Integration of Theory and Practice- How do School Experience (SE) and Professional Practicum (PP) Increase Teachers’ Competency?

Cherry Cheng
Ada Ho
Phoebe Law
Katherine Leung
Alexis Yu
Overview

- Learning to become a subject teacher (focusing on planning lessons)
- Learning to teach students (focusing on learning diversity)
- Learning to work with teachers (focusing on collaborative learning and co-planning)
- Learning to become a critically reflective 21st century teacher (focusing on lifelong professional development)
- Learning to synergize our own learning experience (focusing Geography group students and other subject group students learn and support each other)
How can theory and practice be integrated in the structure of PGDE?
## Weekly cycle

### Integrated Inquiry Cycle

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Integrated Inquiry (1)</td>
<td>Methods</td>
<td>School Experience</td>
<td>Methods</td>
<td>Integrated Inquiry (2)</td>
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</tbody>
</table>

### Collaborative Lesson Inquiry Cycle

(collaborate with Major peers and supported by Subject Teacher Advisors)

- SE Collaborative Lesson Inquiry (1st hr Reflection)
- (2nd hr Planning)

Source: Orientation on PGDE Programme, Dr Tammy Kwan
PGDE CYCLES OF INQUIRY

SCHOOL EXPERIENCE (SE)

INQUIRY SESSION 1

Access pre-resources/ readings
Prepare SE tasks
Brainstorm, hypothesize & identify areas for self-study
Identifying problems & learning issues
Identify & explore problems/ issues

GENERAL PARTICIPATION

Student Teachers (ST) engage in a FULL school day as a member of the teaching staff interacting with teachers and students (small groups).

INQUIRY SESSION 2

SE de-briefing
Review & evaluate progress
Reflecting, collaborating & consolidating
Apply new knowledge to problems/ issues

INTEGRATED INQUIRY ACTIVITIES

Weekly tasks related to Integrated inquiry themes and issues

OPPORTUNITIES

- Morning assemblies
- Home class attendance meeting
- Observing & supporting mentor
- Preparing learning materials
- Lunch time activities
- After school activities
- Self & Peers Evaluation
- Planning & Discussion
- Post SE reviewing & reflecting
- Share Observations
- Prepare for next SE

COLLABORATIVE LESSON INQUIRY ACTIVITIES

Discipline-based practice supported by tutors and mentors

COLLABORATIVE LESSON INQUIRY PART 1

PRE-SE PLANNING PREPARATION
Prepare
Plan collaboratively
Feedback

COLLABORATIVE LESSON INQUIRY PART 2

SELF-DIRECTED LEARNING (SDL)

Inquiry-based research:
- Moodle forum (discussions/logs/reflections)
- Information searching (library and internet resources)

Source: PGDE Student Handbook, HKU
Learning to become a subject teacher (focusing on planning lessons)
Is this your idea of how to plan lessons?
If you fail to plan, you are planning to fail.

-- Benjamin Franklin
Learning to become a subject teacher
(focusing on planning lessons)

Suggested lesson plan template from Major Method

● Key question & sub-questions
● Learning objectives
● Teacher and pupil activities
● Introduction & conclusion
● Time allocation
Learning to become a subject teacher
(focusing on planning lessons)

Bloom’s Taxonomy learned from Major Method

- Promote higher order thinking step by step
Learning to become a subject teacher (focusing on planning lessons)

SE experience
- Time allocation
- Overrun? Underrun?

What is the overall structure of the Earth?

Sub-questions:
- What are the three main layers of the Earth?
- What are the properties of each layer?
- How can we compare the characteristics of different layers of the Earth?
Learning to become a subject teacher
(focusing on planning lessons)

Will the water in the Earth overflow?

ONE Key Question:
Will the water in the Earth overflow? – Understanding hydrological cycle

TWO to FOUR Sub questions:
SQ1 What is hydrological cycle? How does it work?
SQ2 How do different factors affect the hydrological cycle?

Learning Objectives/Expected students’ outcomes of this lesson:
By the end of the lesson, students are able to (action verb):
K1 Identify the processes involved in the water cycle
K2 Analyse how different physical and human factors affect the hydrological cycle

SE experience

● Clear key question & sub-questions for both teacher and students
● Bloom’s Taxonomy
Learning to become a subject teacher (focusing on planning lessons)

PP experience

- Keep improving on lesson planning
- Planning for whole unit
- Designing scheme of work
Overview of the module - outline the key focus of the module and the corresponding main assessment task(s)

This unit contains certain IGCSE elements. The key learning issue of the unit is globalisation and the changes it has brought to production. It is expected that students will be able to identify and understand globalisation, the changes that it entails and finally the impacts on different stakeholders and countries. They will investigate the changes and impacts by exploring the example of the cotton and fashion industry. As part of the unit there will also be a Problem-Based Learning Project where they will explore the different dimensions of Globalisation. Students will understand how human action in one place has consequences for places elsewhere.

By the end of this unit pupils should be able to demonstrate the following:

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Geographical and generic skills</th>
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</thead>
<tbody>
<tr>
<td>To understand what is meant by the globalisation</td>
<td>Be able to acquire the following geographical skills:</td>
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<tr>
<td>To know the spatial distribution of different types of industry</td>
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<tr>
<td>To describe why globalisation has occurred</td>
<td><em>Interpreting various types of maps/aerial photos/graphs/data to identify reasons for changes in industry</em></td>
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<td>To be able to classify and explain the different types of impacts of globalisation on different stakeholders.</td>
<td><em>Locational/place knowledge:</em></td>
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<tr>
<td>To understand the meaning of fair trade and evaluate an example of a fair trade company.</td>
<td><em>Extend their locational knowledge and deepen their spatial awareness of the world's countries, using world maps to identify the distribution of industry</em></td>
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<table>
<thead>
<tr>
<th>Elements of the IB Learner Profile</th>
<th>Lesson objectives and activities</th>
<th>IB Learner Profile</th>
<th>Resources</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquirers</td>
<td>To define globalization</td>
<td>Knowledgeable</td>
<td>Booklet</td>
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<tr>
<td>Knowledgeable</td>
<td>To understand how globalisation influences their lives</td>
<td>Thinkers</td>
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<tr>
<td>Thinkers</td>
<td>To identify factors facilitating globalization</td>
<td>Open-minded</td>
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<tr>
<td>Communicators</td>
<td>1. How does Globalisation influence the students' daily lives? (concept map)</td>
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<td></td>
<td>2. Introduction of concept of TNC</td>
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<td></td>
<td>• Ask students to identify the key characteristics of TNCs</td>
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<td></td>
<td>• Examples of TNCs</td>
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<td></td>
<td>3. Why does globalisation occur?</td>
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<td></td>
<td>Summary: Is Globalisation a good thing? Why? (write one sentence, students can review this at the end of the unit)</td>
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<tr>
<td></td>
<td>Key words: globalisation, interconnectedness, communication, innovation, transport, trade, MEDC/LDC, TNC</td>
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<tr>
<td></td>
<td>What is Globalisation?</td>
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<td></td>
<td>1. Introduce what Globalisation is</td>
<td>Booklet</td>
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<td>2. Why does Globalisation occur?</td>
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<tr>
<td></td>
<td>Summary: Why do TNCs operate like this?</td>
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<td></td>
<td>Key words: single/multi-point production, primary/secondary/tertiary/quaternary sector, raw materials, inputs/outputs, TNC</td>
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<tr>
<td></td>
<td>How do TNCs operate?</td>
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<td></td>
<td>1. To know how TNCs operate</td>
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<td>2. To differentiate between the different sectors of industry</td>
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<td>3. To be able to explain the locational factors affecting the location of different industries</td>
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<td>Starter: Students to brainstorm cotton production cards – who, what, where and why?</td>
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<td>Activity:</td>
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<td></td>
<td>1. Create a flowchart to describe the chain of production in the cotton industry. How do the stages of production vary?</td>
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<td>2. Identify the different stages of production, inputs/processes/outputs</td>
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<td>3. How has production changed over time?</td>
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<td></td>
<td>Summary: Why do TNCs operate like this?</td>
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Scheme of work
Learning to become a subject teacher
(focusing on planning lessons)

Assignment: Learning pack for major method
● Objectives for whole unit
● Flow chart & concept map for whole unit
● Matrix for whole unit
● Teaching guide for each lesson
Learning to teach students (focusing on learning diversity)
What is the difference between these two children?

**STEP 1:** ASSEMBLE PART A TO PART B. **STEP 2:** GLUE THESE PIECES SECURELY. **STEP 3:** FIND PART C AND CONNECT TO PART D...
Learning to teach students (focus on learning diversity)

Students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways

(Gardner, 1991)
Learning to teach students (focus on learning diversity)

According to researchers (Reiff, Eisler, Barbe, and Stronck),

- 25-30% visual
- 25-30% auditory
- 15% tactile/kinesthetic
- 25-30% mixed modalities

Colin Rose (1987)
Learning to teach students (focus on learning diversity)

**Jigsaw learning activity**
- Divided into groups and each group studies one case
- After first round discussion
- Each two group study the same case will group together and form expert group
- Share the case with the whole class
Learning to teach students (focus on learning diversity)

**Game - Flow line game**
- As a warm up game
- Work in pair
- Find out how can people get those resources from rainforest
- Present their ideas by drawing or writing
Learning to teach students (focus on learning diversity)

**Game - Kahoot!**
- E-device with a browser
- Used to round up each small unit
- Display a set of 5 MC questions
- Used as a formative assessment
What are the benefits if teachers can address learning diversity in class?

- Helps students to learn in their own pace and style
- Boost their confidence in learning
- Enhance their interests and motivation
Learning to work with teachers (focusing on collaborative learning and co-planning)
Learning to work with teachers

Collaborative learning and Co-planning

Collaborative learning means individuals work together to achieve specific learning outcome (Hsiung, 2012)

- **Received curriculum**: Geography Field Study
- **Formal curriculum**: Organic farming in Social Studies
- **Informal curriculum**: PSHE week
Learning to work with teachers

S.5 Field study in Cheung Chau

- Field study arrangement and practice
- Ensure students’ safety
- Taking care of learning diversity
Learning to work with teachers

Organic farming in Social Studies

- Prepare equipments needed
- Instruction and explanation skills for teaching junior form students
- Importance of experiential learning
Learning to work with teachers

PSHE week

- Experiencing school culture and routine
- Being part of the PSHE team
- Building relationship with students
Learning to work with teachers

What have I learnt about collaborative learning & co-planning?

1) Work as a team. Share knowledge and experience.
2) Importance of experiential learning for students
3) Communication, organization and interpersonal skills
Learning to work with teachers

*Alone we are smart. Together we are brilliant.*

~ Steven Anderson

**Importance of Collaboration with Colleagues**

Educators collaboration is essential for **growth** and **positive school culture**.
Learning to become a critically reflective 21st century teacher (focusing on lifelong professional development)
Learning to become a critically reflective 21st century teacher

Lifelong professional development

1) Lesson observation in SE
2) IT Skill - e-learning
3) Staff Development Day & Meetings
Lesson observation in SE

- Observe different lessons
  (e.g. Liberal Studies, Ethics & Religion…)

- Learn from experienced teachers

- All-round development
IT Skill - e-learning

- Essential skill for teachers and students

- A way to motivate students to learn
IT Skill - e-learning

- A way to help teachers to teach effectively

- Flipped classroom
Staff Development Day & Meetings

- Share and exchange teaching strategies
- Improve teaching
Learning to synergize our own learning experience (focusing Geography group students and other subject group students learn and support each other)
Learn to synergise our own learning experience (1)

At SE school,

- Discuss and reflect during practicum
  - HKU peers with different majors collaboratively work as student teachers
  - Peer evaluation is done via observing others’ lessons for teaching improvement

- Share ideas on SE tasks
  - Data is collected via lesson observations and interacting with mentors and supporting teachers
  - We all interpreted educational issue and collected data differently and brainstormed some ideas
Learn to synergise our own learning experience (2)

Back to HKU,

- Share different experiences in...
  - School-based curriculum
  - STEM education
  - Assessment design
  - School organisation and administration
  - School culture

DSS

Subsidized School
Learn to synergise our own learning experience (2)

- Exchange of information
  - Challenging situation of Geography teacher nowadays- “One-man band”
  - Networking between classmates to share teaching materials - ease demanding workload during SE, practicum or even future teaching
Conclusion

CONCEPT OF A TEACHER

A PASSIONATE & CARING FACILITATOR
A passionate, caring facilitator of learning devoted to embracing diversity and bringing out the best in ALL students

A FORWARD THINKING, ETHICAL & REFLECTIVE PRACTITIONER
A forward thinking, ethical and reflective practitioner who integrates theory with practice for student learning

AN ADAPTIVE, CREATIVE, CRITICAL THINKER & LEADER
An adaptive, creative and critical thinker and potential curriculum leader

AN INNOVATIVE TEACHER
Confident in disciplinary and pedagogical knowledge and comfortable with flexible inter-disciplinary ‘knowledges’ in a technology-infused, information-rich world

A CONTEXTUALLY-SENSITIVE, SOCIALLY-ENGAGED AND POLICY-AWARE EDUCATOR
A contextually-sensitive, socially-engaged and policy-aware educator striving for equity and social justice

A PROFESSIONAL TEACHER
A locally prepared (ready to serve the HKSAR) and internationally mobile (globally recognized/fit for practice) professional

A PROACTIVE & ENGAGED COLLABORATOR
A proactive, engaged collaborator contributing towards productive change

A LIFELONG LEARNER
A lifelong learner with an inquiry-oriented vision of education