



What We Need to Do to Make Practicum a Successful Experience for Our Pre-service Teachers?

Dr James KO & Dr Tae Hee CHOI

Overview

- **Objectives of the TDG Project**
- **Activities and rationales**
- **Sense of Agency and Pedagogical awareness**
- **Complexity of practicum/lesson observation**

Objectives of the TDG project



Initial objectives

- 1) To add on an e-learning platform with 6 lectures on classroom observation training;
- 2) To enhance pre-service teachers' observed lesson quality in their lessons during teaching practicum;
- 3) To enhance pre-service teachers' sense of agency and pedagogical awareness through learning activities that require analyses and reflections of their and others' classroom observation clips;

Why do we need a practicum?

- Lesson observation is a means of appraisal.
- Lesson observation is a professional development and a research tool.
- To understand the strengths and limitations of a teacher's classroom practices.
- To share teaching practices with peers.
- To understand the teaching and learning processes of a topic.
- To develop a deep understanding in what matters most in teaching and learning.



Activities and rationales



E-platform

Initial Google Site

Revised Moodle

A lesson page

Initial Lesson Page



Youtube Link: <http://youtu.be/SGsIT11Jl8>

Revised Lesson Page

https://moodle.ied.edu.hk/course/view.php?id=23454

Most Visited Getting Started Latest Headlines Books

Online Lessons

9 online lesson topics

- Lesson 1. How can PEERS enhance your Field Experience?
- Lesson 2. What do you need to know about lesson observation?
- Lesson 3. How can you plan an effective lesson?
- Lesson 4. How can you develop effective teaching strategies?
- Lesson 5. How can you use assessment and evaluation?
- Lesson 6. How can you manage your lesson effectively?
- Lesson 7. How can you help students learn by themselves?
- Lesson 8. How can you improve teaching through peers' collaboration?
- Lesson 9. How can you become an effective teacher?

Please select the below links to navigate to a lesson topic that suits your interest.

1 2 3 4 5 6 7 8 9

Lesson 1
Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Lesson 2
Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Lesson 3
Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Lesson 4
Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Lesson 5
Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Lesson 6
Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Lesson 7
Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Lesson 8
Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Lesson 9
Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

E-lessons

Original Lessons

- 1) How to observe teaching?
- 2) How to improve teaching through peers' collaboration? (Dr Eric Cheng)
- 3) How to plan and manage a lesson?
- 4) How to assessment and evaluate teaching? (Dr Lam Bick Har)
- 5) How to help students learning by themselves?
- 6) What's the effective teaching look like?

Revised Lessons

- 1) **How can PEERS enhance your Field Experience?**
- 2) What do you need to know about lesson observation?
- 3) **How can you plan an effective lesson?**
- 4) **How can you develop effective teaching strategies?**
- 5) How can you use assessment and evaluation? (Dr Lam Bick Har)
- 6) How can you manage your lesson effectively
- 7) How can you help students learn by themselves?
- 8) How can you improve teaching through peers' collaboration? (Dr Eric Cheng)
- 9) **How can you become an effective teacher?**

Questionnaire Login Page

Navigation: Home, My courses, 2015-16 Other Courses, 2015-16MS2 PEERS online lessons, Questionnaire (pre-lesson), Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH...

1st Questionnaire (FE)

Dear Student Teacher,

Thank you so much for agreeing to participate in our study.

We ask questions about yourself, your teaching style, and life in the classroom. Please answer all the questions. We are interested in your first "gut responses" so you do not need to spend a long time considering your answer. There are no "right" or "wrong" answers to these questions, only different responses.

Your participation is very valuable and much appreciated.

Thank you in advance,
Dr James KO

*The following questions are about you and your background.

*必填

A. Student ID *

Initial Questionnaire

Navigation: Home, My courses, 2015-16 Other Courses, 2015-16MS2 PEERS online lessons, Questionnaire (pre-lesson), Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH...

2015-16MS2 PEERS online lessons

Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Dear Student Teacher,

Thank you so much for participating in our project. We hope that you will enjoy the lessons topics and find them useful to you.

Before you start, please complete a short online survey. Why are we collecting your opinions? Because we would like to know how confident you are to be a teacher. Research has indicated the confidence of per-service teachers changed over time before and after they became a teacher, depending on their initial confidence levels, experiences in the practicum, and subsequent support they received in their work settings.

Our project aims to develop communities of practice among you, so we ask questions about yourself, your teaching style, and life in the classroom. Your responses are crucial for us to develop useful self-regulated online courses and offer blended support to you. Therefore, we are grateful if you can answer all the questions.

We are interested in your first "gut responses", so you need not ponder your answers. There are no "right" or "wrong" answers to these questions, only different responses. Your participation is very valuable and much appreciated.

Thank you in advance

James Ko
Project Leader

Answer the questions...

You are logged in as Yue On, James KO: Student (Return to my normal role)

2015-16MS2 PEERS online lessons

Revised Questionnaire

Questionnaire using Google Form

2016/3/30 Questionnaire (for newly joined students)

10. 1.7 Which subject do you minor in ?
(可複選)

☐ English Language
☐ Chinese Language
☐ Mathematics
☐ General Studies
☐ Early Childhood Education
☐ Information and Communication Technology
☐ Music
☐ Physical Education
☐ Visual Arts
☐ 其他: _____

11. 1.8 Which subject do you teach during the block practice? *
(可複選)

☐ English Language
☐ Chinese Language
☐ Mathematics
☐ General Studies
☐ Early Childhood Education
☐ Information and Communication Technology
☐ Music
☐ Physical Education
☐ Visual Arts
☐ 其他: _____

12. 1.9 What year do/did you teach during the block practice?
單選 -

☐ K1-K3
☐ P1-P2
☐ P3-P4
☐ P5-P6
☐ S1-S2
☐ S3-S4
☐ S5-S6

13. 1.10 Will you need to complete block practice/field experience in Mar-Jun 2015? *
單選 -

☐ Yes
☐ No

<https://docs.google.com/forms/d/1tpPWvI6-fmm-n2G0qY9Ap5Gnu4wNjH7TDrtP4mLc/edit>

3/7

2016/3/30 Questionnaire (for newly joined students)

Next page (P.2)

Think about yourself as a teacher.

To what extent do you agree with the following statements ...
1=Strongly Disagree,
2=Moderately Disagree,
3=Slightly Disagree,
4=Slightly Agree,
5=Moderately Agree,
6=Strongly Agree

14. I am confident that I can *
Think about yourself as a teacher.
每列請僅選取一個答案 *

| | 1 | 2 | 3 | 4 | 5 | 6 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 2.1.motivate students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2.2.link new concepts and ideas to students' background knowledge | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2.3.set clear expectations for pupils' work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2.4. support student | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2.5.promote students' reasoning and problem solving skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2.6.maximize time on learning tasks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2.7.be sensitive to students' needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2.8.set appropriate learning targets for pupils | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2.9.provide feedback that leads to deeper understanding | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2.10.adjust lessons to the proper level for individual pupils | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Think about yourself as a teacher in a classroom that is disruptive and difficult to manage. To what extent do you agree with the following statements.....

To what extent do you agree with the following statements ...
1=Strongly Disagree,
2=Moderately Disagree,
3=Slightly Disagree,
4=Slightly Agree,
5=Moderately Agree,
6=Strongly Agree

<https://docs.google.com/forms/d/1tpPWvI6-fmm-n2G0qY9Ap5Gnu4wNjH7TDrtP4mLc/edit>

4/7

https://moodle.iied.edu.hk/mod/questionnaire/complete.php?id=...

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You are logged in as You Chi James KIO Student (Logout to my profile card)

2015-16MS2 PEERS online lessons

Home | My courses | 2015-16 Other Courses | 2015-16MS2 PEERS online lessons | Questionnaire (pre-lesson) | Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH... | Answer the questions...

Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

1. Are you a
Choose...

2. Are you in
Choose...

3. How old are you?
☐ 19
☐ 20
☐ 21
☐ 22
☐ 23
☐ 24
☐ 25
☐ Above

4. Which subject do you major in?
☐ English
☐ Chinese
☐ Math
☐ CS
☐ Science/CK

5. Which subject do you minor in?
☐ English
☐ Chinese

https://moodle.iied.edu.hk/mod/questionnaire/complete.php?id=...

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3. The morale in this school is high

4. There is too much expected of teachers in this school

5. Teachers go about their work with enthusiasm

6. There is constant pressure for teachers to keep working

7. Teachers take pride in this school

8. There is no time for teachers to relax in this school

9. There is a lot of energy in this school

13. Think about yourself at work over the past two weeks, and the way you have felt. Tick the response that best applies to you. (1=Not at all to 6=A great deal very much)

| | 1 | 2 | 3 | 4 | 5 | 6 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I feel I'm positively influencing young peoples lives through my work ... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I feel fed up at the end of the workday | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I deal very effectively with my pupils' problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I feel emotionally drained from my work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I feel energetic at work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. I feel frustrated with my job | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I can create a relaxed atmosphere with my students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I feel tired every morning when I have to face another day at work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. I feel like I'm at the end of my tether | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I have accomplished many worthwhile things in this job | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Thank you very much. :-)

Save Submit questionnaire

Raw data of the pre-lesson survey

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T |
|----|--------------------|-------|---------------|-------------------|--------------------------|----------------------|-----------------------------|------------------------------|--|--|---|---------------------------------|---------------------------------|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 1 | 時間戳記 | Group | A. Student ID | B. Your Full name | 1.1 What is your gender? | 1.2 How old are you? | 1.3 Are you a PGDE student? | 1.4 What is your year level? | 1.5 Which subject do you major in? | 1.6 Which subject do you minor in? | 1.7 Which subject do you teach during the block practice? | 1.8 What year do/did you teach? | 1.9 What year do/did you teach? | 1.10 Will you be confident that I can ... | 1.11 I am confident that I can ... | 1.12 I am confident that I can ... | 1.13 I am confident that I can ... | 1.14 I am confident that I can ... | 1.15 I am confident that I can ... | 1.16 I am confident that I can ... |
| 2 | 2/3/2015 10:26:01 | 2 | 1.1E+07 | Chan | Female | 21 | BEd (Education) | Primary | General Studies | Visual Arts | General Studies | | | | | 5 | 5 | 5 | 4 | 4 |
| 3 | 2/3/2015 12:09:32 | 3 | 1.1E+07 | Ng Ch | Female | 22 | BEd (Education) | Primary | General Studies | Visual Arts | General Studies | | | | | 5 | 4 | 5 | 6 | 6 |
| 4 | 2/3/2015 14:15:10 | 2 | 1.1E+07 | Wan T | Female | 20 | BEd (Education) | Primary | General Studies | | General Studies | P3-P4 | | | | 5 | 4 | 5 | 5 | 5 |
| 5 | 2/3/2015 19:03:00 | 4 | 1.1E+07 | Wong | Female | 21 | BEd (Education) | Secondary | Chinese Language | no minor | Chinese Language | | | | | 5 | 5 | 4 | 4 | 4 |
| 6 | 2/3/2015 20:19:49 | 2 | 1.1E+07 | Kam F | Female | 21 | BEd (Education) | Primary | General Studies | English Language | General Studies | | | | | 5 | 5 | 5 | 5 | 5 |
| 7 | 2/3/2015 23:55:26 | 4 | 1.1E+07 | YAN V | Female | 22 | BEd (Education) | Secondary | Chinese Language | | Chinese Language | | | | | 4 | 4 | 5 | 5 | 5 |
| 8 | 2/4/2015 8:48:12 | 3 | 1.1E+07 | Tai W | Female | 22 | BEd (Education) | Primary | General Studies | Mathematics | General Studies | | | | | 3 | 3 | 3 | 4 | 4 |
| 9 | 2/4/2015 17:19:43 | 12 | 1.1E+07 | chow | Female | 23 | PGDE | Primary | Physical Education | Mathematics | Mathematics, Physical Education | P1-P2 | | | | 2 | 3 | 3 | 4 | 4 |
| 10 | 2/5/2015 17:29:10 | 3 | 1.1E+07 | Lam F | Female | 22 | BEd (Education) | Primary | General Studies | Mathematics | General Studies | | Yes | | | 4 | 4 | 5 | 5 | 5 |
| 11 | 2/6/2015 17:33:04 | 5 | 1.1E+07 | NGAN | Female | 20 | BEd (Education) | Primary | English Language | | English Language | | Yes | | | 3 | 2 | 3 | 4 | 4 |
| 12 | 2/8/2015 15:45:30 | 3 | 1.1E+07 | 廖瑞珍 | Female | 22 | BEd (Education) | Primary | General Studies | | General Studies | | Yes | | | 6 | 6 | 6 | 6 | 6 |
| 13 | 2/9/2015 11:51:47 | 3 | 1.1E+07 | SO CH | Female | 22 | BEd (Education) | Primary | General Studies | Physical Education | General Studies | | Yes | | | 4 | 4 | 5 | 4 | 4 |
| 14 | 2/9/2015 23:13:16 | 5 | 1.1E+07 | Li Wir | Female | 20 | BEd (Education) | Primary | English Language | Nil | English Language | | No | | | 5 | 5 | 5 | 6 | 6 |
| 15 | 2/10/2015 13:38:17 | 13 | 1.1E+07 | Hui Si | Female | 25 | PGDE | Secondary | Information and Communication Technology | | Information and Communication Technology | | Yes | | | 3 | 4 | 3 | 4 | 4 |
| 16 | 2/10/2015 15:55:36 | 1 | 1.1E+07 | Wong | Female | 21 | BEd (Education) | Primary | English Language | | English Language | | No | | | 4 | 4 | 5 | 6 | 6 |
| 17 | 2/10/2015 17:14:07 | trial | 1.1E+07 | Lam S | Female | 25 | PGDE | Primary | English Language | N/A | English Language | | Yes | | | 5 | 5 | 4 | 4 | 4 |
| 18 | 2/10/2015 23:23:48 | 2 | 1.1E+07 | Lai Lo | Female | 20 | BEd (Education) | Primary | General Studies | English Language | General Studies | | Yes | | | 4 | 4 | 4 | 5 | 5 |
| 19 | 2/11/2015 14:19:39 | 12 | 1.1E+07 | LO MA | Female | 24 | BEd (Education) | Primary | Mathematics | Information and Communication Technology | Mathematics | | Yes | | | 4 | 5 | 5 | 5 | 5 |
| 20 | 2/11/2015 15:00:32 | 6 | 1.1E+07 | Mang | Female | 20 | BEd (Education) | Secondary | English Language | | English Language | | No | | | 5 | 6 | 5 | 6 | 6 |
| 21 | 2/11/2015 16:15:12 | 7 | 1.1E+07 | YAU N | Female | 22 | BEd (Education) | Primary | Chinese Language | | Chinese Language | | No | | | 5 | 4 | 4 | 5 | 5 |
| 22 | 2/12/2015 20:03:36 | 7 | 1.1E+07 | HO H | Female | 25 | BEd (Education) | Primary | Chinese Language | Special Education | Chinese Language | | No | | | 5 | 6 | 6 | 5 | 5 |
| 23 | 2/13/2015 19:44:21 | 9 | 1.1E+07 | Wan F | Female | 20 | BEd (Education) | Primary | English Language | no | not yet | | No | | | 3 | 3 | 5 | 4 | 4 |
| 24 | 2/14/2015 1:35:42 | 9 | 1.1E+07 | CHOI | Female | 20 | BEd (Education) | Primary | English Language | Not completed | Did not teach | P1-P2 | No | | | 4 | 4 | 4 | 4 | 4 |
| 25 | 2/15/2015 0:08:17 | 7 | 1.1E+07 | Lo Fo | Female | 24 | BEd (Education) | Primary | Chinese Language | | Chinese Language | P3-P4 | No | | | 4 | 5 | 5 | 6 | 6 |
| 26 | 2/15/2015 21:03:58 | 10 | 1.1E+07 | Leung | Female | 22 | BEd (Education) | Primary | English Language | | English Language | | No | | | 4 | 5 | 4 | 4 | 4 |
| 27 | 2/16/2015 16:41:00 | 14 | 1.1E+07 | XI XI | Female | 21 | psycho | Primary | psycho | education | Chinese Language | | No | | | 6 | 6 | 6 | 6 | 6 |
| 28 | 2/17/2015 1:12:10 | 14 | 1.1E+07 | JIANG | Female | 20 | BEd (Education) | Secondary | English Language | Chinese Language | English Language | | No | | | 2 | 4 | 5 | 4 | 4 |
| 29 | 2/17/2015 20:57:40 | 2 | 1.1E+07 | Lee T | Male | 22 | BEd (Education) | Primary | General Studies | Mathematics | General Studies | | Yes | | | 5 | 3 | 4 | 5 | 5 |
| 30 | 2/19/2015 23:07:20 | 9 | 1.1E+07 | POON | Male | 20 | BEd (Education) | Primary | English Language | Nil | English Language | | No | | | 4 | 5 | 5 | 4 | 4 |

Evaluate a lesson using the FE supervision form

002).png - Windows Photo Viewer

Print E-mail Burn Open

www.lttcied.edu.hk/vblc/registered_user/evaluator.php

VBLC
Video-Based Learning Community

Home My Profile Help Logout

Welcome, Miss HO, Tik Man Maggie

Manage Edit Community

Field Experience Supervision Form >> Eng P6 lesson

View FE Submission Generate FE Report Attachment

Submission Expired

Programme: BEdP Mode of Study: Full-time

Name of School: ABC School Class: 1A

Student Name: Chan Tai Man Teaching Subject: English Language

Student No: s1234567 Teaching Topic: English

Year of Study: 1 Date: 2014-09-01

Status: View Only Time: 14:00-15:00

Save Student Info

Eng P6 lesson

00:20 34:03

Feb 0 (0%)
Pass 0 (0%)
Credit 0 (0%)
Distinction 0 (0%)
Total Submission: 3 (Overall Grade Distribution)

View overall analysis of staff assessments

View individual staff member's assessment form

Print Form

You can select other Assessment Forms to view

學校體驗教學視專評核表 Field Experience Teaching Supervision Form

學校體驗科目 Field Experience Course: 教學實習 I Block Practice I 教學實習 II Block Practice II 整個學期學校體驗 FE Semester

請加 " Please tick 評級 評語及建議 Comments and

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EN 4:12 30/3/2016

bmit (002).png - Windows Photo Viewer

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VBLC
Video-Based Learning Community

Home My Profile Help Logout

Welcome, Miss HO, Tik Man Maggie

Manage Edit Community

Field Experience Supervision Form >> Eng P6 lesson

View FE Submission Generate FE Report Attachment

Submission Expired

Programme: BEdP

Name of School: ABC School

Student Name: Chan Tai Man

Student No: s1234567

Year of Study: 1

Status: View Only

Eng P6 lesson

00:20 34:03

Feb 0 (0%)
Pass 0 (0%)
Credit 0 (0%)
Distinction 0 (0%)
Total Submission: 3 (Overall Grade Distribution)

You can select other Assessment Forms to view

學校體驗教學視專評核表 Field Experience Teaching Supervision Form

學校體驗科目 Field Experience Course: 教學實習 I Block Practice I 教學實習 II Block Practice II 整個學期學校體驗 FE Semester

請加 " Please tick 評級 評語及建議 Comments and

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EN 4:14 30/3/2016

Check Evaluator Submission Status

Community: PEERS (Red not yet submitted)

| | |
|------------------------|----------------------|
| Chan Hiu Man Donna | Chan Hoi Chen |
| Chan Ka Yan | Chan Kin Wai |
| Chan Tsz Ching | Chan Yi On |
| Cheung Kit Wah | Cheung Ling Ka |
| CHOI CHRISTINA MAY YEE | chow yin tung |
| Chu Hung Wing | Chung Bik Wai |
| Chung Wai Yin | Feng Kin Yau |
| Feng Yi Ru | Fung James Shun Yuen |
| Geo Yu Ken | HO HOI YEE |
| Ho Yin Ni | HO, Tik Man Maggie |
| Hui Shuk Yee | Ji Qing |
| JIANG YUHAN | Kam Pui Kwan |
| Kimmy Chen Meng Yao | KO, Yue On James |
| Ku Wan Ying | Lai Lok Yee |
| Lam Hong Ki | Lam Wing Sze |
| Lam Wing Yi | Law Hui Ki |
| Lee Kin Yuen Mike | Lee Tung Lok |
| Lee Yuen Tone | Leung Ka Chun |
| Leung Yan Yi | Li Jiang Yue |
| Li Ying Mei | LI, WING KI |
| Liu Sui Chun | Lo Foon |
| LO MAN TING | Meng Wing Yee |
| Mo Kim Fung | Ng Ching Man |
| Ng Tsz Him | Ngan Hoi Ying Jane |
| POON KA CHUN | Poon Yan Wing |
| Prisca Yue Shuk Kuen | So Choi Fong |
| Tai Wing Shan | Wan Hui Tung Suzanna |
| Wan Tsz Nga | Wong Hui Hilda |
| Wong Sau Ying | Wong Wai Ling |
| Wong Yuen Wan | XI XI |
| Yan Wai Ying | YAU NI YAN |
| Yu Ho Ching | |

Discussion groupings



PEERS

搜尋這個協作平台

Home

Online lessons

Discussion

Contact us

Home

Introduction

Objectives

Target group

After PEERS

Online lessons

Discussion

Contact us

Have a Trial !!

Discussion

Notes

You are only able to login into your allocated group.
Please upload your first video of teaching and give some feedback to each other.
Also you may raise any teaching-related questions.

| Group | Major | Online Discussion |
|-------|--------------|---|
| 1 | English (EL) | http://groups.google.com.tw/d/forum/peersgp1 |
| 2 | GS/LS | http://groups.google.com.tw/d/forum/peersgp2 |
| 3 | GS | http://groups.google.com.tw/d/forum/peersgp3 |
| 4 | Chinese (CL) | http://groups.google.com.tw/d/forum/peersgp4 |
| 5 | English (EL) | http://groups.google.com.tw/d/forum/peersgp5 |
| 6 | English (EL) | http://groups.google.com.tw/d/forum/peersgp6 |
| 7 | Chinese (CL) | http://groups.google.com.tw/d/forum/peersgp7 |

Translate

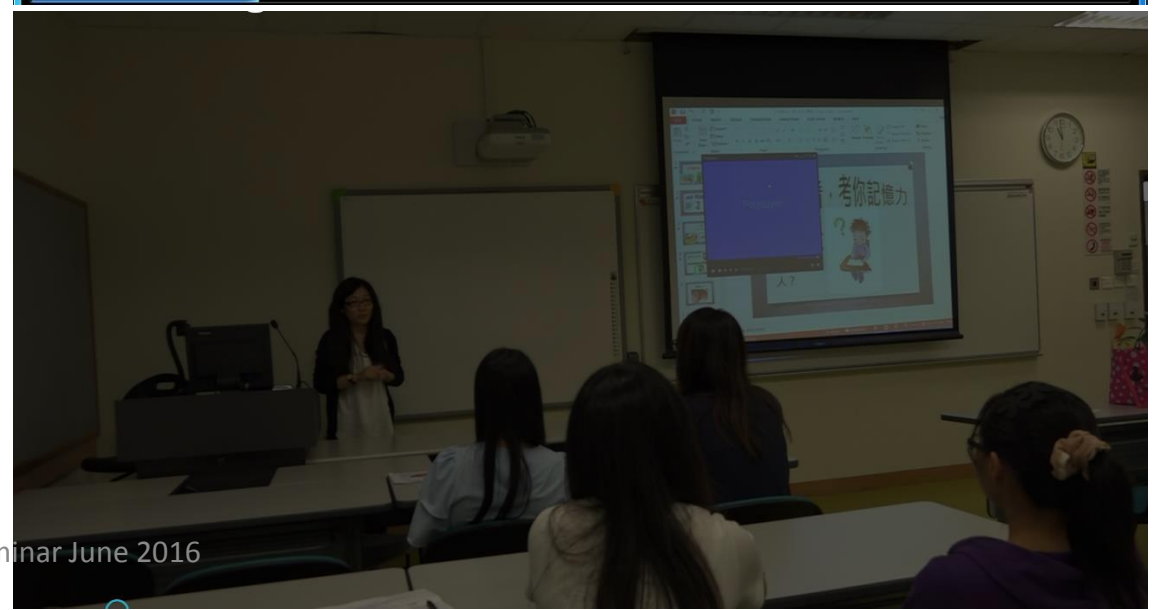
| | | |
|----|--------------|---|
| 8 | Chinese (CL) | http://groups.google.com.tw/d/forum/peersgp8 |
| 9 | English (EL) | http://groups.google.com.tw/d/forum/peersgp9 |
| 10 | English (EL) | http://groups.google.com.tw/d/forum/peersgp10 |
| 11 | GS | http://groups.google.com.tw/d/forum/peersgp11 |
| 12 | Maths | http://groups.google.com.tw/d/forum/peersgp12 |
| 13 | IT/ICT | http://groups.google.com.tw/d/forum/peersgp13 |
| 14 | EL/CL | http://groups.google.com.tw/d/forum/peersgp14 |

Comments

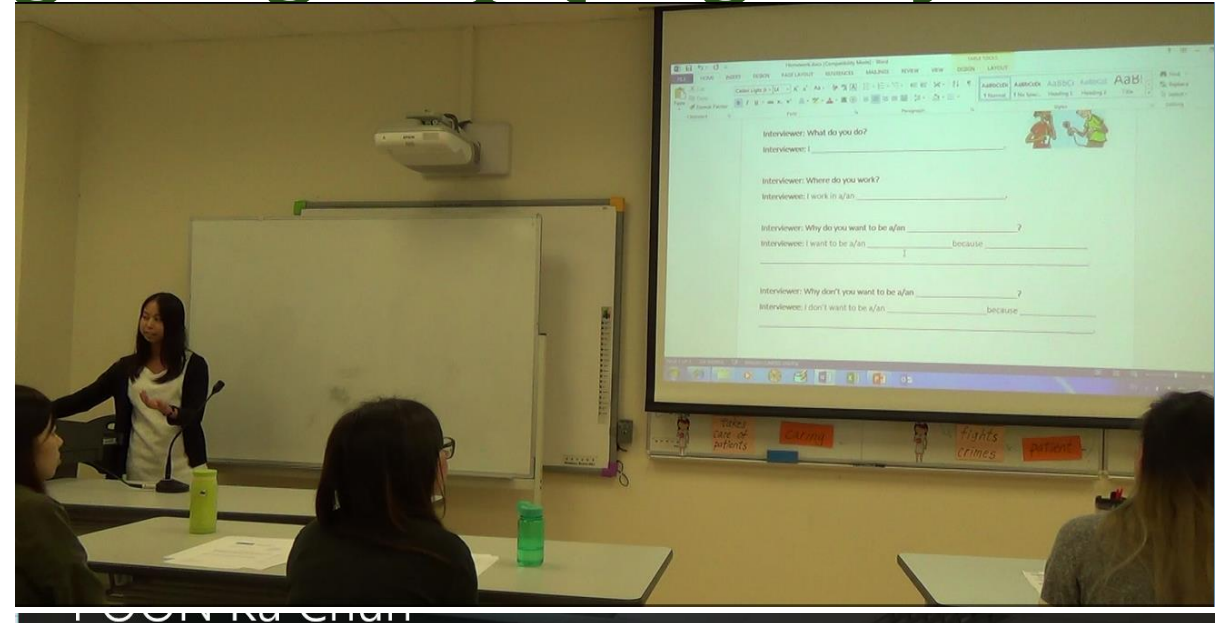
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Practice micro-teaching in a group (GS)



Practice micro-teaching in a group (English)



Submit a lesson plan for guidance

LESSON PLAN

(First round submission on 25th June 2015)

Name of teacher: Mr. POON

Date: Thursday, 21st May 2015 Time: 11.45 a.m. – 12.20 p.m. (35 minutes)

Year level: Primary 4 Number of students: 25

Topic: Open Day

Learning objectives:

By the end of the lesson, students should be able to:

- locate and extract specific information in the poster;
- seek, use and provide information and elucidation from the newsletter;
- state and express their opinions and feelings about the Open Day.

Previous knowledge:

- The simple past tense
- The format and function of a poster

Main learning activities / tasks:

- Reading a poster which promotes the Open Day of the school in 2014 and identifying information and key ideas from it
- Reading a newsletter which reports the Open Day 2014, seeking and using the information and key ideas of it and expressing opinions on the event

Whiteboard planning:

- Using PowerPoint slides to present the digital version of the reading texts, discussion questions and worksheets

Teaching & Learning resources / aids: (See Appendix 3 for T/L materials)

- Computer
- PowerPoint slides (the digital version of the reading texts and questions on the worksheet)
- Guiding questions and/or discussion questions (to be used in class to help students identify important information and stimulate their thinking at some points)
- Some authentic samples of posters
- Two semi-authentic reading texts about Open Day, one poster and one newsletter (Appendix 1)
- The more challenging version of the worksheet (Appendix 2)
- The easier version of the worksheet (Appendix 3)
- HB pencils and erasers

Lesson procedures and estimated duration: (See Appendices 1, 2 and 3 for T/L materials)

KD, Yue On James
Formatted: Left: 1.27 cm, Right: 1.27 cm, Top: 1.27 cm, Bottom: 1.27 cm, Width: 21 cm, Height: 29.7 cm

KD, Yue On James
What is it?

KD, Yue On James 1 hour ago
You have not included it in your ~~activity~~.

KD, Yue On James
Group or ~~topic~~.

KD, Yue On James
Good. Differentiation. But what is the challenging point except one has more words?

| Teaching & Learning Activities | T/L Materials | Duration |
|--|---|----------|
| <p>1. Introduction and recalling of students' previous knowledge</p> <ul style="list-style-type: none"> The teacher first recalls students their previous knowledge by asking them what the theme the unit is (i.e. Open Day), and what they have done in the previous lesson. Students have already known what a poster is, so the teacher shows them some authentic posters to activate their prior knowledge about the format and function of a poster, e.g. there are eye-catching words and details of the event; the poster is to promote and persuade people to participate in an event, etc. The teacher then informs students what they are going to do in this particular lesson – to read a poster and a newsletter about the Open Day of their own school in 2014. Students have already known what a poster is, so the teacher shows them some authentic posters to activate their prior knowledge about the format and function of a poster, e.g. there are eye-catching words and details of the event; the poster is to promote and persuade people to participate in an event, etc. | <p>✓ Authentic samples of posters</p> | 5 mins |
| <p>2. Reading text 1: A poster of the Open Day 2014</p> <ul style="list-style-type: none"> The teacher provides students with the first reading text about Open Day 2014. This is a poster which gives them information about the details of the event. (Ideas are adopted from the Market Day of Sha Tin Junior School) When the teacher is reading the poster with the students, the teacher will ask questions and make use of the PowerPoint slides to locate information which are essential and students should pay attention to. Students learn how to locate key information in the poster. They then answer the questions on the worksheet. | <p>✓ The reading text 1 (Appendix 1)</p> <p>✓ The worksheets (Appendices 2, 3)</p> <p>✓ Computer</p> <p>✓ PowerPoint slides</p> <p>✓ HB pencils and erasers</p> | 10 mins |
| <p>3. Reading text 2: A newsletter of the Open Day 2014</p> <ul style="list-style-type: none"> Students then read text 2, a school newsletter reporting the Open Day. The teacher first tells students what the purpose of writing and reading a newsletter is, and asks students what features they may discover in a newsletter, e.g. headlines and sub-headlines, use of the past tense etc. The teacher reads it with students. The teacher breaks the text down into smaller sections. In each section, the teacher invites students to read and then asks a few questions about | <p>✓ The reading text 1 (Appendix 1)</p> <p>✓ The worksheets (Appendices 2, 3)</p> <p>✓ Computer</p> <p>✓ PowerPoint slides</p> <p>✓ HB pencils and erasers</p> | 15 mins |

KD, Yue On James
Good. Not semi?

KD, Yue On James
In poster or past tense?

KD, Yue On James
Wrong sequence. Need another bullet here

KD, Yue On James
No examples?

KD, Yue On James
Good. Give students a purpose.

KD, Yue On James
Good to adopt other's idea

KD, Yue On James
Make sure you provide enough time for slow slower to do before jumping to other slides

KD, Yue On James
Now you specify prior knowledge

KD, Yue On James
Yes, good practice, but you should ask students to do the same.

Prepare students for the practicum

III. Teaching and Learning

What the FE Handbook says:

- Student teacher displays adequate **command of content knowledge** of the subject(s) assigned to teach.
- Student teacher demonstrates the **ability to use pedagogical content knowledge** in planning, developing and implementing appropriate aspects of the subject curriculum.
- Student teacher employs **diversified modes of teaching strategies, skills, materials and technology** to create a learning environment to enhance his/her students' learning.
- Student teacher **designs and applies a variety of formative and summative practices** in order to provide relevant feedback on his/her students' learning and to inform ongoing teaching.

What you may find in the school:

- Content is tied up with unfamiliar curriculum.**
- Content knowledge cannot be isolated from pedagogical content knowledge.**
- Focus and diversification are difficult to balance.**
- You have to adhere to the evaluation practices of the school.**

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How does FE supervisor evaluate you?

- Except FE Learning Objectives (FEILO) 1, 2 and 9, all objectives can be evaluated through lesson observations in the two Block Practices
- The **Field Experience Teaching Supervision Form** includes both qualitative and quantitative information
- The individual grades for each assessment item (*Distinction, Credit, Pass and Fail*) can be converted into numerical values that can be used to compute the Grade for each FEILO.
- Some FEILOs are more ready to observe than others. For example, '*Teaching evaluation and reflection*' is based on your responses your supervisor in the post-observation meeting.
- The form also includes Grade Descriptors at the back for your reference.

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Show what and they will be evaluated

Grade descriptors tell you little what you should do

| FEILOs | Distinction | Credit | Pass | Fail |
|--|--|--|---|--|
| Command of content knowledge | Display strong command of content knowledge | Display good command of content knowledge | Display adequate command of content knowledge | Display limited, insufficient command of content knowledge |
| Use of pedagogical content knowledge | effective attainment of learning focus implementing appropriate aspects of ... curriculum | appropriate use of learning focus implementing relevant aspectscurriculum | Some basic use of pedagogical content knowledge ... implementing selected aspectscurriculum | Unable to incorporate pedagogical content knowledge in appropriate aspects curriculum |
| Implementation of teaching and learning activities | Employ diversified modes of effective and innovative teaching strategies and skills | Employ diversified modes of effective teaching strategies and skills | Employ diversified modes of teaching strategies and skills | Attempt to employ teaching strategies and skills, yet fail to achieve effective classroom |
| Application of assessment to enhance learning and teaching | Design and apply a variety of effective formative assessment provide constructive feedback | Design and apply a variety of appropriate formative assessment provide helpful feedback | Design and apply appropriate formative assessment provide relevant feedback | Fail to design and apply appropriate formative assessment lack of helpful feedback |
| Caring and Catering for students' needs  | Maintain positive relationship with students; show outstanding pastoral care appropriately apply the knowledge of learning styles ... | Maintain satisfactory relationship; show good pastoral care for students; apply the knowledge of learning styles | Maintain acceptable relationship; show reasonable pastoral care ... demonstrate an understanding of learning styles | Fail to maintain a cordial relationship with students; show insufficient pastoral care for student; lack of understanding of learning styles... |

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Compare descriptors on teaching strategies and skills

Remarks: 備註:

*例如: 活動式教學法、探究式教學法、問題導向學習及協作學習等。 For example, activity-based approach, inquiry approach, problem-based learning, co-operative learning and etc.

*例如: 動機、總結、語言及非語言的溝通、內容解說及提問等。 For example, motivation, closure, verbal and non-verbal communication, content explanation, questioning and etc.

| | | |
|----|--|---|
| 27 | ...teaches learners how to simplify complex problems | ...teaches learners how to simplify complex problems ...teaches learners how to break down complex problems into simpler ones ...teaches learners to order complex problems |
| 28 | ...stimulates the use of control activities | ...pays attention to prediction strategies for reading ...lets learners relate solutions to the context of a problem ...stimulates the application of alternative strategies |
| 29 | ...teaches learners to check solutions | ...teaches learners how to estimate outcomes ...teaches learners how to predict outcomes ...teaches learners how to relate outcomes to the practical context |
| 30 | ...stimulates the application of what has been learned | ... stimulates the conscious application of what has been learned in other (different) learning contexts ...explains to learners how solutions can be applied in different situations ...relates problems to previously solved problems |
| 31 | ...encourages learners to think critically | ...asks learners to provide explanations for occurrences ...asks learners for their opinion ...asks learners to reflect on solutions or answers given ...asks learners to provide examples of their own |
| 32 | ...asks learners to reflect on practical strategies | ...asks learners to explain the different steps of the strategy applied ...gives an explicit explanation of possible (problem-solving) strategies ...asks learners to expand on the pros and cons of different strategies |

Details only appear in the remarks of FE Teaching Supervision Form

In contrast, the descriptors are in finer details in the Observation Form for Evaluating the Quality of Teaching

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Enhance pedagogical awareness on 21st century classroom

Can our classroom develop 21st century skills?

21st-Century Skills

Foundational Literacies: How students apply core skills to everyday tasks

1. Literacy
2. Numeracy
3. Scientific literacy
4. ICT literacy
5. Financial literacy
6. Cultural and civic literacy

Competencies: How students approach complex challenges

7. Critical thinking/problem-solving
8. Creativity
9. Communication
10. Collaboration

Character Qualities: How students approach their changing environment

11. Curiosity
12. Initiative
13. Persistence/grit
14. Adaptability
15. Leadership
16. Social and cultural awareness

Lifelong Learners

The 21st Century Classroom

21st Century Skills are a combination of cognitive processes and the technologies that enable individuals to leverage these processes for the greatest impact. The 21st Century classroom is one that is student-centered, project based and focused on creating life-long learners.

| Research & Information Fluency | Problem Solving & Critical Thinking | Collaboration & Communication | Creativity & Innovation |
|--|---|--|--|
| Teacher: <ul style="list-style-type: none"> provides opportunities for students to develop and demonstrate essential skills. | Teacher: <ul style="list-style-type: none"> provides opportunities for students to develop and demonstrate essential skills. | Teacher: <ul style="list-style-type: none"> creates structures, provides opportunities, and assesses student performances | Teacher: <ul style="list-style-type: none"> provides opportunities for students to develop and demonstrate essential skills. |
| Students: <ul style="list-style-type: none"> select appropriate digital tools to assemble, evaluate, and utilize information. apply varied research skills to find and evaluate resources. use information and resources to accomplish real-world tasks. | Students: <ul style="list-style-type: none"> use multiple resources to plan, design, and execute real-world problems. use technology to collaborate and solve authentic problems. develop and answer open-ended questions using higher order thinking skills. | Students: <ul style="list-style-type: none"> initiate communication in real and non-real time. communicate and collaborate with learners of diverse cultural backgrounds. form collaborative teams to solve real-world problems and create original works. | Students: <ul style="list-style-type: none"> apply critical thinking, research methods, and communication tools to create original work. collaborate effectively with an audience beyond the classroom to create original work. |

Learners have to face boundary-less knowledge

Cross-context knowledge

Tree of Knowledge

Cross-disciplinary, evolutionary knowledge

Explicate tacit knowledge (micro-teaching)

Teaching skills that you can focus on in Micro-teaching

- 1) Stating Objectives/Outcomes
- 2) Using the Chalkboard/whiteboard
- 3) **Setting Induction**
- 4) **Using Audio-Visual Aids**
- 5) **Lecturing**
- 6) Explaining
- 7) **Illustrating with examples**
- 8) **Stimulus Variation**
- 9) Pacing Lesson for Slower Learner
- 10) Planned repetition
- 11) **Initiating Questions**
- 12) Frequency in Questioning
- 13) Silence of Non-Verbal Cues
- 14) Waiting Time
- 15) Providing formative evaluation
- 16) Response Management
- 17) Recognising Attentive Behaviours
- 18) **Reinforcement**
- 19) Arranging Assignment/Homework
- 20) **Closure**

* Items in **Red** were originally in Allen (1967)

- The list here is not meant to be exhaustive
- Note that these teaching skills are not content-specific

SIX MAIN CATEGORIES:

1. Introduction Skill
2. Skill of Probing Questions
3. Skill of Explanation
4. Skill of Stimulus Variation
5. Skill of Blackboard Writing
6. Skill of Achieving Closure

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Adding more steps into a Micro-teaching Cycle



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Develop a repertoire of skills

Skill of Stimulus Variation

This involves a teacher's deliberate change in behaviors in order to sustain students' attention and keep liveliness throughout the lesson. Too much variation can be distracting and thus it needs balance.

- 1) **Body movement:** A clear beginning statement will orient students to pay attention the logic in explanations.
- 2) **Gestures:** Irrelevant information is confusing and thus, should be avoided.
- 3) **Change in voice:** This is a must to ensure students understanding.
- 4) **Focusing:** Use linking words such as 'so', 'because', 'therefore', etc to establish logical connections between ideas.
- 5) **Eye-contact and eye-movement:** For conveying emotions and controlling interaction with the students, a teacher should use eye-contact to reach out to students not close to proximity.
- 6) **Pausing:** Deliberate short pauses help attract and sustain learner's attention.



Don't try to do this:



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Skill of Black/White-board writing

Black/White-boards are still the most convenient and widely used visual aids as they allow providing a holistic picture of the lesson. They provide multi-foci, interactive activities, and conceptual building when the following skills are successfully applied:

- 1) Legibility (Easiness to read) of handwriting.
- 2) Size and alignment (in a straight line) of writing.
- 3) Highlighting main points by making use of different colors.
- 4) Utilization of the space can be achieved through rubbing off unnecessary materials.
- 5) Blackboard summary helps learners to recollect the lesson at a glance.
- 6) Correctness requires attention paid to spellings, punctuation and grammar.
- 7) Position of the teacher should not block the visions of the learners.
- 8) Contact with students should be maintained by avoiding prolonged use of blackboard.



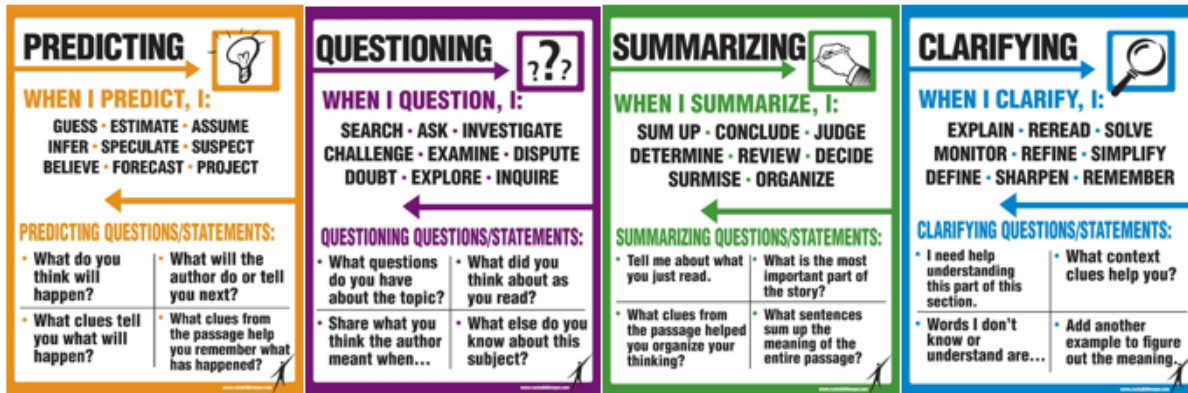
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Learn an advanced teaching skill

Reciprocal teaching - help students to become students become the **teacher** in small group sessions. **Teachers** model, then help students with structured strategies: predicting,, question generating, summarizing, and clarifying,.

Reciprocal teaching is a strategy that turns a typical discussion into a more productive an self-directed learning experience. It accomplishes this through four activities:

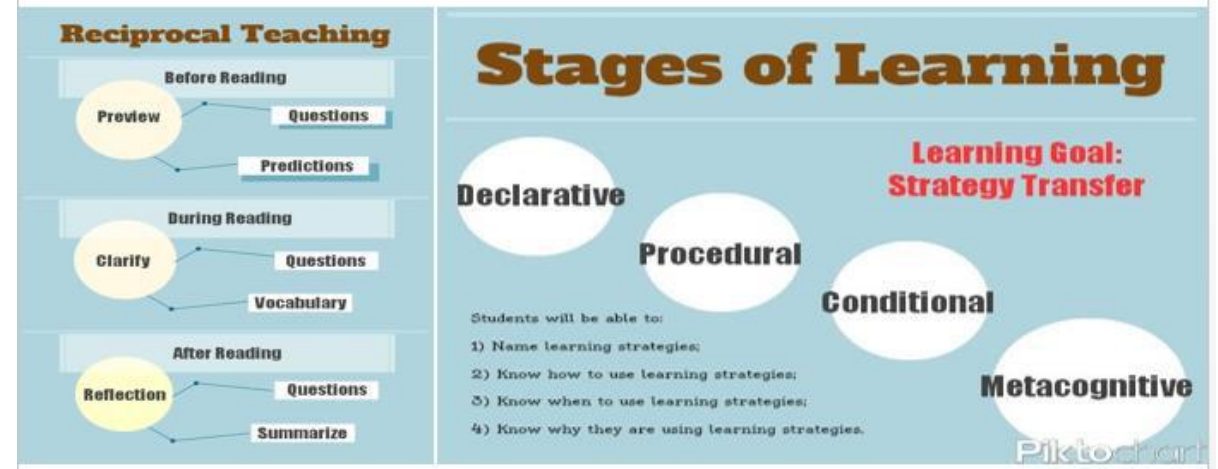
1. **Predicting.**
2. **Questioning.**
3. **Summarizing.**
4. **Clarifying.**



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Reciprocal teaching is a strategy that turns a typical discussion into a more productive an self-directed learning experience. It accomplishes this through four activities:

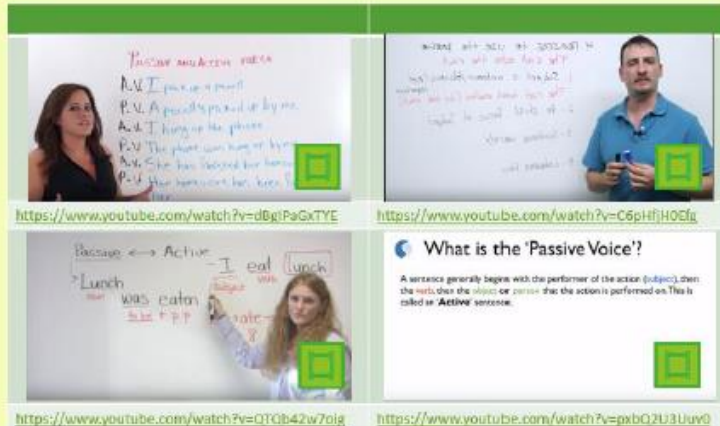
1. **Predicting.**
2. **Questioning.**
3. **Summarizing.**
4. **Clarifying.**



Provide practices on teaching skills

Hands-on Practice 1

- Here are 4 examples teaching *Passive Voice*.
- Choose any two and explain why one is more desirable.
- Submit your work to Moodle.



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Hands-on Practice 2

- Explain your preference in the last slide again, but explain terms of learning experience by Edgar Dale?
- Submit your work to Moodle.



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Develop a habit to reflect

Self-reflection Activity

- Do you know why our new FE framework has the said four domains? What source is this framework based on? How can you know whether you have accomplished the expected outcome?
- Now for each domain, write down **three behaviours or practices you have done or plan to do so**. e.g., For school development...to establish good communication with parents, would you
 - call them up to introduce yourself?
 - send them a note about the purpose of your assigned homework?
 - ask them to praise students when they revise and do their homework by themselves?

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2 mins. Self-reflection Activity

- Do you know why our new FE framework has the said four domains? What source is this framework based on? How can you know whether you have accomplished the expected outcome?
- e.g., For school development...to establish good communication with parents, would you
 - call them up to introduce yourself?
 - send them a note about the purpose of your assigned homework?
 - ask them to praise students when they revise and do their homework by themselves?
- Now for each domain, write down **three behaviours or practices you have done or plan to do so**.



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Sense of Agency and Pedagogical awareness



Sense of Agency

- Regarding agency belief, our students generally showed confidence (Mean=4.32, SD=0.23), but **lack confidence in their practicum setting** (Mean=3.83, SD=0.34).
- While generally those who were more self-confident tended to be more positive in their practicum, individuals showed some disillusioned emotions after the practicum.
- Our results were thus consistent with the findings by Malmberg and colleagues (2012) in England.
- For individual item, our students were **more confident in their support to students** (Mean =4.80; SD=1.01), but they were **frustrated with their job** (Mean=3.22, SD=1.22) and **felt like they were at the end of their rope (stressed out)** (Mean=3.17, SD=1.06).
- These results suggest we may need to do some interventions to support our students before their graduation and continue to make them more resilient.

Stronger Sense of agency \leftrightarrow Better practicum experience

- We could not establish causal relationship between pre-service teachers' agency beliefs, pedagogical awareness and lesson quality, but their agency beliefs were more dependent on their work experience in the schools where they did their practicum.
- Those who felt that they were more competent and successfully accomplished in their work tended to have stronger agency beliefs in their classroom practices and capacities to provide students instructional and emotional supports.
- Sense of agency and feeling of accomplishment in practicum showed a reciprocal relationship in the regression analyses.

Meta-cognitive skills \leftrightarrow pedagogical awareness

- We also found our pre-service teachers lacked meta-cognitive knowledge and this seemed to affect their pedagogical awareness.
- We also conclude that collectively qualitative views of student teachers would be more appropriate than quantitative data in promoting their teaching quality in practicum.

Complexity of practicum/lesson observation: Case from South Korean English teacher certification

Background: The Teaching English in English scheme

- Part of initiatives to enforce pedagogic policies regarding English language education in South Korea in effect since 2010
- Promote Communicative Language Teaching (CLT) approach and maximal use of English as the medium of instruction (MOI)
- Different procedures across regions but commonly involves a written test, assessed lessons, as well as some prerequisites

Assessed lessons for the TEE scheme in Seoul

- With an observation schedule measuring abilities to conduct lessons reflecting a CLT approach and English as the MOI,
- Assessed by three types of assessors: expert teacher, university instructor, and native speaking instructor

Access to information about the assessment criteria

- Advanced level applicants: informed of detailed procedure through training
- Basic level applicants: left to work out the details for themselves

The Assessment: Assessors' role and duty

- Do a preliminary assessment while observing the 20-min assessed lesson
 - Conduct a 5-min interview with the candidate after the lesson
 - Decide their marks and individual evaluate comments during 5-min discussion time after the candidate leaves
 - Submit individual and team mark sheets to the centre
- *Teachers who receive 60/100 pass the assessment and receive certification

Issues of validity & reliability in terms of enactment

- Reinterpretation of the schedule: engaging students in activities; not on teachers' English proficiency
- Assessors' understanding of the scheme was limited: they might not have opportunities to familiarize themselves with individual criteria; The training for assessors was not very helpful in deciding the exact marks
- No particular efforts for standardization across the teams
- The use of a post-assessment conference was left to individual team's discretion
- Assessors used their own criteria as well as the criteria in assessment

Sample comments on assessed lessons

Relevant

- Student participation
- Student-centeredness
- Opportunities for students to use English / their actual use of English

Irrelevant

- Effective ICT skills
- Helpful for college entrance exam
- Unreasonable expectation from those 'inexperienced' in practice

Implications

For the managers of the assessment

- Thorough assessor training
- Build in assessment of the enacted scheme

For assesses

- Try to learn about the assessors' background and perspectives
- Use the post-observation conference to your benefits

References

- Choi, T.-H. (2013). *Curriculum innovation through teacher certification: Evaluation of a government intervention and its effects on teacher development and English language pedagogy in South Korea* (Doctoral Dissertation). Retrieved from <https://ied.academia.edu/TaeheeChoi>
- Choi, T., & Andon, N. (2014). Can a teacher certification scheme change ELT classroom practice? *ELT Journal*, 68(1), 12-21. doi:10.1093/elt/cct059
- Choi, T. (2015). The impact of the 'Teaching English through English' policy on teachers and teaching in South Korea. *Current Issues in Language Planning*, 16(3), 201-220.

Significance

- The project was considered meaningful because the results offered insights into the challenges of promoting teaching quality in their practicum.
- The revised lessons and platform are also more sustainable and generalizable for a wider audience, making it relevant for some prospective collaborators in England

Limitations

- The impact of the project was limited because the number of participants had not reached our intended target for running advanced statistical tests;
- Student teachers could not provide videos of their lessons for observation.
- The sample may be biased and the issue would not be easily resolved by using a control group.

Q & A