Play to Learn: Strengthening Partnership between Teachers (Schools) and Educators (TEIs)

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THROWING-BALLS
GAME ACTIVITIES
Activity 1

• Divide the group into 4 groups. Introduce yourself and find the leader among the members of your group

• Leader, hold on to the ball. Then, when heard of the start signal, start throwing the ball to each member of your group one-by-one. Repeat until heard of the stop signal.
Activity 1

- Try again, this time, the Leader throw the ball to the member. Then, each member can throw the ball voluntarily to other members (or back to the Leader). Whoever wants to receive the ball should raise his/her hands. Keep throwing the ball until you hear of the stop signal.
Activity 1

Last round.

• Do exactly like the second time. However, this time, you will be given 3-5 minutes to design your throwing strategy to all the members as quick as possible.

• Whichever group gets to be the first group to accomplish the task, get the winning PRIZE. 😊
To be a Winner

The Rules of the Winner Group:
1. Each member has to be the thrower and receiver twice
2. No throwing/passing the ball to the neighboring person
3. When you are done, every member has to raise their fist and shout “Hey”
3 Models of Coaching/Training

- Educator/ trainer led
- Community led
- Trainee/ Learner led
Objectives

1) Effective approaches in coaching/training
2) An overview of the good practices in effective mentoring/following-up activities conducted by TEIs
3) Guidelines on how to strengthen partnership between TEIS and Schools/In-service Teachers
4) Basic, useful pedagogical insights and tools for implementing PBL and Tele-collaboration in their classrooms
3 (Playing) Activities

1. Throwing-balls Game
2. Mind Reading Game
3. Learning how to use (playing with) innovative Tools for PBL Approaches
MIND-READING GAME ACTIVITIES
Mind Reading Game II

• Divide participants into 2 groups according to their profession (TEIs educators group VS School Teachers and principals group).

• First, each participant identifies the needs of his/her schools by answering the question: “What do you or your school really need from your partnered TEIs to facilitate you in the PBL – Telecollaboration project?”

• Compare and contrast your needs with your neighbor’s.
Mind Reading Game II

• For TEIs, the questions are :-
  “What do you think the teachers/ partnered school really need you to facilitate in the PBL – Telecollaboration project?”
  “What did you actually offer?”

• Compare and contrast your needs with your neighbor’s.
Mind Reading Game II

• Compare and contrast the schools/in service teachers’ answer with the TEI’s answer

• Compare and contrast the schools/in service teachers’ needs with those actually provided during the PBL project (based on the UNESCO reports summary)
Facilitating Activities from TEIs

– Assignment of TEI team/rep to monitor/guide/mentor each school/facilitate activities of the teachers
– Official visits to the schools (talk with administration, teachers; observation)
– Follow-up trainings
– Effective/efficient use of ICT for regular monitoring (including emails, SMS, and phone calls, social media, LMS)
Facilitating Activities from TEIs

- Formal Call for Proposals – for PBL Proposal Competition; with mini-gathering for proposal presentations and PBL proposal selection (based on selection criteria by UNESCO)

  – Documentation of project plan enhancement and actual project implementation

  – Evaluation / assessment of the processes with the teachers (as group or self), structured discussions/FGDs, surveys, etc.
Facilitating Activities from TEIs

– Sharing of good examples of integration of ICT in PBL via online portal (e.g. for VVOB: through http://www.ict4atl.org)

– Assessment/evaluation of projects implemented – incentive: nomination to the Regional Seminar

– Continuous promotion of education innovation

– Showcasing of project outputs to the community

– Providing budget for schools to implement the (within and inter-school) PBL projects
What are the needs that the schools (Teachers) wish to ask for assistance from TEIs (Order from 1-X)

- Budget
- Facilitate activities of the teachers
- Official Visits to Schools
- Training on related technologies and tools
- Training on pedagogy (here = PBL)
- Training on research methods (evaluation and assessment tools/ methods)
- Sharing good examples and other related educational resources
- Guidance on implementing the project effectively
What are the needs that the schools (Teachers) wish to ask for assistance from TEIs (Order from 1-X)

- Communicating with schools/ admins to help solve problems before / during implementation
- Linking with the UNESCO for other assistance (i.e. linking with other partnered schools, other vendors)
- Documentation of project plan enhancement and actual project implementation
- Help continuous promote of innovation (from the project)
- Help showcasing of project outputs to the community
- Others:
Compare & Contrast

• Your Answer

• Your Partner’s Answer
EFFECTIVE MENTORING /
FOLLOWING-UP ACTIVITIES
PBL @ TEN LEADING SCHOOLS IN CHIANG MAI
Brief History: Objectives

• Build capacity of teachers on ICT-pedagogy integration;
• Design and facilitate student-centered ICT-based activities;
• Strengthen partnership between teachers, (school administrators) and educators and
• Develop the whole school support strategy for local schools and/or a locally-designed guideline on PBL and ICT pedagogy integration
PBL @ CMU: Focus and Expected Results

- Projects-based learning activities on topics of Environment Sustainable Development (ESD)
- Students’ achievements on problem solving skills and
- Students’ innovative practices on project-based telecollaboration
Our Involvement

• Organizing the Capacity Building Workshop on Project-Based Learning and Telecollaboration during March 14-18, 2011
• Forty teachers from 10 leading schools in Chiang Mai were selected
• Capacity building for teachers on ICT-pedagogy integration and on designing and facilitating project-based telecollaboration
• Follow-up activities after the Capacity Building Workshop
Major Activities After Workshop

• Issued a call-for-proposal as a formal announcement of the PBL and Telecollaboration project to all the 10 schools
• Selected the schools based on the proposed proposal
• Provided participating schools with needed supports including extra budget for conducting PBL projects, a series of follow-up meetings and workshops on ICT tools and ICT-integrated learning approach.
<table>
<thead>
<tr>
<th>Meetings/ Seminars/Workshops</th>
<th>Institutions/Schools</th>
<th>Date/ Venue</th>
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<tbody>
<tr>
<td>- Seminar on Pedagogical Approaches in Integrating ICT into Teaching and Learning</td>
<td>10 schools participating in the Capacity Building Workshop on PBL and telecollaboration</td>
<td>May 2, 2011</td>
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<tr>
<td>- Workshop on Using Interactive White Board in Teaching</td>
<td>10 schools participating in the Capacity Building Workshop on PBL and telecollaboration</td>
<td>May 2, 2011</td>
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<tr>
<td>- Workshop on Constructionism and gogo board for Learning</td>
<td>- 32 teachers and students from Baan Sankamphaeng School</td>
<td>May 28, 2011</td>
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<tr>
<td>- Workshop on Using Google Docs and Wikispaces for sharing documents and telecollaboration</td>
<td>- 46 Students from CMU Demonstration School and Regina Coeli College</td>
<td>July 4, 2011</td>
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<tr>
<td>- Seminar on ICT Integration</td>
<td>- Administrators and Teachers from Varee Chiangmai School</td>
<td>August 6, 2011</td>
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Questions

• Please list the top 3 tools / ICT that you use for mentoring and/ or implementing PBL?
• Please give an example of an innovative approach of using these tools/ ICTs?
Please check your e-mail and complete the workshop evaluation form.

Thank you
Telecollaboration

ICT Tools Being Used

• Wikispaces
• Google Docs
• FaceBook
• Microsoft MovieMaker
• LMS
• More Traditional tools (including emails, SMS, and phone calls)
Good School or Bad School

Over the years as a reporter
I have never seen a good school with a poor principal, or a poor school with a good principal.
I have seen unsuccessful schools turned into successful ones, and regrettably, outstanding schools slide rapidly into decline.
In each case, the rise or fall could readily be traced to the quality of the principal.

- Fed M. Hechinger, President. New York Times
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