

# **Interactive Video Conferencing**

## **Teacher Training Handbook**



**Effective Strategies for English  
Language Teaching**

**2003**

**TEFLP-II**

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# Preface

Training Teachers through Interactive Video Conferencing is a training course handbook for preparatory school teachers and their supervisors. It is supposed to accompany an actual 5-day training conducted via Interactive Video Conferencing (IVC). The aim of the book is to help facilitators and educators responsible for teacher training run a successful training course using video conferencing as a medium. The book also introduces English teachers to basic teaching methods to help them improve their professional skills.

The book is divided into three main sections:

**Section I** gives trainers an introduction to IVC as a teacher-training facility and the way it can be used. This section highlights key players in the success of IVC, the advantages and disadvantages of the medium, as well as planning and implementation issues. The skills needed for an interactive video-conferencing presenter are also considered.

**Section II** of the book deals with the facilitators. It focuses on the basic role of the facilitators during and following the IVC training course. The section also includes the content to be presented during the facilitation-skills workshop.

**Section III** includes the teacher training material to be presented during the 5-day IVC training course. Focus is on general teaching skills such as lesson planning, classroom management and presentation skills. The goal is for novice teachers and in-service teachers to enhance their general teaching skills.

Although the material of this book was mainly designed to accompany training via IVC, it can be used in face-to-face training, with some modifications concerning the visuals used and the type of practice given.

In the end, this book should not be looked at as the end-goal for any teacher, whether novice or in-service. It is just one step that should be followed by many others, by both teacher and supervisor, in order to guarantee better teaching, which ensures improved learning, the ultimate goal of the educational process.

Our best wishes for an effective training course and a wonderful teaching career.

# Interactive Video Conferencing

## Teacher Training Handbook



Section I: IVC as a  
Teacher-Training  
Medium

2003

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## Suggestions for using the Best Practice Videos

The following is a list of video segments taken from the Best Practice Video Series, developed by IELP-II. Some of these segments were used in the IVC training, and they were found to be very successful. The trainers may decide to use different segments from the same videos, according to the trainees' needs. However, it is strongly recommended that these videos be used to supplement the training handbook.

Session	Best Practice Video	Time on CD
Lesson Planning	Practicing a Lesson	4:40 – 6:10 20:25 – 22:30
Classroom Management	Classroom Management	7:34 – 9:17 10:40 – 11:18 20:00 – 21:55 22:48 – 24:23
Grammar Presentation Techniques	Strategies for Presenting a Lesson	7:00 – 9:15 22:20 – 25:00
Integrating Skills	Thinking then Writing	6:23 – 9:27 13:00 15:00
Assessment Techniques	Promoting Student Interaction with a Reading Passage	4:50 – 9:20 9:20 – 14:50

# **Interactive Video Conferencing (IVC) as a Teacher Training Medium**

## **Introduction**

Interactive Video Conferencing (IVC) is a tool that is used in distance education programs. It supports two-way video and audio communication between several locations. In basic terms, distance education takes place when trainer and trainee are at a distance, and technology takes over to bridge the instructional gap. Educators in general claim that distance education can never be like face-to-face instruction, in terms of teaching outcomes. However, research suggests that it can be as effective, provided that appropriate technologies, methods and instructional tasks are used. Important activities include cooperative learning tasks and timely teacher-to-student feedback. And like any other effective educational program, good understanding of the program goals and objectives as well as trainees' needs are key elements contributing to the success of such programs. Appropriate technology can be selected only when these elements are understood in detail.

## **Video Conferencing in the Egyptian context**

The spread of the use of interactive video conferencing throughout the world has not been without good reason. For one thing, it reaches large audiences in different geographic locations, which is difficult to achieve through face-to-face training. In the Egyptian context, the Ministry of Education already has the facilities available, which have been used in several teacher-training programs. The results of such training have proven to be generally satisfactory, with possibilities for improvement.

Such training conducted via video conferencing saves time and money. More specifically, instead of having trainers travel to 27 different governorates to reach the trainees, which could take up to two or three months to conduct week-long training sessions at each location, the trainers "meet" all trainees simultaneously and give the training according to one schedule planned ahead of time. On the other hand, it would cost a lot to bring trainees to the trainers' site to receive training. Therefore, IVC is considered one of the most economical ways to conduct training.

The trainees in such a program are given the opportunity to meet a variety of professional educators, although not face-to-face, and learn from them. It becomes an added advantage to the trainees when those professionals who come from varied backgrounds share their expertise with the trainees.

Most important is the fact that the trainees can benefit from the interaction and exchange of viewpoints among the different sites. Teachers can learn from each other's experiences, which helps them become more effective teachers in their classrooms. Also, being put in the position of students can help them develop insight into the way their students feel and the reasons why they behave in one way or another.

## Key Players in the Success of Interactive Video Conferencing

Four key players contribute to the success of an interactive video conferencing program:

**Trainees (at the distant sites):** Trainees have to be convinced of the purpose for which they are receiving the training. They need to be willing to carry out the tasks required of them and have the ability to apply what they have learned to their own contexts. If these conditions exist, it is easy to guarantee the success of an interactive video-conferencing program. If these criteria are not met, it is difficult to guarantee the success of a program.

**Trainers (at the broadcasting site):** In normal training situations, a trainer's responsibility includes collecting course material, understanding the trainees' needs, and delivering the content through workshops and/or presentations. Those training at a distance confront several challenges, e.g. understanding the needs and characteristics of distant trainees with whom they have had little, if any, face-to-face contact; adapting teaching styles to meet the expectations of diverse audiences; and developing an understanding of technology and how it works to meet their objectives. Therefore, trainers should receive special training before they conduct interactive video-conferencing sessions.

**Facilitators (at the distant sites):** The site facilitator acts as a bridge between the trainer and the trainees. His/her effectiveness relies on a clear understanding of the trainees' needs and the trainers' expectations. The facilitators have to be well trained in various facilitation skills before the training starts. They also have to be very familiar with the content delivered by the trainer, so they can take over if there is power failure or if there is any other problem that might hinder effective transmission to the sites (see the section on the role of the facilitators for more details).

**Support Staff (CDIST staff in the governorates):** These are the silent heroes of the video conferencing program. Their job is to ensure that all the details required for the success of the program are dealt with effectively. Such details include trainees' registration, materials photocopying and distribution, contacting facilitators, and scheduling of the video-conferencing hall.

**Technicians (at the distant sites):** The technicians are vital for effective transmission of a video-conferencing session. The technicians in the main IVC hall have to call on all the sites to make sure they are operating before a session begins. Technicians in the various sites need to be present and available at all times to be able to deal with any problems in operating the machines, whether audio or video.

## IVC as a Distance-Learning Medium: Advantages and Disadvantages

### I. Interactive Video-conferencing Network:

Video conferencing is an interactive medium of distance-learning. It establishes communication in real time between multiple, remote locations through audio and video equipment. Transmission can take place from any site through satellites and telephone lines. Interaction between trainer and trainees is facilitated by means of cameras, monitors, microphones and speakers placed at each site. Other equipment includes computers, video cassette recorders, and a document camera (an elmo) to project notes and images to other sites

### II. Advantages and disadvantages of video conferencing:

Like any other distance-learning medium, video conferencing has many advantages, but it also has some shortcomings which must be taken into consideration when working with the medium.

#### Advantages:

- It allows for real-time communication. Because it uses both video and audio aspects, communication is much better established than with other media like telecommunication or online chatting. It also improves motivation since the trainer and the trainees can see and hear each other at the same time.
- It connects remote sites together and links them with the outside world. This helps in professional networking and in building relationships among colleagues in the same field.
- It saves on time and money, especially when live visits are not feasible. This makes communication more frequent and contributes to building ongoing relationships between trainer and trainees.
- It allows trainees a wider exposure to training, material and resources that would not be readily accessible, especially to those trainees in remote areas.

#### Disadvantages:

- Lack of face-to-face interaction detracts from the performance of the trainer and causes trainees to feel less motivated, especially if the trainer is using the “talking head” approach, i.e. lecturing without any multimedia support.
- There could be lack of involvement on the part of the trainees, especially if there is no task to perform and if facilitators neglect to do their job of keeping trainees focused.
- Audio delay, and sometimes echo effects, detract from the learning environment and cause frustration on the part of both trainer and trainees.
- Failure of transmission causes trainees to feel left out and lose interest, even after transmission is resumed.
- Seating arrangements sometimes do not lend themselves to pair and group work, and this causes some of the activities to be less interactive.
- It is difficult to monitor trainees’ work, so the trainer must rely on facilitators to do this job.

## Implementation

In the last five years, IELP II has planned and implemented a series of IVC programs. These programs have mainly focused on workshops for the facilitators and the teachers, as well as follow-up activities. Examples of such activities included videotaping of trainees in their classes, using an online forum, and inviting native speakers as guest presenters. Over the years, the program has developed into three key components:

### 1. A preliminary facilitation-skills workshop

This usually takes place in early September and lasts for five days. During this workshop, facilitators are trained in the basic duties they have to assume throughout the academic year, starting with supervising teachers during the IVC main workshop in October, and ending with checking the trainees' portfolios in April. Basic duties of the facilitators include: a) supervising the teachers during the IVC sessions; b) holding meetings with the teachers three times throughout the year; c) checking the teachers' portfolios twice; d) visiting each teacher's class twice; and e) supervising teachers' peer observations. (Detailed outline of the facilitators' main role is in the facilitation-skills content section.)

### 2. A five-day main workshop

This workshop usually takes place in October and lasts for five days. The goal of that workshop is to acquaint novice teachers with the basic teaching methods, e.g. lesson planning, presentation skills, classroom management, etc. The trainer transmits from a central VC facility, while trainees are located in 27 different sites, from Alex in the north to Aswan in the south, covering about 1000 km. The sessions start at 9:00 a.m. and end around 2:00 p.m. There are two sessions broadcast each day (90 minutes each). During the last five minutes of each session, trainees reflect on the session that was given, noting the usefulness of the content and its applicability to their classes.

After each session there is a short session called "recap with facilitators". The purpose of that short session (15 minutes) is to allow time for the trainees to digest the information given to them during the session and discuss with the facilitator any points they found important and relevant.

### 3. Follow-up activities

At the end of the five-day main workshop, teachers are given a list with the main tasks they have to perform between October and April. Facilitators follow up on the teachers' work and fill in a sheet, checking that the teachers have completed the tasks. These tasks include the following:

- 1) attending follow-up workshops (optional in future IVC training).
- 2) attending three meetings with the facilitator and other teachers in the group.
- 3) keeping a portfolio that includes several components (see the section on portfolios for details)
- 4) reflecting on the workshops given, meetings attended, and on other IVC related activities.
- 5) conducting two peer observations.

## Instructional Planning

Planning for a training course via video conferencing shares many characteristics with other training courses delivered either face-to-face or through other mediums. Nevertheless, attention needs to be given to certain aspects of course design to make the course more interactive in order to overcome some of the disadvantages of the medium, especially lack of face-to-face communication between the trainer and the trainees. Therefore, before engaging in instructional design, the trainer must understand the potential of the video- conferencing medium, the components of the system, and how to manage, connect and collaborate with local and remote sites. This will help the trainer to plan accordingly and maximize the facility of video conferencing.

The key element in the success of any distance learning, especially video conferencing, is to inspire and maintain the learner's motivation. While designing the course, the trainer has to take into consideration certain elements that will encourage active learning as well as involve the learners and keep them engaged. These are some aspects that need to be carefully thought out while designing and implementing a training course via video conferencing:

### Training design:

- In designing a course for video conferencing the trainer has to reduce the amount of time spent lecturing and focus instead on establishing a learner-centered atmosphere where trainees are mostly engaged in task-based activities. This will help the trainer overcome the problem of the “talking head”, which results in trainees’ attention wandering off because they lose interest in what the trainer is saying.
- The trainer should vary instruction methods throughout the session to maintain the trainees’ interest. S/he should design short sessions with achievable goals and objectives, and make sure that each session integrates the three instructional elements of presentation, activities, and feedback discussion, assigning enough time for each and giving special focus to the feedback in order to give as many trainees as possible the chance to speak up. The trainer should include a ten-minute break between sessions so that trainees can stretch their legs and refresh themselves.
- The choice of appropriate material is also crucial in creating a motivating, learner-centered atmosphere. The trainer should make sure that the content is relevant to the trainees’ background, experiences and values, and provide personalized, everyday examples from their teaching contexts to engage their attention.
- The trainer should provide supporting material through multimedia, video segments and handouts and make sure that they complement the content and enhance instructional methods. The trainer should prepare handouts enough in advance to ensure that they reach the training sites ahead of time, in order for the handouts to be available to trainees during the course.

*Consider using the following matrix to help in designing each training session:*

Learner Outcomes	<i>What do you expect your learners to accomplish?</i>
Methods and Activities	<i>How will you convey the topic (lecture, discussion, hands-on activity)?</i>
Materials	<i>What audio/visual aids, handouts, etc. will you use to support your instruction?</i>
Time	<i>About how much time will it take?</i>
Equipment Cues	<i>Do you need to show an instructional "slate" with the document camera or play an audio clip?</i>
Notes	<i>Do you need to prepare a visual or get handouts to remote learners?</i>

\* (Reed, Jodi & Woodruff, Merry. An Introduction to Using Video Conferencing Technology for Teaching)

### **Setting Expectations:**

In a video-conferencing set-up, it is very easy for trainees to become passive learners, in other words, on the receiving end, contributing little to the learning process. To minimize this attitude of passive receivers of learning, the trainer has to maintain the trainees' involvement in the training by communicating to them early on the goal of the course as well as the objectives of each session. Each day starts by setting expectations. As the trainer goes through the objectives, timeline and organization of each session, s/he should emphasize the interactive role of the trainees and their expected involvement in the training.

### **Establishing Interaction:**

The best way to establish interaction with trainees is to alternate between lecturing, activities and discussion. Video conferencing is an intense medium because of the amount of time which the trainee spends focusing on the screen. The trainer should make sure that s/he does not lecture more than fifteen minutes before including an activity with feedback before resuming the lecture. The trainer should divide the trainees into pairs and groups for activity work. When taking feedback, s/he should try to call on as many sites as possible to get everybody involved and encourage discussion across sites so that trainees feel that they are interacting with each other, not only with the trainer at the main site. The best way to establish interaction with trainees is to prepare a set of cue cards ahead of time with the names of trainees at the different sites on the cards. The trainer should also agree upon cue signals with technicians and facilitators at the remote sites to facilitate connectivity. Maximum use should also be made of the online forum to establish communication during the five-day training course and after it ends.

The on-line forum could be used for different purposes. Besides recording attendance, trainees' answers to questions are sent through the forum and shown on the screen. This saves time and informs the trainees how they are performing compared to the rest of their colleagues in the other sites. Facilitators can also send queries to a presenter after a session, which can be addressed the following day.

Variety is also important in maintaining interest. To avoid monotony as much as possible, the trainer should change his/her pace to keep the trainees' attention. When explaining new content, s/he should go a little bit slower than when reviewing old content. The trainer should also include presentations by guest speakers and facilitators to introduce a different perspective and vary the instructional method.

### **Supporting Material and Visual Aids:**

Supplementing instruction with supporting material, especially visual aids, usually facilitates the communication of new content and elucidates ideas. In video conferencing, supporting materials also help in overcoming some of the technical problems of the medium such as transmission failure and audio delay, either by having handouts available trainees at the remote site or by projecting a PowerPoint slide or a document on the screen. More importantly, supporting material emphasizes the content, which may not always be easily understood in the absence of face-to-face interaction between the trainer and the trainees.

Visuals, in particular, can be used for reference either during lecturing time or when trainees are engaged in activities. Trainees can always refer back to the displayed document for guidance. Visual aids can include PowerPoint presentations, documents and graphics displayed on the elmo (document camera) or video cassettes. The trainer must make sure that whatever visual aid is used is clearly projected. If using video, s/he should try to keep the segments brief to avoid projecting a jerky and fuzzy picture. For PowerPoint slides and elmo documents, it is preferable to use large, bold and bulleted text to make it easier for the trainees to read (use size 44 for headings and 32 for normal text, and also apply the 6 x 6 rule: 6 lines per slide, 6 words per line). When the trainer designs low-tech aids or uses realia, the size of the items used has to be big enough for the trainees to see. In preparing audio aids, the trainer has to pay careful attention to the quality of the sound, since this is what the audience will mainly rely on to receive the message. Since most trainers are not necessarily knowledgeable enough in using computers and multimedia, it is advisable to recruit the help of a multimedia specialist who can work closely with the trainer to supplement the content with multimedia material.

Finally, the function of supporting material is to help the trainer perform a better job, but they are not a substitute for him/her. Slides and documents should not be left on the screen for a long time during the lecture. Just as trainees need these aids to keep them focused, they also need to interact directly with the trainer.

## **Skills for the IVC Presenter**

In the absence of face-to-face interaction with trainees, the trainer's presentation skills become a crucial element in the success of any teacher-training conducted via video conferencing. Many of the problems which occur in that respect are due to the trainer being intimidated by the presence of the camera as well as his/her inexperience in handling technology and poor knowledge of the medium of video conferencing.

### **TIPS TO HELP TRAINERS BECOME BETTER AND MORE EFFECTIVE IVC PRESENTERS**

#### **1. Facing the camera**

The trainer should always maintain eye contact with trainees by looking directly into the camera. This will ensure that they do not feel as though they are watching television and will help them participate in the training. The trainer should also try to relax, act normal and imagine that trainees are sitting in front of him/ her. As much as possible s/he should avoid looking down at notes and should speak naturally to the trainees. S/he must make sure that s/he maintains a good distance from the camera and that his/her body appears in the center of the screen. The trainer should also choose the position that makes him/her feel more comfortable, either a standing up or sitting position but always with good posture. S/he should become familiar with the buttons that adjust the camera movement, zooming in and out and shifting between presenter, screen and document. This will make the trainer feel more in control of his/her performance.

#### **2. Voice**

The trainer should speak in a clear and distinct voice, but not too loud nor too fast. S/he should conduct a voice test before beginning to adjust the volume. The trainer must note that the microphone is very sensitive and easily picks up any noise and amplifies it, so it is better to avoid the shuffling of paper, the tapping of pencils, the drumming of nails, coughing into the microphone or any side conversations while the mike is on. The trainer must also try to vary the tone and pitch of his/her voice as much as possible to avoid monotony and to add emphasis. When calling upon sites for discussion or feedback, the trainer should allow for time delays and be careful not to interrupt when someone is speaking. S/he must make sure that when she is talking, all sites are on mute so as not to be interrupted while speaking. If this happens, s/he must stop and wait until all sites go mute.

#### **3. Movement and Gestures**

The trainer must be careful to use appropriate gestures and facial expressions to help convey his/her message more effectively. S/he should not overdo gestures and should avoid rapid movements like rocking and swaying which reduce the quality of the picture and distract the trainees. The trainer must also make sure that s/he does not suddenly turn away from the camera to talk to someone. The camera, being very sensitive, amplifies such movements and eventually this becomes annoying to the trainees because it affects their concentration and creates a jarring effect.

#### **4. Attire**

The trainer should dress professionally but as simply as possible. It is advisable to avoid complex and large prints, which are overemphasized on the screen. Also busy patterns, polka dots and narrow stripes are distracting and may reduce the clarity of the picture. Pale colors, like white, for example, cause a blurring effect and should be avoided; solid colors like blue and green are preferable. A slight color contrast is recommended but should not be overdone. Also the trainer should be careful of shiny material and jewelry, which do not show well on screen.

#### **5. Time management**

The time dedicated for an IVC presentation is usually 90 minutes, which should be used effectively. The trainer should state the objectives of the presentation at the beginning, and then start with a short warm-up to get the trainees ready for the new content. Time spent in presenting the material should not exceed 30% of the total time, then activities involving the trainees should take place. (Presenting the new material could be combined with activities). Such activities should include pair-work and group-work in order to maximize the trainees' participation. These hands-on activities should comprise the majority of the presentation (about 50% of the total time). Sufficient time should be allowed for feedback on the activities that were carried out. This feedback stage should help teachers clarify points that were vague during the presentation or practice stages. At the end, an appropriate closure should take place, pulling the threads together and making the trainees feel they are ready to apply what they have learned in the session. During the last five minutes of the presentation, trainees are supposed to reflect on the presentation, using the ARM model (Accept – Reject – Modify), indicating how they may/may not be able to apply what they have learned from the presentation to their own teaching contexts.

### **PRESENTATION “DOS” AND “DON'Ts”**

#### **DOs: The trainer should**

- **check often with distance sites to be sure they hear him/her, and can see the presentation.** This can make a difference in the way the presentation flows and the amount of attention which the trainer gets from the trainees. The trainer can also check trainees' understanding by asking them yes/no questions about the content just provided to make sure that s/he is on the right track.
- **provide trainees with a copy of the visuals when possible.** This will stop them from writing throughout the presentation instead of focusing. It will also help the presentation flow more smoothly as the trainees will easily follow along and add notes of interest to the handouts in front of them.
- **edit the visuals.** Misspelled words signify sloppiness and reduce credibility. Ask a colleague to read over materials once they are complete. Sometimes

the trainer does not see the problems because s/he has been too involved in the process.

- **involve trainees in the session.** Trainees are supposed to spend more time actively involved in the session than merely being passive listeners. This gives more life to the session and maximizes the trainees' benefit from the program.
- **respond to trainees' questions.** Though it is not always easy, the trainer should remember that it makes trainees very uncomfortable if they leave the session with a question unanswered. One thing the trainer can do is respond to trainees' questions through e-mail if s/he does not have enough time at the end of the session. Another thing is to ask facilitators to collect the questions and send them to the trainer, who can then address some of these issues during the following workshop.
- **break up the presentation into stages.** The trainer should use the various audiovisual capabilities of the system to achieve that. S/he should also employ different techniques; a single technique may become very boring when used for longer than 10 – 15 minutes.

**DON'Ts: The trainer should not**

- **read the presentation.** S/he is presenting, not giving a speech. One of the easiest ways to put off an audience is by reading the entire presentation.
- **focus on the visuals.** Visuals are designed to provide trainees with visual reinforcement of the verbal points. The trainer is supposed to focus on the trainees in order to maximize attention during the presentation time.
- **talk into the cameras all the time.** It is important to include everyone. The trainer should call on the different sites, and make them part of the presentation. It takes time and practice to function comfortably with the system.
- **use annoying movements.** These include biting lips, constantly adjusting glasses, playing with jewelry or with hair. These movements could distract the trainees and make them lose focus.
- **turn his/her back.** The trainer should not talk to the projector screen, whiteboard, or flipchart. S/he should stand at a 45-degree angle.
- **use too many gestures.** The only thing worse than using no gestures is using too many gestures.

**THE ROLE OF THE FACILITATOR**

The meaning of the verb “to facilitate” is to make easy, to free from difficulty and to lessen the labor of ...” (Webster’s New Unabridged Dictionary). In video conferencing, the role of the facilitator is very important, as important as that of the trainer. S/he is the key player at the remote site. Together with the trainer and workshop trainees, they form a team. For the training workshop to be successful, each of them has to perform his/her role.

**The facilitator performs two important roles:**

- During the IVC workshop
- Following the IVC workshop

**DURING THE IVC WORKSHOP**

Because the facilitator is physically present at the video conferencing site, s/he is able to meet the trainees face-to-face and establish a personal relationship with them. This is something that is not always possible for the trainer and it gives the facilitator an advantage over him/her. Physical access to the video conferencing site also helps the facilitator to organize logistic matters and make sure that presentations go smoothly.

**Tasks:**

**The IVC facilitator's tasks are divided into three stages:**

**1. Before the workshop begins, the facilitator should:**

- establish contact with video conferencing site directors and technicians.
- visit the video-conferencing site and get acquainted with the place, layout and equipment.
- receive and make ready trainees' material and relevant handouts.
- become familiar with the content of the workshop.

**2. During the workshop, the facilitator should:**

- arrive early in the morning to check equipment and administer the test-call with the technician.
- make sure that both sound and picture are clear.
- establish contact with the trainer.
- arrange the room, bring chairs to the front and put them in pairs and groups, if possible.
- greet trainees when they come in, make sure they sit in groups and distribute material packages (on the first day of the workshop) and take attendance.
- explain to the trainees the video conferencing set-up and the structure of the workshop.
- during presentations, make sure that trainees are focused and engaged in the activities.
- carry out trainer's instructions, set up activities, monitor them, lead discussion and choose trainees to give feedback.
- during feedback, make sure that different trainees get a chance to speak up (no one should speak more than once unless everybody has had a chance to do so).
- in case of failure of transmission, maintain trainees' interest by carrying on the discussion and conducting the activities until communication is resumed.

- at the end of each day, carry out a short recap to make sure that trainees have understood the content. The facilitator should ask questions and take note of problem areas to report back to the trainer.

**3. At the end of each day and finally at the end of the workshop, the facilitator should:**

- report back to the trainer on how things have gone during the presentations and whether there were any problems that need to be addressed the following day.
- at the end of the workshop, distribute evaluation forms and monitor while trainees complete them on their own.

### **FOLLOWING THE IVC WORKSHOP**

**The facilitator has to facilitate the trainees/teachers' performance through carrying out several main tasks. S/he should**

- 1. check each teacher's portfolio twice throughout the academic year.** The facilitator has to make sure the teachers are keeping the required material in their portfolio, as well as writing the reflection on the main activities taking place in the IVC program.
- 2. make classroom visits to each teacher twice throughout the academic year.** The class visit should be preceded with a short conference to discuss the session. Following the visit, the facilitator should sit with the teacher in a feedback conference, giving him/her comments on his/her performance and discussing ways for improvement.
- 3. meet with the teachers three times during the academic year.** The purpose of those meetings is to discuss the implementation of the content received during the IVC training and finds ways to overcome problems teachers might be facing.
- 4. supervise teachers' peer observations.** The facilitator is not supposed to attend the peer observations unless asked by the teacher to be observed. However s/he has to ensure that teachers have actually conducted the peer observations and that they have given each other written feedback after the visit.

## Criteria for Selecting Facilitators

The process of selecting facilitators to undertake the task of supervising teachers during and following the IVC training should take place early on, at least one month before the actual facilitation-skills training takes place. A committee of three to four educators should be involved in the selection process; it should never be the decision of one person. There should also be enough candidates to select from, i.e. if three facilitators are needed from each governorate, there should be at least five or six supervisors to choose from. Criteria for the selection should include the following:

- 1. Personality:** A facilitator has to be outgoing, ready to provide help when needed, and s/he should be intrinsically motivated, i.e. there should be no outside influence on the facilitator to take the job. A facilitator should also be flexible with the teachers, but at the same time s/he should be firm when it comes to performing the required tasks. S/he should set a good example for punctuality; s/he should be at the video conferencing hall at least 30 minutes before the beginning of the first session. This would encourage teachers to be punctual themselves, which helps the success of any training program. Another important characteristic in a facilitator's personality is the ability to handle problems and difficult situations in a tactful manner. Being a model, a facilitator should set a good example by not being irritable, trying to explain his/her viewpoint in a rational way, and seeing what is best for the parties concerned.
- 2. Language:** Proficiency in English is an important aspect that should be taken into consideration when selecting facilitators. This includes grammatical accuracy, fluency when communicating, as well as good pronunciation. The facilitator will act as a guide to the teachers in most cases, i.e. the teachers will go to him/her asking questions that might or might not be related to the syllabus being taught. Being an effective resource person will reassure the teachers and make them feel they are in good hands.
- 3. Computer skills:** Facilitators should have basic computer skills in order to function properly in the program. For one thing, they need to access the Internet in order to send and receive e-mail messages and to use the on-line forum for the IVC purposes. Another important aspect is the ability to use word processing to type up any material to be used in an IVC related task. Facilitators need to be able to browse the net to find material that could be useful for the teachers. As long as there are many teachers who are skillful at using the computer, it becomes incumbent on the facilitator to be skillful with the computer.

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# Interactive Video Conferencing

## Teacher Training Handbook



### Section II: Facilitator Training Material

2003

IBCTP-II

## Facilitation Skills Workshop Schedule

Date	From	To	Topic
<b>Day One</b>	09:00	09:30	Welcome and Introduction/ Implementation Plan
	09:30	11:00	Overview of Facilitators' Role
	11:00	11:30	Break
	11:30	01:30	Introduction to Portfolios
	01:30	02:00	Reflection
<b>Day Two</b>	09:00	11:00	Classroom Observation
	11:00	11:30	Break
	11:30	01:30	Presentation Skills
	01:30	02:00	Reflection
<b>Day Three</b>	09:00	11:30	Participants' Presentations
	11:30	12:00	Break
	12:00	01:30	Peer Observation
	01:30	02:00	Reflection
<b>Day Four</b>	09:00	10:30	Meeting Organization
	10:30	11:00	Break
	11:00	12:30	Difficult Situations
	12:30	01:30	Evaluation and Wrap-up



## General Objectives

**By the end of the four-day workshop, facilitators will be able to:**

- recognize their role during the IVC sessions and follow-up.
- develop a portfolio of their own.
- supervise trainees' portfolios.
- identify the steps involved in observing teachers' classes.
- supervise peer observations.
- organize meetings with teachers.
- identify the characteristics of a good presentation.
- give a short presentation.

## Suggested IVC Implementation Plan

The following is a list of suggested activities to be carried out by trainees and supervised by facilitators during the academic year. It includes meetings with the trainees, classroom observations and peer observations. Facilitators should also check the teachers' portfolios twice throughout the year.

Date	Activity
September	Training of Facilitators
October	Training of Teachers (IVC)
October	First meeting with teachers
November and December	First peer observations (teachers observe once and are observed once)
First half of academic year	First observation of teachers by Facilitator Observing teachers for the first time
First half of academic year	First portfolio check
January	Second meeting with teachers
Second half of academic year	Second portfolio check
February and March	Second peer observations (teachers observe once and are observed once)
March – April	Second observation of teachers by Facilitator Observing teachers for the second time
April	Third meeting with teachers

## Trainer's Guide

### DAY ONE

<b>SESSION ONE: OVERVIEW OF FACILITATORS' ROLE</b>	
Warm-up Activity: Headaches and Aspirins	45 min.
Session Objectives: OHT	2 min.
Elicitation: Importance of facilitators' role. Feedback using OHT.	15 min.
Discussion: Basic duties of a facilitator	30 min.
Presentation: Importance of a facilitator's role on OHT	10 min.
Distribution of handouts.	
<b>SESSION TWO: PORTFOLIOS</b>	
Activity: Response to Portfolio Task Sheet 1	10 min.
Discussion: The content of a portfolio for Supervisors, teachers and students	20 min.
Discussion: The content of IVC portfolios for facilitators and trainees	25 min.
Criteria for judging a portfolio	5 min.
Response to Portfolio Task Sheet 2	10 min.
Recommendations for building a portfolio	5 min.
Reflection on the session as a whole. Sharing reflections with colleagues.	15 min.

## Overview of Facilitators' Role

### Objectives:

**By the end of this session, participants will be able to:**

1. recognize the importance of a facilitator's role.
2. identify the basic duties of a facilitator.

## Overview of Facilitators' Role

In this session you are introduced to the role of the facilitator. The focus is on the main duties that a facilitator has to accomplish, both inside and outside the video-conferencing hall, during and after the IVC sessions.

The main task a facilitator has to perform is to manage trainees during the IVC sessions. In other words, s/he has to make it easier for the participants to follow the presenter (often in the main IVC hall).

After the IVC main workshop, which lasts for five days, the facilitator's role is mainly concerned with following up on the teachers' work during the implementation phase. This entails keeping records of the main tasks teachers have completed, checking their portfolios, meeting with them, observing their classes, as well as following up on the peer observations that teachers have conducted.

## **I. Importance of a Facilitator's Role**

- Provides motivation and advice to the teacher at the IVC site/in the classroom.
- Builds a close and supportive relationship with each teacher.
- Ensures that goals and objectives are being fulfilled.
- Helps to reduce the feeling of anxiety.
- Gives feedback to teachers to enhance their skills.
- Listens to teachers' problems and offers solutions.
- Facilitates, but doesn't dominate.

## II. Basic Duties of a Facilitator

In this section, facilitators are introduced to the importance of a facilitator's role and the two basic phases of the IVC: the main workshop and the follow-up, with the main responsibilities facilitators have to undertake during each.

### A. During the IVC Workshop

#### Managing teachers inside the IVC hall

1. How can a facilitator make sure teachers will attend the IVC workshop?  
*(S/he should call the teachers before the workshop.)*
2. How should a facilitator handle late comers?  
*(S/he should talk to the late teacher(s) about the importance of arriving on time and the negative consequences of being late to the first session.)*
3. What should a facilitator do in case there is a power cut?  
*(S/he should take over and explain the material to the best of his/her ability. S/he should engage teachers in cooperative activities dealing with the content being presented in the main IVC hall.)*
4. When is it possible for a facilitator to offer help/clarify matters to the teachers?  
*(When there is a chance to do so without interrupting the main session.)*

### B. During the follow-up stage

#### 1. Meeting with teachers three times over the academic year

- a. When will the meetings be held?  
*(Suggested months are November, January and April.)*
- b. Where will the meetings be held?  
*(As decided by facilitator.)*
- c. Will the two or three facilitators meet with all the teachers?  
*(No, each facilitator will meet with his/her own teachers.)*
- d. How long will the meetings be?  
*(Two hours.)*
- e. What will be discussed in the meetings?  
*(Portfolios, class and peer observations, IVC implementation.)*
- f. Who will take the minutes of the meetings?  
*(Facilitator assigns a different teacher each time to take the minutes.)*
- g. Will anybody else from the directorate attend the meetings?  
*(No.)*

- h. How can you make sure teachers will attend?  
*(By phone, or through other colleagues.)*
- i. How will you follow up on points discussed during the meeting?  
*(Visits, at the beginning of following meeting.)*
- j. How will you involve the teachers in the meetings?  
*(Give everyone the chance to participate.)*
- k. What time of the day is the meeting suggested to take place?  
*(11:00 a.m. to 1:00 p.m. – Release-letters needed.)*
- l. What if a teacher does not show up?  
*(Call, talk about the importance of attending the meetings.)*

## **2. Keeping records of the main tasks teachers have finished**

- a. What are the main tasks the teachers are required to complete?  
*(IVC attendance, portfolios, observation sheets, meeting attendance.)*
- b. What would you do if a teacher handed in a late assignment?  
*(Talk about the importance of doing assignments on time.)*
- c. How many different tasks are the teachers supposed to complete?  
*(Four: observing a peer, keeping a portfolio, attending meetings, attending IVC.)*
- d. Will you give them feedback on their work?  
*(Yes.)*
- e. Will anybody from the directorate look at those records?  
*(Upon request.)*
- f. What is the importance of those records?  
*(To know where we're going.)*

## **3. Checking the teachers' portfolios**

- a. What are the teachers required to keep in their portfolios?  
*(3 lesson plans, 2 facilitator observation sheets, 2 peer observation sheets (completed by the observing colleague), reflections on IVC activities, and any other items recommended by the facilitator or seen as important by the teacher him/herself.)*
- b. How many times will you check their portfolios?  
*(Three times.)*

- c. How will you give teachers feedback on their portfolios?  
*(Conferences/ checklist.)*
- d. How will you make sure they are doing the required thing?  
*(Through checklist.)*
- e. How will the teachers be notified about submitting their portfolios?  
*(Facilitator arranges with teachers.)*
- f. Will you have someone else read the teachers' portfolios?  
*(Depends on teacher and facilitator/optional.)*
- g. If a portfolio is missing something, what will you do?  
*(Talk to teacher, refer to checklist.)*

#### **4. Observing each of the teachers twice during the year**

- a. How many teachers will you observe?  
*(Ten or fifteen, it depends.)*
- b. How many times will you observe the teachers?  
*(Twice.)*
- c. Will you meet with the teacher before the observation?  
*(Yes.)*
- d. If yes, where will you meet with him?  
*(At their school.)*
- e. What will you discuss?  
*(Main points to be covered + concerns.)*
- f. Will you use an observation form during the observation?  
*(Yes.)*
- g. If yes, will you show this form to the teacher beforehand?  
*(Yes.)*
- h. Where and when will you meet with the teacher for the feedback conference?  
*(At school, after class.)*
- i. Will you start with the positive remarks first or the negative ones?  
*(Positive.)*
- j. How long will the conference take?  
*(About 1/2 hour.)*

## 5. Following up on teachers' peer observations

- a. How many peer observations will each teacher have during the year?  
*(Two.)*
- b. Will peers coordinate or will facilitator select which peer observes who?  
*(Facilitator coordinates.)*
- c. Are teachers going to exchange peer observations?  
*(Not necessarily.)*
- d. Will you attend those peer observations?  
*(No.)*
- e. Will you look at the peer observation form when it is completed?  
*(Yes.)*
- f. Will you give feedback to the observer? To the teacher observed?  
*(If necessary, possible.)*
- g. How will you make sure the teachers are conducting the peer observations?  
*(Ask them questions.)*

## 6. Giving a presentation (Recommended)

- a. Is everybody going to give a presentation?  
*(Optional.)*
- b. When will the presentations be given?  
*(During the facilitator's meeting with the teachers.)*
- c. Who is your audience?  
*(Trainees.)*
- d. How long is the presentation going to be?  
*(One hour, including questions.)*
- e. What are the aids you will use in the presentation?  
*(Slides, transparencies, sheets.)*
- f. How will you make sure your audience is following the presentation?  
*(Stop and ask questions.)*

## Guidelines for Completing Report on Teacher's Performance

1. **IVC Attendance:** Teachers are required to attend the 5-day IVC workshop. Facilitator checks attendance every day.
2. **Portfolios:** Teachers' portfolios are to be checked **twice** throughout the academic year (during December and March).

Portfolios should contain:

- three lesson plans.
  - two peer observations.
  - two facilitator observations.
  - reflection on meetings.
  - reflection on IVC.
  - evidence of students' work.
3. **Observations:** Each teacher is to be observed twice during the year by his facilitator. Facilitator checks that observations have been done. Observation sheets are kept in the teacher's portfolio.
  4. **Peer observations:** Each teacher is to observe two teachers and also to be observed by two teachers. Facilitator selects peers and arranges class visits. Facilitator checks that peer observations have been done. Peer observation sheets are kept in the observed teacher's portfolio.
  5. **Meetings:** Teachers are to attend three meetings with the facilitator. The facilitator is to assign the task of taking the minutes to a different teacher each time.

In all cases, the facilitator puts a check in the assigned slot in the checklist (✓) indicating that a teacher has performed the assigned task. When a teacher misses an assignment, the facilitator leaves the slot blank and later talks to the teacher about the issue.





# Portfolios

## Objectives:

**By the end of this session, participants will be able to:**

- define the term "*portfolio*".
- identify the importance of developing a portfolio.
- practice reflection.
- start a portfolio.

## Portfolio

A portfolio is a collection of selected work samples that demonstrates the teacher's or the student's development over time, and shows his/her effort, progress and achievement.

### I. The Purpose of a Portfolio:

In the context of language teaching, the purpose of a student's portfolio is to demonstrate the extent of a student's progress and achievement in communicative competence in the target language through samples of oral and written work. The teacher's portfolio documents the efforts made over time to improve the effectiveness of his/her teaching.

### II. The Contents of a Portfolio:

Portfolios include items that illustrate effort, progress, achievements and concerns. A portfolio might be developed by supervisors, teachers or students, who have to give rationale for why the selected items have been included.

#### A. Supervisors and teachers' portfolios may include:

##### 1. Reflective commentary

- Teaching/learning philosophy
- Beliefs about how students learn
- Goals of the directorate

##### 2. Evidence of effective teaching/supervision

- Course syllabi, exams
- Methods of evaluating / improving teaching
- Sample results of students' evaluations

##### 3. Self-assessment

- Evaluation of work
- What is working and what is not
- Steps taken towards improvement

#### B. Students' portfolios may include:

- Writing samples (such as entries made in journals and book reports)
- Art work (such as drawings, charts, graphs)
- Self-assessment checklist
- Anecdotal records
- Sample of tests and quizzes.
- Other

### C. IVC facilitators' portfolios may include:

- Teaching/learning philosophy
- Workshop schedule
- What makes a good observer
- Ideas for proposal
- Characteristics of a good presenter
- Goals and expectations of each meeting
- Reflection on class observations
- Reflection on portfolio check
- Reflection on meetings

### D. IVC trainees' portfolios may include:

- Table of contents
- Three lesson plans
- Peer observation sheets
- Facilitator observation sheets
- Reflection on meetings
- Reflection on IVC sessions
- Other:
  - Sample tests developed by the trainee
  - Techniques that worked in class and why
  - Techniques that didn't work and why
  - Samples of students' work/extra curricular activities
  - Pictures of students in action
  - A weekly journal including trainee reflections about work during the past week.

## III. Advantages of a Portfolio:

- Provides a detailed picture of language performance as evidenced by different tasks.
- Enhances self image.
- Identifies strengths and weaknesses.
- Integrates teaching and assessment in a continuous process.

*What other advantages can you think of?*

## IV. Criteria for judging a portfolio

- Content
- Originality
- Organization
- Neatness

## V. Recommendations for building a portfolio

- Be selective in collecting items to include in your portfolio.
- Be clear and concise in your reflective comments.
- Provide evidence for any aspect of your work (e.g. sample lesson plans, tests, students' work, and pictures).
- View the portfolio as a work in progress. Emphasize development and improvement.
- Periodically reassess the contents of the portfolio to be sure it is current and clearly represents one's philosophy of teaching/supervision.

# Portfolio Task Sheet 1

*Reflect on a unit or a lesson that you did not enjoy teaching by writing down the answers to these questions (5 minutes)*

- Which lesson was it? \_\_\_\_\_  
\_\_\_\_\_
  
- Why didn't you enjoy it? \_\_\_\_\_  
\_\_\_\_\_
  
- How did you act in this situation? \_\_\_\_\_  
\_\_\_\_\_
  
- What were the students' responses? \_\_\_\_\_  
\_\_\_\_\_
  
- How did you motivate the students? \_\_\_\_\_  
\_\_\_\_\_
  
- How could you organize it differently? \_\_\_\_\_  
\_\_\_\_\_
  
- What technique would you use? \_\_\_\_\_  
\_\_\_\_\_
  
- Would different materials be useful? \_\_\_\_\_  
\_\_\_\_\_

## Portfolio Task Sheet 2

*Reflect on what you would include in your portfolio to show:*

- Your achievement in teaching \_\_\_\_\_  
\_\_\_\_\_
- Methods you have adopted and why \_\_\_\_\_  
\_\_\_\_\_
- The extent of students' learning \_\_\_\_\_  
\_\_\_\_\_
- Teaching aids you used \_\_\_\_\_  
\_\_\_\_\_
- Ways of motivating teachers/students \_\_\_\_\_  
\_\_\_\_\_
- Your reflective statements \_\_\_\_\_  
\_\_\_\_\_
- How these statements changed your teaching style \_\_\_\_\_  
\_\_\_\_\_

*Remember that portfolios demonstrate the SCOPE, DEPTH and BREADTH of your activities.*

## Trainer's Guide DAY TWO

<b>SESSION ONE: CLASSROOM OBSERVATION</b>	
Warm-up activity: Reflect on the first time you were observed. Mention two positive and two negative aspects.	10 min
Session Objectives: OHT	2 min
Elicitation: Three stages of class observation. Discussion: What happens in each stage.	20 min
OHT Presentation: Classroom Observation Stages	10 min
Clips from BVP: Classroom Observation Task Sheet 1	
Discussion: Classroom Observation Task Sheet 1	25 min
Review: Classroom Observation Forms (Samples 1 & 2)	5 min
Discussion: Classroom Observation Task Sheet 2	25 min
Reflect on the session as a whole & share your reflection with your colleagues	15 min
<b>SESSION TWO: PRESENTATION SKILLS</b>	
Warm-up activity: Reflect on a good/bad presentation you attended. What did/didn't you like about it?	15 min
Session Objectives: OHT	2 min
Elicitation: The main issues when preparing and delivering a presentation	30 min
Discussion: Presenter's fears and ways to address them.	15 min
Feedback on presentations: Presentation Task Sheet	45 min
Discussion: Presentation Task Sheet	15 min
In writing, reflect on the session	25 min

# Classroom Observation

## Objectives:

**By the end of this session participants will be able to :**

- identify the three phases of observation:  
pre-observation conference  
classroom observation  
feedback conference
- use specific techniques in classroom observations and in conferences with teachers.
- critique a video segment on classroom observation.



# **Classroom Observation**

## **I. Pre-Observation Conference**

## **II. Classroom Observation:**

A. General Observation

B. Narrow Observation

## **III. Post-Observation Conference**

## Classroom Observation

Observation is a very important tool for teacher development. Facilitators observe a teacher's class and give him/her feedback on his/her performance. There are usually three phases to an observation.

### I. Pre-Observation Conference

In the pre-observation conference the teacher usually shares the following information with the facilitator:

- A. Background information about the class
- B. Objectives of the session to be observed
- C. Materials to be used

### II. Classroom Observation:

There are two main types of observation:

#### A. General Observation:

A facilitator may observe the class as a whole and give general feedback on different aspects of the class, including various behaviors of the teacher, students' interaction with the teacher and with each other, and cooperative learning groups.

#### B. Narrow Observation:

An observation may be narrow, focusing on one or two aspects that the facilitator wishes to observe, e.g. warm-up, the presentation or the practice stage. In this case, the facilitator gives feedback related mainly to the focus of the observation.

During both the pre-observation conference and the observation itself, the observer is not supposed to interfere in the teaching. He should listen to the teacher, observe and wait until the feedback conference stage for comments and remarks.

### III. Post-Observation Conference

Important information is the key to a successful post-observation conference. Information should be:

- A. Objective (unbiased)
- B. Clear (to both parties)
- C. Accurate
- D. Relevant to the agreed-upon concerns
- E. Interpretable in respect to what changes are feasible and reasonable.

## Feedback Framework

Step	Who?	Features	Facilitator's Role
1.	Facilitator and Teacher	General Open Question	Start by finding out how the teacher feels about the lesson
2.	Teacher	Teacher's Strengths	Encourage the teacher to talk about the strengths of his teaching.
3.	Facilitator	Teacher's Strengths	Add your perception of these strengths.
4.	Teacher	Possible Improvements	Ask the teacher to identify aspects of the teaching which could have been different and to look at alternative techniques.
5.	Facilitator	Other Possibilities	Raise and discuss other aspects of teaching which could be usefully changed.
6.	Facilitator and Teacher	Plans for the Future	Decide together what the teacher should work on in the future.

## Tips for the Feedback Conference

Written feedback is a permanent record for the staff to refer to. It can be read by the principal or the inspector general. The following are some guidelines that should help the facilitator prepare written feedback for teachers.

1. Organize your thoughts before you write.
2. Begin with good points (encourage).
3. Concentrate on strengths.
4. Minimize weaknesses. Phrase the negative points as suggestions for improvement.
5. Provide examples of actual techniques that teachers can follow.
6. Be specific. Say why something is good or bad.
7. Give clear instruction to be followed.
8. Do not comment negatively on minor points of pronunciation or grammar.
9. Justify your comments because
  - if the teacher is a novice, s/he will follow your advice.
  - if the teacher is competent, s/he will be able to set priorities and engage in longer term planning.
  - if the teacher is proficient, s/he is in a stage where intuition and knowledge guide performance.
10. Write the feedback reports in the third person, in point form.

Following are two different types of observation forms. See which is appropriate for your purposes and your teachers' purposes before you decide on which form to use. You may want to use a third form combining elements from these two forms and/or adding items of your own that you might find necessary.

## Classroom Observation Form

(Sample I)

### I. Pre-Observation Questions for the Teacher

(Please answer the following questions and give them to the observer before class).

1. What are your objectives for today's lesson?
2. How do the objectives for today's lesson relate to the goals of the course?

Class: \_\_\_\_\_ Section: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor: \_\_\_\_\_ Observer: \_\_\_\_\_

### II. Observation Rating

Based on the observation, circle one of the points on the scale.

4 = Outstanding

3 = Good

2 = Fair

1 = Poor

#### Preparation

1.	The instructor had a clearly discernible lesson plan.	4 3 2 1
2.	There was an appropriate balance of structured and open-ended/communicative activities.	4 3 2 1
3.	The exercises and activities were introduced in context.	4 3 2 1
4.	The plan was geared toward real/authentic language use.	4 3 2 1

#### Language Use

1.	The instructor used the target-language in the classroom appropriately and effectively.	4 3 2 1 /NA
2.	Use of English was appropriate to student needs.	4 3 2 1 N/A
3.	Use of English was according to the norms of the target-language.	4 3 2 1 N/A

#### Lesson Presentation

1.	The lesson was presented effectively and clearly.	4 3 2 1
2.	The activities/exercises chosen to achieve the objectives were effective.	4 3 2 1
3.	There were smooth transitions between activities.	4 3 2 1
4.	The time allotted for activities was appropriate.	4 3 2 1
5.	The amount of teacher talk and student talk was appropriate.	4 3 2 1
6.	The type and amount of teacher feedback was effective.	4 3 2 1
7.	Cultural instruction was integrated into class activities.	4 3 2 1

**Classroom Management**

1.	Teacher interaction with the small groups during each activity was appropriate.	4 3 2 1
2.	The seating arrangement facilitated learning.	4 3 2 1
3.	The use of audio-visual and technical materials was effective.	4 3 2 1
4.	The instructor divided his or her attention among students appropriately.	4 3 2 1
5.	Student participation was on task.	4 3 2 1

**Classroom Atmosphere**

1.	Student participation was active and lively.	4 3 2 1
2.	The class atmosphere was warm, open and accepting.	4 3 2 1
3.	The instructor was sensitive to students' difficulties and abilities.	4 3 2 1

**Comments**

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**Strengths**

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**Suggestions for Improvement**

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**III. Post-Observation Questions**

1. Is there anything that you would have done differently?

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2. What are your plans for the next classroom observation?

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## Classroom Observation Form

*(Sample II)*

Preparation Notes		Yes	To some extent	No
1.	Are lesson plans done?			
2.	Is the teacher familiar enough with the essentials of the lesson?			

### Objectives of the lesson

1.	Is the teacher aware of the objectives of the Lesson?			
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### Presentation of the New Material

1.	Are the new words and forms spoken clearly, loudly, slowly enough, and at the same time with a natural tone?			
2.	Does the teacher use the blackboard?			
3.	Is the writing on the chalkboard clear enough?			
4.	Does the teacher use other aids to convey meaning?			
5.	Does the teacher use real life situations or everyday situations?			
6.	Does the teacher convey meaning through known words?			
7.	Does the teacher use Arabic when needed?			

### Techniques of the Lesson:

1.	Do the students do most of the talking?			
2.	Do all learners participate in the different skills?			
3.	Is the teacher aware of the students' mistakes?			
4.	Does the teacher attempt to correct mistakes?			
5.	Are the teacher's questions clear enough and to the point?			

### Evaluating Pupils' Achievement

1.	Are the pupils able to complete transfer exercises that are free from mistakes?			
2.	Have the pupils mastered the new vocabulary items?			
3.	Do the pupils' answers show accurate understanding of the material read?			

## Classroom Observation Task Sheet 1

You are going to watch a video segment showing a facilitator observing a teacher's class and giving her feedback on her performance. The observation goes through three stages: pre-observation conference, class observation, and post-observation conference.

Watch the video and then respond to the following with your partner:

1. Does the facilitator correct the teacher's mistakes during the observation? Why? Why not?

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2. What are the positive comments of the facilitator on the lesson?

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3. How did the facilitator start the post-observation session?

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4. If you were to give the teacher feedback on her teaching, what would you have done differently? Why?

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# General Presentation Skills

## Objectives:

**By the end of this session participants will be able to :**

- recognize the process of putting a presentation together.
- identify the characteristics of a good presenter.
- identify the skills involved in giving a successful presentation.

## General Presentation Skills

Research has shown that talking in public is the number one fear that most people suffer from. This is the reason why many people are afraid of giving presentations. It is true that the most successful presentations are the ones that offer new and interesting ideas, but it is equally important to know how to present these interesting ideas. This is what is generally referred to as “presentation skills”. The following are some guidelines that help you prepare and deliver an interesting and effective presentation.

### I. Preparing a Presentation

#### A. Topic

Make sure that you are familiar with your topic and comfortable with your material

- Define objectives.
- Choose a title.
- Organize the content.
- Fit material into the time of the session.

#### B. Audience

Familiarize yourself with your audience as to

- size, age and gender.
- educational level and varied interests.
- geographic location.

#### C. Visual Aids & Handouts

Remember that visual aids and handouts are a means to an end. They reinforce your verbal points. Therefore, they should

- be clear, illustrative and effective.
- use interesting color graphics.

The presenter should:

- spell check and edit his material.
- print slides if using a PowerPoint presentation.
- bring enough copies of handouts.

### II. Delivering a Presentation

#### A. Before you begin

- Arrive early.
- Check room and equipment.
- Set up material.

**B. Facing the Audience:**

- Greet your audience.
- Introduce yourself and the topic.
- Use an ice-breaker.
- Outline the presentation.

**C. Physical Presence:**

- Address your audience, don't read your notes.
- Maintain eye contact with the audience.
- Stand to the side, not in front of, the projector/whiteboard/flipchart.
- Face your audience at all times; don't give them your back.
- Maintain a good pace, neither too fast or too slow.
- Speak clearly and maintain a moderate volume and tone of voice.
- Use appropriate gestures and avoid annoying movements.

**D. Wrap-up:**

- Allow time for questions and discussion.
- End your presentation with a good and definite closure.

**III. Characteristics of a Good Presenter**

An audience likes to see a good presenter who is:

<b>Enthusiastic:</b>	Show your audience that you are happy to be there.
<b>Dynamic:</b>	Impress your audience with your own style and delivery.
<b>Sincere:</b>	Be realistic through your words and actions.
<b>Confident:</b>	Know your topic, your audience, your message and your strength, and use it.
<b>Articulate:</b>	Vary the intonation, talk clearly and pause regularly.
<b>Animated:</b>	Be yourself and enjoy your presentation.

## IV. Presenters' Common Fears

### A. Kinds of Fears:

Most presenters suffer from two kinds of fear:

#### **Fear of the audience:**

They will:

- interrupt me, which will confuse me.
- ask difficult questions.
- see that I am fearful.
- hear my mistakes.
- dislike me.

#### **Fear of themselves:**

I will:

- be nervous.
- make mistakes.
- forget what I want to say.
- not have the necessary skill.
- fail again as if have failed before.

### B. Facing these Fears:

- Acknowledge your fear and work on increasing your confidence.
- Imagine success and don't think about failure.
- Prepare thoroughly.
- Anticipate things that may go wrong and be ready.
- Rehearse and time your presentation.



## **I. Preparing a Presentation**

- A. Topic
- B. Audience
- C. Visual Aids & Handouts

## **II. Delivering a Presentation**

- A. Before you Begin
- B. Facing the audience
- C. Physical Presence
- D. Wrap-up

## **III. Characteristics of a Good Presenter**

- Enthusiastic
- Dynamic
- Sincere
- Confident
- Articulate
- Animated

## **IV. Presenters' Common Fears :**

- A. Fear of the audience
- B. Fear of themselves
- C. Facing these Fears

## Trainer's Guide DAY THREE

<b>SESSION ONE: PARTICIPANT PRESENTATIONS</b>	
Divide facilitators into groups. Each group chooses one person to represent them. In each group facilitators will give a 15 – 20 min presentation.	150 min
<b>SESSION TWO: PEER OBSERVATION</b>	
Warm up activity	10 min
Objectives	2 min
Guidelines for the Peer Observation	30 min
Benefits of Peer Observation	10 min
Aspects to Focus on in Peer Observation	10 min
Task Sheets	28 min

## Presentation Checklist

*You are going to observe several of your colleagues give a presentation. Read the following statements and circle the response you think is most appropriate to your colleague's performance.*

- 1) Objectives of the presentation are clearly stated.
 

Yes	No	N/A
-----	----	-----
- 2) Presenter knows his subject well.
 

Yes	No	N/A
-----	----	-----
- 3) Presenter uses appropriate visuals to illustrate his point(s)
 

Yes	No	N/A
-----	----	-----
- 4) Presenter uses handouts.
 

Yes	No	N/A
-----	----	-----
- 5) Material is presented in order.
 

Yes	No	N/A
-----	----	-----
- 6) Presenter uses smooth transitions between parts of the presentation.
 

Yes	No	N/A
-----	----	-----
- 7) Audience is involved in the presentation.
 

Yes	No	N/A
-----	----	-----
- 8) Presenter's language is clear.
 

Yes	No	N/A
-----	----	-----
- 9) Presenter handles questions nicely.
 

Yes	No	N/A
-----	----	-----
- 10) Presenter is enthusiastic about the topic of the presentation.
 

Yes	No	N/A
-----	----	-----
- 11) Presenter uses appropriate eye contact and gestures.
 

Yes	No	N/A
-----	----	-----
- 12) Presenter gives a proper closure to the presentation.
 

Yes	No	N/A
-----	----	-----
- 13) Time is allowed at the end for questions.
 

Yes	No	N/A
-----	----	-----

## Mini-Presentations

You are going to watch four presentations given by the consultants. Please write down your comments on this page before you discuss them with the group:

### Presentation One

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### Presentation Two

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### Presentation Three

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### Presentation Four

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## Peer Observation

### Objectives:

**By the end of this session, participants will be able to:**

- define peer observation.
- identify the steps involved in conducting peer observations.
- provide positive peer observation feedback.

## Peer Observation

Peer observation, sometimes referred to as peer coaching, is one type of observation of a teacher's performance. It involves a teacher visiting another teacher's class, with the aim of giving him guidance as to how to improve his/her performance, usually in a particular teaching area agreed upon beforehand. The ultimate goal is better teaching resulting in enhanced learning. In this section teachers are given guidance to conduct proper peer observations, using a three-step model.

### I. Guidelines for Peer Observation

Classroom peer-observation is usually conducted in the following three stages:

#### A. Pre-observation conference

The teacher and the observer:

- discuss lesson objectives and background for the lesson, and agree on time for observation and conference.
- agree on the focus of the observation.
- decide what method would be most appropriate for data collection (video tape, audio tape, script, etc.)

#### B. Observation

The observer:

- observes 10-20 minutes, or as agreed upon.
- collects agreed-upon data, taking into account that recorded information should be actual words and actions of the teacher and students (versus paraphrases, opinions, and suggestions).

#### C. Post-observation conference

After the observation the observer and the teacher reflect separately on the observation before they sit together for the post observation conference. In this stage:

- The teacher analyzes the lesson.
- The observer reports on the data collected.
- The teacher and the observer debrief the observation process.

Note: The teacher being observed keeps all observation forms. Data and discussions in the peer observation process should be treated with great confidentiality.

## II. Benefits of peer observation

- Better understanding of teaching
- Improved self-analysis skills
- Improved sense of professional skill
- Renewal and recognition
- Increased collaboration/collegiality
- Improved teaching performance
- Increased student achievement

## III. Aspects to focus on in peer observations

- Objectives of the class
- Teacher talk
- Student talk
- Seating arrangement
- Materials used (Do they meet the objectives?)
- Variety of materials
- Variety of activities
- Praise (Too much? Too little?)
- Criticism
- Student/Student interaction
- Student/Teacher interaction
- Affective factors between teacher and students
- Teacher's acknowledgment of student feelings
- Asking questions (cognitive, redirection, probing)
- Student responses
- Teacher's repetition of student response
- Teacher response to student comments and answers
- Cueing remarks, focusing attention on important points
- A summary of what was covered in the lesson
- Relating present lesson to previous lessons
- Teacher's directions concerning what students should do:
  - while lesson is in progress.
  - after lesson is completed.
  - if a student completes an assignment while others are working.
- Student time on task
- Teacher proximity
- Wait time
- Using motivation strategies
- Gender expectations
- Voice quality
- Problem students
- Equal attention to students
- Chalk board work
- Handwriting
- Eye contact

- Humor (teacher & student)
- Rapport with students (Is it positive?)
- Contextualizing language learning, i.e. relating material to experience
- Does the lesson flow smoothly/Does the lesson adhere to rigid planning?
- Does the teacher tell students how to complete an assignment?

In conclusion, during peer observation, the focus should be on an aspect that the teacher feels is perplexing, affects the learning process, and is reasonably under the teacher's control.

\* Adapted from a workshop on peer coaching by Paul Condie, American University in Cairo and Karima Nashaat, Cairo American College.

## Pre-Observation Conference Form

### I. Introduction

How do you feel about the lesson? .....

What is the objective of the lesson? .....

Describe the lesson: What will happen first? .....

.....

Observation Date & Time: .....

Date: .....

Beginning time: ..... Ending time: .....

### II. Contract

#### A. Areas of Focus (What areas would you like me to focus on?)

1. Problem \_\_\_\_ e.g. Questioning strategies\_\_
2. Behaviors
  - \_\_\_\_ e.g. Do I give enough wait-time before I receive the responses?
  - \_\_\_\_ e.g. Do I rephrase my question if a student does not understand?
  - \_\_\_\_ e.g. Are my questions graded for difficulty?

**B. Other Suggestions:** Would you feel comfortable if I brought up one or two other observations or suggestions to the post observation coaching session, or should we stick to just the ones we have talked about?

#### C. During my visit, would you like me to be:

- seated
- circulating
- next to a group?

#### D. Role (What roles would you like me to play?)

- observe only
- talk with the students
- work with a group

**Note: Confidentiality is guaranteed**

## Post-Observation Conference Form

### I. Introduction

In this phase, the observer asks the teacher:

- How do you feel about the lesson?
- What did you like best? Least?

### II. Goodies list

*What I (the observer) liked about the lesson:*

- A. ....
- B. ....
- C. ....

### III. Observations for contract

*We agreed that I would look for ..... ; here is what I saw*

- A. ....
- B. ....
- C. ....

### IV. Problem solving

*What would be most helpful for us to work on? Were there any aspects of the lesson you felt might be improved? (Let's list 2 or 3; then work on them together)*

- A. ....
- B. ....
- C. ....

### V. Extra observations/suggestions (if in the contract)

- A. ....
- B. ....
- C. ....

### VI. Goals for next time

- A. ....
- B. ....
- C. ....

### VII. Positive closure

.....

.....

# Peer Observation Task Sheet 1

## Sample of Positive Peer-Observation

*Before I observed Osama, we sat together and agreed on the duration of the observation. He expressed his wish to be observed on how successfully he moves from warm-up to presentation and from presentation to practice.*

My colleague, Osama, did very well when he taught lesson \_\_\_\_\_, unit \_\_\_\_\_. He started with a warm-up that was relevant to the lesson. Then he moved on to the presentation stage. Here, he used the chalk board, gave examples, involved many students, elicited from them and used eye contact to increase students' involvement in the lesson. He also allowed for suitable time for getting the responses. He made sure they understood the newly presented material by gradually releasing his control on the class and asking them to try with him to provide more examples. Before the practice stage, he gave clear instructions and made sure the students understood the task. This smooth transition from presentation to practice helped many reluctant students to take the risk and try to answer.

However, I think Osama could have made the transition from warm-up to presentation smoother by using some flash cards. These would be similar to the examples he was going to use during the presentation stage and so help students to understand easily what the teacher was explaining.

## Sample of Negative Peer-Observation

The teacher didn't greet students when he first entered class. He also forgot to write the date and the lesson number on the chalk board. He started with the warm-up but it was irrelevant to the lesson. He was wrong when he spent too much time with the student in the middle. His presentation was not good enough. When he asked the students to start practicing the new language, he interrupted them. The techniques of correcting mistakes were bad. He didn't use eye contact and talked most of the time. The class was noisy, and he didn't care for the students who were chatting.

# Peer Observation Task Sheet 2

1. What, in your opinion, makes the first sample positive?

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2. Do you have any suggestions on how to make it even more positive?

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3. Why do you think the second sample is negative?

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4. Provide suggestions to make the second sample a positive one

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## Trainer's Guide DAY FOUR

<b>SESSION ONE: MEETING ORGANIZATION</b>	
Activity One: Reflect on staff meetings you've had before. Did you have objectives? What were the conclusions?	10 min
Session Objectives.	2 min
Discuss aspects that make a meeting effective/ineffective.	25 min
List items to be kept in mind when planning for a meeting.	10 min
Activity Two: Role-play a meeting in your group. Select a chair and set an agenda. Write the minutes of your meeting on the Task Sheet.	30 min
Reflect on the session as a whole. Share your reflection with your colleagues.	15 min
<b>SESSION TWO: DIFFICULT SITUATIONS</b>	
Session Objectives.	2 min
Activity: Reflect on a difficult situation you've had in your career as a supervisor & report to your colleagues in the group how you handled it.	20 min
Look at the situations indicated by your trainer. Discuss in your groups how you might react to each situation.	25 min
On a piece of paper, write down a difficult situation that you're facing at work. Your colleagues will help you handle the situation in an appropriate way.	30 min
Reflect on the session as a whole. Share your reflection with your colleagues.	15 min



# Meeting Organization

## Objectives:

**By the end of this session participants will be able to:**

- prepare for a meeting.
- identify the steps involved in running a meeting.
- differentiate between effective and ineffective meetings.

## Meeting Organization

Meetings are one of the key contributors to effective communication between members of any working team. In the case of IVC, the fact that teachers live at very long distances from the IVC site and from their own schools makes communication rather difficult. Therefore, it is extremely important for the facilitator to arrange for regular meetings with the teachers in which to discuss the various aspects of IVC implementation. Regular meetings help to ensure that the teachers are performing the required tasks within the timeframe given to them, and allow the facilitator to respond to any queries the teachers might have about the program. It is also recommended that during such meetings, the facilitator and/or any of the teachers give a short presentation on a practical issue that teachers can use inside the classroom. In this section we try to help the facilitator by giving him guidelines on how to run a meeting successfully.



# I. Effective Meetings

A meeting can be called effective if it includes all or most of the following:

- Meeting ground rules
- Detailed agenda with goals
- Topics, presenter and time
- Assigned roles and responsibilities
- Effective member behaviors
- Clear conflict management strategies
- Appropriate people in the meeting
- Adequate data brought to the meeting to make decisions
- Specific action plan, visually displayed
- Clear minutes, distributed to those present
- Process check during and after meeting



## II. Ineffective Meetings

A meeting is generally considered ineffective when (most of) the following problems occur:

- Members not clear about goals
- Vague or nonexistent agenda
- No time limits on discussions
- No discernible process for working on problems
- No one facilitating discussion
- Discussions go in circles
- People haven't prepared
- Lack of closure to discussions



## III. Tips for planning meetings

- Develop a written agenda.
- Develop clear objectives.
- Plan the time.
- Choose good chair person who can provide effective control.
- Make good preparations.
- Give everyone a chance to say what they need to say.
- Monitor whether objectives are met or not.

## Minutes of Meeting# -----

*Please fill out the following form after each meeting you've had with your trainees. Make sure you use the points listed below under the agenda as your guide during your meetings.*

Number of Teachers Present : -----

Meeting Place : -----

Date of Meeting: -----

Started at: -----

Time: -----

Finished at: -----

Agenda:

1. IVC Schedule
2. Portfolios
3. Observation by Facilitator
4. Peer Observation
5. Other

**Main Issues Discussed:**

1. -----
2. -----
3. -----
4. -----

**Points for Discussion Next Meeting:**

1. -----
2. -----
3. -----

**Comments:**

-----  
 -----  
 -----

**Expected Place and Time of Next Meeting:**

## Reflection on Meetings

*After each meeting you hold with your trainees, please reflect on the meeting by responding to the following points.*

**Meeting #**

**Date:**

What I liked / enjoyed most about this meeting: (new ideas and techniques)

- 
- 
- 
- 

New ideas / techniques that I need to try to apply in my class.

- 
- 
- 
- 

What needs to be considered about this meeting:

- 
- 
- 
-

# Meeting Task Sheet

*In pairs, prepare a brief opening statement by the chair to introduce the meeting.*

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*Suggest phrases which could be used by a chairperson in the following situations in a meeting:*

- To welcome the participants to the meeting.

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- To state the objectives of the meeting.

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- To introduce the agenda.

---

- To introduce the first speaker.

---

- To control an interruption.

---

- To keep discussion to the relevant issues.

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## Difficult Situations

### Objectives:

**By the end of this session participants will be able to :**

- identify different types of difficult situations that a facilitator may encounter inside or outside the video conferencing hall.
- develop some skills to handle these difficult situations.

*Look at the following situations and discuss in your groups how you might react:*

### **Situation One**

Mr. E is a novice teacher. His facilitator visited him. It was really a terrible lesson. At the end of the lesson, the facilitator thanked E. Then he had a meeting with the staff and praised E's lesson, mentioning nothing about drawbacks. Following that he gave a demo on the same lesson. E whispered, "Thanks facilitator".

### **Situation Two**

While watching a Best Practice Video segment, the teachers in Ms. B's site complained that they could not follow the video as the sound was not clear. However, Ms. B told them to keep silent and to try to watch and listen to the video as carefully as they could.

### **Situation Three**

During one of Mr. N's meetings with teachers, there was a hot debate on how to present the Reader. One of the teachers offered to give a demo on a certain chapter which he had presented well in his class. Mr. N refused, claiming that giving demos and presentations is a facilitator's job not a teacher's.

### **Situation Four**

Mr. M. is a devoted facilitator who is keen on playing his role in the VC hall. Suddenly his site was disconnected and the technician said they had technical problems. Mr. M rose to continue giving the same presentation, more or less. His fellow facilitators preferred to check teachers' portfolios instead, claiming that they did not have handouts for the main presentation.

### **Situation Five**

Mr. K is a dedicated teacher. His facilitator paid him an unexpected visit. During the lesson, the facilitator interfered in nearly everything. After the class visit, he wrote an awful report. Additionally, he did not visit his colleague, Miss T, yet wrote her a marvelous visit report.

### **Situation Six**

After watching a video segment based on a reading lesson, one of Mrs. H's teachers argued that they could not apply this in their classes, claiming that the video lesson was too ideal: the teacher was well-trained, the students were carefully selected and the school facilities were all available. This is not the situation in their schools.

### **Situation Seven**

Mr. G. was asking his teachers to carefully select items to include in their portfolios when one of them argued that this was a waste of time and that they were in the VC hall to learn how to teach, not how to build portfolios.

## Situation Eight

Ms. Y is a devoted and experienced facilitator. However, one of her teachers complained that the meetings she held with them were boring and of little value. She was either checking a portfolio, giving a direct training that drew on her vast experience or discussing an issue related to her work as a supervisor, not as a facilitator.