

Authors:

Sandra Hummel, sandra.hummel@uni-graz.at

Mirjam Brodacz-Geier, mirjam.brodacz-geier@uni-graz.at

Bridget Sheehan, bridget.sheehan@uni-graz.at

Co-funded by the
Erasmus+ Programme
of the European Union



CONTESSA



CONTESSA
Contemporary
Teaching Skills
for South Asia



**TECHNISCHE
UNIVERSITÄT
DRESDEN**



Contents

This Document at a Glance	1
Pedagogical Approach	2
CONTESSA Module Structure	3
CONTESSA General Course Description	4
Module 1: Building Blocks of Primary Education	8
Module 2: Excellence in Teaching: Profession-Specific Competences of Primary School Teachers	11
Module 3: Learner-Centered Primary Education: Enhancing Co-Created Learning Processes	14
Module 4: Embracing the Differences: Pedagogic Approaches to Diversity, Heterogeneity and Special Needs	17
Module 5: Digital Teaching and Learning.....	20

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 final concept for the CONTESSA course as a whole and each individual module within the course.

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.

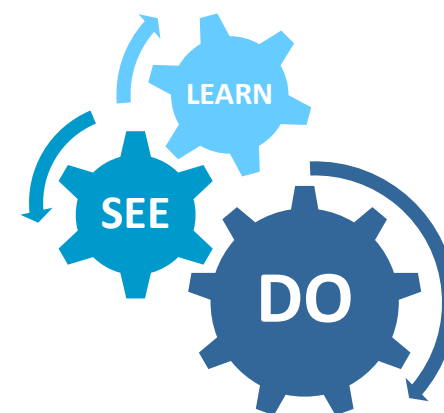
Practical examples

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.

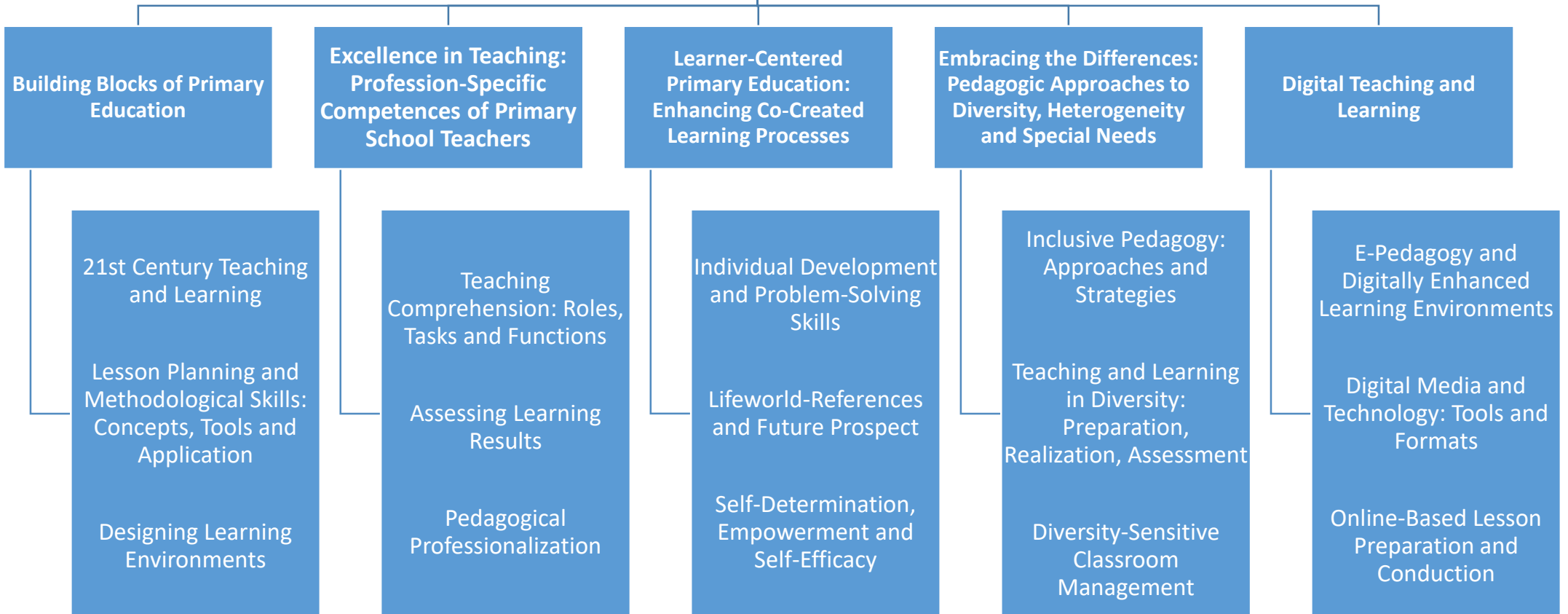
Application of knowledge

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



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-pedagogy, 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: Building Blocks of Primary Education
- Module 2: Excellence in Teaching: Profession-Specific Competences of Primary School Teachers
- Module 3: Learner-Centered Primary Education: Enhancing Co-Created Learning Processes
- Module 4: Embracing the Differences: Pedagogic Approaches to Diversity, Heterogeneity and Special Needs
- Module 5: Digital Teaching and Learning

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

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Linear texts, hypertexts • Audio • Images • Animations • Videos
WORKING MATERIALS¹	<ul style="list-style-type: none"> • Course readings (instructor-created, open access, online content) • Images (Paintings, Photographs, Cartoons, Patterns, Maps) • Films and videos • Recordings, Podcasts
METHODS¹	<ul style="list-style-type: none"> • Expository methods involve the explanation of the topic or subject matter by the instructor. Expository methods include presentations, lectures, worked examples and demonstrations.

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.

- **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 ACTIVITIES¹

- Self-study
- Participate in online-guided discussions
- Create ePortfolio
- Production of podcasts, videos, scripts etc.
- Development of teaching concepts and materials

**CRITERIA FOR A
POSITIVE
CONCLUSION**

- Development of lesson plan
 - Participate in problem-based scenarios
 - Write reflection essays
 - Use tools that support learning activities
 - Creation of infographics and posters
 - Development of presentations
-
- Participation
 - Online assessment
 - ePortfolio
 - Online-Self-Monitoring
 - Self-monitoring via online quizzes
 - E-Test (with automatically evaluable tasks, mostly multiple choice)

MODULE 1: 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 21st century teaching and learning, lesson planning, and learning environments, participants will be asked to reflect on the interdependent process of teaching and learning to successfully achieve the targeted outcomes.

CONTENT

- 21st Century Teaching and Learning
- Lesson Planning and Methodological Skills: Concepts, Tools and Application
- Designing Learning Environments

MODULE OBJECTIVES

Upon completion of this module, participants will be able to...

- reflect on 21st century teaching and learning skills;
- define different learning paradigms and theories;
- differentiate between different teaching strategies;
- 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.);

	<ul style="list-style-type: none"> • create a learner-centered, pedagogically well-considered toolbox of methods for the education of primary school children; and • recognize the importance of presenting learning contents in a way which is meaningful and relevant to the individual learner; • identify significant aspects of encouraging learning environments; and • create a learning environment that fosters students' participation.
<p>WORKING MATERIALS</p>	<ul style="list-style-type: none"> • Academic texts • Images • Videos • Recordings
<p>LEARNING METHODS</p>	<ul style="list-style-type: none"> • Self-assignments • Video presentations • Demonstrations • Case-based exercises • Portfolio assignments
<p>LEARNING ACTIVITIES</p>	<ul style="list-style-type: none"> • Close reading of theoretical texts • Watch videos presenting theory and application • Analyze different classroom settings • Analyze case-based examples • Write reflection-essays

**CRITERIA FOR A
POSITIVE
CONCLUSION**

- Develop teaching materials
- Create an ePortfolio

- Completion of individual online tasks
- Self-monitoring via online quizzes
- Designing of pedagogic concepts considering contemporary and relevant approaches to primary education in form of an ePortfolio

MODULE 2:**EXCELLENCE IN TEACHING: PROFESSION-SPECIFIC COMPETENCES 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 assessing learning results which will be treated analytically and reflexively. Additionally, there will be a focus on the teacher's pedagogical professionalization 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
- Assessing learning results
- Pedagogical Professionalization

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;
- plan and structure their teaching in a way that it can be done effectively during class time;
- review and give feedback on learning processes and success; and

	<ul style="list-style-type: none"> distinguish between different ways of assessing learning results.
WORKING MATERIALS	<ul style="list-style-type: none"> Academic texts Videos Podcasts Recordings
LEARNING METHODS	<ul style="list-style-type: none"> Self-assignments Video presentations Demonstrations Case-based exercises Portfolio assignments
LEARNING ACTIVITIES	<ul style="list-style-type: none"> Close reading of theoretical texts Watch videos presenting theory and application Analyze case-based examples Write reflection-essays Develop teaching materials Create an ePortfolio
CRITERIA FOR A POSITIVE CONCLUSION	<ul style="list-style-type: none"> Completion of individual online tasks

- Self-monitoring via online quizzes
- Designing of educationally meaningful lesson plan in form of an ePortfolio

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	<ul style="list-style-type: none"> • Academic texts • Videos • Images • Recordings
LEARNING METHODS	<ul style="list-style-type: none"> • Self-assignments • Video presentations • Demonstrations • Case-based exercises • Portfolio assignments
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Close reading of theoretical texts • Watch videos presenting theory and application • Write reflection-essays • Analyze teaching sequences • Develop teaching materials • Create an ePortfolio
CRITERIA FOR A POSITIVE CONCLUSION	<ul style="list-style-type: none"> • Completion of individual online tasks • Self-monitoring via online quizzes

- Designing of student-oriented pedagogic concepts encouraging communication and cooperation in form of an ePortfolio

MODULE 4:**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

- Inclusive 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...

- define the basic concepts of inclusive education and special needs;
- 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; and
- actively encourage social learning and participation for all students at their own appropriate functional level.

WORKING MATERIALS	<ul style="list-style-type: none"> • Academic texts • Videos • Images • Recordings
LEARNING METHODS	<ul style="list-style-type: none"> • Self-assignments • Video presentations • Demonstrations • Case-based exercises • Portfolio assignments
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Close reading of theoretical texts • Watch videos presenting theory and application • Analyze case-based examples • Write reflection-essays • Visualize learning contents • Develop teaching materials • Create an ePortfolio
CRITERIA FOR A POSITIVE CONCLUSION	<ul style="list-style-type: none"> • Completion of individual online tasks • Self-monitoring via online quizzes

- Designing of a needs-oriented pedagogic concept considering different backgrounds and belongings in form of an ePortfolio

MODULE 5:**DIGITAL TEACHING AND LEARNING****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 assessment 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

- E-Pedagogy and Digitally Enhanced Learning Environments
- Digital Media and Technology: Tools and Formats
- Online-Based Lesson Preparation and Conduction

MODULE OBJECTIVES

Upon completion of this module, participants will be able to...

- define the basic concepts of digital teaching and learning;
- reflect on the potential of information and communications technology in the classroom setting;
- recognize the advantages and disadvantages of working in digitally enhanced learning environments;
- describe smart class equipment;
- 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; and
- create learning materials digitally.

WORKING MATERIALS	<ul style="list-style-type: none"> • Academic texts • Videos • Images • Recordings
LEARNING METHODS	<ul style="list-style-type: none"> • Self-assignments • Video presentations • Demonstrations • Case-based exercises • Portfolio assignments
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Close reading of theoretical texts • Watch videos presenting theory and application • Write reflection-essays • Develop teaching materials digitally • Create an ePortfolio
CRITERIA FOR A POSITIVE CONCLUSION	<ul style="list-style-type: none"> • Completion of individual online tasks • Self-monitoring via online quizzes • Designing of pedagogic concepts including e-teaching and e-learning methods in form of an ePortfolio