Blended Learning in Professional Development

Cycle – I Training

May 18 – June 15, 2015
Bahawalpur – Kasur – Sukkur
Karachi – Lasbela - Swat
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Welcome

Dear Teacher

I highly admire you on the fact that you have expressed your strong interest in enhancing your professional set of skills. Learning is the oxygen to the teachers, a fuel to the work and inevitable tool of the mastery; being a professional, they are the integral tools to master the skill. As a matter of fact, you must realize the worth of yourself and turn this opportunity into an amazing learning experience.

The Cycle I training is an opportunity for many of you to groom yourselves to become “Teacher Trainer”. During the cycle I training, we will be evaluating individuals for cycle II training, assessing their knowledge, skills, ability to work in challenging situations, attitude towards mentoring and training and passion for in-depth quest for professional development.

I encourage you to add value in the program with your ideas and practices. This is your opportunity to play you role in transforming the teaching and learning culture by your novel approaches and local teaching practices.

You are requested to regularly check your email as the program uses this tool for correspondence.

Warm Regards,

Muhammad Aamir
Program Manager
Learning Innovations
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Introduction

Idara-e-Taleem-o-Aagahi (ITA) with the support of Dubai Cares and in collaboration with federal and provincial ministries of education has launched a new initiative, a blended learning professional development for teachers.

Teachers Without Frontiers (TWF) is a social movement of professional development for teachers in Pakistan. This initiative aims to change the mind-set of the teachers by instilling passion for professional development and growth, consciously developing strong urge for owning the process of professional development as an inevitable need. The need and desire which is felt within and does not depend on external nudge.

The 05-day training of Cycle I is a step towards creating a community of professionals inspiring them to revisit their teaching beliefs and reflect on their classroom practices. The 05 day journey can transform all of us if we all contribute meaningfully and proactively.

The course primarily draws upon content from brain and learning sciences, pedagogical philosophies and national curriculum. The focused areas are learning sciences, multiple intelligence, teaching of content, communication and technology for teaching. This intensive but rich pack of training affords you the opportunity to nurture your potential.

Training Expectations

During the cycle I training, we will be evaluating individuals for cycle II training, assessing their knowledge, skills, ability to work in challenging situations, attitude towards mentoring and training and passion for in-depth quest for professional development. Whilst some will be selected to go to Cycle II training to become TWF Fellows- Each District will have a Learners Resource Centre where you are entitled to nurture yourselves and we shall share more on LRC when we meet.

- Complete the assignment set for you, provided in the assignment section. You are required to submit it on the 04th day of the training.
Goal
The cycle I program aims to inspire teachers to actualize their potential and to tap it to its full and best use to attain excellence as classroom practitioners and learning leaders.

Aim
To groom the participants as mentor by capacity building initiatives.

Objectives
The cycle I will enable the trainees;

→ To develop critical thinking skills by modelling and using critical thinking and analytical tasks and effective questioning techniques in order to facilitate them design, implement and adopt in their classroom practices.
→ To enable teachers to tap resources via online, accessing libraries and learning from peers to improve quality of teaching.
→ To innovate teaching practices by introduction them to rich instructional strategies.
→ To create inner urge and self-actualization for professional growth by leading them through the avenues to attain professional development, and become independent learning leaders.
Areas for Cycle I Training

Module I
Brain & Learning Sciences

Module II
Learning Leaders – Communication & Leadership

Module III
Instructional Strategies/Teaching of Content Areas

Module IV
Use of technology – Applications, Online Tools, Office, Email & Social sites

Practice Session/Model Training Sessions by the trainees
Training Schedule

Kasur - May 18 - 22, 2015

Bahawalpur - May 19 - 23, 2015

Timing: 09.00 a.m. to 04.00 p.m.

Training Schedule


Sukkur - May 26 - 30, 2015

Lasbella - May 26 - 30, 2015

Timing: 09.00 a.m. to 04.00 p.m.

Training Schedule

Swat - June 08 - 12, 2015

Timing: 09.00 a.m. to 04.00 p.m.
Guidelines for the Participants

To ensure safe, smooth and productive sessions, you are expected to comply with the guidelines, TORs and code of conduct set by ITA.

General Expectations

- To attend all the sessions
- To report on time in the morning and after lunch and tea breaks
- Display positive and exemplary behaviour
- Maintain high level of personal hygiene in general and particularly at the training venue
- Help the staff and ITA personnel in keeping the place organised and well arranged
- Facilitate assist your colleagues during the training
- Please consume things wisely
- Job titles are left behind the training venue; work as a member of a group and team with least interest in the rank and position
- Technical, vocational and language proficiency are added value and facet of your personality, do not let them intrude in your way of expanding horizon of learning and new experiences

Classroom Norms

- Decent and culturally appropriate dress code
- Respect your peers and listen to them attentively and sincerely
- Take Turns
- Participate actively and give your valuable input in all activities of the sessions
- No early-leave passes are allowed
- Respect and take good care of the property, material and valuable of your and others
- Avoid use of mobile phones for text and calls unless you are hard pressed for
- Take notes and record classroom proceedings for spending quality time and turn this opportunity as a meaningful experience
- Bring all the material (handout, manual, stationery, notepad, etc.) responsibly in the sessions.
- Stay on the topic; not all the things and topics can be completed, shared and talked about in a day or two.
- Encourage your peers by passing one positive feedback and comment about their work and progress
- Share your classroom experiences and practices with colleagues; ready to listen to others and extend welcoming gesture in return.
- No comment or question is silly or childish; each time it opens up new avenues
**Requirement(s)**

The trainees of Cycle I will be screened to be selected as the TWF Fellows for Cycle II training. Hence, you are committed to block time for next cycle of the training.

Your participation, quality of input both oral and written, level of relationship with peers, ability to work with others, follow instructions, time management, submission of tasks and activities, behaviour and aptitude towards training are deeply observed, analysed and assessed to mark your strengths for next level training program.

You are required to participate in all kinds of tasks and activities set during the sessions. Further, tasks set for groups and/or individuals are your professional responsibility, hence you are committed to fulfil them in due course of time.

**About Gadgets**

You are encouraged to bring your smart phones, laptops and/or other gadgets for purposeful use of them, and are used only for the tasks set and asked by the trainer. If your gadgets and devices become source of distraction due to undue and uncalled for use, they would not be allowed to bring in the sessions

**Photography and video**

The trainees must seek permission for photography and video recording of their peers, and shall not be used for social sites without their consent.
Brain Sciences

Metacognition

Material Collated

By

Muhammad Aamir
طوطنے کی اعلیٰ تعلیم

را بندر ناهیدیگور

راج کو چوب معلوم بوا کہ اس کی مملکت میں ایک طوطا بے جو بڑا ذبین بے اور خوب باتیں کرتا بے تو وہ بہت خوش بوا اور فوراً حکم دیکا کہ طوطا اور اس کے مالک کو حاضر کیا جاۓ۔ حکم کی دیر تھی دربار آرائستا کیا گیا، اور طوطا فی حاضر بگے۔ وہ واقعی بہت تیز اور طبیعت تہا لیکن اس میں دو بڑی خامیاں تھیں، ایک تو ہے اس سے نچلا نہ بہتی ایک جہاں بہت جو جاڑی بہذبیا بے جھاڑک کر گزرتا تھا۔ دوسرے یہ کہ اس کی مدیبی معلومات بہت کم تھی اور علوم عامہ میں تو بالکل کورا تھا۔ راج بہرہ دانا تھا اس نے سوچا کہ جبلاش کا مریض بہت مہلک بے۔ جابہ کہا تا انتنا بی بہ جہتا تعلیم یافتہ لیکن اس سے ملک کو نفع کے بہتے نقصان زیادہ بہتا ہے، اس لئے اس نے اپنے اблکاروں کو بلا کر حکم دیکا کہ طوطا کے اعلیٰ تعلیم کی کیا جاۓ۔ ابہوں نے جہ طوطا کے مالک کی مرضی مطلب کی تو وہ بے انتبا خ بوا اور فوراً اس پر تیار بو گیا کہ روزاں طوطا کو پڑھوۓ کے لئے لايا کرے۔

اسی دوران طوطا کی زیور حالی جس کو عرف عام میں ترقی کی جا تھی تھی، بہتی گئی۔ وہ زیادہ تر جب پیچھے بھیتا ہوا کہہ کیہی جنہ عشقیاں انشاعت جو اس نے درسی ادب کی کتاب سے یاد کر لئے تھے، پڑھا کرتا تھا۔ شروع شروع میں اس نے پنج آزاد بونے کے لئے بہت پر پڑھا پڑھانے۔ تھونگی کی مار لکیہ سلاخین توزنے کی کوشش کی۔ لیکن تو بہ کچھی بہلا پین۔ بہت اس کے طرح چھتی دے سکتے تھے۔ انہوں نے مالک کو بلا کر کہا کہ تمارا طوطا ضرف غیبی اور نکما بھی نہیں، احس فراموش بھی بے۔ دیکھو ہم کس محسنت سے اس کو تعییم دئیے بہت اور ہی اس سے کتراتا بے۔ مالک تو بھی کہ کر چلا گیا کہ میں نے تو اسے آپ کے سیکھ کر دیا بے اب آپ اس پر چھڑی چابی سختی کریں مجری کوئی اعتراض نہ بو گا اور پہتتوں نے ایک باتیں دیئے کوئی کتاب اور دوسرے میں تھثلی کر وہی عمل شروع کر دیا جس کو مدرسے کی اصطلاح میں سپاہ پڑھانا کہتے بہتی بہتی بہتی اب پہتتوں کی بھی باری ائی نگران عملے کی سفارش پر انبیہ بھی انفالم اور اکرام سے نوازا گیا۔
제도 را کہاں کیا اور اس کے ساتھ کیا کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟ اس وقت ملک کیا کہ ہے؟
تندبی سے اپنے کام شروع کیا طویل کے لئے کتابیں لکھی ہوئی، قدیم و جدید کتابوں سے اقتبا سات نقل کر کے ذہب لگا دیا گیا تا کہ طویل ادب کا ماکمل ہو جاسکے۔ عالمی علوم کے بھی دفتر جمع بو گئے۔ غرضیہ برمابور فن نے طویل کے قابلیت کے مطالبہ ایک جامع کتاب لکھی۔ دیکھا کہ، لوح عالمی فنون کا بہ عظمت ذخیرہ دیکھا کہ انگشتی بندیاں رہ گئی۔ وہ گردن انہا اٹھا رکھتے ہیں کہ کہاں کے کچھ کے اس بلند منار کو دیکھے ہیں۔ پھر تو آسمان سے شاید کر ربا۔

نصاب تیار بوجھا پر ان مصنفون، مولفون اور کاتبیں کو بھی خوب خوب ہوا اور وہ بھی اپنے جیبیں سنبھالتے بونے رخصت بھی گئے۔ ابلکار پنجرے گئے کی صفائی کا خاص طور پر خیال رکھتے تھے۔ روزانہ صبح سویرہ صاف کر کے صیقل کا اور دیکھے والی کہنے کے ذائقے تقریب اس کو کہنے میں کبھی تھے۔ تعلیم اس کا نام ہے۔ رفٹہ رفٹہ۔ اس کام کی نگرانی کے واسطہ عمل میں اضافہ بہتریاں ہوئے اس کی نگرانی کے لئے اعلی عدیت دار مقرر کر دی گئی۔ ان کے لئے کوئی کور ہیٹر کوکھیڑان تعمیر کی گئیں اور سب لوگ آرام اور آسانی کی زندگی سب بے کر کے لگے۔

راہے نے فورا ابلکارے کو پلا کر پچھا چکیا کہ ہی کبیا معاملہ ہے اور لوگ کیا کہ رہے ہیں۔ عملے نے کہا، حضور وہ سب جواب بین، انہیں معلوم بنیں کہ طویل کے تعلیم مکمل بو چکی بھی اور وہ اب فارغ التحصیل بو گپا ہے۔

راہے بہت خوش بھی اور کہنے لگا مین تمازی کار گزاری سے بہت خوش بھی بونے۔ مجھے اپنے ملک کیلئے اپنے بھی نظام تعلیم کی ضرورت بھی جو تم نے طویل کے لئے استعمال کیا ہے اسی کو نمونا۔ بنار تما ملک مین رائج کر دو آخے راجہ ایک دن اپنے محکمہ تعلیمات کی کارکردگی دیکھنے کے لئے ہے نفس نفیس شاہی باغ پنچھ بھی چیمبر ایک نفیس پار که برو بین چکیانوں ہے۔ اس کی پیشواں کے لئے بر طرف سے خوش آنگ راگ سننی ہیں۔ لگی پنتھر نے منتر اور اشلوک اس شروع کر دنی، تو کابلی اور مصنفون نے راجہ کی شان میں مدد شرائی آور قصیدہ وانی کا سحر پہونا۔ سرکار (نیپانند) نہ موبود بو کر رائج سے ہی کہا، سرکا بماری کار گزاریں کے متعلق اب حضور کی کیا رائج ہے؟

نکہ چیکھو نے پہ اعتماد کیا کہ راجہ نے سب کچھ دیکھا مگر نہ دیکھا طویل کو کہ اس کی قابلیت کچھ بھی ہی بھی پہلے سے بھی کہ ہی موت گئیں۔ عملہ کہنے۔ حضور کے
کس واسطے دن رات طویلے کی دہن مین لگے رہیے بچے یہ لوگ معتبر بین او ان کا کام بہی رخمگئی ہے جب خود کونی تعمیری کام نہیں کر پاتے تو دوسروں کے بخث اہدہ نے شروع کر دیے بین ۔

راجر کو بہی غصہ آگیا اور اس نے حکم دے دیا کہ ان کی کوب گو شامی کی اور آئندہ کے لئے زبان بندی کر دی جائے ۔

آخر ایک دن تمام شہر مین مشہور بو گیا کہ طویلے کی روح فقس عصیری سے پر کرگئی ہے نکہ چہ چنی کئے طرف سے پہر گؤگا بوا کہ ترکی کرنا تو درکنا ر اس تعليم کی چکر مین پرندہ اپنی جان سے بھی باتی دھو بیٹھا اور اس کی ذاتی قابلیت بھی خاک مین مل گئی ۔

(بشنکرے ۔ سے مابی "آواز " شمارہ نمبر 6)
Reflective questions on the text.

What strategies were you employing to put together the text?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

What did you notice/observe while you were putting the text in order?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

What connections were you creating as you were engaged in the task?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Were you also recalling old range of vocabulary and picking up new words?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
Metacognitive Processes

Metacognition is one’s ability to use prior knowledge to plan a strategy for approaching a learning task, take necessary steps to problem solve, reflect on and evaluate results, and modify one’s approach as needed. It helps learners choose the right cognitive tool for the task and plays a critical role in successful learning.

**Metacognition** is the ability to use prior knowledge to plan a strategy for approaching a learning task, take necessary steps to problem solve, reflect on and evaluate results, and modify one’s approach as needed. Flavell (1976), who first used the term, offers the following example: I am engaging in **Metacognition** if I notice that I am having more trouble learning A than B; if it strikes me that I should double check C before accepting it as fact (p. 232).

Cognitive strategies are the basic mental abilities we use to think, study, and learn (e.g., recalling information from memory, analyzing sounds and images, making associations between or comparing/contrasting different pieces of information, and making inferences or interpreting text). They help an individual achieve a particular goal, such as comprehending text or solving a math problem, and they can be individually identified and measured. In contrast, metacognitive strategies are used to ensure that an overarching learning goal is being or has been reached. Examples of metacognitive activities include planning how to approach a learning task, using appropriate skills and strategies to solve a problem, monitoring one’s own comprehension of text, self-assessing and self-correcting in response to the self-assessment, evaluating progress toward the completion of a task, and becoming aware of distracting stimuli.
Elements of Metacognition

Researchers distinguish between metacognitive knowledge and metacognitive regulation (Flavell, 1979, 1987; Schraw & Dennison, 1994). Metacognitive knowledge refers to what individuals know about themselves as cognitive processors, about different approaches that can be used for learning and problem solving, and about the demands of a particular learning task. Metacognitive regulation refers to adjustments individuals make to their processes to help control their learning, such as planning, information management strategies, comprehension monitoring, de-bugging strategies, and evaluation of progress and goals. Flavell (1979) further divides metacognitive knowledge into three categories:

- **Person variables:** What one recognizes about his or her strengths and weaknesses in learning and processing information.

- **Task variables:** What one knows or can figure out about the nature of a task and the processing demands required to complete the task—for example, knowledge that it will take more time to read, comprehend, and remember a technical article than it will a similar-length passage from a novel.

- **Strategy variables:** The strategies a person has “at the ready” to apply in a flexible way to successfully accomplish a task; for example, knowing how to activate prior knowledge before reading a technical article, using a glossary to look up unfamiliar words, or recognizing that sometimes one has to reread a paragraph several times before it makes sense.
Why Teach Metacognitive Skills?

Reconstructing understanding requires both cognitive and metacognitive elements. Learners “construct knowledge” using cognitive strategies, and they guide, regulate, and evaluate their learning using metacognitive strategies. It is through this “thinking about thinking,” this use of metacognitive strategies, that real learning occurs. As students become more skilled at using metacognitive strategies, they gain confidence and become more independent as learners.

Individuals with well-developed metacognitive skills can think through a problem or approach a learning task, select appropriate strategies, and make decisions about a course of action to resolve the problem or successfully perform the task. They often think about their own thinking processes, taking time to think about and learn from mistakes or inaccuracies (North Central Regional Educational Laboratory, 1995). Some instructional programs encourage students to engage in “metacognitive conversations” with themselves so that they can “talk” with themselves about their learning, the challenges they encounter, and the ways in which they can self-correct and continue learning.

Moreover, individuals who demonstrate a wide variety of metacognitive skills perform better on exams and complete work more efficiently—they use the right tool for the job, and they modify learning strategies as needed, identifying blocks to learning and changing tools or strategies to ensure goal attainment.

Because Metacognition plays a critical role in successful learning, it is imperative that instructors help learners develop metacognitively.
What’s the Research?

Metacognitive strategies can be taught (Halpern, 1996), they are associated with successful learning (Borkowski, Carr, & Pressley, 1987). Successful learners have a repertoire of strategies to select from and can transfer them to new settings (Pressley, Borkowski, & Schneider, 1987). Instructors need to set tasks at an appropriate level of difficulty (i.e., challenging enough so that students need to apply metacognitive strategies to monitor success but not so challenging that students become overwhelmed or frustrated), and instructors need to prompt learners to think about what they are doing as they complete these tasks (Biemiller & Meichenbaum, 1992). Instructors should take care not to do the thinking for learners or tell them what to do because this runs the risk of making students experts at seeking help rather than experts at thinking about and directing their own learning. Instead, effective instructors continually prompt learners, asking “What should you do next?”

McKeachie (1988) found that few college instructors explicitly teach strategies for monitoring learning. They assume that students have already learned these strategies in high school. But many have not and are unaware of the metacognitive process and its importance to learning. Rote memorization is the usual—and often the only—learning strategy employed by high school students when they enter college (Nist, 1993). Simpson and Nist (2000), in a review of the literature on strategic learning, emphasize that instructors need to provide explicit instruction on the use of study strategies. The implication for ABE programs is that it is likely that ABE learners need explicit instruction in both cognitive and metacognitive strategies. They need to know that they have choices about the strategies they can employ in different contexts, and they need to monitor their use of and success with these strategies.
Recommended Instructional Strategies

Instructors can encourage ABE learners to become more strategic thinkers by helping them focus on the ways they process information. Self-questioning, reflective journal writing, and discussing their thought processes with other learners are among the ways that teachers can encourage learners to examine and develop their metacognitive processes.

Fogarty (1994) suggests that **Metacognition** is a process that spans three distinct phases, and that, to be successful thinkers, students must do the following:

1. **Develop a plan** before approaching a learning task, such as reading for comprehension or solving a math problem.
2. **Monitor** their understanding; use “fix-up” strategies when meaning breaks down.
3. **Evaluate** their thinking after completing the task.

Instructors can model the application of questions, and they can prompt learners to ask themselves questions during each phase. They can incorporate into lesson plans opportunities for learners to practice using these questions during learning tasks, as illustrated in the following examples:

- **During the planning phase**, learners can ask, *What am I supposed to learn? What prior knowledge will help me with this task? What should I do first? What should I look for in this reading? How much time do I have to complete this? In what direction do I want my thinking to take me?*

- **During the monitoring phase**, learners can ask, *How am I doing? Am I on the right track? How should I proceed? What information is important to remember? Should I move in a different direction? Should I adjust the pace because of the difficulty? What can I do if I do not understand?*

- **During the evaluation phase**, learners can ask, *How well did I do? What did I learn? Did I get the results I expected? What could I have done differently? Can I apply this way of thinking to other problems or situations? Is there anything I don’t understand—any gaps in my knowledge? Do I need to go back through the task to fill in any gaps in understanding? How might I apply this line of thinking to other problems?*
Rather than viewing reading, writing, science, social studies, and math only as subjects or content to be taught, instructors can see them as opportunities for learners to reflect on their learning processes. Examples follow for each content area:

- **Reading**: Teach learners how to ask questions during reading and model "think-alouds." Ask learners questions during read-alouds and teach them to monitor their reading by constantly asking themselves if they understand what the text is about. Teach them to take notes or highlight important details, asking themselves, “Why is this a key phrase to highlight?” and “Why am I not highlighting this?”

- **Writing**: Model prewriting strategies for organizing thoughts, such as brainstorming ideas using a word web, or using a graphic organizer to put ideas into paragraphs, with the main idea at the top and the supporting details below it.

- **Social Studies and Science**: Teach learners the importance of using organizers such as KWL charts, Venn diagrams, concept maps, and anticipation/reaction charts to sort information and help them learn and understand content. Learners can use organizers prior to a task to focus their attention on what they already know and identify what they want to learn. They can use a Venn diagram to identify similarities and differences between two related concepts.

- **Math**: Teach learners to use mnemonics to recall steps in a process, such as the order of mathematical operations. Model your thought processes in solving problems—for example, “This is a lot of information; where should I start? Now that I know____, is there something else I know?”

The goal of teaching metacognitive strategies is to help learners become comfortable with these strategies so that they employ them automatically to learning tasks, focusing their attention, deriving meaning, and making adjustments if something goes wrong. They do not think about these skills while performing them but, if asked what they are doing, they can usually accurately describe their metacognitive processes.
References


*Adapted from:*

Authors: TEAL Center staff

Reviewed by: David Scanlon, Boston College

About the TEAL Center: The Teaching Excellence in Adult Literacy (TEAL) Center is a project of the U.S. Department of Education, Office of Vocational and Adult Education (OVAE), designed to improve the quality of teaching in adult education in the content areas.

Source: [https://teal.ed.gov/tealguide/metacognitive](https://teal.ed.gov/tealguide/metacognitive)
Multiple Intelligence

Material Developed

By

Huma M. Thaver

Consultant & Trainer
Principal, Dawood Public School
MULTIPLE INTELLIGENCES IN THE CR.

Who should be promoted?

In a class of 40 children of grade VIII, eight children have failed in more than three subjects. As per school policy, these children are no more eligible to continue their studies as they have already failed twice in primary school. Their descriptions are as follows:

1. As you enter the school corridor, you see this huge mural, beautifully laid out and colored with most exquisite color combination – the piece gives you a feeling that you are in an art museum. **Almas** is the creator of this beautiful art work. She always gets full marks in geometry but Arithmetic and Algebra; not her ball game.

2. **Muhammad Ali**, with his well-built physique and tall height, was declared sportsman of the year when he was promoted from the primary school last year. At this young age, he has already won the junior badminton championship, has participated in the under 17 Sindh Cricket team of which he was declared the “Player of the Series”, and has also participated in many other regional level tournaments in many other sports.

3. **Salma** was selected for the National Naat Competition in Islamabad where she performed in front of a huge crowd. She won the second prize in the competition. The Prime Minister of Pakistan attended the ceremony and Salma received her award from the President of Pakistan. She is an equally good singer and can play many musical instruments.

4. **Zohaib** has failed in four subjects; English, Urdu, Sindhi and Social Studies but has had a enviable record in mathematics: straight 100 out of 100 in all the tests and exams held last year. He also participated in the Junior Maths Olympiad organized by Pakistan Mathematics Association and won both the individual and school trophies.

5. **Zara** who originally belongs to Hunza (Northern Areas) is the most inquisitive of students in the science class, especially when it comes to talking about the natural world. She contributes to the class positively but has so many questions to ask that the teacher sometimes get irritated. Zara is designated the incharge of the botanical
garden in the school because of her background as a village girl. She was considered to be the best shepherdess in her town before she moved to Karachi.

6. Fatima Hasan is the editor of the school magazine. She has written articles for Young World and other children’s magazines and is compiling an anthology of her own writings. She has written more than 100 poems – both in English and Urdu. She is the one who keeps complaining about the low number of books in the school library. In the reading competitions she is always number one.

7. Last year, the school faced a terrible situation during the recess time in which one of the roofs of the outdoor toilets almost came down. Some of the students got stuck and there was a great panic. All the teachers were in another building attending the staff meeting and there was no adult present at the scene. Shayan immediately took charge of the situation and showed his leadership skills to organize a group of students to help out the stranded students. He immediately formed groups of students who started performing different rescuing tasks. Because of his taking immediate charge of the situation many students were saved without any major injuries.

8. Khurram is popularly known as “Professor”. Very much aware of his range of emotions and ethical issues, he is most of the times thinking about the big questions in life: meaning, relevance, purpose. Whenever he works in group situation, he is the one who empowers others. He is an equally good independent worker.

Task:

The school management has recently added a new school building where there will be and added section of class 8 but there is provision for three children only. As a member of the selection committee, you are required to select three children from the above mentioned eight.
MI theory has had a real impact on the teaching / learning situation. Teachers design and use various activities to meet their learners multiple intelligences. The following activities are proposed by Kagan (1997):

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bodily Kinesthetic</td>
<td>Creative dramatics, role-playing, hands – on activities, action songs, Simon says, classroom chores such as tidying, cleaning board, collecting copybooks.</td>
</tr>
<tr>
<td>Linguistic</td>
<td>Writing in a personal journal / dairy, discuss thinking strategies and metacognitive techniques, independent projects, discuss feelings about topics, express likes &amp; dislikes</td>
</tr>
<tr>
<td>Logical mathematical</td>
<td>Field trips, visits to museums, collecting leaves, flowers, rocks and classifying them</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>Sing along, clap to the rhythm, tape-record story books, use music in the classroom as background</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Reading / writing activities such as book sharing, dialogue writing, newspaper writing</td>
</tr>
<tr>
<td>Spatial</td>
<td>Maps, charts, diagrams, puzzles, use colors</td>
</tr>
<tr>
<td>Musical</td>
<td>Group work, plays, discussions, debates, cooperative learning, interview each other, plan an event</td>
</tr>
<tr>
<td>Naturalistic</td>
<td>Problem – solving activities, computer instruction, graphic organizers, number sequences and games.</td>
</tr>
</tbody>
</table>
Lots of Ways to Be Smart!

Name: ________________________________

Date: ________________________________

Put a checkmark in the white box if the statement is true for you most or all of the time.

<p>| | | | | | | |</p>
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<tbody>
<tr>
<td>1</td>
<td>I like telling stories and jokes.</td>
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<tr>
<td>2</td>
<td>I find charts, diagrams, and graphs easy to understand.</td>
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<td>3</td>
<td>I have a good sense of rhythm.</td>
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<td>4</td>
<td>I enjoy solving math problems.</td>
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<tr>
<td>5</td>
<td>I can identify most plants and animals.</td>
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<tr>
<td>6</td>
<td>I tend to fidget or play with my pencil during class.</td>
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<tr>
<td>7</td>
<td>I tend to hum to myself when I am working.</td>
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<tr>
<td>8</td>
<td>I get along well with other people.</td>
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<tr>
<td>9</td>
<td>I like to draw or to make things.</td>
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<td>10</td>
<td>I like helping to teach other people.</td>
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<tr>
<td>11</td>
<td>I know my strengths and challenges.</td>
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<tr>
<td>12</td>
<td>I am a good speller.</td>
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<tr>
<td>13</td>
<td>I like talking and writing about my ideas.</td>
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<tr>
<td>14</td>
<td>I like to doodle.</td>
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<tr>
<td>15</td>
<td>I am happiest when I am outdoors.</td>
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<tr>
<td>16</td>
<td>I often have a song or piece of music in my head.</td>
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<tr>
<td>17</td>
<td>I like working in a group.</td>
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<td>18</td>
<td>I prefer to work alone.</td>
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<tr>
<td>19</td>
<td>In an argument, I look for a logical and fair solution.</td>
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<td></td>
<td>Description</td>
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<tr>
<td>20</td>
<td>I have trouble sitting still for any length of time.</td>
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<tr>
<td>21</td>
<td>I do well in science class.</td>
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<tr>
<td>22</td>
<td>My mood changes when I listen to music.</td>
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<tr>
<td>23</td>
<td>I like to belong to clubs and organizations.</td>
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<tr>
<td>24</td>
<td>I like to play chess, checkers, or other strategy games.</td>
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<td>25</td>
<td>I use a lot of body movements when I'm talking.</td>
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<tr>
<td>26</td>
<td>I like to organize things and ideas into categories.</td>
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<tr>
<td>27</td>
<td>I set myself goals and make plans for the future.</td>
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<tr>
<td>28</td>
<td>I like to have music playing when I'm doing homework.</td>
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<tr>
<td>29</td>
<td>I really enjoy reading.</td>
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<tr>
<td>30</td>
<td>I often see clear images when I close my eyes.</td>
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<tr>
<td>31</td>
<td>I need to spend sometime alone to think about things.</td>
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<tr>
<td>32</td>
<td>Friends ask my advice.</td>
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<tr>
<td>33</td>
<td>I like taking care of plants and animals.</td>
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<tr>
<td>34</td>
<td>I like to work in an organized way</td>
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<tr>
<td>35</td>
<td>In group work, I like to do the research and writing.</td>
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<tr>
<td>36</td>
<td>I like touching things that I'm looking at.</td>
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<tr>
<td>37</td>
<td>Geometry is easy for me.</td>
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<td>38</td>
<td>I like building and making things.</td>
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<td>39</td>
<td>I can do a lot of math in my head.</td>
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<tr>
<td>40</td>
<td>I'm strong willed. I don't tend to follow the crowd.</td>
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</tbody>
</table>
**Scoring**
Add the checkmarks in each column and put the total in white box for that column. Your highest scores give you some ideas about your preferred intelligences.

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<tbody>
<tr>
<td>Linguistic</td>
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<tr>
<td>Logical - Mathematical</td>
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<td>Visual - Spatial</td>
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<tr>
<td>Bodily - Kinesthetic</td>
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<td>Musical - Rhythmic</td>
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<tr>
<td>Naturalist</td>
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<tr>
<td>(Other People) Interpersonal</td>
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<td></td>
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<tr>
<td>(Self) Intrapersonal</td>
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</table>
Multiple Intelligences

The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:

- **Linguistic intelligence** ("word smart")
- **Logical-mathematical intelligence** ("number/reasoning smart")
- **Spatial intelligence** ("picture smart")
- **Bodily-Kinesthetic intelligence** ("body smart")
- **Musical intelligence** ("music smart")
- **Interpersonal intelligence** ("people smart")
- **Intrapersonal intelligence** ("self smart")
- **Naturalist intelligence** ("nature smart")

Dr. Gardner says that our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence. We esteem the highly articulate or logical people of our culture. However, Dr. Gardner says that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts don’t receive much reinforcement for them in school. Many of these kids, in fact, end up being labeled “learning disabled,” “ADD (attention deficit disorder),” or simply underachievers, when their unique ways of thinking and learning aren’t addressed by a heavily linguistic or logical-mathematical classroom. The theory of multiple intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more (see [Multiple Intelligences in the Classroom](#)). The good news is that the theory of multiple intelligences has grabbed the attention of many educators around the country, and hundreds of schools are currently using its philosophy to redesign the way it educates children. The bad news is that there are thousands of schools still out there that teach in the same old dull way, through dry lectures, and boring worksheets and textbooks. The challenge is to get this information out to many more teachers, school administrators, and others who work with children, so that each child has the opportunity to learn in ways harmonious with their unique minds (see [In Their Own Way](#)).

The theory of multiple intelligences also has strong implications for adult learning and development. Many adults find themselves in jobs that do not make optimal use of their most highly developed intelligences (for example, the highly bodily-kinesthetic individual who is stuck in a linguistic or logical desk-job when he or she would be much happier in a job where they could move around, such as a recreational leader, a forest ranger, or...
physical therapist). The theory of multiple intelligences gives adults a whole new way to look at their lives, examining potentials that they left behind in their childhood (such as a love for art or drama) but now have the opportunity to develop through courses, hobbies, or other programs of self-development (see 7 Kinds of Smart).

How to Teach or Learn Anything 8 Different Ways

One of the most remarkable features of the theory of multiple intelligences is how it provides eight different potential pathways to learning. If a teacher is having difficulty reaching a student in the more traditional linguistic or logical ways of instruction, the theory of multiple intelligences suggests several other ways in which the material might be presented to facilitate effective learning. Whether you are a kindergarten teacher, a graduate school instructor, or an adult learner seeking better ways of pursuing self-study on any subject of interest, the same basic guidelines apply. Whatever you are teaching or learning, see how you might connect it with

- words (linguistic intelligence)
- numbers or logic (logical-mathematical intelligence)
- pictures (spatial intelligence)
- music (musical intelligence)
- self-reflection (intrapersonal intelligence)
- a physical experience (bodily-kinesthetic intelligence)
- a social experience (interpersonal intelligence), and/or
- an experience in the natural world. (naturalist intelligence)

For example, if you're teaching or learning about the law of supply and demand in economics, you might read about it (linguistic), study mathematical formulas that express it (logical-mathematical), examine a graphic chart that illustrates the principle (spatial), observe the law in the natural world (naturalist) or in the human world of commerce (interpersonal); examine the law in terms of your own body [e.g. when you supply your body with lots of food, the hunger demand goes down; when there's very little supply, your stomach's demand for food goes way up and you get hungry] (bodily-kinesthetic and intrapersonal); and/or write a song (or find an existing song) that demonstrates the law (perhaps Dylan's "Too Much of Nothing?").

You don't have to teach or learn something in all eight ways, just see what the possibilities are, and then decide which particular pathways interest you the most, or seem to be the most effective teaching or learning tools. The theory of multiple intelligences is so intriguing because it expands our horizon of available teaching/learning tools beyond the conventional linguistic and logical methods used in most schools (e.g. lecture, textbooks, writing assignments, formulas, etc.). To get started, put the topic of whatever you're interested in teaching or learning about in the center of a blank sheet of paper, and draw eight straight lines or "spokes" radiating out from this topic. Label each line with a different intelligence. Then start brainstorming ideas for teaching or learning that topic and write down ideas next to each intelligence (this is a spatial-linguistic approach of brainstorming; you might want to do this in other ways as well, using a tape-recorder, having a group brainstorming session, etc.). Have fun!
Resources

- Association for Supervision and Curriculum Development, Multiple Intelligences CD-ROM, and Multiple Intelligences Video Series; 1250 N. Pitt St., Alexandria, VA 22314-1453 (800-933-2723 FREE).
- National Professional Resources, 25 South Regent St., Port Chester, NY 10573, 914-937-8879. Producer of several videos on MI including, Howard Gardner, "How Are Kids Smart?" Jo Gusman, "MI and the Second Language Learner", and Thomas Armstrong, Multiple Intelligences: Discovering the Giftedness in All".
- New City School, Celebrating Multiple Intelligences (5209 Waterman Ave., St. Louis, MO 63108).
- Zephyr Press, PO Box 66006, Tucson, AZ 85728 (602-322-5090). Publisher of many MI materials.

Teaching of Content Areas

English
Listening Gap-Fill

1. Before listening, try to fill in the gaps.
2. Check your answers with your partner.
3. Now listen and check that you were correct. Make any changes if necessary.

So, today we’re looking at listening skills. Listening involves a number of ____________ that learners of a foreign language have to master. ____________ ____________ is the ability to identify the general topic of a text, for example, whether two people are having a ____________ about the weather or a football match. Often we are only interested in understanding very limited information, certain ____________, and this we call scanning. It is also very useful for learners to be able to ____________ the content of a listening text, so that their expectations can help them understand the general idea, even when they may not understand the words spoken. Hearing the ____________ of the foreign language and being able to understand different ____________, are other skills that learners can develop through increased and varied exposure.

Mohsin Tejani’s Itinerary for TWF Workshop at Bahawalpur and Kasur – Student ‘B’

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 19, May</td>
<td>Reach Karachi Airport at 4:45 p.m.</td>
<td></td>
</tr>
<tr>
<td>Wednesday 20, May</td>
<td>Take off for Bahawalpur 6:00 p.m.</td>
<td>6:00 p.m.</td>
</tr>
<tr>
<td>Thursday 21, May</td>
<td>TWF Workshop</td>
<td>10:00 – 4:00 p.m.</td>
</tr>
<tr>
<td>Friday 22, May</td>
<td>Arrive in Kasur 4:00 p.m.</td>
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Concepts of Natural Language Learning

POSTED ON FEBRUARY 2, 2009 BY STEVE KAUFMANN | CATEGORIES: SELF EDUCATION

Language learning is essentially fun, or should be, if it is done naturally, in line with how the brain learns. We learned our first language quite well, without explicit instruction. Unfortunately, the teaching of second languages has been turned into a complex classroom ceremony, consisting of obtuse grammar rules, annoying drills, rote memory and tests. The result is that many people are discouraged from learning languages. Maybe they would not learn their first language if it were taught in this way.

One of the most innovative thinkers on language learning is Stephen Krashen, who has pointed out that languages are acquired through meaningful input and not deliberate instruction. His insights are being confirmed by the latest research on how the brain learns, as described in an excellent book by German brain researcher, Manfred Spitzer, Learning: The Human Brain and the School for Life. As Spitzer says, learning takes place in the brain, not at school.

Here are seven concepts of natural language learning that reflect the most recent research on how the brain learns.

1. The brain can learn languages, trust it.
The brain learns all the time, and, in fact, is designed to learn. Throughout our lives the brain retains “plasticity”, creating neurons, and neural connections, in response to what it sees, hears and experiences. The brain draws its own conclusions from the input it receives, and is better at forming its own rules than understanding logical explanations. The brain is always at work, consuming over 20% of the body’s calories. We can learn languages right into old age, and in fact it is good for the brain to do so.

- The brain develops its own rules, naturally, from the observation of the input it receives.
- The brain takes its time to learn, requiring continued exposure to meaningful and interesting content.
- The brain can prioritize what to learn, dealing with easier subjects first, and more difficult ones later.

2. The brain needs stimulus. Give it massive amounts of meaningful input.
The brain likes things that are relevant and interesting. So if the task is language acquisition, the most important condition is massive and continuous exposure to interesting and relevant language content. At first, when the language is new, it is helpful to reinforce what has been learned by repetitive listening and reading. As we progress we need to find new, fresh, interesting, stimulating and meaningful content.

- We learn better from stories, real conversations, examples and episodes than from rules and facts.
- We learn best from content that matters to us.
- It is easier to listen to and read content is at the right level of difficulty, however the interest and relevance to the learner is the most important consideration.

3. **The brain will miss things. We can help the brain notice the language.**

The brain learns naturally by observing, constantly labeling and creating its own rules. But the brain can miss things. We should, from time to time, review grammar rules and tables, focus on mistakes we have made, or study specific words and phrases that we have learned. We should also attempt to write and speak, if we feel like it. These activities, which dominate traditional language learning, are, however, optional and minor activities in a natural language learning system. They increase attentiveness but should not take away from the main activities of listening and reading.

- Good language output can only come from absorbing massive amounts of language input.
- When we practice output, speaking and writing, or review vocabulary and grammar rules, we increase our attentiveness to the language.
- Heightened attentiveness increases the ability of the brain to notice the patterns and sounds of the language.

4. **Learn to engage your emotions in order to increase learning efficiency.**

Positive emotions energize the brain, and increase the efficiency of learning. An interesting story, a powerfully narrated audio book, a person we like – these are the things that will engage our emotions. Uninteresting learning tasks, or negative tension, decrease learning efficiency.

- We should stay with content we like, and discard content we do not like. We should do those learning tasks we enjoy doing.
We should always combine audio with text, and choose narrators whose voice we enjoy. This will make it easier to listen repetitively.

- We need to like the language we are learning and at least some aspects of its culture.

5. **When you learn naturally, you will feel motivated by your own success.**
Motivation is the basic motor of learning. Success is motivating, as is praise. Any teaching activity which creates frustration, such as traditional grammar based language learning, can demotivate the learner. In a natural learning environment, the main task of the teacher is to encourage the learner to become independent of the teacher, rather than to impose tasks or explanations on the learner.

- Many of us want to learn another language but are skeptical of our ability to do so, because we have not done it before.
- As the strange language starts to acquire meaning through our listening and reading, our brain feels a sense of reward at this new and unexpected experience. This is highly motivating.
- Give language learning a chance, the results will be better than you think.

6. **When we learn, we change. We need to accept this change.**
When we learn, our neural networks change, physically. When we learn a new language, we adopt some of the behaviour patterns of another culture and our personalities and our perceptions change. Many of the difficulties that grown-ups face in language learning, come from the resistance to change. It is often more comfortable to follow the patterns and pronunciation of our own language, rather than to commit to fully imitating the new language.

- Children are not afraid to change. Moving to a new country, they learn the language of their new friends without hesitation.
- Older learners have a stronger vested interest in their own identity, and what they already know.
- All learners benefit from the help of an encouraging tutor and an enthusiastic group of fellow learners, in order to overcome these barriers to learning.

7. **The Internet – the new world of natural learning at our finger-tips.**
The internet offers a wide range of content in many languages, many low-cost websites with efficient learning methodologies, online tutors, and people from around the world with whom to talk and interact. The internet becomes the classroom, the library, the
source of content, the language laboratory, and the support community. The Internet is the home of the language learning revolution, the natural language learning revolution.

- Internet learning is available whenever we want, at no, or little, cost.
- The iPod or MP3 player and other language resources on the Web have created a natural language learning revolution.
- Join a language learning community on the Web today!

Steve Kaufmann is a former Canadian diplomat, who has had his own company in the international trade of forest products for over 20 years. Steve is the founder and CEO of LingQ.com an online language learning system and Web 2.0 community. Steve speaks ten languages, having recently learned Russian at LingQ. Steve maintains a blog on language learning.

Source: http://www.pickthebrain.com/blog/language-learning/

**Listening Gap-Fill Tapescript**

So, today we’re looking at listening skills. Listening involves a number of sub-skills that learners of a foreign language have to master. **Gist listening** is the ability to identify the general topic of a text, for example, whether two people are having a conversation about the weather or a football match. Often we are only interested in understanding very limited information, certain details, and this we call scanning. It is also very useful for learners to be able to predict the content of a listening text so that their expectations can help them understand the general idea, even when they may not understand the words spoken. Hearing the sounds of the foreign language and being able to understand different accents, are other skills that learners can develop through increased and varied exposure.
CREATING A BRAIN-COMPATIBLE CLASSROOM

The first step for creating a brain-compatible classroom is to consider the emotional and physical factors that affect learning a second language. Eight important factors to consider are:

1. ensuring a relatively threat-free learning environment for students;
2. providing meaningful content teamed with choices for learning and assessment;
3. incorporating many different teaching methods, choosing each approach based on the appropriate stages of the teaching/learning process;
4. utilizing collaborative learning methodology frequently;
5. employing activities to develop skills in many different areas into the lesson design process (such as incorporating activities relating to Gardner’s theory of multiple intelligences, Bloom’s cognitive domains, and McCarthy’s 4MAT system);
6. providing adequate time for students to become involved in projects and activities that will enhance the learning process;
7. using multiple resources for teaching, and
8. providing immediate feedback for all activities.

Summary: using multiple teaching strategies that take into consideration the different learning styles and intelligences represented in your classroom will facilitate the creation of a “brain compatible” learning environment for all your students.

Both Bimonte (1998) and Kovalik (1994) explain the need for creating a classroom atmosphere that enhances all students’ learning. Furthermore, a brain-compatible classroom encourages active participation and teaches positive learning skills, ultimately creating lifelong learners.

Utilizing this type of constructivist model involves treating the learning process as a social process where individual perceptions of reality simultaneously occur that provide building blocks for the construction of linguistic knowledge.
References


Source: [http://www.flbrain.org/research.htm](http://www.flbrain.org/research.htm)

Mohsin Tejani’s Itinerary for TWF Workshop at Bahawalpur and Kasur – Student ‘A’

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Teaching of Content Areas

Science

Material Developed by

Fouzia Nawaz

NDIE
A case of a ‘Mystery Oobleck’

A farmer in a small village was very clever, creative and most patient. He was most liked by the townspeople. Last season they had a serious problem of drought when all the dams dried up, creeks and rivers had stopped flowing and people’s water tanks were very low. The people of the community were extremely upset because all native animals, the pets and other farm animals soon not have enough water to live. The people were worried too, as they too would not have any water to drink.

Townspeople asked for farmer’s help. Farmer agreed to help and asked the townspeople to gather at one place in the evening. When everyone gathered, the farmer asked people to look at the ground carefully and see what this layer is, covered all over it. While this was going on, someone said “oo bluck” what is this? This is some sticky substance which is not water. It sounded like people were saying “oobleck”, its sticky.

The farmer after a long pause said, “This seems to be the sticky substance coming out from these plants, which were not native. May be it is not suited to this weather in our area”. Then one wise man in the crowd added that it will not rain until the townspeople change.” Farmer said “agreed” . First we will change the plants back to the native plants, second we will change all cottage gardens into native gardens, as native plants grow in less water and thirdly we will get rid of all the lawns as we need more flowers and trees for our native birds. Townspeople agreed to farmer’s suggestions. And in the next season the village didn't have any problem of drought as it rained and there is no sign of “oobleck anymore this season.

Observe the Oobleck

• How does it look?   __________________________________________
• How does it feel?   __________________________________________
• How does it taste?  __________________________________________
• How does it smell?  __________________________________________
• How does it move?  __________________________________________

Pretend that your partner have never seen the Oobleck before, therefore describe it in simple words

_______________________________________________________________________________

What process skills are required to describe the Oobleck?

_______________________________________________________________________________
Use of Technology &
Blended Learning
Technology in the Classroom

Blended Learning

The definition of blended learning is a formal education program in which a student learns:
(1) at least in part through online learning, with some element of student control over time, place, path, and/or pace;
(2) at least in part in a supervised brick-and-mortar location away from home;
(3) and the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience.

The majority of blended-learning programs resemble one of four models: Rotation, Flex, A La Carte, and Enriched Virtual. The Rotation model includes four sub-models: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation.

1. Rotation model — a course or subject in which students rotate on a fixed schedule or at the teacher’s discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments. The students learn mostly on the brick-and-mortar campus, except for any homework assignments.

   a. Station Rotation — a course or subject in which students experience the Rotation model within a contained classroom or group of classrooms. The Station Rotation model differs from the Individual Rotation model because students rotate through all of the stations, not only those on their custom schedules.
   
   b. Lab Rotation — a course or subject in which students rotate to a computer lab for the online-learning station.
   
   c. Flipped Classroom — a course or subject in which students participate in online learning off-site in place of traditional homework and then attend the brick-and-mortar school for face-to-face, teacher-guided practice or projects. The primary delivery of content and instruction is online, which differentiates a Flipped Classroom from students who are merely doing homework practice online at night.
   
   d. Individual Rotation — a course or subject in which each student has an individualized playlist and does not necessarily rotate to each available station or modality. An algorithm or teacher(s) sets individual student schedules.

2. Flex model — a course or subject in which online learning is the backbone of student learning, even if it directs students to offline activities at times. Students move on an individually customized, fluid schedule among learning modalities. The teacher of record is on-site, and students learn mostly on the brick-and-mortar campus, except for any homework assignments. The teacher of record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring. Some implementations have substantial face-to-face support, whereas others have minimal support. For example, some Flex models may have face-to-face certified teachers who supplement the online learning on a daily basis, whereas others may provide little face-to-face enrichment. Still others may
have different staffing combinations. These variations are useful modifiers to describe a particular Flex model.

3. **A La Carte model** — a course that a student takes entirely online to accompany other experiences that the student is having at a brick-and-mortar school or learning center. The teacher of record for the A La Carte course is the online teacher. Students may take the A La Carte course either on the brick-and-mortar campus or off-site. This differs from full-time online learning because it is not a whole-school experience. Students take some courses A La Carte and others face-to-face at a brick-and-mortar campus.

4. **Enriched Virtual model** — a course or subject in which students have required face-to-face learning sessions with their teacher of record and then are free to complete their remaining coursework remote from the face-to-face teacher. Online learning is the backbone of student learning when the students are located remotely. The same person generally serves as both the online and face-to-face teacher. Many Enriched Virtual programs began as full-time online schools and then developed blended programs to provide students with brick-and-mortar school experiences. The Enriched Virtual model differs from the Flipped Classroom because in Enriched Virtual programs, students seldom meet face-to-face with their teachers every weekday. It differs from a fully online course because face-to-face learning sessions are more than optional office hours or social events; they are required.

- See more at: http://www.blendedlearning.org/models/#sthash.QTheoNPY.dpuf

Source: [http://www.blendedlearning.org/models/](http://www.blendedlearning.org/models/)

Source: [http://celt.ust.hk/teaching-resources/blended-learning](http://celt.ust.hk/teaching-resources/blended-learning)
Assignment

Developed by
Muhammad Aamir
Program Manager
Guidance and Coaching – A novice teacher

Ayesha Saeed is a novice teacher, started her teaching career pretty recently. She is working with grade 3 and 5. In the initial four months, her experience has been exciting, fun-filled; at the same time, she has faced some serious challenges in the lessons. She felt that her lessons were common, and often went flat and bland. Having attended initial training in teaching, her reflective notes identified that she should blend her lessons with technology, materials, realia, props and other aids.

To do this, she needs some mentoring and coaching as to what and how to integrate them. She is seeking in advice on the areas.

• Why should I not exploit technology, materials, and other aids in my lessons? Do I need to use them for the teaching of some specific subjects and/or topics?
• What does literature, research and experiences of classroom practitioners suggest on these areas, especially, when teaching of young learners is involved?
• How far use of technology, materials and other integration of other aids can affect on the learning and the motivational level of her pupils?

For this you might need to guide and provide insight into the following basic areas, too.

• What includes technology?
• What materials and aids can she incorporate in her lessons?
• What kind of planning does she need to do beforehand?
• What could be foreseeable hurdles, challenges, problems and constraints in the execution of the lessons?
My Notes

Learning Log

Conceived & Developed by

Muhammad Aamir

Program Manager
My Aspirations and Expectations

What do I aim to gain from the training?

What do I bring to the training sessions and to my peers?

What and how will I return back to my teaching context and the community of teachers?
## Evaluation of the Session

Name (optional):

**Presenter:**

**Session Title:**

**Date:**

**Duration:**

**District:**

<table>
<thead>
<tr>
<th>Scale Definition: 1-Strongly Disagree</th>
<th>2-Disagree</th>
<th>3-Neither Agree nor Disagree</th>
<th>4-Agree</th>
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1. Session objectives were met and well communicated

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2. Subject matter was useful to me in my work

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3. Sufficient time was allotted for explanations/practice

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4. The training materials were easy to follow

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5. The instructor actively involved the class in discussions

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6. The instructor handled the questions effectively

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7. This course adequately prepared me to prepare and deliver a class

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8. I will be able to implement the processes and skills I learned today when I return to my job

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9. Overall the class was satisfactory

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10. How skilled do you think you were to prepare & deliver a class before you attended this session?

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<th>Not skilled</th>
<th>Somewhat skilled</th>
<th>Very skilled</th>
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11. How skilled do you think you are to prepare & deliver a class after attending this session?

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<tr>
<th>Not skilled</th>
<th>Somewhat skilled</th>
<th>Very skilled</th>
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</table>
What did you like most about the session?

What did you like least about the session?

How can we improve the session?

Who else do you think will benefit from attending this training?

Do you expect any obstacles to using the skills or processes you learned about today?
Reflective Journal

Date:                                     Training Day: I

Session Title:

→ How do I see myself in the areas discussed and explored in the session?

→ How far have I been able to grasp? What were the difficulties and challenges I faced?

→ What is the solution I see for negotiating the obstacles? What is my road map? The things I need to work out.
### Daily Class Evaluation

**Name (optional):**

**Presenter:**

**Session Title:**

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<th>Date:</th>
<th>Duration:</th>
<th>Training Day: I</th>
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| Scale Definition: 1-Strongly Disagree  2-Disagree  3-Neither Agree nor Disagree  4-Agree  5-Strongly Agree |

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<thead>
<tr>
<th>12. Session objectives were met and well communicated</th>
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<tbody>
<tr>
<td>13. Subject matter was useful to me in my work</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>14. Sufficient time was allotted for explanations/practice</td>
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<tr>
<td>15. The training materials were easy to follow</td>
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<tr>
<td>16. The instructor actively involved the class in discussions</td>
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<td>17. The instructor handled the questions effectively</td>
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<td>19. I will be able to implement the processes and skills I learned today when I return to my job</td>
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<td>20. Overall the class was satisfactory</td>
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| 21. How skilled do you think you were to prepare & deliver a class before you attended this session? |
|---|---|---|
| Not skilled | Somewhat skilled | Very skilled |

| 22. How skilled do you think you are to prepare & deliver a class after attending this session? |
|---|---|---|
| Not skilled | Somewhat skilled | Very skilled |
What did you like most about the session?

What did you like least about the session?

How can we improve the session?

Who else do you think will benefit from attending this training?

Do you expect any obstacles to using the skills or processes you learned about today?
Reflective Journal

Date: 

Training Day: II

Session Title:

→ How do I see myself in the areas discussed and explored in the session?

→ How far have I been able to grasp? What were the difficulties and challenges I faced?

→ What is the solution I see for negotiating the obstacles? What is my road map? The things I need to work out.
## Daily Class Evaluation

Name (optional):

**Presenter:**

**Session Title:**

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Scale Definition: 1-Strongly Disagree    2-Disagree    3-Neither Agree nor Disagree    4-Agree    5-Strongly Agree

| 23. Session objectives were met and well communicated | 1 | 2 | 3 | 4 | 5 |
| 24. Subject matter was useful to me in my work | 1 | 2 | 3 | 4 | 5 |
| 25. Sufficient time was allotted for explanations/practice | 1 | 2 | 3 | 4 | 5 |
| 26. The training materials were easy to follow | 1 | 2 | 3 | 4 | 5 |
| 27. The instructor actively involved the class in discussions | 1 | 2 | 3 | 4 | 5 |
| 28. The instructor handled the questions effectively | 1 | 2 | 3 | 4 | 5 |
| 29. This course adequately prepared me to prepare and deliver a class | 1 | 2 | 3 | 4 | 5 |
| 30. I will be able to implement the processes and skills I learned today when I return to my job | 1 | 2 | 3 | 4 | 5 |
| 31. Overall the class was satisfactory | 1 | 2 | 3 | 4 | 5 |

32. How skilled do you think you were to prepare & deliver a class **before** you attended this session?
   - Not skilled
   - Somewhat skilled
   - Very skilled

33. How skilled do you think you are to prepare & deliver a class **after** attending this session?
   - Not skilled
   - Somewhat skilled
   - Very skilled
What did you like most about the session?

What did you like least about the session?

How can we improve the session?

Who else do you think will benefit from attending this training?

Do you expect any obstacles to using the skills or processes you learned about today?
Reflective Journal

Date: Training Day: III

Session Title:

→ How do I see myself in the areas discussed and explored in the session?

→ How far have I been able to grasp? What were the difficulties and challenges I faced?

→ What is the solution I see for negotiating the obstacles? What is my road map? The things I need to work out.
**Daily Class Evaluation**

Name (optional):

**Presenter:**

**Session Title:**

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Scale Definition: 1 - Strongly Disagree   2 - Disagree   3 - Neither Agree nor Disagree   4 - Agree   5 - Strongly Agree

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<tr>
<td>35. Subject matter was useful to me in my work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>36. Sufficient time was allotted for explanations/practice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>37. The training materials were easy to follow</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>38. The instructor actively involved the class in discussions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>39. The instructor handled the questions effectively</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>40. This course adequately prepared me to prepare and deliver a class</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>41. I will be able to implement the processes and skills I learned today when I return to my job</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>42. Overall the class was satisfactory</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**43. How skilled do you think you were to prepare & deliver a class before you attended this session?**

Not skilled | Somewhat skilled | Very skilled

**44. How skilled do you think you are to prepare & deliver a class after attending this session?**

Not skilled | Somewhat skilled | Very skilled
What did you like most about the session?

What did you like least about the session?

How can we improve the session?

Who else do you think will benefit from attending this training?

Do you expect any obstacles to using the skills or processes you learned about today?
Reflective Journal

Date: 

Training Day: IV

Session Title:

→ How do I see myself in the areas discussed and explored in the session?

→ How far have I been able to grasp? What were the difficulties and challenges I faced?

→ What is the solution I see for negotiating the obstacles? What is my road map? The things I need to work out.
## Daily Class Evaluation

Name (optional):

Presenter:

Session Title:

Date:        Duration:

<table>
<thead>
<tr>
<th>Scale Definition: 1-Strongly Disagree   2-Disagree   3-Neither Agree nor Disagree   4-Agree   5-Strongly Agree</th>
</tr>
</thead>
</table>

45. Session objectives were met and well communicated  
46. Subject matter was useful to me in my work  
47. Sufficient time was allotted for explanations/practice  
48. The training materials were easy to follow  
49. The instructor actively involved the class in discussions  
50. The instructor handled the questions effectively  
51. This course adequately prepared me to prepare and deliver a public health class  
52. I will be able to implement the processes and skills I learned today when I return to my job  
53. Overall the class was satisfactory  
54. How skilled do you think you were to prepare & deliver a class **before** you attended this session?  
55. How skilled do you think you are to prepare & deliver a class **after** attending this session?
What did you like most about the session?

What did you like least about the session?

How can we improve the session?

Who else do you think will benefit from attending this training?

Do you expect any obstacles to using the skills or processes you learned about today?
Reflective Journal

Date: Training Day: V

Session Title:

→ How do I see myself in the areas discussed and explored in the session?

→ How far have I been able to grasp? What were the difficulties and challenges I faced?

→ What is the solution I see for negotiating the obstacles? What is my road map? The things I need to work out.