



Blanquerna

Universitat Ramon Llull



# most

PROJECT  
2007  
HANDBOOK



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# I. Theory

## Designing Learning Units: A constructivist approach

By Sara Figueras, Blanquerna FPCEE – Ramon Llull University

*The predominance of fragmented learning divided up into disciplines (...) should be replaced by learning that can grasp subjects within their context, their complex, their totality.*

Edgar Morin

### 1.1.1. Constructivism as the epistemological base of this proposal

Before dealing with the theoretical-practical approach to learning unit programming, we consider it appropriate to provide this chapter with quite specific a framework or paradigm in order to better understand the global sense of our proposal.

Guba (1990) argued that a paradigm is a fundamental set of beliefs guiding human action. In this sense, from a paradigm we are able to understand and give meaning to the world around us, and explain it according to the interpretation keys provided by the paradigm itself. Therefore, it is fundamental to delimit the paradigm or base for this chapter, in order to interpret and give sense to the proposal from a specific perspective, which in our case will be constructivism.

(...)

So far, we have tried to give a base to our didactic proposal, which is to be understood within the framework of the constructivist paradigm presented above.

### 1.1.2. Learning Unit

The epistemological framework offered by constructivism forces us to reconsider teaching and learning processes. Knowledge, from this perspective, is understood as a process of joint construction that does not only depend on an intrapsychic process, but culture also has an important role when negotiating and constructing meanings. This involves setting didactic interventions out from every pupil's previous knowledge and meanings, adjusting and sequencing learning and assessment objectives, content and activities, in a process ascribed into a *learning unit*.

In this sense, Gallego (1997) presents a learning unit as an immediate action project that contextualizes and sequences school tasks for a group of pupils, states some objectives, selects some content, chooses appropriate methods, and finally verifies the educational processes of pupils. Programming has to be considered, from the constructivist point of view, as a joint action for pupils and teacher with the objective of planning the educational process bearing in mind the centre's educational project and the pupils' own characteristics. In this chapter, we will attempt to present the basic characteristics of the learning unit, as well as to analyze its different elements from a theoretical and practical perspective.

The basic characteristics of a learning unit have been summarized by Medina and Salvador (2002), by stating that a programming unit has to show: (a) coherence with the school's overall project; (b) contextualization in a certain educational reality with certain children; (c) real practical use or applicability; (d) realistic in its possibilities of success;

(e) collaborative and interdisciplinary aspects in its initial design; (f) flexibility when being put into practice; and finally (g) diversity when developing tasks proposed.

Before analyzing and describing the different elements of a learning unit from a theoretical and practical perspective, it is essential to remember at this moment that the nature of the MOST project implies mobility of prospective teachers and putting into practice their educational interventions in schools from different European countries. This is the reason why we propose, as a previous step before developing the elements of the learning unit, to have some basic knowledge of the country where the educational intervention has to be carried out, at the level of its history, cultures and, certainly, educational policies. The framework of this previous knowledge will guarantee the understanding of the teaching practice developed in schools from different European countries.

Once clarified this need to get to know the host country, we now want to analyze the basic elements of a learning unit that Gil (1997) and the UNESCO chair specify as follows:

1. Initial evaluation
2. Specification of objectives
3. Description of content
4. Selection of learning activities
5. Methodological approach
6. Assessment strategies

In order to make this proposal more intelligible, we will develop each element in two ways: firstly, we will present the elements from a theoretical point of view, and secondly we will set out an example or practical case, using a fictitious axis called "European citizenship." Let it be clear from now that Point 6 of assessment strategies will be included in our proposal in section 4, called in our case design of learning and assessment activities.

### ***Full text in publications***

## **Classroom Management for the Beginning Teacher**

### ***By Prof. Dr. Christopher Bezzina, University of Malta***

#### **1.2.1. Introduction**

Knowing how to prepare a plate of pasta or a salad does not make you a successful restaurateur. For that you need to know about accountancy, local regulations, EU standards, sanitation laws, customer care and employee relations amongst others. In other words, the first thing you need to know is how to manage the restaurant.

The same applies to teaching. Whilst successful teachers operate in many different ways, they have one thing in common – an ability to manage their classrooms effectively. As Wragg (1994, 2001) points out, without this basic skill, the most inspiring and knowledgeable teacher will fail.

As we address the challenges of national curricula and a host of other reforms we come to realise that knowledge of a subject or a degree in a particular area does not make a teacher. You need to know about formative and summative forms of assessment, portfolios and profiling, learning styles, motivation theory, identification of learning difficulties, parent participation, gender issues, and a host of other things.

Whilst teachers have to think of content (i.e. knowledge of a particular subject), of lesson planning and preparation, of activities, handouts, ICT, etc., we also realise 'that we are employed so as to take a group of students and turn them into interested and productive learners' (Bezzina, 2001: 13). Therefore, the first thing teachers need to know is how to manage a class full of students. This is what this chapter aims to address.

This chapter focuses on what we consider to be some of the most important issues when discussing the area of classroom management. These are treated in a number of sections. In the first section we discuss a more inclusive definition of classroom management which goes beyond mere discipline and control. From there we move on to discussing the characteristics of the classroom as a learning environment which we consider to be another important requisite in the process of learning to teach. Undeniably, this process also involves the acquisition of basic skills which we describe at some length in the concluding section.

(...)

#### **1.2.11. Conclusion**

This chapter has helped the reader to appreciate what it takes to create a positive and rewarding climate for learning to take place. It has shown, amongst other things, that the most important factor governing student learning is classroom management. It has been emphasized that how teachers manage the classroom is the main determinant of how well students will learn. The chapter has shown that teachers who spend the first days/weeks of the scholastic year establishing procedures and routine help to set the class up for success to take place. Indeed, the teacher makes the difference in the classroom.

#### ***Full text in publications***

# Communication for the beginning teacher: order out of chaos

By Julie De Ganck, Arteveldehogeschool

## 1. Introduction

A precondition for effective communication is revealing what others, consciously or unconsciously, want us to understand. As humans are social beings who are born in a linguistic culture, we communicate about 80 percent of the day. This means that most of our waking hours are spent reading, writing, listening or speaking (Gilbert, 2004, p. 19). Following the national curriculum and our European Standard –developed within the Most Project – teachers and teacher trainees are supposed to act as good communicators within the classroom and school. The issue of communicating has become more than a tribal concern in school life. Effective teaching depends on successful communication. Nevertheless we often aren't conscious of *what* we are communicating, *how* we are communicating, even of the fact *that* we are communicating and of the consequences of these processes.

Good teachers are supposed to listen actively to verbal and non-verbal signals, to use facial expressions effectively, to use adequate non-verbal gestures and intonation, to know when to use humor and when to be serious, to act friendly and patient with pupils,... But often teachers and teacher educators have become so involved with delivering the curricula and standards that they fail to acknowledge *how* to deliver the curricula (Johnson, 1999, p. 1). To meet this need and to become conscious about *what*, *how*, *why* and *that* we are communicating, this article considers

- (i) a structural framework of the communication process,
- (ii) an interactional view on communication
- (iii) the different forms of verbal and
- (iv) non-verbal communication

(...)

## 3. Conclusion

Following our European Standard –developed within the Most Project – teachers and teacher trainees are supposed to act as good communicators within the classroom and school. With the content of this article we wanted to offer teacher trainees both a theoretical framework and a practical guide concerning the power of efficient use of verbal and non-verbal communication during the practice of teaching. As we are linguistic creatures we are used to talk. As a result, some of the communication skills discussed within this article might seem obvious. However the practice of teaching often illustrates that we aren't always conscious of how, why, even of the fact that we are communicating. That's why, through the content of this article we wanted to prove that, within interactions between teachers and pupils, there is more at stake than a simple transfer of content.

**Full text in publications**

## **What competencies do inclusive teachers need to be competent in?**

*By Bjorg Klokk and Hermann Skogsholm, University of Stavanger*

### **1.4.1. Inclusion versus segregation**

In the debate about education and what competencies teacher trainees need, it would be important to know something about the overall objectives of schools. It would be wise to know something about the school and the students they will meet. Do they have to teach a variety of students in the same classroom? Are children with special needs integrated in the regular classrooms? Are children with behaviour/learning disabilities segregated and taught in Special schools?

Where are the different countries attitudes as it comes to the question of teaching the students with emotional/learning disabilities? Do differentiation policies of justice and equality in the various countries enhance relatively homogenous or pluralist environments? Is there an overall aim towards the universal inclusion of all children? We know that there are basic cultural differences between countries in Europe. But we know that most countries have designed the Salamanca declaration!

***Full text in publications***

## **1.6. The teacher as a community member**

*By Daiva Penkauskiene, Modern Didactics Centre Vilnius*

### **1.6.1. What it means to be a community member?**

Since childhood we get involved into bigger or smaller community life. The smaller and closer it is, the merrier, safer and more comfortable we feel. Without doubt, family and relatives is the coziest environment. We know how to behave there, and we are aware of the acceptable communication rules. Moreover, everybody knows what to expect from us and what we can expect ourselves. When we grow up we integrate into educational institution communities such as kindergartens, primary schools, gymnasiums, or universities. Every time we change the environment, we experience joy, curiosity or anxiety, sometimes even great fear. This happens because we face the uncertainty. What awaits us? Are they similar to us? How will they accept us?

All of us expect to meet a team or at least one alter ego. We dream of the new collective and imagine it, draw various situations in our minds, simulate our actions in them. However, very often it is opposite to what we have imagined. I remember myself, a first-year student, going to study to another, and unfamiliar city. The city surprised me. Having grown up in the provinces, in indiscrete cultural environment, I faced the diversity of languages spoken, different architecture and facilities; even every day things were not the same. In my imagination the capital looked different from my native town, but this "different imagination" was more than I had expected. It was so diverse. However, the diversity was homelike. I felt curious and enjoyed exploring it, watching the people's behavior, their intercommunication and relationships, the way they spoke, the intonations they used and the way they dressed. While watching them, I was learning and trying to understand acceptable, written and unwritten rules, communication culture.

Everyone, who wants not only to understand the new environment, but also successfully join it, applies his or her own strategy and tactics. It depends on personal qualities, upbringing, culture and other factors. Age also plays its role. The younger, the more flexible and open we are to changes and diversity. Adults, having life experience, set values and attitude, often have negative feelings when changing jobs, place of living or even when they move to a new flat. These changes are equal to a disaster according to them.

Sometimes it is not enough to have some feeling or knowledge in order to be able to join the new environment successfully. Although it is said that we best learn from our mistakes, it is always a good idea to consult somebody, ask for some advice, try several communication patterns during seminars, or read what is written and consider your personal strategy. In fact, there are no ready-made recipes for everyone. But we can use universal strategies and methods, applying them in every situation.

This article suggests several strategies and methods, which could help integrate into the new environment. Also it could help to realize what is expected from us and how to communicate and cooperate with our new colleagues successfully. To illustrate this let us take SCHOOL that is a large diverse community.

Imagine that you are an undergraduate or a very "fresh" young teacher. You get work at school you do not know. You have never been there before; you do not know the teachers who work there, or the acceptable way of communication. You have no idea what their attitude to new colleagues is. It is very difficult to decide how to get ready for the first meeting, how to foresee what their expectations are and how they will welcome you.

***Full text in publications***



## **2. Practice**

### **2.1. Lesson Template**

# LESSON TEMPLATE MOST-PROJECT 2007

<b>SUBJECTS</b>	<b>LEARNING UNIT</b>			<b>COUNTRY</b>
				<b>SCHOOL NAME</b>
<b>NO. OF PUPILS</b>	<b>LEVEL</b>			<b>PERIOD</b>
<b>DIDACTIC OBJECTIVES</b>	<b>CONTENTS</b>			<b>ACTIVITIES</b>
	<b>CONCEPTS</b>	<b>PROCEDURES</b>	<b>ATTITUDES</b>	
<b>MATERIAL</b>			<b>ASSESSMENT</b>	
<b>RESOURCES</b>				

## 2.2. Visualisation Exercise: Skilful Class Management

I am sure that we all recall as children taking on different roles –the role of doctor, father, mother, and teacher. At the beginning of this time-honoured fantasy game a common ritual followed. One child will step forward and say, 'I'll be the teacher' and from then onwards that person is assumed to be in charge. It is fascinating to see what happens next. Some children role-playing as a teacher will immediately move centre stage and start ordering everyone else around, 'Right, you sit here, you go over there'. It seems to be the element of control that attracts. Others mimic a more kindly style. In this mirror of classroom life, where the players know better than anyone else what the reality is, some children will start to misbehave and then maybe told off or even sometimes whacked about the body or head in a way that would have a real teacher up before the nearest magistrate.

Control over the behaviours of others, however is only one aspect of class management. Every day, busy teachers will find they are planning lessons; choosing topics or tasks; making judgments about what they as teachers should determine and what children should be encouraged to decide or choose for themselves; supervising movement around the classroom or school; organizing often a variety of activities undertaken by individuals, small groups or the whole class; praising good work or reprimanding pupils who misbehave; make sure the right materials and books are available; selecting from a range of possible teaching strategies. All these are aspects of class management and the list could go on (see Chapter 1 (pp. 6-35) *Becoming a Teacher in Learning to Teach in the Secondary School* by Susan Capel, Marilyn Leask and Tony Turner, London: Routledge, 1997).

One of the features of research into classroom behaviour is that there are many ways of teaching effectively. In the nineteenth century, teacher training institutions were known as 'normal' schools (Wragg, 1974). The assumption was that there was some agreed 'norm', some single approved way of teaching that all must copy. It led to Charles Dickens describing M'Choakumchild in *Hard Times* as like 'some one hundred and forty schoolmasters [who] had been turned at the same time at the same factory, on the same principles, like so many pianoforte legs'. The tendency in teacher training in recent times has been to encourage a variety of approaches to teaching generally and to class management in particular.

Inability to manage classes skilfully is often the single most common reason for failure on teaching practice and for failing the probationary period. Fear of being unable to control a class is often the greatest anxiety of student-teachers before teaching practice. The management of people, time and resources is right at the heart of human skill in a variety of occupations, not just teaching. Those who waste resources, fritter away time or alienate their workmates or their customers are often a source of intense irritation. In teaching, the ability to use time skilfully, to win the support of children and to make effective use of what are often scarce resources lies at the heart of professional competence. Time devoted to improving class management is time well spent.

I shall, therefore, adopt the following two principles in what follows:

1. Class management is what teachers do to ensure that children engage in the task in hand, whatever that may be.
2. There are many different ways of achieving the state where children work at the task in hand.

In order to help clarify your own or your colleagues' views of what constitutes effective class management, the following exercise can be undertaken. It is based on, though not identical to, techniques developed in personal construct theory (Kelly, 1970), which allows people to examine their own thinking and constructions by comparing and contrasting individuals and concepts.

(...)

***Full text in publications***

## Exercises on communication

### 1. Exercises on the axioms of Watzlawick

#### Axiom 1

- **Activity A: Warming-up group conversation**

**GOAL**

Realising that you can not not communicate as a person and as a teacher; you are always influencing others

**ACTIVITY**

- Devide the students in small international groups. They have to talk 5 minutes upon cultural differences towards communication they have noticed during the Most-programme. Everyone is supposed to contribute to the conversation.
- One of the students within each group is assigned (without knowing of the other group members) not to communicate (verbally nor nonverbally) during the group conversation.
- Reflection: Ask the groups how the conversation succeeded and make the link to the first axiom.

**TIME: 10'**

- **Activity B: cartoon on axiom 1 (illustrated in the Most Handbook, theoretical chapter on communication)**

**GOAL**

Realising that you can not not communicate as a person and as a teacher; you are always influencing others

- **Activity C: imagination exercise or role play**

**GOAL**

Gaining insight in the fact you can not escape (the influences of) communication.

**ACTIVITY**

- Devide students in small groups. Each group portrays a situation in wich one sits in a room or space where they can't escape the chair he/she is sitting in (f.e.: on an air plane, in the doctor's waiting room,...). Next to him /her sits a person who really want to talk and doesn't give up to meet his need for a conversation. The first person really doesn't want to have a conversation. What are 4 possible reactions he/she can have as an answer to this unwanted situation?
- Reflection: Watzlawick distinguishes 4 possible reactions which are connected with the first axiom:
  - Accepting the conversation
  - Denying the conversation
  - Pretending you are not able to communicate
  - Simulating a symptom

(...) Full text in publications

## **2. Observation sheets**

### **2.1. Lesson Supervision Plan for Mentors**

**Student**

Name Student	
Nationality	
Subjects specialised in, year of education	

**Observer**

Name	
Department	

**Placement School**

Naam				
Country				
Section		Year		No. Of pupils

**Lesson**

Date	
Subject	
Topic	

## Competencies on Group Level

Being sensitive and responsive to students different ability level

▣ **ACTIVITY PLANNING**

Paying attention to material and mental preparation.

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▣ **IMPLEMENTATION**

Paying attention to:  
class management, mastery of subject content, organisation, creativity

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▣ **COMMUNICATION**

Paying attention to:  
Verbal and non-verbal communication, spoken and written language

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▣ **ASSESSMENT AND EVALUATION**

Paying attention to assessment techniques and reflection

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**Competencies on School Community Level**

▣ **COMMUNICATION**

Paying attention to cooperation with colleagues and openness for other views

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▣ **SCHOOL ORGANISATION**

Paying attention to participation in school life

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**Competencies on Society Level**

▣ **Educational System**

Paying attention to knowledge upon national curricula and culture

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<b>Date</b>	<b>Date</b>
Student's signature	Observer's signature



## **2.2. Observation Sheets for Pupils**

3.2.1. Version on lesson preparation and delivery

3.2.2. Version on communicative skills

3.2.3. Version on class management

3.2.4. Version on questioning and motivating skills

**Personal Information**

- Nationality:.....
- Age:.....
- School:.....
- Year and Main Subjects:.....
- Date:.....
- Topic European Lesson:.....
- Name Teacher European Lesson:.....

**Expectations towards the European lesson**

Within this part we would like to know what your expectations were towards the European lesson you attended. And whether the lesson met these expectations or not. Also we would like to know what effect these lesson had on your personal behavior, on your feelings and thoughts.

During the lesson you were perhaps thinking "what a boring lesson", or "how interesting!". Maybe you were staring through the window, looking to the clouds passing by. Or maybe your were listening with full attention to what the teacher was saying. Maybe you felt very bored or uncomfortable. You can write your ideas in the box below.

<p>1. These were my <b>expectations</b> towards the European lesson:</p>	
<p>2. This is <b>how I felt</b> during the lesson:</p> <p style="text-align: center; margin-top: 20px;">What did the teacher do to make you feel like that?</p>	
<p>3. This is what I was <b>thinking</b> during the lesson:</p> <p style="text-align: center; margin-top: 20px;">What did the teacher do to make you think that way?</p>	

<p><b>4. This was <b>my behavior</b> during the lesson:</b></p>  <p>What did the teacher do to make you behave like that?</p>	
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### Observation Sheet

In a traditional education context pupils are the ones being observed and evaluated. Within this part we would like to switch roles, because we know you also have an opinion upon what makes one a good teacher. In the table below you can give your opinion on how well the teacher was prepared and how he delivered the lesson<sup>1</sup>.

<b>On lesson preparation and delivery</b>	Y	N	I	Comment
Did the teacher capture your attention? How?				
Was the conclusion of the lesson transparent?				
Was the lesson tempo adequate? Not too slow nor too fast?				
Did the teacher use interesting resources? Give some examples:				
Did these resources help you to understand the lesson better?				
Did the teacher seem well prepared?				
Was the content of the lesson interesting?				
Was the lesson tuned into your experience world?				
Was the lesson tackled in a creative manner?				
Did the teacher give clear instructions?				
Did the teacher efficiently organise his lesson?				
Did the teacher prepare interesting activities?				
Was the tempo of the lesson adequate (not too slow or fast)?				

<sup>1</sup> Y = Yes

N = No

I = This is not an important quality of a good teacher.

**General comment**

- What makes this a good and interesting lesson for you?

.....  
.....  
.....

- What could the teacher do to make this lesson better?

.....  
.....  
.....

**What's your definition of a good teacher?**

Think of your best teacher in the school. Give the 5 most important qualities or characteristics which makes him or her your most remarkable teacher.

01.
02.
03.
04.
05.

**Thank you for answering these questions!**

**Personal Information**

- Nationality:.....
- Age:.....
- School:.....
- Year and Main Subjects:.....
- Date:.....
- Topic European Lesson:.....
- Name Teacher European Lesson:.....

**Expectations towards the European lesson**

Within this part we would like to know what your expectations were towards the European lesson you attended. And whether the lesson met these expectations or not. Also we would like to know what effect these lesson had on your personal behavior, on your feelings and thoughts.

During the lesson you were perhaps thinking “what a boring lesson”, or “how interesting!”. Maybe you were staring through the window, looking to the clouds passing by. Or maybe your were listening with full attention to what the teacher was saying. Maybe you felt very bored or uncomfortable. You can write your ideas in the box below.

<p>1. These were my <b>expectations</b> towards the European lesson:</p>	
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<p>3. This is what I was <b>thinking</b> during the lesson:</p> <p style="margin-top: 20px;">What did the teacher do to make you think that way?</p>	

<p><b>4. This was <b>my behavior</b> during the lesson:</b></p>   <p>What did the teacher do to make you behave like that?</p>	
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### Observation Sheet

In a traditional education context pupils are the ones being observed and evaluated. Within this part we would like to switch roles, because we know you also have an opinion upon what's a good teacher. In the table mentioned below you can give your opinion on how well you think the teacher managed the classroom<sup>2</sup>.

<b>On class management</b>	Y	N	I	Comment
Did all students cooperate during the lesson? Was everyone involved?				
Did the teacher react adequately when students were disruptive or misbehaved? What was the reaction of the teacher?				
Did the teacher immediately start his lesson, without losing time (searching for materials,...)?				
Was the teacher well organised?				
Did the teacher give clear instructions?				
Did the teacher efficiently organise his lesson?				
Did the teacher manage to engage you in the activities?				
Did the teacher establish a friendly relationship with the pupils?				
Did the teacher succeed to create a routine in class?				
Did the teacher clearly explain the activities and lesson content?				
Did the teacher promote positive behaviour in the classroom?				
Did the teacher arrange the furniture and equipment effectively? How?				
Did the different activities follow each other smoothly?				

<sup>2</sup> Y = Yes

N = No

I = This is not an important quality of a good teacher.

**General comment**

- What makes this a good and interesting lesson for you?

.....  
.....  
.....

- What could the teacher do to make this lesson better?

.....  
.....  
.....

**What's your definition of a good teacher?**

Think of your best teacher in the school. Give the 5 most important qualities or characteristics which makes him or her your most remarkable teacher.

01.
02.
03.
04.
05.

**Thank you for answering these questions!**

## Personal Information

- Nationality:.....
- Age:.....
- School:.....
- Year and Main Subjects:.....
- Date:.....
- Topic European Lesson:.....
- Name Teacher European Lesson:.....

## Expectations towards the European lesson

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<p>3. This is what I was <b>thinking</b> during the lesson:</p> <p>What did the teacher do to make you think that way?</p>	



<p><b>4. This was <b>my behavior</b> during the lesson:</b></p>    <p>What did the teacher do to make you behave like that?</p>	
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### Observation Sheet

In a traditional education context pupils are the ones being observed and evaluated. Within this part we would like to switch roles, because we know you also have an opinion upon what's a good teacher. In the table mentioned below you can give your opinion on how well you think the teacher communicated with the pupils in the class<sup>3</sup>.

<b>On communication</b>	Y	N	I	Comment
Did the teacher write accurately (faultless and clear)?				
Did the teacher speak adequately? (fluent and in good English)				
Did the teacher use nonverbal gestures? Which ones?				
Was the teacher always visible in the classroom?				
Did the teacher have eye contact with the students?				
Did the teacher use adequate facial expressions when he was communicating with the students?				
Was the teacher audible from all corners of the classroom?				
Did the teacher put enough variation in his/her tone of voice?				
Was the teacher mobile enough (= not static)?				
Did you always understand what the teacher was saying?				
Did the teacher act friendly and patient with the students?				
Was there a nice atmosphere in the classroom?				
Did the teacher use a clear pronunciation?				
Did the teacher deliver the lesson in a calm and open manner?				
Is the teacher a good listener?				

<sup>3</sup> Y = Yes

N = No

I = This is not an important quality of a good teacher.

Did the teacher invite you to ask questions?				
Did the teacher ask questions to all the students in the class?				
Did the teacher invite you to communicate?				
Or was he/she the only one talking all the time?				

### What's your definition of a good teacher?

Think of your best teacher in the school. Give the 5 most important qualities or characteristics which makes him or her your most remarkable teacher.

01.
02.
03.
04.
05.

**Thank you for answering these questions!**

**Personal Information**

- Nationality:.....
- Age:.....
- School:.....
- Year and Main Subjects:.....
- Date:.....
- Topic European Lesson:.....
- Name Teacher European Lesson:.....

**Expectations towards the European lesson**

Within this part we would like to know what your expectations were towards the European lesson you attended. And whether the lesson met these expectations or not. Also we would like to know what effect these lesson had on your personal behavior, on your feelings and thoughts.

During the lesson you were perhaps thinking “what a boring lesson”, or “how interesting!”. Maybe you were staring through the window, looking to the clouds passing by. Or maybe your were listening with full attention to what the teacher was saying. Maybe you felt very bored or uncomfortable. You can write your ideas in the box below.

<p>1. These were my <b>expectations</b> towards the European lesson:</p>	
<p>2. This is <b>how I felt</b> during the lesson:</p>          <p>What did the teacher do to make you feel like that?</p>	
<p>3. This is what I was <b>thinking</b> during the lesson:</p>          <p>What did the teacher do to make you think that way?</p>	

<p><b>4. This was <b>my behavior</b> during the lesson:</b></p>   <p>What did the teacher do to make you behave like that?</p>	
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### Observation Sheet

In a traditional education context pupils are the ones being observed and evaluated. Within this part we would like to switch roles, because we know you also have an opinion upon what's a good teacher. In the table mentioned below you can give your opinion on how well you think the teacher managed to motivate you<sup>4</sup>.

<b>On motivation and questions</b>	Y	N	I	Comment
Was the teacher enthusiastic and inspiring in the classroom?				
Did the teacher reinforce you positively (complement you) when you answered a question, when you cooperated,...? How?				
Did the teacher provide challenging and novel lesson contents and activities? Give an example:				
Did the teacher motivate you to cooperate? How?				
Did the teacher encourage pupils to speak out?				
Did the teacher encourage you to work together with other pupils?				
Did the teacher help you with your tasks and activities?				
Did the teacher punish someone who misbehaved? How?				
Did the teacher ask a lot of questions to the pupils?				
Did the teacher encourage you to ask questions?				
Did the teacher listen to your questions?				

<sup>4</sup> Y = Yes

N = No

I = This is not an important quality of a good teacher.

**General comment**

- What makes this a good and interesting lesson for you?

.....  
.....  
.....

- What could the teacher do to make this lesson better?

.....  
.....  
.....

**What's your definition of a good teacher?**

Think of your best teacher in the school. Give the 5 most important qualities or characteristics which makes him or her your most remarkable teacher.

01.
02.
03.
04.
05.

**Thank you for answering these questions!**

## **2.3. Classroom observation sheets for students observing teachers and teacher students**

# most

CLASSROOM OBSERVATION SHEETS  
FOR MOST STUDENTS  
OBSERVING TEACHERS AND PEERS

MOST PROJECT 2007

## Observer

Name	
Nationality	
Subjects specialised in, year of education	

## Teacher/peer observed

Name	
Nationality	

## Placement School

Name				
Country				
Section		Year		No. Of pupils

## Lesson

Date	
Subject	
Topic	

## Overall description

<ul style="list-style-type: none"> <li>Describe the context<sup>5</sup>.</li> </ul>	
<ul style="list-style-type: none"> <li>What did the teacher do?</li> </ul>	<ul style="list-style-type: none"> <li>What did the pupils do?</li> </ul>
<ul style="list-style-type: none"> <li>How do you think the teacher felt?</li> </ul>	<ul style="list-style-type: none"> <li>How do you think the pupils felt?</li> </ul>
<ul style="list-style-type: none"> <li>What do you think the teacher thought?</li> </ul>	<ul style="list-style-type: none"> <li>What do you think the pupils thought?</li> </ul>
<ul style="list-style-type: none"> <li>What do you think the teacher wanted?</li> </ul>	<ul style="list-style-type: none"> <li>What do you think the pupils wanted?</li> </ul>

<sup>5</sup> Examples are : maybe it's the last day of school before holidays or before the weekend. Or perhaps it's very hot in the classroom, or it's stormy weather. Maybe there aren't enough chairs and tables available; Or the students are very energetic after an exciting physical training lesson,...

## Competencies on Group Level

Is the teacher or the teacher student sensitive and responsive to students' different ability levels

### ▣ **ACTIVITY PLANNING**

Paying attention to material and mental preparation.

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### ▣ **IMPLEMENTATION**

Paying attention to:  
class management, mastery of subject content, organisation, creativity

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### ▣ **COMMUNICATION**

Paying attention to:  
Verbal and non-verbal communication, spoken and written language

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### ▣ **ASSESSMENT AND EVALUATION**

Paying attention to assessment techniques and reflection

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## Competencies on School Community Level

### ▣ **COMMUNICATION**

Paying attention to cooperation with colleagues and openness for other views

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## **2.4. Self-observation**

Self-observation exercises are part of your Professional Development Portfolio.

## **3. Assessment**

### **3.1. European Standard: a molecular model**

# European Standard for the Beginning Teacher

most

This document represents a European standard for teacher trainees, as developed through action research within the Most project. It consists out of all the competencies teacher trainees should have achieved to function as a beginning teacher within a European context.

The standard is presented as a molecule, consisting out of 3 surrounding atoms, connected by one core atom. The three surrounding atoms represent three domains of competencies:

- **GROUP LEVEL**
- **SCHOOL COMMUNITY LEVEL**
- **SOCIETY LEVEL**

Full text and figures in publication

## **3.2. Assessment document for mentors**

## ASSESSMENT DOCUMENT MOST-PROJECT 2007

Name Practise School: \_\_\_\_\_  
 Adres school: \_\_\_\_\_  
 Name student: \_\_\_\_\_  
 Host country: \_\_\_\_\_  
 Mentor Practise School: \_\_\_\_\_

This is an assessment document indicating what the students should have achieved to function as a beginning teacher within a European context. This document is based on the standard, as developed through action research within the Most-programme.

The standard is presented as a molecule, consisting out of 3 surrounding atoms, connected by one core atom. The three surrounding atoms represent three domains of competencies:

- GROUP LEVEL
- SCHOOL COMMUNITY LEVEL
- SOCIETY LEVEL

(...)

The molecular model of the standard: a miniature version

The molecular model of the

## GROUP LEVEL:

to be sensitive and responsive to students different ability level

### Strengths and Targets for Reflection & Development

<b>ACTIVITY PLANNING</b>	Y	N	I
<input type="text"/>			
<b>IMPLEMENTATION</b>	Y	N	I
<input type="text"/>			
<b>COMMUNICATION</b>	Y	N	I
<input type="text"/>			
<b>ASSESSMENT AND EVALUATION</b>	Y	N	I
<input type="text"/>			

## SCHOOL COMMUNITY LEVEL

<b>COMMUNICATION</b>	Y	N	I
<input type="text"/>			
<b>SCHOOL ORGANISATION</b>	Y	N	I
<input type="text"/>			

## SOCIETY LEVEL

<b>EDUCATIONAL SYSTEM</b>	Y	N	I
<input type="text"/>			
<input type="text"/>			

### Other General Comments

Five horizontal lines for writing, enclosed in a rectangular box.

Name and Signature Assessor:

Date:



### 3.3. Portfolio

## Your Professional Development Portfolio

### Why a portfolio?

There are many theoretical and practical reasons why portfolios are being used in a range of contexts like in education, nursing and management. They are also being used for a variety of purposes like professional development and achievement. One of the reasons being that there has been dissatisfaction with assessment procedures derived from a quantitative tradition (Klenowski, 2002). It is argued that portfolio use for assessment and learning offers the opportunity to redress the imbalance caused by testing and mechanistic and technicist conceptualisations of curriculum and assessment. The use of portfolios for a range of purposes has the potential to make more explicit the important relationship between curriculum, assessment and pedagogy. Shepard(2000) and Looney(2000) have stressed the need to build a symbiosis between curriculum and assessment policy that is reflected in pedagogical practice. The use of the portfolio offers

Te opportunity for the realisation of this vital integration of assessment with curriculum development. The use of portfolios has become a *sine qua non* in teacher education programmes mainly with the aim to the development of important skills such as reflection, self-evaluation and critical analysis.

### ***Full text in publications***

## 4. Experiences from the past

### 4.1. Reflective Journal

*By Bengt Söderhäll*

In this article you can find some reflections upon the exchange programme by pupils in year seven at Älvboda Friskola and students teachers in the MOST-Comenius project 2006.

#### **Two Small Talks**

Two of our visiting teachers from Lithuania, Spain and Belgium work together with four pupils. One of the teachers is observing and taking notes, the other is leading the talk. Change roles and groups at lesson two.

Monday 20<sup>th</sup> (10.00-10.40) and Thursday 23d of February (10.00-10.40)

*Suggested topics for the visiting teachers*

- Where you live?
- How you live?
- With whom you live
- Interests
- School experiences
- Favourite subjects
- Ideas for the future

*Suggested questions for the pupils*

Please try to find out and take notes about the visiting teachers:

- Where they come from
- About their families
- Their interests
- Why they are becoming teachers
- What they think is the most important skill a teacher needs
- What they think about Sweden (food, snow, people, prices, our school...)

#### **1.2.5. Comments on "Two Small Talks"**

At the seminar after the second round of "Two Small Talks" in class seven at Älvboda, we decided that the eleven of us (Liselot, Jan and Maarten from Gent, Lina, Veronika and Jurgita from Vilnius, Rosa, Elisa, Tere and Daniel from Barcelona and Bengt from Gävle) should write down thoughts about the two talk in the class. The texts produced are to be collected in one document as an example of a starting didactic research

the following was presented to the visiting teachers.

- a) A tiny little model: Didactic construction, with origin in a seminar among teachers of social science
- b) *We argue*, a text cut from a book written by the members of the teachers in 'didaktik' at the University of Sweden, a text where didactic research is in focus
- c) ...on a scale, a personal tool presented by the tutor as an example of a way to understand practical teaching-learning situations (see below).

## Comments

*Lina:*

Talk one

I worked with Liselote and for the first time we had four pupils. As there was a paper given, children usually asked questions from it. And we also followed the written example.

I was the first speaker.

I introduced myself and then every time I used to wait for the question from children. I wanted them all to speak, so I requested each one to ask me a question. The plan worked only at the beginning, because later on children forgot my request. One girl was the most active and children used to ask her help when they wanted certain word. Adam was not very active at the beginning, but later on, when they heard unknown word, it was he, who found it and proudly announced to others 😊

Children began to take notes about the facts they asked me, because they could be asked to tell what they found out during our talk.

Well, in my opinion, the talk wasn't very good, because on the whole we simply followed the plan we were given. Of course the very first talk makes you feel a bit nervous, but it was better to take initiatives, i.e. the beginning could be as in written form, but the 'body' ... I think, the successful talk would end talking about completely different things than in the list – this would show that children were really interested in what we did and wanted to know more than simply those facts. Another factor is the language factor – maybe they were interested, but were afraid to ask. Maybe. The fact is that I don't have enough practice to use a variety of methods during the first talk. I'm a child as well.

Another point of should come from Liselote 😊

Talk two

The model of the second meeting was the same as in the first time.

Liselote was the speaker.

I loved than talk, because I sincerely believe that the best way to approach children is through senses and feelings. Liselote was really good for her humour / she constantly interrupted her speech with short anecdotes which awakened one or another child which was about to do day dreaming.

As we had the same group, there remained the same active children. Liselote addressed to each one asking question about him/her. It is really important to try them to feel better and in the light of popularity 😊

But what seemed not very good was that she showed that it was not interesting to her to talk. I understand that talking sometimes is tiring, but children shouldn't feel that, because I think that they should see that teacher believes in what she does. This is highly motivating. Beside this, if you play with children, you shouldn't show your disinterest / it demotivates and lowers your image in the eyes of children (this is also from my own experience). But that's it.

I am still on my own research due to the impact of feelings towards children memorizing and learning.

*Rosa: (in brackets notes on other lessons than "Two Small Talks")*

For my teaching lessons I worked together with Marten. For the first lesson we introduced ourselves to the students but make no references to our countries more than where we come from. We planned to do a "storm of ideas" consisting on asking each student what word came to his/ her mind when thinking about Spain or Belgium. We were taking notes on the words and then talk about them. We use an atlas to situate both countries and then we compare on the lifestyle of each country. We were talking about music, food, free-time, etc.

I think the students had a good reaction because they show interest by making questions and trying to explain their opinions and helping Marten and me to compare the Spanish and Belgium lifestyle to the Swedish one. For me it was very important not only talking

about our own countries if not involving them in the talk by allowing them to explain and be an active part on the conversations. We tried not to make a magisterial lesson if not letting the students to feel important by showing interest not only in their own country if not also in their own activities. Each student was willing to his/her turn to explain of its weekends and free-time and they were also asking for our own activities and leisure.

As they showed so much interest in our own countries we said them we will bring them some music and some photos of Spain just to show them what we had been talking about.

On the next lesson Marten prepared some songs of his own country and I prepared a power-point presentation about Spain and especially about my city Barcelona. As they showed interest about food and culture moreover than free-time, the power point was plenty of photographs, as my idea was not to fill it with so much text that bored them if not some images just to comment on them. We started with the power point and were making some comments on the photos we were seeing, as for the food we talk about ingredients and the way of cooking them; for culture and free-time we show some pictures of famous Spanish singers and actors, actresses, etc. so we have a nice chat on music and movies, which in my opinion is one of the topics students at their age like to talk about. Moreover, Marten had promise them to bring some Belgium chocolate and we were enjoying some nice chocolate during the lesson. To finish this second lesson we put some Belgium and Spanish songs just for letting them know about different types of music.

Concretely on this second lesson I had the impression that time had run too quickly and the students had the same impression because we could have expended so many time talking and listening about the different music and seeing the pictures that it was a pity not having more time on that lesson.

For me the important issue of these lessons was to catch our students interest and be able to let them to express their own opinions and ideas. As the lessons were on the English subject we thought of not making them lessons of grammar or this kind of stuff that for us is not too much relevant if not working on the conversational skills just to allow them to communicate, what it is for us the purpose of the language.

(For the rest of my lessons I was with the teacher of special needs imparting English and with the teacher of Spanish.

For the lessons on the English subject I had a group of 4 girls aged between 12 and 13. I introduced myself and then they made me questions. It was important for me that they feel free to ask me personal questions and I thought it was nice if they feel free to have an amiable talk with me. On the same purpose of improving communicative skills and having notice they were interested in girls conversations I directed the conversation on a girlish spoke, so I can say we have a friendly and a nice talk.

At the beginning they need lot of translation to the Swedish but towards the end of the conversation they were capable to understand more and capable to utter a higher number of sentences in English.

For my other English lesson, I had 2 boys and 2 girls aged about 9 or 10. They were fascinated of hearing I was from another country so they made lots of questions. I used the "storms of ideas" and after making a list of words related to what they thought it was Spain each student had to invent a sentence. As they were quite a moved boys and girls I asked each of them to write the sentence on the blackboard, and at the end of the lesson we had a nice blackboard plenty of sentences in English and I feel the students were very proud of reading aloud to their teacher what they have written on.

On the next lesson I had to do in English we ask the teacher of special needs to stay in the class with the rest of the group so me and Elisa passed our power-point of Spain to the students. This group also enjoyed the presentation very much.

Related to the Spanish lessons I worked together with Elisa, Tere and Dani. As the students were having lessons of reinforce to the exam they were suppose to do at the next day, we ask the teacher for the contents of the exam and the we split them in little groups and made a kind of quiz just to revise the contents. As we do not speak Swedish I think it was interesting the fact that they need to make the effort to address us in Spanish.

As far as I am concerned, in my opinion we have had a nice welcoming on the school not only by the other teachers if not by the students. The fact of having foreign teachers has increased their curiosity and for me it has ended up by lots on nice interactive situations, what is the purpose of the school.

If I had to do it again I think I would use the same methodology because I always tried to encourage my students to speak and share as much I ideas as possible. So, with these lessons imparted with foreign teachers we have been able to use language and communication a lot.)

*Jurgita:*

During the first lesson we tried to encourage pupils to activate their English vocabulary. I and Eliza were telling about our countries, our history, culture, traditions, national food, sports, etc. For example, while telling about sport we asked children to tell something about their favorite kinds of sport or most popular sports in Sweden. Of course it took time for them to gain courage to speak out, they were very shy at the beginning, but later they were more active and brave. We tried to interest them using pictures, a map, body language and mimics and you could notice that they were so much exited and inspired. I and Eliza tried to move dinamicly from one theme to another exchanging as much experiences as possible often asking if children understand, can follow movement of the fought. it was grate when Eliza explained the word 'peninsula' using her nose as an example. children liked it. Especially children were involved at the end of the lesson when we were talking about hobbys and free time. A minus for that lesson was that forgot about time. And we were short of time, the lesson ended too soon for us. And one more thing was that at the beginning children were very shy and silent, just observing us with curiosity, so I and Eliza talked too much, I think. We could let children talk more than we. So for the next lesson we tried to make some planning work to organize the lesson properly. During the Second lesson children were much more active. They told us about their country and themselves more because they already knew us. They tried to find words in English tried explain their national food and they were working in group for that. They took the initiative and find the map explaining us what places we should visit in Sweden! Another nice thing was that they found a dictionary for a word they didn't know. Also, they asked Kristina for a name of a dish in English. It was grate because pupils really were active and they tried hard to explain us different things. One boy, Mikel, wasn't so active, but he always answered a question if you ask. So we tried to ask him more things and involve him in a game we played. The goal of the game was to tell as mush things about Lithuania, Sweden and Spain as possible. so we made two groups: children against us. And they won. because they remembered a lot from previous lesson! (E.G. the currency in Spain before euros ( pesceta) or how we prepare Lithuanian national dish.) It was nice. The minus of the lesson was that we had to skip our plan of the lesson we had prepared before. But it was a plus also. because we need to react to the situation.

*Maarten*

#### Lesson 1

The first real experiment we did during our teaching time in Älvboda, was a intimate teacher-student talk in small groups of 2 teachers and about 5 students. My fellow teacher was Rosa, a member of the Spanish MOST-team.

Before the lesson, Rosa and I discussed about how we were going to handle this talk with the students, and we came to an agreement to do things a bit different then what was planned. Instead of one teacher talking, and the other taking notes, we decided to both talk, and afterwards reflect together about how things went.

We started the lesson by doing a brainstorm about our countries. One of the first things that were obvious, is that the students knew a lot less about Belgium then about Spain, I would have a lot of work to do. By starting the lesson by letting the students feel how much they knew, we succeeded in making them curious about the rest of the talk. After the short brainstorm, Rosa and I took turns in talking about our country. First we started by what they'd already mentioned, but soon after that, we started talking about more general things.

I felt that Rosa and I were a good duo, we were good in working together, completing things, and we both had a good idea of where we were going with the conversation.

In the beginning however, the students were a bit shy, and we noticed that we were doing most of the talking. When we then switched to asking what the students interests were, how things happened in their country, the became a bit more talkative. We talked about various things, such as their hobbies, sports, music,...we also mentioned things we ourselves liked.

During this conversation, we noticed that the students were more interested in these aspects of our countries then the general things. So we promised them to bring music the next lesson, and maybe even to do some salsa-dancing!

At the end of the lesson Rosa and I were both satisfied about the result, because we both felt that we had caught the students attention, and that they had spoken a fair bit of English. And what was maybe even nicer, was that when one student couldn't find a word, the others were very helpful.

#### Lesson 2

Rosa and I felt eager to teach the next lesson to this group of students, during the week, some students of "our" group had already asked us when we were coming back, so we were both very motivated to start a new conversation.

For this lesson, we both prepared a few things, Rosa made a nice powerpoint about Spain, and I looked for some "Belgian" music, and took along a little surprise..

The lesson was in a nicer location then the last time, instead of having to sit in a noisy dining room, we found a cosy little room for ourselves. Another thing was different, we had a visitor, none other then Theresa from the University of Gävle.

We started the lesson with the sad announced that we couldn't do the Salsa-dance, Rosa had made a nasty fall that morning. But that couldn't prevent us from having a nice talk. We started with the powerpoint, and what was nice this time, is that Theresa also joined the talk, she could express some things about Sweden that were not only new for us, but also for the students. This way, the students seemed even more interested, because I think they felt a little "privileged" to have this new person to join them.

Maybe that was also caused by the fact that after Rosa's talk about Spanish food, I handed out some typical Belgian food, chocolate. After this, Rosa and I both talked a bit more about our countries, and the students an Theresa learned us some new things about Sweden.

At the end of the lesson, we listened to music, both Spanish and Belgian. time unfortunately, has the nasty habit of going fast when you're enjoying yourself, so we couldn't listen to all the music, and we all had the feeling that we had to stop too early.

After this lesson, Rosa and I were pleased that the students had been very interested, and we felt good about that. What we did notice, was that in our enthusiasm, we both spoke a bit more about our countries than the last time. This way the students spoke a bit less English. But on the other hand, being able to listen and understand is also an important thing in learning a language.

I very much look forward to another talk with the students, and hope to find out more about them, and by doing that, get them to speak even more English.

### Liselot:

First

talk

When we were asked to talk about our country in small groups, I was enthusiastic from the beginning. When we teach during our teaching practice in Belgium, we never get the opportunity to have face-to-face talks, because we have to make sure that the whole class is involved. This time we only had four pupils for two student-teachers. This is a luxury, certainly for a language teacher, because the most important thing to learn a foreign language is hearing it and speaking it. Of course the other two language skills, reading and writing cannot be neglected during the traditional lessons, but this time the focus would be on the active use of a language that is not the mother tongue. An ideal situation if you ask me, because the pupils didn't understand our mother tongue so they were forced to speak English to make themselves clear. For this assignment I worked together with Linna, my Lithuanian MOST-colleague. I asked her how we were going to do this task, together or by taking parts. She suggested to go first, because she was a little bit nervous and she didn't want this nervousity for another week. This was fine by me. Because she didn't feel at ease from the start, I helped her a little by introducing us briefly to the pupils. I asked for their names as well, because I wanted them to feel involved in this conversation and because I prefer addressing people by their name. Linna decided that she didn't want to tell things herself. She wanted to be sure that the pupils were interested, so after having asked for the knowledge they already have about Lithuania, she suggested that they could ask questions. In this situation I thought it was a good idea. Normally I think it can be asked too much from pupils that you don't really know, because you let them take the initiative when they still have to conquer their shyness. In this case it was okay, because the pupils got exemplary questions they could ask. You could even feel that after a while they got into it, because they started to ask for more details on the questions and to take notes, without Linna mentioning it. I can say that my Lithuanian friend did a good job. I could see that she made a big effort to get over her timidity and to look open and enthusiastic. Of course the pupils didn't really know her, so sometimes they reacted a little bit strange or quiet to her. I think this had to do with the fact that Linna was a little bit afraid of the new situation; it made her look serious.

After the talk we told the pupils that I was going to speak about Belgium the next week. They said they were looking forward to it, so I think they enjoyed our talk.

Second

talk

One week later Linna and I switched roles. I was happy, because sometimes I have the teacher-disease. It's hard to be quiet and listen the whole time while I want to tell a lot of things. It was also good that we didn't have to swap groups. First of all because then you could have the bad luck that your new group heard already the most important things about your country and nothing about a new country. But to me the second and also the main reason would be that I couldn't speak anymore to the pupils I got to know a little better and to whom I promised to tell more about Belgium the next lesson. What the pupils are concerned the second talk went already smoother than the first one.



They got to know us as well and they figured out that they didn't had to be afraid to speak English. During the previous talk they realised that their English was better than they had expected and that they could really express themselves, if not on their own, with the help of friends. So they were more talkative than the other time. I prepared a few things I could tell them about our small country, but I didn't want to play a tour guide, so I didn't prepare the different themes too detailed. As an introduction I took an atlas that I saw at that moment and asked Adam to point out where Belgium and Sweden are situated. He could do this without too much trouble. This broke the ice. I started to give a little bit of general information about Belgium. In the beginning I sometimes asked if they understood or made them paraphrase to check. At the same time it started raining outside. I said they had the luck to see the real Belgian weather I brought. They laughed and asked if it was really that bad. I liked this, because we left the instruction-information path and started walking on the conversation path. I asked the pupils about their country as well. I knew already some things about Sweden, and I could see that they were surprised and eager to tell me more. Because of my curious nature I also asked for their daily life. I asked for their habits, their favorite food and their hobbies. What started as small talk, went on as a more personal conversation. The good thing about this is that the pupils didn't need to search for content. They also wanted to tell a lot about their own life, so they really were looking for English words to make sure that we understood everything. I think we all had a nice talk. The pupils asked for our e-mailaddresses to stay in touch. Time really flew. Before we knew all the other international students were back in the class as well and we sang a song together to end this transnational conversation.

*Elisa:*

First talk

I remembered that on Monday I was a little bit nervous because it was the first class that I took in the Älvboda School. But it was a good idea to do it with another colleague; in my case she was Jurgita.

The first idea was that one of us started to explain different topics about our country and ourselves to the students, while the other saw the lesson and took some notes. However, we decided to change the suggested idea and to personalize it little bit more. We did this by doing the talk together on the same day.

We introduced ourselves and we asked for the students' names. Then we started speaking about our countries and we used a map to show them where they are. We asked them to point out Lithuania and Spain and the students had more problems to point Lithuania. After that we explained some history about our countries and some topics the students were interested in.

On the one hand we have the positive things that the students, Jurgita and I did. The students were interested in the conversation, they looked as if they wanted to know more things about us.

Jurgita and I were so happy explaining our countries and life so the students could feel our passion and in my opinion we got them motivated. We were patient and we spoke slowly, repeating the most important things and asking them to see if they understood it.

On the other hand we have the negatives ones, but I prefer to say aspects that we can improve. As I said before, we were so delighted to speak about our countries that we forgot that the best way to learn a language is speaking and not only listening. So the problem was that Jurgita and I were speaking a lot (almost fighting to speak). However we tried that the students spoke but the problem was that they were so shy, and they didn't want to speak.

What we decided to change in the second talk was to create a bi-directional conversation where the students feel comfortable to speak with us and explain to us their country. So we also believed that the best way to do this was to repeat the experience with the same group.

#### Second talk

When we spoke to each other about how the first talk was, we realized that we needed to find the way to allow the students to talk with us. So we tried that they explained something about Sweden to us because we didn't know so much and we want to learn as much as possible.

We invented a game to play with our students. All of us were players and we created two teams. One team were the students and they represent Sweden and the other team were Jurgita and me, who represent Lithuania and Spain. The rule of the game was that the students had to say something that they learned about Lithuania or Spain to win a point. Then Jurgita and I said something about Sweden and they told us if it is correct or not and why.

During the game appeared a lot of information that we told them in the first talk, so they demonstrated that they were paying attention. We got our objective because they spoke much more and they explained to us different interesting things about Sweden.

Furthermore the students took a dictionary for themselves without us saying anything and they used it together when they didn't understand an English word. For me it was a surprise because in Spain the students don't use it so much and sometimes they are lazy to take it.

Nevertheless something that could be improved is to have more activities planned. Because when we finished the game we didn't know what to do for a moment. Sometimes you plan some activities but they become longer or shorter depending on the situation.

To summarize this experience was positive and useful for the students and for us.

#### *Obstacles for learning noticed or suggested:*

Shyness

Missing some words

Insecure in the new situation

Passivity according to more initiative from others

Spokesperson take over the English, translates from Swedish

#### *Special qualities observed:*

Willingness to and good cooperate with each other and visiting teachers

Took initiative in the talks

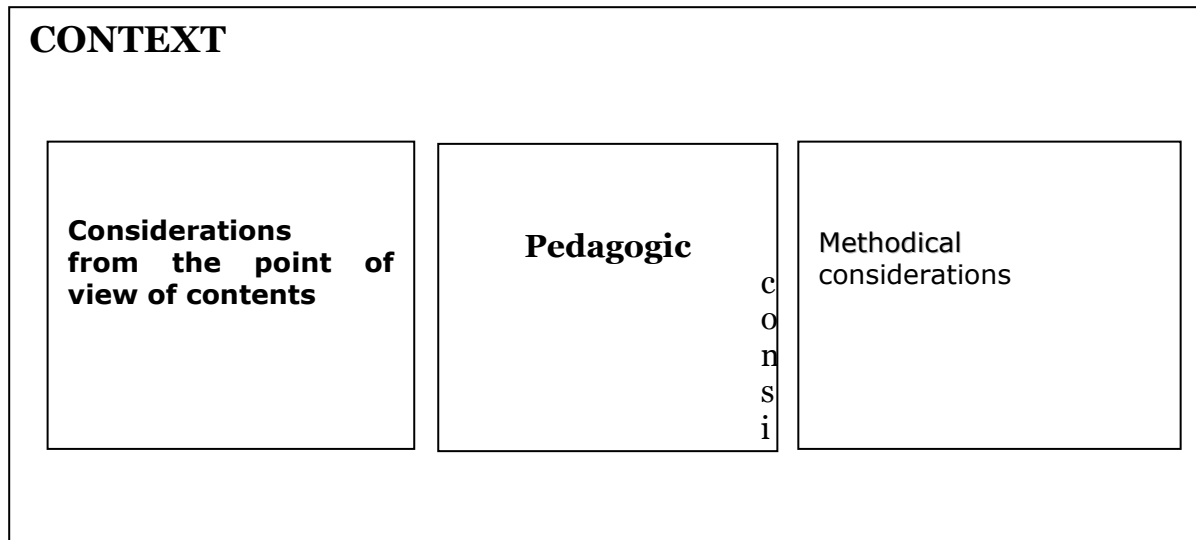
Fetches books and other things needed without hesitation, in a natural way – no need for instruction on this

High motivation obvious in the groups

Good self confidence

a)  
**Didactic construction**

A tiny little model



b)

**We argue /.../ that there is a need for qualitative intensive studies within the complex didactic domain of research, where it constantly is shown impossible or problematic to make generalizing conclusions.**

**Didactic approaches to problems concerning teaching – learning are always *complex, contextually bound* and furthermore *historically formed*, which make intensive studies necessary.**

Gerhard Arfwedson (ed) (2002) *Mellan praktik och teori*, Stockholm p 7

c)

**ON A SCALE...**

learning-----teaching  
 assessing-----generating  
 right-----more  
 discursive-----intuitive  
 encyclopedic-----exemplary  
 -----criticism-----  
 declaring and confirming-----questioning and talking  
 individual/*intrapersonal*-----collective/*interpersonal*

**instruction-----construction**

**static-----dynamic**

**education-----Bildung**

**qualified-----qualifying**

**-----relation-----**

**-----communication-----**

**general-----unique**

I wrote a little letter to the ten visiting teachers in late May, asking of them to write down some words about what they thought about the Two Small Talks in retrospective. Knowing that their schedules were more than full, due to exams, practice and work on papers, I got three comments as follows:

*Maarten:*

Teaching in Sweden, looking back

After a very busy period here in Belgium, it feels good to think back at the time in spent in Gävle. Sometimes it feels as if it all was just a dream, a reverie, it all went by so fast, and now only memories remain. Very nice memories however. The time I was in Sweden definitely was the greatest experience during my teacher training. Not only because it was in Sweden, but also, maybe especially because of the people I met there. During the short time in Sweden I also learned a lot about teaching, more than I could have learned by staying in Belgium.

One of the things that contributed to that learning-experience, was the experiment in Kristina's class in Älvboda. What started out as an experiment turned out to be the key-teaching experiment of the MOSTers. Most of the time we were all teaching different subjects, but this was something we all did together.

The object of those little moments was to have a talk with a small number of students and two teachers. We had a few of those talks, and this way we got to know more about the students, and they got to know more about us. Another good thing about teaching the same little group, is that the students felt more at ease with us. Because of this, they dared to speak more English, and really communicate with us. We could feel the children's confidence grow, and they could certainly feel it as well.

At the time it felt as a nice way to talk to the children, and to get them to talk English. But when I look back at it, after having thought more English here in Belgium as well, I feel that we might have reached even more. Compared to the classic way of teaching, we were able to reach the children on a much better level. We talked English, because there simply wasn't another way for us to communicate. This way, the Swedish students could feel the practical use of the English language. They could also feel that their knowledge of English already was fairly well. Because, after all, they learned a lot about us during those small moments.

I can say that this changed my ideas of teaching English. I experienced the importance of real communication, and not just simple exercises. I really tried to use this during my lessons in Belgium. Something else that has changed, is that I try to make the children feel that they are able to speak and understand English, often more than they realise. By experiencing success, they are motivated to learn more English.

As a conclusion, I might say that something that started out as a small experiment turned out to leave a huge impression both on myself, and most likely on the students as well. The experiment in Älvboda, and the time in Sweden has become a source of

inspiration for what I do here in Belgium. It has helped me not only during my teacher training in Belgium, but also was a help in other decisions I had to make.

*Lieselot:*

Nice to hear from you again. On one hand it looks like it has been ages, on the otherhand it looks like it was just yesterday. The weather in Belgium is not that splendid either, it has been raining for several days, but the Belgian students are so busy for school (again :-)) that we don't have the time to sunbathe or complain about that anyway.

A few weeks after we came home from Sweden, we had our five week during teacher training period here in Belgium. From friends and teachers in Belgium I heard that they could feel our experience abroad. They all said that they felt new energy, a lot of enthusiasm and a broader view on things. For myself I felt that my energy level was totally reloaded and that I really felt like teaching again. The yellow book and the classes at Kristina really contributed to this. What that last is concerned I tried to work in the same direction during my teacher training practice. But it wasn't always possible. I could sense that the pupils enjoy this fresh way of dialogue, instead of having one leader in the class. They are enthusiastic and without realising it hundred percent, using a language that is not their mother tongue didn't seem to be a problem anymore. Nevertheless, this casual talk wasn't always possible. Actually it was only at rare opportunities that i could try it. I taught in a multicultural school in Antwerp that suffers from a lot of (negative) tensions. Most of the pupils have psychological problems and need a strict, structured and disciplined way of teaching. We also need to work with a curriculum in Belgium. This is so strict that you don't have much free time to experiment, how sad that may be. And on top of that all, you are the trainee, so we needed to stick to some rules, in order to give all the lesson material that our mentors provided. Although i could feel the positive vibes in Kristina's class those days, i think putting it in to practice here in Belgium will have to wait until we have our 'own' classgroups. To be continued, i would say. That's all for now, back to studying for exams.

*Lina:*

Hello the eleventh MOSTer under the Northern sky :)

In Lithuania it is already a middle of the spring and the trees are blossoming everywhere - beautiful and fragrant...

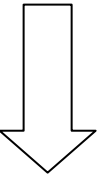
As for me and I am trying to graduate my University... passing exam after exam... therefore absent-minded for the rest of the world :)

If speaking truly, I could not acclimatise to my University's atmosphere after I had seen your school system. Chaos in my mind. I am a bit confused about what should I do in future, so I decided to continue studying. I hope to enroll to another University to widen my scope of thinking.

Anyway, I remember those classes - they were a great boost in my foreign teacher career :) There I cooperated with children, we did some thinking together to achieve our own goals. The tips - those lists - were helpful, indeed, to break the walls of silence between us and children and eventually we became a team. I liked that.

During those weeks I understood, that the learning goals are the same as the teaching goals and to reach them not the separate sides are needed, but a team - a teacher and his/her children. Then the results will be maximums or even more

## CHECKLIST: TASKS and DOCUMENTS for MOST PARTICIPANTS

<b>LESSON OBSERVATION</b>	<b>ASSESSMENT</b>	<b>LESSON PREPARATION</b>	<b>OTHER EXERCISES</b>	<b>COMPARATIVE EXERCISES AND ANALYSIS</b>
<p><b>OBSERVATIONS BY MOST- STUDENTS</b></p> <ul style="list-style-type: none"> <li>▪ <b>PEER OBSERVATION</b></li> <li>⇒ Students will observe each other during the practice period (lessons and/or micro-teaching)</li> <li>⇒ For these observation sessions they use the template <b>"classroom observation sheet"</b></li> <li>▪ <b>OBSERVATION OF LOCAL TEACHERS IN SCHOOLS</b></li> <li>⇒ Students will observe lessons of teachers in the local schools</li> <li>⇒ For these observation sessions they also use the template <b>"classroom observation sheet"</b></li> </ul>	<p><b>ASSESSMENT BY MENTOR</b></p> <ul style="list-style-type: none"> <li>• Students will be assessed by mentors or teacher educators on their work during the five weeks, on the basis of the criteria mentioned in the European standard.</li> <li>• For this issue assessing mentors or teacher educators will use <b>the assessment document</b>, as developed within the Most Project.</li> <li>• This document is presented within the Most handbook and can be found on the Dokeos platform.</li> </ul>	<p><b>BY MOST STUDENTS</b></p> <ul style="list-style-type: none"> <li>• Students prepare all lessons <b>using the Lesson Template</b>, as proposed within the Most Project</li> <li>• This template can be found within the Most Handbook and on Dokeos.</li> <li>• All lesson preparations need to be delivered digitally on the Dokeos-Platform</li> <li>• The guidelines to fill in these lesson templates are to be found in the article of Sara Figueras (as presented in the handbook).</li> </ul>	<p><b>VISUALISATION EXERCISE</b></p> <ul style="list-style-type: none"> <li>▪ <b>BY STUDENTS</b></li> <li>⇒ Same as last year, students in the programme will make the visualisation exercise</li> <li>▪ <b>BY PUPILS</b></li> <li>⇒ This exercise can be found on the observation sheets for pupils</li> </ul>	<p><b>OF</b></p> <ul style="list-style-type: none"> <li>• <b>NATIONAL STANDARDS</b></li> <li>• <b>DIFFERENT OBSERVATIONS</b></li> <li>• <b>STREET INTERVIEWS</b></li> <li>• <b>VISUALISATION EXERCISES</b></li> </ul> <div style="text-align: center; margin: 20px 0;">  </div> <p style="text-align: center;"><b>DEVELOPMENT OF EUROPEAN STANDARD</b></p>

<p><b>OBSERVATION BY PUPILS</b></p> <p>⇒ Pupils will observe lessons of MOST-students teaching in the local school</p> <p>⇒ Pupils fill in the fixed observation sheet</p> <p>⇒ (IF THE PUPILS ARE VERY YOUNG, PLEASE LET THE MOST STUDENTS TRANSLATE IN THE NATIVE LANGUAGE OF PUPILS!)</p>	<p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>Students in the Most exchange programme each week fill in their personal portfolio.</li> </ul>		<p><b>STREET INTERVIEWS</b></p> <p>⇒ (not obligated, but recommended)</p>	
<p><b>LESSON SUPERVISION BY MENTORS OR TEACHER EDUCATORS</b></p> <p>⇒ To give students feedback on a lesson, supervisors fill in the fixed lesson supervision form</p>				
<p><b>SELF-OBSERVATION</b></p> <p>⇒ Trough exercises mentioned in the portfolio</p>				
<p><b>DELIVERY ON DOKEOS</b></p>				

THE WEEK AFTER THE PROGRAMME ALL DOCUMENTS, listed above, SHOULD BE DELIVERED DIGITALLY ON DOKEOS.  
MORE PRACTICAL DETAILS FOLLOW LATER.



