorded by video to be used for the feedback to the teachers

Feedback

- Feedback to be given to the teachers by observers’ teams, in the afternoon plenary session
- 20 minutes feedback, 10 minutes for discussion and reaction by the observed teacher
- Give positive points first
- Make suggestions for improvement
- If observers did not agree, this should be shown
- Let teachers react to the feedback

Monday 15th November 2010

From 8:00 to 12:00 and 13:30 to 16:30

The four modules that were observed on Monday

- Mathematics
- Livestock in the uplands
- English 1
- Agricultural policy

Note: the teachers have received an individual feedback to their teaching, during a plenary meeting in the afternoon of Monday, Tuesday and Wednesday November 15th to 17th. This information is not repeated here, but the completed observation forms are available.

Tuesday 16th November 2010

From 8:00 to 12:00 and 13:30 to 16:30

The four modules that were observed on Tuesday

- Chemistry
- Income generation 1
- Politics 1
- Community studies

Wednesday 17th November 2010

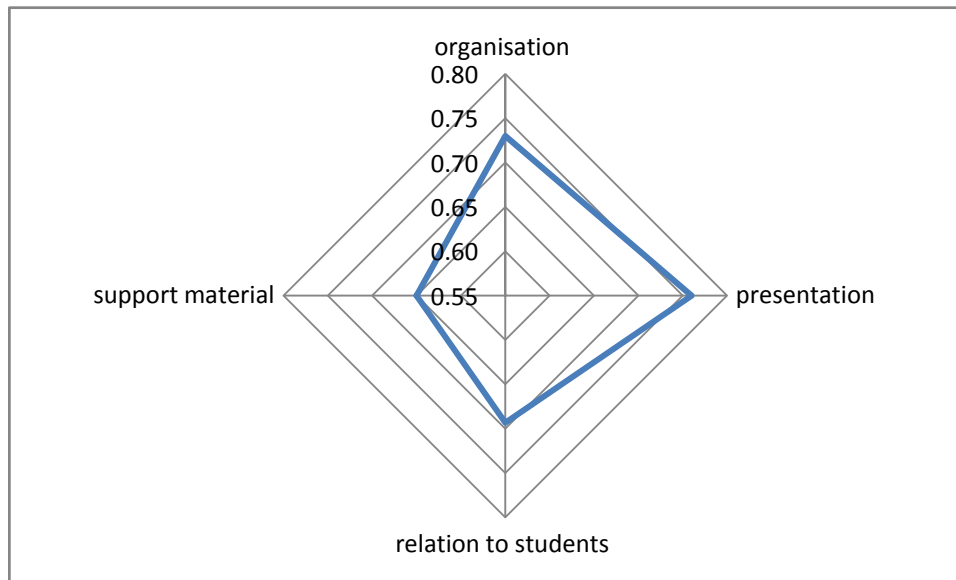
From 8:00 to 12:00 and 13:30 to 16:30

The four modules that were observed on Wednesday

- Computer
- Farm practice 1
- Lao language
- Plant physiology

Example of analysis of teaching observation

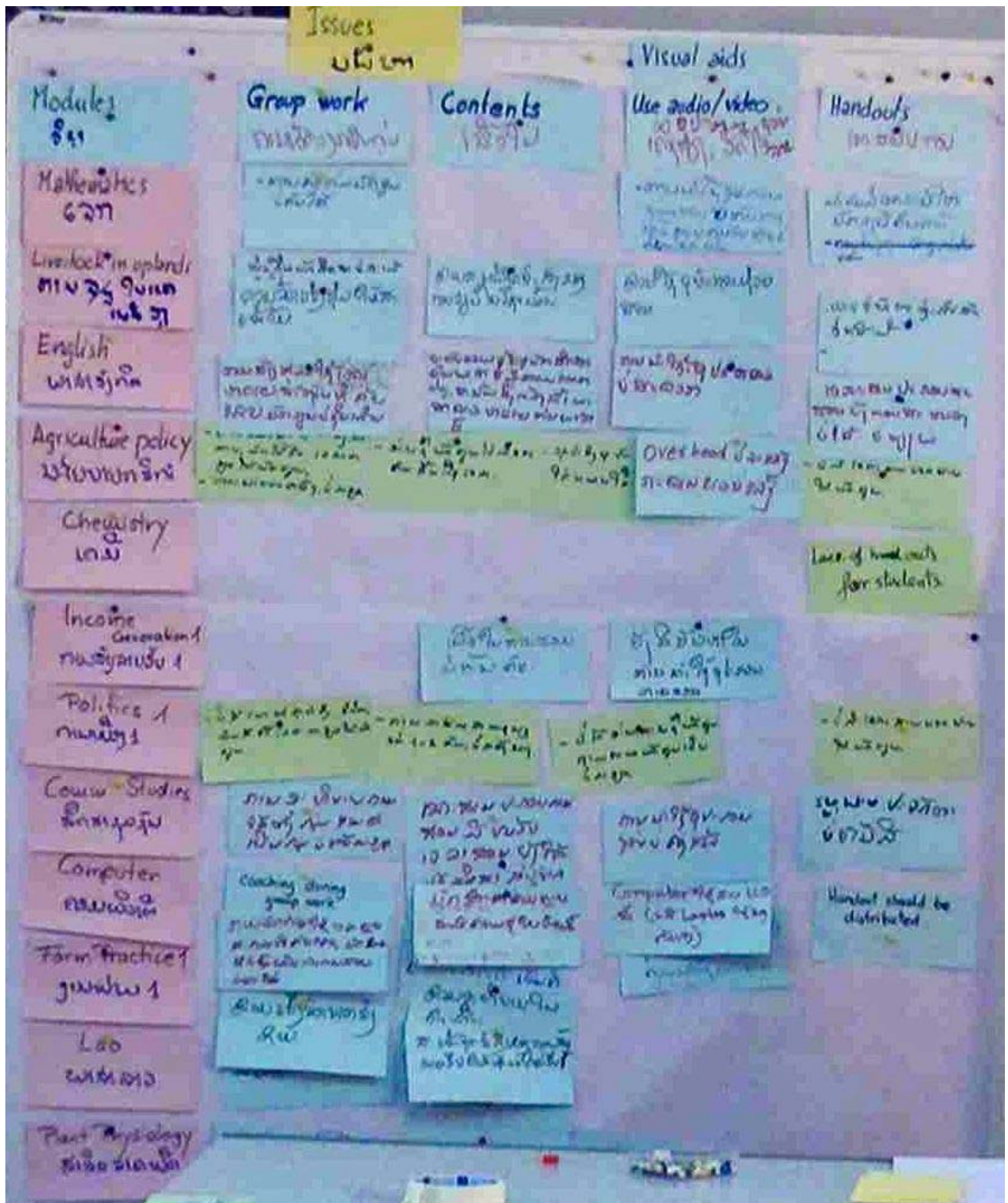
It is possible to analyse the information of the observation form in the way shown below. However, we should not put too much emphasis on the quantitative analysis! Firstly because the rating is not an



objective measurement (it depends very much on the observers) and secondly because the main outcome of this teaching observation should not be a classification of teachers! The recommendations formulated in the form are much more important than the figures.

How to interpret the figure above? The first indicator (lesson organisation) has a rating between 70 and 75%. This is rather high, but improvements are still possible. The recommendations could relate to better presentation of overview, objectives, and skills that the students should acquire during the lesson, or better testing of prior knowledge of students, etc. The second indicator (presentation skills) shows a rating of 80% for this teacher: this denotes a teacher with much experience in front of students, used to present and explain well. The rating is a little lower (about 70%) regarding the third indicator (relation to the students). Improvements may be to involve more the students, to have more interactive sequences in the teaching, to use more practice oriented examples, etc. Finally, the fourth indicator (support material) is lower with only about 65%: this could be due to poor use of teaching aids, and again the recommendations would be the most important here on how to improve.

4. Workshop evaluation



5. CDC Meeting, Thursday 18th November 2010, 13:30 – 16:30

Agenda

1. Teaching observation: frequency, modalities
2. Adaptation of teaching observation form
3. Adaptation of students' evaluation forms (evaluation of modules by the students)
4. NAFC Policy for handouts: how many copies per module per student? Budget for handouts and management of the budget
5. Study tour to Switzerland: objectives, key issues to be addressed, timing
6. Next inputs SCA (students, modules 2nd year, etc.)
7. Next steps

1. Teaching observation (TO): frequency, modalities

- ➔ Positive experience with first round of observation in November 2010
- ➔ 2 times during each semester (e.g. beginning (weeks 1-3) and middle (weeks 10-11))
- ➔ All modules should be observed
- ➔ Responsible for Teaching Observation: Amphaivanh & Norkham
- ➔ Observation team: 1 CDC representative + 1-2 teachers
- ➔ Use of video? yes, but the clips should be used in a focused way!
- ➔ Feedback to teachers:
 - in plenary or bilateral (direct feedback to the teacher after the lesson and plenary meeting with consolidated feedback)
 - written feedback to the teacher (form with recommendations), observation team keeps a copy
- ➔ Management of the information about TO:
 - CDC team and teachers, if broader publication, summarize lessons learned, only anonymous information should be published, describe the method for TO, e.g. with spider diagram

2. Adaptation of teaching observation form

- Working group Amphaivanh & Norkham
- May be sent to SCA for feedback

3. Adaptation of students' evaluation forms (evaluation of modules by the students)

- Form revised and translated into English (Amphaivanh and Thongsamouth)
- Revised form will be sent to SCA for feedback

4. NAFC Policy for handouts: how many copies per module per student? Budget for handouts and management of the budget

- This is a general issue at NAFC, need to develop a concept
- At present, photocopies cost 300 kip/copy in the library (for the students)
- Administration unit for normal documents (administration, and also for teachers, free of charge, but no photocopies for teaching)
- Handouts and other copies necessary for teaching will be done in the registration unit (new photocopy machine) upon approval of agreed management system

<i>What?</i>	<i>Who?</i>	<i>Comment</i>
Elaborate a regulation for management of consumables for teaching	NAFC management	Decision made by NAFC management, finalisation of regulation by Mrs Norkham
Plan number of photocopies (handouts) necessary for each module, as well as flipchart paper, and other consumables	Each teacher responsible of a module	
All plans collected by the head of academic division and submitted	Head of division	This plan is to be submitted to the academic development office (Mrs Norkham)
Copies will be done for the teachers in the registration unit	Mrs Latsamy	

- Deadlines for submission of requirements and maximum amount available (either per module or per division) still to be defined

Handouts: the number required depends on the contents! In group work, one set of instructions for each group is usually sufficient, but if a text should be read during the group work, it is necessary to have one copy for each student!

5. Study tour to Switzerland: objectives, key issues to be addressed, timing

- College management, administration
- "What makes learning successful?"
- Mini "CIEA seminar" with 2-3 other countries? If possible rather with countries from the region (Vietnam, Cambodia, Thailand), or group from Laos alone
- Farms, small farms and farm management, agricultural education in Switzerland, city, talk about teaching
- Practical and applied learning, student centred learning
- Duration: approx. 10 days?
- Timing: possibilities are October (just before start of semester in Pakseuang), May
- Next inputs SCA (students, modules 2nd year, etc.)

6. Next inputs SCA (students, modules 2nd year, etc.)

- Yves Darbellay, BSc student arriving first half of February staying until early July, refer TOR (topic related to the 6th term students (practice) of NAFC students)

- Maria Klossner will arrive early March (tentatively): she will work mainly for her MSc thesis, but also follow up of March workshop
- Workshop in March for development of modules (2nd, 3rd, 4th term); implementation (teaching observation, specific inputs); management, teaching methods, teaching aids; applied research

7. Next steps

- Start farm practice and income generation modules and observe the success and difficulties
- Continue implementation of new curriculum

Minutes DG/18.11.2010