

Work Package 2 – Development

# Training Needs Analysis

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## Content

1. Introduction .....	3
2. Training needs in Cambodia.....	6
2.1 Training needs of pre-service teachers.....	6
2.2 Training needs of teachers.....	8
2.3 Training needs of teacher trainers.....	9
3. Training needs in Sri Lanka .....	11
3.1 Training needs of pre-service teachers and teachers.....	11
3.2 Training needs of teacher trainers.....	13
4. Summary .....	15
References .....	17

## 1. Introduction

This report is part of the project **CONTESSA–Contemporary Skills for South Asia**. CONTESSA is a three-year project (11/2018-10/21) funded by the European Union’s Erasmus+ Programme covering four countries in Europe and Asia.

The aim of CONTESSA is to establish a teacher education program that supports current teachers, future teachers and teacher educators developing a wide range of contemporary teaching and learning skills which, in turns, help engaging, empowering and educating their students. The project thus contributes to high-quality schooling in primary education in the project partner countries Austria, Cambodia, Germany, and Sri Lanka. It addresses three target groups all of them involved with teacher education at primary level:

- **pre-service teachers**, also called future teachers or trainee teachers, i.e. students who will become teachers and currently pursue a University degree to become fully qualified teachers;
- **in-service teachers**, i.e. those teachers who are fully qualified professionals and who teach in primary schools;
- **teacher educators**, also called **teacher trainers**, i.e. those professionals who educate and train future teachers at tertiary levels.

CONTESSA is run by a consortium of six project partner institutions and seven associated partner institutions across four countries:

Project Partner Institutions	Associated Partner Institutions
<ul style="list-style-type: none"> <li>– University of Graz (Graz, Austria), <b>Project Coordinator</b></li> <li>– University of Cambodia (Phnom Penh, Cambodia)</li> <li>– Pannasastra University of Cambodia (Phnom Penh, Cambodia)</li> <li>– Technische Universitaet Dresden, (Dresden, Germany)</li> <li>– University of Colombo (Colombo Western Province, Sri Lanka)</li> <li>– The Open University of Sri Lanka (Colombo Western Province, Sri Lanka)</li> </ul>	<ul style="list-style-type: none"> <li>– University of Jaffna (Jaffna, Sri Lanka)</li> <li>– University College of Teacher Education Styria (Graz, Austria)</li> <li>– National Institute of Education (Phnom Penh, Cambodia)</li> <li>– National Institute of Education (Maharagama, Sri Lanka)</li> <li>– Ministry of Education, Youth and Sport (Phnom Penh, Cambodia)</li> <li>– University Grants Commission (Colombo, Sri Lanka)</li> <li>– Little Smile Association (Koslanda, Sri Lanka)</li> </ul>

This report is part of **Work Package 2 – Development** and aims at

- identifying training needs of the above-mentioned target groups (teacher trainers, in-service teachers and pre-service teachers);
- clarifying the target groups' understanding of contemporary teaching skills in Cambodia and Sri Lanka.

The report is based on focus group interviews with the above-mentioned target groups that were conducted in Cambodia and Sri Lanka in March 2019. All interviews were run by four project team members from Austria and Germany. Due to the heavy workload of in-service teachers, focus group interviews with teachers were hard to realise and restricted to interviews with persons who were working as part-time teachers and studying in parallel. However, during the interviews in both countries, it turned out, that most pre-service teachers had been working as in-service teachers in parallel with pursuing their University degree.

Identifying and inviting focus group interview partners was up to the project partner institutions in Cambodia and Sri Lanka, and project partners ensured that all participants were informed about the main aims of the project prior to participating in the focus group interviews. All focus group interviews were run in English and each focus group covered at least 4 participants and a maximum of 10 participants. In sum, 29 persons from Cambodia and 42 persons from Sri Lanka participated in the interviews.

In addition, in-depth information on teacher training structures and needs in both countries was retrieved from discussions with experts, i.e. local project partners who work as professionals in the field of education and teacher training in Cambodia (3 persons) and Sri Lanka (5 persons). These discussions aimed at an in-depth understanding of the project environment and a situational analysis of teacher training and teaching in primary school in both countries. The results of the additional discussions complemented the main interview material.

Interview guidelines for each target group were developed prior to the interviews including the following topics:

- Teacher training requirements and mandatory qualifications of teachers
- Teacher training in the provinces
- Attractiveness of the teaching profession
- Working conditions of teachers (contract types, working hours)
- Responsible bodies for teacher training and curriculum development for teacher training
- Structure of the academic year and of the teacher training programme
- Prior experience with e-learning
- Technical equipment available to the training institution (universities, training providers), to primary schools and to focus groups participants
- Participants' understanding of contemporary teaching skills

- Training needs in view of contemporary teaching skills and with respect to both, their own needs and their opinion on contemporary teaching skills of their teacher trainers
- Current strengths of and challenges to teacher training.

With the consent of participants, interviews were recorded and reports from all sessions were prepared from individual notes of each interviewer.

While all interviews covered several topics beyond training needs, this report focuses on identifying the training needs seen from participants' perspectives only. Additional findings from the discussions with the experts are provided in a different project report (Work Package 1: Environmental and Stakeholder Analysis).

## Main findings

Training needs differ slightly between countries, interview participants and target groups. However, similar types of training needs were mentioned across both countries and across all participants with respect to the question 'what is your understanding of contemporary teaching skills'. Clustering the answers we identify 5 groups ('clusters') of training needs:

**1 – Teaching methods and lesson planning:** The objects in this cluster refer to pedagogical knowledge and skills

**2 – Personal development:** The objects in this cluster refer to individual enhancement of knowledge and skills that are not directly related to teacher training and the teaching profession. This cluster is used for pre-service teachers only as it was only mentioned by this group of participants.

**3 – e-learning related skills:** The objects in this cluster refer to knowledge about ICT and the ability to apply this knowledge, may it be for lesson preparing and/or for teaching and/or for professional development

**4 – Professional Development:** Objects in this cluster refer to enhancing knowledge about teacher training and best practice about teacher training within or across the project countries. Objects in this cluster were mentioned by all interview groups even though they refer to the knowledge and skills of teacher trainers only.

**5 – The structure of teacher education:** Objects in this cluster refer to issues mentioned by any of the interview groups that would need an amendment of the teacher training curriculum and / or the teacher training structures. As these issues are not addressed to a particular target group they are summarized in a separate cluster.

## 2. Training needs in Cambodia

Focus group interviews in Cambodia were run with staff and students from the two project partner institutions Pannasastra University of Cambodia (PUC) and the University of Cambodia (UC). The following table provides an overview of all focus group interviews that were conducted in Cambodia.

University	Target group	No of individual participants
Pannasastra University of Cambodia	Pre-service teachers	6
Pannasastra University of Cambodia	Teacher Trainers	8
University of Cambodia	Pre-service teachers	5
University of Cambodia	Pre-service teachers & Teachers <sup>1</sup>	5
University of Cambodia	Teacher Trainers	5

Table 1: Overview of interviews in Cambodia

### 2.1 Training needs of pre-service teachers

Interview participants were both, students at Bachelor level and students at Master level. Most participants had prior teaching experience in primary education. Participants emphasized the attractiveness of working in private schools while teaching in public schools was perceived less attractive due to lower salaries, inadequate or outdated teaching material, a lack of appropriate and well-functioning technical equipment and large numbers of students in classes, in particular in rural areas where classes in public school can cover up to 100 students. In comparison, classes in primary education in private schools commonly include approx. 25 students and approx. 17–20 students in lower secondary education.

Interviewees also pointed at the low attractiveness of the teaching profession in general and reported that the main motivation of many teachers resulted from a lack of alternatives due to high unemployment rates in the labour market.

In addition, pre-service teachers mentioned several issues that would improve the quality of teacher training and thus, the quality of teaching (see C5 in the following table). Among the issues that were mentioned several times were 21<sup>st</sup> century skills. Though it was not clear if participants referred to a particular framework of 21<sup>st</sup> century skills it turned out that the notion was used with respect to ICT, e-learning, using videos etc. for lesson preparing and teaching. These issues are thus subsumed in Cluster 3 (e-learning related skills).

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<sup>1</sup> These participants study part-time and work as teachers in parallel.

Trainee teachers' training needs seen from their own perspective and seen from teacher trainers' perspectives can be summarized according to several clusters:

Cluster I	Topics
<b>C1: Teaching methods &amp; lesson planning</b>	<ul style="list-style-type: none"> <li>- Improving the teaching style</li> <li>- Content knowledge about contemporary teaching skills</li> <li>- Applying and implementing contemporary teaching methods</li> <li>- Improving classroom management including dealing with distractions (e.g. 'trouble makers')</li> <li>- Dealing with diversity issues</li> <li>- Identifying and dealing with learning styles and various learning behavior</li> <li>- Appropriate methods for activating and motivating</li> <li>- Meeting students' needs</li> <li>- Improving the teacher-parent relationship</li> <li>- Time management with respect to teachers' working tasks (planning lessons, assessments, teaching etc.)</li> <li>- Dealing with parents' expectations</li> </ul>
<b>C2: Personal Development</b>	<ul style="list-style-type: none"> <li>- Improving leadership skills</li> <li>- Improving English language skills</li> </ul>
<b>C3: E-learning-related skills</b>	<ul style="list-style-type: none"> <li>- '21<sup>st</sup> century skills'</li> <li>- Using ICT including:               <ul style="list-style-type: none"> <li>o Dropbox and apps in the classroom</li> <li>o learning platforms (e.g. Moodle)</li> </ul> </li> <li>- Opportunities and limitations of e-learning and digitization?</li> <li>- Using e-learning and ICT for personal development</li> </ul>
<b>C4: Professional Development</b>	./.
<b>C5: Structure of Teacher Education</b>	<ul style="list-style-type: none"> <li>- Opportunities for studying abroad and cross-national mobility in teacher training</li> <li>- Implementing classroom observation in teacher training (other than mandatory internships)</li> <li>- Working with video vignettes and case studies in teacher training</li> <li>- Implementing time and space for reflecting on and receiving feedback/supervision on (prior) teaching experience in the study program</li> </ul>

Table 2: Training needs of pre-service teachers in Cambodia.

## 2.2 Training needs of teachers

All teachers participating in the interviews were working part-time and studying in parallel, all of them at Master's level. They also reported that studying at two universities in parallel is quite common in Cambodia, i.e. students may study at the University of Cambodia in the morning and at Pannasastra University of Cambodia in the afternoon. This phenomenon is not restricted to teacher training but rather seems to be a general way of studying to increase job opportunities: Students who e.g. study English and law in parallel are expected to be more likely to find a position in either field, and thus, students are willing to take (up to) ten courses per week. However, following two study programs in parallel is very exhausting and students often lack the time to prepare adequately for each class and feel exhausted due to the heavy workload. As a consequence, interviewees stated that the heavy workload and the double burden puts high pressure on future teachers with some of them even working in parallel to their two study programs. However, most students receive financial support by their parents and are on scholarships at both universities.

Again, participants emphasized the attractiveness of working in private schools while teaching in public schools was perceived less attractive due to lower salaries and an often inadequate equipment (technical, financial infrastructure) in public schools (see previous section).

Teachers' training needs seen from their own perspective and seen from teacher trainers' perspectives can be summarized according to several clusters:



Cluster I	Topics
<b>C1: Teaching methods &amp; lesson planning</b>	<ul style="list-style-type: none"> <li>- Content knowledge about contemporary teaching skills</li> <li>- Applying and implementing contemporary teaching methods</li> <li>- Applying student-centered teaching methods (e.g. group work)</li> <li>- Improving classroom management including large classes with up to 100 children</li> <li>- Meeting students' needs</li> <li>- Gaining students' interest</li> </ul>
<b>C2: Personal development</b>	./.
<b>C3: e-learning-related skills</b>	- Using current ICT in the classroom and for lesson planning
<b>C4: Professional development</b>	./.
<b>C5: Structure of teacher education</b>	<ul style="list-style-type: none"> <li>- Knowledge about teacher training and schooling from a cross-national perspective</li> <li>- Implementing classroom observation in teacher training (other than mandatory internships)</li> <li>- Working with video vignettes and case studies in teacher training</li> </ul>

Table 3: Training needs of teachers in Cambodia.

Again, teachers mentioned several issues that could improve the quality of teacher training and thus, the quality of teaching. These issues are summarized in the section on training needs of teacher trainers.

### 2.3 Training needs of teacher trainers

All teacher trainers participating in the interviews emphasized the importance of methodological knowledge, i.e. knowledge about teaching methods and reported that they would need an 'update' on teaching skills and teaching methods. Though there was no common understanding of 'methodology', several participants agreed that e.g. findings from the Hattie-study (Hattie et al. 2016; Hattie 2011; 2009), Kounin (1970) or Bloom's taxonomy (Bloom et al. 1956; Anderson et al. 2001) was among the most-commonly known and relevant topics in this field.

Interviewees in this group also confirmed that combining working and learning is a common model of studying in Cambodia and assumed that this model refers to approx. 80% of all students across all disciplines.

Again, several participants emphasized the attractiveness of working in private schools while teaching in public schools was perceived less attractive due to lower salaries and inadequate or outdated teaching material and technical equipment. Other than pre-service teachers and teachers they felt that the main motivation to become a teacher (in primary education) was to share knowledge and experience. Also, several participants stressed the high influence of teaching material and teaching methods from Anglosphere countries and particularly from the US.

Teachers' training needs seen from their own perspective and seen from the perspectives of pre-service teachers and in-service teachers can be summarized according to several clusters:

Cluster I	Topics
<b>C1: Teaching methods &amp; lesson planning</b>	<ul style="list-style-type: none"> <li>- Improving lesson planning knowledge and abilities</li> <li>- Improving assessment and testing methods</li> <li>- Improving (i.e. reducing) time spent on marking and assessments</li> <li>- Content knowledge about contemporary teaching skills</li> <li>- Applying and implementing contemporary teaching methods</li> <li>- Improving classroom management and improving knowledge about 'good' classroom management including               <ul style="list-style-type: none"> <li>o mutual respect and discipline</li> </ul> </li> <li>- Improving student-centered learning including:               <ul style="list-style-type: none"> <li>o appropriate classroom language</li> <li>o student-teacher-interaction</li> <li>o achieving lessons' objectives</li> <li>o motivating students</li> <li>o developing problem-solving competences of students</li> </ul> </li> <li>- improving the ability to deal with diversity issues</li> <li>- Promoting inclusive learning, teaching and assessment</li> <li>- Dealing with diversity issues</li> <li>- Identifying and dealing with special needs (autism, slow learners etc.)</li> </ul>
<b>C2: Personal development</b>	<ul style="list-style-type: none"> <li>- Improving time management</li> </ul>
<b>C3: e-learning-related skills</b>	./.
<b>C4: Professional development</b>	<ul style="list-style-type: none"> <li>- Knowledge about teacher training and schooling from a cross-national perspective</li> </ul>

	- Knowledge about 'other' education systems and structures
<b>C5: Structure of teacher education</b>	<ul style="list-style-type: none"> <li>- Knowledge about critical thinking and empowering students to act accordingly</li> <li>- Optimizing students' learning outcomes and improving students' support while studying</li> <li>- Empowering students to               <ul style="list-style-type: none"> <li>o Become independent learners</li> <li>o Gain confidence in teaching while studying</li> <li>o Build-up soft skills</li> </ul> </li> </ul>

Table 4: Training needs of teacher trainers in Cambodia.

### 3. Training needs in Sri Lanka

Focus group interviews in Cambodia were run with staff and students from the two project partner institutions in Sri Lanka, i.e. the University of Colombo and The Open University of Sri Lanka. The following table provides an overview of all focus group interviews that were conducted in Sri Lanka.

University	Target group	No of individual participants
Open University of Sri Lanka	Teacher trainers	9
Open University of Sri Lanka	Pre-service teachers	9
Open University of Sri Lanka	Pre-service teachers and teachers <sup>2</sup>	4
University of Colombo	Teacher trainers	10
University of Colombo	Pre-service teachers	10

Table 5: Overview of interviews in Sri Lanka.

#### 3.1 Training needs of pre-service teachers and teachers

Interviews were conducted with three groups of pre-service teachers. In one of the groups, all participants (4 persons) were studying at Bachelor's degree while working as teachers in part-time. However, it remained unclear from which perspective (teacher or student) participants argued when discussing the questions. Thus, the answers may reflect both perspectives.

<sup>2</sup> These persons were studying at the Open University of Sri Lanka and working as teachers in parallel.

Several pre-service teachers emphasized the prestige of working in a public school as salaries are higher than in private schools – at least on the long run. Moreover, the teaching profession at primary level was perceived as an attractive position for women as it increases their chances for a ‘good marriage’. Particularly with respect to primary education female teachers are regarded as highly attractive as their professional knowledge and skills are regarded relevant for bringing up a family’s offspring.

Pre-service teachers’ needs and teachers’ needs seen from their own perspective and seen from teacher trainers’ perspectives can be summarized according to several clusters:

Cluster	Topics
<b>C1: Teaching methods &amp; lesson planning</b>	<ul style="list-style-type: none"> <li>- Content knowledge about contemporary teaching skills</li> <li>- Applying and implementing contemporary teaching methods</li> <li>- Ability to use real-world examples in teaching</li> <li>- Knowledge about school management including school marketing</li> <li>- Improving leadership skills</li> <li>- Managing conflicts</li> </ul>
<b>C2: Personal development</b>	<ul style="list-style-type: none"> <li>- Improving English language skills</li> <li>- Developing personality and charisma</li> </ul>
<b>C3: e-learning-related skills</b>	<ul style="list-style-type: none"> <li>- Knowledge of <ul style="list-style-type: none"> <li>o teaching technologies and its application</li> <li>o helpful online resources for lesson planning</li> <li>o methods and approaches to increase participation in online courses and online discussions</li> </ul> </li> <li>- Ability to use <ul style="list-style-type: none"> <li>o Microsoft Office (e.g. Power Point)</li> <li>o Smart boards</li> <li>o Learning platforms</li> <li>o Online translators</li> <li>o Develop online assessments and tests</li> </ul> </li> </ul>
<b>C4: Professional development</b>	- ./.
<b>C5: Structure of teacher education</b>	- Knowledge of teacher training and schooling from a cross-national perspective

Table 6: Training needs of pre-service teachers and teachers in Sri Lanka.

### 3.2 Training needs of teacher trainers

One of the main results of the interviews was a massive gap in terms of technical equipment and the use of e-learning between the two Universities that were involved in the interviews. While participants from the Open University of Sri Lanka reported that one of its main roles is to provide e-learning, the University of Colombo reported that it has the mandate to provide 'traditional' face-to-face courses. Thus, using e-learning at the University of Colombo seems exceptional and even though a Learning Management System (LMS) exists, it is hardly used.

As the Open University of Sri Lanka provides distance learning, most of the staff and students seem familiar with e-learning. For example, the University provides a number of online study materials on teacher training that is publicly accessible via Commonwealth of Learning Platform<sup>3</sup> including e.g.:

- The Teacher Educator as an Educational Manager and Leader
- Instructional Video Production for Teaching and Learning
- The Teacher Educator as an Educational Technologist

However, during the interviews, it remained unclear in which ways this material was known and used by pre-service teachers and their teacher trainers by both Universities and some participants felt that this material was mainly produced and offered by staff from one of technologically-oriented faculties of both Universities.

As a result, it is difficult to clarify in which ways confidence with using e-learning technologies and therewith-related training needs of both, teacher trainers and pre-service students vary between the two Universities.

Teachers' training needs seen from their own perspective and seen from the perspectives of pre-service teachers and in-service teachers can be summarized according to several clusters:

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<sup>3</sup>

[http://oasis.col.org/handle/11599/2415/discover?filtertype=author&filter\\_relational\\_operator=equals&filter=Open+University+of+Sri+Lanka](http://oasis.col.org/handle/11599/2415/discover?filtertype=author&filter_relational_operator=equals&filter=Open+University+of+Sri+Lanka)

Cluster	Topics
<b>C1: Teaching methods &amp; lesson planning</b>	<ul style="list-style-type: none"> <li>- Promoting inclusive learning, teaching and assessment</li> <li>- Dealing with diversity issues, heterogeneity</li> <li>- Addressing gender issues</li> <li>- Realizing peace education</li> <li>- Improving teaching skills including               <ul style="list-style-type: none"> <li>o Large group teaching strategies</li> <li>o Improving assessments and testing</li> <li>o Meeting students' needs</li> <li>o</li> </ul> </li> <li>- Improving classroom management including               <ul style="list-style-type: none"> <li>o Managing conflicts</li> <li>o Practical ways of teaching</li> </ul> </li> <li>- Ability to use real-world examples in teaching</li> </ul>
<b>C2: Personal development</b>	<ul style="list-style-type: none"> <li>- Developing leadership skills</li> <li>- Writing a research proposal</li> </ul>
<b>C3: e-learning-related skills</b>	<ul style="list-style-type: none"> <li>- Knowledge of               <ul style="list-style-type: none"> <li>o teaching technologies and its application</li> <li>o methods and approaches to increase students' participation in online courses</li> </ul> </li> <li>- Ability               <ul style="list-style-type: none"> <li>o to use Moodle</li> <li>o to develop and use online assessments and testing</li> <li>o to motivate students to participate in e-learning, online courses and discussions</li> <li>o to empower students to use online resources autonomously</li> <li>o to gain confidence with using e-learning in teacher training</li> </ul> </li> </ul>
<b>C4: Professional development</b>	<ul style="list-style-type: none"> <li>- Knowledge about relevant legal frameworks in schools and for teaching</li> <li>- Knowledge of teacher training and schooling from a cross-national perspective</li> </ul>
<b>C5: Structure of teacher education</b>	<ul style="list-style-type: none"> <li>- Strategies to increase students' successful participation in e-learning and online courses</li> </ul>

Table 7: Training needs of teacher trainers in Sri Lanka.

## 4. Summary

The interviews indicate similar training needs across countries and target groups (pre-service teachers, in-service teachers and teacher trainers & professionals responsible for teacher training). As the interviews also indicate similar *topics* across the above-mentioned 5 clusters (1 – Teaching methods and lesson planning, 2 – Personal development, 3 – e-learning related skills, 4 – Professional Development, and 5 – The structure of teacher education), we propose to develop 5 courses that should have similar contents and structures though two issues have to be addressed including

- culture-specific and language-specific as, for example, addressing ethnic minorities in Sri Lanka or addressing the fact that most pre-service teachers are working part-time while studying in parallel)
- target-group-specific issues, as, for example, teacher trainers' need to learn more about education systems and structures of teacher training from a cross-national perspective.

Based on findings from the focus group interviews we also propose to develop blended-learning arrangements instead of e-learning courses only. This issue was stressed by many participants who reported that e-learning is much appreciated, however

- access to e-learning resources is sometimes difficult to realize due to instable internet connections, power outages (particularly in Cambodia) and difficulties with access to desktops;
- they and/or their colleagues/peer students feel non yet confident enough with using e-learning only and would thus be more motivated to participate in the courses if they could benefit from both, online and 'offline' (face-to-face) courses;
- high workloads of teachers and frequent and long commenting times across the country due e.g. due to several work contracts in parallel (particularly in Sri Lanka) may prevent all target groups from participation and a blended learning approach was seen as a compromise to combine the advantages of online-learning and face-to-face learning while at the same time reducing the risk of drop-out and inaccessibility of learning material.

In addition, interviewees from both countries pointed at the lack of desktops in schools, teacher training institutions and private homes. However, most higher education students and staff are familiar with using smartphones and tablets in everyday life. While the usage of e-learning (including usage of smartphones and tables) in primary education (in classrooms) is not common and hardly accessible we recommend that the courses should focus on knowledge of and the ability

- to use e-learning and mobile learning as a means of preparing lessons (for teaching in primary schools)
- to use e-learning and mobile learning as a means of teaching and learning in teacher education (in higher education institutions and in teacher training centers).

Reviewing the findings from the interviews across countries, institutions and target groups, we also propose the following topics to be addressed by the blended-learning courses:

Cluster	Topics
<b>C1: Teaching methods &amp; lesson planning</b>	<ul style="list-style-type: none"> <li>- Improving knowledge of and the ability ...               <ul style="list-style-type: none"> <li>o ...to apply student-centered and child-centered teaching methods ('methodology')</li> <li>o ...to apply methods and strategies of lesson planning</li> <li>o ...to apply classroom management strategies</li> <li>o ...to deal with diversity, gender issues and heterogeneity</li> <li>o ...to promote inclusive learning, teaching and assessment</li> <li>o ...to integrate peace education in teaching</li> <li>o ...to improve teaching skills including e.g.                   <ul style="list-style-type: none"> <li>▪ Large group teaching strategies</li> <li>▪ Improving assessments and testing</li> <li>▪ Meeting students' needs</li> </ul> </li> </ul> </li> <li>- Improving classroom management including               <ul style="list-style-type: none"> <li>o gaining and keeping students interest in schooling and teaching</li> <li>o managing and solving conflicts</li> <li>o mutual respect</li> <li>o knowledge of and ability to apply strategies of effective time management</li> </ul> </li> <li>- Ability to identify adequate and to use               <ul style="list-style-type: none"> <li>o real-world examples in teaching</li> <li>o use 'fun activities' in lessons (e.g. quizzle, Kahoot)</li> </ul> </li> </ul>
<b>C2: Personal development (of pre-service teachers)</b>	<ul style="list-style-type: none"> <li>- Developing leadership skills</li> <li>- Personal development</li> <li>- Improving English language skills</li> <li>- Writing research proposals</li> </ul>
<b>C3: e-learning-related skills</b>	<ul style="list-style-type: none"> <li>- Knowledge of               <ul style="list-style-type: none"> <li>o teaching technologies, teaching devices and its application (e.g. Microsoft Office, Dropbox, white boards, smart boards)</li> <li>o methods and approaches to increase students' participation in online courses</li> <li>o Opportunities and limitations of e-learning</li> </ul> </li> <li>- Ability               <ul style="list-style-type: none"> <li>o to use moodle, google classroom and other learning management systems and platforms in an independent way (gaining confidence with using e-learning in teacher training)</li> <li>o to develop and use online assessments and testing</li> <li>o to motivate students to participate in e-learning, online</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>o courses and discussions</li> <li>o to empower students to use online resources autonomously</li> <li>o to use online resource for lesson preparing and teaching</li> </ul>
<b>C4: Professional development (of teacher trainers only)</b>	<ul style="list-style-type: none"> <li>- Knowledge about relevant legal frameworks in schools and for teaching</li> <li>- Knowledge of school marketing and school management</li> <li>- Knowledge of teacher training and schooling from a cross-national perspective</li> <li>- Strategies to increase students' successful participation in e-learning and online courses</li> </ul>
<b>C5: Structure of teacher education</b>	<ul style="list-style-type: none"> <li>- Knowledge of teacher training and schooling from a cross-national perspective</li> <li>- Improving <ul style="list-style-type: none"> <li>o soft skills of future teachers</li> <li>o students' empowerment and critical thinking</li> </ul> </li> <li>- Implementing (information on) <ul style="list-style-type: none"> <li>o opportunities for studying abroad and cross-national mobility in teacher training</li> <li>o classroom observation in teacher training (other than mandatory internships)</li> <li>o time and space for reflecting on and receiving feedback/supervision on (prior) teaching experience in the study program</li> <li>o working with video vignettes and case studies in teacher training</li> </ul> </li> </ul>

Table 8: Proposed topics of the 5 blended-learning courses to be developed by CONTESSA.

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