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## Ethiopian Education Network to Support Agricultural Transformation (EENSAT)

**Course Title: Practical Teaching and Supervision Skills  
Course Guide**

	Name(s)	Responsibility
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# 1. Introduction

The purpose of this course is to provide participants with the knowledge and skills necessary to teach in such a way that students are activated and their learning is maximized. Within this course you will learn about state-of-the art teaching and learning methods and apply these in your own teaching.

The table below shows the overall course curriculum . The total course load is 40 hrs, guidance by the lecturer will be for 6 weeks as from the start of the course. This entails that an average weekly effort of about 6 to 7 hours is expected to conduct the course.

After the course you are able to plan and implement teaching by critically reflecting on your plan and performance based on feedback, self-reflection and theory.

More specifically, the learning outcomes of this course are:

The participant is able to:

1. formulate a vision on teaching, learning and supervision of students, taking into account the context in which he/she works and state of the art educational developments.
2. plan and execute a structured lesson in which students are activated to learn.
3. reflect on his/her own teaching, develop ideas for improving his/her teaching and implement these in practice.
4. explain the relevant aspects of assessment of projects and written exams.
5. make a plan for using new technologies in his/her teaching.
6. give feedback on the teaching of peer teachers.

By the end of the course, if all Assignments are completed, a Certificate of attendance will be provided.

**Table 1: Course curriculum**

Main topic	Sub topic(s)	Type of study material	Study load (hours)
<b>Week 0</b>	Get access to Moodle Introduction to the course Introduce yourself to the other participants	Document + Moodle activity	<b>1</b>
<b>Week 1</b>	Lesson plan structure: - Learning objectives - Constructive alignment - Nine events Vision on teaching and learning: - Team based learning	Week document	<b>6</b>
<b>Lesson 1.1 -1.6</b>	To be detailed later. Includes the following activities: - Theory - Exercises on lesson plan and lesson structure - Assignment A.1: Prepare a 5 min. lesson (using the lesson plan template) introducing yourself. Use video. Give feedback on minimal 1 other video. - <i>Assignment A.2: Formulate a vision on teaching and learning</i>		

<b>Week 2</b>	Supervision: <ul style="list-style-type: none"> <li>- Styles</li> <li>- First meeting</li> <li>- Expectations</li> <li>- Dealing with conflicts</li> <li>- Bachelor project/group work</li> <li>- Feedback during supervision</li> <li>- Rules and pitfalls</li> </ul>	Week document	<b>6</b>
<b>Lesson 2.1-2.6</b>	To be detailed later. Includes the following activities: <ul style="list-style-type: none"> <li>- Theory</li> <li>- <i>Assignment B: Reflect on your own supervision practice from the theory provided</i></li> </ul>		
<b>Week 3</b>	Teaching: <ul style="list-style-type: none"> <li>- 9 events of instruction (Gagné)</li> <li>- Activating teaching methods</li> <li>- Background and possibilities</li> </ul>	Week document	<b>6</b>
<b>Lesson 3.1-3.6</b>	To be detailed later. Includes the following activities: <ul style="list-style-type: none"> <li>- Theory</li> <li>- Exercise: Develop a lesson plan for a small lesson (20 minutes) including student activation and record it.</li> <li>- Exercise: Reflect on a lesson and define points for improvement.</li> <li>- <i>Assignment C. Develop a lesson plan for a small lesson (20 minutes) including student activation and record it.</i></li> </ul>		
<b>Week 4</b>	Assessment and feedback: <ul style="list-style-type: none"> <li>- Rubrics</li> <li>- Test questions</li> <li>- Test quality</li> <li>- Regulations</li> <li>- Assessment methods</li> <li>- Formative assessment (feedback)</li> <li>- Assessment cultures</li> </ul>	Week document	<b>6</b>
<b>Lesson 4.1 to 4.6</b>	To be detailed later. Includes the following activities: <ul style="list-style-type: none"> <li>- Theory</li> <li>- Exercise: Give feedback on the video lesson provided.</li> <li>- <i>Assignment D: Make a personal checklist for checking the quality of a group assessment and written exam.</i></li> </ul>		
<b>Week 5</b>	Technology enhanced learning and teaching	Week document	<b>7</b>
<b>Lesson 5.1 to 5.6</b>	To be detailed later.		

	<p>Includes the following activities:</p> <ul style="list-style-type: none"> <li>- Theory</li> <li>- Exercise: make a list of technologies that could be useful in your education.</li> <li>- <i>Assignment E.1: Reflect on a recorded lesson of yourself (assignment C) and define points for improvement.</i></li> <li>- <i>Assignment E.2: Develop a detailed lesson plan for a lesson including the use of new technologies.</i></li> </ul>		
<b>Week 6</b>	<p>Work on assignments that need to be handed in. Looking back Evaluation</p>	Week document	<b>7</b>
<b>Lesson 6.1 to 6.6</b>	<p>To be detailed later. Includes the following activities:</p> <ul style="list-style-type: none"> <li>- Evaluation</li> <li>- Discussion</li> <li>- Assignment F1: Plans for further professional development</li> <li>- <i>Assignment F2: Give feedback on a recorded lesson.</i></li> </ul>		

## 2. Prerequisites

To conduct the course, the following prerequisites are expected from the participants:

- Participants from the same university can meet and give feedback on each other's work
- Participants have real (or simulated) opportunities to teach during the course
- They can use their mobile phone or laptop (minimum) to record their own lesson
- They have access to Moodle/ Internet to hand in video and other documents

The course is set-up in such a way that there is no need to be online all the time. You can download the documents. The study of the materials and the exercises and assignments can be conducted off-line. For upload of your results you should be online again. For eventual questions, you can also email the lecturers Eduardo Hermsen and Marie-José Verkroost.

In order to ensure successful completion, please adhere to the overall course schedule as indicated in the final chapter of this course guide

## 3. Assignment deadlines

<b>Week</b>	<b>Start date</b>	<b>Assignment</b>	<b>Deadline; hand in before</b>
1	20 January	Lesson plan	26 January; 8 March 2020
1	20 January	Formulate a vision on teaching and learning.	26 January; 8 March 2020
2	27 January	Describe supervision cases	2 February; 8 March 2020
3	3 February	Develop and implement a lesson with student activation	9 February; 8 March 2020
4	10 February	Develop a checklist for assessment	16 February; 8 March 2020
5	17 February	Reflect on a recorded lesson and define points for improvement.	23 February; 8 March 2020
5	17 February	Develop a detailed lesson plan for a lesson including the use of new technologies.	23 February; 8 March 2020
6	24 February	Assignment F1: Write a personal development plan	1 March; 8 March 2020
6	24 February	Assignment F2: Give feedback on a recorded lesson of another course participant.	1 March; 8 March 2020