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CONTESSA

CONTESSA
Contemporary
Teaching Skills
for South Asia

UNI GRAZ

TECHNISCHE UNIVERSITÄT DRESDEN

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This Document at a Glance

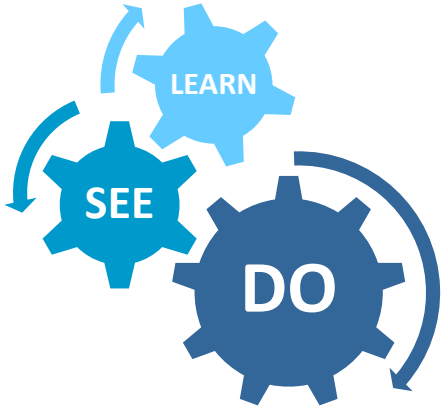
The CONTESSA project is meant to be a contribution to establishing successful teacher education programs in Cambodia and Sri Lanka which will create a long-lasting positive impact on the overall educational systems. In order to achieve this goal, the given curricula in each country as well as cultural and ethnic particularities had to be carefully considered when designing this program. In observance of national priorities, achieved through a situational and needs analysis in both Cambodia and Sri Lanka, the CONTESSA project has evolved from shared discussions with all partners who have collectively decided on the five different modules and their focuses that form the core of the CONTESSA course.

The following document now outlines the first concept for the CONTESSA course as a whole and each individual module within the course. This first draft provides a productive starting point for a common discussion so that we can move forward and develop a project that will achieve the significant impact on the educational situation in both partner countries as described before.

In this document you will find:

- a more detailed description of the pedagogic methodology integrated into each module;
- a visual representation of the modules and their components;
- a general description for the overall course that illustrates how CONTESSA is structured in order to achieve its goal of establishing a teacher education program; and
- the individual modules including a short description of each module, the content, objectives, working material, learning methods, learning activities and criteria for success.

Pedagogical Approach



Woven into each of the modules and throughout the main concept of the course will be three key elements:

Theoretical discussion

Choosing a particular way of teaching implies guiding a certain way of learning. Having a solid understanding of theoretical knowledge is essential in making sure that learning is relevant and aligned to a teacher's audience: the students. Course participants will be asked to explore different theoretical discussions to better understand the process, beliefs and assumptions around the methodologies of teaching and learning.

A strong theoretical analysis and discussion through the use of various content forms including texts, videos and images will allow participants to view the course through a structured lens in order to better apply it to their own teaching. It will provide a solid base for immediate, practical and concrete guidance.

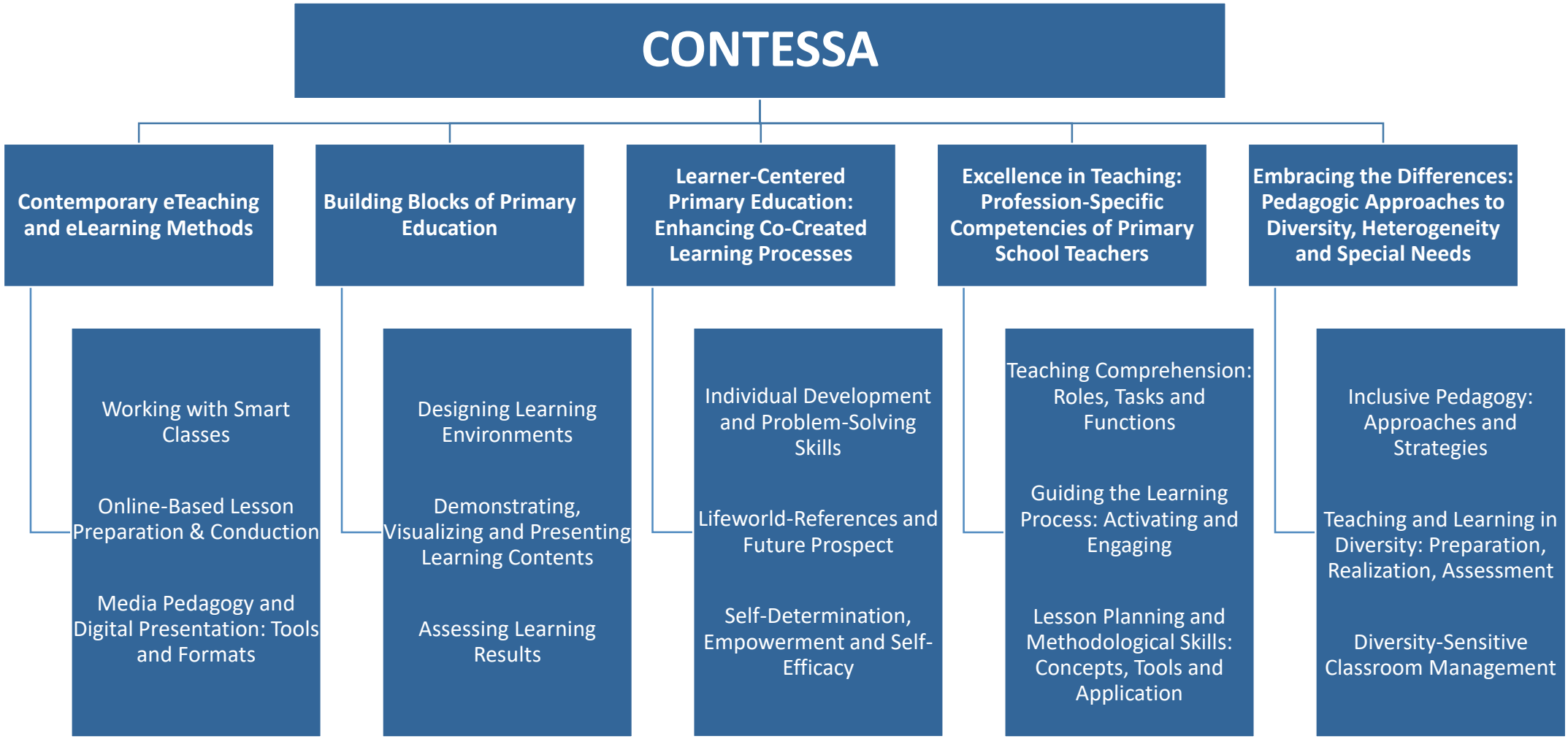
Practical examples

Theoretical knowledge needs to be supported by practice. Practical knowledge is a powerful tool which will encourage critical thinking, communication and problem solving. Course participants will encounter real-life situations and be asked to apply theoretical concepts and analyze them using actionable methods. These practical, real life examples will be used to contextualize the theoretical discussion.

Application of knowledge

Theoretical knowledge and case studies have little value unless teachers can apply them in the classroom. The third element will focus on finding a balance between theory and practice and lay the groundwork for the best results. The purpose of this component is to provide the participants with an opportunity to use their pedagogical knowledge and skills in practice. This aspect of the modules will ask participants to design, carry out and evaluate their teaching methods to ultimately develop and advance as teachers.

These elements will be implemented through various forms of content ultimately allowing the course participant to review the theoretical foundations of teaching, understand how they are applied in practice and employ them in the classroom. Throughout this process, participants will be encouraged to commit to a degree of self-reflection every step of the way.


CONTESSA
Contemporary eTeaching and eLearning Methods
Working with Smart Classes
Online-Based Lesson Preparation & Conduction
Media Pedagogy and Digital Presentation: Tools and Formats
Building Blocks of Primary Education
Designing Learning Environments
Demonstrating, Visualizing and Presenting Learning Contents
Assessing Learning Results
Learner-Centered Primary Education: Enhancing Co-Created Learning Processes
Individual Development and Problem-Solving Skills
Lifeworld-References and Future Prospect
Self-Determination, Empowerment and Self-Efficacy
Excellence in Teaching: Profession-Specific Competencies of Primary School Teachers
Teaching Comprehension: Roles, Tasks and Functions
Guiding the Learning Process: Activating and Engaging
Lesson Planning and Methodological Skills: Concepts, Tools and Application
Embracing the Differences: Pedagogic Approaches to Diversity, Heterogeneity and Special Needs
Inclusive Pedagogy: Approaches and Strategies
Teaching and Learning in Diversity: Preparation, Realization, Assessment
Diversity-Sensitive Classroom Management

CONTESSA	
CONTESSA DESCRIPTION	It is increasingly important for successful educators to stay up-to-date with contemporary skills and methods to use inside and outside of the classroom. CONTESSA will focus on the development of contemporary teaching skills through five carefully selected modules. The course will explore the best practices related to E-Education, subject and learner-centered teaching methods, the role of teachers in the educational sphere, diversity in the classroom and other topics crucial to modern day teaching. Upon completion of this course, participants will be able to implement newly acquired contemporary teaching skills, engage all students in classroom activities and learn new ways to help students reach their full potential.
CONTENT	• Module 1: Contemporary eTeaching and eLearning Methods • Module 2: Building Blocks of Primary Education • Module 3: Learner-Centered Primary Education: Enhancing Co-Created Learning Processes • Module 4: Excellence in Teaching: Profession-Specific Competencies of Primary School Teachers • Module 5: Embracing the Differences: Pedagogic Approaches to Diversity, Heterogeneity and Special Needs
COURSE OBJECTIVES	**Upon completing CONTESSA, participants will be able to:** • understand the complex relationship between the community, school, teachers and learners; • take action to promote the appropriate teaching practices that apply to their classroom context; • ensure that lesson plans reflect the needs of the students while following the desired curriculum; • chose appropriate methods to achieve target-oriented learning and teaching processes; • utilize supportive digital tools in a professional way; • examine personal beliefs and biases to encourage self-awareness within teacher-student relationships; and

	• create a safe, welcoming, and collaborative learning environment.
TARGET GROUPS	University Students/Trainee Teachers (Primary Education), Teachers (Primary education)
USER ENVIRONMENT	Software-based, Web-based, Face-to-face
MULTIMEDIA AND FILE TYPES	• Linear texts, hypertexts • Audio • Images • Animations • Videos • Simulations and Microworlds
WORKING MATERIALS[1]	• Course readings (instructor-created, open access, online content) • Images (Paintings, Photographs, Cartoons, Patterns, Maps) • Films and videos • Recordings, Podcasts

[1] The category of working materials can be seen as the vehicle that conveys knowledge, followed by the methods on how this vehicle is used and finally presenting the concrete learning activity relevant for the participant.

METHODS[1]	• **Expository methods** involve the explanation of the topic or subject matter by the instructor. Expository methods include presentations, lectures, worked examples and demonstrations. • **Application methods** emphasize the active processes learners use to perform procedural and principle-based tasks and gain new knowledge. Application methods include demonstration-practice approaches, job aids, case-based or scenario-based exercises, role play, simulations and educational games, guided research and project work. • **Collaborative methods** emphasize the social dimension of learning and encourage learners to share knowledge and perform tasks in a collaborative way. Collaborative methods include discussion forums, group work and peer tutoring, compensatory, conjunctive and additive group tasks. • **Exploratory methods** emphasize the relationships between unfamiliar content and existing background knowledge which learners are encouraged to use to examine and investigate new material. Teachers can benefit from technology resources to enrich student exploration and provide differentiated, transformative learning experiences that are impossible to achieve without technology, and irreplaceable in generating levels of deep understanding. Examples include hypertext, simulations, wikis and virtual worlds in educational games. • **Game-based learning** supports learning processes through games, especially computer games. By offering a practical way of transferring knowledge and taking into consideration the needs and interests of learners, a more active and emotional involvement can be achieved. Examples include simulations, role play, quizzes, WebQuest and geocaching. • **Problem-based teaching and learning methods** confront learners with a problem and encourage them to create a solution themselves. Examples include anchored instruction, simulations, case studies and learning through projects.
LEARNING ACTIVITIES[1]	• Self-study • Participate in online-guided discussions • Create ePortfolio • Production of podcasts, videos, scripts etc.

	• Development of teaching concepts and materials
	• Development of lesson plan
	• Participate in online role play
	• Participate in problem-based scenarios
	• Write reflection essays
	• Use tools that support learning activities
	  • Student voice using Padlet Boards
	  • Web seminars, webcasts and peer-level interactive learning using Collaborate
	  • Audience response systems e.g. Mentimeter, Poll Anywhere
	  • Peer learning and self-assessment
	• Creation of infographics and posters
	• Development of presentations

CRITERIA FOR A POSITIVE CONCLUSION	• Participation • Online assessment • ePortfolio • Online-Self-Monitoring • Self-monitoring via online quiz • E-Test (with automatically evaluable tasks, mostly multiple choice)

MODULE 1:	CONTEMPORARY E-TEACHING AND E-LEARNING METHODS
SHORT DESCRIPTION	The digital age has provided a wealth of new educational tools for the classroom and successful educators understand the importance of incorporating them into their teaching. This module will focus on how to effectively use information and communications technology (ICT) so that it aligns with learning objectives, subject matter and assessments in the classroom. Through concrete applications of technology, the opportunities provided by digital media will be shown to support and enrich the design and implementation of teaching and learning processes and a set of key digital skills will be developed so that the participants can better use digital media in pedagogical contexts.
CONTENT	• Online-based lesson preparation and conduction • Media pedagogy and digital presentation: Tools and formats • Working with smart classes
MODULE OBJECTIVES	Upon completion of this module, participants will be able to… • reflect on the potential of information and communications technology in the classroom setting; • incorporate ICT literacy into classroom settings; • apply digital knowledge in pedagogical contexts to make a considerable impact on students' learning; • use new media accurately, creatively, ethically and legally in the context of primary education; • integrate new media in school lessons in a pedagogically meaningful and target-oriented way; • search effectively for teaching material online and evaluate results; • create learning materials digitally; • recognize the advantages and disadvantages of working in smart classes; and • work with smart class equipment.

WORKING MATERIALS	• Academic texts • Videos • Wikis
LEARNING METHODS	• Discussion forums • Interactive digital surfaces • Educational online platforms • Smart boards
LEARNING ACTIVITIES	• Close reading of theoretical texts • Watch videos presenting different online tools • Participate in online-guided discussions • Create presentations • Develop teaching materials digitally • Work with smart boards • Create an ePortfolio
CRITERIA FOR A POSITIVE CONCLUSION	• Attendance of face-to-face sessions • Completion of individual online tasks • Self-monitoring via online quiz

	• Designing of pedagogic concepts including e-teaching and e-learning methods

MODULE 2:	BUILDING BLOCKS OF PRIMARY EDUCATION
SHORT DESCRIPTION	Successful educators understand how to incorporate the key elements of high-quality teaching into their classroom. This module will serve as a foundation for effective teaching practice to ensure that the core components of primary school teaching are considered when planning, conducting and evaluating learning and teaching processes. Through various cornerstone topics including individual needs, learning environments and assessment, participants will be asked to reflect on the interdependent process of teaching and learning to successfully achieve the targeted outcomes.
CONTENT	• Designing learning environments • Demonstrating, visualizing and presenting learning contents • Assessing learning results
MODULE OBJECTIVES	Upon completion of this module, participants will be able to… • identify significant aspects of encouraging learning environments; • create a learning environment that fosters students' participation; • recognize the importance of presenting learning contents in a way which is meaningful and relevant to the individual learner; • design learning tasks that lead to understanding and foster interdisciplinary competencies; • support structured, differentiated and accompanying learning processes; • apply suitable methods for structuring learning contents in a targeted and professional manner; • select and use appropriate goal-oriented tools for the presentation of teaching materials (images, videos, graphics, audio, etc.);

	• create a learner-centered, pedagogically well-considered toolbox of methods for the education of primary school children; and • distinguish between different ways of assessing learning results.
WORKING MATERIALS	• Academic texts • Images • Videos
LEARNING METHODS	• Virtual worlds • Discussion forums • Educational online platforms • Interactive digital surfaces
LEARNING ACTIVITIES	• Close reading of theoretical texts • Analyze different classroom settings • Analyze case-based examples • Participate in online-guided discussions • Work with online tools • Develop teaching materials • Create an ePortfolio
CRITERIA FOR A POSITIVE CONCLUSION	• Attendance of face-to-face sessions

	• Completion of individual online tasks • Self-monitoring via online quiz • Designing of pedagogic concepts considering contemporary and relevant approaches to primary education

MODULE 3:	LEARNER-CENTERED PRIMARY EDUCATION: ENHANCING CO-CREATED LEARNING PROCESSES
SHORT DESCRIPTION	Successful educators understand how to put the learner into the focus of teaching and thus support the individual student on their path towards achievement. This module explores learner-centered education, and upon its completion, the participants will have a better understanding of how to incorporate the individual interests and needs of children into a cooperative learning environment. The focus will be on planning, conducting, reflecting, and evaluating lessons in a learner-centered way.
CONTENT	• Individual development and problem-solving skills • Lifeworld-references and future prospects • Self-determination, empowerment and self-efficacy
MODULE OBJECTIVES	Upon completion of this module, participants will be able to… • distinguish the principles of learner-centered education and its benefits; • design an autonomous and self-directed learning environment; • consider the individual development of children and build upon their previously acquired capabilities; • identify the potential of problem-solving as teaching method in making learning more meaningful; • select and use techniques to enhance the development of problem-solving skills in their students; • incorporate real world connections; • recognize the concerns and challenges of children, educators and legal guardians in the context of transition processes and positively influence the educational process with confidence-building measures; and • encourage self-assessment and evaluation.

WORKING MATERIALS	• Academic texts • Videos
LEARNING METHODS	• Discussion forums • Blog • Educational online platforms
LEARNING ACTIVITIES	• Close reading of theoretical texts • Participate in online-guided discussions • Read blogs created by teachers • Analyze teaching sequences • Work with online tools • Develop teaching materials
CRITERIA FOR A POSITIVE CONCLUSION	• Attendance of face-to-face sessions • Completion of individual online tasks • Self-monitoring via online quiz • Designing of student-oriented pedagogic concepts encouraging communication and cooperation

MODULE 4:	EXCELLENCE IN TEACHING: PROFESSION-SPECIFIC COMPETENCIES OF PRIMARY SCHOOL TEACHERS
SHORT DESCRIPTION	Successful educators not only need to be knowledgeable on the subject matter, but they must also continually develop their teaching skills. In this module, participants will explore the various pedagogical roles, tasks and functions of a teacher. One central task is educationally meaningful lesson planning which will be treated analytically and reflexively. Additionally, there will be a focus on the teacher's integrated knowledge and the value of not only knowing a subject but also understanding how the information needs to be delivered so that students learn effectively.
CONTENT	• Teaching comprehension: Roles, tasks and functions • Guiding the learning process: Activating and engaging • Lesson planning and methodological skills: Concepts, tools and application
MODULE OBJECTIVES	Upon completion of this module, participants will be able to… • comprehend the teacher's role in supporting and fostering the learner's development and the competencies necessary to realize this process; • recognize the importance of effectively engaging in quality interactions with children; • reflect on the different roles of a teacher and transfer that knowledge to their lessons to inspire their own professional growth; • incorporate the methodology of a holistically oriented environment into their teaching; • base their lessons on contemporary teaching methods; • accompany individual learning paths; • review and give feedback on learning processes and success; and • plan and structure their teaching in a way that it can be done effectively during class time.

WORKING MATERIALS	• Academic texts • Videos • Podcasts
LEARNING METHODS	• Blog • Discussion forums • Educational online platforms
LEARNING ACTIVITIES	• Close reading of theoretical texts • Analyze case-based examples • Participate in online-guided discussions • Create presentations • Develop teaching materials
CRITERIA FOR A POSITIVE CONCLUSION	• Attendance of face-to-face sessions • Completion of individual online tasks • Self-monitoring via online quiz • Designing of educationally meaningful lesson plan

MODULE 5:	EMBRACING THE DIFFERENCES: PEDAGOGIC APPROACHES TO DIVERSITY, HETEROGENEITY AND SPECIAL NEEDS
SHORT DESCRIPTION	Successful educators take diversity and individual needs into consideration when planning their teaching and ensure equal opportunities and inclusion for every student. Regardless of their personal or socio-economic life circumstances, all students need and are entitled to have a safe and productive learning environment. This module will address the question of how diversity affects the classroom and provide practical tips for promoting an inclusive environment to enable all learners to acquire skills for their future lives.
CONTENT	• Needs-based pedagogy: Approaches and strategies • Teaching and learning in diversity: Preparation, realization, assessment • Diversity-sensitive classroom management
MODULE OBJECTIVES	Upon completion of this module, participants will be able to… • explain different learning styles; • support a culture of diversity and appreciation where equal opportunities are offered to ensure that each individual can develop their potential; • raise awareness of the key importance of understanding diversity as an opportunity rather than a problem within their pedagogic-professional context among administrators, colleagues, parents and students; • understand the crucial role that teaching methods and the relationship between teacher and learner play for an inclusive school and the success of learning together in diverse classrooms; • select and use methods that take the students' needs into consideration to inspire and support all students; • actively encourage social learning and participation for all students at their own appropriate functional level; and

	• design individual work schedules and offer diverse learning styles that gradually move from simple to more complex tasks.
WORKING MATERIALS	• Academic texts • Videos • Podcasts
LEARNING METHODS	• Discussion forums • Blog • Educational online platforms
LEARNING ACTIVITIES	• Close reading of theoretical texts • Analyze case-based examples • Participate in online-guided discussions • Visualize learning contents • Develop teaching materials
CRITERIA FOR A POSITIVE CONCLUSION	• Attendance of face-to-face sessions • Completion of individual online tasks • Self-monitoring via online quiz • Designing of a needs-oriented pedagogic concept considering different backgrounds and belongings