

Feedback: CONTESSA Modules

Module 1

	Cambodia (Khmer version)	Sri Lanka (English version)
Strengths	<ul style="list-style-type: none">• follows logical steps• content motivates to learn• good videos and sound quality• principles such as teacher-centered and learner-centered teaching/learning are explained well	<ul style="list-style-type: none">• aiming towards understanding rather than memorizing, deals with different learning environment, good focus on experiential and authentic learning, connectivism• learner-centred classroom, focus on activities• foster important skills such as collaborative learning and critical thinking• glossary very important• explains 21-century skills and theories properly• practical situations are well thought through• referring to real-live experience is a good thing, activities are meaningful
Weaknesses	<ul style="list-style-type: none">• at some point poor spelling and grammar; little cohesion in the Khmer version (appears not natural)• some links are not working• transfer to practice not always explained sufficiently	<ul style="list-style-type: none">• more concrete learning scenarios• check sources, more different sources necessary, some sources are outdated (e. g. Vosniadou 2001), keep up-to-date references• no time allocation for the individual exercises• in principles of 21st century teaching => assessment and evaluation comes to short• some practical examples are not applicable to primary level• size of classroom in Sri Lankan classroom makes it difficult to apply these approaches, more practical situations

Solutions & Suggestions	<ul style="list-style-type: none"> • check spelling • add more case studies and example solutions • check out links if they function 	<ul style="list-style-type: none"> • topic of self-regulated learning is very important => include more activities and scenario-based learning, discuss different scenarios not only in Sri Lankan context but also for Cambodia, Germany, Austria (work with more examples); What is a typical scenario in Austria, for example? => more concrete examples. • promoting self-regulated learning is very important => put more on focus • give advice on how to apply these 21st century principles in crowded classrooms (principles might work for smaller classrooms) • keep sources and references updated, using multiple sources, more videos and tracks • using videos section-wise, use more videos in general • topic sustainability development, add more real-life experience, • provide more practical examples especially for primary level • more scenario-based activities, real-life situations • more focus on assessment, • foster collaborative learning => reflection exercises can be commented by others and not only by the person who does the exercise
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Module 2

	Cambodia (Khmer paper version)	Sri Lanka (English version)
Strengths	<ul style="list-style-type: none"> • good overview of dimensions of 21st century teaching • Good overview of how students learn • good examples for lesson planning • sets adequate goals for teachers 	<ul style="list-style-type: none"> • clearly explained how to create learning outcomes • good explanation of pedagogy (new and old), identified dimensions of reflective practice • good explanation of assessment; good focus on classroom management • 2.3 pedagogical professionalization well explained • well organized module, rich content and new knowledge; promotes learners' interactions with the module

		<ul style="list-style-type: none"> • many ideas for assessment are provided and explained well • learner centred content • assessment tools well discussed, also referring to students with special needs
Weaknesses	<ul style="list-style-type: none"> • no digital version in Khmer available at the time of the workshops • module is too long, too much content • at some points the sentence structure is not good 	<ul style="list-style-type: none"> • please refer to situations that might occur in European classrooms, this would help by providing good examples • more information on Sri Lankan context needed • alternative assessment methods not discussed, including diverse learners in the classroom • assessment criteria for Sri Lanka need to be introduced • evidence is not sufficient => need more research (minor research, action research) • focus on 21st century skills mainly on a cognitive level • only highlights the cognitive domain of assessment • teacher qualities need to be highlighted (such as empathy) • talk more about online assessment tools, practice and implementation, how to analyse data etc. • inclusive education needs to be more addressed, also in regard to assessment
Solutions & Suggestions	<ul style="list-style-type: none"> • update the digital version • put more examples for practicing • check grammar and wording • use English key terms to relate to the concepts 	<ul style="list-style-type: none"> • increase numbers of questions • include cultural issues in assessment; mention forms of online assessment • show progress on module • assessment methods should be highlighted • need to conduct research, action research, minor research, small research (analyse daily problems of the classroom), research in the provinces where problems come up • develop classroom management skills, • broaden range of assessment tools, ask teacher what they use nowadays, game-based assessment tools • include alternative assessment tools and tools for diverse learners

Module 3

	Cambodia (Khmer version)	Sri Lanka (English version)
Strengths	<ul style="list-style-type: none"> • good overview of student-centred approaches • helpful examples of classroom management • fosters problem-solving skills • provides examples for activating students 	<ul style="list-style-type: none"> • clear picture of life-world oriented learning • concepts are presented in an attractive manner; key terms are well defined • portfolio task works; materials are worked out well (e. g. case studies, videos) • highlights core skills and learning from experience • promotes problem-based learning to solve real-world problems • innovative practice exercises
Weaknesses	<ul style="list-style-type: none"> • some problems with sentence structure and spelling • some problems with sentence cohesion and coherence • some passages are hard to understand • part 3.7. does not appear in the Khmer version 	<ul style="list-style-type: none"> • after the concrete scenario the lesson writer's perspective was given, => however, after the scenario there should also be questions to further challenge the learner => it should be the learner that comes up with another solution • some concepts are not explained clearly (e. g. meta-cognition, cognitive factors) • not enough examples for life-word learning • identified old references; content not always consistent with references • section-wise learning is difficult, you need section-wise learning outcomes • assessment methods not diverse • teacher portfolio needs more reflective items, portfolio should also be available as e-portfolio • 3.2. references are too old; working with more examples • too few examples with regard to the primary context • blended assessment mode not considered
Solutions & Suggestions	<ul style="list-style-type: none"> • check spelling and missing contents (module 3.7.) • link Khmer translation to English keyterms 	<ul style="list-style-type: none"> • include more example for life-world-oriented teaching and learning, more challengers for scenario-based learning • update references • provide more examples for primary context; add more interactive activities; add diagrams

Module 4

	Cambodia	Sri Lanka
Strengths	<ul style="list-style-type: none"> • well organized module • addresses topic of inclusive education, which is very important • all kinds of students get integrated • contents are simple to understand, good explanations • adds new ideas for Cambodia • includes all children 	<ul style="list-style-type: none"> • theoretical concepts are well defined; assessment tools provided seem to work out • highlights inclusive pedagogy • universal design for learners • gives some examples for assessment • role of family explained => very important • provides brief structure for planning lessons • good explanation of Special Needs • goals and strategies explained well
Weaknesses	<ul style="list-style-type: none"> • elaborate more on technical terms such as inclusive education => inclusive education is not specific enough • clearly distinguish between technical terms within the special needs topic • in the Khmer version please use the English key terms as to relate to the concepts • module seems to find an overall topic for all disabilities, but these special needs are different in nature 	<ul style="list-style-type: none"> • more precision when using the term Special Needs; There are different concepts such as Special Needs Education and Special Educational Needs => point out the difference • Individual Educational Plan (IEP) is missing => very important • more categories for special needs are necessary • add more video and examples • sometimes there is some unnecessary repetition of contents • approaches are very cognitive • find examples on how the parents can be involved, for they play a crucial role • example lesson plan and how to write a lesson plan in Special Needs Education is missing => very important • the topic of classroom management has been neglected => explain classroom techniques and strategies => very important • examples for Sri Lankan context are missing; find more examples apart from dyslexia

		<ul style="list-style-type: none"> • some references are outdated (e. g. 1977) • module needs to be revised
Solutions & Suggestions	<ul style="list-style-type: none"> • better distinguish between different technical terms • revise grammar and spelling in the Khmer version 	<ul style="list-style-type: none"> • get parents involved • show all categories of SEN • incorporate classroom management • develop Individual Educational Plan for SNE students • update references, include WHO sources • add more cognitive exercises • add more videos showing the characteristics of special needs children • include examples for lesson planning

Module 5

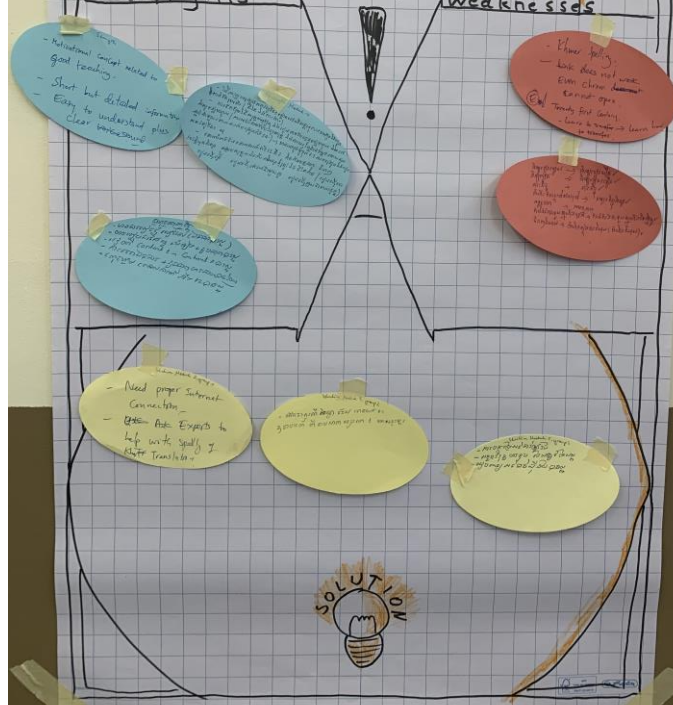
	Cambodia (Khmer version)	Sri Lanka
Strengths	<ul style="list-style-type: none"> • module provides good guidance to teachers • e-learning is an important topic, contents are absolutely relevant • successful integration of ICT • contents are well organized 	<ul style="list-style-type: none"> • well organized module; concepts are well explained • good choice of exercises • enough material, videos etc. • appropriate tools for the 21st century • Cambodian and Sri Lankan contexts are provided • digital tools and media are well discussed • good case studies • appreciate that content used for Sri Lanka
Weaknesses	<ul style="list-style-type: none"> • more explanation of technical terms needed • not enough examples of how to integrate this knowledge into teaching 	<ul style="list-style-type: none"> • there should be practical guidance on how to use the tools, for example provide some videos • online exercise: more practical online exercises • 5.2. Sri Lankan Learning Tools have only mentioned two platform, add more • 5.3 Online based lesson preparation: not properly explained, please prepare some formats (templates)

	<ul style="list-style-type: none"> • you need good internet connection to apply the module's contents => can be difficult in some areas/institutions 	<ul style="list-style-type: none"> • include videos, user-friendly • parents need emails ...literacy for rural areas • minimized wifi rates from perspective of gvt. • new situation for SL teachers need to receive more time and get the devicestalk about the situation and ressources before changing the methods • explain step by step • explain online based lesson prep examples • smart
Solutions & Suggestions	<ul style="list-style-type: none"> • link knowledge to more practical examples • more group work needed; work in peers • update some of the references (not specified) 	<ul style="list-style-type: none"> • nature of digital environment was explained well => add more pictures and video for explanation • more digital media and practical exercise to be included

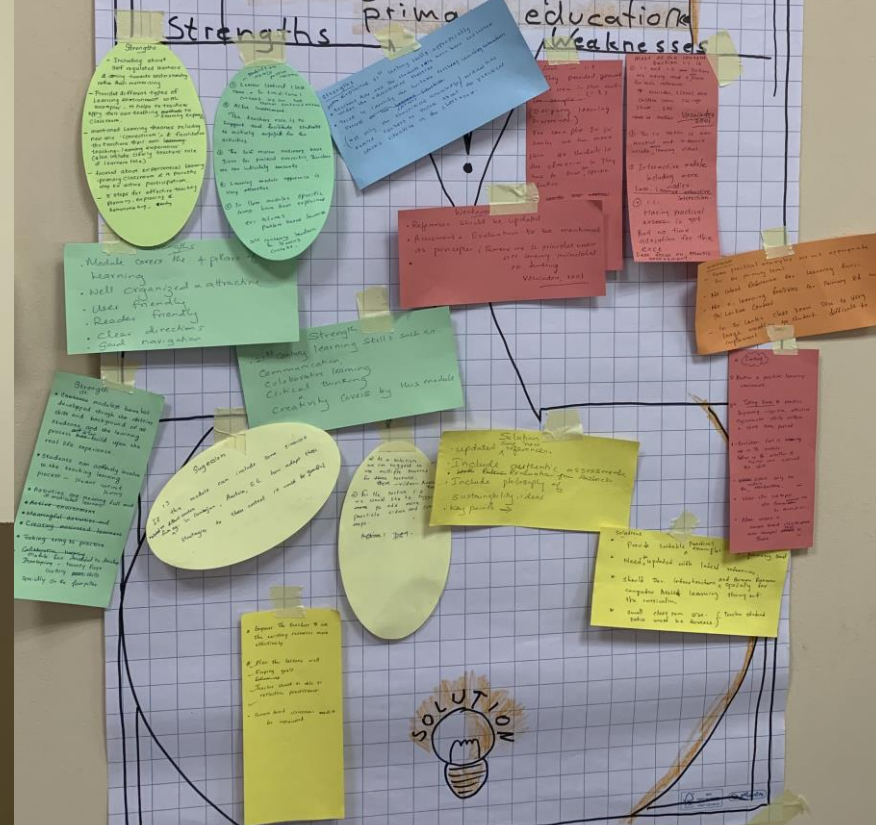
See attachment on the following pages

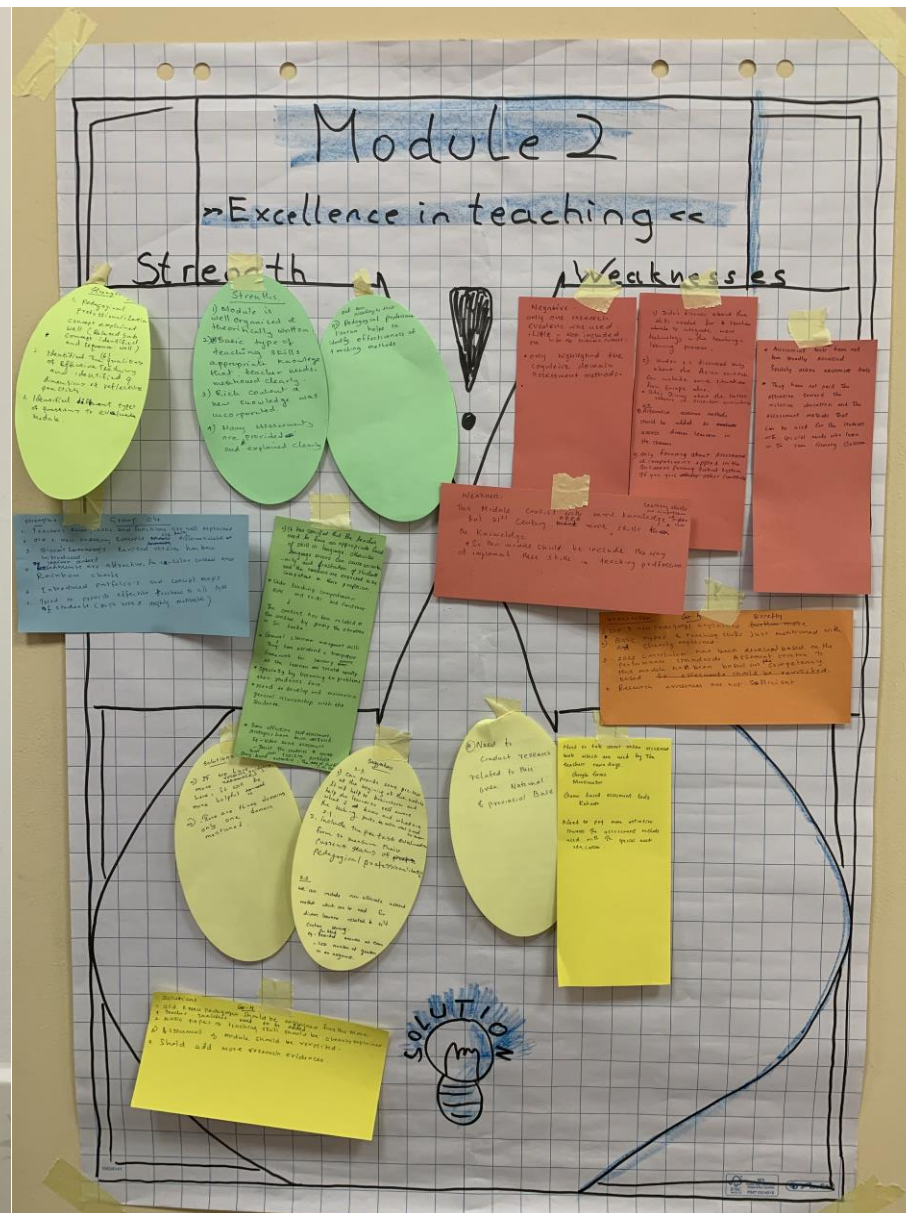
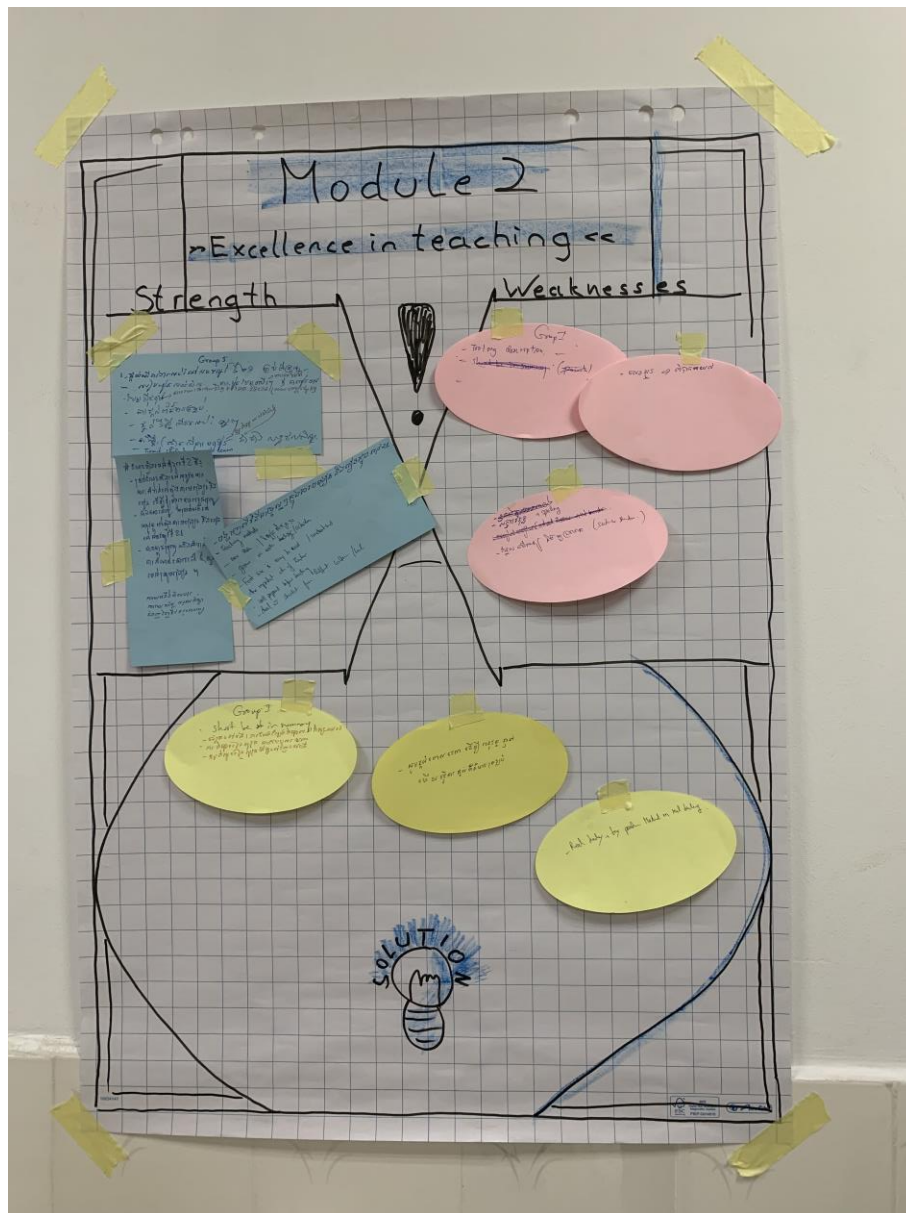
"Building blocks of primary education"

Strengths → Weaknesses



Building blocks of
Strengths weaknesses





Module 3

→ Learner-centered PE «

Strength

- ព្យាបាលជំងឺប្រព័ន្ធភ្លាស្ទិក
- ព្យាបាលជំងឺប្រព័ន្ធភ្លាស្ទិក
- ព្យាបាលជំងឺប្រព័ន្ធភ្លាស្ទិក

Weaknesses

Module 3

» Learner-centered PE «

Strlength

Weaknesses

Module 4

Embracing the Differences

Strength

- ... (handwritten notes in Malayalam)

Weaknesses

- ... (handwritten notes in Malayalam)

Opportunities

- ... (handwritten notes in Malayalam)

Threats

- ... (handwritten notes in Malayalam)

SOLUTION

... (handwritten notes in Malayalam)

[illegible]

Module 5

"Digital teaching & learning"

Str length

[illegible][illegible]

- changed
- new member
- weapons
- conflict
- wealth
- information

Weaknesses

- agrob
- dnf is same
- dnf is now as smart down newspaper

Internet

- ภัยธรรมชาติ
- Internet ภัยคุกคาม
- ภัยคุกคาม
- ภัยคุกคาม

- last 30% knowledge
- 50% of relevant things is cool
- Most of devices
- Easy to look and understand

Schüler: Mathias, Jörg
 → 1. Tag: Digital, immer schneller
 → 2. Tag: Digital, immer schneller
 → 3. Tag: Digital, immer schneller

- need enough driving force
- need good paper substrate
- need enough storage ability

1. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$ $\frac{1}{4} \times \frac{1}{4} = \frac{1}{16}$ $\frac{1}{16} \times \frac{1}{16} = \frac{1}{256}$
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Module 5

• Digital teaching & learning

Str length

[illegible]

Shahid (2001)
Digital technology allows
continuous observation of the
evolution of digital data
capture on the "Internet".
→ For example, your home
network could be the Co-
PEDIA.

Visited individuals with
a new key solution
to automate digital
learning has been applied

Personal information human
speed

ICSE

→ ISE integration for
the teacher education
program - a multi
initiative of ISE.

Index of India not
add some content
and content

[illegible]

- This module include very interesting
 - as playing different in other countries, different world.
 - as global teaching and learning
 - as using technology
 - as global media and technology
 - as using technology for education purposes
 - as using technology for education purposes

Weaknesses

"Buckingham" was the first book that
 has been introduced. Every
 book should be a practical
 book on experience to work
 hard for the teacher to
 improve & the student to
 improve.

Wankusseth NIS
58. Wankusseth Learning
Platform and tool
- only for platforms
have mentioned.

- ↳ use of substructure facilitates replacement
- ↳ Ex Home digital and digital circuits evaluated through practical & theoretical
- ↳ less digital methods image are

It is better to mention
C-DELTA platforms also
than we are discussing
This from your code
to give, more info.
And, in EA (cont)

of the complex having
the points especially at
and some. Specially they
don't know how to swing
cables through such.

There is no one and
recovered for sending
Singing Chanting

At the same time
see old documents
- how to locate
- how to search

53. Online basal
Lesson introduction
not clearly
better than traditional
method.
Lesson plan for
math

also the student feeling
learning process are going through
rather there might be lot of
issues and doubts and
percepted feedback.



1) I don't make a great deal
 the other. How easy is it
 language. I have been
 of children, and teachers

2) It is a new situation for
 the American teacher, and
 how to adjust one's
 to the new situation

3) I don't make a great deal
 the other. How easy is it
 language. I have been
 of children, and teachers

4) I don't make a great deal
 the other. How easy is it
 language. I have been
 of children, and teachers

to believe that listen
include challenges face
students in relation
any environment.

infinity paper
 but also with the devices.

A hand-drawn diagram of a cell. It features a large, irregular outer boundary representing the cell membrane. Inside, there is a smaller, roughly circular structure labeled 'Nucleus' with a central dot. To the right of the nucleus is a large, clear, oval-shaped area labeled 'Vacuole'. The drawing is done in black ink on a white background.

Challenges will provide
A's better & more challenge
instead of rewards

1) Government and individual drivers
provide own solutions

2) Govt encourage and monitor
to make it self successful

Sustainability Includes
1) A's better & more challenge
Application how things



- Students include online &
- Students use Challenge
- Students a Teacher
- Digital Learning &

...larger and
and among them Vrepska
is the by the
in relation to the
environment.

