Formative Observation of Teaching & Learning
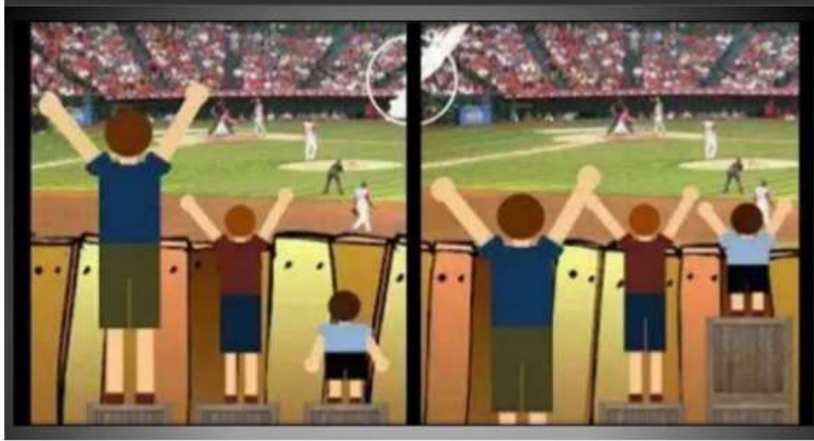
Name of Tutor(s)	Dr Ketkesone Phrasisombath
Institution	University of Health Science, Laos
Module	7- Teaching for Diversity in vocational education for individuals with special needs and including a focus on intercultural awareness
Date	13.12.2018
Duration	180 minutes- 1.00-4.00PM
Group/Level Photos/Videos	Lecturers/Teachers/Academic Staff

Evaluation Methods: In order to make a judgement about the overall quality of teaching, the following criteria must be met.	The session shows evidence of planning	X
	The students demonstrate engagement in the lesson	X
	Appropriate assessments have taken place	
	A discussion between the tutor and the students has taken place	
	The tutor has engaged in reflection and self-evaluation (post-observation)	X
	The lesson was conducted in an inclusive manner	X

Name of observer(s)	Jerald Cavanagh	
Lesson Objective (to be completed by trainer(s)	At the end of this session participants should be able to understand and develop teaching plan for diversity in relation to: • Educational equity, inclusivity and empowerment • Students from multicultural perspective (intercultural/interethnic), gender, understanding freedom • Specific Education Need (SEN) groups to experience equality.	*(For joint observations)*

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Teaching and learning (please comment on what you have seen in the observation)	Professional Standards (PleHowever, give "wait time" when you ask a ase identify where appropriate)
The tutor proved highly capable of delivering the core elements of the Module which covered the main areas of *Module 7: Teaching for Diversity in vocational education for individuals with special needs* and including a focus on intercultural awareness. The materials covered by the tutor, focussed on a number of different areas and sections as follows: • Objectives of the Piloting Training • Educational equity, inclusivity and empowerment • Understandings of inclusivity (Practical Group-work) • Three layers of inclusivity • Inclusion and empowerment • Inclusive practice • Adapting materials • Inclusivity of texts practices • Why women's education empowerment? (Practical Group-work) • Gender equity and Education empowerment • What does diversity students mean to you? • At-Risk Students • Culturally Relevant Teaching • Socio-Economic Status (SES) • Gender equality • Teaching English Language Learners • Reasons for Reluctant Students • Specific Services • Does the class room design's for diversity students? • Disruptive Behavior Disorders • Guidelines for Working with All Learners • Successful Teachers The Tutor primarily used Microsoft PowerPoint to deliver the training. The tutor demonstrated good use of PowerPoint through use of effective slides, content, imagery, graphics as is illustrated by selection of some of the slides presented below: On Equality and Equity:	**Areas of Activity** AA1. Design and plan learning activities and/or programmes of study AA2. Teach and/or support learning AA3. Assess and give feedback to learners AA4. Develop effective learning environments and approaches to student support and guidance AA5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices **Professional Values** PV1. Respect individual learners and diverse learning communities PV2. Promote participation in higher education and equality of opportunity for learners PV3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development PV4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice

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Equality
ສະເໝີພາບ

Equity
ເທົ່າທຽມ

Gender equity and Education empowerment

Source: Laos case study in women's economic empowerment
https://dfat.gov.au/aid/how-we-measure-performance/ode/Documents/womens-economic-empowerment-laos-case-study.pdf

Core knowledge
CK1 The subject material
CK2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
CK3 How students learn, both generally and within their subject/disciplinary area(s)
CK4. The use and value of appropriate learning technologies
CK5. Methods for evaluating the effectiveness of teaching
CK6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching.
CK7. Contribute to organisational development and quality improvement through collaboration with others.

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As per the photograph from the training presented below, arrangement of seating for this event was adequate but could be improved as for example (as can be seen below), not all participants were directly facing the Tutor.

Many were seated down along the sides of the training room in "Boardroom style" and hence not facing the tutor but sitting facing across from each other. This aspect of the training needs to be improved and should be something that can be easily corrected for future trainings.

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As is evident from the further image below- with such seating arrangements, many of the participants were facing each other across long spaces, instead of facing the tutor. This kind of environment, does not promote active learning, and may hinder concentration and active participation.

Such seating set up may lead to distraction for participants, over usage of laptops and other media during the training session, too much focus on matters other than the training itself

The lighting in the room was adequate (perhaps overly bright at times as is illustrated by the image below):

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The tutor kept an attendance list which recorded that there were 23 participants in the training. The lesson was delivered in Laotian with some occasional English inputs. The lesson could have been enhanced and improved further through having a translator present during the sessions to translate and hence enhance lesson delivery.

Module record of Training Activity should be fully completed for each lesson in each module. As has been the case with other Piloting of Modules done in this project to date, in order to increase involvement in the CATALYST project and to involve universities and organisations external to the project, it is recommended that more of such external stakeholders should be invited to these trainings in the future.

The tutor displayed a good understanding of the topic and was able to convey to the participants the key components of the topics of the Module being taught. The tutor used not only images and photographs but also graphics and illustrations during the training sessions to good effect and to get key points across to the Participants. In the following examples, we see use of imagery to convey an important point about the area of Gender bias:

In this example we see an image of a typical classroom being used to highlight diversity:

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Does the class room designs for diversity students?

The tutor displayed a good knowledge of various types of learning disabilities such as the following:

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skill
- Reading comprehension
- Math calculation
- Mathematical reasoning

As well as more complex Disruptive Behavior Disorders such as the following:

- Attention Deficit Hyperactive Disorder
- Oppositional Defiance Disorder
- Conduct Disorder

In order to convey key concepts about special education teaching, the tutor selected a well-chosen video clip which highlighted the various needs of students with special needs in education called "class act" which included strategies for giving people with special needs important work experience.

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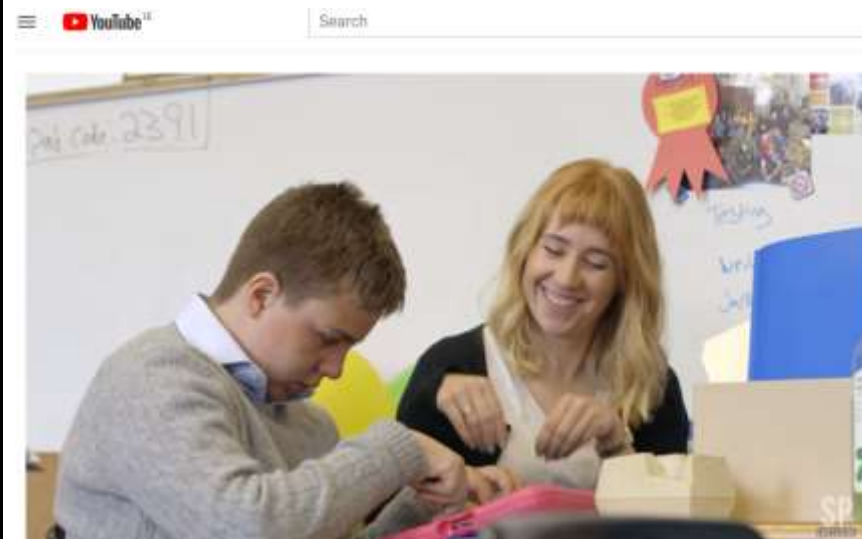
The teacher also provided a list of useful references at the end which provided the participant with important follow up resources.

Impact of teaching on students' progress/Learning Outcomes (please comment on what you have seen in the observation)

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Owing to appropriate use of Training aids such as PowerPoint, video clips and the inclusion of important opportunities for active learning and group work, the impact of the teaching on student's progress/Learning Outcomes was very good.

Despite issues to do with room set up and lighting for example, students were very engaged in the teaching, and this can be attributed to the enthusiasm and interest of the tutor, who displayed a good knowledge of the Module being taught.

Types of opportunities for active learning and group work provided by the teacher included the following:

Understandings of inclusivity

- In pairs, discuss your understanding of the word 'inclusivity'
- Take notes so you can share your thoughts with the whole group later

Why women's education empowerment?

Take 5 mm to discuss women's education empowerment:

- In pairs, discuss your understanding
- Take notes and share your thoughts with participants

Hence it can be said that through the various teaching strategies and aids employed by the tutor, there was good impact and the training in general was a good success.

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Subject Knowledge (please comment on what you have seen in the observation)	
The Subject knowledge of the tutor was impressive and the tutor demonstrated a high level of motivation and a good knowledge of the field. While it is clear that the tutor understands these concepts, perhaps more attention to defining and explaining certain concepts could be incorporated into both the training delivery and the materials used to deliver the training. Also the training was enhanced further by the delivery by the tutor of a comprehensive presentation about the CATALYST project itself, its major components, Modules, ideas and activities which provided good background to the teaching of Module 7 itself.	

Areas to develop and agreed SMART targets	**Proposed deadline**
SMART is an acronym: specific, measurable, achievable, realistic and timely. It's so that the targets can be identified easily and checked off when they've been achieved. While it is clear that the tutor understands these concepts, perhaps more attention to defining and explaining certain concepts could be incorporated into both the training delivery and the materials used to deliver the training. Seating at times not appropriate – many participants not facing tutor. Lighting- too bright hence can lead to distraction, poor attention levels. As the session was conducted almost entirely in Laotian, a translator should be provided where possible for future observations. Involvement of external universities/organisations/bodies in the training should be encouraged to boost external participation, exchange of experience.	

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Provide participants with homework and/or follow up at the end of each session.

More opportunities for Assessment could be incorporated.

More focus on the Communicative Approach (CA) and better interaction with participants is encouraged.

As a final comment, it should be noted also that the training was covered effectively through photography and this is an important vehicle for dissemination in the project and the organisers of the training should be commenced for their thoroughness in this regard. The image below shows some of the participants in the 2nd Piloting pictured with the EU observer:

We are pleased to report that the delivery of this module was well executed by a tutor who was clearly motivated and had good subject knowledge of the area.

The above recommendations should be taken into consideration for any future Piloting training of these modules.