Teaching and Learning in the Active Classroom
A Programme for the Sri Lanka Institute of Tourism and Hospitality Management
Subject Area: Pedagogy/Teaching Methodology
Facilitator: Adele Graham

Please note
- Starts 4 July and finishes 16 July 2011
- The programme focuses on classroom teaching and learning (making classes active and interactive) rather than teaching and learning in practical classes or through industry experiences
- Curriculum design and assessment will be covered by Paul Penfold some other time
- The programme is still being fine-tuned and small changes may be made along the way to take account of local information gained in classroom visits prior to commencement.
- For sustainability, it would be useful to have one or two SLITHM people - who may take up this programme in the future – shadow the facilitator

Programme Outcomes

It is intended that through participating in this programme, participants will be able to:

- Get classes off to a good start
- Interact with students in a respectful way, take account of their opinions and build trust
- Plan lessons that achieve the intended learning outcomes and take account of how students learn in the classroom
- Communicate effectively and manage behaviour in the classroom
- Use questions to facilitate learning
- Design in and out-of-class tasks/activities that will help students learn
- Challenge students to take their learning to the next level
- Collect evidence to improve the teaching and learning process
- Practice, get feedback about, and reflect on their teaching for purposes of improvement/facilitating learning

Participants

The programme is designed for both new and experienced teachers who want to develop and excel, and make their classroom teaching more active and interactive, more productive and engaging.

Teaching Approach

The programme is experiential and participants will be challenged and supported to think about how they can adapt or use the different in-class and out-of-class activities they experience in their own work with students to enhance their their learning outcomes and learning experiences. The teaching practice module will provide participants with the opportunity to reflect on and get feedback about their strengths as a teacher and what they might do to further develop.
Programme Structure and Commitments

Over the two week programme participants will spend 30 hours in 9 interactive workshops of 3-4 hours each, 3 hours in one teaching practice workshop and 15 minutes in a consultation with the facilitator. As well, there will be “take-home tasks” each day involving about 1 hour of out-of-class work.

- Afternoons in Week 1 are untimetabled apart from their 15 minute consultation between July 4 and 8 to discuss their needs/challenges/goals as a teacher.
- Teaching practice workshops are in groups of 5 participants.
- There are out-of-class tasks and readings to complete during untimetabled periods.

Programme Schedule

<table>
<thead>
<tr>
<th>Date Time</th>
<th>Modules &amp; Intended Learning Outcomes (ILOs)</th>
<th>Date Time</th>
<th>Modules, ILOs and other activities</th>
</tr>
</thead>
</table>
| Day 1 4 July (Mon) 9am-1pm (4hrs) | **Module 1**  
The first class: Active learning from the start.  
By the end of this module, participants should be able to:
- Design and use activities that will  
  enable students to meet their classmates (important for social integration)
- enable students to find out about the teacher (important for establishing credibility and trust)
- motivate interest in their subject
- introduce subject content and academic standards
- find out about their students’ background and what they can and cannot do
- make behavioural expectations explicit | Day 1 3.00 pm-5pm (2 hrs) | Individual consultations  
6 participants x 15mins each to identify particular needs/challenges/goals |
| Day 2 5 July (Tues) 9am-12 (3hrs) | **Module 2**  
The (inter)active classroom: Helping students learn  
By the end of Module 2, participants should be able to:
- Compare teacher-centred and student-centred teaching approaches and examine their impact on student | Day 2 3.00 pm-5pm (2 hrs) | Individual consultations  
6 participants x 15mins each to identify particular needs/challenges/goals |
Day 3  
6 July  
(Wed)  
9am-12pm  
(3hrs)  

Module 3  
Planning and preparing for active learning  
By the end of this module, participants should be able to:  
- Plan a lesson that requires them to  
  - identify appropriate learning outcomes  
  - structure content for engagement and understanding  
  - select tasks/activities/resources that align with intended learning outcomes  
  - keep to time

Day 3  
3.00 pm-5pm  
(2 hrs)  

Individual consultations  
6 participants x 15mins each to identify particular needs/challenges/goals

Day 4  
7 July  
(Thurs)  
9am-1pm  
(4 hrs)  

Module 4  
Developing upfront teaching skills.  
By the end of this module, participants should be able to:  
- Identify ways to:  
  - grab attention with a good introduction  
  - keep attention  
  - create presence and convey confidence  
  - let their body speak – eye contact, gestures, movement  
  - use space to connect with students and monitor behavior  
  - use their voice (rhythm, speech, pitch, stress)  
  - use language to help students follow and know what is important  
  - make a point/explain a difficult concept  
  - keep their “eye on the ball” (know what students are doing)  
  - Reflect on their current upfront teaching skills and develop an action plan for improvement

Day 4  
3.00 pm-5pm  
(2 hrs)  

Individual consultations  
7 participants x 15mins each to identify particular needs/challenges/goals
<table>
<thead>
<tr>
<th>Day 5&lt;br&gt;8 July&lt;br&gt;(Fri)</th>
<th><strong>Module 5</strong>&lt;br&gt;Choosing and using activities to facilitate learning&lt;br&gt;By the end of this module, participants should be able to:&lt;br&gt;− Choose/modify/design activities for using in their own classrooms to achieve the ILOs&lt;br&gt;− Write instructions to accompany activities&lt;br&gt;Confidently use activities in their own classrooms to help students achieve the intended learning outcomes</th>
<th>Day 5&lt;br&gt;3.00 pm-5pm&lt;br&gt;(2 hrs)</th>
<th><strong>Debrief Week 1 with appropriate Institute/Project personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 6&lt;br&gt;11 July&lt;br&gt;(Mon)</strong>&lt;br&gt;9am-12&lt;br&gt;(3 hrs)</td>
<td><strong>Module 6</strong>&lt;br&gt;Collecting evidence to improve your teaching&lt;br&gt;By the end of this module, participants should be able to:&lt;br&gt;• Identify different forms of evidence that provide feedback about teaching and learning&lt;br&gt;• Collect fast feedback from students and use it to improve the teaching and learning process&lt;br&gt;• Use classroom observations which involve self-assessment and peer feedback to improve the teaching and learning process</td>
<td>**Day 6&lt;br&gt;2.30 pm-5.30 pm&lt;br&gt;(3 hrs)</td>
<td><strong>Module 9: Teaching Practice</strong>&lt;br&gt;In a group of 5, participants will have opportunity to&lt;br&gt;• Demonstrate teaching skills&lt;br&gt;• Identify strengths and areas for improvement in their teaching&lt;br&gt;• Receive feedback from the facilitator and colleagues about strengths along with suggestions for improvement</td>
</tr>
<tr>
<td><strong>Day 7&lt;br&gt;12 July&lt;br&gt;(Tues)</strong>&lt;br&gt;9am-12&lt;br&gt;(4 hrs)</td>
<td><strong>Module 7</strong>&lt;br&gt;Using questions to facilitate learning&lt;br&gt;By the end of this module, participants should be able to:&lt;br&gt;− Set a climate for question answering and asking&lt;br&gt;− Identify strategies and activities that will encourage question answering and asking&lt;br&gt;Confidently use these strategies and activities in their classrooms</td>
<td>**Day 7&lt;br&gt;2.30 pm-5.30 pm&lt;br&gt;(3 hrs)</td>
<td><strong>Module 9: Teaching Practice</strong>&lt;br&gt;(see Day 6 above)</td>
</tr>
<tr>
<td>Day 8</td>
<td>Module 8: Motivating students to learn before and after class</td>
<td>Day 8</td>
<td>Module 9: Teaching Practice</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------</td>
<td>--------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>13 July (Wed)</td>
<td>By the end of this module, participants should be able to:</td>
<td>2.30 pm-5.30 pm (3 hrs)</td>
<td>(see Day 6 above)</td>
</tr>
<tr>
<td>9am-12 (3 hrs)</td>
<td>– Identify the benefits of getting students to prepare for class</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Make preparation requirements explicit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Convince students that before and after class work pays off</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Design activities and rewards that will encourage students to learn before and after class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 9</th>
<th>Module 9: Teaching Practice</th>
<th>Day 9</th>
<th>Module 9: Teaching Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 July (Fri)</td>
<td>(see Day 6 above)</td>
<td>2.30 pm-5.30 pm (3 hrs)</td>
<td>(see Day 6 above)</td>
</tr>
<tr>
<td>9am-12 (3hrs)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 10</th>
<th>Module 10: Looking back, looking forward</th>
<th>Day 10</th>
<th>Debrief Week 2 with appropriate Institute/Project personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 July (Sat)</td>
<td>In this last module, participants will</td>
<td>2.00 pm-5.00 pm (3 hrs)</td>
<td></td>
</tr>
<tr>
<td>9am-12 (3 hrs)</td>
<td>• Share what has been their most important learning in the programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explore any persisting concerns/questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Make an action plan for on-going development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**About Adele Graham**

I work as an educational consultant. My practice is based on firsthand experiences as an educational developer (developing tertiary teachers’ teaching skills) working in universities, a vocational education institution and colleges of education.

From 1998 to 2007, I worked in Hong Kong where I was first employed to establish and Head the Teaching and Learning Centre for the Vocational Training Council. Later I moved to the Hong Kong Polytechnic University as a Senior Educational Development Adviser. Prior to Hong Kong, I was employed as a Senior Lecturer with the Centre for Professional Development at The University of Auckland.
My particular areas of interest include preparing newly appointed academics for their teaching responsibilities; making classrooms more active and interactive so that students are engaged, motivated and challenged; working with teachers to review and develop their teaching; and self-management for research students who want to complete a quality thesis on time.

In my workshops, I use action methods to develop skills and motivate participants to look at teaching and learning from different perspectives. I believe that it is important that teachers who come to workshops should find them both challenging and enjoyable and that their time has been well-spent.

My first postgraduate degree was a Master of Arts, majoring in education and focusing on teaching and learning in higher and adult education. I have also completed a Master of Dispute Resolution and a Certificate in Online Education and Training.