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Report on observations (1st Piloting) of teaching and learning and module piloting, August 31st – September 12th 2018.

Compiled by Edge Hill University

Project Title: Communicative Approaches in University Vocational Teaching Methodology /CATALYST/ - Nr: 573873. Focusing on Improving Educational Yield and Sustainability



Institutions involved: Edge Hill University, UK (EHU), National University of Laos (NUoL), University of Health Sciences (UHS), Vientiane, Laos.

Training locations: Faculty of Medicine, University of Health Sciences and Faculty of Engineering, National University of Laos

Introduction

The piloting of the modules for the universities in Laos took place between **1st and 11th September 2018**. The observations focused on pedagogy and curriculum delivery and involved teaching staff from Faculty of Engineering at the National University of Laos (NUoL) and Faculty of Medicine at University of Health Sciences (UHS). The observations of the module piloting began at UHS and ended with masterclasses in NUoL once the piloting ceased.

Two academics from Edge Hill University conducted the observations of the modules in both institutions. The two academics also delivered masterclass sessions that were responsive to the needs highlighted in the observations. Overall, the teaching was delivered to a good standard, with room for improvement lying mostly on the communicative aspects of the delivery. The participant teachers were clearly trying new strategies and evidenced much foresight in their planning. Thus, the participants were committed to their teaching and personal development and accommodated the observers in both a professional and courteous manner. Whilst it is noted that there are areas for pedagogical development, it was clear that progress was being made in relation to the designing of the modules. However, the modules were unfinished and thus this will need to be addressed before the second piloting.

Overall participants

The following people attended:

University of Health Sciences (UHS)

No.	Name	Department
1	Dr. Somlith Phimmasone	Mitthaphap hospital
2	Dr. Khamsay Dethleuxay	Mahosot hospital
3	Mr. Vone Keomany	Faculty of Nursing Sciences, UHS
4	Dr. Angkham Ounnavong	Faculty of Medicine, UHS
5	Mrs. Souphaphone Vongsak	Faculty of Medical Technology
6	Mrs. Dalasouk Dalkhamloun	Faculty of Nursing Sciences, UHS
7	Dr. Oulayvanh Phonesavanh	Mitthaphap hospital
8	Mr. Khamphou Somphandone	Faculty of Pharmacy, UHS
9	Mr. Phommavong Salykabkeo	Faculty of Pharmacy, UHS

10	Mr. Kouherr Waseng	Faculty of Pharmacy, UHS
11	Dr. Ketmany Inthachack	Faculty of Medicine, UHS
12	Dr. Amphay Kounthep	Faculty of Medicine, UHS
13	Dr. Nithideth Somesanith	Faculty of Dentistry, UHS
14	Mrs. Phonemany Phipahkphommachanh	Faculty of Dentistry, UHS
15	Mr. Mick Soukkhavong	Faculty of Medicine, UHS
16	Mr. Sonexay Kidoikhammuan	Faculty of Medicine, UHS
17	Mrs. Khanthaly Onebouakham	Faculty of Medicine, UHS
18	Dr. Phouthsomphong Vilay	Faculty of Medicine, UHS
19	Mr. Bounkong Khanthaxay	Medical Educational Development Center, UHS
20	Dr. Amphayvieng Chaleunphone	Academic Affairs Division, UHS

Instructors: Dr. Bounseng Khammounty and Dr Ketkesone Phrasisombath, Mr Xayachack Sounvoravong, Mr Phannavong Bounphasouk.

National University of Laos (NUoL)

No.	Name	Department
1	Ms. Chandavone Phamuang	Foreign Language Division-FEN
2	Ms. Konelavan Keobounphaeng	
3	Ms. Phitsamone Sysombath	Academic Affair Division-FEN
4	Mr. Mailot Sysoulath	Dept. of Civil Engineering -FEN
5	Mr. Xengmoua Vaneng	Dept. of Mechanical Engineering -FEN
6	Mr. Souliya Keola	Dept. of Electrical Engineering -FEN
7	Ms. Thippouvanh Phetmanychanh	Dept. of Electronic and Telecommunication Engineering -FEN
8	Mr. Bounpaseuth Oupathana	Dept. of Computer Engineering and IT - FEN
9	Mr. Vonechith Thepkaysone	Dept. Road-Bridge and Transportation Engineering -FEN
10	Mr. Sisouphanh Phommanivong	

11	Ms. Latana Chanthaphasouk	Dept. of Mining Engineering -FEN
12	Ms. Sengdavanh Thepphachanh	Dept. of Environmental and Hydraulic Engineering -FEN
13	Ms. Phouvong Phongsavath	Vocational Education Development Institute
14	Mr. Khonekham Phythaksounthone	
15	Ms. Moukdala Keomixai	Lao-German Technical College
16	Mrs. Akina Yadsadahuk	
17	Mr. Thongphet Sandvong	Lao Polytechnic College
18	Ms. Phonetick Bouamany	
19	Mr. Somsanid Duangmano	Pakpasak Technical College
20	Mr. Somsouk Phangthavong	

Instructors: Mr. Xayyachack Sounvoravong, Mr. Phannavong Bounphasouk and Ms. Thavisone Mounlasane

External observers: Dr. David Allan, *Senior Lecturer in Further Education and Training*

Mr. Paul Reynolds, *Reader in Sociology and Social Philosophy*

Project overview:

In the framework of the European Union ERASMUS+ Capacity Building in the Field of Higher Education Project 573873-EPP-1-2016-1-RO-EPPKA2-CBHE-JP (CATALYST) which runs from October 2016 till October 2019 on the topic *Communicative Approaches to Teaching and Learning*.

The specific objectives of CATALYST:

- Development and implementation of comprehensive pedagogical core curricula using an ECTS/Tuning Modular design for university vocational teaching for Vietnam and Laos.
- Implementation of English for Specific Purposes training
- Development of transparent, national and international, educational standards
- Quality enhancement of teaching methodology and use of innovative teaching tools
- Development of programs with focus on people with disabilities

In order to illustrate the ongoing creation of the curriculum, modules were piloted in the south-east Asian countries of Vietnam and Laos. For the piloted modules in Laos, the following criteria were illustrated:

- The implementation of English for Specific Purposes training as a teaching methodology
- The facilitation of greater opportunities to practise professional English usage
- The improvement of the quality of such written and spoken English language used within specific vocational subject areas
- Enhancement of the quality of the existing pedagogy through the use of innovative teaching tools, such as technology-enhanced learning within the current curricula
- The generation of greater awareness of equality and diversity within teaching
- The development of an inclusive approach to teaching and learning, including special educational needs and/or disabilities

In addition, observer-led masterclasses focused on developing pedagogy, the importance of inclusion, and strategies for differentiating teaching, learning, and assessment. These were devised in relation to the particular needs of the instructors. There were also evaluation meetings held to verbally report on progress. A breakdown of the piloting period can be seen below.

Schedule of events

Date	Action		
Sat 01-Sep-18	Arrive Vientiane Capital		
Sun 02-Sep-18	Preparation day and initial contact with key persons at UHS and NUoL		
Date	Time	Session	Participants
Mon 03-Sep-18	Morning	Module 7 (All day)	Instructor: Dr Ketkesone Phrasisombath Observers: Dr David Allan and Mr Paul Reynolds
	Afternoon		
Tue 04-Sep-18	Morning	Module 2 (All day)	Instructor: Mr. Phannavong Bounphasouk Observers: Dr David Allan and Mr Paul Reynolds
	Afternoon		
Wed 05-Sep-18	Morning	Module 11 (All day)	Instructor: Dr. Bounseng Khammounty Observers: Dr David Allan and Mr Paul Reynolds
	Afternoon		
Thurs 06-Sep-18	Morning	Module 10 (All day)	Instructor: Mr. Xayyachack Sounvoravong Observers: Dr David Allan and Mr Paul Reynolds
	Afternoon		
Fri 07-Sep-18	Morning	Module 6	Instructor: Ms. Thavisone Moonlasane Observers: Dr David Allan and Mr Paul Reynolds
	Afternoon	Module 2	Instructor: Mr. Phannavong Bounphasouk Observers: Dr David Allan and Mr Paul Reynolds
Sat 08-Sep-18	Initial evaluation meeting		Dr. Bounseng Khammounty, Dr Ketkesone Phrasisombath, Ms. Thavisone Moonlasane, Dr David Allan and Mr Paul Reynolds
Sun 09-Sep-18	Preparation day		
Mon 10-Sep-18	Morning	Module 2	Instructor: Mr. Phannavong
	Afternoon	Masterclass and final evaluation meeting	Instructors: David Allan/Paul Reynolds

Module piloting

Module 2: ICT/Blended/E-Learning based vocational teaching and learning approaches. The main content of module 2 was focused on technology-enhanced learning (TEL) within vocational training and was based on a review of ICT needs. The participants had been learnt the “what’ and “how” aspects of ICT integration in VTL. The participants had also had sessions on how to create a module that incorporates TEL.

Module 6: Language learning for vocational education purposes for internships and employment (CVs, letter of applications, interviews for domestic and international development in ASEAN block)

The aim of this module was to train participants to,

- ✓ Demonstrate the mechanics CV writing through exemplary formats
- ✓ Design a cover letter
- ✓ Outline the steps required for an interview
- ✓ Illustrate appropriate and relevant language us in both formal writing and interview
- ✓ Identify personal objectives that will help with professional development.



Module 7: Teaching for Diversity in Vocational Education.

This module focused on intercultural awareness and the inclusion of all individuals, regardless of need. Teaching strategies were designed to be fully inclusive and incorporated differentiation to meet varying needs and abilities. There was a particular focus on addressing special educational needs and disabilities in vocational learning.



Module 10: ESP Pathway Programme

This module aimed to train participants to do the following:

- Illustrate what ESP is
- Develop a range of pedagogical strategies to help them develop professionally
- Practise using soft skills to enhance their teaching
- Demonstrate the use of the PPP model when devising lesson plans
- Identify key steps in writing, including grammatical use and narrative structures.

Module 11: Catalyst Core Curricula Strategic Planning for Sustainability and Dissemination in Vocational Education.

Key objectives for participants:

- Show what is meant by sustainability in general and what is meant by sustainability in the context of teaching and learning
- Identify the use of sustainability in programmes that meet the necessary skills for employment within each vocational area
- Illustrate teaching and learning strategies that incorporate sustainability of the core curricula Devise lesson that show how sustainability in the context of teaching and learning can be planned
- Create a module outline that incorporates sustainability for teaching
- Demonstrate a competency-based curriculum for both pre- and in-service teachers of vocational areas
- Demonstrate proficiency when planning for lessons

- Present all results in the form of a working group.



General conclusions

The teaching observations illustrated strong pedagogical knowledge in some instances and instructors aimed to cater for the inclusion of all students. However, there is an identified need for the instructors to focus more on differentiate outcomes and assessment. Much of the teaching involved a didactic approach and although this worked well at times there were occasions when more group work would have facilitated greater opportunities for individual learning and for the development of student autonomy. However, there were many instances of students working through activities in groups and this produced evidence of meaningful learning. A communicative approach was adopted in many sessions but it was felt that the balance was heavily in favour of teacher-led delivery. Good practice, such as this, should be developed in line with the project's aims.

The modules were piloted well but there is some confusion over the ECTS that will need to be clarified before the second piloting. Some modules are therefore run over very short periods and whilst this may suit the wider curriculum these could have been developed by elaborating on the content. Also, some modules were not seen due to timing. A breakdown of the modules that were observed, including feedback on pedagogy, can be seen in the appendices.

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There were difficulties with internet connection and the Wi-Fi in one institute did not work at all, leading to the instructors reverting to alternative methods of delivery. It was felt that this is particularly problematic as technology-enhanced learning will be heavily constrained. This should be addressed at the institutional level.

All participants have an open and healthy attitude to professional development and this could be seen through the change in teaching approaches as the piloting progressed. There is also strong evidence that the previous training in Dresden, Romania and Vietnam has had an impact on pedagogy and it is envisaged that professional development will continue beyond the piloting event. In support of this, bespoke masterclasses were held that identified teaching needs and areas for development to build on previous training.

In relation to the logistics of the piloting, it was felt that the travel should be broken up as long-haul flights have a particularly detrimental effect on working capability.

Appendix 1. Module 2

Name of Tutor	Mr. Phannavong Bounphasouk	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	√
Institution	NUoL		The students demonstrate engagement in the lesson	√
Subject	Module 2		Appropriate assessments have taken place	√
Date	4 th September 2018		A discussion between the tutor and the students has taken place	√
Duration	Full day		The tutor has engaged in reflection and self-evaluation (post-observation)	√
Group/Level	Teachers, trainers, university lecturers		The lesson was conducted in an inclusive manner	√

Name of first observer	Dr David Allan	
Name of second observer	Mr Paul Reynolds	

(For joint observations)

Teaching and learning (please comment on what you have seen in the observation)	Professional Standards (Please identify where appropriate)
<p>Google Forms</p> <p>An exploration of Google Forms was undertaken as a means of incorporating technology into the classroom. There was a level of input from the tutor and the PowerPoint presentation utilised slides that were clear and informative. Indeed, the slides were impressive in that they acted to guide and inform the students through each stage of the learning activity. The information given was mostly in pictorial form and it was therefore an effective means of facilitating learning as the students could also follow the slides as they created their own Google Forms account and identified what they would use Google Forms for, such as surveys.</p> <p>The beginning of the session was very much didactic but it was delivered well. However, as with other observations these sessions would have worked much better if the materials were augmented with pre-session resources. In this way, the students could re-familiarise themselves with the content and reaffirm learning, as well as construct new knowledge. A step-by-step guide, for instance, could set the students up so that they were better prepared for these sessions. This would also facilitate an opportunity for students to develop their autonomy through engaging with problem-solving activities.</p> <p>The tutor was on hand to provide support and the students appeared to engage well with the materials. However, it was felt that such sessions would be run more effectively if they tied into the vocational areas. Thus, the students could ascertain greater relevance for their own teaching.</p> <p>As mentioned elsewhere, these sessions would benefit from utilising more group activities and enabling the students to learn from each other, as well as exploring and discovering for themselves.</p> <p>A session on EndNote was also provided and this was established as more effective way for the students to reference their work. This incorporated technology in the classroom in a way that could be directly relevant for the students through their own engagement with literature and scholarly writing as tutors, and in facilitating the academic development of their students.</p> <p>The didactic approach used in these sessions works to an extent as it allows the tutor to feed into the session</p>	<p>Areas of Activity</p> <p>AA1. Design and plan learning activities and/or programmes of study</p> <p>AA2. Teach and/or support learning</p> <p>AA3. Assess and give feedback to learners</p> <p>AA4. Develop effective learning environments and approaches to student support and guidance</p> <p>AA5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</p> <p>Professional Values</p> <p>PV1. Respect individual learners and diverse learning communities</p> <p>PV2. Promote participation in higher education and equality of opportunity for learners</p> <p>PV3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</p> <p>PV4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice</p> <p>Core knowledge</p> <p>CK1 The subject material</p> <p>CK2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</p> <p>CK3 How students learn, both</p>

<p>necessary information that will be used. However, the overall impression of the sessions is that students need to explore more and have opportunities to become independent learners.</p> <p>It would perhaps be more constructive for the tutors to outline their aims and objectives beforehand and, subsequently, to return to these at the end of the session so that the students could envisage the bigger picture.</p>	<p>generally and within their subject/disciplinary area(s)</p> <p>CK4. The use and value of appropriate learning technologies</p> <p>CK5. Methods for evaluating the effectiveness of teaching</p> <p>CK6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching.</p> <p>CK7. Contribute to organisational development and quality improvement through collaboration with others.</p>
<p>Impact of teaching on students' progress (please comment on what you have seen in the observation)</p>	
<p>The students had plenty of opportunities to produce work for assessment and thus it could be inferred that learning took place.</p> <p>The learners would see the benefit of acquiring technical expertise in working with these apps, although connecting the direct relevance to their work would need to be identified by the students themselves.</p> <p>It was clear that learning had occurred and in order to maximise the effect of this elements of the sessions should be revisited at a later date.</p>	
<p>Subject Knowledge (please comment on what you have seen in the observation)</p>	
<p>The tutor undoubtedly clearly knew the material extremely well and showed a clear mastery of it.</p> <ul style="list-style-type: none"> The tutor's subject knowledge was strong and the exemplary material was clear and of a high standard. 	
<p>Areas to develop and agreed SMART targets</p>	<p>Proposed deadline</p>
<p>The main elements for consideration:</p> <ul style="list-style-type: none"> The use of pre-session materials – explore the flipped classroom concept The address of the balance between a didactic and a communicative approach An overall encouragement for students to engage in peer learning The generation of opportunities within the sessions for students to present their work and to reflect on what they have produced 	<p>Second piloting</p>

Appendix 2. Module 6

Name of Tutor	Ms Thavisone Moonlasane	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	√
Institution	NUoL		The students demonstrate engagement in the lesson	√
Subject	Module 6: Language Learning for Vocational Education		Appropriate assessments have taken place	√
Date	7 th September 2018		A discussion between the tutor and the students has taken place	√
Duration	Half day		The tutor has engaged in reflection and self-evaluation (post-observation)	√
Group/Level	Teachers, trainers, university lecturers		The lesson was conducted in an inclusive manner	√

Name of first observer	Dr David Allan	
Name of second observer	Mr Paul Reynolds	<i>(For joint observations)</i>

Teaching and learning (please comment on what you have seen in the observation)	Professional Standards (Please identify where appropriate)
<p>Planning It would be helpful to have clear objectives outlined, wherein you can ascertain whether the students have achieved these. The students can also use these to have an overall understanding of the lesson and to gauge whether they can, and have, met these objectives.</p> <p>Teaching and learning In this module, the students devised a CV, produced a draft example letter to use when applying for employment, and undertook interviews with the tutor and the observers. Examples were given throughout and the pedagogical style was designed to stimulate students to generate work that illustrated an autonomous approach.</p> <p>Communicative approach – there was a good balance of teaching and learning but some opportunities were unfortunately missed. A didactic approach was used for some of the session and this was counterbalanced by student engagement in the activities. Although the students were given tasks to facilitate learning, there were missed opportunities for consolidation of learning.</p> <p>The students produce work for assessment and this is available for the tutor. However, the session would benefit from opportunities for greater sharing of this work with fellow students. This would also enable the students to gauge their work through the examples of others and to self-assess. As such, peer assessment opportunities could have been taken.</p> <p>Whilst the students were working through the activities, many needed support. This was given as a whole-class approach yet it may have proven more effective to support students individually as there was evidence of a wide range of abilities.</p> <p>The letter of application given was tailored to working for the World Wildlife Fund and it was recognised that the students were struggling with this as they were unfamiliar with the field. This was changed to accommodate personal experiences and was clearly a positive strategy as the students became more engaged.</p>	<p>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</p> <p>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</p> <p>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</p>
<p>Impact of teaching on students' progress (please comment on what you have seen in the observation)</p>	

	generally and within their subject/disciplinary area(s)
<p>The students engaged well with the tasks and produced work for assessment. There is evidence of learning throughout the session, although some opportunities were missed for consolidating this (see previous section).</p> <p>The students worked mostly on their own and whilst this was necessary for producing CVs and letters, more interaction would have strengthened the pedagogy.</p> <p>The tutor's reflection on pedagogy, conducted during the session, worked well as changes were made to accommodate the needs of the students. This could be developed further through the facilitation of a space for student voice.</p>	<p>CK4. The use and value of appropriate learning technologies</p> <p>CK5. Methods for evaluating the effectiveness of teaching</p> <p>CK6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching.</p> <p>CK7. Contribute to organisational development and quality improvement through collaboration with others.</p>
<p>Subject Knowledge (please comment on what you have seen in the observation)</p>	
<ul style="list-style-type: none"> The tutor's subject knowledge is strong and the exemplary material was of a high standard. 	
<p>Areas to develop and agreed SMART targets</p>	<p>Proposed deadline</p>
<ul style="list-style-type: none"> Generate opportunities within the sessions for students to present their work and to reflect on what they have produced Encourage peer assessment and guide the students in this process Students would likely benefit from discussing the objectives with their peers Facilitate the consolidation of learning – students should reflect on what they have done and demonstrate its relevance Monitor students closely to ensure that they are engaged and know what is expected of them – this will help with identifying instances where students are struggling. 	<p>To be revisited during the second piloting</p>

Appendix 3. Module 7

Name of Tutor	Dr. Ketkesone Phrasisombath	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	√
Institution	UHS		The students demonstrate engagement in the lesson	√
Subject	Module 7		Appropriate assessments have taken place	√
Date	03/09/2018		A discussion between the tutor and the students has taken place	√
Duration	Full day		The tutor has engaged in reflection and self-evaluation (post-observation)	√
Group/Level	Teachers, trainers, university lecturers		The lesson was conducted in an inclusive manner	√

Name of first observer	Dr David Allan	
Name of second observer	Mr Paul Reynolds	

(For joint observations)

Teaching and learning (please comment on what you have seen in the observation)	Professional Standards (Please identify where appropriate)
<p>Note: The tutor was clear that he was not an expert in this field and so was providing a session in a somewhat condensed form from limited resources.</p> <p>The slides were clear, uncluttered and structured well and the session provided a narrative for students to follow. That said, in the session itself there was some jumping around in the order of the slides. This might reflect a late change to the way in which the presentation was envisaged and suggests a need to plan earlier. Indeed, the order might have been useful if it was reconfigured to provide an overarching conceptual overview first, and then to drill into particular diversity issues and their curricula, along with teaching strategy consequences.</p> <p>The session was, to an extent, didactic and driven by a tutor narrative and there was a lot of material so it is assumed that this would be conducted over a few days. However, from the start the interaction was woven into the narrative so that the students remained engaged, and there was good use of a flipchart to record student responses and questions raised. Indeed, the narrative of the lecture was broadly structured in a continuous question-answer style, exhibited in the slides and played out by the tutor. This meant that student learning and digestion of the material was palpable. The session had regular activity breaks and a sense of using the student responses to emphasise key points and issues, such as inclusion. The use of example experiences gleaned from the students provided relevance and realism for the session.</p> <p>In teaching this material, special emphasis has to be given to sensitivity and this was evident here. The tutor was able to keep the narrative inclusive and engaging whilst covering relevant material. Some of the generic concepts and topics were dealt with in a graphically useful way – such as the slides and discussion of equality.</p> <p>The tutor made a good job of relating the conceptual part to the particular forms of diversity in relation to educational considerations. The limited time meant that, unfortunately, some of the diversity issues were covered very quickly and without nuance. This would clearly work well over many more sessions and was merely a product of time constraints. This only became an issue of significance when dealing with special educational needs as nuanced differences between SEN, learner diversity and intellectual</p>	<p>Areas of Activity</p> <p>AA1. Design and plan learning activities and/or programmes of study</p> <p>AA2. Teach and/or support learning</p> <p>AA3. Assess and give feedback to learners</p> <p>AA4. Develop effective learning environments and approaches to student support and guidance</p> <p>AA5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</p> <p>Professional Values</p> <p>PV1. Respect individual learners and diverse learning communities</p> <p>PV2. Promote participation in higher education and equality of opportunity for learners</p> <p>PV3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</p> <p>PV4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice</p> <p>Core knowledge</p> <p>CK1 The subject material</p> <p>CK2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</p>

<p>disability were rather blurred. Some differences, such as gender, were dealt with more effectively than others, and some issues, such as the specifics of English language learning, disruptive behaviour, and dealing with anxiety, stress and mental illness in students might not have belonged in these sessions. That would have allowed for a more effective coverage of diversities related to social divisions (though those issues are of course related and relevant). The sessions tended to end inconclusively, without a rounding up and summary, which would have been useful.</p>	<p>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.</p>
<p>Impact of teaching on students' progress (please comment on what you have seen in the observation)</p>	
<p>Students will have understood the aims and objectives of the session. They will have understood some of the general themes and some of the specific cases of diversity, as well as their learning implications.</p> <p>Students were engaged and could reflect the content of the slides in relevant activities, and their responses were acknowledged and used.</p> <p>The breadth of content may well have left students feeling that they had covered a lot of ground too quickly and might have created the conditions for them failing to grasp some of the nuances – for example, intellectual and physical disabilities – as the broader concepts were not explored in enough detail.</p> <p>These sessions require more time, with pre-session materials used effectively. More space for discussion is needed to distinguish between the issues covered.</p>	

Subject Knowledge (please comment on what you have seen in the observation)	
<p>The tutor was clear that he was working in an area that was not a specialism, and handled the sessions well.</p>	
Areas to develop and agreed SMART targets	Proposed deadline
<p>The key issues to consider:</p> <ul style="list-style-type: none"> • The use of pre-session materials to prepare the students for the sessions and to rebalance didactic and interactive approaches • The ordering of the curriculum to sequence it from conceptual issues to particular diversities to learning implications • The consideration of how long is needed to effectively deliver the minimum understandings necessary for the module • The consideration of what should be included and what might be relevant to separate sessions • The consideration as to what activities might add to the impact of each session. For example, the use of learning technologies in enhancing learning or group activities that ask them to consider some of the factors that are presented in order to engender nuanced discussions. 	

Appendix 4. Module 10

Name of Tutor	Xayyachack Sounvoravong	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	√
Institution	Engineering, NUOL		The students demonstrate engagement in the lesson	√
Subject	Module 10: ESP Pathway Programme		Appropriate assessments have taken place	√
Date	06/09/2018		A discussion between the tutor and the students has taken place	√
Duration	All day		The tutor has engaged in reflection and self-evaluation (post-observation)	√
Group/Level	Teachers, trainers, university lecturers		The lesson was conducted in an inclusive manner	√

Name of first observer	Dr David Allan	
Name of second observer	Mr Paul Reynolds	

(For joint observations)

Teaching and learning (please comment on what you have seen in the observation)	Professional Standards (Please identify where appropriate)
<p>The tutor explained how the material can be delivered as either a half-day or a full-day session by reducing the focus from an essay to a letter. A copy of the slides and the self-learning active grammar package was provided for review at the start of the session.</p> <p>The slides were clear and uncluttered. They set out the aims and goals of the session clearly and had a logical order, with good interactive links and diagrammatic representations with well-designed transitions to make their visual impact optimal. They conveyed the material in a graphic and interesting way, particularly when talking about grammar and word order.</p> <p>Clear exposition with hand-held microphone. However, using a clip mic might have been better for gestural freedom.</p> <p>The tutor started with making a broad, necessary distinction between hard and soft skills and then provided a breakdown of soft skills – communication, teamwork, adaptability, and so on – and related them to the learning exercise.</p> <p>Software was demonstrated that supported the delivery of question-based exercises and the tutor explained how it worked to support classroom and group learning. Also introduced was the PPP (presentation, practice and production) model as a learning strategy that illustrates criteria and guides on how to achieve them. As such, the session was well contextualised.</p> <p>Moving to word order content and grammar, slides were clear and laid out rules of grammar with examples. However, these were still largely presented expositionally. At this point, the tutor might have considered a group exercise to break up the narrative and to refocus the learners' attention. This also raises the issue of prior learning packages to familiarise students with content beforehand as they are asked to bring something to the session.</p> <p>The material is presented at a good pace and the tutor enunciated well. A flip chart was set up to support learning so students were able to follow the flip chart to set out their notes.</p> <p>The tutor provided a recap of the material and it was felt that although this was good it may have proven more effective if it was conducted through Q&A. This would help to stimulate</p>	<p>Areas of Activity</p> <p>AA1. Design and plan learning activities and/or programmes of study</p> <p>AA2. Teach and/or support learning</p> <p>AA3. Assess and give feedback to learners</p> <p>AA4. Develop effective learning environments and approaches to student support and guidance</p> <p>AA5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</p> <p>Professional Values</p> <p>PV1. Respect individual learners and diverse learning communities</p> <p>PV2. Promote participation in higher education and equality of opportunity for learners</p> <p>PV3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</p> <p>PV4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice</p> <p>Core knowledge</p> <p>CK1 The subject material</p> <p>CK2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</p>

greater interaction and could provide an assessment tool for the tutor.

Some sentence exercises were done as a group on the projected slides; however, organising the students into smaller groups and giving them exercises to share, comment on, and correct earlier on would likely have been more effective. This would have also broken up the structure of the session.

The group exercise for the break in the session involved individuals working in pairs/small groups with a prompt. This was useful in stimulating thinking and worked to consolidate the learning. It also resulted in more enlivened learner participation and engagement.

It was good to see a direct reference in the lecture to the 'active grammar' learning package that students use as this encourages them to see its relevance. Using exercise from the package can set them off to do subsequent exercises on their own but it should be a limited section of the session so that class time is optimised.

Feedback was elicited and used effectively both through the use of the flipchart – where students put their work on show for their peers – and through verbal responses. Students' responses were commented on by the tutor who maintained a good blend of teaching style: keeping the session light-hearted, given the somewhat dry technical material, yet working through the activity at a strong and effective pace.

The tutor used Google resources – including their own Google docs – effectively to focus on letters, both informal and formal. This enabled the tutor to use a range of different examples and helped the students to see the relevance to their particular discipline. Having a printer available so that the groups can work up a draft and then read out the printed version may be worth considering as a means of supporting proofreading.

The feedback session involved groups introducing their letters and a group approach to suggesting corrections. This strategy depends on the capacity of the tutors to be able to correct the letters effectively and it might have been useful to have directed them to particular letter formats and then have models prepared after the group corrections in order for the students to take away examples. Clearly, group expositional feedback benefits the whole group when they produce different letters because it allows the coverage of different conventions. It does, however, depend on continual engagement with all students as well as those whose work

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.

is being engaged with. Therefore, the observing groups could have been better managed to ensure class attention is sustained by reinforcing learning objectives. The whole class needs to benefit from reviewing the work of others, such as through taking relevant notes.

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

The student undertaking this session will have:

- Understood the overall objectives of the session
- Understood and connected the learning package to the session and the session to the particular activities of written expression in English
- Engaged in an exercise that used the learning package and so reinforced the need for students to use it as a key part of their learning
- Understood the key task – letter writing – and both worked on an example themselves and seen other examples worked upon in class
- Been able to question and engage in relation to their learning to clarify understandings
- Been able to grasp some rules of letter writing – though these were not reinforced and summarised as the exercise activity came to an end with an end to the session.

Student learning within a group context for this sort of technically oriented subject matter depends on students having similar proficiency, and that was not clear in this exercise.

Subject Knowledge (please comment on what you have seen in the observation)

The tutor undoubtedly has proficiency in English. Whether it is specialist in relation to teaching English is less clear, and this may be a disadvantage. In the context of a short course – and even a 2-day version might be seen as short – the relationship between personal and pedagogic proficiency in teaching English might be more of an issue.

There is always an open question in relation to language teaching as to whether the teaching should be entirely in the language being learned at a certain level of proficiency as a means of reinforcing learning, and whether the level being observed is at that level.

Areas to develop and agreed SMART targets	Proposed deadline
<p>The main targets to be attained relate to teaching strategies and constructing exercises that build on the study materials.</p> <ul style="list-style-type: none"> • The tutor should review the materials by providing opportunities for the students to engage in study beyond the classroom. • Class exercises should have more specific objectives and should break down from the production of artefacts to the learning of rules first and then their utilisation in artefacts. • The tutor made good progress with reaffirmation of learning in some instances and this should be developed further. • Assessment could focus on the students' understanding (inferred from demonstrative practices) as well as the production of artefacts. 	<p>To be reviewed during the second piloting</p>

Appendix 5. Module 11

Name of Tutor	Assoc. Prof. Bounseng Khammounty	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	
Institution	NUOL (at UHS)		The students demonstrate engagement in the lesson	
Subject	Module 11		Appropriate assessments have taken place	
Date	05/09/2018		A discussion between the tutor and the students has taken place	
Duration	Full day		The tutor has engaged in reflection and self-evaluation (post-observation)	
Group/Level	Teachers, trainers, university lecturers		The lesson was conducted in an inclusive manner	

Name of first observer	Dr David Allan	
Name of second observer	Mr Paul Reynolds	

(For joint observations)

Teaching and learning (please comment on what you have seen in the observation)	Professional Standards (Please identify where appropriate)
<p>The session was supported by slides that clearly conveyed the curriculum. The slides were clear and used graphics well They were bilingual, uniform and generally uncluttered.</p> <p>It does not seem customary for the tutors to prime students with advance information about the session. This meant that the session slowed as the tutor needed to illustrate web-based resourcing that might have been covered beforehand.</p> <p>The session was clearly introduced with appropriate introductions to key personnel. The tutor utilised a short icebreaker to establish a rapport with the group and to encourage their engagement with each other. There was some sense that the session was concentrated for the purpose of the observation and that it might have been conducted over several sessions and at a more leisurely pace. The tutor clearly communicated and enunciated the aims, objectives and constituent parts of the session. The session was principally given in a didactic style – elucidation and explication – which was tutor-led. The teaching style was good-humoured, ‘light touch’ and seemed to convey the material well.</p> <p>A key focus was the length of the initial narrative delivery and whether breaking into group activity earlier would have been more conducive to learning. The group activity was introduced some considerable time into the session and mini-brainstorming or short response exercises conducted earlier might have broken up the narrative.</p> <p>When the session was interactive, there was good use of the flipchart to record and make use of student responses. Students responded in teams – with a scribe presenting to illustrate group augmentation. At times, this process was a little rushed, and so some of the groups were limited to simply immediate feedback. It was felt that some sort of anticipatory slide from the tutors could have been included at the end of the activities to reinforce the broad message gleaned from the responses. In any case, the balance of didactic to interactive could have been a little more even.</p> <p>One activity used blue and pink cards in relation to issues of sustainability and quality. It was not completely successful, and the cards didn’t appear to add anything to the exercise. This might have been reworked to encourage groups to assess and discuss their own practice and the</p>	<p>Areas of Activity</p> <p>AA1. Design and plan learning activities and/or programmes of study</p> <p>AA2. Teach and/or support learning</p> <p>AA3. Assess and give feedback to learners</p> <p>AA4. Develop effective learning environments and approaches to student support and guidance</p> <p>AA5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</p> <p>Professional Values</p> <p>PV1. Respect individual learners and diverse learning communities</p> <p>PV2. Promote participation in higher education and equality of opportunity for learners</p> <p>PV3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</p> <p>PV4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice</p> <p>Core knowledge</p> <p>CK1 The subject material</p> <p>CK2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</p> <p>CK3 How students learn, both</p>

<p>scope and limits to improvement. There was a very positive sense of reflexivity in that the students were encouraged to think about the session itself in terms of quality and sustainability. This could have been built on with a more explicit discussion of the learning cycle and what can and cannot be changed within the learning environment. Here, some simulation or more group interactive activity would have been useful</p> <p>The session moved from a broad contextualisation of sustainability to the identification of admin tools in respect to quality. Whilst this shift was well managed, the latter might be seen to condense the forms of action required by the former and to distract from reflexivity, especially as it involved a return to a didactic approach.</p>	<p>generally and within their subject/disciplinary area(s)</p> <p>CK4. The use and value of appropriate learning technologies</p> <p>CK5. Methods for evaluating the effectiveness of teaching</p> <p>CK6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching.</p> <p>CK7. Contribute to organisational development and quality improvement through collaboration with others.</p>
<p>Impact of teaching on students' progress (please comment on what you have seen in the observation)</p>	
<p>Students would have understood the aims of the session, received in digestible form key information and prompts for further study and had the opportunity to engage in some conceptual and reflexive activity (although these last two were limited).</p> <p>Students worked through the conceptual issues of the context of policy and their institutional practices and they were provided with an overview of relevant admin tools. Whether the presentation and the balance of material had encouraged passive reception more than critical questioning, however, is open to question. The session could have encouraged more of the latter and conveyed the former in pre-session packages and post-session working.</p> <p>Throughout the narrative delivery of the session, individual students engaged in conversations and this was not addressed. Whilst most were generally quiet as the students were professionals, at times this might have impeded other students' learning. Perhaps a signposting of when to talk and when to listen would have been appropriate.</p> <p>Likewise, the use of mobile phones in class was not addressed and suggests the need to establish a class etiquette at the beginning of a session.</p>	

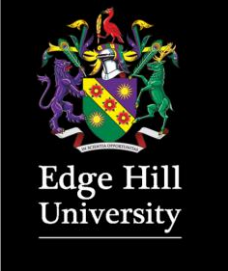
Subject Knowledge (please comment on what you have seen in the observation)	
<p>The tutor was clearly cognisant of the subject matter and confident in its delivery.</p>	
Areas to develop and agreed SMART targets	Proposed deadline
<p>The main reflection on this session would be to consider whether the delivery style was effective in delivering the information and in facilitating learning. The balance between information and conceptual criticism could be stronger. The delivery of context is such that some of the more critical and reflective elements were not teased out and developed, but set within a narrative of problem to administrative solution.</p>	<p>To be assessed during the second piloting</p>

Appendix 6. Diversity and Equity in Learning

Catalyst Project – Laos 2018

Masterclass

Diversity and Equality in Learning

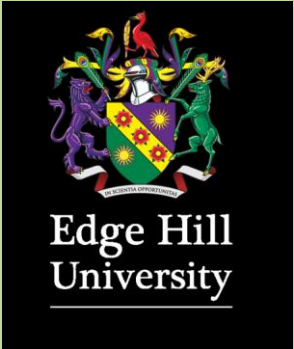


Paul Reynolds/
David Allan

Catalyst 2018 2 1

Appendix 7. Teaching for Inclusion

Teaching for inclusion



David Allan and
Paul Reynolds

Appendix 8. Strategising Learning

Catalyst Project – Laos 2018

Masterclass

Strategising Learning



Paul Reynolds
/ David Allan

CATALYST Laos 2018 1