

ANNUAL CONFERENCE 2017

Afternoon session A: The use of ICT in pedagogy

PRACTISING ACTIVE LEARNING

a teacher training course

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Practising Active Learning (a)

Global Learning Crisis

Worldwide literacy rates have gone up & school enrolment rates have risen over the past decade. But, despite increased enrolments, an estimated **250 million children cannot read, write or count well**, even if they have been to school (UNESCO, 2014).



There exist important data on enrolment and completion in education, but little about what or **how students are actually learning**.

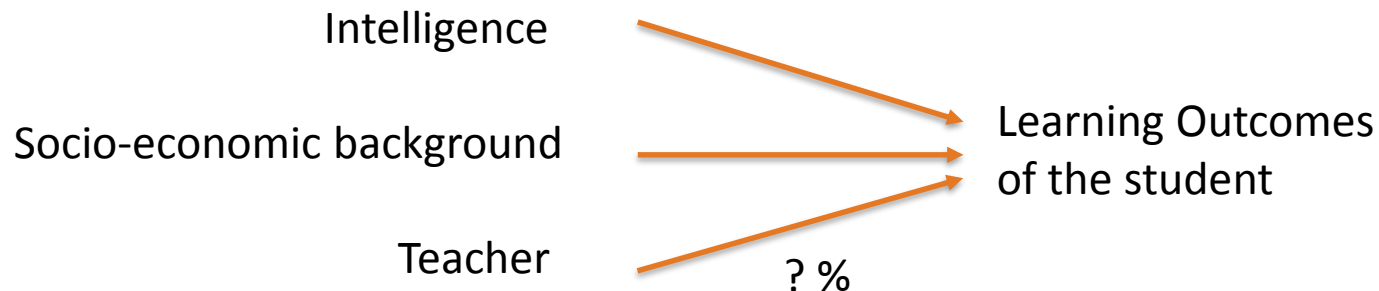
Practising Active Learning (b)

Teachers: the key to improved learning

- Pre-service teacher training in education institutions is often overly **theoretical** and rarely practice based.
- Teachers who are constantly learning and improving tend to support their students learning achievements most effectively, especially when provided with **school based training**.



The influence of a teacher



How many questions is a teacher asking per day? (Leven T. & Long R. (1981) Effective instructions)

Practising Active Learning (c)

Response of Edukans & University of Amsterdam

- Edukans, a Dutch NGO concerned with improving the quality of education, developed a training method together with the University of Amsterdam.
- Teachers trained about HOW to apply Active Learning Methods in their daily classroom practice.
- **Move from teacher centered to student centered learning**
- Implemented (2011-2017) in DRC, Ethiopia, Ghana, Kenya, Malawi, Rwanda, Uganda.
Since 2016: Education-in-Emergencies in Ethiopia (Eritrean refugees) and Lebanon (Syrian refugees).



Practising Active Learning (d)

An ICT based teacher training programme

- **Interactive training course** (allowing users to select and to change)
- For educators involved in primary and/or secondary education and Teacher Training Colleges.
- The courseware includes 10 topics:
 1. Teaching & Learning
 2. Time-on-task
 3. Group Work
 4. Worksheets
 5. Learning Styles
 6. Use of textbooks
 7. Lesson Planning
 8. Concept Building
 9. Questioning & Answering
 10. Assessment



Practising Active Learning (e)



Filming classrooms

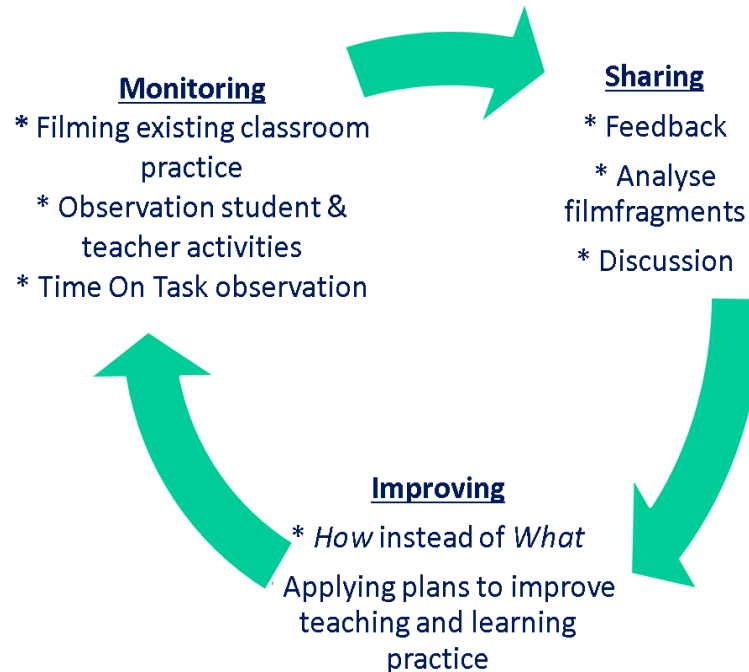
- The starting point for changing the existing educational practice is (filming) the teachers' **daily practice**.
- **Digital video**
 - ✓ film the interaction between teacher and students
 - ✓ analyze the film fragments with teachers
 - ✓ show improvements made by teachers

In each country we make new classroom videos

This movie / this training is about you!

Practising Active Learning (f)

Cyclic model: Monitoring – Sharing – Improving



The cycle repeats itself every 6 months, starting with the monitoring of the intended improvements from the previous workshop. A full cycle project has a duration of 3 years.

Practising Active Learning (g)

Cascade training:

Step 1: **training of teacher trainers**

how to apply Active Teaching and Learning Methods in their own teaching practice at college level.



Step 2: **training of (pre-service & in-service) teachers**

by the (trained) teacher trainers

how to work with the same method

teacher trainers learn to film classrooms as a tool to reflect on the (student) teacher performance.

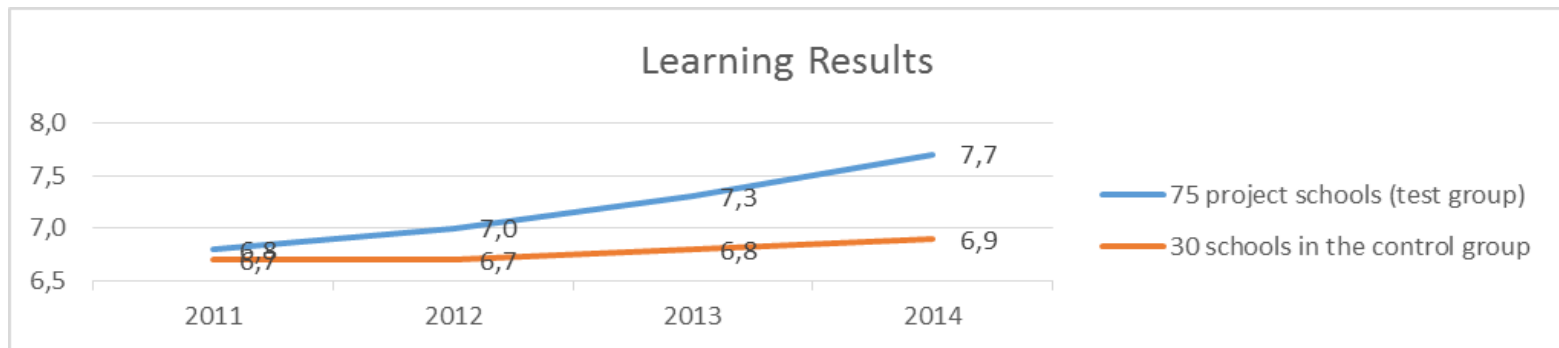


Practising Active Learning (h)

The impact of Teacher Training – using ICT

I Student educational achievement

Results measured by comparing schools taking part in our training programme (test schools) to schools in the same region to which nothing is done (the control group).



The learning results of the students attending one of the 75 schools included in the teacher training programme (in Ethiopia) have improved significantly. On a scale of 1 to 10, the average learning results of the students increased from 6,8 in 2011 to 7,7 in 2014.

Practising Active Learning (i)

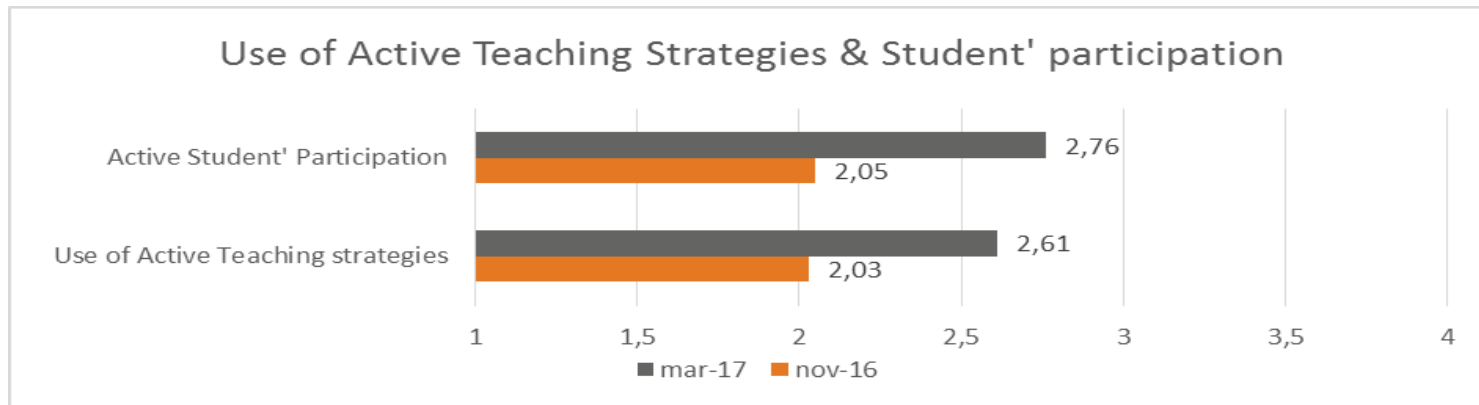
II Professional level educators

Observation of:

- (1) the active involvement of students in learning tasks,
- (2) teachers' use of strategies to encourage students' participation.

The “observation matrix” includes 16 indicators, measuring student and teacher behavior on a scale of 1 to 4. (1=weak, 2=moderate, 3 = good, 4= very good)

Schools in Lebanon in November 2106 (baseline) and March 2017 (after 1st training)



Practising Active Learning (j)

Multiplying the impact: Train-the-Trainer Approach

- Edukans/UoA offer 1-week Train-the-Trainer courses
- Participants are usually NGO staff, government workers or teacher trainers
- Implemented in: the Netherlands (2012), Kenya (2013), Bangladesh (2014), Ethiopia, Bolivia, Malawi (2015), Nicaragua and Cuba (2016)
- **Trainees:**
 - learn about Active Teaching and Learning techniques (including video interaction and student observation)
 - learn to design their own training, making use of our Interactive Training Modules: Practising Active Learning
 - Stay connected to each other after the Prequip training course via an **Online Community of Practice** to share knowledge and expertise

PREQUIP-course:

*Preparing for Education
Quality Improvement*



Practising Active Learning (k)

Sustainability

Our long term goal is **to create and disseminate an effective teacher training programs, using ICT.**

Edukans believes that teacher training is a sustainable solution to development. Providing quality education creates opportunities, opens the door to well-paying jobs and ultimately will contribute to healthier communities.



Training Type	Training details	Training cost
Teacher Training	Intensive 3-year training and coaching programme	120.000 Euro p/country, p/year
Train-the-Trainer	One-week course for maximum 20 participants	30.000 Euro per training