TWF
TEACHERS WITHOUT FRONTIERS
استاد تا حل

Cycle – III – Teachers'- Initiated Professional Development Program

Series of Sessions for Teachers' Growth and Capacity

A Social Movement of Professional Development for Teachers

SoL | TSW The School Of Writing | NDIE | 3i Logic Your Knowledge Partners | TEACHERS' DEVELOPMENT CENTRE FOR THE BETTER TEACHER

Support

Learning

Growth

Areas of Training

1 Project Based Learning

2 Brain & Learning Sciences

3 Passion of Teaching & Philosophy

4 Basic – Applications, Online Tools, Office, Email & Social sites

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Reading and other material are collated from web based resources.

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

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.

Agenda & Schedule

Training Day	Themes & Topics	Key Areas
Day 01	Brain & Learning Sciences	- Neuroplasticity - Capacity of Brain - Redefined Learning - Principles of whole brain engagement
Day 02	Project Based Learning(PBL)	- Cross-content Teaching Approach - Basics of PBL - Relevance, Connection and Significance of PBL with our context - Lessons based on PBL Approach
Day 03	Passion for Teaching	- Teacher & Teaching – Perspectives from other fields - Role of A Teacher - Payments of Teacher
Day 04	ICT – Blended Learning	- Use of basic ICT tools for Teachers' growth and skill development - Making Lessons more meaningful by using basic tools - Orientation to some Online Tools for Professional Enhancement - Online Communities for Extended Exchanges

| Session Title:	**Brain & Learning Sciences** **Unlocking the Power of Learning**
Abstract/Concept Note/Brief:	Brain and Learning Sciences have become the center of discussion in all educational discourse. Most often, brain has been taken less serious in the teacher education and in classroom teaching; it is treated as a part of human body. The best treatment we give is by discussing intelligence considering it synonymous to mind, cognition and capacity to learn. However, intelligence is an outcome or the product of brain's functions. Recent researches with the advancement in the field of neuron-sciences have unleashed an amazing level of power a brain is capable of if trained and given a due environment. Further, plasticity has completely revolutionized the understanding and belief we had about how brain works and learns. The session elaborates on the processes and functions of a brain. Moreover, it will discuss the capacity of a brain and our attitude and tendency towards learning. In this session, besides the theoretical and philosophical discussion, the trainees will be engaged in meaningful discussion and provided opportunity to learn strategies for whole brain engagement approach in teaching and training.
Key Areas Covered:	Brain – functioning & Processes Learning & Neuroplasticity Strategies for Whole Brain Engagement
Goals	The session aims to develop knowledge and understanding of brain and its role in creating strong learners by incorporating brain based learning and whole brain engagement strategies.
Objectives	The session will help trainees to; • Recognize the value of knowledge and understanding of brain and learning sciences in teaching and training • Understand brain and learning sciences • Acquire skills for using brain based techniques in their teaching and training

Neuro-Plasticity

How would you like to be better at problem solving, learning a new language, increasing your ability to focus, regaining body function due to a stroke, or recapturing some lost brain function from a brain trauma such as an auto accident? Your mind is very capable of creating these incredible lasting changes in function from neuroplasticity shaping techniques.
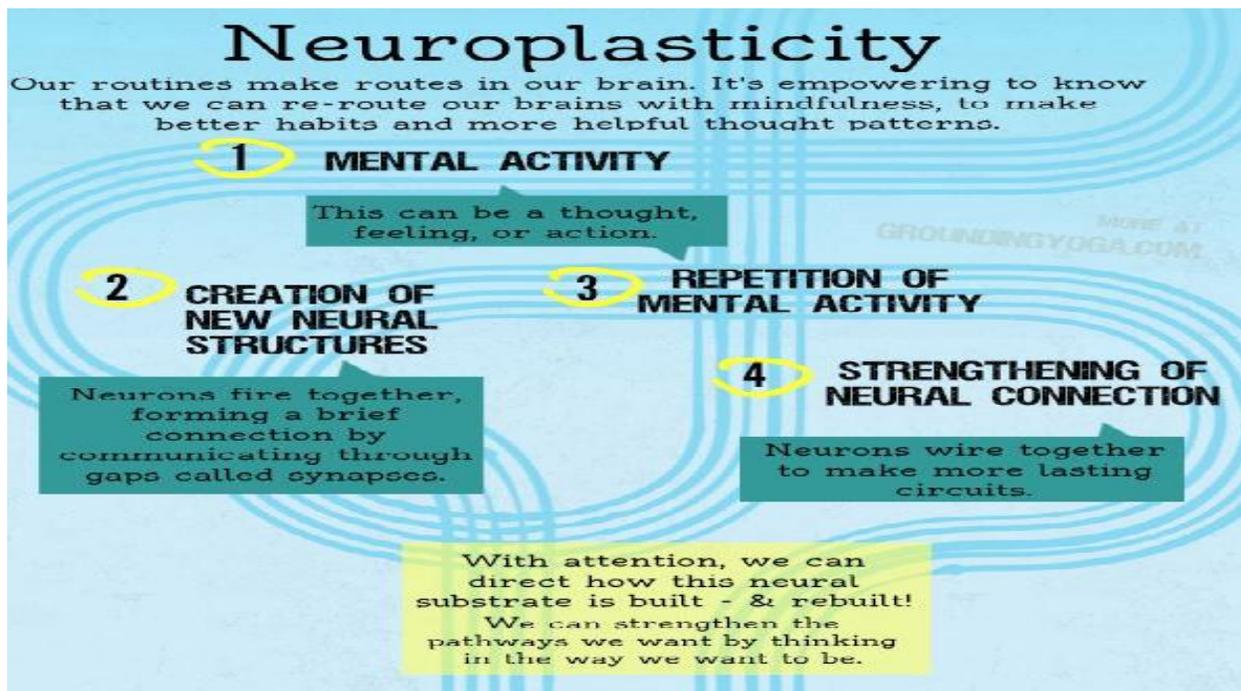
Neuroplasticity refers to the potential that the brain has to reorganize by creating new neural pathways to adapt, as it needs. Think of the neurological changes being made in the brain as the brain's way of tuning itself to meet your needs. A simple way to consider how the brain builds new neural pathways as it's challenged by new information and it's environment might be to think of the brain as a radio. When dialing the tuning knob on the radio by hand to find something to listen to you might come across a station that sounds interesting, but has a great deal of static so you can't really understand everything they are saying. To bring the station in clearer you would focus and dial the station in slowly a digit at a time to bring it in with as little distortion as possible. You can think of building new neural pathways the same way when learning something new. The more you focus and practice something the better you become at the new skill that you are learning or an obstacle you are trying to overcome. By doing this new neural connections are created in the brain as synapses that don't usually fire together do, which help us to sharpen our new skill.

Principles of Brain-Based Learning

Developed by the Combined Elementary Task Forces of the Metropolitan Omaha Educational Consortium (MOEC), Omaha, NE: University of Nebraska at Omaha, 1999

Source:
http://www.itari.in/categories/brainbasedlearning/PrinciplesofBrainBasedLearning.pdf

If we truly care about what "works" for quality teaching and learning, we must include the following in our dialogue.

1. The Brain Is A Parallel Processor.

Thoughts, emotions, imagination and predispositions operate concurrently and interactively as the entire system interacts and exchanges information in the environment.

> Teachers need to use a variety of strategies and techniques to engage the students' brains. No one method or technique can adequately encompass all the variations possible. Good teaching so orchestrates the learner's experience that all aspects of brain operation are addressed.

2. Learning Engages The Entire Physiology.

> Learning is as natural as breathing, but it can be either inhibited or facilitated. Neuron growth, nourishment, and interactions are integrally related to the perception and interpretation of experiences. Stress and threat affect the brain differently from peace, challenge, boredom, happiness, and contentment. In fact, some aspects of the actual wiring of the brain are affected by school and life experiences.

> *Implications for educators:*

> Everything that affects our physiological functioning affects our capacity to learn. Stress management, nutrition, exercise, and relaxation, as well as other facets of health management, must be fully incorporated into the learning process. For example, students should drink six to eight glasses of water during the day to properly hydrate the brain. Start time of school is an important factor to consider especially in adolescence who biologically have difficulty going to sleep early enough to ever receive adequate rest with start times set at seven or eight a.m.

> Additionally, expecting equal achievement on the basis of chronological age is inappropriate. Healthy children may differ by as many as five years in their natural acquisition of basic skills.

3. The Search For Meaning Is Innate.

    The search for meaning (making sense of our experiences) and the need to act on our environment is automatic. The search for meaning is survival oriented and basic to the human brain. The brain needs and automatically registers the familiar while simultaneously searching for and responding to novel stimuli. The search for meaning cannot be stopped, only channeled and focused.

    Implications for educators:

    The learning environment needs to provide stability and familiarity; this is part of the function of routine classroom behaviors and procedures. At the same time, provision must be made for students to satisfy their curiosity and hunger for novelty, discovery, and challenge. Lessons need to be generally exciting and meaningful and offer students an abundance of choices. The more positively lifelike such learning, the better. Most of the creative methods used for teaching gifted students should be applied to all students.

4. The Search For Meaning Occurs Through "Patterning."

    Patterning refers to the meaningful organization and categorization of information. The brain is designed to perceive and generate patterns, and it resists having meaningless patterns imposed on it. "Meaningless" patterns are isolated pieces of information unrelated to what makes sense to a student.

    Learners are patterning, or perceiving and creating meanings, all the time in one way or another. We cannot stop them, but we can influence the direction. Daydreaming is a way of patterning, as are problem solving and critical thinking. "Time on task" does not ensure appropriate patterning because the student may actually be engaged in busy work while the mind is somewhere else. For teaching to be effective, a learner must be able to create meaningful and personally relevant patterns. Thematic teaching, integration of the curriculum, and life-relevant approaches to learning are those that most recognize this tenant.

5. Emotions Are Critical To Patterning.

    We do not simply learn things. What we learn is influenced and organized by emotions and mind sets based on expectancy, personal biases and prejudices, degree of self- esteem, and the need for social interaction. Emotions and thoughts literally shape each other and cannot be separated.

    Implications for educators:

    Teachers need to understand students' feelings and attitudes will be involved with and will determine future learning. Students' beliefs about the support that they

receive from teachers and administrators further affect their learning. For example, day-to-day classroom encounters affect learning, as does the everyday communication involved with meeting a student in the hall or cafeteria. These chance encounters affect students' beliefs about the level of teacher/administrator support and respect which in turn, affect learning.

6. The Brain Processes Parts And Wholes Simultaneously.

There is evidence that there are significant differences between left and right hemispheres of the brain. However, in a healthy person, both brain hemispheres interact in each and every daily experience. The "two brain" notion is most valuable as a metaphor that helps educators acknowledge two separate but simultaneous tendencies in the brain for organizing information. One is to reduce information into parts; the other to perceive and work with it as a whole or series of wholes.

Implications for educators:

Good teaching necessarily builds understanding and skills over time because learning is cumulative and developmental. Thus vocabulary and usage are best understood and mastered when incorporated in genuine experiences. Similarly, equations and scientific principles should be dealt with in the context of living science.

7. Learning Involves Both Focused Attention And Peripheral Perception.

The brain absorbs information with which it is directly involved, but also pays attention to information outside of the direct involvement field. This means that the brain responds to the entire sensory context in which teaching or communication occurs.

Implications for educators:

All aspects of an educational environment are important. Art exhibits should be changed frequently to reflect changes in learning focus. The use of music has also become important as a way to enhance and influence more natural acquisition of information. Teachers need to engage the interests and enthusiasm of students through their own enthusiasm, coaching, and modeling, so those unconscious signals appropriately relate to the importance and value of what is being learned. In effect, every aspect of a student's life, including the community, family, and technology, affects student learning.

8. Learning Always Involves Conscious And Unconscious Processes.

Much of our learning is unconscious and below the level of awareness. We learn much more than we ever consciously understand. Our experiences become part of our prior knowledge in both conscious and unconscious ways.

Implications for educators

Much understanding may not take place immediately and may occur later, some understanding coming much later. Processing time, reflection, and metacognition are vital to the learning environment. Thus, much of the effort put into teaching and studying is wasted because students do not adequately process their experiences, nor are they given time to reflect upon them.

9. We Have At Least Two Ways Of Organizing Memory: A Spatial Memory System And A Set Of Systems For Rote Learning.

We have a spatial/autobiographical memory that does not need rehearsal and allows for "instant" recall. It is always engaged, inexhaustible, and motivated by novelty. The two ways of organizing memory are stored differently.

Implications for educators

Sometimes memorization is important and useful, such as multiplication tables. In general, however, teaching devoted to memorization does not facilitate the transfer of learning and probably interferes with the subsequent development of understanding. By ignoring the personal world of the learner, and the preferred learning style of the learner, educators actually inhibit the effective functioning of the brain.

10. We Understand And Remember Best When Facts And Skills Are Embedded In Natural, Spatial Memory.

Our native language is learned through multiple interactive experiences with vocabulary and grammar. It is shaped both by internal processes and by social interaction. That is an example of how specific items are given meaning when embedded in ordinary experiences. All education can be enhanced when this type of embedding is adopted.

Implications for educators

Teachers need to use a great deal of real-life activity, including classroom demonstrations; projects; field trips; visual imagery of certain experiences; stories; metaphors; drama; and interaction of different subjects. Grammar can be learned in process, through stories or writing.

Success depends on using all of the senses and immersing the learner in a multitude of complex and interactive experiences. Lectures are not excluded, but they should be part of a larger experience.

11. Complex Learning Is Enhanced By Challenge And Inhibited By Threat.

The brain makes maximum connections when risk taking is encouraged and supported; however, it "downshifts" (helplessness) when under perceived threat.

Implications for educators

Creating a safe place to think and risk, or relaxed alertness, is essential for optimum learning. The threat of failure and/or low grades may inhibit rather than encourage learning.

12. Every Brain Is Uniquely Organized.

All humans have the same set of systems, yet we are all different based on genetic endowments, differing prior knowledge, and differing environments. The more we learn, the more unique we become.
Implications for educators

Learners are all different and need to be empowered to make choices and allowed to understand the world from their own unique intelligences. Providing choices that are variable enough to attract individual interests may require reshaping of schools so that they exhibit the complexity found in life. In sum, education needs to facilitate optimal brain functioning.

Used with the permission of Renate Numela Caine and Geoffrey Caine, authors of: Unleashing the Power of Perceptual Change: The Potential of Brain-Based Teaching (1997) Alexandria, VA: Association for Supervision and Curriculum Development.

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The Brain and Learning Video Series. #498062M42 - ASCD 8490. P.O. Box 79760 Baltimore, MD 21279-0760

Session Title: Sub-title (s) / Captions:	Use of ICT with Constructivist Approach: Using technology for blended teaching & learning and professional development

Abstract/Concept Note/Brief:	This module is developed for the purpose of teachers' professional development to meet the needs of teaching and learning in the twenty first century. It is designed to introduce blended learning through a constructive approach to teaching and learning. Within this module the trainee teachers will experience blended learning by going through it themselves so that they may construct their own sets of knowledge and skills. The module will help them begin from simple integration of technology to the level of flipped classrooms.
Key Areas Covered:	Instructional Technology Technology based teaching and learning inside classroom Virtual Presence Online learning tools Social Networking (group interaction) Learning Management System Unit planning for blended teaching and Learning Using LMS for teaching and continuous professional development
Goals/Learning/Training Objectives/ Outcome:	By the end of this module the trainee teachers will be able to: 1. Espouse constructive approach in classroom instruction 2. Identify useful blended learning techniques for teaching at elementary level 3. Adopt and practice blended model of teaching and learning 4. Use an LMS and Social Networking tools for teaching and learning

Where to begin?

Good practice in blended learning involves using a few tools in effective ways to achieve quality learning outcomes. When designing a unit for blended learning start first with the learning outcomes and consider what supports students will need to achieve successful learning outcomes. This planning process includes the integration of blended learning in your unit and designing the learning activities.

The blended learning activity is planned in advance, as something that the student does.

A blended learning activity is designed as a learning process which the student does. Typically, it involves the student in doing something more than just reading on-screen. The sequence of what the student will do in the blended learning activity is mapped out in advance. The resources and supports that students will need, and when they will need these are also mapped out in advance. Resources and supports include: task instructions, learning guide, online tools, and appropriate FAQs, web links, media files, etc.

All the components of the activity are ready (but not necessarily available) before the student starts the activity.

Online tools are set up in the appropriate part of the vUWS site. The resources that students will use in doing the activity (eg instructions, content materials, online tools etc) are written/created and linked into the appropriate part of the vUWS site before the student starts the activity. Pointers to resources and supports are provided.

The activity leads students towards achieving the learning outcomes and/or completing assessment for the unit.

An effective blended learning activity is designed as an integral component of the unit. The activity may help students achieve the learning outcomes for the unit, for example, by practising written communication skills and critical thinking in an online discussion (if these are learning outcomes, or implicit in the learning outcomes for the unit). Or it may help students prepare for an assessment task, for example by doing practice quizzes which allow multiple attempts. Blended learning activities extend learning opportunities beyond the classroom.

The activity takes account of students' incoming level of expertise in online learning/independent learning.

Students who have not experienced online learning may find it challenging, at least initially, to do a blended learning activity. Blended learning places more emphasis

on individuals to learn independently including monitoring their own progress. Blended learning activities, particularly for first-year students, should build students' confidence in themselves as online and independent learners. This doesn't imply making blended learning activities trivial, but it does imply careful design so that the activity is both challenging and achievable, with support. Although mature students may initially be more apprehensive about blended learning, there is some evidence that older learners may be better equipped than younger students to study independently. [Hartley, J. (1998) Learning and Studying: A Research Perspective. London: Routledge.]

Students are provided with clear guidelines/expectations about what they are to do, where, and within what time frame.

Before beginning the blended learning activity, students are provided with an overview of what they will do in the activity. As well, students are provided with information about the components of the activity, where they will do these, in what sequence, with what support, and within what timeframe/s. This information is provided online so that students can
refer back to it, at will. Usually this information is also discussed in class. When preparing guidelines, it's a good idea to ask someone else to trial these, aiming to identify any gaps or information that could be misinterpreted by students.

The rationale for the activity is made clear to students.

Students are informed about why they are doing the particular blended learning activity. Explain how the activity will help them to achieve the learning outcomes for the unit, and/ or complete assessment task(s) for the unit. Remember too, to explain how the blended learning activity will help them develop professional skills for the workplace. For example, blended learning activities can help students enhance their independent learning skills, writing skills, collaboration skills, investigation skills, etc.

Students get feedback on their performance as part of doing the activity or following completion of the activity.

An advantage of blended learning is that it can enable students to receive immediate feedback on their performance (eg automated feedback on quizzes). It can also enable students to receive more feedback (eg feedback from multiple students and the teacher/ guest presenter in an online discussion). Feedback provided in online discussions is also "persistent" in the sense that the student can return to the feedback and re-read it, thus increasing the likelihood of learning.

The activity is manageable by staff.

When designing a blended learning activity, keep in mind what it is feasible for you to do during semester. If the blended learning resources and task components are in place in vUWS before semester starts, your blended learning teaching time during semester will be mostly related to monitoring. A built-in feedback process can reduce your blended learning teaching time. To keep your workload manageable, you could also create a Frequently Asked Questions resource so that you don't have to answer any task-related questions multiple times. Remember to tell students how frequently you will be monitoring the site and responding to questions, posts etc. One final word: as with anything new, it is wise to expect to devote a little more time to an activity the first time you run it.

Blended learning standards & frameworks

The Basic Standards for E-Learning Sites have been designed to be applicable to the diverse ways in which blended or e-learning sites are used and to enable all designers, regardless of their familiarity with designing e-learning environments, to review and improve unit and course sites.

The Basic Standards for E-Learning Sites consists of the following:

1. **Organisation and appearance.** This Standard focuses on principles that support clear structure and presentation of the site (e.g. 'Site design promotes ease of navigation').
2. **Consistence and compliance.** This Standard emphasises legal and institutional aspects such as copyright, privacy, compliance with policies and consistency in documentation (e.g. 'Information in the site is consistent with the Unit Outlines and Learning Guides').
3. **Appropriate use of tools.** This Standard promotes using tools with clear purpose and responsible management (e.g. 'Expectations about use of communication tools are clear to students').
4. **Learner resources and support.** This Standard focuses on ensuring students have access to appropriate supports and resources in the site (e.g. 'Links to learning supports are contained in the

Basics of ICT

Area of the Workshop: Information Communication Technology (ICT)

Topics: Learning of the features-Offline and Online Applications

Key Areas:

A) Basics of Microsoft Word,
B) Basics Microsoft Power Point,
C) How to create Email Address,

Abstract of the Workshop:

ICT (information and communications technologies) is a term that includes any communication device or application, such as computer and network hardware and software, radio, television, mobile phones, etc. as well as the various services and applications associated with them. ICTs in education, are the need for human being spending their selves in 21th century, as use of the ICT is essential part where learning discussing all over the world. If for a time, we think for the teacher, he is much respected personality who developing doctors, engineers, professionals, and business persons directly for the nation. So, this is vital need to get well familiar those teacher, who are with less-access on the ICT generally.

The training programs under the umbrella of the TWF by ITA, teachers with less-access to ICT will be able to get a basic but rich professional development. They will likely engaged in practical work while using technologies (with especial on computing devices). The mentor are ready to share and provide long term support for ICT chapter widely.

Children normally studying in Govt. and private schools have not their rich access to use ICT, because, in fact some of their teachers are unskilled and unfamiliar, so resultantly, students are lacking in grooming comparatively in Pakistan. It may be due to the less resources somewhere in Govt. and Private sectors in Education. So, a bridge is essential to reach them on the ground realities of 21th century. TWF is largest nationwide intervention for make teacher develop professionally, make them skilled and take them out from the traditional method of teaching.

Goals:

Teacher/learners will be able to get aware about features of ICT, they will also screen the advance and updated knowledge rather than old available material

Instructions	Word	Type the Word (by TWF team)	Type the Word (by participant)
@Please, type the sentence written in second column as it is in the third Column	Teacher Without Frontier	Teacher Without Frontier	
@Please, type the sentence written in second column as it is in the third Column and make it bold	**Teacher Without Frontier**		
@please, type the sentence written in the second column as it is and make it underline	<u>Use of Technology</u>		
@please, type the sentence written in the second column as it is and make it Italic	*Use of Technology*		
@please, type the sentence written in the second column as it is and increase the size of text	Information Education and Communication Material		
@please, type the sentence written in the second column as it is and make it Highlight	Information Education and Communication Material		
@please make an action to save this file at Desktop	Go the **FILE** tab at the top-left corner of computer, Click on the tab **"save" (CTRL+S)**, select the path for file to be save.	Practical Action needed	Practical Action needed

Course Area:	Learning & Teaching

Session Title: Sub-title (s) / Captions:	**Project based learning (PBL): A Multi-disciplinary Approach**

Abstract/Concept Note/Brief:	The project based learning approach to education is integrative in nature. It is integrated with other activities such as reading, forum discussions, interactive lectures, quizzes, concept mapping, self reflection and collaborative assignment will provide an opportunity to develop the basic skills and enhance already acquired skills to embark on the 21st century education. Besides it encourage deeper understanding of the content being focused. Access to a broad range of online and printed resources, course participants will enhance understanding of project based learning as an integrative paradigm through hands on and minds on learning experiences.
Key Areas Covered:	• Cross-content Teaching Approach • Basics of PBL • Relevance, Connection and Significance of PBL with our context • Lessons based on PBL Approach
Goals/Learning/Training Objectives/ Outcome:	• Demonstrate the knowledge and understanding of Project based learning through reading , self reflection using metaphors and presentation • Practice collaboration through engagement in forum discussions and developing a project plan

Project based Learning (PBL) – An Integrative Approach

What is project-based learning?

Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. Project-based learning is an instructional model that involves students in investigations of compelling problems that culminate in authentic products. Projects that make for stronger classroom learning opportunities can vary widely in subject matter and scope, and can be delivered at a wide range of grade levels. Nonetheless, they tend to share defining features. Projects grow out of challenging questions that cannot be answered by rote learning. Projects put students in an active role such as: problem solver, decision maker, investigator, or documentarian. Projects serve specific, significant educational goals; they are not diversions or adds-ons to the "real" curriculum.

Project-based learning, or PBL, is generating a great deal of buzz in the world of education, and is often portrayed as an alternative to passive learning and rote memorization. If traditional education is classical, PBL is jazz. In a PBL classroom, teachers present problems that students must solve together in groups. Rather than reciting facts and hoping some of them stick, teachers give students the resources they need to research concepts and apply them in a practical form. Mistakes are allowed and even expected in the course of meaningful learning. The result: Students become active rather than passive learners and build important workplace skills. Of course, all of this requires a great deal of planning, a healthy dose of flexibility and an environment that supports collaboration. Here are four essential elements of a successful PBL classroom.

Integrative Learning Projects

One exciting aspect of project-based learning is its ability to integrate subject matter from a variety of content areas so that students gain an understanding of how different branches of knowledge work together. Teachers should be encourages to design **integrative** learning projects, or projects that bring together concepts and skills from two or more different subjects. Some strategies he advocates for integrative learning include:

- have students read and write extensively about whatever they are studying
- consider incorporating measurement or statistics as a way of including mathematics in any project
- think about how this topic was approached at different points in history
- think about what jobs or careers people do that involve the topic, and consider the variety of skills entailed

Project-Based Learning 7s

@davidleeedtech

The 7-Phase Model

1 Introduction of Driving Question
This meaningful, open-ended, and higher-level question focuses on a real-world issue that students should answer before being given instruction (prior knowledge & plan appropriate instruction).

2 Intro of Culminating Challenge
Introduce an authentic assessment or performance to the students that will demonstrate mastery in content and skills. Students can be given a guided choice in demonstrating their knowledge and skills.

3 Develop Subject Matter Expertise
This instructional phase requires students to take up authentic roles and become subject matter experts through inquiry methods. Students should explore new concepts, but also be provided with background info.

4 Doing the Culminating Challenge
This phase is the performance assessment for the students to demonstrate their "expertise" in the new concept. If possible, provide a subject matter expert that can assess student work.

5 Debriefing CC (Subject Expert)
Debriefing involves student reflection through writing exercises or discussions. Ideally, the presence of a subject matter expert could provide valuable and immediate feedback to the students.

6 Responding to Driving Question
Have students answer their driving question once more to see if their responses are more sophisticated and present a deeper understanding of the concept. Haves them compare their response to their initial response.

7 Summative Assessment
A summative assessment measures the learning objectives of each student. This assessment will only work if the tasks students were required to perform were aligned with instructional goals.

The 7 Essentials

1 A Need to Know
Provide an "entry event" that catches the interest of the students about the concept. This could be in the form of a video, a lively discussion, a guest speaker, a field trip, or a compelling scenario.

2 Driving Question
After brainstorming solutions, students will develop a clear driving question that will give students a sense of purpose. Driving questions should be abstract, open-ended, complex, and connected to an instructional goal.

3 Student Voice & Choice
Student voice & choice makes the project more meaningful. Students can choose to develop media kits, public service announcements, web pages, brochures, & etc.

4 21st Century Skills
The authentic tasks should require students to utilize collaboration, communication, creative, and critical thinking skills, as well as the use of technology.

5 Inquiry and Innovation
Students will find answers through the teacher, books, articles, websites, and experts. The gathered information will be used to create a product.

6 Feedback and Revision
Feedback and revision throughout the learning process shows students the importance of creating a high-quality product. Rubrics, exemplars, peer-editing, and adult mentors (experts) can be used for feedback/revision.

7 Present Product Publicly
Products of the culminating challenge are presented to numerous audiences, including parents, peers, experts, the global community. This motivates students to create high-quality products.

Concept from Amber Braeber (www.edutopia.org/blog/practical-pbl-design-amber-graeber)

BIE (www.bie.org/images/uploads/diy_downloads/7_Essentials_PBL_EdLeaderSept10.pdf)

Projects . . .	Project Based Learning . . .
Can be done at home without teacher guidance or team collaboration.	Requires teacher guidance and team collaboration.
Can be outlined in detail on one piece of paper by the teacher.	Includes many "Need to Knows" on the part of the students and teachers.
Are used year after year and usually focus on product (make a mobile, a poster, a diorama, etc.).	Is timely, complex, covers many TEKS, and takes a team of highly trained professionals significant time to plan and implement.
The teacher work occurs mainly after the project is complete.	The teacher work occurs mainly before the project starts.
The students do not have many opportunities to make choices at any point in the project.	The students make most of the choices during the project within the pre-approved guidelines. The teacher is often surprised and even delighted with the students' choices.
Are based upon directions and are done "like last year."	Is based upon Driving Questions that encompass every aspect of the learning that will occur and establishes the need to know.
Are often graded based teacher perceptions that may or may not be explicitly shared with students, like neatness.	Is graded based on a clearly defined rubric made or modified specifically for the project.
Are closed: every project has the same goal. (As in the example below, the end result is always The Alamo.)	Is open: students make choices that determine the outcome and path of the research.
Cannot be used in the real world to solve real problems.	Could provide solutions in the real world to real problems even though they may not be implemented.
Are not particularly relevant to students' lives.	Is relevant to students' lives or future lives.
Do not resemble work done in the real world.	Is just like or closely resembles work done in the real world.
Do not include scenarios and background information or are based on events that have already resolved.	The scenario or simulation is real or if it is fictitious, is realistic, entertaining, and timely.
Are sometimes based around a tool for the sake of the tool rather than of an authentic question. (Make a Prezi.)	Use technology, tools, and practices of the real world work environment purposefully. Students choose tools according to purposes.
Are turned in.	Is presented to a public audience encompassing people from outside the classroom.
Are all the same.	Is different.
Make a model (or diorama or mobile . . .) of the Alamo.	Design a fortification that would take your community through a bio (or other non-traditional attack) and make a recommendation to the city council for future planning.

Essential Tools For Better Project-Based Learning

by **KatreLaan** from myhistro.com

Here is a mini guide to some of the project based learning tools.

1) Mindmeister : As the name suggests, this tool is great for mapping out ideas. A good way to start a project is asking driving questions like what is the essence of a project? It's great for collaborative brainstorming in project planning and analysing concepts. Free app available from the Apple Store, and for Android users.

2) Glogster : This creative tool is excellent for creating digital posters and other multimedia projects. It can be used as a 'pre-tool' for a major project, or simply to highlight research. With the selection of templates available and easy to import sources, this tool allows students to express their creativity in many different ways. Free app available from the Apple Store.

3) Myhistro : This versatile browser-based tool enables students to combine blogging, videos and photographs on interactive Google Earth and Google Maps. MyHistro's chronological timeline makes it great for collaborative tasks, multimedia projects and presentations in History, Geography and Social Science. The final result can be viewed as a slideshow or a list, giving a clear idea of the 'what, 'when' and 'where' of events. Students can have a go at co-authoring and produce collaborative projects. Free 'light app' available from the Apple Store.

4) Pixton : A fun web based tool for creative storytelling. This dynamic comic building site is easy to use and great in English Literature. Interactive features such as variety of expressions, background templates and images make classroom activities interesting and let students creativity flow. Pixton Edmodo app available for $39.95.

5) Reeldirector : Similar to iMovie only this useful tool comes with advanced features in video making. It's simple to use and has many features from stitching together clips to putting transitions between video clips to smooth the flow of the video. Students can also add photos, text and record a voice over. Available for $1.99 from the Apple Store.

5) Animoto : A fun tool for creating slideshows of field trips and learning concepts. You can illustrate your project with videos, photos and text. Simply choose a video style and add your visual material. Teachers can sign up with a promo code and upload longer videos than just 30 sec. A downside without a promo code might be that you can upload

short videos as 10 sec only. Good variety of background sound to choose from and gives projects a polished finish. Free apps available from the Apple Store, and for Android users.

6) <u>VoiceThread</u> : A versatile tool used for commenting on any type of media, from videos to photos. It's especially useful in foreign language classes. Also great for group projects, adding voice comments to an image or a story. Free app available from the Apple Store.

7) <u>FotoBabble</u>**:** 'Talking photos', a tool used to record a voiceover for an image in a slideshow format. It's great for collaborative projects telling a story of a photo or an event. In the classroom, students can start a project by analysing a concept or a story and import audio from another source. It can also be used in quizzes such as testing students' knowledge of historical figures, or used in language classes for tests. Free app available from the Apple Store.

8) <u>Audioboo :</u>A similar tool to FotoBabble. This voiceover tool is excellent for telling stories of a photograph and other visual projects. It supports recordings from other devices, allows users to tag a location and enter a small description. Free apps available from the Apple Store, for Android and Nokia users.

9) <u>Capzles :</u>This browser-based tool introduces a different take on digital storytelling. Users can choose from variety of templates, share visual stories and narratives with a soundtrack in chronological order. Can be used for simple stories and more in depth multimedia projects. Free app available from the Apple Store.

10) <u>Dipity</u> : A browser based tool for sharing stories on an interactive timeline. Users can import media from other sources and combine images, photos and text into a story. Students have a choice of theme style for display when creating new events. Dipity is great for mapping content visually in History and Social Science. The final result can be viewed as a slideshow, list, flipbook or a template of events.

Timeless Project-Based Learning Resources

by **Shannon Dauphin**

Project-based learning is becoming increasingly popular as teachers look for a way to make lessons stick in the minds of their students. According to Edutopia, studies have shown that students who use project-based learning remember the material much longer and have healthier attitudes toward education.

Project-based learning is based on the idea that students learn best by tackling and solving real world problems. Students are much more engaged with the subject matter and look to the teacher as more of a coach who guides them through their own reflections and ideas. Project-based learning often involves students working in pairs or groups, thus facilitating a deeper understanding of cooperation and communication in solving problems.

Ready to try project-based learning in your classroom? These tried-and-true resources are sure to get you on the right track. Beyond

1. Edutopia. A wide-ranging resources that includes in-depth research on project-based learning as well as examples, blogs and much more, Edutopia is a comprehensive look at what makes project-based learning so successful. Start here to connect with other teachers via social media and let your online collaborations lead to classroom projects.

2. Buck Institute for Education. This comprehensive website offers a deep look into project-based learning, including a plethora of projects to keep your classroom both educated and entertained. Plenty of research to back up the theories presented, inspiration in videos that depict the reach of project-based learning and professional development services make this the first stop for all your needs.

3. Project-Based Learning: The Online Resources for PBL. Sponsored by the Buck Institute for Education, this is a one-stop shop for all things concerning project-based and problem-based learning. From definitions to designs, to the opportunity to purchase handbooks for further study, this site can get you started with all you need to know to engage your classroom.

4. Project-Based Learning Checklists. Want some help keeping track of the projects your classroom participates in and the progress students make in each? These checklists are

designed to help you guide students through projects that teach them everything from the kindergarten basics of writing to senior multi-media challenges.

5. GlobalSchoolNet.org. Project-based learning can reach across the globe and create unique opportunities for students to work with those in other countries. This site helps you learn how to start a cross-cultural project-based learning experience that is sure to open young minds to the world view.

6. Online Internet Institute. Project-based learning that focuses on technology can not only engage students, it can also help prepare them for a world where technology will only get bigger, faster and better. This professional development site offers workshops, courses and inspiration for projects that put technology front and center.

7. PBL Exemplary Projects. This site offers a wealth of information on assessing projects, dives into research on project-based learning and offers many unique projects to try. From geography to biotechnology, this site is a perfect launching pad for adding new projects to your curriculum.

8. Intel Teach Elements: Online Professional Development Courses. Not quite confident in your ability to launch an effective project in your classroom? These video courses give you the in-depth information you need to move into a new way of teaching.

9. Houghton Mifflin's Project-Based Learning Space. A brief resource for teachers, this site offers in-depth discussion of project-based learning, including an overview of the issues surrounding it, the student's role in the process and several projects to get you started, including the popular "egg drop" experiment and "Mission to Mars," a project suitable for various age groups.

10. High Tech High. Need even more inspiration? High Tech High teachers documented the success of their project-based learning efforts to share with other educators. These in-depth projects can be recreated in your classroom or can be used as a launching pad for projects of your own design.

11. PBL Lab. This project-based learning initiative by Stanford University focuses on the five P's: problem, project, product, process and people. An excellent guide to those who want to see how collaboration and knowledge sharing works across disciplines, this resource aimed at post-secondary students can be a good inspiration for anyone who wants to incorporate project-based learning into their curriculum.

Course Area:	Learning & Teaching
Session Title:	**A Passion for Teaching**

"I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a person's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a person humanized or de-humanized."

~ Dr. Haim Ginott

A PASSION FOR TEACHING

BUILDING a Vision of our work: the Raw materials of ART

Painter
Singer
Actor
Author
….. Teacher?

Vision is the art of seeing what is invisible to others.

_____Jonathan Swift

Building a Vision involves four essential characteristics.
1. Finding Inspiration
2. Exercising your Creativity
3. Developing your Vision
4. Achieving your Personal Style

The Raw materials of a Painter:

Great artists create paintings, photographs, sculptures, and other dazzling decorative and commercial pieces. Impressionist paintings are created by artists who have
- An Eye for Design
- Creativity
- Knowledge of Materials
- Passion

The Raw materials of a Singer:

- Creativity
- Poetry
- Music
- Enthusiasm

The Raw materials of an Actor:

What makes a great actor? An actor must be convincing in his role and accurately portray elements such as time and emotion to the audience. To be a successful in front of the camera or on stage, one must possess certain skills.
- Script
- Body Language
- Shows Confidence

The Raw materials of an Author:

- Imagination
- Self-motivation
- Professionalism

The Raw materials of a Teacher:

THE MIND OF THE CHILD

THERE IS NOTHING AS GREAT AND BEAUTIFUL AND NOBLE AND AMAZING AND UNLIMITED AS THIS!!! ☺

The Passionate Teacher

Intellect
- Information
- Knowledge
- Opinion
- Ideas
- Vision
- Objectives

Ability
- Language
- Training
- Questions
- Techniques
- Skills
- Confidence

Resources:
- Activities
- Lesson plans
- Syllabus
- Teaching aids/ Technology
- Books

DEFINITION OF TEACHING

Teaching is an invitation to a life of *sanity, humanity* and *nobility*.

                                                    ___**Abbas Husain**

Let us take an example _ an airline pilot.

Picture the uniformed Pilot sitting at the controls of his aircraft. In this position, he operates the controls, reads the instruments and performs various manoeuvres such as taking off and landing, climbing, cruising, and turning. The pilot files the aircraft.

Talking

He is not alone though. In the cockpit he talks to the co-pilot, navigator, and engineer about various technical aspects of flying the plane. He also communicates with ground stations in order to give details of the flight and to ask for information and assistance, among other things. Flying a plane also involves talking to people; although the pilot makes decisions, simply because he is unable to be in possession of all the information he needs at any one time.

More than one role

The pilot does not only fly the plane; he is also captain. He is at the head of a chain of command which is responsible for the smooth operation of the aircraft's functions as restaurant, cinema, and dormitory- the aircraft, too, has many roles. As captain, he is ultimately responsible for the safety of the passengers. The two roles overlap here- the plane has to be flown safely and the pilot has to react to unforeseen emergencies such as mechanical failure or bad weather conditions. The captain has to react to emergencies_ in the extreme, a hijacking _ which may endanger the passengers. Both roles involve human contact, but of differing types.

WHAT MAKES A ROLE?

1. **K** _____   _____

2. **D** _____   _____

3. **S** _____   _____

4. **D** _____   _____

Five P's of Invitational Thinking

Following are the Five P's of Invitational Thinking. In the space provided against each P, write what are the inviting and disinviting factors with respect to your school.

After that, write what in your opinion are two or three things that should be done to change the FFC into a more inviting School? Use a separate page if necessary.

	Inviting	Disinviting
Policies		
Programs		
Processes		
People		
Places		

_____

_____

_____

_____

_____

FORTY SUCCESSES

By William Watson Purkey and John M. Novak
Inviting School Success, Wadworth, 1984

Verbal Comments

Forty Inviting Comments	Forty Disinviting Comments
Good morning.	Keep out.
Thanks very much.	What Mary is trying to say is...
Congratulations.	Use your head.
Let's talk it over.	It won't work.
How can I help?	You'll have to call back.
Tell me about it.	You can't do that.
I appreciate your help.	I don't care what you do.
Happy birthday!	Not bad, for a girl.
I enjoy having you here	Don't be so stupid.
I understand.	Who do you think you are?
We missed you.	He can't be disturbed.
I'm glad you came by.	Why didn't you stay home?
I like that idea!	Woman driver!
I think you can.	They don't want to learn.
Welcome.	They don't have the ability.
I like what you did.	You can't be that dumb.
Welcome back.	They're all right, in their place.
You are unique.	Who's calling.
That's even better.	You should not feel that way.
I've been thinking of you.	You ought to know better.
How are things going?	You must do as I say.
How are you?	How could you?
I'd like your opinion.	Shape up or ship out.
Happy holiday!	Anybody can do that.
What do you think?	Why do you bother coming to school?
Let's have lunch.	That's a childish viewpoint.
What can I do for you?	That is dead wrong.
Of course I have the time.	Hi, Chubby.
That's OK.	You goofed.
I am impressed.	Get lost.

You made me feel good.	That's stupid.
Yes.	So what?
Please come in.	Because I said so, that's why.
I've always got time for you.	What, you again?
I think you can do it.	Forget it.

A FREQUENT COMPLAINT

Teachers are over-worked and under-paid...that's true.

There is something sad about the poverty of teacher's lives...and something should be done about it.

But there are FOUR other payments that we must mention which are almost priceless...that have no price-tag.

FOUR PAYMENTS OF TEACHING

FLEXIBLE TIME	CONTRIBUTION TO KNOWLEDGE
COMPANY OF THE YOUNG	LIFELONG REGARD FROM STUDENTS

A T e a c h e r S h o u l d K n o w…

KNOWLEDGE

- ✓ A thought out philosophy or education
- ✓ Knowledge of child development
- ✓ Knowledge of classroom management
- ✓ Knowledge about subject content
- ✓ Self knowledge

SKILLS

- ✓ Observation skills
- ✓ Communication skills
- ✓ Presentation skills

TEN CHARACERISTICS OF PASSIONATE TEACHERS

- Love to work with young people, but also care deeply about knowledge and ideas

- Try never to let their compassion for a student serve as a reason for excusing that student's ignorance or lack of skill

- Can be hard taskmasters precisely because they care for kids so deeply

- Are alive to events both in the classroom and in the world outside school, and they bring those perspectives together in their work with students

- Have the capacity for spontaneity and humour and for great seriousness, often at almost the same time

- Join with kids in appreciating the abundant absurdity of human nature but are also sensitive to issues that deserve to be taken seriously, particularly fairness and decency in how people treat one another

- Build a culture of mutual respect amid societal pressures to stigmatize and condemn unpopular persons and ideas and to dismiss young people and their concerns

- Are always taking risks, and they make at least as many mistakes as anybody else. . . . What's different is how they react . . . they choose to acknowledge and learn from them, rather than ignore or deny them

- Help to make the classroom a safer place for students to make their own mistakes and learn from them

- Take their mission seriously and communicate their beliefs.

Share your thoughts.

1   Which of these characteristics do you identify with and which do you not?
2   Which of these characteristics do you display in your teaching now?
3   Are there any you used to have but you no longer use or use less often?
4   Which of these characteristics would you like to introduce or emphasize more in your teaching?

A How-To List for Dysfunctional Living

Most people have no notion of what it means to take charge of their lives. They don't realize that the quality of their lives depends on the quality of their thinking. We all engage in numerous dysfunctional practices to avoid facing problems in our thinking. Consider the following and ask yourself how many of these dysfunctional ways of thinking you engage in:

1. Surround yourself with people who think like you. Then no one will criticize you.

2. Don't question your relationships. You then can avoid dealing with problems within them.

3. If critiqued by a friend or lover, look sad and dejected and say, "I thought you were my friend!" or "I thought you loved me!"

4. When you do something unreasonable, always be ready with an excuse. Then you won't have to take responsibility. If you can't think of an excuse, look sorry and say, "I can't help how I am!"

5. Focus on the negative side of life. Then you can make yourself miserable and blame it on others.

6. Blame others for your mistakes. Then you won't have to feel responsible for your mistakes. Nor will you have to do anything about them.

7. Verbally attack those who criticize you. Then you don't have to bother listening to what they say.

8. Go along with the groups you are in. Then you won't have to figure out anything for yourself.

9. Act out when you don't get what you want. If questioned, look indignant and say, "I'm just an emotional person. At least I don't keep my feelings bottled up!"

10. Focus on getting what you want. If questioned, say, "If I don't look out for number one, who will?"

As you see, the list is almost laughable. And so it would be if these irrational ways of thinking didn't lead to problems in life. But they do. And often. Only when we are faced with the absurdity of dysfunctional thinking, and can see it at work in our lives, do we have a chance to alter it. The strategies outlined in this guide presuppose your willingness to do so.

THREE QUESTIONS EVERY TEACHER MUST ANSWER

The first of these concerns the form of the relationship with the child:

What balance do I strike between expertise and nurturance?

_____

_____

The second concerns the teacher's relationship with colleagues and parents in the school community:

What is my responsibility for shaping the culture of the school?

_____

_____

The answer to the third question determines the teacher's relationship with the society:

Am I primarily a transmitter or a transformer of my society's values?

_____

_____

We need ideas about collaboration and the styles of meeting and speaking in the staffrooms. We know that constant groaning and moaning, whining and crying in the staffroom with colleagues does not create bonds of friendship.

INITIATIVES

- Establish a teacher's section in the library where there are books on teaching
- Following is a brief list of books for teachers. You can definitely add more.☺
- The Oxford Advanced Learner's Dictionary (7th Edition)
- Roget's College Thesaurus
- English Idioms by Jennifer Seidl (OUP)
- Practical English Usage by M. Swan (OUP)
- Reader's Digest Great World Atlas

Resource Books for Teachers,
Edited by Alan Maley, OUP

Conversation by Arthur Nolasco
Vocabulary by Mario Rinvolucri

Writing by Tricia Hedge
Literature by Alan Maley
Newspapers by Peter Grundy
Grammar Dictation   by Ruth Wajnryb
Project Work by D. Fried Booth
English Grammar in Use by Raymond Murphy, CUP
English Vocabulary in Use by Michael McCarthy, CUP
The First Days of School by Harry Wong

1) THE READER'S CLUB

- Five friends agree to establish a Reader's Club
- Members must agree to give one book to the Club per month.
- All titles must be registered; this is only to avoid duplication. (Everyone keeps their own books at home!)
- Meet for 35 minutes a week at school (or home!) to discuss the readings.

Make large posters of **"READERS ARE LEADERS"** and place them in highly frequented places.
As for that READERS CLUB...
It is with regret that TEACHERS READ ALMOST NO BOOKS ON TEACHING....
The Resource Books I have mentioned before are sources for options in teaching...but these are resources for the mind...

2) THE TEACHER'S CLUB

Efforts to get the teachers to read and discuss often fizzle out after the initial enthusiastic response....
It is due to a lack of structure...

Here is one idea...
It has been tried in many schools and the response has been heart-warming!!! Teacher's club
Before the club session
Select a text for the club session and ask each member to make 10 comprehension questions on it. [You may want to give a photocopy of the text to each member beforehand]
At the TC session
- Elect a chair
- Each member gives the paper of the 10 questions to the person on the right
- Now each person reads the paper and ticks the questions which are the same or similar to the ones he has made
- When everyone has done so, the chair begins the discussion with the first question on his paper.

- All discussion is oral... the chair has to keep the discussion moving by gently asking the members to proceed... briskly
- As the turns proceed further similar questions are avoided and the members only focus on the one's that are left.
- At the end the chair thanks everyone the club session is over.

Creating a culture of caring and sharing in The staffroom

And those of you who know of my work will remember that there is no such thing as a staffroom notice board which does not celebrate the work and lives of the teachers who are there....

So... out with the index cards...!

1. **Thought of the Day**
2. **Book of the Day**
3. **Website of the Day**
4. **Joke of the Day**
5. **Article of the Day**
6. **Headline of the Day**
7. **Letter to the Editor of the Day**

8. **Song of the Day**
9. **Movie of the Day**
10. **TV program**
11. **Personality of the Day**
12. **Fact of the Day**
13. **Word of the Day**
14. **Value of the Day**