

01 Drill



10 min



Any



Flashcards,
quizzes

EDUCATIONAL PURPOSE

A drill is a classroom technique to aid memorisation by way of spaced repetition. Drills promote the acquisition of knowledge or skills through repetitive practice.

TECHNIQUE / DRILL

Drill is a useful technique to introduce a new lesson and to familiarise learners with new concepts. Flashcards and quizzes can be used to execute a learning drill. A flashcard bears information in words or numbers while a quiz is a form of mind game in which the learners (as individuals or in teams) attempt to answer questions correctly. Both can also be used to consolidate or assess knowledge after finishing a certain section. Drill exercises can give the teacher immediate feedback about learners' understanding at each phase of lesson.

KEY STEPS

- 01** | Choose the drill tools most suitable to your lesson theme: flashcards or quizzes.
- 02** | Adequately prepare for your chosen tools.
- 03** | Prepare the ground rules that will encourage active participation by the learners: timing, members' active participation, number of ideas per person, etc.

TIPS

- Drill exercises should be short to allow assessing progress several times during the lesson.
- Provide enough time for all learners to actively participate in the drill.
- Provide enough time to correct misunderstandings or respond to the learners' challenges.
- Try to alternate between different drill tools (flashcards, quizzes) to maintain learners' motivation until the required level of achievement is attained.

02 Demonstration



10-20 min



Any



Charts, pictures,
posters, models

EDUCATIONAL PURPOSE

Demonstration is a visual presentation of a concept, process or skill illustrating how something works or is performed. It is employed to teach by example rather than by “lecture-style” explanation.

TECHNIQUE / DEMONSTRATION

The demonstrator performs the tasks step-by-step to enable the learners to repeat the same task independently or in groups. Here, the teacher supports the learners in their attempts, provides guidance and feedback, and offers suggestions for alternative approaches.

Demonstration helps learners to 'learn-by-doing' when there is not enough equipment, when specialised knowledge is required or when safety of the learners is at stake.

KEY STEPS

- 01** | List the equipment, teaching aids and other materials that you will need during the lesson
- 02** | List relevant questions for before, during and after the demonstration to engage the learners and assess their understanding
- 03** | Rehearse the demonstration before the lesson
- 04** | Prepare the equipment before the lesson
- 05** | Arrange the classroom seating to enable all learners to clearly view the demonstration

TIPS

- Ensure that the demonstration is relevant to the concepts or skills studied in the lesson.
- Clearly explain what you are doing at each step of the demonstration (why and how).
- Allow time to try and to repeat until the required level of achievement is attained.
- The questions should provide opportunities for learners to predict what will happen, observe perceptible changes, record their observations and draw their own conclusions.

03 Storytelling



5-10 min



Any



Pictures, videos,
models

EDUCATIONAL PURPOSE

People like hearing stories, putting themselves in the place of characters and telling and re-telling stories. Stories are helpful to convey society's culture, values and history in form of legends, fables, myths and real life experiences.

TECHNIQUE / STORYTELLING

Storytelling is used to present or demonstrate processes, introduce ideas, challenge learners or illustrate abstract concepts such as life, honour, wisdom and courage. Photo stories can give more body to a story as one image can tell more than thousand words.

Storytelling promotes creativity and critical thinking as well as confidence, fluency in speech, listening, reading and writing skills. It develops imaginative skills and inquiring minds and provides opportunities to transfer learning, deepen understanding of concepts and retain information. By capturing the attention and interest of the learners, storytelling boosts the teacher-learner relationship and makes the instructional process lively and interesting.

KEY STEPS

- 01** | Identify ideas
- 02** | Design a scenario or a plan
- 03** | Collect data and resources: text, images, music, actors, voices, equipment etc.
- 04** | Develop and rehearse the story
- 05** | Prepare for sharing: presentation, publication etc.

TIPS

- Select a story relevant to the concept(s) to be learnt.
- Apply appropriate gestures, facial expressions, posture, movement, tone of voice and pace.
- Keep the story short and lively.
- Design relevant questions about the story to check the learners' understanding.
- Provide a conducive environment for the presentation and to enable sharing of ideas.

04 Presentation



10-15 min



Any



Charts, pictures,
posters, models

EDUCATIONAL PURPOSE

A presentation delivers content through oral, audio and visual channels allowing teacher-learner interaction and making the learning process more attractive.

TECHNIQUE / PRESENTATION

Through presentations, teachers can clearly introduce difficult concepts by illustrating the key principles and by engaging the audience in active discussions. When presentations are designed by learners, their knowledge sharing competences, their communication skills and their confidence are developed.

KEY STEPS

- 01** | Define the objectives of the presentation in accordance to the lesson plan
- 02** | Prepare the structure of the presentation, including text, illustrations and other content
- 03** | Set up and test the presentation equipment and provide a conducive seating arrangement and environment for the audience
- 04** | Invite the audience to reflect on the presentation and give feedback
- 05** | After the presentation, propose activities or tasks to check the learners' understanding

TIPS

- The purpose of a presentation is to visually reinforce what you are saying. Therefore the text should contain few words and concise ideas organised in bullet-point.
- Different media and interactive techniques should be used to sustain the audience's attention.
- Distribute hand-outs for learners to easily follow the presentation (print both sides and 3 slides per page).
- Include learners' activities during the presentation to avoid passive learning.
- Provide time for reflection and interaction between the presenter and the audience.
- The presentation should be interactive using various techniques and media.

05 Group Work



30-45 min



Groups
of 4-10



Charts, pictures,
posters, models

EDUCATIONAL PURPOSE

Group work is a form of cooperative learning that involves having learners work together to maximise their own and one another's learning.

TECHNIQUE / GROUP WORK

Group work technique is mainly used to generate ideas, increase learners' confidence in their answers, encourage broad participation in plenary session, promote higher level of reasoning and learn concepts in-depth, develop skills such as teamwork, critical thinking, interpersonal communication and peer teaching.

KEY STEPS

- 01** | Design the tasks for the group activities.
- 02** | Determine the groups' size and assign learners (apply gender or disability criteria when applicable).
- 03** | Clearly describe the objectives and assignments given to each group, and identify member roles.
- 04** | Set ground rules including duration of activities and time of transitions.
- 05** | Distribute hand-outs to describe complex activities (print both sides).
- 06** | Monitor the group activities, facilitate knowledge sharing and analysis of findings.

TIPS

- Be supportive: clarify the assignments, encourage and motivate the learners, praise good work.
- Group leadership is important for effectiveness of the group.
- As learners share ideas, conflicts may arise. Some conflict is desirable allowing learners to disagree and argue about ideas. Some conflict is destructive if based on lack of respect, domination, or failure to contribute. Try to get the group to resolve the conflict themselves before intervening.

06 Shared Writing



10-20 min



Groups
of 2-4



Paper or
computer

EDUCATIONAL PURPOSE

Shared writing enables learners to analyse the writing process and to break it down into concrete steps, focusing on the reasons why composition requires reflection.

TECHNIQUE / **SHARED WRITING**

By enhancing the ability to synthesise, present and demonstrate abstract concepts. The final outcome goes beyond a text written by an individual.

KEY STEPS

01 Demonstration by the teacher

- Sentence by sentence, write a particular text using the specific style required
- Explain your choice of vocabulary, words' order and composition
- Explain how punctuation can affect the meaning of the text
- Read aloud what you wrote to correct errors

02 Scribing

- Engage learners in the process of words' choice, composition, punctuation and in re-writing and re-reading activities
- Write on the blackboard and discuss the learners' suggestions

03 Supported writing

- Organise learners in pairs and provide them with manila paper and markers
- Assign each pair the responsibility to write one sentence or paragraph for a particular text
- Give time for learners to do re-writing and re-reading exercises
- Share and discuss the sentences completed by each pair

TIPS

- Plan the lessons for types of writing that are particularly challenging for your learners.
- Establish a purpose for the writing that motivates the learners (application letter, request for scholarship, etc.).
- Allow time for learners to ask questions and summarize what they have learnt.

07 Simulation



5-10 min



Any



Resources related
to selected tool

EDUCATIONAL PURPOSE

Simulation is the setting-up of a realistic environment modelling a real life situation or a scientific process by using role-play, models, games, virtual labs, etc.

TECHNIQUE / SIMULATION

Simulation involves learners trying out situations, such as future occupational experiences as it happens in reality. In this learning process, they will be able to learn by doing, predict outcomes and express their feelings, perceptions and experiences. Simulation is useful to analyse phenomena, objects or events. It can assist learners in identifying problems and solutions and enables them to apply previously learned theory in a realistic way. Teachers can use simulations to illustrate how things work so that learners get a better insight of complex processes.

KEY STEPS

- 01** | Design or choose the simulation tool relevant most suitable to your lesson: role-play, low-cost experiment, virtual lab program and make sure it is well integrated in the lesson plan
- 02** | Create a positive learning climate so that learners feel comfortable using the technique
- 03** | Prepare the instructions on flashcards or on the board to ensure that they are clear for everyone
- 04** | Allow time for feedback on the simulation and to summarise the learning points

TIPS

- Make the simulation as similar as possible to the real life situation. For example, if you teach road transport use models of buses and taxis, and characters representing pedestrians, drivers or policemen.
- Make sure to gradually introduce learners to the simulation technique, starting with a simple situation in which the whole class can participate.
- Computer programs can be used for simulations, for example to simulate different weather conditions or chemical reactions.

08 Brainstorming



15 min



Any



Flip charts, board,
flashcards

EDUCATIONAL PURPOSE

Brainstorming is a group or whole-class technique to generate free-flowing ideas about a topic.

TECHNIQUE / BRAINSTORMING

This technique can be used at various stages of a lesson to stimulate and enhance the creativity of learners, accelerate interactive, joyful learning and provoke thinking skills. It also enhances peer support and fosters learner-centred practices.

KEY STEPS

- 01** | Clearly define the topic to be brainstormed.
- 02** | Choose the type of brainstorming that is more relevant to your class: Paper-Carousel, Falling Leaves, Think/Pair/Share.
- 03** | Set up ground rules for the group to function: timing, members' active participation, number of ideas per person, etc.
- 04** | Facilitate the process until the end to help learners to come up with several relevant ideas.
- 05** | With the learners clarify, merge, categorise and evaluate the ideas generated by the group.

TIPS

- Don't let extrovert learners dominate the discussion, ask for input from introvert members.
- Evaluation and (constructive) criticism should only take place once the brainstorming session is completed.
- During the session, quantity is more important than quality.
- Invite learners to think out-of-the-box and welcome unusual ideas.

09 Self-assessment



15 min



Individual



Assessment
criteria or rubric

EDUCATIONAL PURPOSE

Students become better learners when they deliberately think about what they are learning and how they are learning it.

TECHNIQUE / SELF-ASSESSMENT

In this kind of reflection, learners step back from the learning process to reflect on their learning strategies and their progress as learners. This encourages learners to become independent learners and increases their motivation.

Self-assessment is a meaningful exercise that helps learners to critique their own work and form judgments about their strengths and weaknesses. It also informs the teacher about learners' thoughts on their progress, and gives the teacher feedback on how learners are internalising the course material.

KEY STEPS

- 01** | Provide clear targets and criteria against which learners can measure their own performance.
- 02** | Guide learners in defining their own personal and achievable short-term learning goals.
- 03** | Guide the learners to ensure they provide sufficient evidence to support their self-assessment, in line with the set criteria or rubric.
- 04** | Allow time for learners to share their self-assessments with a peer or in a small group.
- 05** | Repeat the self-assessment exercise several times until learners are familiarised with it.

TIPS

- Weaker learners tend to mark themselves up with the self-assessment technique. To tackle this issue self-assessment can be accompanied by a form of peer-assessment.
- Use Specific, Measurable, Achievable, Relevant and Time-bound criteria (SMART) to develop learning goals with the learners.

10 Peer-assessment



30 min



Groups
of 2-4



Assessment
criteria or rubric

EDUCATIONAL PURPOSE

Peer-assessment involves learners reciprocally evaluating each other's work. Evaluating peers' work enhances the evaluators' own learning and self-confidence.

TECHNIQUE / PEER-ASSESSMENT

Peer-assessment empowers learners to take responsibility and manage their own learning and develop life-long assessment skills. It also enhances learners' learning through knowledge sharing and encourages them to engage with course material more deeply.

KEY STEPS

- 01** | Identify activities for which learners might benefit from peer feedback.
- 02** | Design guidelines or rubrics with clearly defined tasks for the reviewer.
- 03** | Propose exercises in class to introduce rubrics
- 04** | During in-class peer review sessions, give directions and time limits and discuss with learners the rubrics' criteria

TIPS

- Consider having learners evaluate anonymous assignments for more objective feedback.
- Choose tasks in tune with the learners' experience
- Show appropriate, constructive criticism and descriptive feedback so that learners also apply appropriate behaviour
- Peer assessment reduces your marking workload as some of the responsibility is shifted to learners. Defining and explaining assessment criteria also facilitates your own assessment practices.

11 Classroom Assessment



30 min



Any



Assessment
criteria or rubric

EDUCATIONAL PURPOSE

When learners' individual learning needs are not met during the lesson unit, their ability to perform on a summative assessment (standardised tests, end of unit or final exams) is compromised.

TECHNIQUE / CLASSROOM ASSESSMENT

Classroom Assessment Techniques (CATs) are formative assessment techniques. They are simple, non-graded, integrated in-class activities, designed to assess the level and pace of learning as it is happening.

KEY STEPS

- 01** | Identify a specific question where learners' responses will influence and guide your teaching
- 02** | Pre-test the assessment task yourself or with a colleague
- 03** | Group and analyse learners' responses
- 04** | Communicate the results to the learners and discuss what has been learnt from the assessment by the teacher and the learners

TIPS

- **Questioning:** ask questions to assess learners' starting points.
- **Observing:** watch and listen to learners' discussions; observe particular learner(s) to better understand their needs.
- **Discussing:** discuss with learners to assess understanding, resolve difficulties within the lesson and their earlier assessments.
- **Analysing:** mark written work with learners to identify errors and ways to improve, discuss their responses to assess achievement against learning objectives.
- **Checking learners' understanding:** conduct recall tests or review checks of previous teaching to assess with the learners their knowledge, speed of recall (i.e. addition, multiplication, dates, spellings) and difficulties, and to guide current and future lessons.
- **Engaging learners in reviewing progress:** conduct supported self and peer-assessment activities in pairs or small groups that learners can then implement independently.