

Course facilitator handbook

# Achieving excellence as a course facilitator

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TESSA: Making teacher education  
relevant for 21<sup>st</sup> century Africa

English: <https://www.open.edu/openlearncreate/course/view.php?id=2745>

French: <https://www.open.edu/openlearncreate/course/view.php?id=3784>



*TESSA (Teacher Education in Sub-Saharan Africa) aims to improve the classroom practices of primary teachers and secondary science teachers in Africa through the provision of Open Educational Resources (OERs) to support teachers in developing student-centred, participatory approaches. The TESSA OERs provide teachers with a companion to the school textbook. They offer*

*activities for teachers to try out in their classrooms with their students, together with case studies showing how other teachers have taught the topic, and linked resources to support teachers in developing their lesson plans and subject knowledge.*

*TESSA OERs have been collaboratively written by African and international authors to address the curriculum and contexts. They are available for online and print use (<http://www.tessafrica.net>). The Primary OERs are available in several versions and languages (English, French, Arabic and Swahili). Initially, the OER were produced in English and made relevant across Africa. These OER have been versioned by TESSA partners for Ghana, Nigeria, Zambia, Rwanda, Uganda, Kenya, Tanzania and South Africa, and translated by partners in Sudan (Arabic), Togo (French) and Tanzania (Swahili). The Secondary Science OER are available in English and have been versioned for Zambia, Kenya, Uganda and Tanzania. We welcome feedback from those who read and make use of these resources. The Creative Commons License enables users to freely adapt and use the OERs to meet their local contexts and needs.*

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*As well as the main body of pedagogic resources to support teaching in particular subject areas, there are a selection of additional resources and courses including audios, key resources which describe specific practices, handbooks and toolkits.*



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## Contents

<b>Welcome</b> .....	<b>5</b>
<b>Types of online courses</b> .....	<b>6</b>
<b>Facilitation</b> .....	<b>6</b>
<b>The TESSA course for teacher educators – an overview</b> .....	<b>6</b>
<b>The TESSA course for teacher educators – the details</b> .....	<b>Error! Bookmark not defined.</b>
The learning outcomes .....	7
The course.....	7
Assignments .....	7
<b>The role of the facilitator</b> .....	<b>8</b>
Registration.....	8
Contact classes .....	8
Being an effective facilitator .....	9
<b>Section 1: A vision for teacher education</b> .....	<b>11</b>
Key concepts for the section .....	11
Possible challenges .....	11
Part 2: Ideas for reviewing the section .....	11
Part 3: Class Activity .....	11
Part 4: Looking ahead to the next section .....	12
<b>Section 2: Active Teaching and Learning</b> .....	<b>13</b>
Key concepts for the section .....	13
Possible challenges .....	13
Part 2: Ideas for reviewing the section .....	13
Part 3: Class Activity .....	13
Part 4: Looking ahead to the next section .....	14
<b>Section 3: Integrating ICT into Teaching and Learning</b> .....	<b>15</b>
Key concepts for the section .....	15
Possible challenges .....	15
Part 2: Ideas for reviewing the section .....	15
Part 3: Class Activity .....	15
Part 4: Looking ahead to the next section .....	15
<b>Section 4: Using and adapting OER to support teaching and learning</b> .....	<b>17</b>
Key concepts for the section .....	17
Possible challenges .....	17
Part 2: Ideas for reviewing the section .....	17
Part 3: Class Activity .....	17
Part 4: Looking ahead.....	17
<b>Notes:</b> .....	<b>18</b>
<b>Appendix 1: Course planner</b> .....	<b>21</b>
<b>Appendix 2: Course participant list</b> .....	<b>23</b>



## Welcome

Welcome to this TESSA Course Facilitator Handbook, which accompanies the free online course for teacher educators '***Making education relevant for 21<sup>st</sup> century Africa***'.

TESSA is a network of teachers and teacher educators, working to improve classroom teaching in Africa. At the heart of TESSA is a bank of Open Educational Resources (OER) designed to achieve transformational change for teacher educators and teachers working in primary and lower secondary schools. The TESSA OER support the movement of national policies on developing more learner-centred approaches to teaching into practice, in classroom teaching and learning. The OER model active learning and empower teachers in their own classrooms. TESSA is not a prescriptive intervention; implementation of the OER involves teachers and teacher educators incorporating them into teacher education programmes, courses and initiatives to support locally identified teacher development needs. The OER have been versioned for 10 countries but can be adapted further where necessary.

This TESSA online course aims to:

- help teacher educators to understand, recognise and develop active approaches to learning
- understand how to incorporate ICT into teaching
- understand how the TESSA OER and other OER can be used to support improvements in the quality of teaching.

The course represents an innovative approach to capacity building by offering the opportunity for participation to teacher educators across Africa.

The course is presented in **4 sections of study**. Each section involves 3-4 hours of study, although this is just a recommendation. Study is flexible and can be undertaken anytime that best suits participants.

Experience has shown us that participants are more likely to complete the course if they are supported by a local 'course facilitator'. The facilitator encourages and supports people, for example colleagues in their organisation, to register for the course and provides face-to-face meetings where people can discuss the course activities, maximise their learning and get help when needed.

The purpose of this handbook is to introduce you to the role of a course facilitator.

***Kris Stutchbury, Clare Woodward and Liz Chamberlain***

## Types of online courses

There are different types of online courses.

The free TESSA course '***Making education relevant for 21<sup>st</sup> century Africa***' is currently available as what is known as a 'BOC' - a Badged Online Course - on [www.open.edu/openlearncreate](http://www.open.edu/openlearncreate). BOCs are a flexible type of course that participants can tailor to their own timeframes and are ideal for personal professional development and learning, or as part of a professional development programme. Participants who successfully complete a BOC, will get a digital certificate that can be printed, along with a digital 'badge' that can be linked to their professional online profile, such as on LinkedIn or Facebook.

This course was initially presented as a MOOC, a Mass Online Open Course, on [Future Learn](https://www.futurelearn.com/courses/teacher-education-africa) (<https://www.futurelearn.com/courses/teacher-education-africa>). MOOCs are more like a 'learning event' where all participants study within the same 4-6-week time period. As such there is more opportunity for social learning and online professional discussions around the course activities, but they are less flexible in terms of timing. Like BOCs, MOOCs are short courses ideally suited for professional development and learning.

Normally, there is no formal assessment of learning within these online courses. They are provided for professional development, although they can include peer-assessed activities and on-line quizzes or tests to help consolidate learning. Increasingly however, Universities and Colleges are developing assessments based on open, online courses and providing accreditation.

## Facilitation

Evidence shows that although many learners register for these free, open, online courses, the completion rate is often low. Although online learning can be rewarding it can also be challenging. Research shows that interaction and support helps participants to sustain their motivation during online learning, leading to higher rates of satisfaction, success and completion. Facilitation therefore is an important feature of successful online and distance learning.

Facilitation can be formal – as in organised within an organisation or institution, or informal - as in self-organised by a study group or an individual who is willing to support their colleagues. It can be provided face to face – for example in a weekly meeting, or virtually – for example, through social media such as WhatsApp or Facebook.

The role of a course facilitator is to support a group of participants through to completion. This handbook is for those who are helping to organise and provide such support to colleagues through the TESSA online course.

## The TESSA course for teacher educators

The course, '***Making education relevant for 21<sup>st</sup> century Africa***', is designed as an open and free professional development opportunity for teacher educators in the African context. It is a short, task - oriented course that focuses on the use of ICT and OER in teacher education - with a focus on the TESSA OER materials. These materials have been designed by the TESSA network to meet the challenges many teachers face when trying to develop the effectiveness of their teaching and learning.

The course follows an active pedagogic model consistent with the pedagogy of the TESSA OER. This means that the course does not comprise of lectures, but rather short pieces to read

and activities for participants to undertake on their own and in collaboration with other participants. Participants will get most benefit if they try all the activities and share and develop ideas with other participants through discussion. To participate fully and gain the benefits from collaborative learning, participants will need access to the internet. The course can be accessed through many online-enabled devices, such as laptops, tablets or some mobile phones.

The course is overseen by the TESSA Academic Director, Kris Stutchbury and the TESSA academic team. You can contact them by email via [tessa@open.ac.uk](mailto:tessa@open.ac.uk).

## The learning outcomes

Through engaging in the course, participants will have opportunities to:

- develop a plan to incorporate ICT tools and OER into their own practice to support the learning of the teachers and student teachers they are working with
- identify how ICT tools can be used to enhance teacher learning and promote active learning
- engage with the TESSA OER and identify ways in which they can be integrated into teaching
- collect examples of how ICT can be integrated into classroom teaching to enhance learning
- explore and evaluate OER repositories that will support active teaching and learning
- collaborate with colleagues in order to review practices in their institution
- explain and demonstrate the values and practices that support learner-centred education.

## The course

Participants will complete activities (see Appendix 1).

**Section 1** – examines the current international and national context for teacher education and develops a vision for active teaching and learning. It also introduces the issues surrounding the use of ICT and OER.

**Section 2** – focuses on active learning: how to recognise it in practice and the skills that teachers need to support active learning in the classroom.

**Section 3** – focuses on how to use ICT to engage and motivate teachers and learners.

**Section 4** – helps participants to examine their practice as a teacher educator and consider how they might use OER in their work. Participants will have the opportunity to plan to include OER and ICT in their teacher education programme.

## Course assessment

Participants can earn a certificate and digital badge as a recognition of their learning. To qualify for the certificate and badge, a participant must complete the whole course and score at least 50% in the quizzes. There is one assessment activity per section, three of them are quizzes:

- Activity 1.9: Reviewing your learning in a quiz on Section 1.
- Activity 2.2: Completing a 'true or false' quiz on learner-centred education.
- Activity 3.6: Sharing your ideas on how to integrate ICT into learning.
- Activity 4.7: Checking your understanding in a quiz that covers the whole course.

## The role of the facilitator

By completing the course, participants will be in a better position to lead improvements in teacher education. As a course facilitator, your aim is to support participants in your institution or study group to successfully complete the course.

You are encouraged to complete the following tasks:

- encourage and support people in your institution to participate and offer them the chance to register on the course website and enrol onto the course
- facilitate a regular contact class for the participants you are supporting
- familiarise yourself with the activities in each section in advance of the contact class
- send a regular email, text or WhatsApp message to your group of participants to encourage progress with the key activities and provide details of the next contact class
- respond to any queries or tell participants where they can get help
- contact and encourage any participants who do not attend the contact classes.

## Registration

Your first task as a course facilitator is to support teacher educators in your institution to register on the course website and then enrol onto the course. Anyone is free to register themselves and it does not cost anything to simply take the TESSA course as explained above.

## Contact classes

Regular contact classes provide a means of supporting and monitoring the progress of the participants in your institution. You should **not** provide a lecture or a presentation, nor use additional material. Rather your role is to support participants in their learning on the course. The contact classes will give participants the opportunity to get to know one another and to build a professional network. During contact classes you should:

- encourage participants to complete the course
- support learning by providing the opportunity for discussion and reflection
- build a collaborative network within the institution that will continue beyond the lifetime of the course
- support participants to access the course online.

It is helpful to think of a contact class as being in four parts:

**Part 1:** an introductory activity to put everyone at ease

**Part 2:** a review of the previous section (What has been learned? What has been problematic?)


**Part 3:** an activity from the online course or one of the contact class activities suggested in this handbook (see page 11 onwards)

**Part 4:** setting expectations and learning goals for the next class.

Using this framework, organise the contact classes according to the needs of your group.

You are not expected to teach the content of the course, but rather to provide participants with the opportunity to clarify and discuss their ideas. If you run the classes in a participatory way, participants will get to know one another and will identify people that they would like to continue to work with as part of a community of learning.



In the course, activities marked with the ‘facilitators’ icon () are good ones to facilitate in contact classes, on WhatsApp or online.

The next section has a detailed breakdown of each section, summarising the key learning outcomes and highlighting potential challenges, with some suggestions for activities in the associated contact classes.

### **Being an effective facilitator**

To be effective as a facilitator you will need to be familiar with the content of the course and with your participants.

Participants will have different learning needs and different prior experiences. They will each have their own learning journey and will spend different amounts of time on each activity. Do not be concerned if you find that participants have prioritised some activities over others. It is important to respect their individual differences and preferences in working through the course.

The nature of this kind of course is that there are rarely ‘correct’ answers. Where there are, (for example for the quiz questions), participants will receive feedback on their responses from the online system.

As a course facilitator, your role is to ask questions that will make participants think more deeply about issues and how they can apply these in their own context, and to support participants in working collaboratively. You should encourage participants to ask you questions too. If you are not sure of the answer, you can invite the other participants to share their thoughts.

Good luck with this important work! We look forward to hearing about your experiences as a course facilitator.

***Kris, Clare and Liz***



## Section 1: A vision for teacher education

### Key concepts for the section

Section 1 encourages teacher educators to develop a vision for African classrooms. The activities help participants to develop this vision. They are introduced to different types of technology and to the UNESCO ICT Competency Framework for Teachers. Finally, they are introduced to OER in general and the TESSA OER in particular.

In order to achieve the vision, many practices currently seen in African classrooms need to change. The purpose of this course is to help teacher educators understand that if they are expecting teachers to change, they need to change as well. They will need to challenge teachers' attitudes and beliefs – and at the same time challenge their own and model active approaches in their own teaching.

### Possible challenges

There will be technical challenges as participants get used to how the website and online learning works. You will need to emphasise that the timing provides a guide as to how long participants are expected to spend on an activity. If they are spending much longer than that, then they are probably doing it in too much detail. However, if they are particularly interested in something, for example the TESSA website, there is nothing to stop participants spending longer doing an activity, providing it doesn't prevent participants doing the other activities.

If participants arrive having not done any of the course, you will need to give them time in the class to go online and catch up. It would also be helpful for participants to complete the quiz if they haven't already done so and to compare notes on Activities 1.3 and 1.8. When participants work in pairs, make sure that at least one of them has completed the activity.

### Part 2: Ideas for reviewing the section

Ask participants to introduce themselves and encourage them to complete the pre-course survey. Possible activities:

- In groups of 4 share impressions of Section 1. Get each group to share one comment. Keep going until no-one has anything new to say.
- Ask participants to share their study notebooks in pairs, so that they get the opportunity to see how someone else is tackling the same activities.
- Ask participants to share their responses to activity 1.7 and any questions they have about the TESSA website.

### Part 3: Class Activity

This is an activity that you could do in the contact class if you have time.

This activity demonstrates the power of participatory approaches and will help to convince participants of the benefits.

It is based on Activity 1.2 in which participants identified some of the things that need to change in African classrooms.

<b>Activity</b>	<b>Preparation required</b>
<p>This is based on Activity 1.2</p> <ul style="list-style-type: none"> <li>• Take one pair of statements (see below) and read them out.</li> <li>▪ Put them on the wall at opposite ends of the room, making sure 'left' statements are put on the left side of the room and right statements on the right side of the room.</li> <li>▪ Ask people to move to the statement they agree with most.</li> <li>▪ Generate some discussion by asking why they agree or disagree.</li> <li>▪ Repeat for the other statements</li> <li>▪ In groups ask participants to discuss the question: what will help teachers move from left to right in terms of their beliefs?</li> </ul> <p>The answer to this from the TESSA team would be that they need to <b>try active approaches to teaching and learning in their classrooms.</b></p>	<p>Write out the 8 statements given below on a piece of card in large letters</p>

<b>Left statements</b>	<b>Right statements</b>
Teachers are givers of knowledge	Teachers are guides of learning
Knowledge is transmitted from teacher to learner and absorbed by learners	Learners need to construct knowledge through interaction with others
The ability to learn is determined at birth and fixed	The ability to learn depends on what is to be learnt and how it is presented
Learners receive knowledge regardless of what they have learnt before	How learners understand new ideas, depends on their previous learning and experiences

#### **Part 4: Looking ahead to the next section**

Remind participants to go back and complete the pages that they have not finished and when they have done so, click on 'mark as read'. Section 2 focuses on how to recognise and support active learning.

## Section 2: Active Teaching and Learning

### Key concepts for the section

Section 2 is about activity-based learning and understanding what is meant by Learner-Centred Education (LCE). The main point is that effective learning involves being cognitively engaged. The course is encouraging people to think about how they can recognise useful and productive learning. Participants will be asked to reflect on what teachers need to know and be able to do, and therefore what skills teacher educators need in preparing teachers for teaching in the 21<sup>st</sup> Century. There will also be opportunity to engage with the TESSA OER. These can all be used by teachers in their classrooms and by teacher educators working with pre-service or in-service teachers. The activities in Section 2 encourage participants to think about how they can use active approaches in their own teaching.

### Possible challenges

For many teacher educators, planning an activity-based teaching session (Activity 2.8) will be new, as they will be used to giving lectures (that they have probably given many times before). You need to encourage them to be honest when identifying their own learning needs (Activity 2.9) – many will say that they are confident in running group work for example, but the reality is that they rarely do so, or maintain that it is not possible with large classes.

### Part 2: Ideas for reviewing the section

The most important activities in this section are Activity 2.3 and Activity 2.8. In reviewing the section, it would be a good idea to discuss these activities and which TESSA OER they could use. Put participants in pairs and ask participants to share their responses, or to discuss how they would do the activity.

Other possible activities:

- In groups of 4 share impressions of the section. Ask each group to share one comment. Continue until no-one has anything new to say.
- Put participants in subject groups and ask participants to discuss Activity 2.3 and Activity 2.8.

### Part 3: Class Activity

The purpose of this activity is to give participants the opportunity to discuss how they understand participatory pedagogy and how they can create the opportunities for active participation.

Activity (2 options)	Preparation required
<p><b>Option 1:</b> If a projector is available, project the course on to a screen and display the pictures that have been used to illustrate the course. Ask a colleague to act as a scribe. There are four pictures of children working in Section 1 and three in Section 2. For each picture ask participants to say how they know that 'active learning' is taking place. They can call out their suggestions and each new idea should be recorded on the chalkboard. At the end you and your co-facilitator should summarise some of the key observations.</p> <p>This will include things such as – children are experimenting; children are focussed on the teacher; children are smiling and clearly enjoying themselves; children are talking to each other; children are actively engaging with their textbook; children are keen to respond as evidenced by hands up.</p>	<p>A projector to display the photographs (if no projector is available, consider option 2 instead)</p>

**Option 2:**

Working in groups of 4, ask participants to discuss the following question:

Imagine you are teaching a group of 80 pre-service teachers about assessment for learning. What strategies could you use to make sure they are actively engaged?

*Facilitator notes: a common misconception is that you cannot use active approaches with large groups. Drawing on the TESSA Key Resources they could suggest: questioning and asking students to discuss questions in pairs; setting tasks for students to do in groups of 8; setting written tasks to do in class that are peer marked.*

**Part 4: Looking ahead to the next section**

During Section 3 the focus is on using ICT to support learning and to help teachers move towards more active approaches. Participants will need to go back to Activity 1.3. You could perhaps remind them of this and check they have all done it.

In Activity 3.3, participants will be asked to adapt a TESSA activity or case study to include the use of ICT. You could take a few minutes to make sure that they can all use the TESSA website to find examples of classroom activities.

## Section 3: Integrating ICT into Teaching and Learning

### Key concepts for the section

The focus of this section is supporting teacher learning through using a range of technology, including things that are readily available such as mobile phones. Participants will be exposed to examples of how teachers have used ICT in their classrooms and will be encouraged to think about how they could use ICT in their own teaching.

### Possible challenges

The ideas in this section will be new to many teacher educators. They need to be prepared to admit that they don't necessarily know the answers and help each other to develop their understanding. At the end of the section, in Activity 3.5, they are encouraged to make an action plan, identifying the skills they need to learn. To be effective, they need to do this honestly and not to be afraid of admitting that they might need help.

### Part 2: Ideas for reviewing the section

Participants will have been exposed to many examples of how ICT can be used to support teaching and learning. In Activity 3.4 they had to think about the curriculum that they teach and identify some ways in which they could incorporate the use of ICT for their student teachers.

Ask them to work in groups of 4 to compare their responses to Activity 3.4. Then ask each group to share an idea. Go around the room until you run out of ideas. Your co-facilitator could collect the ideas and email them to the group, so that everyone has a bank of ideas for how to use ICT in their work as a teacher educator.

You could also ask them to work in pairs to compare their action plans developed in Activity 3.4.

### Part 3: Class Activity

Activity (2 options)	Preparation required
<p><b>Option 1:</b> Show the participants the photographs of technology in Activity 1.9. Working in pairs ask them to use what they have learnt from Section 3 to suggest a use for each type of technology: a) in a primary classroom and b) in their own teaching in the College or Resources Centre.</p> <p><b>Option 2:</b> If no projector is available, ask participants to work in small subject groups to look at the pictures on a laptop to do the same activity.</p> <p>Plenary: Gather suggestions about how to use the various forms of technology. For each suggestion, make sure you challenge the contributors to show how the technology will enhance learning.</p> <p>Finally pose the question: How does technology support active learning? <i>(Facilitator notes: provides opportunities for students to discuss their work, allows them to focus on things that interest them, encourages the teacher to 'let go' and act as a facilitator, provides opportunity for students to demonstrate their knowledge and skills, it is engaging, it helps relate the curriculum to everyday life etc.)</i></p>	<p>Projector and internet (if no projector is available, consider option 2 instead)</p>

### Part 4: Looking ahead to the next section

Section 4 focuses on OER. If participants are working off-line, they will not be able to look at different repositories, so give them the chance to do so for a few minutes at the end of your

class. In Activity 4.4 they are asked to select and adapt a TESSA OER. Encourage them to download some of the TESSA sections so that they can do the activity even if they are off-line.

Many OER resources are available, and participants will have the opportunity to look at different repositories. The challenge for participants will be to skim the sites and not to spend too much time. Encourage participants to think about the sort of resources they need, (e.g. resources to support subject knowledge development, examples of classroom materials, resources about educational theory) so that any searching they do is purposeful.

In Activity 4.6, participants are encouraged to plan an interactive presentation to share their learning on the course with colleagues. You could encourage them to work in pairs to complete this activity.



## Section 4: Using and adapting OER to support teaching and learning

### Key concepts for the section

This section explores how OER can help teacher educators develop their own practice and support teachers in developing theirs. Participants are asked to choose a TESSA OER (Key Resource, or subject resource) and adapt for use in a teaching session.

### Possible challenges

The activities in this section, as in the previous section, challenge the relationship between the teacher and the teacher educator. They position the teacher educator as a learner, which might be challenging to participants who see themselves as experts. In the very last activity, we are asking participants to make a post on social media to summarise their learning. They may need help with this. If they are unsure, encourage them to write 2 or 3 sentences and email it to [tessa@open.ac.uk](mailto:tessa@open.ac.uk) and we will post it on the TESSA Facebook page.

### Part 2: Ideas for reviewing the section

There are several activities you could do to start the contact class.

Ask participants to work in pairs to compare their thoughts on some of the OER repositories they have explored. They could compare their responses to Activity 4.3, which asked them to prepare questions that teachers should consider when evaluating an OER repository.

You could ask them to work in pairs to devise a 'tweet' (140 characters) about the course.

### Part 3: Class Activity

Activity	Preparation required
<p>If you have a projector show the video clip about the future classroom from Section 1. Divide the participants into subject groups. Ask each group to focus on the skills that a teacher in their subject would need in order to be able to make effective use of a container classroom. What opportunities would this sort of facility provide? What challenges would the teacher face and how could you support them in developing the necessary skills?</p> <p>Alternatively, they could watch the video on laptops before working in small groups to consider the questions. Ask each group to contribute one idea and go around the groups until you run out of ideas.</p>	<p>Projector (if no projector is consider watching the videos on participants own devices or on their own before the session)</p>

### Part 4: Looking ahead

A key aspect of the contact classes is the opportunity for participants to work together and share ideas. During this final class you should encourage participants to exchange contact details and make plans to share ideas and experiences. In particular, encourage participants to think about how they might be able to influence colleagues in order to bring about change. Perhaps they will decide to hold regular meetings in which they discuss teaching and learning and continue to encourage each other to try new practices?

Hopefully this course is just the beginning of the learning journey for teacher educators in your institution. At the end of the last class you could perhaps arrange a follow-up meeting that will give participants the opportunity to share progress on developing their skills in active learning, integrating ICT and finding, selecting and using OER.

## Notes:





## Appendix 1: Course planner

Dates	Focus for the section	Activities	Details of the activities	Mark when complete
	<p><b>Section 1</b> <b>A vision for teacher education</b></p> <p>The course begins by examining the international and national context for teaching and teacher education before considering the vision for active, participatory teaching and learning. Participants are introduced to the issues around using ICT and OER.</p>	<b>Activity 1.1</b> Your vision	Video and reflection	
		<b>Activity 1.2</b> Education policy and teacher education	Reading and reflection	
		<b>Activity 1.3</b> Focusing on Technology	Examining existing practice	
		<b>Activity 1.4</b> UNESCO ICT Competency Framework for Teachers	UNESCO ICT Competency framework and audit	
		<b>Activity 1.5</b> Exploring OER	Explore various websites	
		<b>Activity 1.6</b> The TESSA OER	Listen to audio	
		<b>Activity 1.7</b> Finding TESSA OER	Listen to audio and explore website	
		<b>Activity 1.8</b> Exploring the TESSA OER	Explore website	
		<b>Activity 1.9</b> Reviewing your learning	Quiz	
	<p><b>Section 2</b> <b>Active teaching and learning</b></p> <p>Section 2 focuses on active, participatory learning in more detail, how to help teachers recognise what it means in practice, the skills required and how the TESSA present this through OER. Participants have the opportunity to examine how they can model active learning in their own practice.</p>	<b>Activity 2.1</b> Active teaching and learning and learner-centred education (LCE)	Reading and reflection	
		<b>Activity 2.2</b> True/False quiz on LCE	Quiz	
		<b>Activity 2.3</b> Reflecting on LCE	Criteria for LCE	
		<b>Activity 2.4</b> Analysing teaching	Analyse TESSA case study	
		<b>Activity 2.5</b> TESSA Key Resources	Reading and plan teaching	
		<b>Activity 2.6</b> Knowledge of how to teach	Analyse TESSA activity and reflect	
		<b>Activity 2.7</b> Teacher education	Use 'Working with Teachers' and plan to use in teaching	

		<b>Activity 2.8</b> Interactive teacher	Analysis of case study example	
		<b>Activity 2.9</b> A skills audit	Audit and personal action plan	
		<b>Activity 2.10</b> LCE jigsaw	Interactive activity	
	<p><b>Section 3</b> <b>Integrating ICT into teaching and learning</b></p> <p>Section 3 focuses on the use of ICT. There are two videos and examples of teachers using ICT. Participants have the opportunity to add to these, examine their own curriculum for teacher education and reflect on how they could make more use of ICT. Finally, participants make a personal action plan, highlighting the skills they need to develop.</p>	<b>Activity 3.1</b> An example of how to use ICT	Analyse two case studies; audio and reflection	
		<b>Activity 3.2</b> An example of using ICT in Kenya	Video and reflection	
		<b>Activity 3.3</b> Adapting TESSA OERs by embedding ICT	Reading examples of ICT use	
		<b>Activity 3.4</b> Integrating ICT in the curriculum	Planning to use ICT	
		<b>Activity 3.5</b> Developing an action plan	Video, reflection and development of action plan	
		<b>Activity 3.6</b> Sharing your idea	Sharing and reflecting on your ideas	
	<p><b>Section 4</b> <b>Using and adapting OER to support teaching and learning</b></p> <p>Section 4 the focuses on finding, selecting, using and adapting OER to enhance teacher education. Participants see how others have integrated TESSA into TE programmes, consider how they might do so and plan a presentation for colleagues.</p>	<b>Activity 4.1</b> Quiz on OER	Quiz to check understanding	
		<b>Activity 4.2</b> Exploring OER	Exploring different OER repositories	
		<b>Activity 4.3</b> Reviewing OER repositories	Devise questions to support critical review	
		<b>Activity 4.4</b> Selecting and adapting OER	Adapt a TESSA OER	
		<b>Activity 4.5</b> Integrating OER into teacher education programmes	Four case studies and reflection on practice	
		<b>Activity 4.6</b> Involving colleagues	Plan a presentation for colleagues	
		<b>Activity 4.7</b> Check your understanding	Final quiz	





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