CAMBRIDGE INTERNATIONAL DIPLOMA FOR TEACHERS AND TRAINERS

SAMPLE ASSIGNMENTS

DIPLOMA FOR TEACHERS AND TRAINERS

Sample Assignments

INTRODUCTION

We have created the following four sample assignments to give you a better idea about:

- the kind of evidence which is presented in Diploma assignments
- the way the assignment templates are completed
- the relationship of the assessment framework (eg the sequence of steps and prompts) to the practice and experience of the candidate, through the complete teaching cycle.

The candidate 'Robert Richardson' is a fictional candidate. His context and testimony is a reflection of the experiences of many real candidates. Robert is a subject teacher of students on a pre-university course.

Robert has completed the assignment steps and the reflective report using the assignment template provided by CIE. **Every** candidate **must** use the assignment template. It is an easy to use Word document. Candidates need to be reasonably comfortable with word processing.

Many candidates for the Diploma are using English or another language which is not their first language. We do **not** assess use of language in this Diploma - as long as the examiners can understand the sense of what you are saying to us, then this is the essence for our assessment.

Many different teachers and trainers enter for the Diploma, teaching all ages and ability levels in all sorts of contexts. The Diploma assignments enables each candidate to report on his/her experience in **his/her own** teaching context.

The Diploma is equally accessible to all teachers and trainers – ie it provides a 'level playing field' for assessment of teaching practice and performance.

SAMPLE ASSIGNMENT

MODULE 1

DESIGN

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

CAMBRIDGE INTERNATIONAL DIPLOMA FOR TEACHERS AND TRAINERS

Assignment Cover Sheet

DESIGN: PLANNING AND PREPARATION

By completing this form and submitting the assignment for assessment by CIE I confirm that the assignment is all my own work. Any work taken from another source has been appropriately referenced and acknowledged.

CIE Unique Candidate Identifier			
Centre No	Year	Cand. No.	Check Digit
Y Y 9 9 9	0 3	0 0 0 1	W

Candidate Name	Date of Submission
ROBERT RICHARDSON	0 1 1 1 0 2

Context

Please give **brief** information about **your** context

(approx **200** words)

Your personal experience

After studying Geography at Leeds University in the UK, I taught the subject at a college in Egypt for five years. Being a geographer I decided I would like to travel more and, if possible, live in Latin America. A friend suggested I should contact Best International College (then under construction). I did this and was fortunate enough to gain a post here. I have been in post for 2 years.

Your role and responsibilities

My role is to teach A level Geography (Human and Physical). As well as classroom teaching I have a wide range of responsibilities including:
• contributing to the college induction process
• preparing up to date teaching materials
• organising fieldwork and project work
• preparing and implementing assessment processes
• storing records of performance, schemes of work, teaching materials

Your institution

Best International is located in the inner suburbs of the city. I was fortunate to be a founder member of the teaching staff. It has been very exciting to be part of a new institution which has grown (literally) around us. There are currently 1600 students and over 100 staff at the college.

Your learners

My learners are all 16-18 year olds (boys and girls). Most of them have successfully completed IGCSE Geography but some, such as recently arrived students from other countries, may have very different learning backgrounds.

MODULE 1   DESIGN: PLANNING AND PREPARATION

Step A   Identifying learners' needs

(approx **250 words**)

How have you identified the needs of your learners at the start of the programme?

> Like many other departments in the College, Geography operates a policy of making the best use of the College open/induction day which precedes the opening of the academic year. This open day gives us an excellent opportunity to meet our new students. Not all come from local feeder secondary schools. Some will be international students who are quote unfamiliar with local educational provision.

Why have you selected this approach?

> It is our departmental practice to give each student a questionnaire to complete. This asks them about their previous course (IGCSE or other), their interests and aptitudes within the subject and any personal or academic special needs they may have.

What are the significant learner needs you have identified?

> Because Geography involves a very wide range of skills we are interested in their mathematical and IT aptitudes and experience and their ability to pick up new ideas and write about them.

How different are the needs of individual learners in the group?

> Our experience with this method of establishing needs has shown that it works well in acting as an early warning. Needs may be academic. For example some students find difficulty with the physical rather than the human geography (and vice versa). Some may have physical problems eg deafness, limited mobility. Some may feel less than confident about the whole concept of A level academic study.

MODULE 1   DESIGN: PLANNING AND PREPARATION

Step B   Specifying the learning objectives

(approx **100 words**)

What are the programme requirements in terms of skills, knowledge and understanding?

We use the Cambridge AS/A level syllabus and the requirements are clearly identified in the CIE syllabus:

Knowledge
candidates should be able to:
offer definitions and explanations of relevant geographical terms and concepts
show working knowledge of relevant principles, theories and models
recall accurately the location and character of selected places and environments
demonstrate knowledge of the physical and human processes at work.

Understanding and Application
candidates should be able to:
understand the complex and interactive nature of physical and human environments
understand how processes bring changes in systems, distributions and environments
recognise the distinctiveness and the generality of places and environments
recognise the significance of spatial scale and of time scale
apply this geographical understanding to new contexts.

Skills and Enquiry
candidates should be able to:
collect, record and interpret a variety of information from primary (fieldwork) sources and secondary sources (eg statistical data)
interpret a range of map and diagram techniques displaying geographical information
assess methods of enquiry and consider the limitations of evidence
demonstrate skills of analysis and synthesis
use geographical understanding to develop their own explanations and hypotheses.

Evaluation and Decision-making
candidates should be able to:
assess the effects of geographical processes and change on physical and human environments
consider the relative success/failure of initiatives and demonstrate a sense of judgement
analyse the viewpoints of different groups of people and identify conflicts of interests
assess the decision-making procress in physical and human contexts
recognise a number of possible outcomes from a given situation.

How have you identified these requirements?

Refer to page 3 of the CIE syllabus

MODULE 1   DESIGN: PLANNING AND PREPARATION

Step C   Planning content, delivery and resources

(approx **350 words**)

Why have you chosen particular method(s) of learning?

Because Geography involves such a diverse range of skills, knowledge and concepts, no one method of learning at this level will successfully deliver them all. Se we use different methods of learning:
- **instruction**
for giving information, explaining ideas and models, setting up exercises and developing skills such as a mapwork. Usually includes informal question and answer
- **discussion**
I often use this following more formal instruction sessions to explore ideas in greater depth, to exchange views and opinions and to encourage further thoughts and reading
- **class exercises**
this helps students further their skills and interpretation of ideas and materials. Can introduce vital case studies
- **group and individual practical work**
this is used in conjunction with project work and also fieldwork.

What constraints and opportunities are likely to affect the programme?

- The breadth of the syllabus is always a problem in Geography. We have to cover both physical and human geography and the inter-relationships between the two. We really need to cover the whole AS syllabus to give our students a fair choice of questions in the AS Geography paper.
- Many of our students have little experience of physical environments beyond their city and region, so concepts like seasonality are often difficult to grasp.
- We have limited opportunities for physical geography fieldwork, except local coastal and urban studies.

What are the main learning opportunities in the programme?

Geography is a subject full of learning opportunities, for example:
- The international dimension often fascinates young people and we stimulate them by using a wide variety of contrasting case studies eg Brazil, Australia, UK, Japan and Switzerland.
- The subject links very closely with issues of current world concern, which we cover in our course, such as globalisation, global warming, rapid urbanisation, poverty in the developing world.
- There are many opportunities to learn how natural and human systems work - human migrations, settlement growth, the workings of the atmosphere and evolution of drainage patterns.
- Development of skills such as a making maps, interpreting photographs, making field measurements.

How are you integrating assessment into the programme?

This is incorporated into both programme and lesson plans. I have allocated time in the schedule for the following:
Formative assessment
- audit sessions
- question and answer
- structured question tests
- project work and fieldwork

Summative assessment
- end of term 'mini exam'

How will you cater for differentiation?

- I try to use material which is appropriate to the full range of abilities and skills in our teaching groups. So I have to be careful in selecting case studies and making explanations.
- Unlike some colleagues, I try to vary the type and emphasis of teaching/learning styles within the programme and within each lesson. By following instruction with a class exercise I can check the understanding of slower learners.
- Provision of full reading lists and internet sources helps high achievers develop their ideas.
- Skills coaching in class can help those who are shy or reluctant.
- Each unit of study (effectively each term) begins with a common introduction to the topic.

How have you safeguarded equality of access?

- We like to think that our teaching schemes are flexible enough to allo students of A level potential to study Geography without much or any previous geographical background. This is possible as long as teachers and fellow students realise that they need a bit of time to grow 'into the course'.
- Because this is a multi-cultural society we normally happily celebrate a range of different religious and cultural festivals. We have to inspect the diary very carefully when organising events like fieldwork and visiting speakers.
- Otherwise equality of access is not a problem here.

MODULE 1   DESIGN: PLANNING AND PREPARATION

Step D   Completing the programme plan

(approx **200 words**)

Programme title

| AS Geography : Term Two Human Geography : **Topic 2 Settlement Dynamics** |

Aims

| To develop skills and understanding in settlement geography topics as outlined on CIE syllabus |

Learning objectives

| Practical map techniques; use of examples from MEDCs and LEDCs; relationship of theory to different areas |

Session	Date/time	Learning activities	Assessment	Resources	Evaluation
1	Jan 10	Introduction to settlement dynamics		syllabus offprint : worksheet	own notes on induction
2	Jan 12	Settlement hierarchy explanation	Q&A	OHTs, article offprint	own notes
3	Jan 17	Primacy and urban dominance	Q&A	OHTs, section in textbook	own notes
4	Jan 19	Christaller and spheres of influence	Q&A from reading	offprint material	own notes
5	Jan 24	Range, threshold of goods and services	Q&A	OHTs	extend Q&A to student reactions to sessions 1-5
6	Jan 26	Case study : UK Midlands	Q&A from reading	OHTs, worksheets, maps	own notes
7	Jan 31	Same continued AUDIT 1	Audit: all students	As above	own notes
8	Feb 2	Changes in developing countries		Video edtracts, world maps	own notes
9	Feb 7	Structured question test - session 8 continued	1st structured question test	Test paper, OHT	n/a
10	Feb 9	Contemporary issues in rural settlements	Q&A from reading	Extracts, photos	own notes
11	Feb 14	Rural settlement changes in Switzerland	Q&A	Maps (Valais), slides	own notes
12	Feb 16	Case study of canton Valais, Switzerland	Q&A	Maps (Valais) photographs	own notes

13	Feb 21	Canton Valais continued AUDIT 2	Audit all students	As above	At end of audit ask students about audit concept
14	Feb 23	Process of urbanisation LEDC and MEDC compared	Q&A	Written extracts and statistics	own notes
15	Feb 28	Urbanisation in LEDC : Brazil and Tunisia	2nd structured question test	OHTs, Test paper	own notes
16	March 2	Urbanisation and counterurbanisation in UK	Q&A based on reading	Video extract, OHTs	own notes
17	March 7	Urban land use: models : US cities	Q&A	handouts, OHT	own notes
18	March 9	Poverty in cities: USA, Brazil, Philippines	Q&A based on Video	Video	distribute student questionnaire in last 10 minutes
19	March 14	End of term mini examination	mini examination	Exam paper	n/a
20	March 15	Feedback from above: A look at our city. Outline next term's fieldwork project			discussion with students

MODULE 1   DESIGN: PLANNING AND PREPARATION

Step E   Specifying the requirements for each learning session

LEARNING SESSION 1

(approx **100 words**)

What are the main learning activities?

Understanding major geographical changes in 19th century Switzerland • urbanisation • development of rail network (including Alpine tunnels) • origins and growth of tourism • development of neighbouring states esp Italy, Germany • industrialisation Understanding major geographical changes in 20th century Switzerland • continued urbanisation • development of late 20th century motorway network • decline of traditional farming and rural population Introducing canton Valais • its location, form and settlement hierarchy • its physical features and organisation of districts • cross-section of Rhone Valley

Why have you selected these?

• They introduce Switzerland as an advanced modern European state which has undergone late urbanisation and some industrialisation • Show the interplay between physical geography (Alps, Jura, Rhone Valley, Reuss Valley) and the growth of tourism, decline of agriculture and spread of road and rail networks • Focus on a small area (see P 8 section 2.2 of the CIE syllabus) ie canton Valais • Canton Valais to be used for a) statistical mapping next class b) small scale rural depopulation and re-population

What role(s) do you expect to play?

• Largely that of instructor, facilitator and leader of discussion/study • Coach (in terms of drawing skills)

What role(s) for you expect learners to play?

• Note-takers (from my explanation) • Sketch-map constructors (using two outline maps I have designed) • Cross-section drawing (from scratch using plain paper) • Question framing

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MODULE 1   DESIGN: PLANNING AND PREPARATION

Step F   **Completing session plans**

LEARNING SESSION 1

(approx **150 words**)

Session title	Rural settlement changes in Switzerland

Aim	To show and explain settlement changes in 19th and 20th century Switzerland

Learning objectives	Understanding of rural settlement changes in Switzerland and canton Valais

Time	Activity	Content	Materials	Resources	Differentiation
20 mins	1	Explanation of 19th century changes	OHT - outline map	OHP: slide projector	see notes below
20 mins	2	Explanation of 20/21 century changes	OHT - outline map	OHP: slide projector	see notes below
10 mins	3	Map of canton Valais	OHT - outline map	OHP: slide projector	see notes below
10 mins	4	Cross-section of canton Valais	OHT - plain paper	OHP: white board	see notes below
18 mins	5	Question-framing exercise	Set of population change statistics	Whiteboard	see notes below
2 mins	6	Summary of main points	Notes on OHT	OHP	n/a

Differentiation

- Sitting in groups (which will be of mixed ability) will help students learn from each other - especially in framing questions

- I can also pass between groups easily to reassure slower learners and make constructive suggestions to those who are unsure

- I can use groups to pool questions and take questions from groups as well as individuals

MODULE 1   DESIGN: PLANNING AND PREPARATION

Step G   Preparing learning materials

LEARNING SESSION 1

(approx **150 words**)

What learning materials are you going to use?

Large wall map of Switzerland
Outline maps of Switzerland showing 19th century rail network
Outline maps of Switzerland showing 20/21 century road networks
Tables of statistics showing 2oth century changes in rural population and urban population in canton Valais

How far have you amended or created these materials for use?

I produce/draw the outline maps. The wall map is a published item, and I have copied the tables from official statistics books.

How are these materials going to be used in supporting specific learning activities?

These materials act as interactive records of the stages in the explanation of this set of ideas. So
- we will use the wall map simply to introduce the basic physical and population characteristics of the country as a whole
- the outline map of 19th century rail networks enables students to locate the major nodes in the system (Zurich, Basel, Berne, Lausanne and Geneva) and shade in the major uplands - the Alps and Jura and main river valleys, Aar, Rhone and Reuss
- the outline map of 20/21 century road/motorway networks enables major tourist settlements to be located (eg lakeside resorts - Interlaken, Montreux, Lucerne, Lugano) (eg ski resorts such as Zermatt, Klosters, Gstaad, Saas Fee) new port/health complexes (eg Crans-Montana, Iserables and Ovronnaz)
- the tables of statistics show both decline <u>and</u> increase in rural settlement populations. These are used in the question-framing exercise.

MODULE 1   DESIGN: PLANNING AND PREPARATION

Step H   Preparing equipment and learning facilities

LEARNING SESSION 1

(approx **100 words**)

What equipment and learning facilities are you going to use?

Slide projector Whiteboard Overhead Projector Wall map of Switzerland

How have you ensured that these are ready?

I ensured that these were ready using the following steps: 1. I booked the slide projector in advance from the departmental store 2. I brought in the wall map of Switzerland from home - it is my own map which I bought in Lausanne when I was working as a GAP year student in canton Valais (actually as a gardener and part-time commis chef) 3. I checked the whiteboard was clean and brought in a set of unused pens 4. I checked the overhead projector twice before the class and located a spare bulb just in case 5. I set up the slide projector myself and checked its functioning before the class came in 6. Also just before the class arrived I pinned up the wall map of Switzerland

MODULE 1   DESIGN: PLANNING AND PREPARATION

Step I   Planning for evaluation

LEARNING SESSION 1

(approx **150 words**)

How are you going to evaluate the session?

I have decided to go for a 'two-pronged' method of evaluation - self-evaluation and observation by a colleague

How are you going to integrate evaluation into the planned session?

- I will clear a time slot for my own recording of my reactions to the way the lesson went once the whole delivery is over - this will be pretty much my normal practice. - I am going to arrange 'outside' observation of this class by another teacher (actually from another Junior College)

How are you going to obtain learners' feedback?

I have thought long and hard about this. There is so much going on during the session that I don't think the students will react very well to the distribution of yet more material to work on - a questionnaire or whatever. I have also got the added difficulty of looking after the observer. Also I do not think the feedback should be part of the lesson. It should be independent, free-standing of the lesson. I have decided to pick three students of differing ability to act as observers - all three are confident in expressing their own opinions. I will brief them the day before on what to look out for - timing, use of AVs, etc and get their reactions after the class.

MODULE 1   DESIGN: PLANNING AND PREPARATION

Step J   Preparing the learning environment

LEARNING SESSION 1

(approx **150 words**)

What steps have you taken to ensure that the learning sessions are undertaken in an appropriate physical environment (learning space)?

All our teaching locations are by anyone's standards very good as the college is virtually brand new. The room I will be using is a standard teaching space with air conditioning (noisy but you soon get used to it). It is square and has a whiteboard which doubles as a screen and pin boards to each side. This is a very flexible set-up which enables me to use the OHP whenever I wish. You do need to make sure the white board is kept clean, however and I will check this well before the class begins.

I also checked across the college timetable for the day in question to see if
(i)   there were any events near the room which might cause a physical disturbance to the class
(ii)   the students might be involved in activities before my class which might disorientate them in any way.

What steps have you taken to create an encouraging social environment for learning?

My view is that seating arrangements are really quite important. Our furniture (small square plastic faced tables and plastic seated stackable chairs) is simple but flexible. So I arranged the seating in what I call 'modified cabaret' style. This means four students sharing two tables joined as a rectangle but no-one occupying one long side. This means that nobody is sitting with their back to me but the atmosphere is more relaxed and group work is easily undertaken without moving any furniture.

MODULE 1   DESIGN: PLANNING AND PREPARATION

Step E   Specifying the requirements for each learning session

LEARNING SESSION 2

(approx **200 words**)

What are the main learning activities?

This lesson continues directly from Learning Session 1, and comprises:
1.   Brief reprise of what we discovered last time.
2.   Instruction in drawing/constructing a choropleth map of population change for districts within canton Valais. Choropleth maps allocate a colour shading for different spatial values by area.
3.   Construction of choropleth map by students.
4.   Taking last lesson's exercise (continued for homework) which framed questions about population change in canton Valais. Listening to the questions which the students identify and using some of these to structure a question and answer scheme which will develop into a discussion.
5.   Watch video clip of geographical changes in the Pyrenees.
6.   Explanation of the effect of altitude on economic activity and population change in canton Valais.

Why have you selected these?

• I wanted to diversify the range of learning activities within the lesson
• Practical work gives students a sense of immediate achievement - so the choropleth exercise.
• Discussion based on last lesson's work and homework legitimises the effort put in by individual and group student thought/contribution.
• Pyrenees video provides comparison with (more developed) canton Valais.
• Generally speaking I'm aiming for greater student involvement in Lesson 2.

What role(s) do you expect to play?

• Instructor - for choropleth construction
• Guide for explanation - for effect of altitude on economic activity and population change
• Facilitator - for video clip
• Discussion leader
• Recorded of main points of discussion
• Link man (with previous lesson)
• Summariser (of this and last lesson)

What role(s) do you expect learners to play?

• Listener - to instructions on choropleth construction
• Map-maker - drawing up choropleth map
• Contributor of questions
• Participant in discussions
• Recorder of notes (on comparison with Pyrenees and 'altitude')

MODULE 1   DESIGN: PLANNING AND PREPARATION

Step F   Completing session plans

<div align="center">

LEARNING SESSION 2

</div>

(approx **200 words**)

Session title	Rural settlement changes in Switzerland

Aim	To develop a detailed understanding of reasons for rural population change in Valais

Learning objectives	Develop map making and discussion skills. Appreciate comparison with Pyrenees

Time	Activity	Content	Materials	Resources	Differentiation
15 mins	instructions	instruction in drawing choropleth map	outline map of districts in Valais	OHT and whiteboard	see notes below
15 mins	practical	students draw choropleth map	outline map of districts in Valais	OHT and whiteboard	see notes below
20 mins	discussion	discussion using last time's questions	student notes	OHT and whiteboard	see notes below
10 mins	video	video clip of change in Pyrenees	notes	video	see notes below
20 mins	instruction	instruction on effect of altitude in Valais	notes (cross-section from L1)	OHT and whiteboard	see notes below

Differentiation

- Sitting in groups (which will be of mixed ability) will help students learn from each other - especially in framing questions

- I can also pass between groups easily to reassure slower learners and make constructive suggestions to those who are unsure

- I can use groups to pool questions and take questions from groups as well as individuals

- My last topic is 'safe ground', a straightforward activity to reassure those who are less confident and end on a positive note.

MODULE 1   DESIGN: PLANNING AND PREPARATION

Step G   Preparing learning materials

LEARNING SESSION 2

(approx **200 words**)

What learning materials are you going to use?

- Outline maps of canton Valais showing districts and River Rhone, main towns such as Martigny, Sion, Sierre, Visp, Brig, Zermatt.
- Cross-section of canton Valais
- Video clip of population, settlement and economic changes in the Pyrenees.

How far have you amended or created these materials for use?

- Outline maps - I have drawn these outlines and provided for 4 photocopies each. I traced the master from a map I had acquired while working in Valais as a student.
- Cross-section - this was drawn by the students in the previous lesson. I have also drawn what it should look like on an OHT. This is a sketch only - not much accuracy is involved!
- Video - I watched the whole video myself in advance of the lesson. Some of it is very much a 'travelogue' and some is rather too infatuated with the local scenery. One ten minute slot does talk about the decline of farming, the changes in villages, urbanward migration and the development of roads, electrification and tourist developments. This is fine because I don't like showing long videos. They become tedious and students find it very difficult to make notes from them.

How are these materials going to be used in supporting specific learning activities?

- The outline maps are absolutely essential for the choropleth construction exercise. I could have asked them to drawn their own outlines from either an OHT map or a raw loose map but it would have taken an age and A level teaching time is about more this.
- The cross-section is a bit of fun, really (students always find cross-sections difficult to draw) - but a very useful bit of fun. Eventually we will be able to see that villages in the valley floor near towns like Riddes have grown and so have the upper mountain villages like Ovronnaz which are now tourist locations. Those at 'middling' distances like Dugny and Montagnon have declined in terms of economic activity and population numbers.
- The video clip is really to provide a contrast with another similar, mountain area. We will see similarities (like new reads and the decline of transhumance agriculture) and differences (Valais is very much more enterprising in developing tourism eg the health resort at Ovronnaz, the international class golf course at Crans-Montana and the health/recovery clinic at Iserables.

MODULE 1   DESIGN: PLANNING AND PREPARATION

Step H   Preparing equipment and learning facilities

LEARNING SESSION 2

(approx **100 words**)

What equipment and learning facilities are you going to use?

I intend to use
- whiteboard and overhard projector for instruction and illustration
- video recorder for comparison with the Pyrenees

How have you ensured that these are ready?

- I always check that audio-visual aids are in working order before classes. I usually check that they are ready before I start teaching in the morning and just before the class itself.
- The video cassette recorder is shared between two rooms and is trolley-mounted. I will have taken care
a) to see that it is booked out to me for the timetable slot involved
b) that the machine is ready for us (correct AV channel)
c) that I have brought the correct tape (!) forwarded to the correct point in the tape
- I also carry a spare overhead projector bulb in my 'luggage' to cover any unforeseen failure.
- I will also ensure that the whiteboard is properly cleaned before I begin the lesson.

MODULE 1   DESIGN: PLANNING AND PREPARATION

Step I   Planning for evaluation

LEARNING SESSION 2

(approx **150 words**)

How are you going to evaluate the session?

Self evaluation, outside observation and learners' feedback

How are you going to integrate evaluation into the planned session?

1. My own 'on the hoof' evaluation - notes made as the lesson unfolds and at the end of the class. These are quick but immediate. I make these in my log rather than on my lesson plan.
2. This lesson, like Lesson 1, will be observed by an 'outside' observer who will provide her own feedback and comments to me.

How are you going to obtain learners' feedback?

As in Lesson 1, I will gain learners' feedback from three students I have nominated and briefed before the lesson. They, too, will be looking at issues of timing, effectiveness of exercises, usefulness of AV's, differentiation, opportunities for students to develop their own skills, chances for student involvement. They will report on this at the end of the lesson when the outside observer will be present for their comments, too.

MODULE 1   DESIGN: PLANNING AND PREPARATION

Step J   Preparing the learning environment

<div align="center">LEARNING SESSION 2</div>

(approx **150 words**)

What steps have you taken to ensure that the learning sessions are undertaken in an appropriate physical environment (learning space)?

As I explained in this step for Lesson 1, we don't have too much choice in the physical learning environment because most of our teaching spaces are of a standard square design. They are all very flexible, however, and all our rooms are air-conditioned which is most appreciate in the typical hot sultry weather we have here! They are light and brightly painted which gives a positive ambience.

My seating plan is 'modified cabaret' style as for the previous class but this time I will have to take care to instruct students 'on the wings' to shirt their seats so that everyone can watch the video extract in comfort. (I have made a note of this instruction in my lesson notes). This layout also encourages group discussion.

What steps have you taken to create an encouraging social environment for learning?

I also want to make more use of the walls to bring about a more Swiss atmosphere and show what tourist resorts look like. So I will pin up some of the travel posters I collected during my stay in Switzerland. There is a particularly good one of ski-lifts are Verbier. Others include the excellent golf course at Crans-Montana and the Gornergrat mountain railway which winds its way up the slopes of the Matterhorn.

MODULE 1   DESIGN: PLANNING AND PREPARATION

REFLECTIVE REPORT

Among your reflections on your overall experience of planning and preparing the learning programme and learning sessions, you should include the following themes:

- your experience of planning for learners with different needs

- the highlights of your planned programme and sessions which you think will particularly facilitate active learning, and motivate and encourage learners

- the aspects which have particularly informed your own practice for the future and which you think would be of particular interest to your colleagues and fellow professionals elsewhere

(approx **1000 words**)

The phrase 'different needs' is very much bigger than it seems. The 'needs' can be very variable indeed. For example, one of my students, Eric, is hard of hearing. I ensure that he always sits front/middle and I always 'give him a nod' to make sure he can hear properly. He always gives me a smile - it acts as a cue for me to settle everyone down and for us all to begin the lesson.

I also have a group of five or six slow learners. They need time, more time to assimilate material and concepts and my audit system of formative assessment helps check that their needs are being met on an on-going basis. I check that all the exercises I set can be reasonably tackled by them. I also ensure that I can gain physical access to them easily when class exercises are being undertaken. Very often it is just a quick bit of reassurance which is required. My own feeling is that they should not sit together. I try to ensure that they spread themselves out a bit. This needs careful and very sensitive handling but with good humour it can be managed. In group work, slow learners can often pick up help and encouragement from fellow, more confident, students.

Less confident, shy students, often find it difficult to contribute in class discussion. In some classes where students are polite and kind, confidence quickly grows. I always say at the beginning of the course that a positive student will have the courage to 'be wrong'. In less well behaved groups, I point out that sneering or giggling at ill-conceived contributions detract from the donor as well as the receiver. Most students appreciate clarification, immediate clarification, when they are not sure about a point. I have learned to give this immediately if it is a short point but refer to an end of class session if I feel that the difficulty is in need of in-depth explanation. I think this is better than yielding to a massive disruption in the flow of a well-designed lesson which everyone, or almost everyone, is 'hooked up' to.

Central Place Theory usually provokes discussion and some disbelief in students. The notion that settlements can be defined not so much in terms of population size but in terms of types and numbers of services and retail outlets - and that settlements of same rank are equally spaced usually needs effort to convince sceptical students. Our examples usually convince students. The massive changes in population and settlement in less economically developed countries are one of the most important forces in the historical geography of the past 100 years and they always provoke amazed responses from students. Past experience has shown that our students have a fascination for the winter sports world of Switzerland and I teach it in parallel with work on ice and snow (alien concepts here!).

Learning activities can provoke interest and encourage learning which seems to 'stick' in students' minds. Two homeworks in connection with the range of goods and services involve students in asking friends, relative and neighbours where they shop for a list of carefully selected goods. We then compile

---

some maps in the classroom to see how far people will travel for different value goods - the local shopping parade, local mall or the retail delights of the City Plaza. By contrast some of the planned video extracts show the misery and desperation caused by rapid urbanisation in Brazil and the Philippines.

I have always worked with an outline scheme of work - I think pretty well every teacher or trainer does. This set of design steps in the assignment has opened my eyes to some important possibilities, however. These include:

1. The Questions about meeting the needs of learners

I think I used to 'feel' I was doing this but was not aware of its importance at the design stage. Firstly I think I need to pay more attention to looking at the skills/needs/achievement profiles of the students when they come to us at the induction stage. Secondly I reckon the induction process probably needs to cover the first half of Term 1 and so the material and methods we intend to use in this slot needs quite careful planning and then handling.

2. The role of learners in the programme and the learning sessions.

In my concern to cover the syllabus material, I have tended to prioritise what it is that **I** do in the scheme of work. Actually it is what **they** do which matters as much if not more. It is **they** who learn and respond, **they** who revise for and sit the AS examination. I think next time I plan a programme or a lesson I should focus more on the student experience and how worthwhile it is likely to be.

3. Local resources

Perhaps in my enthusiasm to introduce students to examples and care studies from overseas I have tended to ignore our own backyard. People here have great 'pride of place' and I would like to give local study a bit more prominence in my next programme design. There is an opportunity for some cross-curricular work here. I know the History department has some interesting information on this city in 2oth century and how it has changed - land use around the River, for example.

4. Scope and content

I think I used to see a scheme of work, programme design, call it what you will, principally in terms of 'coverage of material'. Actually, as I have found out in the preparation of work for the Diploma for Teachers and Trainers, it is much more than that. The inclusion of evaluation and the whole planning and frequency of assessment have become much more important as design components for me.

SAMPLE ASSIGNMENT

MODULE 2

PRACTICE

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

CAMBRIDGE INTERNATIONAL DIPLOMA FOR TEACHERS AND TRAINERS

Assignment Cover Sheet

PRACTICE: TEACHING AND LEARNING IN ACTION

By completing this form and submitting the assignment for assessment by CIE I confirm that the assignment is all my own work. Any work taken from another source has been appropriately referenced and acknowledged.

CIE Unique Candidate Identifier			
Centre No	Year	Cand. No.	Check Digit
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Candidate Name	Date of Submission
Robert Richardson	3 1 0 3 0 3

Context

Please give **brief** information about **your** context

(approx **200** words)

Your personal experience

After studying Geography at Leeds University in the UK, I taught the subject at a college in Egypt for five years. Being a geographer I decided I would like to travel more and, if possible, live in Latin America. A friend suggested I should contact Best International College (then under construction). I did this and was fortunate enough to gain a post here. I have been in post for 2 years.

Your role and responsibilities

My role is to teach A level Geography (Human and Physical). As well as classroom teaching I have a wide range of responsibilities including:
- contributing to the college induction process
- preparing up to date teaching materials
- organising fieldwork and project work
- preparing and implementing assessment processes
- storing records of performance, schemes of work, teaching materials

Your institution

Best International is located in the inner suburbs of the city. I was fortunate to be a founder member of the teaching staff. It has been very exciting to be part of a new institution which has grown (literally) around us. There are currently 1600 students and over 100 staff at the college.

Your learners

My learners are all 16-18 year olds (boys and girls). Most of them have successfully completed IGCSE Geography but some, such as recently arrived students from other countries, may have very different learning backgrounds.

MODULE 2 **PRACTICE: TEACHING AND LEARNING IN ACTION**

LEARNING SESSION 1

Step A **Presenting information**

(approx **100 words**)

How did you make sure that the information you presented was appropriate to:

the size of the group?

There are 20 students in this particular AS Level teaching group. This is rather too big for a more relaxed "tutorial" style of presentation; students expect in any case at least some semi-lecture sort of presentation and this is fine for a set of 20. So use of OHP and more formal presentation techniques is incorporated into
Lesson 1. I look on it as a sort of "comfort zone" for our learners. The material presented does have to be well planned, thoroughly researched and property explained. Most students prefer to make their own notes in class but there are copies which I make and they are available after the lesson.

the learning outcomes to be achieved?

There are many different kinds of information to be presented because they are linked to diverse learning outcomes. These outcomes range from understanding complex economic and social changes played out over space <u>and</u> time to development of skills like building sketch cross-sections and framing questions for discussion. There is a tension between spending class time in presentation by the teacher and that devoted to action and exercise by the students.

the level of experience and abilities of the learners?

Clearly there is a noticeable range of skills, abilities, aptitudes and levels of interest within the student group. Again there is a 'tension'. On the one hand I have to ensure that **all** the individuals can take part in each section of the lesson and I haven't to be a perfectionist here. One person's hasty sketch may be as good as another's sixty minute toil! By involvement and careful, measured reaction to what they are doing you can modify, re-pitch the level of your presentation as you go along. Each group receives and responds to the same or similar presentation very differently, I find.

MODULE 2   PRACTICE: TEACHING AND LEARNING IN ACTION

Step B   Giving instruction and demonstration

LEARNING SESSION 1

(approx **100 words**)

How did you achieve appropriate:

pace in instruction?

> The question of pace in instruction was very difficult for me and this was picked up by both the students and the observer. I tended to cram in too much information in my first section on 19th century Switzerland (I was anxious to show the full range of geographical forces at work) and did the same for 20th Geography. I was also keen to develop question and answer intervals and I was soon 15 minutes behind my schedule. So either the pace or the content was wrong. My observer felt that there was just too much content.

time for discussion?

> There was some useful discussion stemming from question and answer in the first two sections (actually, more than I had to bargained for).   But the cross-section drawing was only partially carried out for most students and the final section on question framing sparked questions to me- mainly about technique and phrasing- but not much group interchange of ideas. Again, time for this section was less than I had hoped for.

opportunity for reinforcement of content?

> Actually the section on canton Valais did serve to reinforce what I had been saying in the first two sections about 19th and 20th Century Switzerland. This was not planed. I realised it at the time.
>
> I ran out of time at the end of the lesson so no reinforcing summary (which I usually do and had intended) was possible. I was disappointed with this and my poor timing/ pace of presentation.
>
> My observer rescued my feelings by taking a broader view. She said that I could save my summary/ reinforcement until the end of second lesson as the two are in effect a sequence of study. She is a kind lady.

MODULE 2   PRACTICE: TEACHING AND LEARNING IN ACTION

Step C   Using visual aids

LEARNING SESSION 1

(approx **100 words**)

Which visual aids did you use?

> The visual aids I used were:
>
> - whiteboard
> - overhead projector
> - wall map of Switzerland

How did they affect the quality of teaching and learning in practice?

> Because I tend to see things pictorially and diagramatically, I don't think I could manage without the whiteboard. I use it to draw places, cartoons, put up key words, jot down references. I know that it amuses, even entertains students. It is just part of my personality. Students in the past have remarked that all this did help them remember and understand ideas.
>
> The overhead projector has huge applicability to teaching/ learning situations like this. I can use it to show prepared maps – which I enjoy making myself. Also I can show as an OHT the same outline map as the students have in hard copy form on their desks. This is a very immediate and useful teaching to or - especially for practical exercises such as map construction and sketch section drawing. I expect I will eventually migrate across to Powerpoint but even then the "overlay" idea which I used extensively in Lesson 1 to show first physical features, second major settlements and third route networks is not so easily achieved. Also the OHT is much more akin to the sort of product which the student can produce for himself/ herself during the lesson.

MODULE 2   PRACTICE: TEACHING AND LEARNING IN ACTION

Step D   Supervising learning activities

LEARNING SESSION 1

(approx **150 words**)

What opportunities occurred to support the learning of individuals?

> The first opportunity to support the learning of individuals occurred during the question and answer sessions when people asked for amplification of a point or clarification of an idea. For example, I mentioned the term 'node' without explaining what it meant and this needed clarification. Another student asked a very good question about maximum gradients for railways. Actually there was more question and answer during the first two sections of class than I had really anticipated.
>
> The second opportunity occurred during the cross- section drawing exercise. I demonstrated this on the OHP first and then went round all the individuals to check that the vertical scale had been correctly applied. Drawing skills vary immensely within this group!
>
> The third opportunity developed during the group exercise framing questions based on the population change data. Alas, this was rather curtailed by lack of time and could not be continued after the class because I had allocated this to various types of evaluation.

What implications did these have for the balance and structure of the session as a whole?

> I did manage to steer one student away from discussion of a point which could have held up the entire presentation for quite a while longer than it did.
>
> There were more questions than I had planned for and these compounded the pressure on timings for the various activities I had planned. Actually I felt frustrated that the question-framing session suffered more than most from mistiming and this was the main opportunity for student's practical activity and opportunities for my support of individual learning.

MODULE 2   PRACTICE: TEACHING AND LEARNING IN ACTION

Step E   Managing the flow of activities

LEARNING SESSION 1

(approx **100 words**)

What adjustments, if any, did you make to your planned activities to make the session more effective?

> I was pleased with the students' willingness to ask questions and answer my questions during the first two sections of presentation but I had not programmed in time for very much question and answer. I didn't notice how much extra time this had cost and did not adjust the timing of the next section of presentation.

What effect(s) did these adjustments have upon the timing and content of your session plan?

> By the time I did become aware of the need to adjust timings we were into the two practical sessions, sketch section drawing and framing questions. I had to hurry the students along. We did cover what I had intended in the lesson plan but I feel (as they did) that the practical exercises were too short - too hurried.
>
> At least I did not feel I had to delete any parts of the plan and since the question framing exercise was a) to be extended into their homework and b) to be continued and honed in Lesson 2 (their next lesson) I felt that all was not quite lost. My observer had very much the same reaction but of course the students have no idea of what my future lesson plans look like. I did say that I would return to the question framing next time but by then everyone was packing up at the end of the class.
>
> In hindsight I could have cut the question-framing shorter, used the time for clarifying homework and drawing out the main points of the lesson by way of reinforcement.

MODULE 2   **PRACTICE: TEACHING AND LEARNING IN ACTION**

Step F   **Managing the learning environment**

LEARNING SESSION 1

(approx **150 words**)

How did you use the physical environment to facilitate learning?

> I concentrated all my teaching notes and material onto the two tables at the front and set out my box of OHTs and sets of student maps ready for the lesson.
>
> I also ensured the room was partially lit so that the ambience was bright and cheerful. (It was quite dark, humid and thundery on the day of the lesson)
>
> My cabaret seating arrangement meant that students could quickly switch from individual learning to group interaction towards the end of the learning session.
>
> I paid careful attention to the question of "visibility"-ie could each student see the screen on which my OHTs would appear?
>
> Accessibility is important, too. By this I mean my own ability to pass between desks and chairs easily so that I can get to any student who needs help quickly.

How did you achieve a positive social environment for learning?

> I always begin the lesson by checking that Eric can hear me comfortably. It has become something of a ritual; everyone looks out for it and it brings a smile to everyone's face (including mine). It is a kind of landmark and it is actually quite a useful way of signifying a beginning.
>
> My feeling is that the cabaret style of sealing indicates a much more relaxed and 'grown up' atmosphere for the class. Serried ranks of tables and chairs are a bit too authoritarian for my style. It means that the switch from individual to group work can be achieved without disturbance from having to move furniture around.
>
> I like to use humour - graphic as well as oral - to lighten the atmosphere and help those who are unsure.

MODULE 2   PRACTICE: TEACHING AND LEARNING IN ACTION

Step G   Motivating learners

LEARNING SESSION 1

(approx **150 words**)

How did you provide opportunities for formal involvement?

> In the first part of Learning Session 1 the main formal involvement for learners came in the two question and answer sessions. One of these developed into further explanation. I did have a short list of questions in my lesson notes and the response to these was good. So good, in fact, that the formal involvement took much more time than I had expected.
>
> My second type of involvement was the students' annotation and completion of the outline maps of Switzerland and canton Valais which I distributed to them at the beginning of the learning session.
>
> The third opportunity was the construction of the North/ South cross-section of canton Valais. I sketched this on the whiteboard.

What were the outcomes?

> As I have said, the outcome of the question and answer was almost too positive and certainly a bit too prolonged.
>
> The annotation and completion of the outline maps went well. The students are by now quite used to this kind of work and even the slower learners find they can deal with it successfully.
>
> The third opportunity disintegrated into good-humoured disarray as some students produced sketch sections which were either no more than English uplands or so exaggerated that even Lara Croft would tremble with fear at the prospect of climbing them. My original sketch on the whiteboard was obviously too hurried so I had to take time out to draw a better version on an OHT for the overhead projector.

MODULE 2   PRACTICE: TEACHING AND LEARNING IN ACTION

Step H   Encouraging learners

LEARNING SESSION 1

(approx **150 words**)

How did you provide opportunities for informal involvement?

This came towards the end of the lesson and, I think, in two ways:

(i)   The cross-section drawing exercise. We usually have fun with drawing sketch sections. For some reason it seems to be a set of skills which is difficult for many of the students in this class. The results are usually varied and amusing. I go along with the general amusement while trying to improve the quality of these diagrams.

(ii)   The question-framing exercise was conducted in groups of four. The idea was to look at the population change figures for districts and settlements in canton Valais, and identify interesting trends and frame questions for discussion in Learning Session 2. This worked well except that my mistiming of earlier parts of the learning session meant that this exercise had to be curtailed just as the students were getting into it. This was a pity. All was not quite lost, however, as they could continue with it, albeit individually, for their homework.

What were the outcomes?

Interestingly the cross-section drawing exercise changed the atmosphere of the whole learning session. It relaxed the students. I was able to give a little humorous drawing coaching to two or three individuals. Perhaps I should have included something like this earlier in the lesson.

In terms of students' involvement and lesson design, this was rather an "unbalanced" learning session.

MODULE 2   **PRACTICE: TEACHING AND LEARNING IN ACTION**

Step I   **Guiding learners**

LEARNING SESSION 1

(approx **150 words**)

What opportunities did you explore to develop one-to-one learning situations?

Two opportunities only arose to develop one-to-one learning situations and they were both very much towards the end of the learning session - drawing coaching in the cross-section drawing exercise; help with question framing from the population change data.

How did the particular learner(s) respond to this individual attention?

(i)   *Drawing coaching in the cross-section drawing exercise.*
         Once I had drawn my own 'sample' sketch on the whiteboard, I looked around the tables to see who was having difficulty with this set of skills. A good five or six of our students simply find drawing skills and spatial proportions extremely difficult. To their credit, they all do have an attempt with very mixed results. For this exercise, I take around a postcard of the Rhone valley near Martigny which shows the flat valley floor and the modified U-shaped slopes to the north and south. This helps them see the reality of the scenery. They can then almost trace the form of the slopes in their imagination and transfer those to paper.

(ii)   *Help with question framing from the population change data.*
         There were two difficulties here and I helped students individually with each.
         Firstly they were still not quite sure as to the purpose of this exercise, so I went through what I had said to everyone and gave them an idea of what I wanted to happen in the next learning session. Secondly one or two had a bit of difficulty with the actual phrasing needed in the questions. This was quite easily remedied.

How did you provide for these while keeping others involved in the session as a whole?

I made sure that I timed my help to individuals so that the rest of the class were busy with the activity - and this is encouraging to the individual as they are less likely to feel 'singled out'. As I am guiding an individual learner I try to keep an eye and ear open for how the rest are getting on (eg picking up on body language) - I have tried to develop this skill as it is essential in teaching.

MODULE 2   PRACTICE: TEACHING AND LEARNING IN ACTION

Step J   Supporting learners

LEARNING SESSION 1

(approx **150 words**)

What additional support was needed, if any, during or after the session?

The final part of the learning session was curtailed as I ran out of time. I had promised one student extra information on the construction of the Alpine rail tunnels at the end of the class. He dutifully waited as I realised that I had my own reflections on the progress of the lessons to record and an evaluation meeting with the trio of learners who had been completing the evaluation sheet and were anxious to talk to me about it. I asked the student to come and see me at lunchtime to discuss his interest in the rail tunnels.   I did feel as though I was fobbing him off but he could see I was busy and went cheerfully on his way.

How did you provide for this?

At lunchtime the student concerned did in fact meet up with me. He is of part-Italian extraction and one of his relatives had been an engineer on the construction of the Simplon tunnel, so he could tell me more than I could tell him. I asked him to bring in his photograph album which his mother's side of the family had treasured over the years and showed the construction camps and conditions inside the tunnel.

Session 1
Observation Report

Date of session: 14. 02. 2003	Location of session: Aula 26
Name of observer: Jacqueline Furneaux	Job title of observer: former Vice Principal of the College
Name of learner group: C2	Number in group: 20
Name of Diploma candidate: Robert Richardson	

Teaching and learning activities

General comment:
The work on the growth and geographical development of Switzerland and Valais was well researched, systematically communicated and well illustrated.

Specific points:
– The skill sessions and class-sections and question formulation were unusual and thought-provoking.
– Unfortunately Robert spent a little too much time in the first two sections and left himself too short of time for the student-centred work.
– His use of the OHP and whiteboard was outstanding and the preparation of his handouts was first-class.

– He did have to rush however. Maybe there was just _too much_ in the way of content here.

Learner involvement

General comment:
There was some. It was useful but came rather too late and, again, had to be rushed.

Specific points:
– I think Robert needs to budget for more question and answer time within his presentation activities. He handles such sessions well and needs to give them more time. They are important for their learners.

– Robert has an excellent rapport with, and interest in the students, so it was a pity that they could not work longer _with_ him in the group work session at the end of the lesson.

The session as whole

The learning session was mistimed, a little unbalanced but achieved (in varying degress of success) most of its aims.

Robert should be able to learn a great deal from this and he should not be put off by just one difficulty. His enthusiasm and interest in the students as individuals constantly shone through other technical aspects of cl[...]

Signature: Jacqueline Furneaux	Print name: Jacqueline Furneaux	Date: 14. 02. 2003

Session 1
Learner feedback

Date of session: 14 February 2003	Location of session: Aula 26
Name of learner group: G2	Number in group: 20
Name of teacher/trainer: Mr Richardson	

How have you given your feedback? Three of us saw Mr Richardson at the end of the class.

Teaching and learning activities

General feedback:
We enjoyed the lesson and we learnt a lot about Switzerland.

Specific points:
A level is more complicated than IGCSE and we seem to have to work faster too.
The outline maps helped us to make a start.
Mr Richardson was careful and answered our questions.
We like sitting and working in groups although it's a new experience for some of us.

Learner involvement

General comment:
We all felt involved in the lesson. We always feel we can ask Mr Richardson questions.

Specific points:
We are getting better at drawing cross-sections! We would all like to have a look at the postcard to see what it really should look like.
We ran out of time. It was disappointing because we were just getting to understand the question-setting exercise.
Some of us are going to meet for tea after school in our group to work at the homework. We like the hands on approach and we hope we'll do more.

The session as whole
It was very useful and very varied but perhaps it was too quick for us and so we all ran out of time.

MODULE 2   PRACTICE: TEACHING AND LEARNING IN ACTION

LEARNING SESSION 2

Step A   Presenting information

(approx **100 words**)

How did you make sure that the information you presented was appropriate to:

the size of the group?

> The same 20 students were involved in this learning session as participated in learning Session 1. This session blends together presentation, instruction, individual practical work and some group work. My instruction is geared to OHP and whiteboard work which can be readily observed and assimilated by a group of 20 and the class can be easily broken down into five groups of four (they are seated in these groups in any case).

the learning outcomes to be achieved?

> The Learning Session plan divided the activities into parts, each of which was geared to a set of learning outcomes. For example the video extract was selected to show that the Pyrenees had experienced many of the same socio-economic changes as canton Valais. Students noted these changes and could soon spot the differences, too. This introduced a new mini-case study, made a comparison and reinforced understanding of what had been happening in Valais.

the level of experience and abilities of the learners?

> The question-setting exercise acted as a gateway to discussion. We are beginning to develop discussion as a vehicle for exploring ideas in class. Our learners are relatively inexperienced in academic discussion work. They can therefore build discussion <u>with</u> me in class by looking together at the questions they themselves have come up with.

MODULE 2   **PRACTICE: TEACHING AND LEARNING IN ACTION**

Step B   **Giving instruction and demonstration**

LEARNING SESSION 2

(approx **100 words**)

How did you achieve appropriate:

pace in instruction?

> The issue of pace turned to be the main issue for me in Learning Session 1. I was very much aware of my "time slippage", so were the students in their feedback and so was Mme Furneaux in her observer remarks.
>
> I think this session should be better a) because I am aware of the problem b) my schedule contains much more in-built flexibility and c) there is not so much factual/ conceptual material to get across.

time for discussion?

> Two slots are programmed into the lesson for discussion
>
> (i)   The discussion section based on the questions framed last time and for homework
> (ii)   The final session where we look at the effect of altitude on the human geography of Valais.
>
> I have decided to include …
>
> (a) A brief introduction to this session showing
>   I.   What we discovered last time
>   II. Where we are going today
> (b) A five minute summary recapturing the main learning points and skill experiences we have
>   encountered this lesson and in Learning Session 1.

opportunity for reinforcement of content?

> Also the comparison with the Pyrenees should act as an activity which develops reinforcement.

MODULE 2   PRACTICE: TEACHING AND LEARNING IN ACTION

Step C   Using visual aids

LEARNING SESSION 2

(approx **100 words**)

Which visual aids did you use?

I kept my wall map of Switzerland in position and added to it a number of posters and large photographs from my days working as a student in Valais. This was Madame Furneaux's suggestion and it should give a more Swiss atmosphere to the class, especially the downhill ski shots and the views of Zermatt and Matterhorn.

Overhead projector for instruction and presentation

Video extract of changing life in the French Pyrenees

The photographs certainly stimulated interest in wintersports and the whole glacial environment! I think they brought home the spectacular nature of this environment. We talked informally about them as the students filed into the class and wondered how we would advertise our City to the Swiss. Water ski-ing off Puerta Bonita, shopping in City Plaza and the orchids at the Botanical Gardens, perhaps!

How did they affect the quality of teaching and learning in practice?

There is no doubt that using overlays on the OHP is one of the most efficient ways of explaining choropleth map construction. Because I can prepare all the graphics in advance I can concentrate on explanation and clear up questions. For once I try <u>not</u> to draw while I'm talking.

Videos are fine but students get bored with them easily and their concentration can wander. They are also difficult to make notes from. My ten minute clip was enough to make a comparison and provoke thought.

MODULE 2   PRACTICE: TEACHING AND LEARNING IN ACTION

Step D   Supervising learning activities

LEARNING SESSION 2

(approx **150 words**)

What opportunities occurred to support the learning of individuals?

Learning from Learning Session 1, I was able to show the steps in construction of the choropleth map and then get around the groups giving help and encouragement.

I had 15 minutes to do this and it was enough to give coaching and advice to everyone who needed it. It was very useful to begin with short, simple instruction, then follow it up with practical work directly based upon that instruction. I think we worked well together. There was a good harmony about this sequence.

I built around this 'harmony' by almost casually moving on to their questions. The numerical data of population changes within Valais was now augmented by the colours on the choropleth map which they had just constructed. We went round the groups taking a question from each. Where the response was slow or hesitant I kick-started the discussion by making a point or highlighting an example from their map. After a couple of questions, they were able to initiate discussions themselves. They got the idea. It was like seeing an aircraft take off far the first time. Great!

What implications did these have for the balance and structure of the session as a whole?

Once they had said what they needed I summed up some of the points and moved on to the video.

By the time the altitude section came up I sensed they were a bit tired. There was some discussion but I helped them away with some judicious question and answer.

MODULE 2 **PRACTICE: TEACHING AND LEARNING IN ACTION**

Step E **Managing the flow of activities**

LEARNING SESSION 2

(approx **100 words**)

What adjustments, if any, did you make to your planned activities to make the session more effective?

I began by slipping in a short formal introduction which identified what we had covered last time (Learning Session 1) and what we were going to do this time.

I was very careful to stick to my tunings for the first two activities; I did not want to encounter the 'errors carried forward' which I encountered in my last session.

The discussion session went so well that I did not want to kill enthusiasm for the sake of timing, knowing that I had some flexibility in hand in the final session an 'altitude'.

I also slipped in a final summary session, highlighting to main findings of the <u>two </u>learning sessions.

What effect(s) did these adjustments have upon the timing and content of your session plan?

I am sure that the introduction and summary added a sense of continuity and reinforcement to the learning sessions and I will use them as a matter of course in the future.

The discussion session went better than I had anticipated - much better in fact. I let the experience run its course and it was worth it for the students (and for me),

The altitude session was a bit truncated and we had more question and answer than discussion but the learning outcomes were achieved.

MODULE 2   PRACTICE: TEACHING AND LEARNING IN ACTION

Step F   Managing the learning environment

LEARNING SESSION 2

(approx **150 words**)

How did you use the physical environment to facilitate learning?

> I think the walls full of pictures definitely did set the scene for exploration of Swiss geography. I had thought this might be a bit inappropriate to A-Level, but nothing of the sort. Our students could 'picture' the landscape much more accurately thanks to the images.
>
> The cabaret style again showed its value. I was able to get round to see, coach and encourage students during the choropleth drawing exercise without disturbing people's concentration.

How did you achieve a positive social environment for learning?

> Being able to <u>with</u> the students rather thank talking <u>at</u> or <u>to</u> them certainly builds a productive social atmosphere for learning. My learning session plan worked to my advantage this time. I was able to get to this situation much earlier and pave the way for the successful discussion session to follow.
>
> Discussion, even if it needs a bit of prompting, gives most students a positive way into their own learning experience. At A-Level this needs to be happening. Many of these students will go on to university, college or professional training where such skills will be much in demand.
>
> I think a warm, good-humoured approach from the teacher produces a similar reaction in the students. I try to stick to that, even when difficulties or disagreements arise.

MODULE 2 **PRACTICE: TEACHING AND LEARNING IN ACTION**

Step G **Motivating learners**

LEARNING SESSION 2

(approx **150 words**)

How did you provide opportunities for formal involvement?

The map production exercise involved all the students. They were engaged in developing a specific product which they would then go on to use.

In the discussion suggestion, spokespersons for each group called upon to raise questions.

In the session on 'altitude' and its effects in Valais, there was a question and answer session.

What were the outcomes?

The practical work achieved its objectives. Some slower learners did not quite finish the colour shading but that can be completed as part of their homework. A good outcome in the specified time.

The formal involvement in the question framing session led to full-blooded discussion of important points arising from the district and settlement population change data. This brought up high order analytical points such as the continuing depopulation of some areas when others were stabilising and then growing. An excellent outcome showing growing quality and maturity of participation from a number of individuals.

The question and answer session on altitude was heavily 'steered' by me as the teacher, partly because I wanted to emphasise certain important points and partly because I sensed the students were beginning to get a bit tired.

MODULE 2   PRACTICE: TEACHING AND LEARNING IN ACTION

Step H   Encouraging learners

LEARNING SESSION 2

(approx **150 words**)

How did you provide opportunities for informal involvement?

This came primarily in the map construction part of the lesson when I was helping with technical advice. The outcome was very positive. Students felt they could ask what they wanted to ask and solve problems in their own mind quickly.

Informal involvement also occurred during the discussion segment of the learning session. Quite a lot of people (and not just the usual suspects) chipped in with their views and actually began quoting statistical evidence to support their uses!

What were the outcomes?

There was a bit of appreciative chatter after the video extract about the Pyrenees. I was able to pick up a few points from this such as

- The Pyrenees don't seem as active and busy Valais.
- The Pyrenees are 'less developed' in terms of tourism than Valais.

It's good to be able to capitalise on student input like this. Perhaps they had relaxed a bit. I certainly felt under less pressure of time/ objectives than in Learning Session 1.

MODULE 2   PRACTICE: TEACHING AND LEARNING IN ACTION

Step I   Guiding learners

LEARNING SESSION 2

(approx **150 words**)

What opportunities did you explore to develop one-to-one learning situations?

This occurred mainly in the statistical map drawing exercise where I was able to visit a number of individual students who needed technical advice and encouragement. This usually concerned class intervals and how to decide upon them as well as how to superimpose the data for individual settlements onto the charopleth (we used mini-bar charts but this did tax the spatial planning and drawing skills of some students. (It took me a while to figure out in preparation for this lesson!)

How did the particular learner(s) respond to this individual attention?

There was a very positive response to this kind of help, intervention, coaching, call it what you will.

How did you provide for these while keeping others involved in the session as a whole?

There was no problem with the activities of the others because 1) they were fully occupied by the same exercise and 2) I said I would get round to each group in due course.

MODULE 2   PRACTICE: TEACHING AND LEARNING IN ACTION

Step J   Supporting learners

LEARNING SESSION 2

(approx **150 words**)

What additional support was needed, if any, during or after the session?

A little scene-setting, a few initial steps from me to spark responses to the questions they have set were necessary to 'kick start' the discussion session. They acted as necessary 'templates for action' and once individuals saw what was involved they brought their own ideas into play quite readily.

I anticipated the need for extra time to complete the shading of the choropleth maps and channelled that into the homework.

How did you provide for this?

I sensed that we were not going to get another really productive discussion towards the end of the learning session when I brought up the question of **altitude**. So I converted that into presentation and question and answer. Their questions were mainly about clarification of terms involved 'aspect' and a request to elaborate one set of relationships which where not quite clear.

No further support was required after the session.

Session 2
Observation Report

Date of session: *16. 02. 2003*	Location of session: *Aula 26*
Name of observer: *Jacqueline Furneaux*	Job title of observer: *Former Vice Principal of the college*
Name of learner group: *C2*	Number in group: *20*
Name of Diploma candidate: *Robert Richardson*	

Teaching and learning activities

General comment:
There was a great variety of activities instruction and compilation of a map, viewing and commenting on a video, an interesting discussion and a session examining "altitude"

Specific points:
- The activities were much more student-oriented than Session 1. The students were given some stiff challenges in terms of skills, thought, discussion and analysis.
- The material need was very well researched and presented.
- The use of the overhead projector was very clear; it made constructions of the map easy to understand.

- The lecture had an excellent manner with the students and worked with to produce some impressive learning outcomes.

Learner involvement

General comment:
Excellent - almost every student found themselves involved in practical, oral and analytical work of a high standard.

Specific points:
The discussion work was admirable. It had been well-prepared, was well introduced and effortlessly managed. The main points were recorded and the students obviously got a great deal from this exercise.
Because the teacher felt more at home with the timings of the session, the atmosphere of the class was more creative and relaxed.
The attention to individual needs was well-handled - he didn't make a fuss about it.

The session as whole

A first class blend of the teacher's talent and the student's abilities. You could almost feel the learning taking place.

Signature: *Jacqueline Furneaux*	Print name: *Jacqueline Furneaux*	Date: *16. 02. 2003*

Session 2
Learner feedback

Date of session: 16 Feb 2003	Location of session: Aula 26
Name of learner group: G2	Number in group: 20
Name of teacher/trainer: Mr Richardson	

How have you given your feedback? Monica, laura and I saw Mr Richardson after the lesson.

Teaching and learning activities

General feedback:
We'd never drawn a map like this, but it turned out to be quite easy and we enjoyed doing it.

Specific points:
We were a bit nervous about the discussion but we know how to go about it now (You need to be well prepared).
You also need to listen carefully to what other people are saying. We learnt a lot from this.
The video was useful. The factor of attitude was important but combining it with aspect was difficult.
Mr Richardson encourages us to question and think as carefully as possible.

Learner involvement

General comment: The 'hands-on' approach is great

Specific points:
It's good to do practical work in class — it gives you confidence and you really feel as though you have done something.
We thought the video was a bit short and we didn't have much time to make notes on the points that came out of it.
The discussion session was a big help. Now we know what we need to do and how we can learn through discussion.

The session as whole

It was hard work!
It was a big challenge but at the end of the lesson we all felt we had achieved something.
Some of us would like to go to Zermatt but one of us is definitely going to the Pyrenees (for a rest!)

MODULE 2   PRACTICE: TEACHING AND LEARNING IN ACTION

REFLECTIVE REPORT

Among your reflections on your overall experience of facilitating learning and learners' involvement, you should include the following themes:

- critical moments/events which occurred in the practice of any session(s) in the programme which for you particularly highlight key principles in teaching and learning

- changes of direction and unexpected events which have offered opportunities for enrichment

- the aspects which have particularly informed your own practice for the future and which you think would be of particular interest to your colleagues and fellow professionals elsewhere

(approx **1000 words**)

There are two critical moments/ events which happened in the practise of my sessions in the programme which I had designed.

The first occurred towards the end of the programme when we were preparing the ground for some urban fieldwork we were planning for next term. One student asked if they could work in the groups they had used for all their group work exercises this term. I agreed. It seemed like a happy social outcome which we ought to help prosper. Another student said how much she and her friends had enjoyed the rudimentary retail fieldwork we had carried out for homework at the beginning of the term. Most seemed to think this was a good idea. I had actually planned a different set of themes (the expansion of the city's MRT system and the development of the urban waterfront) but we could easily develop a retail geography option.

The second critical moment occurred during Learning Session Two when the gentle coaxing and prompting I had been giving blossomed into a full-blown discussion with students making some very telling points and using supporting evidence from the population change data. Several individuals, and not just the high achievers , contributed to the discussion and we certainly covered ideas of some complexity. I really had not even hoped for this sort of maturity in students in their second term of the course.

One change of direction which I had not anticipated came in Session 18, almost at the very end of the course. We had been booking at video excerpts showing conditions of poverty in U.S., Brazilian and Filipino cities. Sometimes students can become upset by the scenes in these films. One group had a different reaction, however. They wanted to know what steps were being taken by outsides to help the citizens of such rapidly expanding cities. I mumbled something about international agencies such as UNICEF and WHO but this clearly was not good enough. They wanted to know what our nation was doing and what the college was doing. I had to confess ignorance on both scores. They decided to find out for themselves and if nothing was in hand, their intention was to get something moving. This provoked a lot of discussion and further thought.

I think there are many aspects of delivering this programme and these lessons which will inform my practise for the future. The first concerns 'flexibility'. I think I tend to mistime quite a few of my learning sessions. Learning Session 1 was really quite typical of much of my delivery. One way of avoiding this kind of 'misfire' might be to actually write into each session plan at least ten minutes headed 'flexible space' - a kind of 'mopping up' zone which I know will be there and can fall back on. Its effects might be psychological more than anything else but all such reassurance would be welcome.

Madame Furneaux drew my attention to one issue which I think goes right back into the design issues in Module 1. I tend to think primarily in terms of what I want to achieve by way of course material with its attendant slots for assessment, important skills/ learning events, etc. I then get involved in the minutiae of learning styles allocation of time and so on. This means I can lose sight of the "big picture". The landscape I am dealing with includes not only me. The course is not for me. It is for the learners. So what I intend to do increasingly is to reflect on delivery from the learners' point of view. What could and will they do and how much good will it do them? To what extent does what I have in mind meet their hierarchy of needs as identified by Maslow and others?

I have to admit that asking for learners' feedback in questionnaire and reportage form did strike me as being a bit artificial, even a bit 'phoney'.   Now that I have done it for the Diploma, I think I shall continue to do it. Why shouldn't students reflect on learning sessions? Surely we need to look at our effectiveness through their eyes because, as Mme Furneaux pointed out, they are ones who are doing the course, learning the skills and material and, ultimately, sitting the examinations. I also think that talking about the objectives of and skills involved in teaching with the students gives us a kind of 'transparency' and takes them into our confidence. My students, however, are 17 year olds; this approach might not work very young children.

I watched Mme. Furneaux filling out her observation form. She said she had learnt quite a bit from seeing me teach. It struck me that maybe I should try to see other people teach myself. I think I can still claim to be a beginner on a sharp upward learning curve - especially after Learning Session 1. I know teachers are very wary about having others sitting in their classes - I felt nervous about it myself. But there might be senior colleagues, for example, who would provide a helping hand. Teaching can sometimes feel a bit of a lonely activity even though you are in the midst of hundreds of people every working day.

A final point concerns visual aids. Computing devices and projection methods are becoming increasingly teamed up and increasingly available. I do get impatient when we do not have this Technology on our department.
I have had one or two disagreements with my Head of Department on this matter. I am making an agreement with myself to stop moaning about what we do not have and make the most effective use of what we do have.

SAMPLE ASSIGNMENT

MODULE 3

ASSESSMENT

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

CAMBRIDGE INTERNATIONAL DIPLOMA FOR TEACHERS AND TRAINERS

Assignment Cover Sheet

ASSESSMENT: ASSESSING PROGRESS AND ACHIEVEMENT

By completing this form and submitting the assignment for assessment by CIE I confirm that the assignment is all my own work. Any work taken from another source has been appropriately referenced and acknowledged.

CIE Unique Candidate Identifier			
Centre No	Year	Cand. No.	Check Digit
Y Y 9 9 9	0 3	0 0 0 1	W

Candidate Name	Date of Submission
ROBERT RICHARDSON	3 1 0 5 0 3

Context

Please give **brief** information about **your** context

(approx **200** words)

Your personal experience

After studying Geography at Leeds University in the UK, I taught the subject at a college in Egypt for five years. Being a geographer I decided I would like to travel more and, if possible, live in Latin America. A friend suggested I should contact Best International College (then under construction). I did this and was fortunate enough to gain a post here. I have been in post for 2 years.

Your role and responsibilities

My role is to teach A level Geography (Human and Physical). As well as classroom teaching I have a wide range of responsibilities including:
- contributing to the college induction process
- preparing up to date teaching materials
- organising fieldwork and project work
- preparing and implementing assessment processes
- storing records of performance, schemes of work, teaching materials

Your institution

Best International is located in the inner suburbs of the city. I was fortunate to be a founder member of the teaching staff. It has been very exciting to be part of a new institution which has grown (literally) around us. There are currently 1600 students and over 100 staff at the college.

Your learners

My learners are all 16-18 year olds (boys and girls). Most of them have successfully completed IGCSE Geography but some, such as recently arrived students from other countries, may have very different learning backgrounds.

MODULE 3   ASSESSMENT: ASSESSING PROGRESS AND ACHIEVEMENT

Step A   Preparing formative assessments

(approx **200 words**)

For your learning programme as a whole, which types of formative assessment have you used?

Question and answer; audit sessions; structured question tests

Why did you select these?

Question and answer

in class - largely to check on understanding and build student participation

Audit (or 'conferencing') sessions

In these I sat down with each individual student with his or her file of notes and material. This had several functions:
1) I could check quite quickly whether or not the various units of work were complete
2) I could advise on how work could be improved, developed or completed
3) I could see very quickly how effectively notes, diagrams and references had been set down (this is vital for revision purposes later on)
4) I could give praise and encouragement to everyone
5) I can write notes on my reaction in my 'log'

What content, skills and learning activities did they relate to?

Structured question test

These were related to processes usually (eg forces involved in causing migration, reasons for negative population growth). These are similar in format to their AS examination questions.

Project work

I set one short project each term. It may be based on secondary or primary (fieldwork) investigation. We usually collect the information as a group (or groups) and then process and analyse it individually.

MODULE 3   ASSESSMENT: ASSESSING PROGRESS AND ACHIEVEMENT

Step B   Using formative assessments

(approx **300 words**)

For one <u>qualitative</u> method of assessment, how have you used it to indicate performance and review progress?

Audit (Conferencing)

I have chosen this method because I feel strongly about its advantages as a method of formative assessment. Some may feel it may be out of place at A level and I am well aware that it takes a lot of time within the programme. My own feeling is that performance and progress are largely a matter of confidence. Talking to students individually with their work in front of us can quickly defuse misunderstandings, clear up difficulties and give credit to work well done. This makes the student feel that his/her efforts are getting recognition and support. This matters to everyone and helps those in the middle of the ability range as well as the bright and the 'challenged'. It only works if you summarise what you find in your own records immediately. These comments build useful and pertinent phrases for later reports on individual student progress. I think this helps each student 'feel special' and I want them to feel that. It helps shy and otherwise uncommunicative individuals if it is done in a friendly and professional way. I have made two one-hour slots for it in my programme plan. Really more of a 'progress reviewer' than a 'performance indicator'.

For one <u>quantitative</u> method of assessment, how have you used it to indicate performance and review progress?

Structured question test

Because I am aware that the Audit is not a very efficient performance indicator, I tend to use Structured Question Tests as a partner in formative assessment. By 'structured questions' I mean stimulus material (which may be an extract, a photograph, a table of statistical data or even a short written extract) plus a series of questions consequent upon it. This technique enables me to test a wide range of material quickly and efficiently. So in a topic like Migration, I can test understanding, knowledge and skills in a variety of circumstances eg internal migrations in Switzerland, international migrations such as from Southern Europe to Argentina and a model of migration such a 'Step Migration'. The mark scheme needs careful consideration but the responses are usually easily quantified. Marks for each question are shown in brackets on the question paper.

MODULE 3   ASSESSMENT: ASSESSING PROGRESS AND ACHIEVEMENT

Step C   Analysing formative assessment data

(approx **250 words**)

How have you analysed the data?

Audit

As I said in Step B, everything depends on your ability to summarise and record quickly your own findings from the conferencing session. You need to sit back, draw breath, re-form your impressions and write down a truthful picture of what you have seen, what goals you have set the student and how their progress has met their and your expectations. I simply set down my impressions in point form for ease of inspection. When the whole group has been seen, I then take my 'log' (I call it a log because I come from a sea-faring family, but you could call it a journal, register, diary or notebook) to a quiet place and highlight the important findings for each student. I may add extra notes. I may make comments about the group as a whole but I try to keep these to a minimum. It is easy to 'group stereotype' a class of students. This method has instant and personal feedback to the student which can be agreed.

What issues of interpretation have you encountered?

Structured Question Test

I tend to be a bit 'mechanical' about this. I have my marking scheme and stick to it as I imagine an examiner would. On my PC I set up a series of spreadsheets which record marks for each question and candidate with a brief written comment, which I take from the comments added to the marks on the returned scripts. I calculate means and modes for each question and for the total marks. It is easy to work out a rank order within the set. Most useful form of analysis is for me to work out + or - expected marks against observed achievement. I put a print out of all this in my 'log'. I think this enables me to respond accurately as I can to the following issues of interpretation:

1) Which were the outstanding performances and why
2) What was the overall standard of achievement
3) Were any parts of the test a) well undertaken b) poorly undertaken and why?
4) What issues of skill, knowledge and understanding need to be revisited in the programme

MODULE 3   ASSESSMENT: ASSESSING PROGRESS AND ACHIEVEMENT

Step D   Providing feedback about progress

(approx **300 words**)

How have you communicated results to individual learners in oral form eg conversation, conferencing …?

> Audit involves one-to-one conferencing as explained above. Audit carries with it instant feedback to learners and as I have said earlier, this is one of its main advantages. It also gets the student familiar with the notion of a dialogue about progress and performance. I know from my own experience as a student where this technique was used that this built my own confidence and my confidence in my teacher.

How have you communicated results to individual learners in written form eg annotations on written work, comments sheets …?

> Results of structured question tests are in rather traditional form. It is efficient but maybe a bit stark! I write the mark - 14/20 say - at the top of the first page, or (better) as an appended mark sheet. Alongside I put my qualitative interpretation. My comments are always brief but informative. I phrase them positively and point out
> a. where success was evident
> b. where responses needed improvement
> c. how the student can move forward in their work.

What steps have you taken to arrange review(s) of learner progress inside and outside learning sessions?

> Review of student work comes naturally in audit. I reserve review outside classes for more difficult and detailed issues eg covering work lost through absence etc.

What kind of content do you identify as being important to such review sessions?

> Review should look at confidence in understanding of material, the way in which the student approaches key issues such as revision, preparation for assessment, private reading and participation in classwork … discussion work, for example.

How do you agree with the learners the outcomes of such review sessions?

> A relaxed but targeted approach is best and good humour is important, too. I like to encourage the student towards 'informal, relaxed agreement'. It usually works, even if there is sometimes 'a frank exchange of views'.

MODULE 3   ASSESSMENT: ASSESSING PROGRESS AND ACHIEVEMENT

Step E   Maintaining records of learners' progress

(approx **250 words**)

What records do you keep?

I have two sets of records:
1.   On disk (with back-up) I have an ongoing set of marks/spreadsheets resulting from
   a.   structured question tests
   b.   project work
   c.   end of term mini-exams
   d.   any other tests or marked work (eg essays and revision essays in 2nd year sixth A level)
   These are filed so that I can easily print off hard copies for any potential user.

2.   In my 'log' I keep a) hard copies of the above for the current term's topics b) notes made on audit sessions for each student (I keep a back-up set of photocopies of these at home).

How do you ensure security and protection of data?

My 'log' also includes programme plans, lesson plans and other material for <u>that term</u>.   I suppose I could use a laptop. I did try a filofax but the pages weren't big enough. At the moment I just have an A4 ring binder and it works fine. It never leaves my side. Its 'brothers and sisters' are stored in our Department's section of the staff office which is formally secured at all times.

Who do you make these records available to, and why?

These records I regard as being departmental/college property. My logs and disks are stored in the college. I can easily print off or photocopy any data almost on demand. I like to think that if I were run over by a bus, my successor could take over my teaching, know what to do next and would quickly learn how well each student was progressing.

How do you make these records available?

In my experience there is an increasing number of 'customers' for this information, for example:
(i)   students in audit and other review sessions
(ii)   colleagues and Head of Department, especially for departmental meetings and discussions
(iii)   parents and guardians for reports and open day discussions
(iv)   Head of Faculty, Director of Studies when formulating support reports for university, scholarship, sponsorship applications.

MODULE 3   ASSESSMENT: ASSESSING PROGRESS AND ACHIEVEMENT

Step F   Preparing summative assessments

(approx **200 words**)

Which methods of summative assessment have you used?

My method of summative assessment if the end of term 'mini-examination'. Time for this is budgeted in the programme. It comprises **one** session of 80 minutes for the Human Geography element of the AS core and **one** session of 80 minutes for the Physical Geography element of the AS core. This comprises two styles of response:

1. structured questions with short answers as in the twice termly structured tests

2. more extended written answers in answer to questions demanding greater elaboration of argument, use of illustration/case studies and elements of more advanced analysis and synthesis.

I use the term 'mini-exam'
a. to formalise the assessment situation and invite/provoke revision for it
b. to defuse the issue of length of writing and
c. to enable individuals not to lose touch with the examination environment/ambience - to demonstrate their skills and develop their management of their own effort within tight time parameters.

For <u>one</u> of these methods, how was the assessment material linked to the content of the learning?

In both physical and human geography the mini-exam is linked to that term's study programme. So, for example, in Term Two or Year One, the physical geography mini-exam will be looking at..

*   the drainage basin system
*   river channel processes and landforms
*   rainfall-discharge relationships within drainage basins
*   the human impact

Much depends on the <u>stimulus material</u> we have available but we would highlight at least one of these for use as an extended answer - the 'drainage basin system' and 'human impact' are likely candidates here. We would expect to see some high quality work using case studies to highlight changes in basins and related human geography.

MODULE 3   ASSESSMENT: ASSESSING PROGRESS AND ACHIEVEMENT

Step G   Using summative assessments

(approx **300 words**)

For <u>one</u> summative assessment you have devised and used, how have you designed the tasks and marking scheme?

Summative Assessment : Mini-exam; Human Geography : Settlement Dynamics

1.   Task Design

<u>Assessment 'environment'</u>

This is the end of the second term (of six) for these AS level students. They have covered three topics in their human geography programme this term

- Relationships between settlements
- Changes in rural settlements
- Urban trends and issues of urbanisation

<u>Balance of task style</u>

Because the students are still (in most cases) settling down into the full 'atmosphere' of A level study we will give them 3 sets of structured questions and <u>one</u> piece of extended writing to complete. This will work out at 4 pieces of work in 80 minutes. For less able candidates and slow writers this may prove a stiff challenge but one of our assessment objectives here is to sort out the issue of <u>time management</u> in examinations. That said, one (the first) structured question should be fairly easy to negotiate.

<u>Stimulus material</u>

The syllabus encourages students to '*develop the ability to handle and evaluate different types and sources of information*'. We therefore vary the types of stimulus material used. So in this summative assessment we will use a sketch-map of the types of urban land use in Lima-Callao (Peru), a map based on the 1:50,000 UK Ordnance Survey of Worcestershire/West Midlands and population figures for selected settlements in Tunisia.

<u>Marking schemes</u>

Two types of scheme were devised

- One to support structured questions - three in all
- One to support extended writing - one in all

How have you ensured that the tasks are valid, realistic and workable?

I took the following steps to ensure that the tasks are valid, realistic and workable.

(i)   this mini-exam builds directly upon the style and standard of formative structured question tests.

(ii)   the stimulus material is similar to the types of resource I have used in class thus far through the programme

(iii)   I have mapped the content of the mini-exam questions back through the scheme of work I have followed/will follow during the term for the 'settlement dynamics' topic and this in turn has been checked against syllabus content/wording for that topic

(iv)   the skills, knowledge and understanding involved have all been acquired in their human geography work to date

(v)   I showed the draft paper design and mark scheme to my Head of Department and she confirmed that it was appropriate to the assessment purpose.

MODULE 3   ASSESSMENT: ASSESSING PROGRESS AND ACHIEVEMENT

Step H   Analysing summative assessment data

(approx **300 words**)

What issues of interpretation have you experienced in applying the mark scheme?

As usual with structured questions where only 1,2 or 3 marks are allocated to a short written response, 'grey' areas occur where candidates have succeeded in answering part of the question only or provided an answer which is ill-formed or partly-formed. Experience can help here. I can usually use the mark scheme to justify 1 mark or 2. Again I used my Head of Department as a 'second opinion'. I don't normally do this! We had a really constructive chat about the whole ethos and operation of 'small scale' marking.

Our candidates have English as a Second Language but are truly multi-ethnic and have a whole range of (very interesting) mother tongues. Sometimes English terms and phrases are misused. We try to make allowances here. On occasions language difficulties can impair geographical interpretation.

Not everything you pride yourself in teaching is transferred to assessment conditions. Only a couple of students remembered the terms 'foreground', 'middle ground' and 'background' in their responses to questions involving photographic material.

How have you analysed the data?

I constructed a simple spreadsheet plotting scores for questions against students' names, including space for comments and boxes checking numbers of examples used, numbers of calculations made, specific terms used and explained.

From this data I was able to calculate ..

- Raw marks for each set of structured questions/extended written answers
- Aggregate marks for the whole examination
- Mean and modal scores for each set of questions
- Mean and modal scores for whole examination
- Rank order of candidates' marks
- Expected and observed aggregate marks for each candidate

I'm not used to such a detailed breakdown and what it all means so I had a cup of tea with a colleague and she talked me through it and helped me set up a PC program to look at changing student performance on structured questions throughout the whole course!

How have you ensured accuracy and consistency?

I think that talking to colleagues about validity/feasibility of deign and processing of data has helped me think in detail about precisely <u>what</u> I have tested and what (exactly) has been the outcome.

Design of a) the question paper and b) the mark scheme was thoroughly examined and applied. The mark scheme went through at least three drafts.

I checked back through a couple of past papers set by CIE to look at the style, wording and mark allocation of AS questions in this subject.

MODULE 3   ASSESSMENT: ASSESSING PROGRESS AND ACHIEVEMENT

Step I   Providing feedback about achievement

(approx **250 words**)

How have you provided feedback about the results to the learners?

I think there are two main issues here.

- Feedback about individual performance. I usually simply write marks and comments on scripts but I was feeling adventurous and restricted annotation to corrections and suggestions. I also did away with red ink and used green. I thought red had a psychological impact which I didn't really want to achieve. I appended to each returned script a mark/response sheet, showing marks for each section, aggregate mark and comments designed to inform, instruct and encourage. I'd seen this on some of my sister's university work and struck me as being more useful and just a bit more 'grown up' for my students. I gave the scripts back in class as usual and gave time for the results to 'sink in'. I tried to avoid remarks geared to specific individuals, though I did single out some for congratulation. Most of my feedback was concerned with techniques in tackling specific issues in the questions hence my second type of feedback.

- Feedback about answering technique, time management, use of skills, response to different types of stimulus material. I went through this in class, trying to be objective and taking care to use positive phrases and relaxed body language. The students noted some simple technical advice on devising extended written answers.

Have you communicated the results to others?

Through undertaking the Cambridge Diploma, I've got much more comfortable with the idea of keeping colleagues, up-lines and others up to speed with what I'm doing and what I'm finding. I usually just pass on a copy of results to my Head of Dept but this time I gave her the full analysis I have submitted in this assignment. We had a chat about it at lunch. I also circulated the information to colleagues in the department and Gail in the History department who helped me with my PC program.

What issues did you experience in communicating the summative information?

There are clearly some fairly tender emotional issues involved in communicating **any** result to teenagers who in any case feel themselves under pressure to achieve and I think anything we can do to 'humanise' this process without in any way diluting the meaning of the marks is to be encouraged.

There is a political issue for me as I am very much the junior member of our department. This is only my second year at the college, so I don't want to be seen to be 'pushy' or 'introducing change for change's sake'. I have tried to work through my Head of Department, so much thought I would like our Deputy Head and Director of Studies to see the full range of my assessment exercises. I think it is for my Head of Dept to distribute these results as and when she sees fit.

I have written the comments on the mark/response sheet in such a way that parents will be able to get a clear idea of performance and potential. I have kept copies and will refer to them at our parents' meeting and I have encouraged students to show them to their parents anyway.

MODULE 3   ASSESSMENT: ASSESSING PROGRESS AND ACHIEVEMENT

Step J   Maintaining records of learners' progress

(approx **250 words**)

How have you stored summative assessment records?

These summative assessment records are stored on disk and the disks stored in a ring binder.   This ring binder is stored with my 'logs' in the secure departmental section of the staff office/study area. Security of this area is closely regulated by the college. I keep back up copies in a secure place at home. Hard copies are in my log for the appropriate term. My Head of Dept stores copies too.

How may these records be used in the development of future learning programmes?

We are going to build up a departmental bank of such results, analyses, question papers and mark schemes. This was my Head of Department's suggestion and I have been put in charge of it (!)

I can see a number of ways in which this can be used in the development of future learning programmes.
(i)   I intend to interrogate the performance on questions to see if any subjects, skills or stimulus materials cause recurrent problems for a) all our students b) particular types of student. This information might help us to re-tune our teaching and target certain difficulties. I suspect mapwork and calculations from maps to be an early candidate for inclusion.
(ii)   I want to distil from this and future summative assessment exercises a series of examples and instances of 'good practice' which we could use as 'model' answers in our teaching
(iii)   Again, I feel (now) that the whole task of re-circulating assessment experience and findings into teaching schemes of work would be better achieved if all of us in the Department worked as a team to achieve this. I think my Head of Department is (slowly) coming round to this idea.

Sample assessment task and marking scheme

STRUCTURED QUESTION TEST : SETTLEMENT DYNAMICS. (all sets)

Answer ALL the questions.
The mark allocation is shown at the end of each question.
Total marks 25
Time allowed 40 minutes

1. What do you understand by the term *Threshold Population* ?   (2)

2. In what kinds of circumstance might the user population fall below the threshold
   population for certain goods and services ?   (3)

3. What might happen to the providers of such goods and services ?   (2)

4. In an area you have made a specialist study explain why the population of some rural
   settlements might be increasing while at the same time the population of others might be
   in decline.   (10)

5. What kinds of geographical factors might disturb evidence of the regularly spaced lattice of
   settlement distribution found in Christaller's Central Place Theory ? (10)

MARK SCHEME FOR STRUCTURED QUESTION TEST C2

1. For 2....... full definition as in notes and textbook.
   For 1........partial or incomplete attempt at definition.
   For 0........nil response. Completely irrelevant response. Incorrect response.

2. For 3.......clear answer with points such as decline in overall user population, changing styles
              of purchase, changing fashions for goods and services. Examples to help explain
              answer.
   For 2.......partial explanation. One two points perhaps little or no exemplar evidence.
   For 1....... weak, poorly explained answer with only one useful point and no examples
   For 0........nil response. Irrelevant response. Incorrect response.

3. For 2....... full explanation including possible change of function, closure or abandonment of
              function. Example given.
   For 1........partial explanation. No example
   For 0....... nil response. Irrelevant response. Incorrect response.

4. For 7,8,9,10 marks....High quality answer. clear and correct reasoning of both parts of question
                        commuter and tourist settlements (e.g Riddes; Ovronnaz)- mid-altitude
                        decline (e.g. Dugny, Montagnon).
   For 4,5,6 marks........Some explanation of both increase and decrease. Some use of examples.
   For 1,2,3 marks........Skeletal or imbalanced answer. perhaps only one component considered.
                        poorly explained. Little or no use of examples.
   For 0 marks..............nil response.Irrelevant response. Incorrect response.

5. For 7,8,9,10 marks...High quality answer. Clear and correct reasoning with a sequence of
                        points made, e.g. physical factors such as constricted glacial valleys,
                        aspect, altitudinal variations, drainage, coastal features etc. Variations
                        in transport facilities/possibilities, political/admin factors etc. with
                        examples.
   For 4,5,6 marks........Largely correct reasoning but limited number of points covered and
                        examples given.
   For 1,2,3 marks........Poor quality explanation. Only a few explanatory points not very well
                        developed. Few if any examples given.
   For 0 marks..............Nil response. Irrelevant response. Incorrect response.

Examples of assessed work and feedback

## (high; mid; low attainment/performance)

[20]

CLAUDIA RODRIGUEZ - STRUCTURED QUESTION TEST

(2) 1. Threshold population is the number of regular users of a good or service to ensure that it is economically viable.

(3) 2. User population may fall below threshold population if a good goes out of fashion. For example if skateboarding goes out of fashion, customers for skateboard shops may see a fall in user population. If there is massive coastal pollution (e.g. as on coast of N. Spain in 2002) regular users of hotels, boat hire etc may be absent and never return. Also there may be widespread local depopulation (may be through economic decline or famine e.g. West Africa in 1980's) which affects ALL user population levels.

(2) 3. Provision who are flexible might see the decline in users will cause problems and modify their activities e.g. add a cafe to their store, open a camp-site or their own farm. Or they may not be able to respond to fall in user population and go bankrupt and move out of the settlement.

(9) 4. Canton Valais in Southern Switzerland shows increase and decrease in the population of rural settlements very well during the twentieth century.
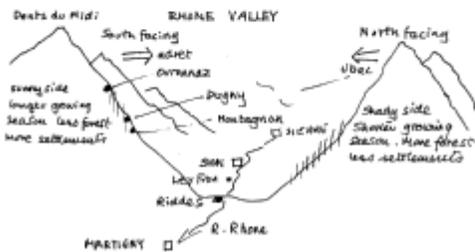
On the diagram the types of settlement have become economically successful and prosperous and therefore there has been an increase in their populations. So Ovronnaz with its tourist attracting "climate station" Court of health

---

...ment and bridges on the valley floor with motorway and main line railway across to Martigny and Sion (and beyond) has developed commuter benefits and the population of both settlements have grown. As the communications in the Rhône valley have developed its settlements have grown as business and retail centres and commuter flows and settlements have developed. Further away in Canton Valais some rural settlements have become swollen in population through growth of tourist central functions – Crans Montana, Verbier, Zermatt and Saas Fee are examples. But if you are in the middle of the slope then you have no particular advantages and your population will decline so villages like Dugny and Montagnon have seen a decrease in populations.
– Saas Fee

N.

5. Physical, political, administrative and economic factors may disturb and distort the theoretical uniformly spaced lattice of settlements achieved by Christaller in his central place theory. Examples of physical distortion include:
- coastal 'strings' of settlements e.g. coast of W. Africa and Brazil
- ribbons of mining settlements along mineral outcrops like the Rhondda Valley in S. Wales (UK)
- along lakeshores

e.g. L. Geneva in Switzerland

(did not finish – sorry!)

15

Juan Klein   Geography   Sr. Richardson Test

1. The threshold population is the minimum number of customers needed to support (make economically viable) a given central function (good or service)

②

2. User population may fall below threshold population the overall user population falls e.g. when the population of a former mining area declines (like South Wales-Rhondda Valley) Also a change of shopping style may reduce user numbers below threshold as when corner shops are weakened by cheaper prices at a new superstore.

③

3. Providers of functions where user population falls below threshold may go bankrupt.

①

4. In the area of Switzerland we studied (canton Valais) we saw that some rural settlements were looking pretty sad and their populations were declining. In Montagnon and Dony the populations were definitely ageing and declining. Buildings had been damaged by earth movements but had been repaired rather cheaply (I thought). These settlements were not high enough to become ski centres and not low enough in the valley of the River Rone to become commuter villages.

⑥
④

5. Christaller's model actually assumes uniform population density which some might see as being pretty unrealistic in the first place but things which might distort the regular lattice of settlement spacing include for example of the Rhondda Valley in South Wales (in U.K) Here coal seams come to the surface on the valley sides and floors. Strings of mining settlements grew along the valley and neighbouring

⑤

Juan

ones like it. So instead of being regularly space the settlements are strung out like beads on a necklace. You can see this happening on coasts, too. For example there was a string of former colonial trading posts which grew (later) into big cities along the eastern coast of Brazil, as you can see from the map below.

MARK RETURN SHEET

ASSESSMENT TITLE.... STRUCTURED QUESTIONS — C2

NAME... JUAN KLEIN

SET... G2

TOTAL MARK... 25

MARK/GRADE... 15

COMMENTS...

- You were good on the first three short questions but Q4 let you down a bit. You needed to say much more about settlements where population has INCREASED e.g. Alpine tourist centres (Ovronnaz; Zermatt) and lowland commuter centres (RIDDES).

- Again in Q5 you only dealt with 'physical' distortions — What about other types?

- Overall point — keep trying with the Swiss spellings! — Montagnon, Dygny, Rhone — you did OK with Rhondda!

- Big step forward from last time, Juan — keep up the good work!

RR

12

Vera Moreno . Geography Test

1. —

2. —

① 3. They go bankrupt?

4. In the part of Switzerland we studied, rural settlements are doing all kinds of things including, like Montagnon, slipping down the side of the valley? No wonder its population declined during the last century. Actually Montagnon and nearby Ovgny are neither Alpine ski or health resorts or valley floor commuter settlements. So they are not like Ovronnaz or Zermatt in the mountains or ⑤ Leytron in the valley which has access to road and rail and people can use it to go to work in Sion or even Geneva. It does not pay to be halfway up a slope in this part of Switzerland. It does pay to be on a south-facing slope (adret?) as you can do more farming there and there is less forestry.

5. Physical factors like strings of mining place in South Wales valleys. Strings of coastal resorts like South of France which a line of very fashionable tourist centres* e.g as eelan

r To

[map sketch: St. Tropez, Cannes, Juan les Pins, NICE, Cagnes sur Mer, Antibes, Med. sea]

* they vary in size but are still in a line.

⑥ Also being next to a big centre like Mexico city you get big new commuter centres and new business centres on main communication lines and in fashionable districts. Also something like a big river in a poor farming area like in Egypt where almost all towns and places are along the River Nile. Some settlements might be planned for other reasons than culturally inclined like former Soviet Union.

· We need to sort out threshold population. After the class when I return this work I will show you the text book references for this and clarify the main points. Good guess on Q3? You missed this work through absence.

· Some better work on the bigger questions. You did well on Q5 to include considerations of factors other than physical. Each point just need further explanation …. we'll deal with these skills next term.

· Now that you're feeling better after your illness we are seeing bright ideas from you — keep up this improvement!

· Unlike you to confuse glamorous resorts, Vera! Juan les Pins is near Cannes — St Jean de Luz is in S.W. France. I have a feeling you crossed it out!

RR

PART B

MODULE 3   ASSESSMENT: ASSESSING PROGRESS AND ACHIEVEMENT

REFLECTIVE REPORT

Among your reflections on your overall experience of assessing learner's progress and achievement, you should include the following themes:

- your own views on selection of assessment methods to meet different types of assessment needs

- the issues which individual learners may encounter with specific assessment methods

- the aspects which have particularly informed your own practice for the future and which you think would be of particular interest to your colleagues and fellow professionals elsewhere

(approx **1000 words**)

My range of assessment techniques seems to meet the range of assessment needs with which I have to deal.

The audit (or 'conference') sessions enable me to sit down with students and discuss their work with them directly. This has a beneficial effect (usually) for both student and teacher. It may be largely psychological in that its very nature implies one-to-one discussion and there is not very much opportunity for that elsewhere in my programme. It certainly establishes a very useful rapport with individuals. I can now see 'where they are coming from'.   It raises fundamental issues of motivation, understanding, and can warn of problems ahead.   It enables me to focus on the efforts of **all** the students.   This is important because even in a group of 20 there is a tendency for the teacher's attention to be monopolised by the high achievers and the problem cases. Meanwhile the main body of students 'in the middle' of the ability range may get little attention and they **feel** they are getting little attention. As I have said earlier in the assignment this technique does have downsides. Especially

a. it takes a lot of time
b. it is only possible in lesson time if the others in the group have something worthwhile to be getting on with
c. you need to make rapid and immediate notes on your findings after each discussion. It pays dividends in geography where a mass of data and notes is quickly assembled and needs checking for accuracy and completion.

I have chosen to concentrate on two forms of written work for the remainder of my formative assessment. Our A level syllabus covers a very wide range of topics and skills. It has to - Geography is like that! The responses to my structured question tests are short answers to a wide range of concepts and information. They can also test a number of skills vital to my A level course objectives - mapwork, statistical and photographuc interpretation skills for example. They tend to avoid complications of written style and phrasing found in essay work and enable students to build up their geographical confidence. I can use such exercises frequently, because they are short.

Project work is my second form of written formative assessment. It stimulates individual and group interest. It is usually coupled with fieldwork which is also exciting. It encourages initiative in reading and other forms of data collection. It is 'owned' by the individual and is therefore more memorable. It is undoubtedly popular but is very time consuming, can be frustrating, requires hours and hours of preparation but somehow seems very satisfying.   When properly managed, the written follow-up work can sometimes help those who are poor examinees. The research stage can also be used to enable students to gain valuable experience of library use, Internet investigation and fieldwork operation.

My summative assessment involves my 'mini-exam' at the end of each term. In this I can use a variety of testing styles to cover the whole range of work we have studied in the 10 week term. It also acts as a very good milestone of progress over the course. I end up with five such marks and these can act as quite a useful predictive as well as diagnostic tool should the need arise (and it often does!)

I think my current groups of students show that a number of <u>issues</u> are thrown up by specific assessment techniques for individuals. For me there are three important issues.

1. At least half a dozen of my students are not very well motivated. They may have been indolent by nature, have chosen the subject unwillingly, may be reluctant students at college level or may have difficult home environments. This difficult may mean they miss out on reading, research and preparation (especially for project work), revision for any form of test and concentration in class. Project work tends to suffer most here. It is either late or incomplete and may signify significant underachievement for the student. I have found that regular contact through audit and informal chat in and around class helps to encourage these students.

 2. 'Essay' answers (extended written answers) can present problems for a number of students. Some are ill at ease with the skills and techniques involved in paragraph construction and phrasing. My current policy in response to this is to delay such extended answer assessment largely until the third term when
    a. I've had a chance to get to know the students better
    b. the students have gained more confidence in AS material and
    c. the students have gained more confidence in their own ability to learn and apply new techniques.   (Section C of the AS Paper (Paper 1) will offer the opportunity for extended writing).

3. Even students who successfully undertook IGCSE Geography and other similar courses seem to have a bit of difficulty in using and adapting mapwork skills. These are required in Section A of the AS Paper and are in any case fundamental geographical skills. My structured question tests go out of their way to provide opportunities to use these but I may need to set some specific mapwork assessments to bolster these.

I have been very surprised by the way in which this Assessment module focused my attention on my own current and future practice and it also encouraged me to involve others in what I was doing. I think the module has raised <u>two</u> important aspects of assessment which had not exercise my mind very much in the past:

1. Frequency of assessment

I think I became more aware of this issue in Module 1 when I was designing the programme. My summative 'mini-exam' at the end of each unit seems fine and I am pleased with its operation, purpose and effectiveness. It is the amount of formative assessment which concerns me. On the one hand I do not want assessment to overwhelm the content and skills involved in the teaching/learning experience but on the other I would welcome frequent 'dipsticking' of progress, particularly given the range of abilities and variety of learning backgrounds in my groups. I don't feel I can extend my frequency of audit without appearing like an over-watchful parent and I don't want to fall into the trap of setting work for work's sake but I do want to research the use of short diagnostic tests

2. Possible users of my assessment data

Since starting the Diploma I have thought a great deal more about <u>why</u> I should be carrying out assessments. Setting aside the usual purposes of testing knowledge, skills and understanding and individual/group progress and performance, I think there are some other reasons:

- Predictive purposes

There is a tendency for more enquiries to be made of the Department and its teachers for information (sometimes detailed) regarding individual student's progress and performance. As students and parents become more aware of the value of education they develop more ambition for university/college applications, scholarships and sponsorships

- New teaching techniques

Analysis of our formative and summative assessment data could isolate areas of difficulty in understanding which can then in turn be addressed in changes to our teaching programmes. There might well be different teaching techniques which we can employ to convey the concepts more effectively.

- Fieldwork and project work

There may be a need to review the way we assess this kind of work in the future.

SAMPLE ASSIGNMENT

MODULE 4

EVALUATION

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

CAMBRIDGE INTERNATIONAL DIPLOMA FOR TEACHERS AND TRAINERS

Assignment Cover Sheet

EVALUATION: IMPROVING TEACHING AND LEARNING

By completing this form and submitting the assignment for assessment by CIE I confirm that the assignment is all my own work. Any work taken from another source has been appropriately referenced and acknowledged.

CIE Unique Candidate Identifier			
Centre No	Year	Cand. No.	Check Digit
Y Y 9 9 9	0 3	0 0 0 1	W

Candidate Name	Date of Submission
ROBERT RICHARDSON	3 0 0 6 0 3

Context

Please give **brief** information about **your** context

(approx **200** words)

Your personal experience

After studying Geography at Leeds University in the UK, I taught the subject at a college in Egypt for five years. Being a geographer I decided I would like to travel more and, if possible, live in Latin America. A friend suggested I should contact Best International College (then under construction). I did this and was fortunate enough to gain a post here. I have been in post for 2 years.

Your role and responsibilities

My role is to teach A level Geography (Human and Physical). As well as classroom teaching I have a wide range of responsibilities including:
- contributing to the college induction process
- preparing up to date teaching materials
- organising fieldwork and project work
- preparing and implementing assessment processes
- storing records of performance, schemes of work, teaching materials

Your institution

Best International is located in the inner suburbs of the city. I was fortunate to be a founder member of the teaching staff. It has been very exciting to be part of a new institution which has grown (literally) around us. There are currently 1600 students and over 100 staff at the college.

Your learners

My learners are all 16-18 year olds (boys and girls). Most of them have successfully completed IGCSE Geography but some, such as recently arrived students from other countries, may have very different learning backgrounds.

MODULE 4   EVALUATION: IMPROVING TEACHING AND LEARNING

Step A   Evaluating learning

(approx **300 words**)

Which sources have you used?

The evaluation sources I have chosen are as follows:

- Sra Cristina Rico González, my Head of Department
- Mme Jacqueline Furneaux, my observer of learning sessions
- Mr Paul Apoyo from the Politics Department at our College who introduced me to the Cambridge Diploma
- The AS and A level students I teach

Why have you chosen these?

I chose Sra Rico because I thought that I would need her help in implementing the demands of the Diploma and she is, in any case, a very experienced teacher whose opinion I respect.

I have known Mme Furneaux for a number of years. She gave a series of 'master classes' in Cairo when I was teaching in Egypt. Her experience is both wide and valuable, and although she has now taken early retirement, she is very much aware of current trends in education.

Mr Apoyo has boundless enthusiasm. I left England without any formal professional teaching qualification. Mr Apoyo, our Head of Politics, downloaded the Diploma details from the Internet and put them in my hand one morning with the simple advice 'get on with this!'. Since then he has kept a watchful eye over me to ensure that I am 'getting on with it'.

What questions have you asked?

My evaluation methods included questions on:
- learning methods - their appropriateness, frequency of use and effectiveness
- organisation of sessions
- use of activities
- use of resources and learning materials
- content of programme and sessions
- satisfaction of learning outcomes and individual learning needs

---

How have you ensured that feedback is reliable?

I ensured reliability of feedback by
(i)   briefing student respondent thoroughly in advance about what to look out for and think about (NOT what to say!) before a) completing questionnaires and b) commenting (with 2 other students) on individual learning sessions.
(ii)   for the three professional respondents I sent them copies of the CIE A level Geography syllabus (except Sra Rico who is Head of Geography) and a series of written questions addressing the headings above. I then went to see each one and they were able to go through their replies with me.

MODULE 4   EVALUATION: IMPROVING TEACHING AND LEARNING

Step B   Using evaluation to plan improvements

(approx **500 words**)

How have you analysed the information?

For the student questionnaires (40 in all; I have two parallel groups for AS Geography) I devised a table of results and from this processed data into simple bar charts with accompanying written, interpretative comments.

For the after-session student feedback I looked at their 'Learner Feedback' sheets, talked through their findings with them and then highlighted the important issues.

For the three professional evaluators I culled the important/significant written and oral comments from their responses.

What are the main findings concerning:

- programme structure, balance and flexibility?

The students were pleased to see that at least I had covered the main topics mentioned in the syllabus. Sra Rico agreed with this and also liked the balance in the programme between exemplar countries in terms of scale and economic development. Mr Apoyo was a little worried about flexibility and asked at interview how topics might be reordered if, for example, I were to fall ill. I think the programme could cope with this but not easily?

- content of programme in terms of skills, knowledge and learner involvement?

The students felt that they would have liked more provision for 'hand-on' activity and Mme Furneaux tended to agree with them. She thought there was a little too much dissemination of information and not enough attention to development of student participation including 'study skills'. Her feeling was that students at A level should be discovering more information for themselves. Sra Rico and Mr Apoyo, also A level teachers at the College, were less critical of the content, maybe because they felt the same pressures to provide at least the best information we can find as I do.

- effectiveness of programme?

80% of the students felt that the content of the programme had been successfully delivered and 75% agreed that they had seen an identifiable increase in their skills. Some topics, such as the 'logic' of Central Place Theory still presented problems of understanding but I did point out that CIE A level syllabus clearly states that they not be assessed on their understanding Central Place Theory per se. Mme Furneaux did not feel able to comment on the effectiveness of the programme but Mr Apoyo was confident in its structure and content, employed something similar himself and knew that it was effective.

What possibilities for improvement have you identified for the next programme?

I think I have to review the point made about 'possible illness'. To what extent is any redundancy built into my scheme of work. I wonder if anyone builds it into their programme?

The question of balance between my anxiety to 'cover topics' and student desire for greater 'hands on' is, I think, very important, the more so considering Mme Furneaux's point about student maturity and the need for them to research information for themselves. This could have quite a big effect on programme design.

'Learning to learn' is a set of notions I need to explore further.

MODULE 4   EVALUATION: IMPROVING TEACHING AND LEARNING

Step C   Making improvements and planning further evaluation

(approx **400 words**)

How are you going to put these improvements into practice in the next programme?

> I felt that all three possibilities for improvement I have identified in B above are not so much playing with topics, timing and materials as modifying (substantially) the whole way in which I think about programme design for next time. I need to stop, draw breath, do some more reading and research and explore these ideas with colleagues, especially my Head of Department, before I make a considerable shift in the content and emphases of my learning programme.
>
> If students are to be given more 'hands on', well, I think I can perhaps cater for this by devising more lesson plans which resemble Learning Session 2. I'm willing to try this because the discussion and map construction both went extremely well.
>
> The point about student research needs altogether more thought. I take the point about maturity and the nature of A level study but practical considerations need to be raised - pressure on limited library resources, for example. This could be tackled by greater use of Internet material, text book reading and perhaps even pieces of writing compiled by me. I think we need to look at this. Perhaps we are 'spoon-feeding' too much.

How are you going to evaluate how the improvements work in practice?

> Evaluation of the improvements should not be too difficult to organise.
>
> - For one of the groups which I teach, I will repeat the student questionnaire and session feedback forms/dialogues.   Then we will be able to compare this year's operations with last year's.
>
> - I think Sra Rico will continue with her type of schedule which is similar to my current design. We can therefore compare the pros and cons of each type of practice.
>
> - It will be interesting to compare assessments for current and future practice.
>
> - I will continue with my own evaluation notes in my 'log'.

MODULE 4   EVALUATION: IMPROVING TEACHING AND LEARNING

Step D   Evaluating own practice

(approx **500 words**)

Which sources have you used?

- Student learning session evaluation forms and discussion with students about these

- My own critiques built up in my 'log'

- Written and oral comments from Sra Rico and Mr Apoyo.

- Written and oral remarks and advice from Mme Furneaux on learning sessions observed

Why have you chosen these?

- The students work directly with me on an almost day-to-day basis.

- I think reflection by the teacher himself/herself is a discipline well worth mastering - I have not done enough of it in the past.

- Sra Rico and Mr Apoyo, thought very different in their approaches to teaching, know me well and have done much to advise me in the past. Both have observed my teaching and both are very familiar with the syllabus and my planning of the learning programme.

- Mme Furneaux is a real expert in the technology, psychology and practice of teaching. Her comments are always accurate, stimulating and perceptive.

What questions have you asked?

For the student questionnaires I drew up questions which demanded straightforward answers either graded responses on a 1-5 scale or simple yes/no. This enabled me to quantify responses easily. Space was allocated for qualitative written responses. I was especially keen to ask students about:
1) my clarity of speech and explanation
2) the helpfulness or otherwise of my responses to questions
3) the pace of my presentations
4) my use of visual aids
5) my ability to help individuals
6) the way in which I introduced classes
7) the way in which I ended classes
8) my use of marking techniques
9) my use of audit sessions
10) the way in which I informed students about my impressions of their progress

For my three professional respondents I asked these 10 questions plus a set of other questions (all with open-ended written responses). These looked at
1) my preparation of work including course and session design
2) my delivery of programmes of teaching/learning
3) my professional development as a member of an academic department

4) my professional development as a member of a college community
5) my ability to respond positively to professional appraisal
6) the way in which I approach evaluation including career development

What have you found out about your professional skills, application of knowledge, professional practice?

I have discovered from my students that they all rate me very highly on my technical skills in class except question 1 and 3. They feel that I often speak too quickly and push through topics too quickly. This came out in their 'any other comments' sections 10 times. Most (75%) liked the audit sessions and 80% felt I dealt well with individuals. I found this most encouraging. 90% agreed that my marking was fair. Clearly I need to think about my rate of speech and pace of lessons and respond positively to an identified need.

Mme Furneaux agreed with student views that I did rush into things a little. She pointed out that enthusiasm needs to be managed if the message is to be fully appreciated by the listeners.

All my professional respondents thought highly of my degree of preparation and Sra Rico commented on the success of these programmes in terms of student feedback, parental feedback and examination achievements.

Both Sra Rico and Mr Apoyo thought that my enthusiasm and eagerness sometimes overwhelmed my ability to listen and assimilate other colleagues' points of view, but they felt I was becoming a little more tolerant.

Sra Rico was surprisingly positive about my progress as a member of the Department. She had clearly appreciated my input and work when we were setting up the Department. She was most generous in her thanks - I had no idea she felt like that.

Both she and Mr Apoyo felt that my experience in the Diploma would enable me to respond successfully to constructive criticism such as 'stop rushing - start listening' (Mr Apoyo).

These responses came as something of a surprise. I had thought Mme Furneaux would provide the most insightful replies/comments but it turned out that Sra Rico had most of value to offer, to the extent that I may have misjudged her professionally and personally. She is very quiet and appears very conservative - perhaps she is actually thoughtful and patient!

MODULE 4   **EVALUATION: IMPROVING TEACHING AND LEARNING**

Step E   **Identifying goals**

(approx **400 words**)

From your self-evaluation and the evaluative responses of others, what ideas for improvement have you identified?

I have learnt a great deal from this evaluation exercise and it has thrown up a great deal of issues for me to think about. These include (not in any order):

1. The need for me to make a more measured response to all professional tasks including and maybe especially day-to-day teaching/learning sessions. This involves the way I relate to colleagues too. Perhaps I need to ease up and think before I offer a view. Quick wit and sharp comment are not always the best way forward.

2. I need to be less of a professional individual, 'loner' even. I have got a great deal out of talking to other professionals. At the moment I've got the Diploma as an 'excuse' but I need to make it part of my professional life - a permanent part. I have not shared experiences with colleagues anything like enough.

3. Find out more about 'learning to learn' and teaching techniques concerned with this. I feel that these overarching ideas could benefit every student. They might especially help those who lack confidence.

4. Develop my contacts with other academic departments. Mr Apoyo (Politics) has given me many ideas (including undertaking the Diploma). I need to see what others are doing.

5. Pay much greater attention to recording on-going reflections about classes, meetings and events. If these are not present or lost, I cannot recycle them into improving my own work.

What are your goals for improvement?

These and other reflections have generated a number of goals. These are:

1. To work more steadily and make a more considered response to the professional challenges ahead. This is a question of approach and is not easily achieved or measured.

2. Acquire more skills and expertise about 'Learning to Learn'.

3. Open up and develop my cross-curricular contacts thus feeding these experiences back into my own design, delivery and reflection.

4. Work more closely with my Head of Department.

5. Make full records of my own evaluations on an on-going basis.

MODULE 4 **EVALUATION: IMPROVING TEACHING AND LEARNING**

Step F **Completing a professional development plan**

(approx **200 words**)

Priority	Area of improvement	Action(s) to be taken	Target date	Criteria for success
1	Work more closely with Head of Dept	Consult about programme design for next year	+3 months from now	on-going discussion with Sra Rico
2	Develop cross-curricular experience	Plan with Director of Studies	+6 mths	working on new programme
3	Gain experience of 'Learning to Learn'	Plan with Director of Studies (and consult websites)	+6 mths	attend event; take course
4	Make full records of reflections	Buy new notebook or pda	+3 mths	make purchases and use them
5	Take bigger picture: measured reactions	Every day reminders to myself	+6 mths	ask colleagues if there has been a change in me!

(Please add further rows to table if necessary)

MODULE 4 **EVALUATION: IMPROVING TEACHING AND LEARNING**

Step G **Specifying actions**

(approx **300 words**)

How are you going to achieve this plan?

I think the first move I should make, given the nature and content of my evaluation, is to meet with Sra Rico and discuss what I intend to do. This will be my first milestone. I think it will be in her favourite cafe and over a cup of her favourite coffee.

One of the keystones of achieving the plan is to involve other people and, having cleared my intention with my Head of Department, I will go and see the Director of Studies to ask for her suggestions on possible steps forward with two of my goals, namely:

(i)   possibility of me working on a cross-curricular programme within the college
(ii)   gaining more information/experience of 'learning to learn'

This will be the first milestone in what will hopefully be a series as I will ask the Director of Studies if I can report my progress and evaluations of that progress to her at regular intervals first by e-mail and then by a short follow-up meeting.

In order to look at ways in which I can see others, ie members of other departments in action. Sra Rico suggested I contact the Biology Department. I think this is a very good idea because:

• they carry out quite a lot of practical work in class - as we do
• they do become involved in fieldwork occasionally - it will be interesting to see how they assess this
• they are a science subject and so parts of their teaching schedule and delivery may be very different to ours

What milestones are you setting for yourself?

Sra Rico has suggested that I show my record of on-going evaluation Mr Apoyo on a monthly basis. This would add some milestones to what could otherwise drift into a rather 'ad hoc' exercise. I intend to operate this system and anyway it is always good to exchange ideas with Paul Apoyo. I think I will also show it to Sra Rico and she can then decide whether I am making patient, lucid observations or still rushing around in my usual way!

MODULE 4   EVALUATION: IMPROVING TEACHING AND LEARNING

REFLECTIVE REPORT

Among your reflections on your overall experience of evaluating and improving the learning programme and your own practice as teacher/trainer, you should include the following themes:

- the critical issues you have encountered in carrying out on-going evaluation of learning

- the critical issues you have encountered in evaluating your own practice

- the aspects which have particularly informed your own practice for the future and which you think would be of particular interest to your colleagues and fellow professionals elsewhere

(approx **1000 words**)

Among the critical issues I have come across in carrying out on-going evaluation of learning, the following stand out for me.

Mme Furneaux highlighted the importance of the **role of the learner in the teaching-learning process**. She urged me to think in terms of two simple questions

1. What are they supposed to be doing?
2. What are they taking away from this?

These questions apply both to the design and delivery of whole learning programmes and the design and delivery of individual learning sessions. I think this advice has well and truly 'sunk in' - it will be etched on my professional sub-conscious from now on. In planning for next year's work I will be imagining myself as a student undertaking what I have designed.

The second issue is a personal reflection upon **my own on-going reflections on learning**. I was not very consistent or accurate or, sometimes, even interested in my own evaluation. Evaluation was something you did at the end of an exercise of operation. I now know this is not true. Your final evaluation is only as accurate and useful as the sum total of your on-going reflections. I have converted this weakness in my work into a goal for the next teaching-learning cycle.

I did realise the importance of assessment in the design of the learning programme and learning sessions but did not allow time for the less formal, off-the-cuff question and answer sessions.

As far as evaluating my own practice is concerned, I would pick up one of the points from above and say that my on-going reflections were rather insubstantial and irregular. I need to have far greater self-discipline about this. It is much more important than I thought.

A second point I would make here involves the role of learners as evaluators. I was very struck by the quality of their written and oral responses. They all took the exercise seriously. They were cheerfully optimistic on my behalf yet pulled no punches. Quoting statistics derived from responses does not really accurately reflect the quality of their input. I got a great deal out of their replies and will make it my business to act upon them where it is appropriate. I thought about this for some time and then realised that of course the students are very well practised as evaluators. They do it all the time and they will tell others about their views, friends, parents and even my colleagues!

My third issue is really about **my own personal approach to my professional practice** and this came out partly in my evaluation sessions with colleagues and also in the goal-setting phase. I think I have tended to rush into things - even in class and this was picked up by the students in their evaluation. The whole evaluation exercise has reinforced a feeling I had that after seven year's teaching I ought to be sharing my experiences much more and getting fresh training and teaching/learning experiences. I think enrichment from 'outside' your immediate work scene and life provides quality injection into your design and practice. I want to do this through 'Learning to Learn' - it might add some more powerful fuel to the next Kolb cycle.

I think my own practice for the future will be very much affected by the points I have made above and also by the following:

* Until I completed this module I completely undervalued the role of evaluation in my work. I still find evaluation of my own classes difficult but I am definitely going to continue with it <u>and</u> involve my students in it. Leaving evaluation until the end of a ten week course relies upon a very incomplete and unreliable memory. Having the students evaluate your performance gets you used to the idea of being able to teach with anyone in the room. I need to record my on-going evaluations properly.

* I was in the past rather critical of the work of my Head of Department. She seemed to me to be rather bland and unconcerned with me. She seemed rather slow and 'passive'. For me this view was reinforced when another Head of Department, Paul Apoyo, recommended me to apply for the Diploma. I mistook Sra Rico's patience for disinterest. She did in fact give me 'free rein' in developing my work and certainly (I now know) discussed my progress with Mr Apoyo. In fact Sra Rico is very good at relaxing and seeing the big picture. She works very well with her colleagues and senior managers in the College. I need to be much more active in working with her and taking account of her point of view.

This Diploma experience has made me think about my broader goals for my professional career. I will sooner of later have to decide whether to say on in teaching (and if so in what capacity) or whether I want to explore other careers in education. At the moment I am inclined towards the former, although I am not sure what to look out for. I may think about special types of education such as adult education.