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# CONTESSA



CONTESSA  
Contemporary  
Teaching Skills  
for South Asia

## WP2: STRUCTURE & ELEMENTS OF TEACHER TRAINING

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## Summary

This document provides an overview of the structure and elements of the CONTESSA Train-the-Trainer program, which is part of Work Package 2 of the CONTESSA project. CONTESSA – Contemporary Teaching Skills for South Asia – aims at developing, implementing and testing a teacher training program that supports current and future teachers as well as teacher trainers (teacher educators) to develop a wide range of teaching and learning methods that help them engage, empower and educate their students. Thus, CONTESSA aims at contributing to high-quality schooling in primary education in the project countries Austria, Cambodia, Germany, and Sri Lanka.

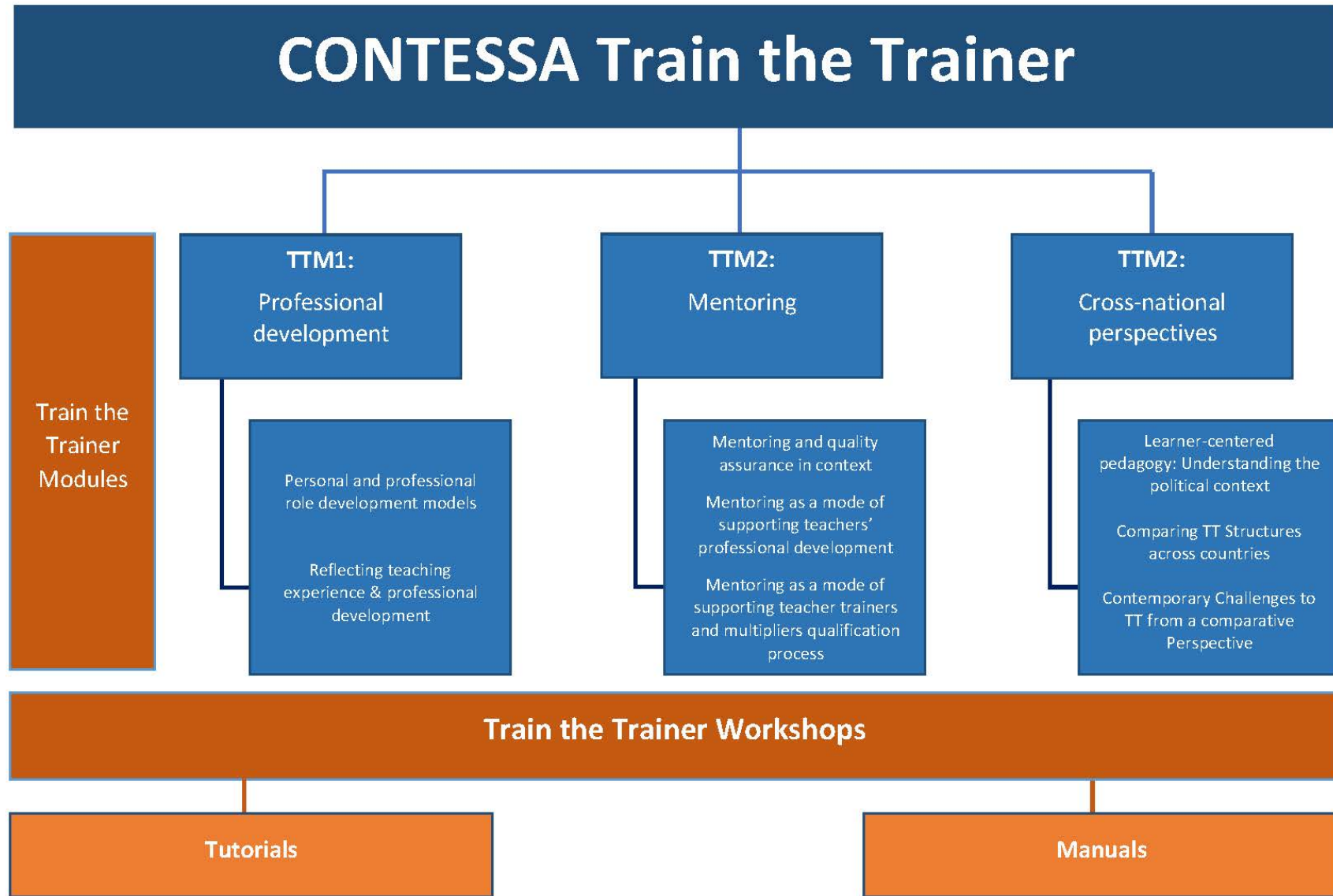
CONTESSA addresses three target groups all of them involved with teacher education at primary level:

- teacher educators, also called teacher trainer who are professionals educating and training future teachers. They are mostly working at tertiary levels and/or in teacher training centers outside universities;
- in-service teachers, that is fully qualified professionals and who teach in primary schools;
- pre-service teachers, also called future teachers or trainee teachers, i.e. students who are currently qualifying for the teaching profession.

This document builds the framework of a particular part of the CONTESSA program, which aims at supporting teacher trainers (teacher educators) with understanding, applying and further developing the CONTESSA modules. Building blocks of the teacher training program include three additional blended-learning teacher training modules (TTM 1-3) (target group: teacher educators) including:

- face-to-face workshops in the partner countries for clarification of the teacher training modules; providing a platform for mutual exchange and in-depth discussions;
- tutorials explaining the objectives of the five CONTESSA online-modules (target group: pre-service teachers & in-service teachers);
- a tutorial explaining the structure, material and core ideas of the TT program;
- a manual explaining the application of the learning platform that provides access to the CONTESSA modules (Moodle).

## OVERVIEW OF TEACHER TRAINING STRUCTURE & ELEMENTS



## CONTESSA FOR TEACHER TRAINERS

<b>CONTESSA-TT DESCRIPTION</b>	<p>CONTESSA for Teacher Trainers provides a comprehensive program for teacher trainers &amp; educators. As they are responsible for the training of future teachers, teacher trainers &amp; educators need a solid knowledge of higher education didactics and mentoring strategies. They need the ability to reflect on their own professional development. CONTESSA for teacher trainers &amp; educators is based on a thorough needs analysis, including an online-survey and expert interviews for validation. The teacher training modules (TTM1-3) are realized in a blended-learning format. Face-to-face workshops ensure that teacher trainers &amp; educators are provided with a platform for working, teaching and adapting the CONTESSA program to their needs. National and regional needs are taken into account.</p>
<b>CONTENT</b>	<ul style="list-style-type: none"> <li>• Module 1: Professional Development</li> <li>• Module 2: Mentoring</li> <li>• Module 3: Cross-National Perspectives</li> </ul>
<b>COURSE OBJECTIVES</b>	<p><b>Upon completing CONTESSA TT participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• understand, reflect on and teach the content of the five CONTESSA modules</li> <li>• reflect and develop their professional roles</li> <li>• understand the role of mentoring in teacher education and to apply common mentoring strategies</li> <li>• motivate and support students by applying student-centered methodology</li> <li>• understand linkages between national teacher training structures and international teacher training concepts</li> <li>• understand international strategies to improve teaching and their impact on national education systems</li> <li>• work as a CONTESSA multiplier</li> </ul>
<b>TARGET GROUPS</b>	teacher trainers (teacher educators)
<b>USER ENVIRONMENT</b>	blended-learning: web-based + face-to-face workshops

<b>MULTIMEDIA AND FILES TYPES</b>	<ul style="list-style-type: none"> <li>• texts</li> <li>• audio</li> <li>• images (e.g. photographs, cartoons)</li> <li>• wikis, discussion boards, virtual canteens</li> </ul>
<b>WORKING MATERIAL</b>	<ul style="list-style-type: none"> <li>• course readings (e.g. academic texts, newspaper articles, publications on existing policies, open access, online content)</li> <li>• recordings, podcasts</li> <li>• videos, images</li> <li>• handouts, worksheets</li> <li>• blackboard/whiteboard, flipchart, overhead, chalk, marker etc.</li> <li>• templates: lesson plan, assessment grid, feedback and evaluation forms</li> <li>• manual</li> </ul>
<b>METHODS</b>	<ul style="list-style-type: none"> <li>• individual work, group work, discussions, think-pair-share</li> <li>• role plays, case studies</li> <li>• problem-based learning</li> <li>• simulating teaching-learning-arrangements</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• reading and interpretation of given texts (e.g. academic texts, case studies)</li> <li>• recounting challenges in teaching from individual experience</li> <li>• applying problem-solving techniques</li> <li>• performing role plays</li> <li>• simulating classroom situations</li> <li>• creating a portfolio/reflective journal</li> </ul>
<b>CRITERIA FOR A POSITIVE CONCLUSION</b>	<ul style="list-style-type: none"> <li>• meeting the course objectives</li> <li>• (active) participation</li> </ul>

## MODULE TTM1: Professional Development

<b>SHORT DESCRIPTION</b>	This module provides a platform to reflect on and further develop the participants' professional role. Participants enhance their knowledge on teaching strategies and providing information on career pathways for teaching professionals. Based on mutual learning participants have the opportunity to share their experience, enhance teaching competence and learn from best practice.
<b>CONTENT</b>	<ul style="list-style-type: none"> <li>• theories and models of personal and professional development</li> <li>• challenges to teaching in higher education</li> <li>• (individual) understanding of the values of teaching and teaching strategies</li> <li>• portfolio work/ keeping a reflective journal</li> <li>• career pathways for teaching professionals</li> </ul>
<b>MODULE OBJECTIVES</b>	<p><b>Upon completing CONTESSA TTM1 participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• reflect on their understanding of the teaching profession (values of teaching)</li> <li>• discuss challenging classroom situations and share individual strategies with one another</li> <li>• reflect on their role as teaching professionals in view of continuing professional development</li> <li>• share knowledge of and experience with career pathways for teaching professionals</li> </ul>
<b>WORKING MATERIAL</b>	<ul style="list-style-type: none"> <li>• course readings (academic texts, open access, online content, selected case studies)</li> <li>• handouts, worksheets</li> <li>• images, videos</li> </ul>
<b>METHODS</b>	<ul style="list-style-type: none"> <li>• individual work, group work, class discussions, role plays</li> <li>• case studies</li> <li>• problem-based learning</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• reading and interpreting given texts (e.g. case studies)</li> <li>• recounting challenges in teaching from individual experience</li> <li>• performing role plays</li> <li>• applying problem-solving techniques</li> <li>• creating a portfolio/reflective journal</li> </ul>

## MODULE TTM2: MENTORING

<b>SHORT DESCRIPTION</b>	This module aims at raising awareness of the power of mentoring as a means of providing mutual support for (future) teaching professionals. It empowers participants to identify and apply adequate modes of mentoring in their professional/institutional contexts. It prepares participants to be CONTESSA multipliers in order to apply and contribute to the sustainability of the CONTESSA modules and the CONTESSA TTprogram.
<b>CONTENT</b>	<ul style="list-style-type: none"> <li>• role of mentoring in teacher education</li> <li>• common approaches to mentoring</li> <li>• requirements for a good mentor-mentee-relationship in teacher training</li> <li>• feedback: types, methods and techniques</li> <li>• quality assurance with regard to individual lesson planning and classroom management</li> <li>• becoming a CONTESSA multiplier</li> </ul>
<b>MODULE OBJECTIVES</b>	<p><b>Upon completing CONTESSA TTM2 participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• understand the main ideas of different approaches to mentoring</li> <li>• understand the requirements for high quality mentoring</li> <li>• reflect on lesson-planning and teachers assessment</li> <li>• provide criteria-based feedback on peers' lessons</li> </ul>
<b>WORKING MATERIAL</b>	<ul style="list-style-type: none"> <li>• course readings (academic texts, open access, online content)</li> <li>• handouts, worksheets</li> <li>• blackboard/whiteboard, flipchart, overhead, chalk, marker etc.</li> <li>• lesson plan (template), assessment grid (template), feedback and evaluation form (template)</li> </ul>
<b>METHODS</b>	<ul style="list-style-type: none"> <li>• individual work, group work, class discussions, role plays</li> <li>• simulating teaching-learning-arrangements in teacher education</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• observing and evaluating a lesson</li> <li>• working with different forms (assessment grid, feedback form etc.)</li> </ul>



## MODULE TTM3: CROSS-NATIONAL PERSPECTIVES

<b>SHORT DESCRIPTION</b>	This module provides information on teacher training structures in four countries (Austria, Cambodia, Germany, Sri Lanka). It aims at supporting teachers with reflecting on their professional roles from a cross-national perspective and at identifying similarities and differences in teacher training across countries. Understanding and discussing global strategies and challenges to teacher education (e.g. child-friendly school policies, SDG 4 etc.) enables participants to reflect on their roles as teaching professionals and to enhance their teaching skills.
<b>CONTENT</b>	<ul style="list-style-type: none"> <li>• national structures of teacher training (e.g. in Austria, Cambodia, Germany, and Sri Lanka)</li> <li>• contemporary challenges to teacher training</li> <li>• global strategies in improving teacher education (SDG 4)</li> <li>• elements and application of the student-centered learning approach</li> <li>• the role of gender in teacher education</li> </ul>
<b>MODULE OBJECTIVES</b>	<p><b>Upon completing CONTESSA TTM3 participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• outline unique features of their own teacher training system</li> <li>• compare teacher training structures across countries</li> <li>• understand relevant international strategies on teacher education</li> <li>• reflect on the student-centered learning and draw implications for their further teaching practice</li> <li>• discuss global challenges to teacher training</li> <li>• reflect on topics in teacher education that are related to gender differences</li> </ul>
<b>WORKING MATERIAL</b>	<ul style="list-style-type: none"> <li>• course readings (publications on existing policies in teacher training, newspaper articles, open access, case studies)</li> <li>• instructor-created material: handouts, worksheets</li> <li>• images, videos</li> </ul>
<b>METHODS</b>	<ul style="list-style-type: none"> <li>• individual work, group work, discussions</li> <li>• think-pair-share</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• reading of given texts (publications on contemporary policies in teacher training, newspaper articles)</li> <li>• preparing and giving presentation</li> <li>• recounting from individual experience</li> </ul>



## **Tutorial**

A tutorial facilitates the application of the five online modules for teacher training by explaining the modules' objectives and presenting the tasks, materials and methods. The tutorial will be provided by means of a digital tool (audio and video file); also, it will be presented and discussed in the face-to-face workshops.

## **Manual**

A manual serves as a guideline for the creation and administration of all e-learning components. The manual aims at supporting all persons working with the Learning Management System Moodle, which we intend to use for all CONTESSA modules.

## **Workshops**

Train-the-Trainer workshops ensure the implementation of the Train-the-trainer program. In the workshops, participants are supported with applying and implementing the CONTESSA online modules. Participants will reflect on and enlarge their teaching skills at academic level. Participants will become familiar with additional tools and material developed in the project (tutorials, manuals) which supports the implementation of CONTESSA. Upon completion, participants are able to act as multipliers who apply, implement and further develop CONTESSA and its elements (modules for pre-service teachers, modules for teacher trainers, workshops etc.) autonomously. Workshops will last three days with each day covering a workload of approx. 6 hours.

Workshops address:

- the above-mentioned three TT-Modules (target group: teacher trainers, responsible partner TUD) including the manual and the tutorial.
- the five online modules (target group: teacher trainers, in-service teachers, pre-service teachers, responsible partner KFJ)
- The role of multipliers who will be enabled to conduct workshops autonomously and contribute to the sustainability of CONTESSA