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Report of the

‘CONTESSA Final Conference - Sri Lanka’

EU Co-funded Erasmus+ Capacity Building Project

“Contemporary Teaching Skills for South Asia’

on

Friday 4th of November 2022

Online 14.00-16.00 (IST)

Prof. Manjula Vithanapathirana
National Coordinator, CONTESSA, Sri Lanka



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of the European Union



INVITATION

Dear Sir/Madam,

You are cordially invited to the **‘CONTESSA Final Conference - Sri Lanka’**

EU Co-funded Erasmus+ Capacity Building Project

“Contemporary Teaching Skills for South Asia”

on

Friday 4th of November 2022

From 14.00-16.00 (IST)

Meeting link:

<https://learn.zoom.us/j/66134870316?pwd=VTV4YlM2UkdHUUpYMjlkQzkyVnJRZz09>

ID: 661 3487 0316

Passcode: Cont@1104

Thank you!

Prof. Manjula Vithanapathirana

National coordinator (Sri Lanka)

CONTESSA project

Program for the Final Conference of the CONTESSA Project, Sri Lanka (Online)

4th November 2022, 14:00 – 16:00 IST

14:00 - 14:05	Welcome	Prof. Manjula Vithanapathirana, Institutional (University of Colombo) and National Coordinator, CONTESSA Sri Lanka
14:05 - 14:15	CONTESSA - Joined Forces Towards Capacity Building in Education	Dr. Sandra Hummel Project Director CONTESSA University of Graz, Austria
14:15 - 14:30	Cooperation on Education between EU and Sri Lanka	EU Sri Lanka Delegation
14:30 - 14:40	CONTESSA in Sri Lanka: Beneficiary Perspective	Prof. Manjula Vithanapathirana National Coordinator, CONTESSA Sri Lanka
14:40 - 14:55	The Integration of CONTESSA Modules	Dr. Ruwandika Perera Institutional Coordinator, CONTESSA The Open University of Sri Lanka
14:55 - 15:15	TTT Workshops (Development, Content, Implementation, Evaluation, Sustainability/Continuation)	Prof. Sandra Bohlinger, Prof. Thomas Kohler, Christian Müller and Orkhan Jalilov Technical University of Dresden, Germany
15:15 - 15:25	A Beneficiary Perspective: UOC	Dr. Kapila Bandara Dean, Faculty of Education University of Colombo
15:25 - 15:35	A Beneficiary Perspective: OUSL	Prof. S. Kugamoorthy Dean, Faculty of Education The Open University of Sri Lanka
15:35 - 15:45	Scaling up the Implementation of CONTESSA Modules through NIE	Dr. Darshana Samaraweera Deputy Director General National Institute of Education, Sri Lanka
15:45 - 15:55	CONTESSA Achievements and Impact	Mirjam Brodacz-Geier University of Graz, Austria
15:55 - 16:00	Closing Remarks	Dr. Ruwandika Perera Institutional Coordinator, OUSL



Presentation by Dr. Sandra Hummel, Project Coordinator, CONTESSA

Dr. Hummel explained how the project commenced. The project consortium and the basic framework of the project. Dr. Sandra explained the implementation in summary. She highlighted how the project was carried on during COVID-19 pandemic and thanked all the coordinators, Deans of the two faculties, experts of the project, and faculty members of the two Sri Lankan universities. She shared the project outcomes and the impact of the project on teacher education in Asia and the world across.

Presentation of Prof. Manjula Vithanapathirana (Chair Professor of Educational Psychology, UoC), the National Coordinator Sri Lanka and Institutional Coordinator, UoC, CONTESSA



CONTESSA Sri Lanka: Beneficiary Perspective

Prof. Manjula Vithanapathirana PhD
National Coordinator CONTESSA, Sri Lanka
Professor of Educational Psychology (Chair)
Faculty of Education
University of Colombo



CONTESSA Sri Lanka: Reflections

- My journey with CONTESSA started in 2017 when the University of Graz (Dr. Sandra and Prof. Egger) requested our consent to form a project consortium and then applied for a financial grant from EU for Capacity Building for Teacher Education in South Asia.
- Winning the grant in 2018, initiated the journey of 'CONTESSA' 2019-2021 (2022, extended by a year due to COVID-19 pandemic).

- Sri Lanka as one of the Asian Partners of CONTESSA, with the Faculties of Education of the UoC and the OUSL became the activity hub in the project implementation.
- Being a 'Partner' and a 'Beneficiary' in CONTESSA needed fulfillment of a role that included collaboration and commitment to co-plan and co-implement the need-based processes of attaining the outcomes of the project.

The challenge: Continuing CONTESSA during COVID-19 pandemic

- The issues faced in the implementation of CONTESSA developmental activities due to COVID-19 were the only challenge
- The project teams could physically meet only minimally with the international travel restrictions although had planned for several onsite team meetings.
- All institutions in Sri Lanka experienced long-term closures compelling many activities to be completed as virtual activities. The co-development of CONTESSA modules was carried out by the respective teams facing risks of exposure to COVID-19.
- Delays in procurement EdTech equipment were a disadvantage.

Why CONTESSA is important to Sri Lanka?

- "Contemporary Teaching Skills for South Asia" project, CONTESSA is a total package for Teacher Education encompassing:
 - Co-created package of Teacher Education Learning Resources
 - Capacity Building of Teacher Educators, Trainees, and Teachers
 - EdTech equipment for teacher education hosted at UoC and OUSL for the purpose of teacher education
- There had not been a comparable intervention in the history of our two faculties of education.
- Since each component of the intervention was carried out with a study of contextual needs study, all interventions were relevant for Sri Lankan cultural, environmental and educational contexts.

A modern curricular approach to Teacher Education (CONTESSA modules)

- In considering the available teacher education curricula in Sri Lanka, the approach and modules developed through CONTESSA are significantly different and organized with an innovative approach.
- The approach is highly student-centered and interactive. The novel format of integration of theory and practice is highly student-friendly
- The content is co-created by the Asian teacher educators and not imposed as a top-down intervention from Europe. Module co-developers in Sri Lanka received a unique experience.
- The flexibility of the curricular material enables implementation of the programme F2F, Online or in Blended modalities.

Recognition of the importance of Primary Teacher Education

- The need for quality improvement in Primary Teacher Education had been a prevailing need for many years in Sri Lanka
- Although there has been a significant emphasis on primary education in Sri Lanka with Competence-based Education, Child-Friendly Schools and Student-centred teaching and learning, a suitable teacher education program to address these had not been in place.
- Sri Lankan trainees and teacher educators at both faculties have expressed positive comments on the CONTESSA teacher education curricula content organization and trainee-friendly assessment approaches that enables the trainees to experience a student-centered learning climate that would facilitate efficient transfer of the same to the primary classroom.

Integration of modern technology in teacher education (EdTech intervention)

- As the only two faculties of education in Sri Lanka, there was an aspiration of integrating technology into teacher education. The aspiration became a reality with the EdTech intervention of CONTESSA through which two Smart Classrooms were installed to be used for teacher education programs.
- The trainees have expressed delight in learning to use the smart equipment during their pedagogical training.
- The smart classrooms are used for onsite as well as for online teaching in programs.

Accredited Primary Teacher Education Programme

- CONTESSA modules are incorporated into a new Post Graduate Diploma in Education in Primary Education programme at the University of Colombo.
- The PGDE is developed as a Level 8 programme with 26 credits according to the Sri Lanka Qualifications Framework (SLQF)
- The programme and its bylaws have been approved by the governing Council of the University of Colombo.
- Application is submitted to the Quality Assurance Council of the University Grants Commission, Sri Lanka which grants accreditation to all programmes in higher education in Sri Lanka.
- This programme would professionally qualify graduate teachers who serve/aspire to serve the primary grades and would enhance the image of primary teachers in Sri Lanka attracting more graduate teachers to serve in the primary grades

PGDE in Primary Education Structure

The new five modules (1-5) were co-developed through the CONTESSA (Contemporary Teaching Skills for South Asia) EU Co-funded Capacity Building Project in 2019-2022. The other two courses were existing in the Postgraduate Diploma in Education ongoing program.

The program of study leading to the Postgraduate Diploma in Education (Primary Education) shall offer the courses as given below in the academic year (Semesters I and II)

Se me ste r	Modules and Courses	Course Code	No. of Credit	No. of hours (Direct F2F and/or online Independent learning)	Core/Optional	Existing/ New
I	Module 1: Building Blocks of Primary Education	PEC801	04	60 Direct* hrs 140 Independent Learning **(IL) hrs	Core	New
I	Module 2: Excellence in Teaching: Profession-Specific Competences of Primary School Teachers	PEC802	04	60 Direct hrs 140 ILhrs	Core	New
I	Module 3: Learner-Centered Primary Education: Enhancing Co-Created Learning Processes	PEC803	04	60 Direct hrs 140 ILhrs	Core	New
I	Module 4: Embracing the Differences: Pedagogic Approaches to Diversity, Heterogeneity and Special Needs	PEC804	04	60 Direct hrs 140 ILhrs	Core	New
II	Module 5: Digital Teaching and Learning	PEC805	04	60 Direct hrs 140 ILhrs	Core	New
II	Independent Study	EXE812	02	30 Direct hrs 170 ILhrs	Core	Exist ing
II	Teaching Practicum	TPE 813	04	45 hrs Workshops 355 hrs Teaching Practice ***	Core	Exist ing
	Total Credits		26			

*Direct hours include teaching and assessment with the involvement of the teacher

**Independent Learning hours include independent time spent estimated to be spent by learners for learning and assessment

*** Teaching Practicum includes University-based workshops, preparation/planning to teach and Classroom Teaching Practice in a school

Open Education Resources (OER) for Teacher Education (CONTESSA Modules)

- The teacher education modules being available as Open Resources is a landmark in the history of teacher education
- The range of teacher education programs (initial and continuing) conducted by Universities, the National Institute of Education, National Colleges of Education, Teacher Training Colleges, and Teacher Centres are able to use the CONTESSA curricula published

under the Creative Commons License. The dissemination and accommodation are underway.

- The UGC Standing Committee on Education has been informed about the intervention.
- The flexibility of the use of the modules gives the opportunity to integrate them into the existing programs and ensures widened use of the modules.

Capacity Building of Teacher Educators in Sri Lanka (Training the Trainers)

- The innovative Training of Trainers program is another key intervention of the project. Teacher Educators in Sri Lanka have not participated in a Capacity Building Program specifically focused on their role. The feedback received by the teacher educators was highly positive indicating the highly impactful package of TTT.
- The co-creation and co-implementation of the TTT program was a capacity building for teacher educators at an advanced level.
- The lessons learned in CONTESSA are being adopted in developing other new programs not only in the Faculties of Education but also in the program development with other Faculties. Eg. A new Master of Science in Biology Education is being developed adopting the key performance indicators of CONTESSA

PhD studies, Dissemination and CONTESSA Anthology

- Two PhD studies by two teacher educators based on experiences from CONTESSA are underway (Authentic Blended Assessments and ICT use in the Pedagogical Dimension)
- We have showcased CONTESSA and ourselves as members of CONTESSA in international symposia elevating the individual profiles, institutional profiles, and the project. Amongst many forums, the presentation at the National Academy of Sciences Sri Lanka is with high recognition.
- CONTESSA Anthology has given Sri Lankan teacher educators an opportunity to publish their experiences on CONTESSA internationally. The authors were given the opportunity of peer reviewing as well.

Ensuring sustainability of project outcomes

- Many projects do not continue to have an impact after the project life is completed. As a beneficiary, it is challenging to make arrangements for sustained impact. However, CONTESSA has a built-in framework to ensure the sustainability of the impact without isolating the beneficiary to carry forward its impact.
- The appointment of a cadre of 'Multipliers' from the Trained Trainers to continue empowerment in the future has been done.
- The CONTESSA modules are introduced to all other university departments of education, the NIE, and other teacher education institutions and there will be a range of unforeseen benefits with continuing support by Multipliers.

Finally, Reflections on the rewarding four-year-long pathway: the Virtual Team Spirit

I as the National Coordinator attribute the success of the project due to the following:

- Determination to *'sail through'* within all project members
- Clear virtual communication accompanied by collegiality
- Respectful participatory project management
- Unconditional collaborative relations
- Feeling connected and staying in touch to give priority for responding
- The notion of *'leaving a legacy'* for future generations in the mindsets of the team and participants through becoming a 'Learning community'.

Thank you CONTESSA!

Presentation of the Institutional Coordinator, Dr. Ruwandika Perera Open University of Sri Lanka

The Integration of CONTESSA Modules into Bachelor of Education Honours in Primary Education Degree Programme OUSL, Sri Lanka

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

Manjula Vithanap...
Jude Nonik DSTE
Jada Nonik DSTE

Students Profile-BEd Honours in Primary Education Degree Programme

Number of students enrolled

- Level 3-
- Level 4-
- Level 5-
- Level 6-

Centres

Media

- ▶ Sinhala
- ▶ Tamil
- ▶ English

Level 3 Module Integration

COURSE CODES AND COURSE TITLE	OUSL MODULE CONTENTS	MODULE NUMBER	CONTESSA MODULES
EPU3530 Child Development	7. Social & Emotional Development (1 hour)	Module 3.1.	INDIVIDUAL DEVELOPMENT AND PROBLEM-SOLVING SKILLS 1. empowered and self-determined studies 2. The importance of becoming an empowered and self-determined student.
	9. Personality development (2 hours)	Module 3.1	a. Empowered students are lifelong learners b. Empowered students are confident c. Empowered students developed empathy d. Empowered students are not afraid of failure e. The importance of life-skills in becoming an empowered student.
EPU3235 Environment Related Activities	3: Nature and Structure of Environment Related Activities in Pre-School and Primary School (1 hour)	Module 3.2	LIFEWORLD-REFERENCES AND FUTURE PROSPECT 1. The Lifeworld 1 2. Lifeworld-Oriented Teaching and Learning 2 a. Relation to the Learners' Life world in School Lessons b. Characteristics of Life World-Oriented Didactics c. The Link Between Self and World-Relations d. The Exemplarity of Individual Lifeworld e. The Learner's World as a Structure-Building Background Construction

Level 4 Module Integration

<p>EPU4236- Professional role of pre-school teachers</p>	<p>3: Teaching as a profession (1hr)</p>		<p>PEDAGOGICAL PROFESSIONALIZATION 1. Pedagogical Professionalization a. Process of Pedagogical Professionalization b. Importance of Pedagogical Professionalization 2 Being an Effective Teacher a. Professional Knowledge b. Knowledge c. Verbal Ability d. Preparation and Certification e. Experience f. Instructional Planning g. Instructional Delivery h. Assessment i. Learning Environment j. Professionalism</p>
	<p>4: The teacher and the world of education (2hrs)</p>	<p>Module 1.1</p>	<p>TWENTY-FIRST CENTURY TEACHING AND LEARNING 1. Principles of Teaching a. Active Involvement b. Social Participation c. Meaningful Activities d. Relating New Information to Prior Knowledge e. Being Strategic f. Engaging in Self- Regulation and Being Reflective g. Restructuring Prior Knowledge h. Aiming Towards Understanding Rather Than Memorizing i. Helping Students Learn to Transfer j. Taking Time to Practice</p>

Level 5 Module Integration

<p>EPU5552 Educational Technology:</p>	<p>3. Teacher's Role in using Educational technology for Education, (2hrs)</p>		<p>LESSON PLANNING AND METHODOLOGICAL SKILLS: CONCEPTS, TOOLS AND APPLICATION</p> <ol style="list-style-type: none"> 1. How Students Learn – Learning Paradigms/Theories 2. Effective Teaching Strategies <ol style="list-style-type: none"> a. Direct Instruction b. indirect instruction c. Experiential Learning d. Interactive instruction e. Independent Study 3. Different Classroom Formats <ol style="list-style-type: none"> a. Large Group Teaching b. Small Group Teaching 4. Teaching Methods 5. Effective Teaching <ol style="list-style-type: none"> a. Planning b. Explaining and demonstrating c. Questioning d. Monitoring e. Reflection and Evaluation
	<p>6. Techniques of Teaching, (2hrs)</p>	<p>Module 5.3</p>	<p>ONLINE-BASED LESSON PREPARATION AND CONDUCTION</p> <ol style="list-style-type: none"> 1. Preparing a Digitally Enhanced Lesson 2. The Digitally Enhanced Lesson <ol style="list-style-type: none"> a. The Flipped Classroom b. Digitally Enhanced Collaboration c. Digital Storytelling d. Open Educational Resources

Level 6 Module Integration

EPU6533- Educational Measurement, Assessment and Evaluation	1.Educational Measurement, Assessment and Evaluation (2hrs.)	Module 2.2	ASSESSING LEARNING RESULTS 1. The Importance of Assessment 2. Developing Learning Outcomes to Guide Assessment 3. Types of Assessment 4. Assessment Methods 5. Assessment and Competencies applied in the Sri Lankan Primary School System a. Entry competencies b. Essential Learning Competencies
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Presentation by Prof. Sandra Bohlinger, Prof. Thomas Koehler, Christian Mueller and Orkhan Jalilov

First, the presentation was comprehensive explaining in detail the development of modules, the Train-the-Trainer programme development, the approaches and implementation. Training of CONTESSA Modules and TtT and expectation of the 'Multipliers' for the continuity of the impact of the project. The learning platforms, website accessibility was emphasised. Also the evaluation of the project outcomes. Usage of Smart Labs for the TtT programmes Certification of trainers.

The second segment included the important aspects of the technical implementation. The compatibility of the resources to OPAL LMS and Moodle LMS and availability as open and free online resources. The platforms, interactivity of courseware, online, and offline usability etc. How modules were validated and usability testing with students and trainers.

All experts thanked the warm welcome received from the two Asian Countries.

Presentations by Dr. Kapila Bandara and Prof. Kugarmurthy (Deans of the Faculties of Education, Sri Lanka)

Thanked and appreciated the CONTESSA project for the establishment of Smart Classrooms in both universities and the training of trainers with Contemporary teaching skills through development teacher education modules and TtT programme. The two deans indicated their comitement to ensure the sustainability of CONTESSA impact.

The two Deans thanked Project Coordinator Austria, Experts from TUD, and all other project members including the Sri Lankan Coordinators.

Presentation by Dr. Darshana Samaraweera, Deputy Director General, NIE

Recollected how he was involved from the inception of CONTESSA. He appreciated the training received by the NIE officer in the TtT program. He emphasised the project outcomes and indicated that the NIE is ready to share the CONTESSA modules through the U-tube channel of the NIE and get more training for the trainers. DDG promised that the NIE will use the CONTESSA resources across entire Sri Lanka (teacher education institutions, MoE, Teacher Centres,....)

Thanked CONTESSA for giving the opportunity to get Sri Lankan teachers to get exposure to world-class material and experiences of training.

Presentation by Mirjam Brodacz-Geier

Summarised the project's impact on teacher educators, teacher trainees, and in-service teachers. Also, the relationships developed and collaborations made were highly appreciated, and the need to continue even though the project officially close on 14th Nov. 2022.

Some screen Shots of the Final Conference, Sri Lanka

Prof. Manjula Vithanapathirana

National Coordinator, CONTESSA, Sri Lanka and Institutional Coordinator, UoC



Dr. Ruwandika Perera Institutional Coordinator: OUSL



Prof. S. Kugamurthy

Dean, Faculty of Education, OUSL



Dr. Kapila Bandara

Dean, Faculty of Education, UoC



Dr. Darshana Samaraweera, DDG, NIE





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CONTESSA Train the Trainer

Final conference Colombo/Sri Lanka, 4th November 2022





PowerPoint-Bildschirmpräsentation - Präsentation: ConTESSA Final Conf Sri Lanka_NEW - PowerPoint

Courseware Development

- **Prototyping:**
 1. responsive design using modern authoring tools/software
 2. Multilanguage interface
 3. Minimalistic design
 4. Online and offline materials
 5. Interactive study materials





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Participants

Dr. Sandra Hummel, CONTESSA Coordinator, University of Graz

Prof. Rudolf Egger, CONTESSA Project Director, University of Graz

Prof. Thomas Kohler, TUD, Germany

Prof. Sandra Bohlinger, TUD, Germany

Christian Mueller, TUD, Germany

Andreas Dürschmidt, TUD, Germany

Orkhan Jalilov, TUD, Germany

Mirjam Brodacz-Geier. University of Graz, Austria

Roth Meas, National Coordinator, CONTESSA, Cambodia

Dr. Kapila Bandara, Dean, Faculty of Education

Prof. S. Kugamurthy, Dean, Faculty of Education, Open University of Sri Lanka

Heads of Departments, Faculties of Education, UoC and OUSL

Dr. Darshana Samaraweera, Deputy Director General, National Institute of Education, Sri Lanka

Mr. Ranjith Chandrasekera, Commissioner, Teacher Education, Ministry of Education, Sri Lanka

Prof. Manjula Vithanapathirana, National Coordinator and Institutional Coordinator, UoC

Dr. Ruwandika Perera, Institutional Coordinator, OUSL

Ms. Samadara Amarasinghe, Information Coordinator, UoC

Mr. Chinthaka Chandrakumara, Information Coordinator, UoC

Mr. K. Ketheeswaran, Information Coordinator, OUSL

Prof. G D Lekamge. Retired CONTESSA team member

Prof. Shironika Karunanayake, Former Dean, FoE OUSL

Dr. Anoma Alwis, retired team member, CONTESSA

Faculty members of FoE, UoC

Faculty members, FoE, OUSL

Dr. Subhashinie Wijesundera, Senior Lecturer, Department of Education, University of Peradeniya

Members who participated in TtT from UoC, OUSL, NIE and Dept. of Education Peradeniya

Dr. Upali Mampitiya, Faculty Board, Foe, Invited member, Quality Assurance Expert

Deputy Directors, Teacher Education, Ministry of Education

Lecturers, National Institute of Education, Sri Lanka

Dr. D. V. M. De Silva (Director Staff Development Centre), OUSL

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Prof. S. Kugamoorthy/OUSL	
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