



**Ministry of Education and Sports**

**Department of Technical and Vocational Education**

**Vocational Education Development Institute**



## **Toolbox for Vocational Teachers**

*[The Toolbox for Vocational Teachers summarizes the most important and essential tools for the stages involved in teaching plan preparation, training delivery, and student-teacher assessment]*

Sponsored by:

The GIZ-Vocational Education in Laos Project



# Toolbox for Vocational Teachers

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## Foreword

Technical and Vocational Education and Training (TVET) is the key to socio-economic development and in order to increase the number of well trained TVET teachers, it is essential to build a workforce who qualitatively and quantitatively meets the demands of the labour market for each period.

This Toolbox for Vocational Teachers summarizes the most important and essential tools for the stages involved in teaching plan preparation, training delivery, and student-teacher assessment. They are of great benefits to vocational teachers' education in that, the tools enhance the teachers' abilities to impart knowledge, skills, and professional ethics. The experiences that the teachers share with their students on a given subject field may help the learners to gain more self-assurance and confidence in their learnings, and therefore, able to cater for the labor market demands.

This Toolbox for Vocational Teachers to strengthen their teaching capabilities owes its success to the support of the Lao-German development cooperation program – the Technical Vocational Teacher Education Program under the GIZ-Vocational Education in Laos Project (VELA), Component 4: Quality of TVET teachers. It has been arranged by teachers from the Vocational Education Development Institute (VEDI) and consultants from the GIZ-VELA, Component 4: Quality of TVET Teachers.

Our steering committee and editorial board would welcome any constructive feedback – negative or positive – from any qualified persons or readers in order that it may be improved and corrected for its next edition.

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## TOOLBOX USER GUIDELINES

### INTRODUCTION

This toolbox has been developed to assist teachers and trainers of vocational training institutes in Lao PDR to improve the quality of instructional delivery in vocational training.

It is mainly focused on the process of preparation and the delivery of the lessons - base on the conviction that if a teacher can develop necessary plans and required visual aids according to the objectives stated in the curriculum, the quality of training delivery will be good.

### TARGET AUDIENCE

This guide is developed to help teachers in planning and training delivery. Further target groups are the following:

- Coaches who help teachers to improve their performance
- Quality Assurance officers
- Managers of training institutes

### PURPOSE OF THE GUIDELINE

This toolbox provides 19 (14 previous + 5 added) useful tools for teachers to use in preparation for and during training delivery. Each tool consists of:

- A short description
- Purpose of the tool
- Procedure on how to use the tool
- Examples wherever applicable
- A teacher monitoring sheet

Depending on the situation of the class (ability of the students, group size, specific problems in the teaching learning process), the teacher can select appropriate tools from the toolbox and prepare a lesson that suits the situation.

Coaches can use this toolbox at different stages of coaching, e.g. for lesson planning, for observing the performance of teachers in classes and for providing feedback post observation.

Likewise, the monitoring sheet in the toolbox is useful for quality assurance officers and managers to monitor performance of teachers and make necessary human resource development related decisions.

### THE PROCESS

The following process is recommended when applying the toolbox and coaching approach.

1. Identify the problems a teacher is facing in his/her class. Avoid identifying generic problems. Be specific in identifying the problems. The problem can be related to students, teachers or physical facilities. If there are big gaps regarding the abilities among students, the tool “Internal classroom differentiation” or “Pair work” can be used. If the teacher does not know how to prepare a lesson plan, the tool “Lesson plan” can help.

2. Develop a lesson plan and other instructional materials which address the identified problem and help achieving learning goals.
3. Discuss with the coach about the problem and the lesson plan.
4. Revise the lesson plan based on the feedback given by the coach. For new teachers, it may be helpful to develop a lesson plan together with the coach for the first few times. Both teacher and coach should apply the toolbox wherever suitable.
5. The coach should observe the lesson delivery by the teacher using the observation sheet. The coach shall not interrupt the lesson. He/she shall be a silent observer.
6. The coach shall analyse and list good points and areas to be improved and give feedback to the teacher as per the tool "Give and receive feedback". The coach should always remember that the coaching is for improving lesson delivery and not for evaluating or punishing teachers. It is highly important that the results of the observation are kept confidential between the coach and the teacher.

This process should continue until identified aspects of the teacher's performance have improved satisfactorily.

This toolbox has been developed based on assessments and challenges identified. The tools proposed are not exhaustive and may be added further and teachers are encouraged to use their creativities and expertise to continuously work on improving their teaching skills.

## **Training for coaches on the usage of toolbox in 23 vocational schools**

### **Background:**

The role of the Vocational Education Development Institute (VEDI) is to support the improvement of teaching quality within vocational schools across the country. With the support from the German Development cooperation (GIZ), training materials and practical tools used for lesson delivery as well as tools for coaching lesson delivery by peer teachers have been developed. 3 regional pilot trainings with participation of 74 TVET teachers, deputy directors, heads of academic divisions and QA staff from 23 TVET and IVET schools have been conducted. After the trainings' completion, training committee members advised to disseminate the manuals and the introduction of coaching approach to their respective schools in order to improve the quality of teaching-learning processes. It is also for them to be able to adapt the materials according to their needs and situations.

### **Objectives:**

- ❖ Reinforce concept of theory and practical instruction
- ❖ Develop skill based Lesson Plans
- ❖ Develop coaching, listening, observing and giving/receiving feedback skills
- ❖ Improve teaching methodology, develop confidence and the ability to transfer knowledge

### **Training Contents:**

**The training contains 19 topics, 8 of which cover in depth details since they are considered crucial for lesson preparation and delivery:**

1. Suggestion for preparation, teaching observation and giving and receiving feedback.
2. Effective Questioning.
3. Demonstration of Techniques.
4. Lesson Planning.
5. Observation Tools.
6. Use of Teaching Aids.
7. Give and Receive Feedback.
8. Conclusion

### **Training Methods:**

Adult learning strategies and participatory approach were the key criteria for selecting the methods for this training. Wide variety of methods such as modelling, presentations, illustrated talk, brainstorming, discussion, oral questioning, reviewing and giving/receiving feedback were used for effective learning. Following methods were applied to make training more effective.

### **Experts:**

Mr. Kabir Chitraka from Nepal and Assoc. Prof. Dr. Bounseng Khammounty from Vocational Education Development Institute (VEDI).

### **Master Trainers: 06 people from VEDI:**

- Mr. Dr. Sirisack Amphaivong
- Mr. Thongkham Chansavang
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- Ms. Sounita Phanphiphack
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**Coaching process:**

**Introduction:**

Coaching is a method to give advice, suggestion and support for teachers. Its purpose is to improve teachers' performance and adjust their use of teaching-learning methodologies in order to make it relevant to a student-centred approach.

**Objective:**

- To provide advice and support with the intention to improve teaching-learning quality.

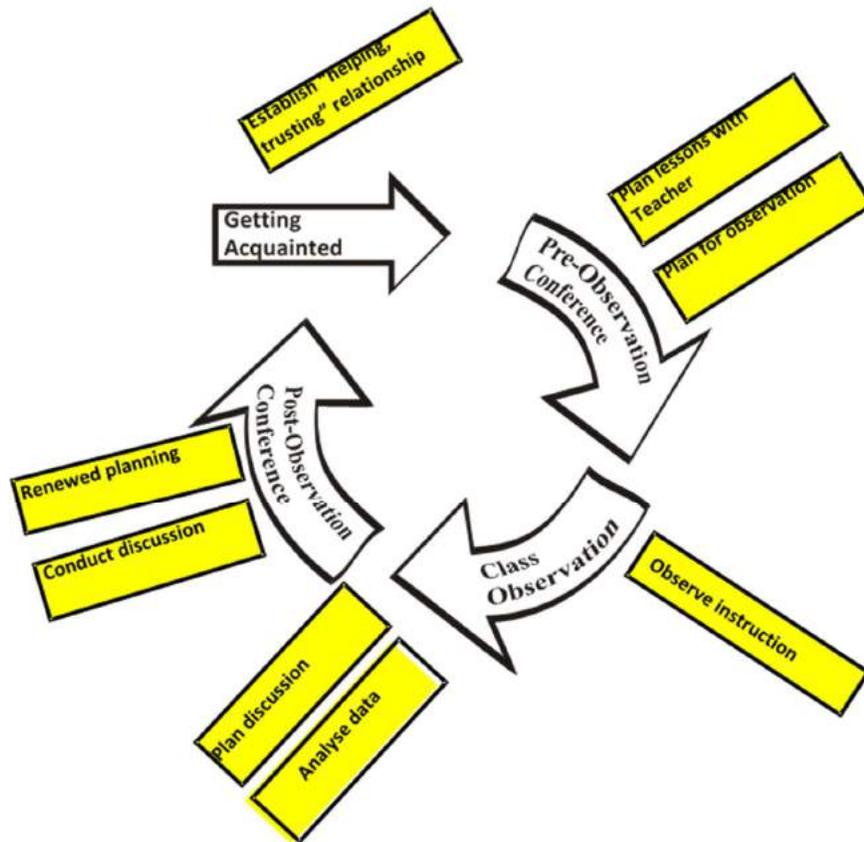
**Benefits of coaching**

- Help teachers to improve their teaching-learning processes.
- QA and academic staff will be able to follow up on lesson delivery, which will assist them in making decision on promoting and improving teaching-learning processes.

**Coaching cycle consists of 4 steps:**

1. Getting acquainted: Get to know each other in order to support, improve and build confidence in teachers who are being observed.
2. Pre-observation conference: Ask about the lesson plan. How it is planned. If it is possible to go through it. Or, ask the teacher to explain about the teaching process. Or if there are already existing activities for students to practice, think, read, look at and touch, that might be good for the students. Provide the teacher with the observation sheet prior to the start of actual observation cycle in order to help the teacher better prepare their lessons in accordance to some important points that have to be included in the process.
3. Observation instruction: No interruption, sitting at the back of the classroom only.
4. Giving and receiving feedback: The language and questions that the coaches use must be positive, and show appreciation of the coachee's abilities. For instance, I would like to express my opinion that you have had a great performance. What do you think you did best in your lesson? In this way, the coachee will say something about his/her performance and then the coach will listen and add comments, revise the statements and make them as close as the statements stated by the coachee).

Coaching cycle:



## 1. STAGES INVOLVED IN TEACHING PREPARATION

### 1.1 ESSENTIAL QUESTIONS FOR PREPARING A TEACHING PLAN

There are a number of essential questions vocational teachers need to ask themselves when preparing a teaching plan in order to ensure that learning objectives and necessary conditions for teaching are met. In order to impart the knowledge, skills, and professional ethics to the students, the teacher should always consider the following questions:

1. Who am I teaching? What fundamental knowledge do the students already possess?
2. Why am I teaching this? What aims or results shall be achieved?
3. What does society and/or the students need or wish to learn?
4. What am I going to teach (what knowledge exactly am I seeking to impart)? and how long will it take?
5. How am I going to go about teaching this? How am I going to set up the learning process?
6. What teaching materials am I going to use?
7. According to what criteria am I going to teach this (what factors and criteria need to be taken into consideration)?
8. How am I going to ensure safety and cleanliness?
9. How am I going to assess and evaluate the results?

**The question “Why am I teaching this?”** further targets the questions of “After graduation, what knowledge, abilities, attitudes, and professional ethics will the students have gained?”

**The question “What am I going to teach?”** further refers to the question of “Exactly what knowledge am I seeking to impart to the students?” These questions should be addressed in each hour of teaching. The content to be taught is of great importance for each field of study to ensure suitability and consistency with each institute so that the students quickly gain a sufficient amount of understanding and are continually improving and expanding on their concepts and ideas.

**The question “How am I going to go about teaching this?”** refers to the questions of “What teaching methods am I going to use to achieve these goals and results within the time allotted?”

**The question “What teaching materials am I going to use?”** means “What teaching materials am I going to use to help explain the content in such a way that stimulates interest in the students and allows them to understand it faster and easier?” and “What equipment, tools, machinery, pictures, technical diagrams, teaching handouts (sheets), or other items and/or environments am I going to use which is essential for teaching this and cannot be done without?”

**The question “How am I going to ensure safety and cleanliness?”** refers to the importance issue that all teachers have to consider. Safety must be a priority. And the teachers must be meticulous in avoiding accidents, maintaining the cleanliness of the institute, looking after and putting away the materials and equipment after completing their work each day.

**The question “How am I going to assess and evaluate?”** means “What methods are going to be used?”, e.g.:

- Oral?
- Written (which can be multiple choice and/or short answer questions)?
- Observations within the presentations, report of the final results?
- Demonstrations in practical classes?

**The question “What tools are going to be used in the assessment?”** includes various options:

- A list of questions?
- Presentations of results?
- Performance in practice class?
- Demonstration of results?

**The question “How am I going to specify the assessment criteria?”**, entails the following question: “With respect to their assessment score, how am I going to set the weights attributed for participation, the number of activities which they have performed or in which they have taken part in, and the final examination?” The following distribution, for example, is the most suitable: 10% for participation; two activities worth 20% each; and 50% for the final examination, adding up to a total of 100%.

**The question “How am I going to assess the results of their learning?”** could be answered by collating the following assessment scores for each criterion and attributing grades (A, B, C, etc.).

Excellent:	90-100%	= A
Very good:	80-89%	= B+
Good:	70-79%	= B
Fairly good:	65-69%	= C+
Satisfactory:	60-64%	= C

## 1.2 PRE-TEACHING TARGET GROUP ANALYSIS

Analysing the target groups prior to commencing the teaching is of ultimate importance for both the teacher and students. The analysis allows them to improve their knowledge, abilities, attitude, rapport, classroom arrangement, aims, results, teaching contents, teaching methods, teaching materials, teaching activities, assessment, and learning and teaching conditions. The teacher needs to analyse these factors right from the first hour of teaching. The most important indicators for this kind of student analysis are as follows:

1. The aims and results desired by the students;
2. The number of students per class; per group ...
3. How old are they? How big is the age gap?
4. The male/female ratio;
5. The extent of their existing fundamental knowledge and from what fields they have graduated;
6. Their familiarity with Lao and foreign languages;
7. Identification of specifics about each of the students and their mental and physical states;
8. Their personal (family) and social circumstances;
9. Their talents;
10. Their ambitions with respect to success and their career aspirations after graduation; and
11. Any other factors.

### 1.3 PRE-TEACHING ANALYSIS OF SUBJECTS/MODULES

The analysis of subjects or modules is important for the teachers from a legal and pedagogical perspective based on the curriculum and the officially approved teaching and learning materials or handouts which relate to the education system and training. Therefore, following information must be identified in advance:

1. Career group;
2. Name of subject or module;
3. Learning aims and results;
4. Theoretical and practical topics and contents;
5. Examination and assessment standards;
6. Locations for the theoretical and practical classes;
7. Number of hours to be spent studying and number of credits to be attributed (for theory, practice, and hands-on exercises); and
8. Study plans, learning documentations (such as materials, textbooks, model technical diagrams, manuals for machinery, measuring tools), motors, tools, equipment, and technical equipment (such as whiteboards and/or blackboards, paper, pinboards, overhead projectors, videos, computers, LCD projectors etc. along with basic things like an electricity supply and lighting).

## 2. TEACHING TOOLS

### 2.1 LESSON PLAN

#### Introduction:

It is a simple fact: The trainer who enters the class or workshop with well-developed plans and materials is more likely to ensure that learners reach their learning objectives.

A lesson plan is a detailed written document to guide the teacher through the lesson step by step and facilitate the teaching process.

<b>Purpose:</b>	<ul style="list-style-type: none"><li>• To check that the teaching set of a given teacher is in line with the aims specified in the curriculum; and</li><li>• To check the teaching set of a given teacher in details.</li></ul>
<b>How to use the tool:</b>	<p>THEORETICAL AND PRACTICAL TEACHING SETS MUST BE AS FOLLOWS:</p> <ul style="list-style-type: none"><li>• A theoretical teaching set must consist of: an overall teaching plan; regular lesson plans; knowledge sheets; question sheets; answer sheets; sheets showing solutions; and the scoring criteria; and</li><li>• A practical teaching set must consist of: an overall teaching plan; regular lesson plans; work sheets; work method sheets; equipment inventories; and the scoring criteria</li></ul>

The following sequence can be used for either group or individual instruction.

#### 1. Preparation

This step is done prior to the beginning of an actual instruction. In this step, the trainer should:

- review the objectives
- make sure he/she can perform the skill (develop a performance guide!)
- select the teaching methods
- prepare materials and media
- gather needed tools and equipment
- prepare the class or workshop

## 2. Presentation

This step begins when the trainer enters the classroom or workshop. It is divided into three parts: introduction, main body, and summary.

**Introduction:** The introduction should be designed to inform and motivate the learner.

**Main body:** The body of the presentation uses many varied methods and media to deliver the lesson content. The key part of the presentation may be an effective demonstration of the skill being taught.

**Summary:** The summary is designed to reinforce key points, provide an opportunity for questions and prepare the learner for the application phase.

### Example 1:

<b>Topic</b>	Prepare mortar		
<b>Learning Objectives:</b>			
<ul style="list-style-type: none"> <li>• Explain the quality of sand/cement/water required for preparing mortar.</li> <li>• State different ratio of cement sand mortar for construction work</li> <li>• Given any ratio, prepare mortar of one batch manually within 15' with uniform color and absence of foreign material.</li> </ul>			
<b>Methods</b>	<b>Key notes</b>	<b>Media</b>	<b>Time</b>
<b>Introduction:</b>			
Oral Question and discussion	<ul style="list-style-type: none"> <li>• What it means by 1:6 ratio of cement mortar? Discuss.</li> <li>• Come to the conclusion after receiving their answers.</li> </ul>	Oral	10'
<b>Main Body:</b>			
Illustrated talk	<ul style="list-style-type: none"> <li>• Explain cement mortar</li> <li>• Explain procedure of preparing cement mortar with pictures.</li> </ul>	Flip chart	15'
Trainees practical exercise with demonstration	<ul style="list-style-type: none"> <li>• Form groups with 2-3 trainees in each group.</li> <li>• Trainer demonstrates and side by side trainees perform practical works.</li> <li>• Evaluate and give feedback. When there is need to construct walls let the trainees to prepare cement mortar in different ratio.</li> </ul>	Handouts	165'
<b>Summary:</b>			
<ul style="list-style-type: none"> <li>• Question</li> </ul>	<ul style="list-style-type: none"> <li>• What are the qualities that should be in sand, water and cement?</li> <li>• What it means by 1:6 cement mortar ratio?</li> </ul>	Oral	10'
Total time:			200 Min.

**Example 2:****Lesson Plan**

Module:	A4 Food and Beverage Service 1
Subject:	1 The Food & Beverage department
Topic:	1.1 Structure F&B department
Type of class:	Theory
Total time allocated:	2 hours

Learning outcomes: Trainees will be able to

- Understand the organizational framework of a hotel and a F&B department
- Recognize the positions of a section of a F&B department (restaurant)

Materials/Equipment/Resources required: White/black board, Lanith: „Food and Beverage Service Skills“ (FBSS)

Timing	Content	Teacher's Activity	Trainees' Activity	Remarks
20	Introduction	<ul style="list-style-type: none"> <li>• Introduces himself/herself and gives a swift overview of the module</li> <li>• Explains the assessment types and rating of the assessment taking place throughout the module</li> <li>• Introduces the subject</li> <li>• Answers questions</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes of the information regarding assessment</li> <li>• Take notes</li> <li>• Ask questions</li> </ul>	
45	Hotel organization	<ul style="list-style-type: none"> <li>• Explains the various types of hotels to be found internationally and in Laos</li> <li>• Categorizes hotels according to size (large, medium, small) by drawing an overview on the w/b board and asks trainees to identify differences</li> <li>• Draws an organisational chart of a</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest features for each category (e.g. by listing the services offered) and refer to local examples</li> <li>• Take notes and ask questions</li> </ul>	See FBSS 1.2

**Teacher monitoring and assessment form for Lesson Plans:**

1: Need improvement; 2: Satisfactory; 3: Good; 4: Very good; 5: Excellent

No.	Competency	Assessment results				
		1	2	3	4	5
01	<b>Inspecting a theoretical teaching set</b>					
	1. Overall teaching plan (aims, lesson content, teaching methods, teaching materials, and time specifications)					
	2. Regular lesson plans					
	3. Knowledge sheets					
	4. Question sheets					
	5. Answer sheets					
	6. Sheets showing solutions					
	7. Scoring criteria					
02	<b>Inspecting a practical teaching set</b>					
	1. Overall teaching plan (aims, lesson content, teaching methods, teaching materials, and time specifications)					
	2. Regular lesson plans					
	3. Work sheets					
	4. Work method sheets					
	5. Equipment inventories					
	6. Scoring criteria					

**Advice for improvement:** .....

## 2.2 TEACHERS' COMMUNICATION SKILLS CHECKLIST

### Introduction:

A Teacher's communication skills refer to the ability of the teacher and students to communicate with each other in the classroom in order to achieve the teaching aims with optimum efficiency. Effective communications are not automatic—they must be planned and carefully carried out.

### Barriers in communication:

Physical noise in the environment makes it difficult to hear or pay attention. For example, when the environment is excessively hot or cold, or when location is noisy, one gets distracted easily and might be concerned with the situation rather than the message.

<b>Purpose:</b>	<ul style="list-style-type: none"><li>• To understand the necessity and principles of communication for teaching and learning, student literacy and verbal skills development (speech, pronunciation, fluency, listening, etc.);</li><li>• To build positive relationships and motivational incentives ;</li><li>• To use communication methods which are consistent with the actual circumstances; and</li><li>• To develop communication skills which are relevant and required for the teaching-learning process.</li></ul>
<b>How to use the tool:</b>	<ul style="list-style-type: none"><li>• Preparation of a detailed teaching plan consistent with the structure of the teaching setting;</li><li>• Preparation of teaching materials to assist in teaching, such as pictures, video, charts, realia, and so forth;</li><li>• Awareness of verbal and body language (pronunciation, tone, speed, details, clarity, conciseness, and comprehensiveness); and</li><li>• Use of proper communication channels for presentation (explanation, examples, and diversity of materials, such as pictures, models and realia, use of different media, diagrams).</li></ul>

**Teacher monitoring and assessment form for teacher’s communication skills:**

1: Need improvement; 2: Satisfactory; 3: Good; 4: Very good; 5: Excellent

No.	Competency	Assessment results				
		1	2	3	4	5
01	Teaching plan (accuracy according to the teaching setting, content, use of technical terms, etc.)					
02	Lesson presentation (in terms of explanation, examples, and diversity of materials, such as pictures, models and realia, handouts and technical diagrams)					
03	Elicitation and stimulation of motivation					
04	Encouragement for creative thinking					
05	Space for exchange of experiences					
06	Advice provided					
07	Listening to ideas and feedback from students					
08	Writing (allocation of areas on the board for writing, drawing, explanation, and so forth)					
09	verbal and body language (pronunciation, tone, speed, detail, clarity, conciseness, and comprehensiveness)					

**Advice for improvement:** .....

## 2.3 TEACHERS' PRESENTATION SKILLS CHECKLIST

### Introduction:

Classroom arrangement, student supervision, and appropriate teaching methods are essential to achieve the right learning environment which will lead to achieving the learning objectives. In addition, the presentation skills of the teacher play a big role. In order to improve professionalism, various aspects have to be considered, such as posture, standpoint in the classroom, teaching style, movement, the way they present themselves and their emotions, their methods, and explanations. Teachers also have to consider the size of their board when writing and the equipment they use in the classroom, such as LCD projectors for PowerPoint presentations.

<b>Purpose:</b>	<ul style="list-style-type: none"><li>• To set up an appropriate learning environment by involving factors such as classroom arrangement, lighting, and other facilities;</li><li>• To build confidence in teachers in their abilities to teach effectively according to the principles of teaching learning to raise the credibility among students.</li></ul>
<b>How to use the tool:</b>	Teachers must be aware of the way they present themselves and appear respectable whenever they are teaching. This includes their classroom arrangement, the way they stand, move, speak, ask questions, use the board and learning location, hold discussions, give their ideas to the students etc. The checklist below shall help pointing out some of the aspects to focus on.

Major factors which have an impact on ones' presentation are:

1. Voice
2. Body language
3. Controlling nervousness

### Voice

The teacher's voice should have the following characteristics:

- Volume: Clear and audible, even at the rear of the room.
- Pitch: Pitch is the high or low tone of the voice. Inflections should be used to spark interest. Avoid a monotone pitch.
- Rate: Rate is the speed at which a person speaks. Slow down emphasizing important points.
- Pauses: Pauses give added weight to the preceding words. Use pauses at the end of an idea and at the end of a paragraph (normally 1-2 seconds).
- Pronunciation: Use the correct pronunciation and practice difficult words before a presentation.

### Body language

### **(Non-verbal Language)**

Not only is what you are saying important, but also how you are saying it. Your body language should be consistent with your voice.

- Personal appearance: Listeners always see you before they hear you, so what you wear should be appropriate to the audience and not distracting.
- Attitude: Be positive and authentic.
- Posture: Keep your posture relaxed.
- Body movement: Use smooth and natural motions, not fast and jumpy.
- Gestures: Think about what you want to do with your hands when presenting. Hand gestures should be kept natural and avoid unnecessary movements.
- Facial expressions: The expressions on your face should be enthusiastic and confident.
- Eye contact: Eye contact helps to establish and build rapport. Have eye contact with all students.

### **Controlling nervousness**

Being nervous is quite normal. The following tips shall help dealing with nervousness:

- Prepare your lesson well.
- Make the introduction to the lesson the best you can.
- Think positive. Assume that students are supportive and friendly and will cooperate well.
- Focus on relaxing - try meditating before a speech.
- Use visual aids if possible. Visuals will guide you in your presentation.
- Ask questions that require the students to respond - this gives you a moment to relax and puts you in control.

### **Physical environment**

It is important that the physical environment of a classroom or workshop is as safe as it can be. The health and safety of students and teachers are of highest priority. Any adjustments that would help to make working in the classroom/workshop safe & pleasant should be investigated and implemented immediately.

A pleasant physical environment makes the teaching and learning more effective and enjoyable. For a good physical environment, the following aspects are to be considered:

- maintain adequate lighting in classroom/workshop
- ensure proper ventilation control dust, smoke, fumes, gases and odors
- maintain low noise level

- organize pleasing and comfortable physical settings

**Example:**

If the teacher moves around too much, it could confuse the students. If they speak too quietly, the students will be unable to hear them and lose concentration. If they stand too far away from the students, the students will be unable to see or hear them so they will not understand what the teacher is explaining.

**Teacher monitoring and assessment form for teacher’s presentation skills:**

1: Need improvement; 2: Satisfactory; 3: Good; 4: Very good; 5: Excellent

No.	Competency	Assessment results				
		1	2	3	4	5
01	Classroom arrangement (tables, chairs, and board)					
02	The way the teacher presents themselves, their demeanor, their standing position, posture, movements					
03	The environment and facilities (lighting, equipment etc.)					
04	Teaching confidence					
05	Structure and content of teaching					

**Advice for improvement:** .....

## 2.4 STUDENTS' CAPABILITIES DIFFERENTIATION

### Introduction:

This refers to large gaps between the levels of students in the same class in terms of knowledge, abilities, and intelligence. Students may be of slow or fast learners type. Slower learners required more time to achieve learning objectives while fast learners achieve it quickly. Many teachers prepare their lessons focusing on the average category of the students. This neglects the needs of slow and fast learners. The teacher should consider the needs of different types of students.

<b>Purpose:</b>	After the teaching observation, the coach should be able to identify the following: <ul style="list-style-type: none"><li>• Whether the teacher is able to identify the knowledge levels and abilities of students in the same class;</li><li>• Whether the teacher is able to set up teaching materials in a way that all contents reach students of varying knowledge levels. The teacher can identify and apply methods which are consistent and appropriate without going too fast or too slowly; and</li><li>• Whether the teacher is able to learn together with the students; and</li><li>• Whether the teacher is able to prepare their lesson plans based on any disparities in the knowledge levels of the students.</li></ul>
<b>How to use the tool:</b>	Disparities in the knowledge levels among students need to be given serious consideration because it is sensitive for the students – not only for the teacher. During the first class of a subject, the teacher must assess the knowledge levels of the students. Following this, they must know how to prepare lessons and the learning process accordingly.

#### **Characteristics of slow learners:**

- Prefer to do practical work
- Limited self-direction
- Limited abilities to overcome obstacles
- Prefer to pair with weak student
- Do not communicate
- Prefer repetitive work
- High rate of absence

#### **Instructional techniques suitable for slow learners**

- Provide enough practical opportunities
- Allow more time to learn
- Use more visual media
- Teach in small steps
- Use reward system for good work (Stimulates learning to slow learners)

#### **Characteristics of fast learners:**

- High reading ability and enjoy reading
- Independent and initiate activities on their own
- Get bored by repetitions and routine work
- Take big steps in the learning process

#### **Instructional techniques suitable for fast learners:**

- Give challenging assignment
- Maintain high expectations (High quality)
- Use independent study
- Give leadership opportunity
- Involve in creative activities

**Teacher monitoring and assessment form for Students' Capabilities differentiation:**

1: Need improvement; 2: Satisfactory; 3: Good; 4: Very good; 5: Excellent

No.	Competency	Assessment results				
		1	2	3	4	5
01	The teacher is able to identify the knowledge levels and skills among students in the same class.					
02	The teacher sets up and teaches students of varying levels in such a way that all students learn everything together.					
03	The teacher applies teaching methods which are consistent and appropriate without going too fast or too slow.					
04	The teacher learns together with the students.					
05	The teacher prepares their lessons based on the disparities in the knowledge levels of the students.					

**Advice for improvement:** .....

## 2.5 VISUAL AIDS

### Introduction:

Visual aids help teachers to structure the information which can not be clarified or explained verbally. For the learners, it helps them to understand easier and also helps to remember. Therefore, teachers should consider addressing the 5 senses (seeing, hearing, smelling, touching and tasting) when they are planning, selecting, demonstrating, managing or improving. Learning and having presented with real objects or products have a motivating effect on learners.

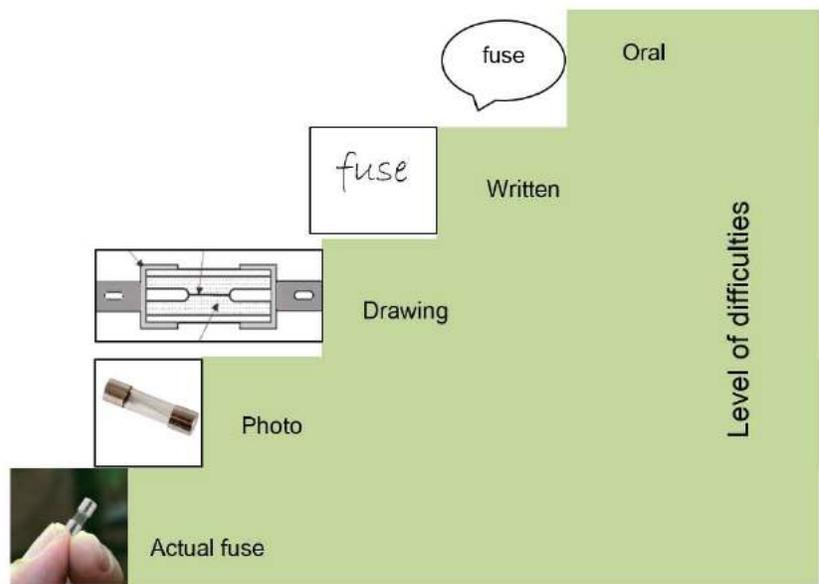
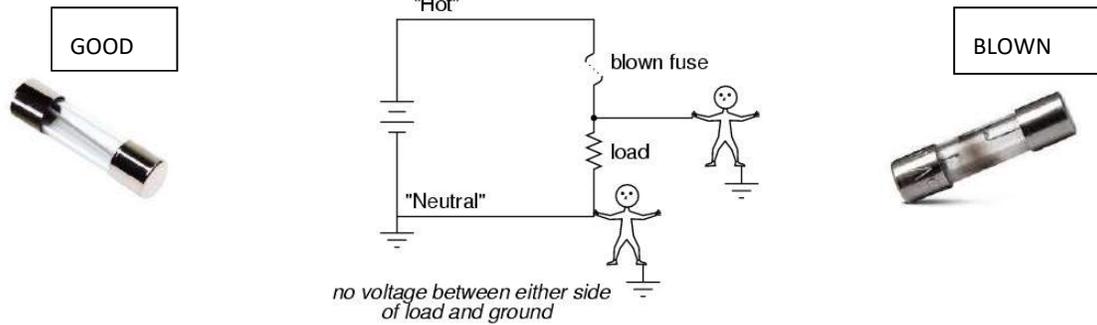
There are many different types of visual aids, some of the commonly used types are:

- Real objects
- Chalk/white board
- Models
- Flip charts
- Pictures
- Multi media (PowerPoint slides)
- Videos

For this tool, chalkboard and flipcharts are elaborated more in detail since they are predominantly used in Lao context.

<b>Purpose</b>	<ul style="list-style-type: none"><li>• assist in overcoming problems in student understanding (e.g.: complex information, something which cannot be explained clearly verbally);</li><li>• assist students to easily understand and remember.</li><li>• assist teachers in structuring the presentation of their lessons; and</li><li>• build up students' motivation by showing them the end products of their learning.</li></ul>
<b>How to use the tool</b>	In order to make efficient use of visual aids in teaching learning process, the teacher should always prepare visual aids prior to lesson delivery. When teaching a difficult or complex topic, the teacher must consider <b>which</b> specific teaching materials to use to help students in their learning process. The teacher must be familiar with <b>how</b> to use a given teaching material and <b>when</b> to use (in which circumstances). It is necessary that the teacher rehearses the use of visual aids, especially when using it for the first time.

**Example:**



**Use of visual aids in teaching**

1) Small group size (up to 20 students):

- When the teacher is introducing a new lesson, it is good to show the students the real object wherever possible so that they know what it feels like. Then, the teacher may pass it around to each student to touch and examine.
- The teacher should give the students some time (5 mins) and let them see and feel the real object.
- The teacher should encourage all students to see and feel the object before moving on entering into the new topic.
- ❖ **Strength of this method:** The students get a chance to examine the actual equipment, tools, materials, or item and get a better picture of its functions.

2) Bigger class size of 30-40 students:

- The teacher is advised to use a picture of the item on a transparency and place it on an overhead projector for all the students to see what it looks like.
- If the teacher wants to give the students the opportunity to get a closer look and feel the real object, the teacher should use more than one real objects. If only one real object is available, the teacher can split up the class into smaller groups and rotate the item from group to group and monitor that groups are not taking unnecessarily long time

3) In case the teacher lacks the visual aids needed for teaching and has no pictures for the students to take a look at:

- The teacher is advised to draw a picture of the item. If it is a picture which takes longer time to draw, they should prepare the drawing in advance on a large piece of paper and stick it to the board before delivering the lesson.

4) Writing it up on the board:

- Important points of the content of the lesson should be written up on the board by the teacher so that the students may note them down.

5) Communication and explanations in lessons:

- The spoken language is the fundamental means of communication between the teacher and the students. The teacher must adapt to their language – especially regarding technical terms – to match with the terms students are familiar with. If there are too many technical terms, the students will not understand and the teacher will have to rephrase it or use an example for the students to understand. Also, if the teacher speaks too softly, the students will not be able to hear them. In this case, the teacher is advised to adapt his/her teaching method by using PowerPoint and a large screen in order for the students to be able to read while listening to the teachers' explanations simultaneously.

**Example:**

Terms such as “AC current” and “DC current” may be difficult to understand and should only be used with students who have completed Upper-Secondary Level. The teacher should then add and explain the terms ‘alternating current’ and ‘direct current’.

**Observation techniques:**

- ❖ Before entering a classroom, the teachers should have already prepared teaching aids, materials, tools....etc which are relevant to the lesson being taught in order to help students learn faster and easier.
- ❖ If the lesson is difficult and complex, observe if the teacher used the right teaching aids to demonstrate so that students can see and eventually be able to make sense of it in practical classes.
- ❖ Observe whether or not the teacher understand the methods, objectives, and techniques. And do they use appropriate teaching aids?
- ❖ Can the teacher use the teaching aids correctly? What are the teacher's gestures?
- ❖ Observe the teacher's explanation. How classroom activities are conducted? How the teacher involves the students? And how they give advice and support?

**Teacher monitoring and assessment form for using visual aids:**

1. Need improvement; 2. Satisfactory; 3. Good; 4. Very good; 5. Excellent

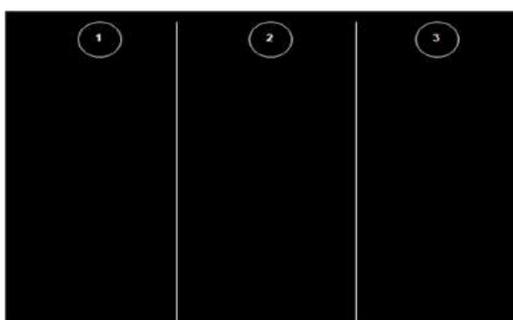
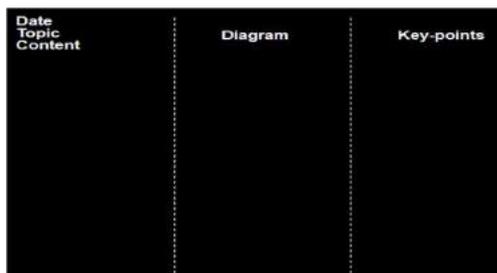
No.	Competency	Assessment results				
		1	2	3	4	5
01	The teacher's explanations about the equipment introduced and used in the lesson is easy to understand for the students					
02	The presentation of realia and students' involvement in studying it					
03	Methods of presenting visual aids					
04	The teacher has prepared visual aids and realia in advance					

**Advice for improvement:** .....

### Example: Chalkboard

The chalkboard is the cheapest and most commonly used medium for teaching in Laos. It is a quick and easy means of illustration. You can erase the board quickly and add new issues as the lesson progresses. Chalkboards can be used in different ways. Some are sketched out in the layout examples below:

**Layout 1:** The Chalkboard is divided into 3 columns. The first column is for the topic, the second one is for diagrams/pictures and the third one is used for writing key information about the topic.

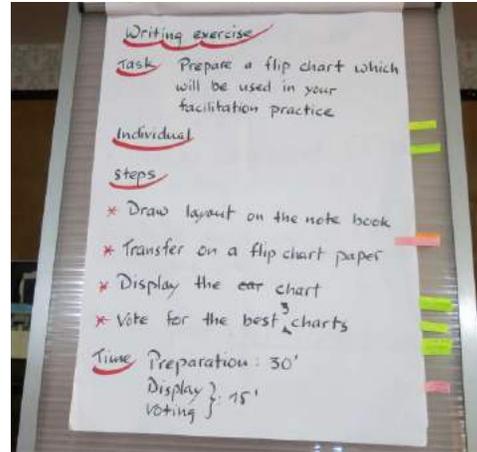


**Layout 2:** The Chalkboard is divided into 3 columns and used like pages 1,2,3. The teacher starts writing key information on left column and when the column is full, moves on to the middle one and finally to the last one. When all 3 columns are full, information on the first column is erased and continued with writing new information. This layout gives enough time for the students to take notes.

<p><b>Hints &amp; Tips for using the chalkboard:</b></p>	<ul style="list-style-type: none"> <li>• Prepare the layout on a sheet of paper with the same proportions</li> <li>• Draw complicated figures before starting the class</li> <li>• Avoid talking to the chalk board (turn around to students when explaining)</li> <li>• Clean chalk board once a day with wet cleaner</li> </ul>
<p><b>For the effective use of chalkboards, the following criteria should be considered:</b></p>	<ul style="list-style-type: none"> <li>• Size of the letter between (2-4cm)</li> <li>• Neat and readable handwriting</li> <li>• Evenly spaced letters and words</li> <li>• Lines are straight</li> <li>• Uniform margins maintained (top, bottom, sides)</li> <li>• Text not crowded</li> <li>• Optimum use of board space</li> <li>• Uniform writing style</li> <li>• Correct spelling</li> <li>• Short and clear sentences</li> <li>• Relevant content</li> <li>• Use of chalkboard materials</li> <li>• Use of white and colour chalks</li> <li>• Information of the board is not blocked</li> <li>• Avoid talking to the board</li> </ul>

### Example: Flip Chart

Flip chart is one of the simplest and most reliable media for teaching learning processes. It is a very quick and effective way to add visual impact to any training. Flip charts are used to provide an outline of the topic to show the key points of a presentation, show diagrams, charts and graphs and capture the results of a group discussion. Easel (Flip chart stand), Pad of paper about 27" x 34" and permanent markers are required to use this type of media.



Strengths:	Weaknesses:
<ul style="list-style-type: none"> <li><input type="checkbox"/> Can be used multiple times Can be well-discussed and noted</li> <li><input type="checkbox"/> No need to erase</li> <li><input type="checkbox"/> Easy to move</li> <li><input type="checkbox"/> Write and draw picture easily</li> <li><input type="checkbox"/> Can stick in the wall and be followed up at all time</li> <li><input type="checkbox"/> Can be placed on the board and MS PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lack of space</li> <li><input type="checkbox"/> Costly</li> <li><input type="checkbox"/> Not suitable for big classes</li> </ul>
Suggestions:	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of colours should not exceed 3 colours if possible</li> <li><input type="checkbox"/> Use colours for emphasising</li> <li><input type="checkbox"/> Letter size around 2-4 cm</li> <li><input type="checkbox"/> Neat and easy to read hand writing</li> <li><input type="checkbox"/> Place the easel so that it is visible to all</li> <li><input type="checkbox"/> Prepare complex drawings in advance (before class)</li> <li><input type="checkbox"/> Write key words or phrases only (not long text)</li> <li><input type="checkbox"/> Store the flip charts properly for later use</li> </ul>	

## 2.6 HANDOUTS

### Introduction:

Handouts (information sheets) are printouts or photocopies which sum up the content of a lesson and are handed out to the students for their study and reference. Handouts supplement the oral and visual instruction.

Handouts can be of different forms like information sheet, assignment sheet, job sheet and performance guide. Handouts must contain the information needed by and for the students to achieve their learning objectives.

<b>Purpose:</b>	<ul style="list-style-type: none"><li>• To help teachers to prepare their lesson plans.</li><li>• Check alignment/ accuracy of content (teaching handouts) with regard to the objectives specified in the curriculum.</li><li>• To be used as a reference material for the students who might have learning difficulties.</li><li>• Handouts can be distributed to the students for support when the available information in text books is complicated or too detailed.</li></ul>
<b>How to use the tool:</b>	<p>All handouts require careful thought and preparation. Check all facts and data for accuracy to avoid misinformation and to prevent confusion. The following are general guidelines for developing handouts:</p> <ul style="list-style-type: none"><li>• Be clear about the purpose of handouts.</li><li>• Search information from the library and/or internet to get as much and up-to-date information as possible.</li><li>• Provide a clear title for the handout.</li><li>• Use clear and simple language.</li><li>• Define new terms as they appear.</li><li>• Illustrate the words with appropriate diagrams/pictures for greater clarity.</li><li>• Use consistent terminology.</li><li>• Ask other teachers to proof-read your draft handouts.</li><li>• Revise your handouts regularly.</li></ul>

**Example:**

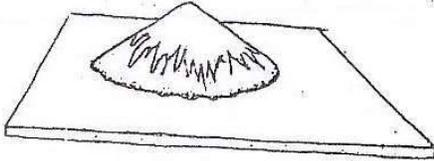
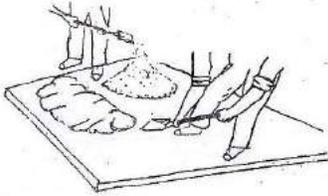
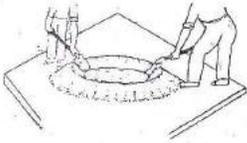
**Cement mortar:**

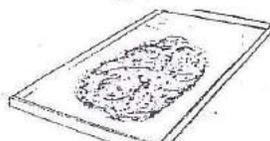
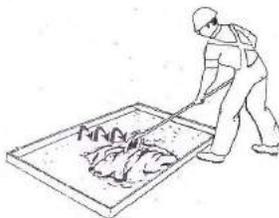
Cement mortar is used to bind brick walls. Cement, sand and water are mixed to form cement mortar. Generally, 1 part of cement is mixed with 3 to 6 part of sand (1:3 to 1:6 = cement: sand) as cement mortar for wall construction. Clean water should be used for mortar preparation. Do not use salty, waste/drainage water.

Cement should be of good quality. Damaged cement caused by the moisture penetration should not be used. Sand should have hard, strong properties. It should contain pure silica, coarse and angular grain.

Generally, one cement bag contains 50 kg of cement in weight. For mortar, if the quantity of cement is 50 kg, 20-25 liter of water is needed. The quantity of water mostly depends on the quality of sand. Dry sand needs more water.

**Method of preparing cement mortar:**

<p>Spread cement on top of the heap of sand in required ratio.</p>	
<p>Mix dry cement and sand by turning at least 3 times with shovel from bottom to top until the colour of the cement-sand mix is uniform.</p>	
<p>Make a hollow pit at the center of the dry mix for pouring water into it.</p>	



**Teacher monitoring and assessment form for handout preparation:**

1: Need improvement; 2: Satisfactory; 3: Good; 4: Very good; 5: Excellent

No.	Competency	Assessment results				
		1	2	3	4	5
01	Handout design, creation, and use (check criteria of 'How to use the tool')					
02	Consistency of the handouts' content with respect to the aims specified in the curriculum					
03	Overall teaching plan					
04	Regular lesson plan					
05	Regular reference documents for each lesson					
06	Question sheets					
07	Answer sheets					
08	Model technical diagrams (exercises)					
09	Inventories of machinery, tools, equipment, supplies, etc. (exercises)					
10	Student scoring and assessment criteria					
11	Information and teaching reference handouts					

**Advice for improvement:** .....

## 2.7 PAIR WORK

### Introduction:

Pair work refers to activities in which two students do an activity together in turns by exchanging opinions and experiences with each other (think-pair-share) in order for the pair of them to learn ways to work collaboratively and succeed in the task assigned more efficiently and easily. Ideally, stronger students are paired up with weaker or quieter students.

<b>Purpose:</b>	To give students the chance to exchange opinions, discuss things, find solutions to problems, come up with a solution together; it increases participation/inclusion of passive students. And stronger students can support weaker ones in acquiring the skill and knowledge.
<b>How to use the tool:</b>	<ul style="list-style-type: none"><li>• First of all, the teacher must assess and take into consideration the existing knowledge and ability level of each student. Efforts should be made to pair up weaker ones with stronger ones so that they may help each other learn (peer-to-peer teaching). When pairing, consider the relationship of the students with each other and also avoid pairing up weak students with other weak students or strong students with other strong students where possible.</li><li>• The teacher must specify the scope of the activity, in accordance to the level of knowledge and capacity of the students, and the time frame in which the assignment has to be completed. The teacher should then observe, monitor and advise.</li><li>• The teacher must observe the students while they are working in pairs to complete the assignment and guide them if required.</li><li>• At the end of the assignment the teacher should check the results to evaluate the learning outcomes of each student.</li></ul>

**Teacher monitoring and assessment form when using pair work:**

1: Need improvement; 2: Satisfactory; 3: Good; 4: Very good; 5: Excellent

No.	Competency	Assessment results				
		1	2	3	4	5
01	The teacher pairs up the students correctly (strong with weak).					
02	The activities assigned by the teacher to the students are well suited according to their level of knowledge and abilities.					
03	The students understand their tasks in a given activity.					
04	The teacher observes and advises the students while they are performing their tasks.					
05	The teacher assesses and attributes scores according to set criteria/standards.					

**Advice for improvement:** .....

## 2.8 GROUP WORK

### Introduction:

Group work refers to working in groups of three students or more. So that they may have the opportunity to exchange ideas and opinions with each other and solve a problem collaboratively. Group works encourage the independence of the students' learning. This independence is important for students coming from teacher-centred institutes.

<b>Purpose:</b>	<ul style="list-style-type: none"><li>• To give students the chance to share their ideas on the topic of discussion and problem solving methods;</li><li>• To learn from the ideas of their peers because the knowledge of each student differs from one another;</li><li>• To improve social contact among group members.</li><li>• To help students developing interpersonal skills like listening, speaking, arguing and leadership.</li></ul>
<b>How to use the tool:</b>	See below

### A. Group size

Groups should not be too small or too big. Three to five students is the most suitable size. Groups which are too large prevent some of the students from being able to participate and ultimately result in the students becoming less active in the learning process.

### B. Dividing the students into groups

- The grouping of student should be done by the teacher. The methods use to ensure group diversity are important and the teacher should do this when teaching large classes.
- For smaller classes where the teacher is able to gain a greater knowledge about their students, the teacher can simply go ahead and select the students for each group but they must take into consideration how efficient their selection will be and the strengths and weaknesses, ethnicities, and genders of the students.
- Some teachers allow the students to select their own groups, which is less effective because the students will only select the students they are acquainted with, their close friends, and those with whom they share a dormitory (Csernica, 2002, and other researchers). So the group work will work best if the teacher takes charge of group selection.

### **C. Group teaching methods**

Group teaching can be tricky for teachers and this in turn, can be difficult for the students to work in groups too. Some students may never have done this before and some may lack the interpersonal skills to work with others. The best ways to overcome and solve these problems are as follows:

- The teacher must be certain that all students understand the activity.
- The teacher must appoint a leader for each group and demarcate the work.
- The teacher must know how to encourage all of the students to accept the opinions of their peers.
- The teacher must step in to resolve any disputes or arguments which may arise within a group.

D. Presentation of Group work results

### **D. Monitoring the students during group work**

- Do the students understand the activity set up by the teacher?
- Is everyone performing the duties assigned to them?
- Is everyone in the group taking part?
- Is there a sense of solidarity and mutual assistance within the group?

### **E. Assessment**

Assessment must take place in line with the aims specified. The scoring for each group is a sensitive matter for student participation, activeness, and so forth. If the students feel that they are being scored unequally or unfairly, it will lead to a very dangerous situation.

#### **Procedure of assigning group work:**

1. State the purpose of the activity.
2. Give an overview of the complete activity.
3. State the questions, issues or problems that will be addressed. Will the same or different questions, issues or problems be given to each group?
4. Divide the groups:
5. Provide logistical information:
  - Where - rooms or areas for each group?
  - When - how much time will be allowed?
  - What - products are expected?
  - How - will the group proceed?
  - Resources - what materials or supplies does each group need?
6. Ask for any final questions.
7. GO! (Tell the groups to get to work.)

8. Monitor the group progress - adjust the time if necessary - resolve any conflicts.
9. Call time.
10. Facilitate the group reports.

**Examples - assignment sheets:**

Assignment Sheet	
Date	:
To	: Students
From	: Teacher
Subject	: Prepare cement mortar in 1:4 and 1:6 ratio.
<hr/>	
<b>WHAT</b>	Prepare cement mortar in correct ratio according to the given assignment.
<b>WHY</b>	Construction units (brick) cannot bind with each other without mortar while constructing wall. The quality of prepared mortar would be good if it is prepared by following good method.
<b>HOW</b>	<ul style="list-style-type: none"> <li>• Form groups of 3 students in one group.</li> <li>• Let trainees to prepare cement mortar in 1:4 and 1:6 ratios. Demonstrate and side by side let student to participate in practical works. Follow this cement mortar preparation method in every construction works.</li> </ul>
<b>TIME</b>	165'
<b>RESOURCES NEEDED</b>	Pan, measuring box, jug, bucket, shovel, drum, sheet metal or mortar board.
Thank you	

<div style="border: 1px solid blue; border-radius: 50%; padding: 5px; display: inline-block;">Groupwork</div>	
<div style="border: 1px solid orange; border-radius: 50%; padding: 5px; display: inline-block;">Task</div>	Role play on giving and receiving feedback
<div style="border: 1px solid orange; border-radius: 50%; padding: 5px; display: inline-block;">Step</div>	<ol style="list-style-type: none"> <li>1. Form Group</li> <li>2. Distribute roles               <ol style="list-style-type: none"> <li>i. Feedback giver (Coach)</li> <li>ii. Feedback receiver(Teacher)</li> <li>iii. Supervisor</li> </ol> </li> <li>3. Agree on a suitable situation</li> <li>4. Role play: Coach gives feedback to the teacher</li> <li>5. Supervisor gives feedback to the coach</li> <li>6. Change roles and practice again.</li> <li>7. Document the comments made by receiver and giver</li> <li>8. Present the comments</li> </ol>
<div style="border: 1px solid orange; border-radius: 50%; padding: 5px; display: inline-block;">Time</div>	30-45 mins (30 mins for role play and 15 mins for preparing the comments).

**Teacher monitoring and assessment form when using Group Work:**

1: Need improvement; 2: Satisfactory; 3: Good; 4: Very good; 5: Excellent

No.	Competency	Assessment results				
		1	2	3	4	5
01	Suitable group arrangement appropriate to the standard of three to five students per group					
02	The teacher appoints group leaders and demarcates work					
03	Clarity of the teaching and explanation					
04	The teacher encourages the students to accept the opinions of their peers					
05	The teacher knows how to step in to resolve internal group disputes					
06	The teacher observes and monitors the students working					
07	The teacher assesses the work of all students fairly and all students feel satisfied					

**Advice for improvement:** .....

## 2.9 DEMONSTRATION

### Introduction:

It is a powerful teaching method where the instructor actually shows or demonstrates how to perform a skill (e.g. how to operate a machine or use a tool, how to calibrate measuring instrument, how to prepare green tea). It involves the use of the student's senses of sight, hearing and sometimes smelling, touching or tasting. A demonstration is usually followed by practical applications of the skills.

<b>Purpose:</b>	<ul style="list-style-type: none"><li>• To show clearly how the skill is performed</li><li>• To highlight critical steps and safety concerns that students may come across while practicing the task</li><li>• To allow learners the opportunities to ask questions before they begin their practice.</li></ul>
<b>How to use the tool:</b>	A demonstration should generally consist of two basic steps: planning and preparation followed by the actual presentation.

### Planning and preparation:

Planning and preparation are essential parts of an effective demonstration. Following are the key points of planning and preparation:

- Develop a performance guide to be given as a handout or a chart to use during the demonstration.
- Arrange the physical environment/space.
- Collect all tools, equipment, supplies and visuals and make sure that these items are in good conditions and properly organized.
- Have teaching aids nearby. Know exactly when they are to be used and how to use them (charts, models, real objects etc.)
- Practice the demonstration, especially the first few times you give it.

### Presentation:

Good planning is only half of a good demonstration. A demonstration is effective only if it is delivered well. While demonstrating a skill, keep these guidelines in mind:

- Tell students exactly what will be demonstrated.
- Distribute and explain the performance guide to each of the learners or display the chart
- Arrange proper space so that everybody can see and hear

- Demonstrate the steps slowly.
- Show only one procedure at a time in their proper sequence as in the performance guide.
- Emphasize critical steps
- Pause at key points, and ask questions to make sure learners are following
- After giving the demonstration, have a learner repeat the skill while you explain the steps
- If needed, repeat all or parts of the demonstration.

## 2.10 TEACHING OBSERVATION SHEET

Teacher's name: .....

Subject taught: .....

Topic taught: .....

Time: .....Date: .....

Place mark in the underlined area every time a behaviour is observed OR omitted.

NO = Not Observed NA = Not Applicable NI = Needs Improvement

OK = Acceptable Performance EX = Excellent Performance

<b>Preparing</b>		
1.		Lesson plan is prepared prior the actual class
2.		Session content is reviewed
3.		Equipment is set up
4.		Facility is arranged appropriately
<b>Introducing</b>		
5.		Session starts on time
6.		Revision of previous lesson is made
7.		Objectives and outcomes of new lesson are presented
8.		There is an activity for stimulating students
<b>Delivering</b>		
<b>Contents</b>		
9.		Content is accurate and clear
10.		Contents are presented sequentially
11.		Many examples are provided for concepts, helping students to think, read or feel...
<b>Methods</b>		
12.		Learners are actively involved
13.		Clear and concise instruction is provided (step by step)
14.		Different methods are used
15.		Summaries and emphasize on necessary and important points are given
<b>Resources</b>		
16.		A variety of resources and visuals are used
<b>Presentation skills</b>		
17.		The teacher is confident
18.		Eye contact and observation are shared equally among the students
19.		Attire, attitude and gestures are adequate (role model)
20.		Voice is clear and audible
21.		Words used are easy to understand for students, clear explanations are provided for difficult or unclear terms.

Guiding	Questioning	
22.		Opportunities are provided for questions and answers
23.		Closed and open-ended questions are used
24.		Questions are appropriate to students' knowledge
25.		The teacher assists students to find answers themselves
	Performance	
26.		The teacher uses various teaching methods
27.		The teacher motivates students
28.		The teacher moves among learners and pays attentions to learners with special needs
29.		The teacher provides appropriate exercises for learners with difficulties
30.		The teacher emphasizes safety aspects
31.		The teacher uses assessment/evaluation tools (observation, tests, questions)
Controlling	Learner behaviour	
32.		Expectations are set/ learning goals are communicated
33.		The teacher monitors/observes students' behaviour (attire and attitudes)
34.		The teacher adequately disciplines students (when inappropriate manner occurs)
35.		The teacher creates and maintains positive learning environment
	Use of time	
36.		Learners are provided with a clear structure/direction
37.		Materials are distributed efficiently
38.		Learners are kept focused
39.		Time is adequately allotted to exercises and demonstrations
Concluding		
40.		Content and objectives are reviewed
41.		Preview for next lesson are provided
42.		Session ends on time

**Positive remarks:**

.....  
 .....

**Remarks for improvement:**

.....  
 .....  
 .....

**[ Give this form to the teacher prior to his/her lesson delivery ]**

<b>Reflection Form for the Teacher/ Coachee</b>
After the lesson delivery and before 'post-observation' meeting with the coach, the teacher will note down answers to the questions below to reflect on his/her own lesson delivery. The reflections will be shared with the coach during the post-observation meeting.
<b>What went well/ what are positive aspects about your lesson?</b>
<b>What would you want to change if you could conduct this lesson again?</b>
<b>Other remarks?</b>

Note:

Note: The reflections are documented on this form and the feedback from the coach shall be used as basis for the next pre-observation meeting.

The agreement to work on specific behaviour(s) to improve has to be mutual and is a prerequisite for continuing the coaching process.

### Feedback from the Coach

Thank the teacher for allowing the observation of his/her lesson delivery to take place and for his willingness to accept comments for further improvement. Share your observations in a constructive manner.

<b>3 things that went well</b>	1.
	2.
	3.
<b>2 things that can be improved and how</b>	1.
	<u>Suggestion for improvement:</u>
	2.
	<u>Suggestion for improvement:</u>

Note: At the end of post-observation meeting with the teacher/ coachee, hand over this sheet to the teacher/ coachee for filing.

## 2.11 MIXED METHODS FOR TEACHING

### Introduction:

This refers to the use of different teaching methods and activities used to help students learn from multiple sources and to enhance their creative thinking and develop their knowledge.

<b>Purpose:</b>	<ul style="list-style-type: none"><li>• To enhance three aspects of their learning outcomes: knowledge, skills, attitude</li><li>• To give the students the chance to show their abilities, interest, enthusiasm, and skills and create a more dynamic and interesting environment.</li></ul>
<b>How to use the tool:</b>	<ul style="list-style-type: none"><li>• Consider the learning objectives as paramount and select an appropriate teaching method for achieving the desired learning outcomes.</li><li>• Consider student readiness and use a mix of teaching styles to accommodate real situations.</li><li>• consider the location and equipment required to facilitate teaching.</li></ul>

### Example:

- *The lecture method* is well suited when introducing new content to a large group of students.
- *Group work* allows the simultaneous teaching of multiple topics, the students are active and provide opportunities to express opinions and gain confidence to present (report) results. Students learn from each other and can assess their own learning results.
- *Brainstorming* is well suited to generate ideas and invites students to participate and express opinions.

**Teacher monitoring and assessment form when using mixed methods:**

1: Need improvement; 2: Satisfactory; 3: Good; 4: Very good; 5: Excellent

No.	Competency	Assessment results				
		1	2	3	4	5
01	The presentation method is well chosen suited to the needs of the students					
02	The teacher applies various methods of teaching in a confident manner					
03	Brainstorming is used and it fits well with the learning situation					
05	The teacher uses methods suited to the different needs and competency levels of the students					
06	The teacher makes optimal use of the given equipment and classroom setting					

**Advice for improvement:** .....

## 2.12 HANDS-ON ACTIVITIES IN THEORY CLASSES

### Introduction:

Hands-on activities in theory classes are used in order to engage students in taking an active role in their learning and strengthen self-efficacy (e.g. in reading, writing, discussions, problem analysis etc.). Research shows that students whose teachers spend too much time talking will less likely be engaged during direct instruction.

<b>Purpose:</b>	<ul style="list-style-type: none"><li>• Help students to take an active role in their learning to foster self-directed learning, students' talents, knowledge, abilities, interest, enthusiasm.</li></ul>
<b>How to use the tool:</b>	<ul style="list-style-type: none"><li>• The teacher has to specify the activities and learning results to be achieved within the allotted time/lesson hours.</li><li>• Any activity/exercise helping the student to take an active role in his/her learning which is consistent with the theory content at hand is suitable to apply.</li><li>• The teacher shall monitor, advise, facilitate during hands-on exercises and assist students when summarising/presenting the results of the activity.</li></ul>

### Examples:

- Learning through the exchange of ideas (think-pair-share): This refers to learning activities which allow each student 2-3mins to think about a main point (think) before spending 3-5mins exchanging their ideas with another student (pair), and, lastly, presenting their thoughts to the whole class (share).
- Collaborative learning (collaborative learning groups): refers to activities in which the students work together with their peers by dividing them into groups of three to six people.
- Student-led reviews (student-led review sessions): refer to activities which give students the chance to review their knowledge and consider anything they feel unsure about during an activity. This can be achieved by the teacher gradually edging them on and assisting when they come up against a problem.
- Learning through games (games): refers to activities where the teacher incorporates educational games as stages of activities into the lesson, their teaching, task assignment, and assessment.
- Learning by videos review (analysis or reactions to videos): refers to educational activities in which students watch a short video and then give their opinions or conceptual reactions on what they have just watched. The students may do so verbally, in writing, or in groups.
- Learning by debate (student debates): refers to educational activities set up for the students to present information they have gained from experience and learning so as to reaffirm their own concept or that of their group.

- Learning through case study analysis (analyzing case studies): refers to educational activities which allow the students to read about a sample case. They then analyze and exchange opinions or solutions to problems in groups before presenting their ideas before the entire class.
- Learning through concept mapping (concept mapping): refers to educational activities where the student designs a concept map to present a total summary of their ideas and how these concepts are connected using lines to represent these connections. This can be done by each student on their own or in groups. The map they have created is then presented before the entire class. Their peers are then given the opportunity or ask questions and offer any further opinions they may have.

**Teacher monitoring and assessment form when using hands-on activities:**

1: Need improvement; 2: Satisfactory; 3: Good; 4: Very good; 5: Excellent

No.	Competency	Assessment results				
		1	2	3	4	5
01	Achievement of learning results in terms of knowledge					
02	Achievement of learning results in terms of skills					
03	Achievement of learning results in terms of attitude					
04	Achievement of learning results in terms of development					
05	The students are able to show they abilities, interest, enthusiasm, and what they are good at thanks to their innate talents and acquired skills					
06	Think-pair-share					
07	Collaborative learning					
08	Student-led review sessions					
09	Games and analysis or reactions to videos					
10	Student debates or student generated exam questions					
11	Mini-research case studies or analysis or case study analysis					
12	Keeping journals or logs or concept mapping					

**Advice for improvement:** .....

## 2.13 SIMULTANEOUS STUDENT ACTIVITIES

### Introduction:

This tool for teachers helps to manage simultaneous activities in the classroom and to guide students to focus on completing specified assignments.

<b>Purpose:</b>	<ul style="list-style-type: none"><li>• To set up classroom activities correctly, appropriately, and in such a way that the students work together;</li><li>• To ensure that all students participate in the learning process and work collaboratively; and</li><li>• To ensure that the outcome is improved learning.</li></ul>
<b>How to use the tool:</b>	See below point 1-2

Ongoing participation can be achieved using the following methods:

1. Allow students to do activities in pairs (pair work). This method gives the students the opportunity to discuss things and express their opinions to one another.
2. It allows each student to go about the activity individually (reading, listening, answering questions, and so forth). For this type of activity, the teacher must give instructions so that all students know the methods and what to do. When the teacher gets the students to do activities where each student is performing a task at the same time, the classroom atmosphere should be quiet but the teacher must take into consideration the fact that all students must be participating. For example, everybody should be thinking and performing the activity together.

The teacher must create an assessment form according to the lesson content and the lesson objectives so that they may assess their learning results.

### **For example: The teaching of carving**

Having learnt the theory, all students must participate in hands on activities and succeed together. The teacher should be careful not to let anyone sitting or standing around uninvolved, as this will result in them having their attention towards other things, such as chatting with friends or playing with their phones. In such case, they will get bored easily and be less willing to participate in the learning process at that time.

**Teacher monitoring and assessment form when doing simultaneous student activities:**

1: Need improvement; 2: Satisfactory; 3: Good; 4: Very good; 5: Excellent

No.	Competency	Assessment results				
		1	2	3	4	5
01	The teacher sets up the classroom activities correctly, appropriately, and all the students participate together.					
02	In advance, the teacher prepares lessons which are well suited to the level and abilities of all students, taking into account their personalities and any special considerations.					
03	The instructions used by the teacher to explain the activity are clear.					
04	The teacher observes, advises, and assesses the effectiveness of the activity while they are performing tasks together.					
05	All students understand the methods and duties assigned to them by the teacher					
06	All students participate in the learning process and collaborate with one another.					
07	The learning results achieved improve.					

**Advice for improvement:** .....

## 2.14 TOOLS FOR STUDENTS WITH LOW NUMERACY SKILLS

### Introduction:

The following tools are to assist teachers to teach simple counting, addition, subtraction, multiplication and division for solving mathematical problems. They should also motivate students and spark interest when dealing with numbers.

<b>Purpose:</b>	<ul style="list-style-type: none"><li>• To assist students to learn methods for solving arithmetic and calculus problems ;</li><li>• To assist the teacher in explaining to students with low numeracy skills.</li></ul>
<b>How to use the tool:</b>	<ul style="list-style-type: none"><li>• Identify the issues/areas the students with low numeracy skills are struggling with.</li><li>• Start off with simple exercises and gradually increase the complexity.</li><li>• Prepare and use teaching aids which explains on a simple level and motivates students to engage in the topic.</li></ul>

### Examples:

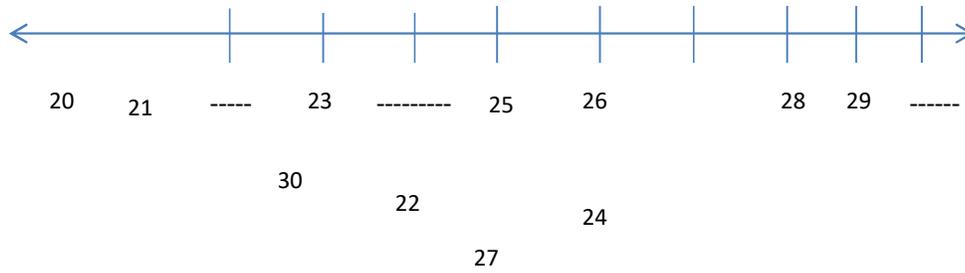
**1.1 For students who struggle to count from 1 to 100, the teacher may use the following methods as exemplified in sections 1.1 and 1.2:**

The teacher may cut cardboard paper into 100 rectangles or squares and number them from 1 to 100. The teacher can mix the numbers up before having the students arrange them into the correct order.



### 1.2 Helping students to practice counting:

The teacher draws a straight line with short vertical lines as markers and then place numbers below but leave some gaps so that students may fill the blanks with the correct number, as in the picture below:



#### ❖ Things to remember:

When conducting the exercise above, the teacher should split the students up into small groups in order to give each student the chance to participate and learn from this visual aid.

### 1.3 Example for teaching Division:

The teacher encourages the students to measure the front of their own chest. Students shall first measure their entire chest using a 1m measuring tape. If they find that their chest turns out to be

88cm, then half of this will be:  $\frac{88}{2} = 44$  ຊັງຕີແມັດ  $\frac{cm}{2} = 44$  ຊັງຕີແມັດ

- For students who are unable to perform the above division, get them to fold the measuring tape at its midpoint so that it is doubled-up and understand the principle of this division exercise. For an 88cm chest, their chest should be 44cm with the measuring tape folded in half, thus producing the same result as if they had done it using division.



### 1.4 Examples for teaching Addition

The teacher prepares a chart as below and encourages the students to fill in the missing gaps (e.g.  $10+1=11$ ,  $20+2=22$ ,  $30+3=33$  etc.):

+	10	20	30	40
1	11		31	
2		22		
3			33	
4				44
5		25		

### Teacher monitoring and assessment form when teaching students with low numeracy skills:

1: Need improvement; 2: Satisfactory; 3: Good; 4: Very good; 5: Excellent

No.	Competency	Assessment results				
		1	2	3	4	5
01	The teacher explains the topic (arithmetic/ counting) by introducing concrete methods (as above).					
02	The teacher helps the students to remember the introduced methods.					
03	Students are engaged and understand the topic/ explanations from the teacher.					

Advice for improvement: .....

## 2.15 TOOLS FOR STUDENTS WITH LOW LITERACY SKILLS

### Introduction:

This refers to material for teachers to support students with low literacy skills and to assist them in understanding content and follow the teaching better. Using handouts with simple language, visual aids and real objects is advised. The teacher shall encourage students to participate by acknowledging them for their contributions.

<b>Purpose:</b>	<ul style="list-style-type: none"><li>• To assist the teacher and students to better understand each other.</li><li>• To motivate students' participation in the learning process; and</li><li>• To improve students' communication skills.</li></ul>
<b>How to use the tool:</b>	<ul style="list-style-type: none"><li>• Identify the main topics, subtopics which are difficult to understand by students with low literacy skills.</li><li>• Start off with simple exercises and gradually increase the complexity. .</li><li>• Prepare and use teaching aids which explains on a simple level and motivates students to engage in the topic.</li></ul>

**Example 1:** Use of flashcards with words or pictures to achieve a greater level of understanding.

**Example 2:** Use of flashcards to play bingo by creating a bingo table and have students identify them when the teacher calls them out.

- Writing should start off with short concise sentences which are easy to understand:

**Teacher monitoring and assessment form when teaching students with low literacy skills:**

1: Need improvement; 2: Satisfactory; 3: Good; 4: Very good; 5: Excellent

No.	Competency	Assessment results				
		1	2	3	4	5
01	The teacher uses simple language					
02	The student can easily follow the teachers' explanations/ instructions					
03	Visual aids are prepared to help boosting comprehension and communication between the teacher and students					
04	The tools created by the teacher motivate the students to participate in the learning process.					
05	The Teacher considers/includes possible different dialects of Lao language represented in his/her classroom					

**Advice for improvement:** .....

## 2.16 EFFECTIVE QUESTIONING

### Introduction:

The posing of questions is part of the teaching-learning process to motivate students, to check their level of understanding/ knowledge. Questions can be asked at any stage of the teaching-learning process. Questions can be asked at remember-level or application-level and can be of open-ended or close-ended type.

<b>Purpose:</b>	<ul style="list-style-type: none"><li>• To motivate students to use their ideas and seek out new ones;</li><li>• To assess the students' existing knowledge and identify what is new for them so that the right learning experience can be provided;</li><li>• To prepare students prior to teaching a new lesson, and to review or sum up the lesson;</li><li>• To get the students to participate in activities and assess them and the results;</li><li>• Ensure complete understanding of the subject matter.</li></ul>
<b>How to use the tool:</b>	<ul style="list-style-type: none"><li>• Ask a question to the whole class.</li><li>• After asking a question, the teacher should give appropriate time for the students to put their thoughts together and process them (up to several minutes, depending on the complexity of the question).</li><li>• After the teacher has waited for some time and no one has answered, the teacher should pick a student and pose the question directly to the student.</li><li>• Do not interrupt the student while trying to answer.</li><li>• Spread the questions out to all students as well as selected ones so that they may exchange ideas and respond.</li><li>• Try to balance between closed-ended and open-ended questions.</li><li>• Encourage the students to express their opinions on the answers of their peers or add to these answers if they have anything further to say.</li><li>• The teacher sums up the answers and provides guidelines.</li></ul>

## Types of questions

There are many types of questions and which type to use depends on what it is intended to achieve and the teaching stage the students are at. The nature of the questions a teacher could ask the students can be categorised as follows:

- 1 **Open-ended questions** are questions which can have more than one or two responses and students have to apply the knowledge they have learned to process their ideas to come up with a response.

Examples:

- Why do ice cubes float on water?
- Why should we not bend our back while lifting a heavy load?

- 2 **Clarifying questions** are questions to shed light on and/or emphasise something the teacher is speaking about. Such questions can be used to help underline the importance of something. They are means of finding an answer collaboratively or stimulating further interest in students.

Examples:

- Explain the reasons for / Explain / Talk about ...
- What has been the most important topic for you today? / for your exams? / when you have a job? How can we improve on this?
- Having read this, what are your thoughts?
- Can anyone sum up ...? What have we learnt today?

- 3 **A question chain** is a method which helps the students to think and come up with an answer from an observation or by using or having used all five senses to experience something.

Examples:

- What do you think about the following matters/items...?
- Maybe you have something to add from ...?
- Do you agree or disagree with .....? And why?
- Has anyone recorded the same thing as him/her/them?

- 4 **Closed-ended questions** are questions which have limited and definite answers. You will be hoping to receive the same answer from whichever student you ask.

Examples:

- Is everything clear about this question? Do you understand the question?
- Which one needs further explanation? A, B, or C?
- How much extra time is required for doing this in practice? 15, 25, or 30 minutes?

**Benefits of asking question:**

When considering the benefits of asking questions, some important points can be elaborated as follows:

- Improve thinking skills for learners.
- Stimulate motivated learning to gain more students' attention.
- Improve students' abilities to think and guide them with the right way when searching for knowledge.
- Help learners to be able to involve in the teaching-learning process.
- Being the central linkage for old and new knowledge.
- Create thinking attitude in order to find out solution to the given questions.
- Use for evaluation of the learning outcomes

**Questioning Techniques:**

As mentioned above, questioning is very important for learners in many aspects. How much they learn, to certain extent, depends on the questions asked by the teacher. Besides, if the teacher has skills and use appropriate techniques when asking questions, it will make the class more meaningful.

Questioning techniques can be concluded as below:

- When asking questions, the teacher should not specify the person to answer or ask students in orderly manner because this approach is not focusing on the learning, but it is focusing on answering the questions.
- When asking questions, teachers should not expect a certain student to answer but open the floor to as many students as possible because it will give a chance to a number of students to share their ideas which is a good technique which will lead to effective learning outcomes or good decision making.
- When asking questions, the teacher should not ask the same student several questions to avoid making other students feel that their attentions are not wanted. They will be less motivated to involve in the learning process.
- When asking questions, the teacher should not make students feel pressured in answering the question. After conveying the questions, give the students time to think and find out the answers.
- The teacher should look around when asking questions in order to gain the students' attentions and to encourage more students to find out the answers.
- When students get stuck while answering or feel reluctant to give answers, teacher should encourage and not rush them or show any sign of disappointment because they would feel bad about their answers. When answering the questions, students might give irrelevant or inappropriate answers. Teachers should find ways to help them understand and lead them to get the right answers. To avoid misunderstanding, the teachers could try rephrasing or emphasize the questions more.
- The meaning and importance of teaching will decrease when teachers ask and answer the questions themselves or ask questions in such a way that seeks their remembrance (asking too many close-ended questions).
- Create a friendly environment to increase students' intention in answering the questions.
- When answering questions, teachers should persuade students to have different ways to answer, not just accepting one single answer.
- Use the questions that are relevant to students' knowledge and experiences.
- The teachers should analyse and improve questions for next time.

**Things to consider when asking questions:**

When students answer the questions, teacher should consider the following aspects:

- Is the question right or relevant? Should it be very specific and how clear is it?
- The teachers should use simple and easy to understand language, that is straight forward.
- If students get the answers right, encourage and praise them and if they get the answers wrong, encourage them to not give up.
- If there is no answer, the teachers should ask again, make it easier or explain the meaning of the questions to guide students.
- Use the questions that are relevant to the contents and student's knowledge.
- Encourage students who are active in answering the questions to involve more ideas.
- Use the questions correctly according to the right teaching steps and opportunity.

Questions are categorized into 22 different types:

1. ຄໍາຖາມເພື່ອທວນຄືນຄວາມຈໍາ (recall)
2. ຄໍາຖາມເພື່ອຈັດລະດັບຄວາມຈໍາ (qualified recall)
3. ຄໍາຖາມເພື່ອການປຽບທຽບ (comparison)
4. ຄໍາຖາມທີ່ບອກຄວາມແຕກຕ່າງ (contrast)
5. ຄໍາຖາມເພື່ອການປະເມີນຜົນ (evaluation)
6. ຄໍາຖາມເພື່ອຫາເຫດຜົນ (cause)
7. ຄໍາຖາມເພື່ອຖາມຜົນ (effect)
8. ຄໍາຖາມເພື່ອສະແດງໃຫ້ເຫັນໂດຍໃຊ້ພາບປະກອບ (illustration)
9. ຄໍາຖາມເພື່ອກຸ່ມ ສໍາລັບການຈັດປະເພດ (classification)
10. ຄໍາຖາມເພື່ອສະຫຼຸບ (generalization)
11. ຄໍາຖາມເພື່ອຄໍານິຍາມ (definition)

12. ຄໍາຖາມເພື່ອພິສູດ (proof)
13. ຄໍາຖາມເພື່ອອະທິບາຍ (description)
14. ຄໍາຖາມເພື່ອສະແດງໃຫ້ເຫັນຄຸນລັກສະນະ (characterization)
15. ຄໍາຖາມທີ່ບອກຄວາມສໍາພັນ (relationship)
16. ຄໍາຖາມເພື່ອເລົ່າເລື່ອງຫຍໍ້ ຫຼື ສະຫຼຸບ (summary)
17. ຄໍາຖາມເພື່ອວິຈານ (Criticism)
18. ຄໍາຖາມເພື່ອການນໍາໄປໃຊ້ (application)
19. ຄໍາຖາມເພື່ອເກັບກໍາ ຫຼື ຮວບລວມ (organization)
20. ຄໍາຖາມເພື່ອຊອກຫາທາງເລືອກ (alternative)
21. ຄໍາຖາມເພື່ອວິເຄາະ (analysis)
22. ຄໍາຖາມເພື່ອການສໍາຫຼວດ ຫຼື ສັງເຄາະ (synthesis)

**Teacher monitoring and assessment form for effective questioning:**

1: Need improvement; 2: Satisfactory; 3: Good; 4: Very good; 5: Excellent

No.	Competency	Assessment results				
		1	2	3	4	5
01	The questions asked are consistent with lesson's aims and students' needs.					
02	The questions asked are concise, clear, easy to understand and students are able to collaborate over it to find an answer.					
03	The teacher gives students a chance by setting adequate time limits so that they may get their head around the question and come up with an answer.					
04	The teacher gives students the chance to complete their response.					
05	The teacher encourages other students to give their opinions on the answers of their peers.					
06	The teacher has correct answers prepared in advance for students.					
07	The questions by the teacher are adequate according to the topic/ subject matter.					
08	Teacher poses closed-ended questions.					
09	Teacher poses open-ended questions.					

**Advice for improvement:** .....

## 2.17 PERFORMANCE GUIDE

### Introduction:

One of the most important jobs of any vocational teacher is to make sure that students are using the correct procedure in practicing any skill—in particular those skills which could involve injury to themselves or others. The performance guide is reference material that a performer refers to while performing the skill.

<b>Purpose:</b>	Performance guide should be used: <ul style="list-style-type: none"><li>• To ensure that your students can use the tools or equipment properly</li><li>• To ensure that a skill is performed at appropriate time</li><li>• To avoid potential health or safety hazards involved in performing skills</li><li>• To avoid damaging expensive materials if the procedure is not done properly</li></ul>
<b>How to use the tool:</b>	<ol style="list-style-type: none"><li>1 State the skill clearly</li><li>2 Develop a list of steps in performing the skill. State each step as clearly as possible.</li><li>3 Indicate critical or safety steps.</li><li>4 Use the performance guide during demonstration</li><li>5 Give handouts for students to practice</li><li>6 Use performance guide to evaluate whether the students are following the correct procedure or not.</li></ol>

Example:

<b>Subject or Unit</b>	Build brick wall
<b>Task, Skill</b>	Prepare mortar in 1:6 ratio
<b>Performance Objective</b>	Given any ratio, prepare mortar of one batch manually within 15' with uniform color and absence of foreign material.
<b>List of Tools, Equipment and Material</b>	Pan, measuring box, jug, bucket, shovel, drum, sheet metal or mortar board.

**Performance Guide**

#	Steps	Yes	No
1.	Prepare lists of required tools/equipments and materials.		
2.	Collect required tools/equipment and materials.		
3.	Clean out the site.		
4.	Place sheet metal on the floor or use brick soling floor for mixing mortar.		
5.	Mix 6 parts of sand and 1parts of cement with shovel homogenously.(Turn the mix at least three times.)		
6.	Make hollow pit at the center of dry mix and pour water little by little forming as small pond.		
7.	Mix all cement, sand and water slowly and homogenously. .(Turn the mix at least three times.)		
8.	Show prepared homogeneous mortar for checking.		
9.	Use prepared mortar in construction work.		
10.	Clean out the sheet metal or mixing platform, after completing the work.		

Criteria for successful completion: All the steps should be checked "Yes".

Safety/Critical Steps:-

**Teacher monitoring and assessment form when developing performance guide:**

1: Need improvement; 2: Satisfactory; 3: Good; 4: Very good; 5: Excellent

No.	Competency	Assessment results				
		1	2	3	4	5
01	The skill is stated clearly.					
02	The steps of performing the skill are written in a correct order					
03	Critical or safety steps are shown					
04	The guide is reasonable in length					

Advice for improvement: .....

## 2.18 EVALUATE PERFORMANCE PRODUCT

### Introduction:

There are several times in learning skills when the teacher only needs to look at the finished product to tell how well a student has performed. For many tasks, the product is more important than the procedure. Evaluating a product requires a different approach than the one used to evaluate procedure. To evaluate the product made by the student, there should be a well-developed product rating instrument.

<b>Purpose:</b>	<ul style="list-style-type: none"><li>• To set the standard for both students and teacher how their product is evaluated at the end.</li><li>• To give opportunity to self-evaluate the product by students themselves using the product rating instrument.</li></ul>
<b>How to use the tool:</b>	<ol style="list-style-type: none"><li>1. <u>State the skill clearly.</u></li><li>2. <u>State the conditions of the test.</u> Inform learners about what they will or will not be allowed to use.</li><li>3. <u>List the important product criteria.</u></li><li>4. <u>State each criterion as clearly as possible.</u> Use the following guidelines for each criterion:<ul style="list-style-type: none"><li>• Write each criterion clearly and simply, using common industry terms.</li><li>• List all criteria in a logical sequence.</li></ul></li><li>5. <u>Make the criteria list reasonable in length.</u></li><li>6. <u>Attach a rating scale.</u></li><li>7. <u>Format the rating instrument.</u> A rating instrument normally contains places for the following information:<ul style="list-style-type: none"><li>• Learner's name</li><li>• Date of the test</li></ul></li><li>8. <u>Provide clear directions for using the test.</u> Example below: Direction: Rate the performance using the criteria listed below. For each criterion, place a check mark along each scale where you think the performance is best described.</li><li>9. <u>State the minimum acceptable level of performance required.</u></li></ol>

Example:



## Product Rating Instrument for “Construct Rivet Joints”

S. N.	Points Criteria ↓	Exemplary (4)	Good (3)	Satisfactory (2)	NI (1)	Poor (0)
1	Tightness of joint pieces	Does not move the pieces when applied maximum hand force		Moves when applied light hand force		Pieces moves when shake
2	Smoothness of rivet head (Visual inspection)	Total surface of rivet head looks smooth		Max. 3 pressed marks are visible		More than 3 pressed marks are visible
3	Roundness of rivet head (Checked by radius gauge)	Radius is uniform from all sides		Radius is not uniform		Shape is irregular
4	Alignment of rivet head	Alignment of rivet head and shaft is within 0.5 mm		Alignment of rivet head and shaft is within 0.6 to 1 mm		Alignment of rivet head and shaft is more than 1 mm
5	Gap between joint pieces (Visual inspection)	No gaps visible		Gap is visible when looked closely		Clear gap is visible from the distance
6	Time taken	Less than 5' per rivet		6 to 8 min. per rivet		More than 8 min per rivet

**Outstanding: 22-24 points**

**Good: 18-21 points**

**Average: 12-17 points**

**Not acceptable: 0-11 points**

**Any 0 points on criteria 1, 4 and 5 is not acceptable**

**Teacher monitoring and assessment form when evaluating a performance product:**

1: Need improvement; 2: Satisfactory; 3: Good; 4: Very good; 5: Excellent

No.	Competency	Assessment results				
		1	2	3	4	5
01	The teacher has developed a product rating instrument and explained to students how their products will be evaluated.					
02	The criteria, direction for the test and minimum acceptance level (Pass score) in the product rating instrument are clearly mentioned					
03	After the students finished the practical exercises, the teacher evaluated the product using the instrument					
04	The teacher has given feedback to each student on the quality of their products.					
05	The score of each student are documented					

**Advice for improvement:** .....

## 2.19 GIVING AND RECEIVING FEEDBACK

### Introduction:

Feedback consists of individual comments about the performance or behaviour of somebody. Feedback is not information about who somebody is. It is information about how somebody's behaviour and performance is perceived by others. Negative comments are neither encouraging nor do they help the performer in changing his/her performance. Feedback is effective only if suggestions and proposals for changing are given.

<b>Purpose:</b>	In teaching learning process, feedback on the performance of the student is very important. Feedback is given and received: <ul style="list-style-type: none"><li>• To help students realize their mistakes and correct their mistakes.</li><li>• To identify the students' desires and prepare the lesson accordingly.</li></ul>
<b>How to use the tool:</b>	See below for giving and receiving feedback

### FOR GIVING FEEDBACK:

- be clear about what you want to say in advance
- start with the positive (most people need encouragement)
- be specific (avoid general comments)
- refer to performance that can be changed (people can change their posture but not their height)
- offer alternatives (negative feedback is ok, but only if suggestions are given)
- be descriptive rather than evaluative (tell what you have seen, don't tell what was 'good' or 'bad')
- 'own' the feedback (begin the feedback with "I" or "in my opinion")
- give the feedback as soon as possible after the performance

### FOR RECEIVING FEEDBACK

- listen to the feedback rather than immediately rejecting or arguing with it
- make sure that you understood the feedback
- ask for feedback that you want but didn't receive
- decide what you will do as a result of the feedback

**Teacher monitoring and assessment form for giving and receiving feedback:**

1: Need improvement; 2: Satisfactory; 3: Good; 4: Very good; 5: Excellent

No.	Competency	Assessment results				
		1	2	3	4	5
01	The teacher has given feedback to the students soon after the performance is evaluated					
02	While giving feedback, eye contact is maintained and started with positive points					
03	Feedback given is specific, not general and can be changed					
04	No argument or disagreement shown by the receiver					

**Advice for improvement:**.....

## **3. RECOMMENDED USE OF TEACHING TOOLS**

This section provides a recommendation on when these tools can be used, prior to, during and after lesson delivery.

### **3.1 PRIOR TO LESSON DELIVERY**

- 2.1 Lesson Plan
- 2.2 Teachers' Communication Skills Checklist
- 2.3 Teachers' Presentation Skills Checklist
- 2.4 Students' Capabilities Differentiation

### **3.2 DURING LESSON DELIVERY**

- 2.5 Visual Aids
- 2.6 Handouts
- 2.7 Pair work
- 2.8 Group Work
- 2.9 Demonstration
- 2.10 Teaching observation sheet
- 2.11 Mixed Methods for Teaching
- 2.12 Hands-on Activities in Theory Classes
- 2.13 Simultaneous Student Activities
- 2.14 Tools for Students with Low Numeracy Skills
- 2.15 Tools for Students with Low Literacy Skills
- 2.16 Effective Questioning

### **3.3 AFTER LESSON DELIVERY**

- 2.17 Performance Guide
- 2.18 Evaluate Performance Product
- 2.19 Giving and Receiving Feedback

## 4. MEASURING AND ASSESSING STUDENT LEARNING RESULTS

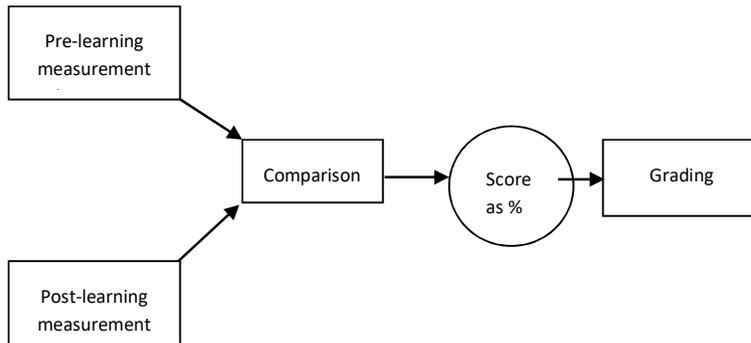
### Introduction:

Assessment has a great influence on the learning process. As learners want to pass courses successfully they tend to organize their learning in such a way that they achieve this. Teachers, who are aware of this, use assessment methods that enhance learning. Assessment is also important for authorities that need data for improving the performance of teachers, training centres and the entire system. Decisions need to be based on valid and reliable data.

- Measuring student learning refers to the process of attributing scores to their knowledge levels, skills, qualities, and attitudes based on the standards specified.
- Student learning assessment refers to the collation and assessment of the information gathered from measuring their learning at the end or during the learning process. The final scores will determine whether their learning objectives have been achieved so that they may improve. Assessment result is equally important for teachers for finding methods to tackle the problem and gradually enhance the learning of the students.

<b>Purpose:</b>	<ul style="list-style-type: none"><li>• To improve, identify solutions, and gradually enhance student learning through frequent assessment during the training. It makes more effective study possible. Good results are motivating to students as well as teachers.</li><li>• To identify the difficulties in learning (and teaching!) that help the teacher to plan remedial actions.</li><li>• Determine grades for certification at the end of training.</li></ul>
<b>How to use the tool:</b>	<ul style="list-style-type: none"><li>• The teacher must use tools to measure their learning, knowledge, abilities, qualities, and attitudes in accordance with the learning standards specified in the curriculum.</li><li>• The teacher must specify criteria and methods to assess student learning.</li><li>• The teacher must collate student scores attributed by measuring student learning to assess their overall learning results</li></ul>

The measuring and assessment of student learning refers to the process of combining the information and evidence for measuring their results as in the diagram below:



**Teacher monitoring and assessment form when measuring and assessing student learning results:**

1: Need improvement; 2: Satisfactory; 3: Good; 4: Very good; 5: Excellent

No.	Competency	Assessment results				
		1	2	3	4	5
01	The teacher creates assessment tools					
02	The teacher specifies assessment criteria					
03	The teacher specifies methods for assessing participation					
04	The teacher performs a pre-learning assessment					
05	The teacher assesses the students during class					
06	The teacher performs a post-learning assessment					
07	The teacher sums up the strengths and weaknesses of their students					
08	The teacher assesses and attributes scores for their students					
09	The teacher arranges the levels of student learning results					

**Advice for improvement:** .....

**TEACHING MODULES**



**Ministry of Education and Sports  
Department of Technical Vocational Education and Training  
Vocational Education Development Institute**



**Training Module**

Name of the module: .....

No of Credits: .....; For: .....

Teacher: .....

Phone number:.....

Fax:.....

E-mail:.....

Teaching experience:.....

### Lesson plan Module

1	<b>Name of the module</b>	.....
2	<b>Explanation of the module</b>	This module combines all knowledge, skills and attitude regarding ....
3	<b>Learning outcomes</b>	<p>After studying this module students will gain knowledge, skills and attitude as follows:</p> <ol style="list-style-type: none"> <li>1. Knowledge: <ul style="list-style-type: none"> <li>• .....</li> </ul> </li> <li>2. Skills: <ul style="list-style-type: none"> <li>• .....</li> </ul> </li> <li>3. Attitude: <ul style="list-style-type: none"> <li>• .....</li> </ul> </li> </ol>
4	<b>Module code</b>	
5	<b>No of credits and hours</b>	Example: 3 (1-2-3), 96 hours
6	<b>Prerequisite Module</b>	
7	<b>Contents of the module</b>	<p><b>1. Title of content:</b></p> <p>-</p> <p>-</p> <p>-</p> <p><b>2. Title of the content:</b></p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p><b>3. Title of content:</b></p> <p>-</p> <p>-</p> <p>-</p> <p><b>4. Title of content:</b></p> <p>-</p> <p>-</p> <p>-</p>
8	<b>Module criteria (equipment, machine, pictures, graphic techniques, learning materials and other necessity criteria)</b>	<ul style="list-style-type: none"> <li>- Learning documents, example documents , activity sheets</li> <li>- Pin board, flipchart, white board markers, paper markers.</li> <li>- Computer, LCD projector</li> <li>- Machines, tools and other equipment</li> </ul>
9	<b>Teaching-learning methods</b>	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Group work</li> <li>- Individual</li> <li>- Presentation</li> </ul>

		- Suggestion and leading from the teacher
10	<b>Teaching-learning regulation</b>	<ul style="list-style-type: none"> <li>• Students have to strictly follow the teaching-learning regulations of the educational institute</li> <li>• If a student arrives more than 10 mins late to class, warning will be given for the first occurrence. And following occurrence will result in disciplinary actions such as cleaning the board after class, clearing a toilet, etc.</li> <li>• Students involved in the learning process will be given additional points.</li> <li>• Take exam in theory and practical classes</li> <li>• In case a student is absent more than 20% of the module, he/she will not be allowed to take an exam.</li> </ul>
11	<b>Teaching-learning location</b>	<ul style="list-style-type: none"> <li>• Laboratory, training room or classroom or field study.</li> </ul>
12	<b>Evaluation categories:</b>	<p><b>Knowledge based results</b></p> <ul style="list-style-type: none"> <li>• Explain .....</li> </ul> <p><b>Competency based or real practical based results:</b></p> <ul style="list-style-type: none"> <li>• Identify.....</li> <li>• Write.....</li> <li>• Create.....</li> </ul> <p><b>Attitudes and development based results:</b></p> <ul style="list-style-type: none"> <li>• See the value</li> <li>• Attention: Studying, doing exercises, cleaning, tools and safety consciousness.</li> <li>• Disciplined</li> <li>• Behaviour: Speaking, respect teachers, elderly and each other, suggestion for improvement.</li> <li>• Observe and adjust.....</li> </ul>
13	<b>Monitoring-evaluation methods, tools for monitoring and evaluation</b>	<ul style="list-style-type: none"> <li>• <b>Monitoring-evaluation methods:</b> <ul style="list-style-type: none"> <li>- Verbal</li> <li>- Written</li> <li>- Observation from the presentation or work-based results.</li> <li>- Demonstration.</li> </ul> </li> <li>• <b>Tools for monitoring and evaluation:</b> <ul style="list-style-type: none"> <li>- List of questions and answers</li> <li>- Presentation</li> <li>- Homework</li> <li>- Work-based results</li> <li>- Demonstration</li> </ul> </li> </ul>
14	<b>Evaluation scale</b>	<ul style="list-style-type: none"> <li>• Attention and participation 10%</li> <li>• First presentation 20%</li> </ul>

		<ul style="list-style-type: none"> <li>• Second presentation 20%</li> <li>• Final exam score 50%</li> </ul>
15	<b>Evaluation</b>	<ol style="list-style-type: none"> <li>1. (Excellent) A = 4,0 = 90-100%</li> <li>2. (Very good) B+ = 3,5 = 80-89%</li> <li>3. (Good) B = 3,0 = 70-79%</li> <li>4. (Fairly good) C+ = 2,5 = 65-69%</li> <li>5. (Fair) C = 2,0 = 60-64%</li> <li>6. (Poor) D+ = 1,5 = 55-59%</li> <li>7. (Very poor) D = 1,0 = 50-54%</li> <li>8. (Fail) F = x &lt; 49%</li> </ol>



**Information sheet for Lesson Plan no.:... ..**

<b>Subject-module:</b> .....	<b>Lesson: -</b>	<b>No:.....</b>	
	<b>Topic in the lesson:</b>	<b>Learner:</b>	.....
		<b>Teacher:</b>	.....
<p><b>(Important learning contents being taught in this particular lesson)</b></p> <p>Remark: Pictures, graphs, tables etc. may be added</p>			

# Question Sheet

## Example

**TABLE 31:** Question Sheet

Theoretical Assessment	
Name of Student	Mr. Mrs. Miss .....
Year	3 (12+2+1)
Department	Hotel and Tourism Management
Lesson 3	Table Setting
Time	60 minutes

1. How many types of table setting?
2. See the photos of table skirts below and enter their name?

a.



b.



c.



d.



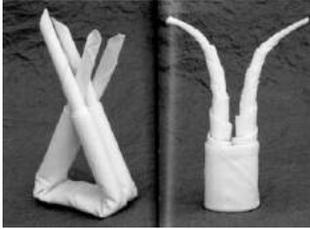
e.



FIGURE 13: Photos of Table Skirts

3. See the photos of tableware below and enter their name?

a.



b.



c.



e.



d.



FIGURE 14: Tableware

4. Link the napkin names to the right photos?

a. Banana shoot

1.

b. Heaven bird

2.

c. Wind turbine

3.

d. Pyramid

4.

e. Fan

5.



FIGURE 15: Napkins

5. Mark (X) in the boxes which menu included in the american breakfast?

(Multiple answers are available).

- a. Bread    b. Coffee    c. Salad    d. Ham    e. Sugar    f. Yam-Butter    g. Chicken soup    h. Steak    i. Salt-pepper    j. Bacon

6. The following question, mark (X) in the boxes which tableware included in the dinner table setting? (Multiple answers are available).

- a. Bread knife    b. Tea cup    c. Soup spoon    d. Napkin  
e. Salt-pepper    f. Dinner plate    g. Red-White wine glass    h. Candle  
i. Rice spoon    j. Yam-Butter knife

7. Slect the words below and fill in the empty spaces with the steps of dinner table setting?

- Place the champagne glass    Place the napery    Place salt-pepper  
Place water glass    Place the dessert plate    Place the napkin  
Place the spoons, forks respectively

- 1) Decorate table
- 2) .....
- 3) Place the dinner plate
- 4) .....
- 5) .....
- 6) .....
- 7) Place the red wine glass
- 8) Place the white wine glass
- 9) .....
- 10) .....

8. Tell the names of the potoes below:



FIGURE 16: Glasses

9. Tell the meaning of the customer's cutlery as follows:

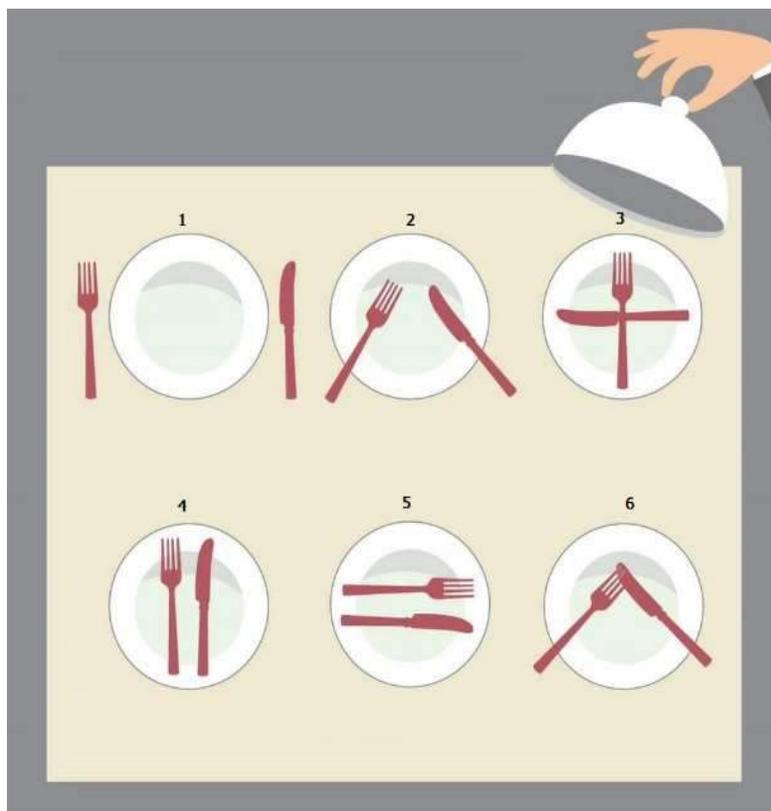


FIGURE 17: Customer's cutleries

# Answer Sheet

Example

1.....  
.....  
.....  
.....  
.....

2.

a.	
b.	
c.	
d.	
e.	

3.

a.	
b.	
c.	
d.	
e.	

4.

a.		1.
b.		2.
c.		3.
d.		4.
e.		5.

5.

a		b		c		d		e	
f		g		h		i		j	

6.

a		b		c		d		e	
f		g		h		i		j	

7.

2)	
4)	
5)	
6)	
9)	
10)	

8.

1)	
2)	
3)	

9.

1)	
2)	
3)	
4)	
5)	
6)	

## Answer Solution Sheet (example)

1. Table setting has 4 main types such as:

- European style
- American style
- National Identity
- Special.

2.

a.	Spiral
b.	Butterfly
c.	Rainfall
d.	Bo leaf
e.	Pineapple

3.

a.	Napkin
b.	Plate
c.	Steak knife
d.	Bread knife
e.	Table candle

4.

a.		1.
b.		2.
c.		3.
d.		4.
e.		5.

5.

a	<del>b</del>	c		d	<del>e</del>
f	<del>g</del>	h		i	<del>j</del>

6.

a	<del>b</del>	c	<del>d</del>	e	<del>f</del>
f	<del>g</del>	h	<del>i</del>	j	

7.

2)	Place the napery
4)	Place the napkin
5)	Place the spoons, forks respectively
6)	Place the water glass
9)	Place the champagne glass
10)	Place the dessert plate

8.

1)	Red-wine glass
2)	White-wine glass
3)	Sparkling-wine glass

9.

1)	Ready to eat
2)	Temporary
3)	Waiting for the next
4)	Full
5)	Very delicious
6)	Not delicious

## Question Collection Sheet (Example)

**TABLE 32:** Question Collection Sheet:

<b>I. Assessment Methodology</b>							
Student	Hotel and Tourism Management, Year 3 (12+2+1)						
Module	Restuarant and Banquet						
Lesson 3	Table Setting						
Name of student	Mr. Mrs. Miss .....	<b>Assessment Method</b>					
<b>Assessment Topic</b>		Observation	Demonstration	Oral or Speaking	Reporting	Presenting	Writing
1. Types, Tableware, Setting and Decorate Table							
<b>II. Scoring</b>							
No.	Ex: Types of question for homework/Examination	Time (minute)	Number of question	Score			
1	Close-end question						
2	Open-end question						
3	Fullfill question						
4	Multiple choice question						
5	Connected question						
Total							

### Scoring Criteria Sheet (Example)

**TABLE 33:** Scoring criteria sheet:

Theoretical Assessment			
Department: Hotel and Tourism Management			
Subject: Restuarant and Banquet			
Lesson 3: Table Setting			
Student of Hotel and Tourism Management Year 3 (12+2+1)			
No.	Scoring Criteria	Total score	Real score
	<b>Correctness of the answer</b> (example the first question, 10 score)		
1	Correct 5 answers recieved 10 score	<b>10</b>	?
2	Correct 4 answers recieved 8 score		?
3	Correct 3 answers recieved 6 score		?
4	Correct 2 answers recieved 4 score		?
5	Correct 1 answer recieved 2 score		?
6	Correct 0 answer recieved 0 score		?
	<b>Correctness of the answer</b> (example the second question, 20 score)		
	?		
	?		
	<i><u>Total score</u></i>	.....	.....
	<i><u>Percentage</u></i>	.....%	.....%

**Signature of Assessor:**

.....