Moving from teacher to trainer (MTT1)

Resource 10: Session activities

Moving from teacher to trainer

Session activities

|  |
| --- |
| Session activity 1  Think about a number of sessions that you have attended over the years. In pairs, come up with five bullet points describing how good trainers behaved. |

|  |
| --- |
| Session activity 2  In pairs, plan the first session with teachers on familiarising them with the Module. Focus on planning in depth rather than breadth, i.e. discuss what resources might be used and how you can exploit these to the full, how you avoid ‘tips for teachers’ sessions, how you keep the discussion focused on learning and linguistic progression.  Discuss appropriate techniques and strategies for working with adults. |

|  |
| --- |
| Session activity 3  Consider different types of questions (below) which are designed to get your audience talking. Once you have discussed and clarified these, look at the checklist (Appendix 4.1) which you should use during the rest of the session to analyse the types of question that your trainer uses. At the very end of the session discuss the questions your trainer used, using your checklists, and consider how effective this was in promoting and enhancing discussion.  *Questions for clarification* What do you mean by…?I understand your example – what’s your main point here?How does … relate to …?I’m not quite clear, can you give an example?What do you think is the main focus of this particular Framework Objective?Are you saying x or y?Would this be an example of what you’ve just said…?Can you say more about that?  *Questions that probe assumptions* What are you assuming?You seem to be assuming… Do I understand you correctly?You seem to be assuming… Can you justify your position?  *Questions that probe reason and evidence* Can you give us an example?Why do you say that?What led you to think that?What would convince you otherwise?Why have you come to that conclusion?Could you explain your reasons to us?But is that good evidence?  *Questions about perspective* What would be an alternative?  *Questions that probe implications and consequences* When you say … are you implying that …?But if you did that, what would happen as a result?  (adapted from <http://www.covington.k12.tn.us>, now obsolete) |

|  |
| --- |
| Session activity 4  Use Appendix 4.2 to discuss the appropriateness of different groupings for adult audiences. You will find our answers below but you may have different ideas.  Here are our group and pair work ideas commonly used in classrooms – are they appropriate for adult audiences?  *Whispering pairs* For quick revision, pairs whisper to each other all of the points they remember from last time they met. Everyone engages in the task whispering in order to shield their ideas from others and the teacher can then ask any pair in the knowledge that everyone has been supported by their partner. Everyone feels they have contributed to the subsequent brainstorm of ideas with the whole class.  *Suitable or not?* Not suitable for adults. Whispering is too intimate and teachers will see this as a classroom idea not an adult learning idea.  *Double your list for brainstorming* For two minutes, individuals think through their own, individual ideas first and list them. Pairs share the items on their list and get rid of any repetitions – they merge their lists getting rid of any ideas they don’t like and elaborating any they do. This can then be extended to ‘snowballing’ where one pair joins with another pair and merges their ideas.  *Suitable or not?* Suitable though if an audience is in rows the foursome conversation is difficult to manage furniture-wise. |

|  |
| --- |
| **Session activity 5**  Come up with four ‘personalities’ whom you’ve met in sessions you have run.  Think about how you would deal with these different people. Discuss how you accommodated these people.  Do a ‘thinking aloud’ interval to illustrate what runs through your head as you recognise these different participants. For example:  ‘Ah, the guy at the back with head down is reading a newspaper, mmm…., I think I’ll do the next bit from over where he’s sitting… if he doesn’t respond I’ll move back to the front… no problem … it’s a twilight so if he doesn’t want to join in there’s nothing I can do about it… his loss… mustn’t let him derail me.’ |