

Inclusive Teaching Practice

Facilitator's Guide



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Module 7:

Active participation

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Overview

This is the **seventh of fifteen modules** that look at how we create a positive Inclusive Learning Environment for all. You will see how inclusive teaching practices encourage, develop and use the 21st century skills of critical thinking, communication, collaboration and creativity. These modules are for any educators or those studying in education in Myanmar. The terms student and learner are used interchangeably throughout the module.

Module number	Module title
1	What is an Inclusive School, Classroom and Teacher?
2	Knowing your learners
3	Planning learning outcomes for all
4	Participating through learner centred approaches
5	Creating a positive learning environment
6	Effective questioning and feedback
7	Active participation
8	Peer, co-operative and collaborative learning
9	Supporting students' emotional and social wellbeing
10	Legal framework and policies around Inclusion in Myanmar
11	Supporting all students through differentiation
12	Identifying specific learning difficulties
13	Supporting all learners with differences or disabilities
14	Positive behaviour management
15	Assessment for student achievement

Learning Journal

Please ensure all participants are aware of the learning journal and its purpose for the module. Point them to the advice given in their participants' copy of the best way to complete. All answers to activities need to be written in their journal. Remember, reflection is an important part of the learning process and a worthy activity alone. Encourage participants to make a note of new and interesting words/phrases/terms as they make their way through the module.

Study tips

It is important to explain how to approach completing the module. Participants need to take their time, develop a suitable timetable and where possible check their answers with colleagues. The use of think / pair / share is a good way for them to collaborate, share ideas, ask questions, check their work, and give feedback.

Background to the Inclusive Practice CPD modules.

There are 3 key themes explored in the modules that reflect the educational reform taking place in all education settings: Inclusion, Gender Equity and 21st century skills. These themes are key in all areas of curriculum, and vital not only for Myanmar's educational ambitions and sustainable development but equally vital for the global future.

This course has been designed to help participants engage in this discussion by challenging their **beliefs and attitudes** about their own teaching, their students' learning and the impact their educational institution has on inclusion. It is expected that as a facilitator, you will challenge their beliefs and attitudes throughout the modules.

It is also important for you as a facilitator to embed many of the teaching and learning techniques associated with inclusion in education into this course. Encourage participants to work at their own pace and consider their own abilities, interests and skills.

The modules look at how we create a positive Inclusive Learning Environment for all. You will see how inclusive teaching practices support gender equity and encourage, develop and use the 21st century skills of critical thinking, communication, collaboration and creativity.

Each module is made up of a series of activities participants can work through at their own pace. Once they have completed the module, they will have a multiple-choice quiz to complete.

Learning outcomes for Module 7

By working through this module, participants will be able to:

- 1. demonstrate the use of flipped classroom to involve students in their own learning.**
- 2. demonstrate the use of inquiry- and problem-based learning guidelines and effective group working.**
- 3. examine their own involvement in an inquiry-based learning project through reflection and comparing practice to theory.**
- 4. examine their own involvement in a problem-based learning project through reflection and comparing practice to theory**
- 5. design an inquiry-based or problem-based learning activity.**

This module, encourages the participants to think about how to involve students in their own learning and approaches to inquiry-based and problem-based learning. The activities in the module will take them **approximately 7 hours to complete.**

Extra instructions for the activities in module 7

Activity	Additional points to consider
Prior knowledge assessment of module 5	The first task is a recap assessment of module 6. This reminds the learner of the previous module contents and helps them to recall important information in preparation for this module. After the first attempt, suggest that the learners refer back to the 6 th module to check their answers.
Activity 7.1 - Self- assessment	Some participants may need encouragement to be honest in their self-assessment. Ensure that they know that their understanding and confidence will develop over time. The results from this self-assessment will be compared to another self-assessment at the end of the module 7, allowing participants to make comparisons and reflect on their learning.
Activity 7.2 - Example of flipped learning.	Participants are provided with a scenario/example lesson using flipped learning. They are asked to say if statements are true or false. A justification is given for each of the answers following the activity.
Activity 7.3- What is flipped learning?	This activity introduces the idea of flipped learning. Participants are asked to watch a video which differentiates between the 90 per cent delivery/10 per cent application of the traditional classroom and the 10 per cent delivery/90 per cent application of flipped learning. Participants record their answers in their learning journals. Encourage participants if possible to read, watch and discuss with colleagues to check each other's' understanding.
Activity 7.4- Flipped learning	This is a reflection task that requires participants to record the potential impact of flipped learning in their learning journal. It asks them to think about the percentage of time that is spent on delivering content and application in their current teaching practice.
Activity 7.5- Designing a flipped learning task	In their groups TEs plan a flipped classroom learning activity that could be used without the use of internet resources. This activity is based on the principle that while flipped learning generally relies on students using the internet for research or to watch the teacher's video input, it can be used without the internet. Students can research or carry out activities in the home environment. They then bring in their findings for classroom discussion, comparison, evaluation, e.g. looking back to module 3 multisensory learning and the tree – children can do the observations and recording of different trees before the lesson and then use the information for comparison and classifying in the lesson.
Activity 7.6 - Inquiry-based or problem-based learning?	This activity provides participants with lesson topics and asks them to consider how they might use inquiry-based or problem-based learning to teach them. Invite participants to change the examples if they are not suitable for the age of students they teach. A few examples have been given. Discuss these with examples with the participants and ensure that they are clear on the difference between the two.
Activity 7.7 Question Formulation Technique	A video link is provided for participants to get a better understanding of the Question Formulation Technique. Questions following the video ask them to consider the impact of prioritising. Emphasise and provide examples of ones' first ideas, thoughts, questions, not always being their best.

Activity 7.8 - Practice: Question Formulation Technique	<p>Participants are asked to:</p> <ul style="list-style-type: none"> a) look at the picture b) generate as many questions as they can about the picture c) prioritise questions. <p>You may wish to choose an image that you think would motivate and engage your students more than the one provided. In the answer section below the activity, a summary is given on how to prioritise certain questions, focussing on the more specific than the general questions.</p>
Activity 7.9- Inquiry-based learning projects using QFT	<p>Participants are provided with a short text which links QFT to inquiry-based learning projects. An example is given for them to read through. Following this, there are a range of topics and questions. Participants might need time to explore these further, in groups. Use the example to discuss how they might select another topic to learn about. In the next activity, participants will be asked to design their own learning project.</p>
Activity 7.10 – Design an Inquiry-based or problem-based learning project	<p>Participants should read the options or decide on their own focus for an inquiry-based or problem-based project. They are then asked to design an activity that they could use with their students. Remind participants to use the guidelines in the example given.</p>
Activity 7.11 Self-assessment	<p>This is a key activity which needs to be considered carefully. Ask participants to answer questions and reflect on their own teaching practice. Participants may reflect further by giving examples that link to the score they have given themselves. Ask them what they need to do to shift some of their awareness and skills closer to 'A lot'. It may help to give participants time to talk through their score with their colleagues.</p>
Wrap up	<p>A consolidation of the module and key points. There is no activity here.</p>
End of module 7 quiz	<p>This is a multiple-choice questionnaire that tests participants' understanding of the module. Encourage participants to self-assess and revisit their answers as many times as needed to achieve 100%.</p>
Answers to the end of module 7 quiz	<p>Participants should revisit the questions until they achieve 100%. Remind them that some questions require more than one answer.</p>

Answers - End of module 7 quiz

Answers are shown in **bold**.

Q1 - What is the flipped classroom?

b) Students study learning materials before the lesson so they can apply and discuss the knowledge and skills in the lesson.

Explanation - In the flipped classroom the students are given learning materials or activities to study before the lesson. They learn new knowledge and skills. They then bring what they have learnt to the lesson. In the lesson students can discuss what they have learnt with other students and the teacher and ask questions to make sure they understand. The students can also spend the lesson applying the knowledge and skills demonstrating their understanding.

Q2 - How does the flipped classroom actively involve students in their learning?

a) Students participate in discussion and activities applying knowledge and skills in the lesson.

d) Students take responsibility and ownership of their learning before the lesson.

f) After the lesson students reflect on what they have learnt and use the knowledge or skills.

Explanation - In the flipped classroom students must be responsible for their learning before the lesson. They need to bring the knowledge and skills they have gained to the lesson to share with other students and the teacher. They can spend as much time as they need before the lesson. Students have time in the lesson to discuss, ask questions, use higher order thinking skills to apply knowledge, because the remembering and understanding has been completed before the lesson.

Q3 - What is inquiry-based learning?

c) Students work together to find out information about a topic. They choose specific questions or aspects of the topic to find out about.

Explanation - Inquiry based learning involves the teacher stating a topic or area of inquiry. Students work in groups to choose specific questions about the topic. They then use research skills to discover knowledge and skills that can help them answer their questions. They discuss and share their findings to check they can answer their specific questions fully. They then present what they found out.

Q4 - What is problem-based learning?

c) Students work together to solve a problem often from real life. They must research and evaluate possible solutions and then present how they solved the problem.

Explanation - Problem based learning involves the teacher presenting a general problem to the students. In groups the students define exactly what the problem is and the questions they need to answer to solve the problem. The students research the information they need to solve the problem, evaluate possible solutions and decide on the best solution. They present their solution.

Implemented by:



Q5 - Which of the following are features of **both** inquiry and problem-based learning?

b) Teacher's role is a facilitator or guide.

c) Students involved in active learning (constructivism)

e) Students must use critical thinking skills, communication, collaboration and creativity.

g) Students must reflect and self-evaluate progress – what do we need to do next or improve?

Explanation - Inquiry based and problem-based learning are similar. It is just the focus that is different – inquiry-based focuses on finding out about aspects of a topic, and problem-based focuses on finding a solution.

Both involve the teacher presenting the topic or problem and then acting as a facilitator or guide.

The teacher will prompt the students' thinking and progress with questions. The teacher may suggest possible resources the students can use.

Both involve the students using their communication and collaboration skills in small groups where they use critical thinking skills in active learning to make sense of ideas and information. Students must think creatively to explore new ideas, discover new resources and devise solutions.

Q6 - What are the benefits of using the Question Formulation Technique?

a) Students are encouraged to develop an enquiring mind that asks lots of questions to learn.

c) Students use higher order analysing and evaluation thinking skills to choose the best questions.

e) Students are actively involved in their own learning by creating their own questions.

Explanation - The Question Formulation Technique is a way to help people produce, improve and prioritise questions. It can help us ask better questions in the classroom and can help our students ask more and better questions. It is important to encourage students to ask questions because we learn from asking questions. By asking questions we are actively involved in our own learning.

To use the Question Formulation Technique students:

1. Respond to the question focus by producing as many questions as possible.
2. Study the questions and improve them so they are clearer.
3. Evaluate the questions and choose their top 3.
4. Plan how to answer the questions.
5. Carry out their plan.
6. Reflect on their answers – are there now more questions?