

Teaching in Further Education – Delivery and Assessment

Unit Number DV5V 36

Section 1: Implement a Plan to Promote Learning

Outcomes 1

The East of Scotland Staff Development Collaborative Group

Version 2 – August 2009

© Crown Copyright

This document is available in alternative formats. If required please contact your Centre.

Acknowledgements

The Project Team, comprising staff from member Colleges of ESSDCG (East of Scotland Staff Development Collaborative Group), for managing the development and dissemination of these materials.

Microsoft for inclusion of clipart graphics.

Contents

Introduction to Section 1	1
<i>What this Section is About</i>	<i>1</i>
<i>Objectives of this Section.....</i>	<i>1</i>
<i>Other Resources Required for this Section.....</i>	<i>2</i>
<i>Approximate Study Time for this Section</i>	<i>2</i>
Assessment Information.....	3
<i>Formative Assessment.....</i>	<i>3</i>
<i>Summative Assessment.....</i>	<i>3</i>
<i>In Summary.....</i>	<i>5</i>
An Introduction to Implementing a Plan to Promote Learning.....	6
<i>What is the Learning Environment?</i>	<i>6</i>
The Physical Learning Environment.....	8
<i>Ensuring the Health, Safety and Well-being of Learners.....</i>	<i>10</i>
Managing the Learning Process	13
Implementing your Teaching Strategies	16
<i>Establishing the Learning “Climate”</i>	<i>17</i>
<i>The Learning Group.....</i>	<i>20</i>
<i>Layout of the Learning Space</i>	<i>23</i>
<i>Making the Most of the “Large Group” Learning Session.....</i>	<i>24</i>
<i>Getting Learners to “do things with handouts”</i>	<i>27</i>
<i>Implementing Strategies to Promote Independent Learning</i>	<i>30</i>
Behaviours and Communication in the Learning Environment	34

<i>Plain English</i>	34
<i>Sensitivity in Communication with Learners</i>	37
<i>Communicating with the use of ICT</i>	37
<i>Managing Learner Behaviour</i>	38
Feedback for Learning	42
Inclusive Learning and Teaching	43
Discrimination and Equality of Opportunity	48
<i>Example of Indirect Discrimination</i>	48
<i>Tackling Discrimination in Your Learning Environment</i>	51
Legislation, Standards and Guidelines	52
Formative Assessment Task	56
Summative Assessment Task	56
Activity Solutions	57
Bibliography	60

Introduction to Section 1

What this Section is About

This section is about the effective implementation of a plan to promote learning. It draws on a great deal of the theory that you have learned in the Unit “Teaching in Further Education – Planning” whilst enhancing your understanding and providing useful pointers on the use of practical skills, resources and knowledge that are required to put this theory into practice.

Objectives of this Section

When you have completed this Section, you will have covered the following knowledge and/or skills regarding the facilitation of teaching and learning:

- management and delivery of teaching strategies
- using learning and teaching activities which involve learners
- arranging the learning environment to complement the learning and teaching approach
- ways of structuring and presenting information and ideas
- using differentiation strategies
- group dynamics
- barriers to learning and how to overcome them
- challenge and motivation of learners; having high but realistic expectations
- strategies to develop learning skills of learners
- information literacy skills required by learners
- techniques for identifying opportunities to develop core skills
- sources of information about learners’ previous experiences
- social, cultural and emotional factors and their effect on learning
- ways of seeking, responding to and giving feedback for learning
- effective and appropriate communication with learners , colleagues and other professionals for the purposes of facilitating learning
- using learning, teaching and assessment resources, including materials to meet diverse learning needs
- use of ICT to address different learner needs
- consolidating and reinforcing learning
- relevant legislation
- how to facilitate teaching and learning through being a reflective practitioner

Other Resources Required for this Section

The notes and activities of this Section should not be used in isolation from the real learning environment. Ideally, the candidate should work with a teaching and learning mentor from their own or another institution.

There are several references included to useful websites so access to the internet will be required. Weblinks are likely to change therefore you should be prepared to use a Google search to find a similar or updated website if you cannot access the one suggested.

The candidate must have access to all the relevant policies and procedures that pertain to the organisation in which they teach.

This Unit is aligned with Professional Standards for Lecturers in Scotland's Colleges.

<http://www.fepdfscotland.co.uk>

Approximate Study Time for this Section

A notional study time of 20 hours has been allocated for this Section but this does not include time for any additional reading that you might undertake.

Assessment Information

Formative Assessment

As you work through this Section you will find the following types of activities and symbols:



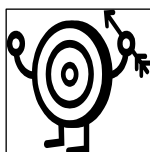
Reflective Activity

This type of activity encourages you to think about the information you have been given and how it applies to your College's context. There is no need to submit these to your tutor for marking and feedback.



Developmental Activity

This type of activity encourages you to find out more about a concept and to form your own opinion about it. These activities are for your personal professional development and again you need not submit these to your tutor.



Review Activity

This activity gives you the opportunity to get some feedback from your tutor. These activities will help your tutor to check that you are ready to undertake the summative assessment tasks.

You are encouraged to complete as many of these activities as you can, as they are an important part of your learning experience. Many of them also support or contribute directly to your summative assessment.

Summative Assessment

When you have completed this Section you will be ready to start Summative Assessment Task 1 for this unit, which is outlined here. Your tutor will provide a detailed Summative Assessment sheet for Task 1.

You will be **observed** carrying out **two** teaching sessions with a group of learners.

In each of these sessions you must demonstrate that you have:

- met the aims and objectives of the lesson plan and met learners' needs
- engaged the learners
- promoted learning and independent learning
- demonstrated at least two learning and teaching methods
- employed at least two different learning resources.

Written Accounts

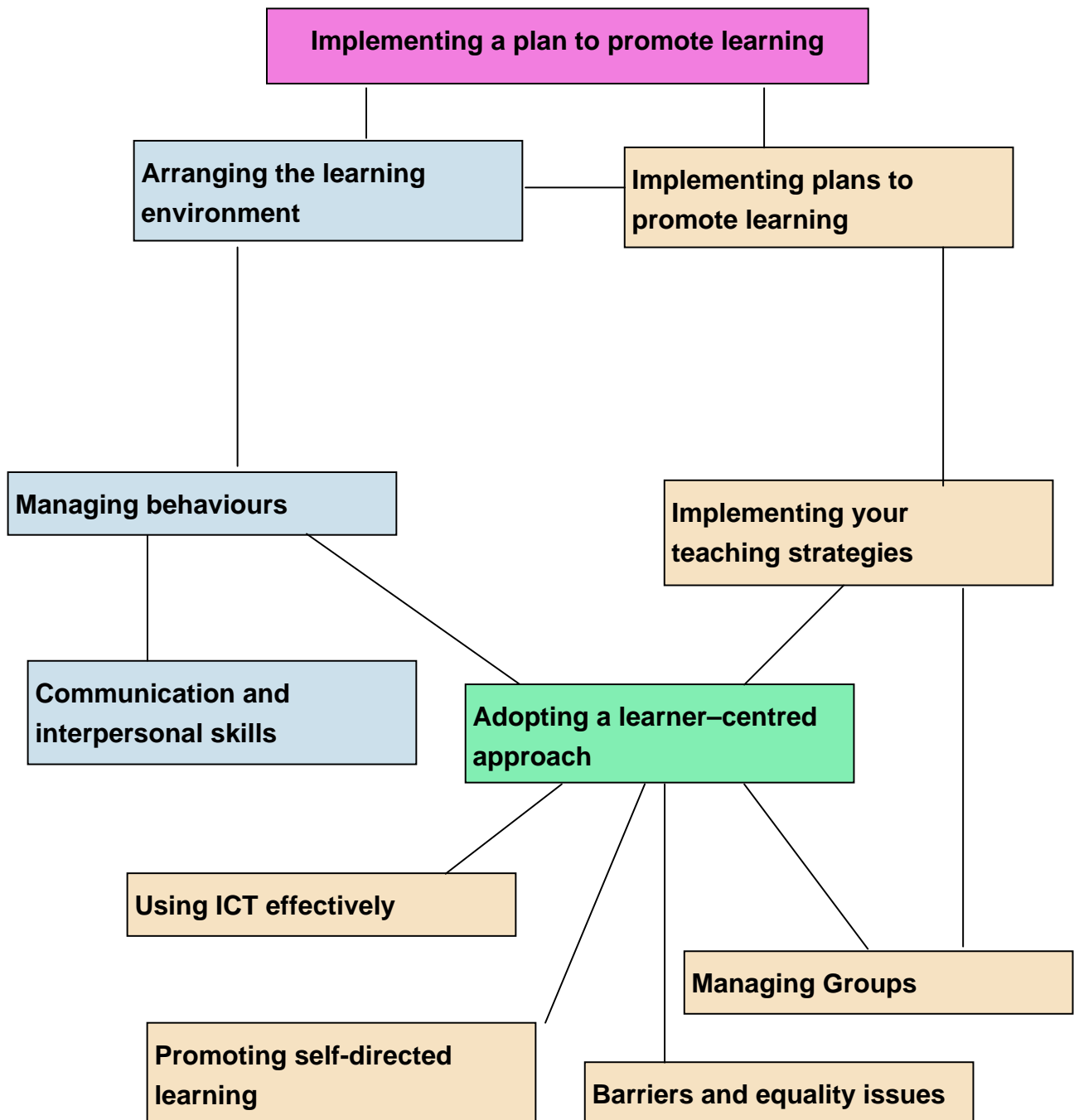
For each of these two teaching sessions you must provide written evidence of:

- the profile of the group of learners which provides an outline of the course/programme which the learners are following and their learning needs

Note that the profile and programme outline may be the same as those produced in the Planning unit.

- lesson plans for the two observed sessions
- a short written explanation of how the learning, teaching and assessment resources met the learners' needs
- a set of reflective notes of the two observed sessions

In Summary



An Introduction to Implementing a Plan to Promote Learning

Implementing a plan to promote learning is about your teaching practice and applying the skills and knowledge that are necessary for you to carry out your job well. With this in mind and, to avoid repetition, you will sometimes be referred to guidance contained in other sections of the Initial Teacher Training award.

In the Unit “Teaching in Further Education - Planning” you looked at how to plan delivery in order to meet learner needs and arrange the learning environment to complement your teaching approach. This Section considers how we put these plans into action.

What is the Learning Environment?



Activity 1: What is a “learning environment”?

You may wish to use a web search or examine some textbooks. When you find a definition that means the most to you in terms of learning and teaching, write it down in the space below.

Many definitions exist and your preferred definition is likely to be easily placed in the context of the learning that you have delivered or undertaken in the past but it should be remembered that it is not limited to the characteristics of a classroom and should consider not only the physical but also the social and psychological contexts of learning.

Most recently, the introduction of the “virtual” learning environment through e-learning has brought a different emphasis to creating an effective learning environment.

The Physical Learning Environment

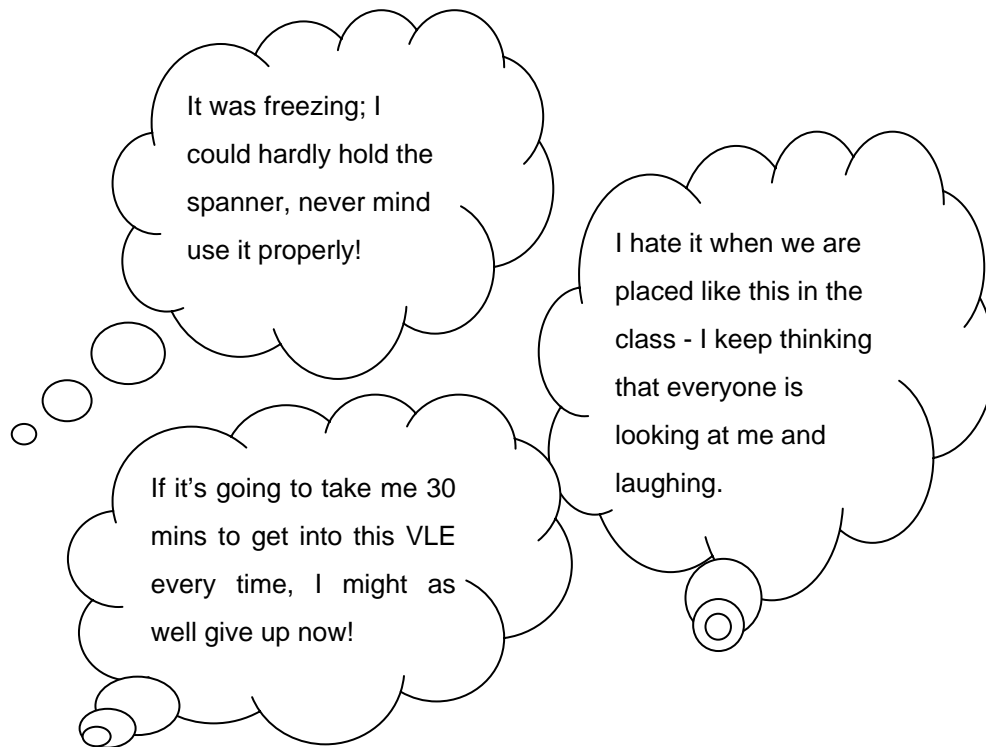


Figure 1: Put yourself in the shoes of the learner when thinking about the physical aspects of the Learning Environment



Activity 2: Managing the physical learning environment

Consider the ideal physical aspects of a learning environment that you deliver in (either practical or classroom based). What features make the learning experience as good as it can be?

Consider different approaches that you take to ensure that learners are as safe as possible and aware of the rules regarding health, safety and welfare (including potential hazards within their learning environment and how you raise their awareness of such hazards). Also consider the needs of all learners including the disabled and that your learning environment (and those of placement providers) meets the requirements of legislation such as the Disability Discrimination Act.

Jot down some of your considerations in the table below where you feel they will inform your teaching practice (some pointers are given in the activity solution to Activity 1 at the end of this Section) and transfer them to your portfolio.

Aspect of physical learning environment that makes the learning experience as good as it can be	
How learners can be alerted to the hazards and rules of the learning environment to ensure their health, safety and welfare	

It is important to spend some time at the beginning of a learning session adjusting (whenever possible) the learning environment as best you can to make everybody comfortable. You should include the learners in the process of adjusting temperature etc to suit their needs. However, with a group of learners that is still a little wary of you, you will often have to take the lead in making the decisions eg

“I am feeling it a little bit cold in this classroom, do you mind if I close this window?”

As you do build up a relationship with a group, try to ensure that your approach is as democratic as it can be. It is also important that you take an egalitarian approach to adjusting the physical environment for practical sessions too, bearing in mind that health and safety issues will always be the priority.

Ensuring the Health, Safety and Well-being of Learners

Whatever your approach to clarifying health and safety boundaries and rules, you should ensure that learners are aware of your (or the organisation’s) reasoning as compliance is more likely if there is a shared understanding of reasons for rules.

For example in a workshop, exposed jewellery is not allowed because of the risk of it being caught on equipment.

Tutors raise awareness by making risk assessment an integral part of the lesson and having learners undertake their own “risk assessment” as an introduction to both practical and classroom sessions. This raises their personal awareness and is possibly a more effective method of ensuring that they have actually considered the risks because of their personal involvement in the process.

Location of Learning Environment

It is often necessary for a tutor to consider potential issues regarding the learning environment before they begin a programme of learning.



Activity 3: Adjusting the physical environment to meet your needs

Question	Answer
What problems have you experienced with the physical aspects of your learning environment and in what way did it detract from the learning experience?	
If you are unable to adjust something yourself in your learning environment, how do you go about contacting the right person to fix something (eg heating levels) in your own College?	

We are all aware of our inability to concentrate when the ambient temperature and ventilation are not within a comfort zone. If you are unable to maintain an ideal environment through local controls, let the appropriate property management team know of the problem as soon as possible. Make sure there is adequate ventilation, especially when a large group have shared the same air-space over several hours. Leave some windows open to allow air to circulate. Even in winter classrooms often become stuffy and airless when there is a large group.

Remember that the lighting from your end of the room may not be the same as it is where the learners are. Move around and check it and be aware of people screwing their eyes up in an effort to see!

Whilst some learners may be more sensitive than others to issues such as shabby, drab or dirty walls it is something that you should be aware of. Where you can flag such issues with management then it should be done. If immediate remedial action is not possible, consider improving the space with displays.

Displays

These are an important aspect of developing ownership of the learning environment and tutors should consider developing strategies that involve creating displays in their work area. Research has shown that learners will tend to associate a well-maintained display with tutors that care about their learning experience and it can create a sense of ownership of the learning experience. Schools tend to be more familiar with work area displays than Colleges but it should not be dismissed as being something for the child learner only. Workspaces can be decorated as well as classrooms.

The following types of display strategies could be considered:

- a display that provides context for the Unit of study (eg posters, photographs, diagrams or models)
- examples of work in progress (eg flip chart notes from a previous discussion, keywords raised, “brainstorm” sheets)
- “How To” or “Ready Reckoner” guides (eg easy steps to essay layout, easy steps to an oil change or “A Ready Reckoner” of basic numeracy skills)
- student work (eg art, photographs of haircuts etc.)
- citizenship (eg Disability Awareness posters, photographs from charity events in which the group has participated)
- motivating or thought-provoking quotations that may be referred to from time to time (eg "Never doubt a small group of thoughtful people can change the world. Indeed, it's the only thing that ever has."- Margaret Meade)

Managing the Learning Process

We will now examine the learning environment from a socio-psychological perspective. How can we manage learning through our interactions and associated behaviours with learners?

It is important to remember that the post-compulsory learner has chosen to place themselves in a new environment for the purpose of learning and in doing so they have adopted a role that involves some abandonment of autonomy and a willingness to accept direction from their tutors in order to achieve their learning goals (Rogers, 2002). The tutor should always maintain an awareness of the power dynamics between learners and tutor and aim to create a learning environment that is as democratic as it can be.



Activity 4: The Role of the Tutor

Question	Your Answer
As a tutor of learning, what are the important roles that you play in the development of learners?	
Which roles do you believe that you are best at?	
Which roles do you think need more development in your practice?	

The role of the tutor is multi-faceted (Armitage et al, 2003) and includes that of leader, team player, demonstrator, instructor and counsellor. What it means to be a positive role model for learners will depend very much on the context of the learning environment.

One of the most important prerequisites of the tutor is a need to be **flexible** enough to allow for different learner abilities but yet at the same time be organised, consistent and work within a College's code of conduct. At the same time the tutor has to consider the meeting of deadlines, juggling their teaching responsibilities with their administrative responsibilities and dealing with the unpredictable. Sometimes, the need to fulfil several roles within the College environment leads to role strain and ultimately negative stress that can be difficult to deal with (Joseph, 2000).

The College environment is so diverse in nature that sometimes it can be difficult for a tutor to identify what could be considered positive role model behaviour. Brookfield (1995:77) suggests a useful exercise to help us reflect on our own assumptions, biases and agendas regarding role models. This exercise may be used to help you to reflect upon areas of your own practice that perhaps need further development.



Activity 5: Developing your professional practice

Complete the following exercise (adapted from Brookfield's "heroes and villains" technique).

1. Identify a colleague that best represents for you what a teacher/tutor should be. Call them Mr or Ms A1.
2. Write down the actions/ approach to their teaching that makes you believe that they are a good teacher.
3. Write down the actions/approaches of this individual that you would like to use in your own teaching.

Brookfield suggests that our “heroes” tend to embody talents and characteristics that are often missing or weak in our own practice (making us identify them as “heroes”). We should adopt, perhaps, an explicit effort to develop these weak areas.

It is difficult to find anybody in the business of teaching in the post-compulsory education sector who does not agree that one of the most useful features of the training they undertook for their teaching qualification was to be “placed in the shoes of the student”. Brookfield (1995) summarises this very effectively:

“Becoming alert to the oppressive dimensions of our practice (many of which reflect an unquestioned acceptance of values, norms and practices defined for us by others) is often a first step in working more democratically and co-operatively with students and colleagues.” (Brookfield, 1995:9)

Always consider how you or others (of various sensibilities) may feel or react in the learning environment in which you have placed them. This is the key to success in creating and managing an effective learning environment.

Implementing your Teaching Strategies

The teaching style adopted by the tutor may create an atmosphere within the learning group anywhere along the continuum between “relaxed, content and friendly” to “cold, tense and hostile” (Rogers, 2002). Clearly, for learning to be at its most effective, we aim for the former.

Several researchers have noted that affective behaviours such as listening and responding to learners, treating them as individuals and creating a supportive climate for learning are the most important determinants of learner satisfaction with tutors (Harkin, 1998).

Yet the relationship between the tutor and the learners is complex and infinitely variable making it difficult to note hard and fast rules about creating a positive climate with any particular group of learners. The learning context, the values of the learners and those of the tutor will all play important parts in the relationship that develops between tutor and learners.

We need, therefore, to further break down this complex issue to identify some key techniques that can be adopted to establish and manage an effective “learning climate”.

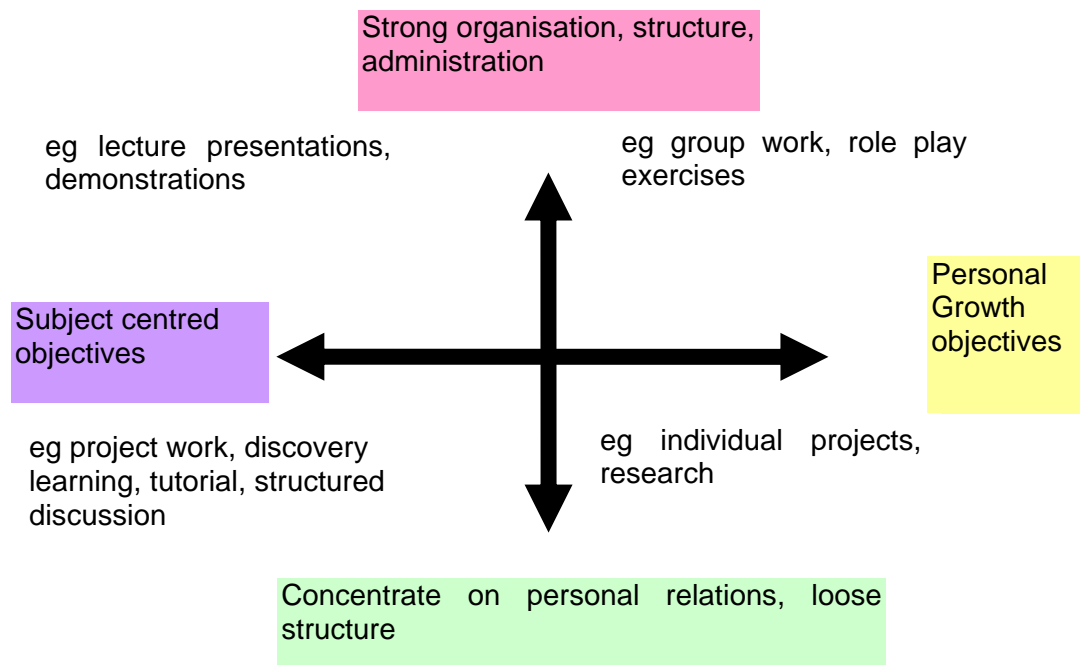


Figure 2: Matrix of learning climate, adapted from Rogers, 2002

The matrix above gives us a basic understanding of how the teaching style adopted is likely to affect the learning climate. Styles that involve a lot of tutor control such as the lecture/demonstration may create an autocratic learning environment whereas participatory and discovery methods are more learner-centred and democratic.

However, it is important to also remember the following when implementing an overall strategy for delivery:

- we are sometimes torn between adopting a particular style for the benefit of the whole group or one that we believe might suit individual learners
- there are often tensions that develop between the style that we believe that we **should** adopt and those that the learners **want** us to adopt. This can be related to the strong motivation of learners to pass summative assessments. Even where they are encouraged towards “deep” learning techniques, sometimes this can be a more “long-winded” process that may lead to frustration for some. (Assessment-driven learning is developed further in Section 2 of this Unit.)
- If the same approach is adopted throughout a learning programme, learners will become familiar with it. This may have the advantage that they know what to expect from you and what their role as a learner is. However, it will also have the arguably greater disadvantage that there is no experimentation which can be a very important part of learning.

In the Planning Unit, the effectiveness of adopting a learner-centred, participatory style of teaching was emphasised. Here, we will further explore the issues of managing learning groups to ensure that such participatory approaches are effective.

Establishing the Learning “Climate”

You may be lucky enough to be observed teaching a group of learners with whom you have already developed an effective relationship. However, it is important to remember that an effective learning climate is much easier to manage if you have got it right from the start. Getting the relationship with learners correct from the beginning is likely to mean that all your learning sessions with a particular group are easier to manage. Think of particular groups where you have got off to a bad start!



Activity 6: Establishing a rapport with a new group of learners

When you meet or “virtually” meet (in the case of a distance learning programme supported by ICT) a group of learners for the first time, how do you normally go about developing a relationship with them? How well does your approach work?

There can be no hard and fast rules to the approach that is required to creating an effective learning climate as groups may work in different ways (see below). However, there are some important principles to consider with any new group of learners. **Develop trust through empathy** with your new learners; it is more difficult to re-build broken trust than to build up a trusting relationship from the beginning.

1. Do your homework

An understanding of your learners’ backgrounds and previous experience will provide information for you that will allow you to develop appropriate professional relationships with them which are an essential aspect of facilitating their learning.

Here are some of the basic considerations:

- examine any available documentation to discover all that you can about their background and learning history
- prepare yourself for their individual needs and requirements (eg large font handouts or coloured paper handouts may be necessary for certain individuals)
- if photographs are available of the group, it is useful to try and familiarise yourself with their identities. (Think about how you feel when it is half way into a course and the tutor still cannot identify your name!)

Activity 6 continues on the following page

2. Introduce yourself

First impressions are often the lasting ones. Your approach to introductions can make or break your relationship with learners. Use this opportunity to let them know your preferred method and times of contact.

You may wish to establish the ground rules for behaviour and boundaries of your learning programme; making assumptions that the learners already know these things can lead to problems later on. However, your approach to this should be friendly and empathetic, explaining the reasons behind rules and boundaries.

3. Allow the learners to get to know one another

You may wish to do this by using an appropriate ice-breaker activity. Try and select one that is of the correct level for the learners and that is unlikely to cause too much embarrassment to the more reserved amongst the group. An internet search will reveal a large selection of such exercises.

Ice-breakers might not be necessarily the correct approach; you may choose to ask learners to discuss ideas specifically relating to the unit.

4. Develop and communicate the rationale for your intended delivery practice

Brookfield (1995) identifies the importance of ensuring that learners understand the rationale for the particular approach that you have towards a course of learning. Although not all the learners in the group will necessarily agree that your approach is the right one, it does help in creating a more democratic learning climate.

If you are using module or unit handbooks, never under-estimate the effect of information overload in the first session. Remember the importance of placing yourself “in their shoes” and do not demonstrate annoyance when you find yourself having to repeat something that is perfectly clear to you but might have been missed by some learners.

Explain to learners how you work. Do not assume, for example, that they all understand that what is said in demonstrations, lectures etc will need to be written down or conversely is all contained in the handouts. They are likely to have experience of other tutors who operate differently.

The Learning Group

Group learning is a commonly adopted teaching strategy and it is likely that you will be observed facilitating some forms of group work as part of the summative assessment activities of this Unit.

So what is a group?

Armitage et al (2003) describe the importance of understanding the dynamics and workings of the learning group if we are to make learning a rich and beneficial experience for all members of the group.

Rogers (2002) describes a continuum in the existence of “groups”. At one end it can be considered a “tightly-knit team” and at the other the “loose-knit bundle”. A group needs to have some interaction and some form of common purpose. The group is a continually changing environment (dynamic) and some of the following features can be considered important for effective adult learning groups:

- there is a supportive environment for learning
- the learner is constantly challenged
- they are properly resourced to build more complex structures for learning
- they have a life of their own (independent of the tutor).

An excellent resource for developing your understanding of the learning group can be found at the following link to James Atherton’s website:

<http://www.learningandteaching.info/teaching/usingthegroup.htm>

Atherton identifies the issues relating to group size, the formation of groups and the various distinct roles that become apparent within a group. He also relates to some very fundamental and important issues relating to equality of opportunity, noting that we must be careful not to discriminate against individuals because of their basic roles:

<http://www.doceo.co.uk/background/roles.htm>



Activity 7: Understanding Group Dynamics

Read Atherton's "Using the group" site noted above and follow some of the links before undertaking Activity 8.

Note down below some of the important implications of group formation and group dynamics that could inform your own management of group sessions.



Activity 8: Managing the Learning Group

Consider some learning groups (both large and small) that you have previously managed.

Summarise your findings in the table below.

Question	Response
What works well in groups?	
What does not work well as a group activity?	
To what extent does the physical learning environment contribute to the group dynamic?	
How do you make the roles within the group more flexible?	

Layout of the Learning Space

We have all probably experienced or experimented with various lay-outs of the classroom or practical workspace and will tend to alter this according to the learning group(s) and/or context that we are dealing with. Research does suggest that where thought has been dedicated to the layout of the learning space students are more likely to feel ownership of their learning (Danielson, 1996).

In the classroom situation, you might also want to consider the following before making decisions about layout:

- Reglin (1993) found that an “action zone” tends to be created in classroom layouts where the seats are in rows. The zone is a triangular area just in front of the tutor where learners tend to be the highly-motivated, high achievers who are also given the most attention by the tutor
- College learners will often tend to fill the back rows first in a classroom where there are too many seats. This will result in rows of tables at the front that may act as both a physical and psychological barrier between the learners and the tutor.
- Brooks (1995) describes the dynamics created by setting up the classroom as a circle. It can create a democratic group atmosphere yet it can be intimidating for the shy, self-conscious learner. It does not allow the learner the privacy to “suss” you out as a new teacher and to decide whether to build up trust with you or not.

The circle makes it very obvious which learners are not making large contributions to any discussion.

- Consider access issues for learners with disabilities eg “Can learners with mobility difficulties easily manoeuvre their way around the room?”
“Can students with hearing difficulties see the tutor and others to make it easier for them to lip-read?”

More information about layout for the learning space can be found at the following web link: <http://www.nwlink.com/~donclark/hrd/seating.html>

Making the Most of the “Large Group” Learning Session

Most of us understand that, for many Colleges, large groups are a frequent solution to the challenge of achieving economies of scale in delivery. Yet, when we consider how people best learn (as identified in the notes in the Planning Unit) it seems likely that effective learning is easier to facilitate effectively in the small group situation.

However, learning in large groups does not need to be confined to “lecturing” or “telling people things”. The more activities that we can include in large group sessions, the more likely it is that learners will find sessions memorable.

Large groups can make it easier to standardise the expectations for learners in terms of defining the aims and objectives and the expected requirements of assessment.



Activity 9: Activities that can be incorporated into large group learning sessions

This activity should help you to select appropriate group activities for your observed teaching sessions as part of the Summative Assessment of this Unit.

What techniques can you use to help learners make the most of your large group learning sessions?

In the left hand column of the table below is something that tutors can do to make learning happen (as part of the seven factors identified by Race, 2005).

In the second column, identify a strategy that you or your peers have used to implement this.

In the third column, reflect on how well this worked.

The fourth column invites you to make notes on whether or not this is something that you could try in the future.

Technique to make learning happen	How you/others have approached this in large groups	How well this has worked	Should I try this? Where?
Explaining concepts			
Encouraging participation			
Getting learners to do things with handouts			
Stimulating interest			
Making it relevant to learners - personalising it			

You have probably come up with some useful and interesting strategies that are worth sharing with your colleagues. Below are some useful tips that may inform your future strategies:

Explaining Concepts

Learners get their heads around concepts best by “learning-by-doing”. However, sometimes the opportunity for this is quite limited in the large group session and we have to use presentation to get the concept across. It is important to try and encourage learners to “make sense of their learning” by setting them tasks between large group learning sessions.

Encouraging Participation

Using ICT Presentations to explain concepts for learning in large groups

For years, large group learning was dominated by the “talk and chalk” or “death by PowerPoint” or even simply by “talk” where learners were expected to make their own notes, extracting meaning from what the lecturer said.

The revolution of the data projector and associated PowerPoint presentation has meant that we can now supplement our written information easily with visual learning. We can link it to videos, sound files and the internet. However, there is a strong argument that the presentation is too easy to use as a tool that does not involve learners in any part of the learning process. Handouts are easy to generate; the passing over of information can be slick and simple.

You may have already identified your own strategies to encourage active learner involvement and there are some excellent references, tips and theories on this in the notes for the Planning Unit that you may want to refer to.

However, here are some simple tips that you may want to consider when using presentation.

- Do not make your presentation into an informational transaction; learners will soon work out that they can just pick up the handouts from a friend! Find ways of making the presentation learner-centred eg question to find out how this relates to their experience.
- Make sure that you don't leave the slides up for too long, especially when you move away from the presentation to a discussion point (as you should do at least every 10-15 minutes in order to allow some reflection on what has been learned). Learners will often continue to stare at the screen and might not be engaging with you. (**Note:** the “B” key usually

makes the data projector go blank and hitting “B” again will return it.)

- Try to make the slides look different from each other but do not overuse distracting animation effects.
- Consider the pros and cons of handing out crammed information slides. Remember a handout is just information unless you have left gaps where learners need to fill in their own thoughts. We are trying to build knowledge not just hand over information!



Activity 10: Using “question and answer” sessions to encourage participation

Using questioning is perceived to be one of the most effective methods of making learning happen in the group according to many researchers in adult education. A great deal of debate exists though as to what constitutes useful questioning that will promote “active” learning and engage the learner in discussion.

What techniques do you employ to encourage all learners to participate in a questioning session in a large group?

Hopefully, the answers that you have to this will inform your teaching strategy for the summative assessment of this Unit. You may also wish to refer to the activity answers (or tips) at the end of these notes.

Getting Learners to “do things with handouts”

Handouts are a lot easier to prepare than they were ten years ago. However, the argument against information packed handouts is the same as above. If you hand learners all the information “on a plate” there is little room for active learning.

I am sure that you have your own ideas about what makes a handout interactive but here are some possible pointers:

- make the handout attractive
- leave “white space” to allow learners to make their own notes
- ask questions that require them to relate to their own experience and (where appropriate) lead them to a summative assessment.

Example

In a large group session on customer service skills, learners are expected to develop a customer care plan for an organisation. The tutor describes the concept of “relationship marketing” but then asks the learners to think about how this concept can be placed in the context of the organisation they have chosen for their summative assessment. The learners are given time to discuss this with their peers. The handout has “white space” for them to identify what they want to say and they fill in the gaps. The tutor makes it clear that this information can be used towards their final assignment where they will place together all the knowledge that they have assembled.

Making handouts interactive also gives slower learners a chance to digest information and, possibly, to seek help. It is also thought to create a sense of “ownership” in the learner.

Stimulating Interest

I am sure that you have identified some useful strategies to stimulate interest and motivate learners in large groups. Whatever your strategies, a key principle is to show enthusiasm for your learning session. Think of an inspirational teacher that you have had whose enthusiasm was infectious.

Making it Relevant

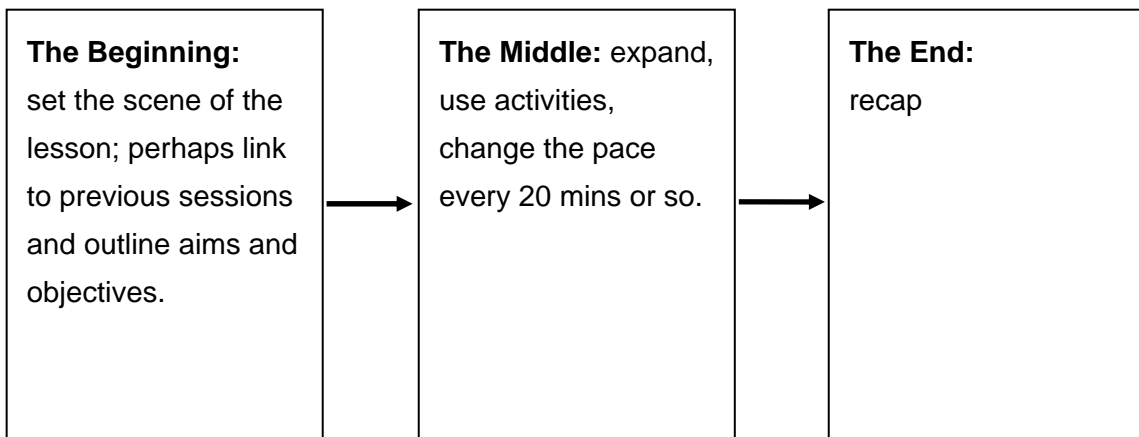
Learning is always easier when you can link it to your own experience, no matter how tentatively. Techniques that can be employed to make it relevant may mean that you have to consider your knowledge of the learner's previous experiences and think of some way of linking to this. This might be as simple as referring back to last week's session but might also mean drawing on a learner's life experience.

Pacing and Sequencing of Your Learning Sessions

The pacing and sequencing of your learning sessions is a vital aspect of maintaining motivation and concentration in your learners.

Learning activities should be structured within a session to create a complete session with a beginning (that introduces the session), a middle (where the learning objectives are explored and built upon) and an end (where learning is re-capitulated, perhaps through a formative assessment task).

The use of formative assessment as a type of learning activity is fully explored in Section 2 of this Unit.



Implementing Strategies to Promote Independent Learning

Developing independent learning strategies is fully discussed in Section 1 of the Planning Unit and you may wish to refer to the activities that you undertook in that Unit to refresh your understanding about what independent learning strategies entail.

Below is an outline of the possible elements of such a strategy.

- You develop learning resources that are sufficiently attractive and sufficiently interesting to whet the learner's appetite to continue using them.
- You encourage learners to actually do something with the resources to get learning underway with a varied range of carefully chosen tasks and exercises, providing appropriate practice to help successful learning.
- You give timely and clear feedback on student performance and feed-forward on how to improve for next time.
- You supply learners with interesting and engaging texts and web links to support the classroom based activities.

Encouraging reflection will help learners to become independent learners and give them the skills to become life-long learners where learning comes naturally.

Developing the Core Skills of Learners

One of the underpinning requirements of formal education in Scotland is the development of the core skills of learners. Our educational policy makers see these as the skills that we all need to be active, enterprising and responsible members of society.

Core Skills are equivalent to “key skills” in England and Wales and there are five.

- Communication
- Numeracy
- Information Technology
- Working with Others
- Problem Solving

We have an obligation to use teaching strategies that incorporate activities that develop some or all of these skills in our learners. You can find out more about Core Skills, including answers to some frequently asked questions about them, by visiting the Core Skills section of the SQA website:

<http://www.sqa.org.uk/sqa/3592.html>



Activity 11: Identifying opportunities to develop Core Skills

If you happen to be involved in the delivery of Core Skills as a separate entity, this activity may seem rather odd. However, many of us are delivering vocational subject areas where we are expected to identify and develop the Core Skills of our learners.

How do you identify and develop Core Skills through the implementation of your teaching strategies?

Core Skill	How I develop it through my teaching	How could I improve this?
Communication (oral and written)		
Numeracy		
Information Technology		
Working with Others		
Problem Solving		

Using Your Teaching Resources Effectively

Here is a reminder of the fundamentals of using resources effectively:

- All resources and materials should be used to promote, to complement and to extend your work.
- Resource use must have a clear purpose and be integrated with the whole learning and teaching approach.
- Resource use must be linked to the aims and objectives of the learning experience.
- It would be advantageous to use a variety of resources/materials over time in order to appeal to learners with different learning styles
- Resources must be accessible to all learners including those with visual or hearing impairments
- Resource use must be appropriate to the subject matter.
- Resource use should have currency, accuracy and authority (be especially careful with regard to internet sources).

At some point in the delivery of a learning programme, you will utilise ICT resources. One handy hint regarding your delivery is that ICT has a knack of identifying your moment of critical need (eg when an independent observer comes to watch your practice) and choosing not to work properly!

For every learning session that involves the use of ICT (whether it be data projectors, internet searching, video cameras, DVD use etc.) always have a contingency plan up your sleeve, preferably incorporating discussion activities that can be written up and debated. This will save you from experiencing any stress and embarrassment.

Try not to get flustered if your ICT does fail; seek advice from your ICT technicians where possible but if not, carry on with your contingency plan.

Don't worry; I've had some excellent learning sessions (both as a tutor and as a learner) where ICT has produced a glitch and the tutor has had to "improvise"!

Behaviours and Communication in the Learning Environment

We have already looked at aspects of this through our examination of group work and associated teaching strategies. We will now look at our communication and behaviour management strategies in greater detail, giving more specific consideration to the implementation of our teaching strategies.

Plain English

We all know how frustrating it is when somebody uses language that is difficult to understand. I can remember doing my teaching qualification and sitting with the red pen, circling words which were new to my vocabulary but being too embarrassed to ask anybody what they meant, resulting in a good deal of personal frustration and difficulties with self-esteem.

Remember, if we experience these problems, it is very likely that our learners have the same problems and we need to consider ways of ensuring that our use of language is as clear and easy to understand as it can be. We also need to consider the profile of our learners, for example, is English their first language, and/or do they have specific learning difficulties such as dyslexia or dyspraxia?



Activity 12: Adopting the correct level and type of language

Consider some of the following important issues when communicating you're your learners and make notes in the right-hand column.

Issue	Comments
Do we alter the level of our language to suit the profile of our learners?	
What do we consider as jargon and what do we consider as necessary technical terminology in our use of language?	
How do we avoid being discriminatory in our use of language within a learning group?	
When is it appropriate to use directive language during teaching sessions?	

These are interesting questions. In some ways you can develop your rapport and build trust with learners by altering your language but on the other hand you may be inadvertently adopting discriminatory language (see “discrimination” below).

Whatever the approach you adopt, it is wise to consider the following basic principles:

- speak clearly and precisely
- explain any words that may be difficult for the learners. Link them to concepts that they will have an understanding of.
- create a climate where learners should not be embarrassed to ask about more complex words. (My approach to this is to make a bit of fun out of my own problems with big words.)
- avoid colloquialisms. There may be learners within your group whose first language is not English (ESOL). Some colloquialisms may also cause offence for some people.
- discuss the structure and meaning of words to help build vocabulary
- consider your use of technical terminology carefully and try to de-mystify it if you must use it
- if you must use acronyms, make sure that your learners are told what they mean on the first use of them (and repeat later, if necessary)

Sensitivity in Communication with Learners

An arguably very important part of the tutor role is that of the counsellor and guidance advisor. Counselling and guidance skills are so frequently used in the learning environment that we often perceive them to be teaching skills and not necessarily part of the counselling process (Armitage et al, 2003). These include attending skills; active listening skills; empathising and probing. The counselling role becomes important when we are helping learners to set their own learning goals. In this role the tutor must avoid being judgemental and should adopt less directive language.

“Might it be an idea to...,so, how do you feel about approaching it like this... “
etc.

A key point to remember is that learners will always recognise the power dynamics (in the tutor’s favour) that exist between a tutor and themselves (Brookfield, 1995). They are much more likely to remember something that you have said than you are aware of. Use language carefully and avoid throw away, flippant comments that could be harmful. In some Eastern (Confucian) cultures the tutor will have the automatic respect of learners and this means it is considered rude to question the tutor or to engage in critical analysis.

Communicating with the Use of ICT

ICT will be an important way of communicating in any distance learning course but its use is becoming increasingly important in all learning situations and Government educational policy expects to see all formal educational programmes utilising some form of ICT communication.

Marc Prensky is a writer and games designer in the areas of education and learning. He describes young learners as “digital natives” and older adults as “digital immigrants”. Prensky suggests that the cultural gap between many “immigrant” tutors and younger “native” learners could be bridged by using ICT to engage them in the learning process. You may be very familiar with engaging with ICT communication or you may be one of Prensky’s digital immigrants. If you are the latter, you may need to spend a great deal more time familiarising yourself with the principles of communicating through ICT media. There are issues regarding language conventions and etiquette when engaging in e-mailing, live chat, asynchronous conversation and blogging. A good place to start would be to visit the advice area of Learning and Teaching Scotland's website:

<http://www.ltscotland.org.uk/ictineducation/ictadvice/index.asp>

One aspect that you should perhaps bear in mind is the “tone” of your language when communicating electronically. It is very easy to sound abrupt and dismissive if you are too brief whilst long “postings” will often put your learners off altogether.

Managing Learner Behaviour

There is a large amount of research that examines the reasons for disaffection with learning (SFEU, 2006). It is often associated with de-motivation of the learner and is expressed in terms of challenging or disruptive behaviour or passiveness.

It is a well documented concept that tutors who engage learners through active learning strategies are more likely to have fewer incidents of challenging behaviour in the learning environment. Some tutors believe that it is important to take a very firm and instructive approach in their teaching style from the beginning with a group of learners, thinking that they can then later relax a little. However, in today’s College environment where learners are not compelled to join your learning sessions and where they come from very diverse backgrounds, this is not always the ideal approach.

Further views about classroom management can be found at James Atherton’s site which you may wish to explore:

http://www.learningandteaching.info/teaching/class_management.htm

What is Challenging or Disruptive Behaviour?

It is important to remember that what is considered as “challenging” or “disruptive” behaviour by one individual, can be seen as “creative” and “interesting” by another. Behaviour exists on a continuum and we all have our views on acceptable norms.



Activity 13: What types of learner behaviours are inappropriate?

In the table below, there are 5 behaviours (in the first column) that might cause you irritation.

In the second column, rank the behaviours from 1 to 5 (least to most irritating).

In the third column, identify what you think the learner is trying to communicate to you (directly or indirectly).

Behaviour	Rank	What the learner is trying to tell you
Exchanging glances which imply criticism		
Refusal to co-operate in activities		
Talking at the same time as you		
Carrying out different work in your class time		
Sullenness		

Table 1: Exercise Adapted from Armitage et al (2003)

A possible list of reasons for these behaviours can be found in the Activity Solutions at the end of this study Section.

It is important that we reflect on our own practice when faced with such behaviour.

- Have we made learners aware of our boundaries and rules?
- Have we taken a consistent and fair approach?
- Have we over-reacted?

If we do feel that boundaries have been broken then several practical measures for dealing with the behaviour should be considered.

- Tackle the issue immediately, do not allow it to “rumble on”.
- Explain why it is important to maintain a quiet/ calm/safe learning environment.
- Be brief, don't harp on about it, remind the learners of their responsibilities.
- Focus on the behaviour and not on the individual.
- Do not label them (see “labelling” below), use sarcasm or attempt to make a fool of them.
- Maintain eye contact with the individuals.



Activity 14: Strategies to Promote Positive Behaviour in the learning environment

There are several basic principles of good practice that can help us to improve learner engagement and minimise the occurrence of challenging and/or disruptive behaviour. In the table below, either individually or as a group write down how you can promote positive behaviour in the learning environment.

Principle	Your “strategies” to meet these principles
Adopt a definite approach (eg expectations, acceptable behaviour)	
Be aware of what is going on in the learning environment	
Be calm and consistent	
Provide structure (ie organise your learning session)	
Be positive (eg use of praise)	

Table 2: Adapted from SFEU, Engaging or Enraging

A possible exemplar set of strategies is included in the Activity Solutions at the end of this study Section.

Feedback for Learning

There is a broad and detailed amount of literature in the field of education that identifies the importance of the principles of giving feedback or **feed-forward** to learners to inform future learning goals.

Undertaking formative assessment tasks that allow us to judge the individual learner's progress and then helping them to identify future goals through feedback is an important aspect of any teaching strategy. This area is covered in detail in Study Section 2 for this Unit and you should refer to this and engage with the learning activities within that section before your summative practical assessment for this section as it will be expected that formative assessment tasks are likely to be part of at least one of your observed teaching sessions.

Gaining feedback from our learners to inform our own future practice as a tutor is another important element of our teaching strategy and this is visited in more detail in Study Section 3 of this Unit.

Inclusive Learning and Teaching

As part of Government policies to promote equal opportunities, widen participation and access and achieve inclusiveness, we need to be aware of the spread of ability within a cohort of learners and be alert to their various learning needs. (Race, 2005).

Inclusive learning and teaching practices are core principles of all formal teaching programmes in the UK. Yet, sometimes, it can be difficult to understand exactly what is meant by the term. Being “inclusive” means recognising, accommodating and meeting the needs of all of your learners. It calls for an egalitarian approach to learning, meaning that all people are given the same opportunity to reach their potential.

You are required to recognise that all learners are individuals who have a range of individual learning needs. This means that we are attempting to engage those in learning who have experienced barriers and past negative learning experiences.

To remind yourself about the various issues regarding inclusive approaches to your teaching strategy, you should visit and explore the following web link:

<http://www.open.ac.uk/inclusiveteaching/pages/inclusive-teaching/index.php>

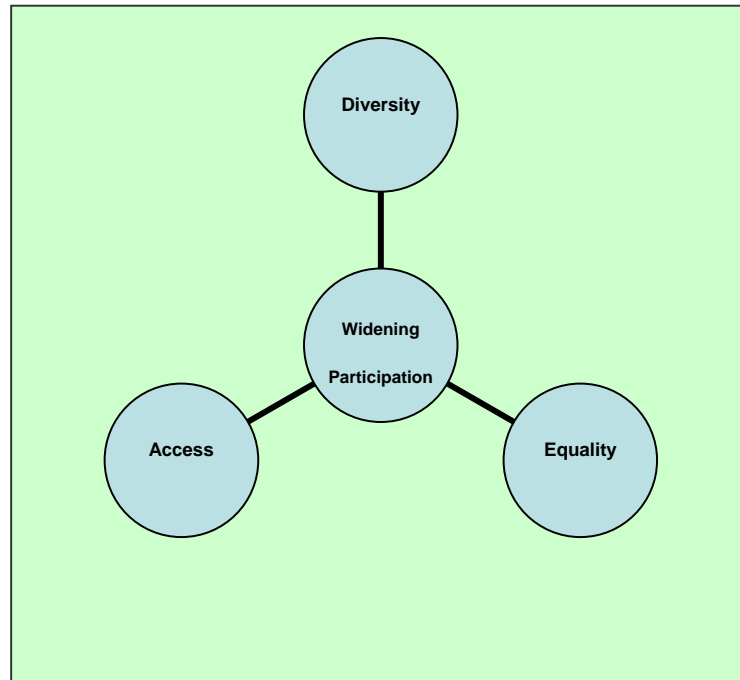


Figure 3: the strands of widening participation in education



Activity 15: Meeting the Individual Learner's Needs

Learners may have different needs in various combinations which can suggest a major challenge for the tutor. As a new tutor you may have to seek help within your College or beyond in order to ensure that you **differentiate** your teaching strategy to meet the needs of the individual.

Go to the Learning and Skills Council's Publication page

<http://www.lsneducation.org.uk/pubs/index.aspx>, download the publication "Beyond Prejudice: Inclusive Learning in Practice" and read through this.

Having read this, does it give you some idea about how you can adapt your own practice to be more inclusive? Make notes as to what sort of strategies might be needed to meet the following broad categories of different learners:

Learner: individual need through...	Example of possible differentiated teaching strategy
learning difficulty	
ethnic minority background	
gender difference from rest of learning group	
poverty	
health problem	

disability	
age difference from rest of learning group	
English is not first language	

”**Additional learner support needs**” have existed amongst College learners for a long time but there have been many recent advances in both detection of problems as well as how best to adjust the learning environment to meet the needs of these learners. It is beyond the scope of these notes to detail strategies for dealing with every type of additional support need. However, it is very important to be aware of legislation that identifies the importance of ensuring that all learners with additional support needs are not disadvantaged because of their needs; “**reasonable adjustments**” have to be made for them.

The main legislative and professional requirements regarding our duties for inclusive teaching practices can be found at the following web link:

<http://www.open.ac.uk/inclusiveteaching/pages/legal-and-professional-requirements/index.php>

It is easy and very understandable as a new tutor to be overwhelmed by the requirement to adjust your practice to meet learners' needs but these can often be catered for by considering the following:

- do not ignore or undervalue the expertise of the individual who has the needs; find out how you can best help them by asking them personally
- seek the advice of any experts in your own organisation (or those that your organisation works with regarding a particular need eg equality team or learning support team)
- discuss (and action) with these experts any type of training that may be beneficial for you to undertake to meet the needs of the learners.

In some cases, it may be necessary for learners to use **assistive technologies**.

You may wish to visit the following web site in order to refresh your understanding of these:

<http://www.open.ac.uk/inclusiveteaching/pages/inclusive-teaching/assistive-technologies.php>

The BRITE weblink is another great source of information which gives guidelines on ways to create an inclusive classroom, and ways to create accessible materials. For more information you should visit the following web site:

http://www.brite.ac.uk/resources/inclusive_classroom.htm

Discrimination and Equality of Opportunity

In the wider sense, “discrimination” is about making a distinction. However, we tend to use the term in a more negative sense nowadays and relate it to the unfair treatment of a person or group on the basis of a prejudice. This may be **direct or indirect**.

Most people understand direct discrimination as an obvious, less favourable, treatment such as bullying or harassment. Indirect discrimination generally occurs when a rule or condition, which is applied equally to everyone, can be met by a considerably smaller proportion of people from a particular group, the rule is to their disadvantage, and it cannot be justified on other grounds.

Example:

A college job advert contains criteria in relation to language ability, age and length of experience. The number of people from a racial group or of one sex that can meet the job criteria is considerably smaller than the rest of the population.

Indirect discrimination occurs where the effect of certain imposed requirements, conditions or practices has a disproportionately adverse impact on one group or other. (This can be unintentional.)

Example of Indirect Discrimination

A College provides lockers in the female changing rooms but not in the male changing rooms.

Equality of opportunity is about ensuring that no discrimination occurs in terms of the main equality “strands” or the socio-economic circumstances that somebody comes from.

The main equality strands that legislation exists for and, therefore, the most common categories of social stereotype are:

age; gender; sexual orientation; religion or belief; race; disability.

Your organisation is expected by law to have an **Equal Opportunities Policy**, and **Equality Schemes** (with associated action plans) relating to race, disability and gender. There is also a duty to promote understanding and inclusion of the minority group.

It is important to remember that discrimination can also occur on other levels besides the main equality strands such as social circumstances (eg ‘he’s a schemie’; she’s a nedette”) and linguistic differences (eg “he’s a choochter”).

There are also often common problems with sectarianism in Scottish Colleges (eg football supporters of opposing teams goading each other). This often leads to issues of **stereotyping and labelling** of individuals.

Stereotyping is the desire to categorise people so that we have a fixed opinion of their value and belief system.

It is unfortunately still a common problem in the learning environment.

Labelling is the identification of people in terms of their deviance from social norms; it may involve the use of a stereotype or may be a simple derogatory description (Armitage et al, 2003) eg “lazy”, “numpty” etc.

Tutors should be very self-aware that they do not inadvertently label learners because of their own basic values; avoiding labelling is part of being fair and consistent and this is addressed again in Section 2 where we discuss the assessment process.



Activity 16: Steps taken to overcome discrimination and promote equality of opportunity in your own institution

Complete the table below to identify the issues, policies and procedures relating to avoidance of discrimination and the promotion of equality of opportunity in your own College. You may wish to consult an “equalities” expert within your College to complete this exercise.

Question	Answer
What policies and procedures exist in your College that are designed to promote equality of opportunity?	
Are there any policies, procedures or processes in your College that may lead to indirect discrimination?	
What issues regarding discrimination do you think are a major issue for your College? What strategies exist to attempt to overcome them?	

Tackling Discrimination in Your Learning Environment

At some point in your career you are bound to come across an instance of discrimination amongst your learning group. How you tackle this issue needs to fall within both the law and your own College's policies and procedures (eg Bullying and Harassment policy).

Whatever your approach, you should consider the following points:

- as the tutor, you should take a lead role
- you need to highlight the seriousness of the personal harm that has occurred
- you need to think about how you will minimise conflict, confrontation and awkwardness in broaching such issues
- you need to balance this with crediting individuals who voice honest opinions and question political correctness
- you may wish to raise awareness for the whole learning group about their views (eg the Disability Rights Commission's DVD "Talk" is an excellent thought-provoking tool to raise awareness about disability (and not at all "dry")
- where the situation becomes very serious and cannot be managed effectively through the learning environment, you need to refer to your organisation's procedures regarding bullying and harassment.

You need to be careful not to single out a learner in discussion because of their gender, age, ethnicity or disability. For example when discussing computer based learning don't ask the older learners if they find using computers difficult!

Legislation, Standards and Guidelines

It is very important that you work within both the law and the policies and procedures of your own College (which will reflect the law but may be adapted for a particular context).

You can find reference to a selection of the important relevant legislation, codes of practice and advisory bodies that can help guide your practice regarding health, safety and welfare, equalities and child protection in the websites area of the References at the end of this Section.

Your College is also likely to have a staff handbook or tutor handbook that should give you some useful guidance regarding your institution's interpretation of these legislative areas.

Nobody can be expected to commit all these documents to memory. However, it is vital to have a good working knowledge of most of your responsibilities regarding:

- equal opportunity legislation (in terms of race, religion, gender, disability, sexual orientation and age)
- child protection legislation
- health and safety legislation
- data protection legislation
- freedom of information.



Activity 17: Summarise your legal responsibilities as a tutor

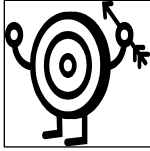
In the table below, summarise your legal duties in relation to each of the major legislative guidelines noted in the left hand column.

Legislation	My responsibilities in relation to facilitating teaching
Disability Discrimination Act (2005)	
Race Relations Amendment Act 2000	
Equality Act 2006 (focusing on gender equality)	

Employment Equality Regulations (Sexual Orientation, Religion and Belief) 2003	
The Employment Equality (Age) Regulations 2006	
Health and Safety at Work Act (1974)	
The Protection of Children (Scotland) Act 2003	

Various copyright legislative Acts	
------------------------------------	--

Formative Assessment Task



Activity 18: Feedback on plans for implementing your observed teaching sessions

To prepare for this task you will need:

- a lesson plan for a group of learners that you intend to use for summative assessment
- a completed profile for the group of learners that the lesson plan pertains to
- a copy of the checklist that your tutor will complete during your observed lesson.

Arrange to meet your tutor before your observed lesson to make sure you are comfortable with the arrangements and feel confident about the format of the session.

Summative Assessment Task

You should now be ready to complete Summative Assessment Task 1

- deliver 2 observed lessons

Following observed lessons you should

- produce a short written explanation of how the learning, teaching and assessment resources, including the use of ICT, met the needs of the learners
- produce reflective notes following each observed lesson, that show what went well in the lesson, what could have been done better and how any improvement would be achieved.

Your tutor will provide you with detailed instructions for Summative Assessment Task 1.

Activity Solutions

Activity 1

Your answer is likely to have considered some or all of the following aspects:

- safety of the workspace
- location of the workspace
- ambient temperature
- ventilation
- lighting
- physical features of the workspace (walls/ surfaces etc.)
- space
- seating or group arrangements
- display
- distraction potential.

Some of the fundamentals of ensuring a safe and healthy working environment are outlined below.

- Ensure that an official risk assessment has been carried out and is adhered to for every learning session that is planned. It is also important to raise the potential hazards of the learning session with the learners themselves.
- Ensure that all learners are aware of the rules and code of conduct within the work area.
- The health and safety essentials of any learning environment should never be assumed as understood by learners, especially when dealing with new learners or known individuals faced with a new environment.
- The wearing of personal protective equipment (PPE) is often a fundamental safety requirement of practical learning sessions and it is essential that this is checked for correct fitting and functionality before beginning.
- Fire, accident and emergency procedures should always be dealt with at the beginning of a learning session where the environment is new to the learner.
- Ensure that the learning environment is safe, tidy and well-organised.

Activity 10

This can be difficult in the large group situation but several techniques may be considered as appropriate, depending on the nature of your learning session.

- Give learners some time to write down some questions on a Post-it note. Get them to compare their questions with their immediate fellow learners and then ask for some questions to be brought forward (allows them to feel more confident that their questions are not “silly”).
- If you find that a few more confident learners dominate your questioning session, you could collect the questions in on the “Post-it” notes and then answer them.
- You may choose to concentrate on the more common questions to show that you are considering the needs of a reasonable cross-section of the large group.

The above questioning strategies have considered equality of opportunity; the less confident learners are given as good an opportunity as the more vociferous learners.

Activity 13

Note that ranks have not been included here, nor are they intended as definitive answers, but merely suggested possible reasons for learner behaviour.

Behaviour	Rank	What the learner is trying to tell you
Exchanging glances which imply criticism		The learners may have developed strong independent opinions on the subject area that could perhaps be debated within the class
Refusal to co-operate in activities		The activities may make the learners feel very self-conscious or they may not understand what is expected of them
Talking at the same time as you		The learners do not find the delivery style/approach taken very engaging
Carrying out different work in your class time		The learners do not think that the learning activities are engaging or worthwhile
Sullenness		The learners do not find the delivery style/approach taken very engaging

Activity 14

Principle	Your “strategies” to meet these principles
Adopt a definite approach (eg expectations, acceptable behaviour)	Always identify my ground rules and College rules with a new group of learners eg arriving on time, engaging in group work, mobile phones to be switched off, rules about discussion when demonstrations are occurring. Identify what behaviour they can expect from me in return.
Be aware of what is going on in the learning environment	Listen and watch the learners, even when demonstrating/lecturing. Keep a reflective log of learning sessions.
Be calm and consistent	Do not raise voice and shout at individuals who break my behavioural “rules”. Address the issue itself - don’t become personal. Reflect on whether I am being consistent in approach.
Provide structure (ie organise your learning session)	Always have a learning plan to follow.
Be positive (eg use of praise)	Always identify feedback in a “sandwich” beginning with identifying the strengths of the learner's “performance”. Avoid negative language like “failure”. Ensure that learning goals are attainable.

Bibliography

Armitage, A., Bryant, R., Dunhill R., Hayes, D., Hudson, A., Kent J., Lawes, S. and Renwick, M. (2003) *Teaching and Training in Post-compulsory Education (Second Edition)* Buckingham: Open University

Armstrong, A. and Smith, V. (2005) *Beyond Prejudice: Inclusive Learning in Practice* London: Learning and Skills Development Agency

Atherton, J. S. (2008) *Doceo: Basic and Other Roles*
<http://www.doceo.co.uk/background/roles.htm> Accessed 28.7.09

Atherton, J. S. (2009) *How To Teach: Using the group*
<http://www.learningandteaching.info/teaching/usingthegroup.htm>
Accessed 28.7.09

Atherton, J. S. (2009) *Learning and Teaching: Class Management*
http://www.learningandteaching.info/teaching/class_management.htm
Accessed 28.7.09

Brite (2009) *Ways To Create An Inclusive Classroom*
http://www.brite.ac.uk/resources/inclusive_classroom.htm Accessed 28.7.09

Brookfield, S. D. (1995) *Becoming a Critically Reflective Teacher* San Francisco: Jossey-Bass

Cavanagh, S. and Dickinson, Y. (2006) “Disability Legislation: Practical Guidance for Academics” Equality Challenge Unit/Higher Education Academy

Clark, D. (2008) *Training Room Design - Seating Arrangements*
<http://www.nwlink.com/~donclark/hrd/seating.html> Accessed 28.7.09

Harkin, J. (1998) “Constructs used by vocational students in England to evaluate their teachers” *Journal of Vocational Education and Training* Vol. 50, no. 3

Joseph R. (2000) *Stress Free Teaching: A Practical Guide to Tackling Stress in Teaching, Lecturing and Tutoring* London: Routledge Falmer.

Learning and Teaching Scotland (2009) *ICT in Education*
<http://www.ltsotland.org.uk/ictineducation/ictadvice/index.asp>
Accessed 28.7.09

LSN Education (2009) *Publications*

<http://www.lseducation.org.uk/pubs/index.aspx> Accessed 28.7.09

Professional Development Forum (2009)

<http://www.fepdfscotland.co.uk> Accessed 28.7.09

Race, P. (2005) *Making Learning Happen: A Guide for Post-Compulsory Education* London: Sage Publications

Reglin, G. L. (1993) *Motivating Low-Achieving Students: A special focus on unmotivated and underachieving African American students*. Springfield: Charles C Thomas Publisher

Rogers, A. *Teaching Adults (3rd Edition)* Maidenhead: OU Press

SFEU (2006) *Engaging or Enraging? Working and Learning with Young People in Scotland's Colleges: A Toolkit for Staff Development* Stirling: SFEU

SQA (2008) *Core Skills*

<http://www.sqa.org.uk/sqa/3592.html> Accessed 28.7.09

The Open University (2006) *Making Your Teaching Inclusive: Assistive Technologies*

<http://www.open.ac.uk/inclusiveteaching/pages/inclusive-teaching/assistive-technologies.php> Accessed 28.7.09

The Open University (2006) *Making Your Teaching Inclusive: Inclusive Teaching*

<http://www.open.ac.uk/inclusiveteaching/pages/inclusive-teaching/index.php>
Accessed 28.7.09

The Open University (2006) *Making Your Teaching Inclusive: Legal and Professional Context*

<http://www.open.ac.uk/inclusiveteaching/pages/legal-and-professional-requirements/index.php> Accessed 28.7.09