

WORKSHOP FOR TEACHERS

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June 2008,

In April 2008, the two Dutch volunteers encountered the same problems in education and decided to put their heads together to see if they could be of any help. This resulted in a workshop for teachers. April and May were used to write and design the workshop and its accompanying reader. With the help of CPYWD and MCF, five primary schools were approached and found willing to participate in the workshop. These were Kpulinyin Primary and Junior high school, Bogu Paligu Primary school, Katariga MA Primary school, Gumani Nuri Islam Primary school and Gbanyemni Primary School.

In total around fifty teachers participated in the workshop and two circuit supervisors from the metro office of education were involved. The workshop was divided into two parts, which both consisted of two hours. Because the teachers of the Kpulinyin Primary and Junior high school joined their colleagues of the Bogu Paligu Primary school eight workshops were sufficient to reach all the participating teachers. The workshops all took place in June 2008.

These papers include the reader that was accompanying the workshop and the evaluation of the workshop.

We hope that with the help of these papers the workshop will be improved and will be continued, so that the workshop for teachers will prove to be a sustainable way to improve education and consequently the development of children in Tamale.

Content of reader

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Addressing the Why-question with the PAC-man approach

Guide for teachers accompanying a workshop given in June 2008 developed by Saskia Kruijssen and Tim Koolstra in cooperation with Maltiti Child Foundation and Community Partnership for Youth and Women Development.

Introduction

In this reader we would like to present a different view on education and some recommendations in the form of a new approach and method. This approach will be child-centered and has its background in psychology. We do not intend to disqualify the present educational system and its approach and method, because we acknowledge that every system has its advantages and disadvantages. This workshop can give new insight and may give a teacher some new tools to work with, which can be added to the already present skills and tools the teacher has acquired. When a teacher is aware of several methods and approaches, he can choose the best suitable one to a particular situation. After the outline of the training, our general view on the Ghanaian culture and the way it is related to education is described. Second a concrete method and approach on teaching is explained.

Outline of workshop

Day1

- | | |
|---------|---|
| 10 min. | Introduction Who are we? What is MCF and CPYWD? NGO's -> not many resources, hand-out and refreshments instead of meal. Why do we want to give a workshop? Awareness creation of other approach and method by sharing ideas and discussing and practicing teaching skills. Participants introduce themselves |
| 15 min. | Description of the educational system Interacting with teachers to hear their opinion |
| 15 min. | Explanation of objected skills with example of carpenter Deal one exercise in class <ul style="list-style-type: none">○ Understanding causality and finding explanations○ Being creative○ Taking initiative○ Planning○ Reflecting |
| 10 min. | Teachers individually make other exercises on paper |
| 20 min. | Discussion in class on exercises |

Conclusion that these skills are important in several occasions
Asking for teachers' opinion

10 min.

Break with refreshments

40 min.

Explanation of PAC-man Approach

Discussion on implementation of Positivism, Activity and Creativity
Teachers themselves are asked for their ideas of concrete teaching behaviors. The ideas are written on the blackboard under Positivism, Activity and Creativity.

Day2

10 min.

Recall of objected skills and PAC-man Approach

Short summary of first workshop.

30 min.

Practicing approach in class

Setting example. (see attachment 1)

Asking for feedback of teacher:

- How did it feel to approach in this way?
- What is the difference with what you are used to do?

Asking for feedback of 'child'

- How do you feel when approached this way? (Self-confidence)
- Do you remark any difference with the other method?
- Did you think in another way?

30 min.

In subgroups of five participants thinking about exercises and ways to promote the objected skills. Set some examples. (see attachment 2)

10 min.

Break with refreshments

35 min.

Presentation of subgroup outcomes in class and discussion.

Questioning and discussing ideas and suggesting our ideas

Summary of whole workshop, thanks for attendance and opportunity.

10 min.

Evaluation of Workshop

By distributing evaluation forms (see attachment 3)

Observations

Ghanaian society

Ghana can be described as a collectivistic country, which means that the society consists of and depends on social groups. Each group has its influence on the behaviors and thoughts of a single individual.

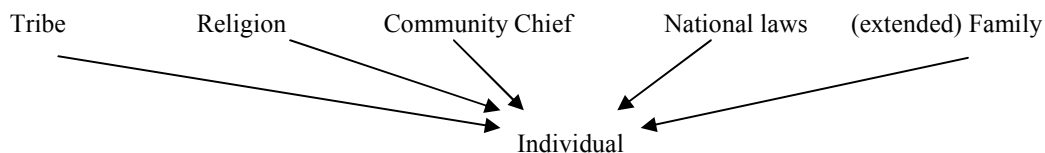


Figure 1.

The influence of each different social group upon the identity of a Ghanaian.

From an early age on, group values and norms are promoted, therefore these are deeply rooted in the identity of the individual. This means an individual thinks and behaves in a way that is promoted by the group. In every aspect of life, it's natural and expected to obey the rules that are stated by the groups you belong to. Because the group values and norms are deeply rooted, the well-being of an individual is tied with and depends on the well-being of the social group. Therefore people value the well-being of the group as equally important as their own well-being.

The advantage of a collectivistic society such as Ghana is that many people share the same opinions, which promotes unity and prevents conflicts. Since an important social norm is to care for and take care of each other, the social group will provide solutions to problems an individual may encounter. The disadvantage of such a social system is that people are less encouraged to think for themselves and are less encouraged to have opinions on their own. Furthermore, being patient seems effective because with time, the solution will be provided.

A consequence of the above-described society is the lack of need to make individual choices, because choices are predetermined by the social group. Without the sense of making choices and the feeling that everything is predetermined, someone won't feel that he/she can make a change or is responsible for the consequence. By making choices, one will automatically take and feel responsibility for the chosen direction, for he/she has influenced the process and the future outcome.

In the current society, development of own ideas is not encouraged and there is therefore little initiative taken to make things better. In this way, development is not supported, for the situation stays the way it always was.

Educational system

The educational system is a reflection of the above-described society. The same skills and knowledge that are valued in society are represented in schools. This means that children are expected to be quiet, patient and obeying. Which are good skills that enable children to properly do as they're told. The focus of the matter being taught is on the content of facts. In other words, you can say that the children are being taught to answer the "what question". Children are demanded to memorize the knowledge and as a result they are

very good reminders. Anyhow, the presentation of knowledge is fixed and children are not appealed to explore or be creative with it. In other words, children don't need to make choices and have no experience in answering the "why question. As a consequence, knowledge in mind will stay fixed and cannot be generalized to other situations. Furthermore, curiosity or asking why is not encouraged or even discouraged, because this is seen as inappropriate. Even though thinking critical about what you have been taught, makes that one can implement the knowledge in a better way. By asking questions, a full understanding of connections between various constructs can be gained. It is by making connections that you can come up with new solutions and ideas, which imply creativity and innovation. By not dealing with the "why question" a child lacks an understanding of causality, which disables him or her to predict future outcomes and explain past events. The ability of predicting and explaining facilitates planning and reflection. When someone is able to see his mistakes and successes in the past, he can maintain or improve his performance in the future. Seeing causality, being creative, taking initiative, planning, and reflecting upon own actions are the key competences in working life. Good decisions are built upon these competences as illustrated by the example in the box below.

Box 1.

Important skills for executing tasks and professions in an example of a carpenter

For example, when a carpenter takes the **initiative** to produce a table, he first needs to make a mental picture of a table, before drawing it. With his **creativity** he can make a nicer one than his neighbor. After that, he can make an inventory of the materials needed. This demands **planning** skills. In order to buy good quality materials at the lowest price, a comparison of several timber markets is needed before he decides where to buy. Therefore he has to think on an abstract level in order to weigh pros and cons and make a choice. The last time he made a table, he might have encountered a construction error. Because this carpenter understands **causality**, he is able to **reflect upon his actions** and **find explanations** for the error. Therefore he can find out what went wrong, which prevents him of making the same mistake in the future. The understanding of causality allows the carpenter to improve his carpentry skills. Improving skills implicates development.

This example is metaphoric to all professions or even to all daily life tasks. In all kind of tasks, the skills the carpenter needed are useful to make the right choices.

The carpenter in the example **learned through experience**. The knowledge he gains in this way will be more deeply and widely rooted and better understood than when he had memorized an instruction given by a teacher. He can now bring his knowledge into practice and make improvements all by himself. In short, in school knowledge shouldn't only be told, but should **be practiced** in all possible ways to build someone's competences. For now, the children in Ghana have a lot of knowledge in mind, but the skills to implement this knowledge need focus and training.

Especially education can provide children with the above competences in order to make sure that they can utilize their knowledge properly. Therefore, we developed a workshop for teachers to give them tools with which they are better able to let the children acquire before mentioned competences. If teachers are able to sustain in this new approach, there will be a structural change and so many children can be benefited.

Summarizing, one could say that children learn what happened but not why it happened. For a full understanding, one needs to deal with both questions. Since the focus is only on

the “*what* question”, the acquiring of certain skills, like understanding causality, taking initiative, being creative, planning, and reflecting are neglected.

To see the need for these skills, the exercise (in attachment 1) shows that in every profession or task, the skills are necessary.

Workshop content

Target group

Primary school teachers

Goal

Promoting a different way of teaching that focuses more on the acquiring of skills for better understanding, implementation and creation of knowledge in order to make good decisions/choices.

Objectives

Train teachers/youth group leaders to:

- Encourage children to understand causality and find explanations
- Encourage children to be creative
- Encourage children to take initiative
- Encourage children to plan their actions
- Encourage children to reflect upon their behavior

Definitions

Understanding causality and finding explanations: answering the why-question and gaining insight in causality.

Being creative: generating new ideas or concepts or new associations between existing ideas or concepts.

Taking initiative: undertaking self-directed action.

Planning actions: process of thinking about the activities (and in which order) required to create a desired future.

Reflecting: gaining insight in own behavior, thoughts and emotions.

Approach: coaching role of teacher: PAC-man!

Positive approach to stimulate Activity in order to develop Creativity. When approached in this manner, children will gain confidence in their own capacities. By having this approach a teacher will be a PAC-man or PAC-woman!

A positive approach will reward the efforts of children so they will have enough confidence to play an active role. Through an active role, a child can learn through experience by exploring and practicing newborn skills. Practicing promotes making associations between concepts, which gives the child ground for the development of his/her creativity.

Positivism

- Encouraging and complimenting instead of punishment.

Focus first on the positive aspects of a contribution, and compliment a child for a correct answer. A positive approach will build self-confidence in the child so that he/she dares to take initiative. Punishment not only inhibits the answer but also frustrates the whole thinking process. After punishing, it is unlikely that the child will try another time or participate actively. Probably he/she will be obedient in the future, but withdrawn.

- Explaining why an answer or a particular behavior is wrong, so they can learn from their mistakes by linking behavior and consequence.

When a child gives an incorrect answer, don't just correct the child, but give explanations of why an answer is incorrect for the child to get a better understanding. This approach can be applied when a child is misbehaving in class, for example he is sleeping. After asking why the child is misbehaving, you can tell what you expect from the child (attendance) and how a child can fulfill your expectations (standing for a while in class/walking around the building).

- Providing positive alternatives when observing inappropriate behavior.

In this manner, a child will experience that there are several possible appropriate behaviors and that a behavior can be perceived as a choice.

Activity

- Involving all pupils

Making sure that all pupils are engaged, the shy or withdrawn children are also challenged to think and participate. Give the opportunity to answer not only to the ones who raise their hands, but question the others too. In this way, every child will feel that his active role is desired and that his/her contribution is valued.

- Rewarding motivation and effort regardless of the correctness of the contribution

Show appreciation when a child or a whole class is willing to participate and think along. Personally complimenting on which behavior is specifically approved (motivation/way of thinking/attendance) will have a more specific impact than letting all other pupils give a hand-clap, because the hand-clap always sounds the same and implicates no more specific information than: 'well done!'

- Asking children for explanations

Before correcting or approving, ask the children to motivate their answer. In this way they are forced to think in a more explanatory way.

- Encouraging children to ask questions

Emphasizing that when a child does not understand the matter, he or she can ask the teacher to clarify. Give opportunities for asking questions.

Creativity

- Considering individual differences

Taking into consideration that not every child has the same level of understanding, to some extent, a teacher needs to adapt to that level. Especially when teaching on an individual level (one on one situation). A child is namely only able to be creative on his own level, not on a level that he/she didn't reach yet.

- Stimulating curiosity and exploration

Ask open-ended questions, where more answers are possible. Before giving the right answer, let each child think of and write down his answer and explanation. In this way, the opportunity and time is given to each child to explore the matter him/herself. Allowing and stimulating children to ask questions when they don't understand or want to know more. When possible, allow a child to observe unknown practices in order to learn in the areas he/she might be interested in.

- Providing opportunities for choice and discovery

In every possible situation, give the child several opportunities to choose from to give him/her a sense of responsibility and a feeling of being able to take decisions and experience consequences. As a teacher, tell them about your own choices in teaching and explain why you take particular decisions.

- Encouraging to generate several ideas before choosing one

To support a child in making choices, encourage him/her/the whole class to think of various alternatives so that he/she is able to choose the best option.

- Putting emphasis on process instead of product

When an answer is incorrect, don't just correct the answer but ask the child to explain his/her answer and encourage him to find underlying causes. In this way, you prevent him/her from guessing. When you assist in the thinking process, it will make the child better able to reason. Therefore he/she can produce better products in several situations, because he/she will know the underlying cause. By product we mean answer or behavior and by process we mean the way of thinking of the child and the reasons for his/her behavior.

Method

Exercises which promote

- Understanding causality and finding explanations
- Being creative
- Taking initiative
- Planning
- Reflecting

| | Exercise/Practice | Promoted skills |
|-----------|-------------------------------|---|
| 1 | Day-structuring | Planning |
| 2 | Evaluation | Reflecting, understanding causality and finding explanations, planning |
| 3 | Cooperative learning | Understanding causality and finding explanations, Being creative, Taking initiative, Planning, Reflecting |
| 4 | Correcting others work | Reflecting |
| 5 | Story telling | Being creative, understanding causality and finding explanations. |
| 6 | Story finishing/cause finding | Understanding causality and finding explanations, Being creative. |
| 7 | Drawing | Being creative, planning |
| 8 | Analogies | Understanding causality and finding explanations, being creative |
| 9 | Summary | Taking initiative, understanding causality and finding explanations, being creative. |
| 10 | Essay | Understanding causality and finding explanations, Being creative, Taking initiative, Planning |
| 11 | Presentation | Understanding causality and finding explanations, Being creative, Taking initiative, Planning, Reflecting |

1. Day structuring

Description

Day structuring is actually more directly an exercise for teachers, but stands as a model for the children. In day structuring the teacher has to structure its lessons or time schedule. At the beginning of the day the teacher can inform the children about the timetable of that particular day or that particular lesson and eventual changes.

Aimed objectives

This exercise is not only an opportunity for the teacher to practice with planning, but also familiarizes the children with planning, in a way that the teacher stands as a model. A well-structured lesson or day also facilitates better learning. When a child knows what will come next, he or she can prepare him or herself for the things to come. A well prepared child is better enabled to receive or learn.

Implementation

This exercise can be implemented in all subjects during the day.

Necessaries

Blackboard and chalk can be used.

2. Evaluation

Description

An evaluation is looking back on the process and product that a child or a group has accomplished and noticing positive points and suggestions to improve. It starts with asking the actor to reflect on his own behavior. How did he/she feel about this task, is he/she satisfied or does he/she have own points for improvement? Hereby reflects the actor on his own behavior and result. After that, other students can give feedback, which means that they first mention all positive aspects of the assignment and after that they can suggest what can be done better next time. Every time the actor is asked for his opinion on the given points and there is space for discussion, but always in a constructive way. Now, the teacher can conclude by giving compliments and suggestions and a mark can be given for the performance.

Aimed objectives

By evaluation, reflection upon own behavior is practiced. The person looks back to what he/she has done in order to compliment and correct him/herself. In this way, he/she has to come up with explanations for his/her own behavior, which facilitates understanding causality and finding explanations. Planning skills are practiced by setting goals for the next performance.

Implementation

Evaluation, reflection and feedback can be practiced every time a child performs in every course. Beside that, an evaluation can be held for a lesson or activity. For example: What

are your thoughts about this lesson? Was it difficult or easy? Why? How was your participation? What can be done better next time?

Necessaries

Optional: pen and paper to write down the evaluation points.

3. Cooperative learning

Description

Cooperation in small groups can be practiced to discuss and find solutions to all kinds of tasks. For example finding answers to questions or making a presentation/essay together. Because a group will generate more possible solutions than a single individual, this will more likely result in a better outcome. Besides that, the children will experience more explanations, which can help them to better understand the matter. The result of the assignment can be either a small presentation or output on paper. The process and product of the group has to be evaluated as described above.

Aimed objectives

By this assignment all objectives of this program are trained. Children have to take initiative to contribute to the group process by giving their ideas. To make up these ideas, they need creativity. Because children have to discuss, they practice finding explanations to convince each other of the best idea. After making a decision, they have to plan their actions to accomplish the task in time. After accomplishing the task, evaluation will encourage reflection.

Implementation

Cooperative learning can be implemented for assignments in all courses. Children are encouraged in groups to come up with ideas and appealed to think themselves in order to achieve tasks.

Necessaries

Assignments, pen and paper

4. Correcting others work

Description

This is not really an exercise in itself, but can be implemented in all kinds of exercises. When an assignment or exercise is done and the answers need to be corrected, the answers of one child have to be passed to another child, for the other child has to correct the answers.

Aimed objectives

By correcting others work, children are forced to look at the answers of others critically, in order to judge if an answer is correct or incorrect. Implicitly, they'll consider their own answers too and compare it to the answers of the other person. This gives them a chance to think of their own answer critically again, which facilitates reflection.

Implementation

This exercise can be implemented in all subjects.

Necessaries

Pen or pencil per child and work to be corrected.

5. Story telling**Description**

In storytelling a child has to tell or write down a story. Depending on the instruction, it could be a story based on the fantasy of the child or an already existing story. For example, the teacher could ask the children to tell something about their weekend or holidays.

Aimed objectives

In the case of fantasizing about a story, a child has to come up with imagined connections and is not hindered by any given course of events. The child now has an opportunity to be creative. In order to come up with a logical story, the child has to critically think of explanations for the course of events in the imagined story. In the case of an already existing story, a child practices with recalling the events and telling them in a logical and understandable way. In both cases the child practices its language skills and the child practices its understanding of causes and consequences.

Implementation

Story telling can be implemented in most of the subjects, especially in the languages. But it can also be implemented in subjects discussing history.

Necessaries

If the story has to be written down, pen and paper is needed.

6. Story finishing/cause finding**Description**

In this exercise children have to either fantasize about the ending or the beginning of a story. In story finishing the teacher presents the beginning of the story and asks the children to come up with their own ending. In cause finding, the teacher will present the ending of a story or event, after which the children have to think about how this particular story or event started or began. Both tasks have to be done in such a way that it can be perceived as a coherent story.

Aimed objectives

The aimed objective of this exercise is to practice with causality, in which the children have to either think of logical causes or logical consequences. This will enhance their understanding of causality. Besides, they have to come up with explanations for the

events that are about to occur or just have occurred. They need to use their creativity to create the causes and consequences.

Implementation

This exercise can be implemented in all kinds of subjects. It can be used as a tool to practice with a particular language. It can also be used as a tool in the explaining of historical events.

Necessaries

The teacher will need a story ending or beginning. He can either fantasize about a story or he can use historical events, newspapers, books etc.

For the children, the necessary tools are a pen and paper, so that children can write down their stories. When these are not at hand, they can also just present their stories orally.

7. Drawing

Description

Making a drawing is using pencils and paper to create a picture. The teacher can either encourage the child to choose him/herself what to draw or can give an assignment with a specific theme.

Aimed objectives

The skill that is mostly trained is being creative. The child will create a picture all by him/herself, with or without an assignment. If he/she has in mind to draw for example a cat, planning skills are necessary to make sure that the body of the cat will fit on the paper when starting by drawing the head. After the drawing is finished, he/she will look at it and can tell what he/she likes about how he/she drew and how the drawing looks. This practices reflection.

Implementation

This assignment can be practiced in any course. For example in a language course the child can be asked to draw a cat and write the word on the same paper to better remember this word. In environmental studies, a child can be asked to draw about the dealt subject to see if he/she understands the matter. Beside the existing courses, a free drawing assignment can be given to encourage children to be creative and express ideas. After finishing the drawing, the child can tell something about it and it can be evaluated as described above.

Necessaries

Pencils and paper

8. Analogies and relationships

Description

In analogies a child has to think of the way two constructs are connected or how the two constructs resemble each other. The resemblance can be at a low level. For example, a

dog and a cat resemble each other, in that they are both animals and pets. But the resemblance can also be at a higher level. For example, the number 33 and 21 resemble each other because they are both products of a number of times 3.

Beside analogies, children can be asked to look for relationships between two constructs for example a dog and a bone. The child can answer that a dog chases a bone. Another example is a barber and a pair of scissors. A barber uses a pair of scissors to cut hair. The nature of the relationships is that the first uses the second as a tool to play or work with.

Aimed objectives

Analogies are aimed to let the child explain the resemblance of two constructs or the relationship between them. It also lets the child think creatively about connections between two constructs that didn't seem to exist at first sight.

Implementation

Analogies and relationships can be implemented in language subjects, because it lets the child practice with words and descriptions. It can also be implemented in subjects discussing history. For example, Hitler and Mussolini resemble each other, in that they were both totalitarian leaders. Or, in more local history, Idi Amin and Mugabe resemble each other, in that they were both totalitarian leaders.

Necessaries

No necessities are needed unless the children have to write it down, than paper and pen are appropriate.

9. Summary

Description

Writing or telling a summary is extracting the main points out of a larger text. In this way, the essentials will be separated from the matter of secondary importance.

Aimed objectives

Initiative is encouraged when starting to summarize. To be able to do so, the child needs to understand causality in order to capture the main points. Creativity is demanded for arranging the information in a new manner and using other words to represent it.

Implementation

Summarizing can be practiced in all courses to rehearse the most important points and explanations that are learned.

Necessaries

Optional: pen and paper to write down the summary.

10. Essay

Description

Writing an essay means that a child writes a text on what he knows about a subject in an understandable and readable manner. Initially, this can be done on a determined subject and of a short length (for example, ten sentences). Later on, the child can choose his own subject and write a longer text. When finished, the teacher reads the text and evaluates as described above. He can choose to give a mark for the essay.

Aimed objectives

By this assignment all objectives of this program are trained. The child needs to take initiative to start with the work. He/she has to use creativity to make up a subject and to arrange the content. He/she needs to find explanations to make a meaningful story of the gathered information. Planning actions is necessary to accomplish the task in time. After finishing he/she will read the result and can reflect on the work he/she has done.

Implementation

Writing an essay can be valuable for English, Dagbani, French, Science, Environmental studies and Physical education, depending on the language in which it is written and the subject.

Necessaries

- pen and paper
- information sources: parents, library, news paper

11. Presentation

Description

Giving a presentation means that the child stands in front of the class and explains something to his classmates and the teacher. This can be built up gradually. Every time the child has accomplished a step, he can continue with a larger presentation. For example the first step is that a child explains his answer to his classmates. The next step can be teaching known matter in his or her own words to the rest of the class. After that a child can write a story and read it aloud for the group. In the end a child will be able to present an informative lesson for which he/she has gathered information before.

The last step is the largest assignment, which needs some preparation and is therefore described in more detail now. The children are asked to make a presentation about a subject that they like; either alone or in couples. Keep a planning list where each child writes his name and subject down at a certain date. For example two presentations per week. Each subject may only be presented once. Encourage the children to seek information on the chosen subject, by asking family, reading newspaper and books. After writing a report on the chosen subject, they write the main points down as reminders and tell (not read) all what they know to the group. Hereby, they can use the blackboard. The classmates can ask questions and after the presentation, there will be an evaluation, as described above. In the end a mark can be given. The more the children practice, the better they will become.

Aimed objectives

By this assignment all objectives of this program are trained. The child has to take initiative to gather the information. Next he/she has to think of explanations for the knowledge he gained in order to make a logical story out of it. This also practices creativity, because the gathered information has to be ordered in a new way. He/she needs planning skills to order the steps that have to be taken before the appointed date: choosing subject, gathering information, reading information, writing down story, practicing presentation and performing. After the performance, reflection skills are practiced to evaluate what went well and what can be done better.

Implementation

The assignment of giving a presentation can be practiced in English, Dagbani, French, Science, Environmental studies and Physical education depending on the chosen subject and the language in which the presentation will be given. If appropriate, the children can be scheduled to a particular course and give a presentation on a subject relevant to this course. Explaining answers in own words can also be adopted in math and ICT courses.

Necessaries

- planning list
- pen and paper
- blackboard and chalk
- information sources: parents, library, news paper

Epilogue

We would like to thank all workers of CPYWD and MCF for their support. We thank the participating teachers for their attention and good work. We hope this workshop and reader will contribute to the improvement of education in Ghana and may be of assistance to teachers.

For opinions, views and enquiries please contact Community Partnership for Youth and Women Development (CPYWD) or Maltiti Child Foundation (MCF).

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Evaluation Workshop teachers 25-06-08

Along with the writing of the reader and before the actual workshop took place we listed our expectancies, challenges and limitations. Now that the workshop has taken place, it is time to reflect upon them. In order to reflect both the completed evaluation forms that were given to each participant of the workshop and our own observations will be considered. After that improvements that could be made are written down according to our own observations.

Expectancies, challenges and limitations

In italic, the expectations, challenges and limitations are listed, as were formulated previous to the workshop. After each point an observation and reflection is made.

1. *We hope to meet teachers who are willing to participate in the training to learn something and share ideas.*

Limitations:

- *Not interested in or motivated for training without getting food or materials.*
- *Not seeing the value of the knowledge that is not concrete.*
- *Not willing to take the sole responsibility for the development of the children.*

How to measure:

- *Attendance and motivation.*

Observation and reflection

When looking at the attendance and motivation of the participants we can only be very satisfied. During the rain a workshop was sometimes delayed a week, but still participants turned up at the second part of the workshop. We even greeted new faces at the second part of the workshop. On the other hand, some of the participants who attended the first part of the workshop didn't attend the second part. We were unable to find out reasons for these absentees.

We formulated the limitation that teachers might not be interested for there was no meal included. We tackled this limitation by supplying participants with a refreshment (drink). Besides that we emphasized that, since we are not a rich NGO, we didn't have money to spend on meals. None of the participants really complained and it surely had no effect on the attendance. One remark has to be made that has to do with the starting time of the workshop. On the first school (Kpulinyin/Bogupaliga) the teachers complained that the workshop took place during lunchtime (12:00-14:00) and that they were getting hungry. Since we didn't have lunch for the teachers, we should have decided to do the workshop at a more convenient time during the day.

Overall we encountered very motivated teachers who were welcoming the workshop.

2. *We think it's most important that we create awareness among teachers that every behavior and therefore every teaching method has its consequence in supporting or discouraging skills.*

Limitations:

- *Not accepting the value of skills, overestimating the value of memorizing knowledge.*
- *Participants may be unable to think at such an abstract level.*

How to measure:

- *Teachers contribution in discussion shows an understanding of the presented matter.*

Observation and reflection

Most teachers told us that the presented matter was not really new in itself. They all were convinced that a positive approach towards children would be most effective. What actually was new was the connection between their teaching styles and the psychological consequences for the children. A lot of the elements of the PAC-man approach were already practiced by the teachers but were never identified as such. Teachers said they now better understood what they were actually doing when approaching a child. I think what we accomplished was that we created awareness of different teaching approaches and that the teachers are now less acting just on their instinct, but think more of the consequences that a certain approach might have.

3. *We hope the teachers will understand the PAC-man approach and its value, in such a way that they are willing to apply this approach.*

Limitations:

- *They are not able to think in such an abstract manner.*
- *Teachers may want to sustain in their own cultural rooted approach and value the obedience of the children more than our values.*

How to measure:

- *Ask if the teachers are willing to practice the PAC-man approach.*

Observation and reflection

We were told that in our absence a teacher who attended the workshop educated another teacher, who didn't attend the workshop, about the PAC-man approach. I think this proves its applicability. Just like I mentioned before teachers say that some elements are already practiced and that the content of the PAC-man approach is not entirely new in itself. We experienced that most teachers know the child-centered approach in a theoretical way, but how to execute it is not clear enough. Because we practiced with the approach, teachers certainly got a grasp of the actual actions a teacher can execute in the classroom. Some constructs we presented were new to the teachers and turned out difficult to understand. Especially the construct of causality was new and needed thorough explanation. Also the construct of creativity yielded confusion. Most teachers just saw creativity as the ability to draw or make music, while we presented creativity as

a far more abstract skill. When viewing the evaluation forms I think they are certainly willing to put the PAC-man approach into practice. A quote; " *I learnt so many things like the PAC-man approach. I know if I apply that method in the classroom, teaching and learning will be very effective*". A teacher mentioned an important limitation. He explained that focusing on the why question was very difficult since most children cannot speak English very well. It is therefore easier to ask only closed ended questions and not asking why, for it is often to difficult to explain the answer in whole sentences.

4. *We would like the teachers to apply the PAC-man approach with exercises generated by both facilitators and participants.*

Limitations:

- *Classes may be too large to implement approach and method*
- *Not able to bring vision into practice.*
- *Lacking materials to execute exercises.*
- *Not able to execute the patience that is important to implement the method.*

How to measure:

- *Observe in schools if the approach is applied.*

Observation and reflection

To say anything sensible about the application of the approach, unfortunately time is too short. We might put confidence out of the evaluation forms filled in by the teachers. Most of them say that they are going to practice the approach in class. But it is difficult to say if this is really done, since social desirability might play its part here. Only conclusions can be drawn, when proper observations are done in time. I must say that when we asked teachers to come up with exercises that promoted the five skills (causality, reflection, planning, creativity and taking initiative), most of them showed an understanding of those five skills and came up with good and applicable exercises. Therefore I am tempted to say that our efforts won't just vanish along with our departure since they themselves came up with good exercises.

Improvements for future workshops

When you really want to get a full benefit out of a workshop like this one, thorough observations in classroom are needed to see what kind of approach is really practiced and what can be added to that. Unfortunately we didn't have enough time to do such thorough observations. Interviews with teachers to see where their needs are would also be valuable.

Second, when there is not enough money to provide a lunch, careful planning of the workshop is needed. The morning seemed the best time of the day since teachers were very attentive at that time of the day.

I think the actual approach needs further elaboration and upgrade and is certainly not perfect. The five skills to promote, as mentioned in the reader, demand a critical look. The five skills might be extended or reconsidered. Besides that the skills of causality, reflection and planning need a very thorough explanation since they are very related to

each other. Also creativity might need to be further and better explained as it turned out to be a difficult construct to really understand at an abstract level.

In the approach there needs to be a very careful distinction between the approach a teacher can have to create an environment wherein a child can be creative (as mentioned in the approach section of the reader) and actual exercises that promote the skill of creativity (as mentioned in the method section of the reader).

Besides that the method section should be extended to more exercises.

The practical part of the workshop could be extended. This part was the most popular and time was actually too short to allow all teachers to practice thoroughly with their new insights.

Another reasonable option is individually coaching of teachers who are willing to improve their teaching skills. For example by assisting in teaching and give suggestions during some days or weeks. Important is that the coach doesn't take over the role of the teacher but only evaluates and shows ways for improvement. A meeting with the Metro Office of Education to see what can be done together and in which way the ideas of the project and the national approach can fit together.

When looking at elements of the workshop that made the workshop a success, the practical aspect of the workshop made it really interesting. Most of the teachers say that the second part of the workshop was more interesting since it was more practical. We think when presenting a teaching approach to teachers, the best way to do it is by letting them practice with the approach themselves.

Besides that, we think we rightfully mentioned in the introduction to the workshop that we were not presenting a perfect approach that should replace the existing one in Ghana. We emphasized that the workshop would be a place where we could share our different views on education and see if we could help. We think that emphasis really helped to make an open and friendly interaction between facilitators and participants possible. We also emphasized the importance of their profession, which isn't much acknowledged in Ghana.

On two occasions during the workshop, teachers started asking specific questions concerning education. These were difficult cases that didn't relate to the matter discussed in the workshop directly. On one hand this showed that the teachers thought that the facilitators were capable enough to be asked such questions. Which I think is in favor of the workshop. On the other hand this showed the need for educational consultancy in schools. Expertised volunteers could play an important role in this, in which the volunteer (with a psychological and/or educational background) could be a consultant, whom can be asked questions that deal with specific problems in the classroom. Besides that, the workshop could be extended to another hour in which teachers could ask questions to the facilitators about specific classroom problems they might have. These questions could either directly deal with the matter presented in the workshop or with new and different problems.

Attachment 1: Exercise on skills

For each profession, tasks and skills are listed below, but not in the right order. Connect the tasks on the left side with the most appropriate skill on the right side by drawing a line between them. Sometimes one task can be connected to more than one skill.

| | | |
|------------------------|--|------------|
| Teacher: | Preparing lessons | Creativity |
| | Come up with attractive lessons | Reflection |
| | Applying for job | Causality |
| | Know how to handle this particular class | Planning |
| | Improving lessons next year | Initiative |
| Shoemaker: | Improving shoes | Creativity |
| | Designing shoe | Reflection |
| | Deciding where to buy materials | Causality |
| | Starting a shoe shop | Planning |
| | Producing | Initiative |
| Baker: | Inventing another bread than neighbor | Planning |
| | Deciding where to buy ingredients | Causality |
| | Improving bread | Initiative |
| | Producing bread | Reflection |
| | Starting bakery | Creativity |
| Preparing Fufu: | Adding a new ingredient to improve taste | Initiative |
| | Making a shopping list | Planning |
| | Adjusting the amount of each ingredient | Creativity |
| | Consider making Fufu | Causality |
| | Deciding where to buy | Reflection |

Attachment 2: Exercise on approach

Role-play between participants, in which one participant act as a teacher and the others act as if they are children.

First, the facilitators set an example and ask the teachers to monitor the elements of the PAC-man approach that are being used.

Teacher: “What is the outcome of 2 plus 2?”

Child: “5”.

Teacher: “Thanks for your contribution.”
(POSITIVISM: encouraging)
(ACTIVITY: rewarding motivation)

“How did you come to this answer?”
(ACTIVITY: asking for explanations)
(CREATIVITY: putting emphasis on process instead of product)

Child shows how he added two plus three fingers and correct himself by saying:
“Oh, the answer is four”

Teacher: “How did you know that your former answer was incorrect?”
(ACTIVITY: asking for explanations)

Child: “I used three fingers instead of two, and than the answer is five, but 2 plus 2 is 4.”

Teacher: “Very good, you corrected yourself and came to the correct answer, indeed, 2 plus 2 is 4.”
(POSITIVITY: encouraging)

Example 3

Teacher: “Who can tell me what to do when fire breaks out in your house?”
(CREATIVITY: Open-ended question for exploration)

Child: “You have to run away.”

Teacher: “That’s a very good point, can you explain why?”
(POSITIVITY: Encouraging)
(CREATIVITY: Exploration, Putting emphasis on process)

Child: “Yes, if you run away, the fire can’t catch you and you will not be burnt.”

Teacher: “All right, so running away is a good option. Are there also other things you could do?”

(CREATIVITY: Encourage to generate several ideas)

Child: “You can gather your belongings before you flight.”

Teacher: “That’s another good thought. Why would you do that?”
(POSITIVITY: Encouraging)
(CREATIVITY: Exploration, Putting emphasis on process)

Child: “Because when your house burns down and you have no belongings anymore, you will become poor. When you have saved important things, you can sell them to have some money.”

Teacher: “Okay, that’s right. Any other possible acts when fire breaks out?”
(POSITIVITY: Encouraging)
(CREATIVITY: Exploration, Encourage to generate several ideas)

Child: “You can call the fire service. Then they come and prevent the whole house from burning down.”

Teacher: “That’s also a good option. So we see that there are several possible behaviors when facing a problem. It is good to think about the possibilities to be able to make good decisions. Are there any questions or comments left?”
(POSITIVITY: Encouraging)
(CREATIVITY: Encourage asking questions)

Attachment 3: Group exercise on skills

Preparation: Four subgroups are made with each subgroup one of the five skills to focus on. All skills except taking initiative will be handled, because with every exercise taking initiative is practiced.

Instruction: The intention of this group exercise is that each group designs an exercise or practice to execute in the classroom that promotes the given skill. It is allowed to also include other skills. The exercise can be in line with one of the already existing courses or it can be a more general practice than can be executed in several occasions. You are allowed to come up with anything that the children can do in the classroom to enhance the skill you want to promote. Try to discuss within the group and write down your group ideas as specific as possible.

Examples: 1. To give one example of promoting planning is a general practice we call day structuring. This means that before the lessons start, you tell the children what the content of the day is, so that they see how you plan and can get prepared for what is coming. We also practiced this in our workshops. At the beginning we have told you the program for the day.

2. Another example of an exercise that can be thought of in a course is asking children to give synonyms. By this, children will better comprehend the meaning of the words they learn in English and can be flexible and creative in using them. This exercise promotes the skill creativity.

Is the exercise clear or are there any questions?

During this group exercise, workshop facilitators walk around supporting and encouraging the teachers to brainstorm. After 10-15 minutes, of every group, one person will present their ideas and others can ask questions.

Attachment 4: Evaluation Form Teacher's workshop

Because this workshop was newly developed, we like to have some feedback for improvement. You would do us a favor by filling in below form honestly. For the first questions, mark on the five point-scale which position meets your opinion. The other questions are open-ended and feel free to fill in whatever your opinion is. Thank you very much in advance.

What is your opinion on the workshop in general?

| | | | | | | | |
|-----------|----------------|---|---|---|---|---|---------------|
| Duration: | Too short | 0 | 0 | 0 | 0 | 0 | Too long |
| Content: | Too easy | 0 | 0 | 0 | 0 | 0 | Too difficult |
| | Known | 0 | 0 | 0 | 0 | 0 | New |
| | Useless | 0 | 0 | 0 | 0 | 0 | Valuable |
| | Unprofessional | 0 | 0 | 0 | 0 | 0 | Professional |

What is your opinion on the first meeting?

What is your opinion on the second meeting?

What did you learn from the workshop?

What are your comments on the facilitators?

Any other comments:
