TEACHER EDUCATION MODULES
2023

PRE-SERVICE TEACHER TRAINING
IN-SERVICE TEACHER TRAINING

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Karenni Education Department
"Education For the Progress of People"

Organized by:	Financially supported by:	Technically Supported by:

In-Service and Pre-Service Teacher Education Modules for Seh Theh Foundation

Background

The Thinking Classroom Foundation (TCF) together with the Karenni Education Department (KnED) joined the General Teacher Training Module Development Workshop organized by the Seh Theh Foundation at Nai Soi, Mae Hong Son Province on 16-18 August 2023. On the first day, the training team in Karenni refugee camps and the training team of Seh Theh Foundation presented their current training modules and challenges they had faced. The participants reviewed and discussed on these modules.

On the second day, the TCF team provided their suggestions on in-service and pre-service teacher education modules. On the third day, TCF has agreed to develop a six-day training module for in-service teachers in Karenni State and Karenni refugee camps, and a three-month teacher education module for newly recruited pre-service teachers. TCF will also provide TOT workshops for the trainers of in-service teacher education and lecturers of pre-service teacher education.

Six-day In-service Teacher Education Module

The six-day in-service teacher education module is intended for primary and secondary school teachers working at the schools in Karenni State and Karenni refugee camps. The module is mainly focused on active learning and critical thinking teaching strategies, lesson planning and assessment methods for all subject teachers. This module is necessary for teachers to implement competency-based curriculum which is new for teachers in Karenni State as well as the whole Myanmar. The TCF team agreed to provide a 'training of trainers' workshop for the Karenni teacher trainers in November 2023.

The six-day (36 hours) In-service Teacher Education Module includes:

- Introduction to Active Learning and Critical Thinking
- Reading Strategies
- Questioning Strategies
- Teaching Poems
- Teaching Children Literature
- Teaching Social Studies
- Teaching Sciences
- Teaching Mathematics
- Investigative Learning
- Cooperative Learning
- Integrated Teaching
- Writing Workshop
- Lesson Planning
- Assessment

Six-day In-service Teacher Education Timetable

Place: _____

Date: _____

Trainers: _____

	9:00-10:30	11:00-12:30	13:30-15:00	15:00-16:00
Day 1	Introduction Active Learning and Critical Thinking	Reading Strategy INSERT (Sea Turtle) ERR Framework	Questioning Strategy Cubing (First Grader) Bloom's Taxonomy	Recap
Day 2	Teaching Poem Duel Entry Diary (Children Poem)	Children Literature Prediction Chart (Iven and the Seal Skin)	Children Literature Role Play (Three Billy Goats)	Recap
Day 3	Teaching Social Studies Investigative Learning		Writing Workshop RAFT Strategy	Recap
Day 4	Cooperative Learning Jigsaw 1 or 2 (Halloween or Corn)		Teaching Mathematics Geometry Walk Target Number	Recap

Day 5	Integrated Teaching Investigative Learning (Biodiversity)		Teaching English Poem Cinquains	Recap
Day 6	Teaching Sciences KWL + Discussion Web (Air Pollution or Lead)	Lesson Planning Formative Assessment Authentic Assessment	Students and Teachers Standards and Rubrics	Closing Ceremony and Awarding Certificates

Teacher Guidebook

The participants of the Six-day In-service Teacher Education will be provided a teacher guidebook, "The Reading and Writing Strategies for Thinking Classrooms" prepared by TCF that includes over 100 teaching and learning strategies.

Training of Trainers Workshop

The TCF team will provide a ten-day Training of Trainers (TOT) Workshop for Karenni teacher trainers who will deliver Six-day In-service Teacher Education in Karenni State.

The Training of Trainers (TOT) Workshop Module will include:

- Philosophy and theories behind active learning and critical thinking
- Teaching and learning strategies for social studies
- Teaching and learning strategies for natural sciences
- Teaching and learning strategies for mathematics
- Teaching and learning strategies for literatures
- Teaching and learning strategies for poems
- Teaching and learning strategies for investigative learning
- Teaching and learning strategies for cooperative learning
- Teaching and learning strategies for integrated teaching
- Teaching and learning strategies for argument, discussion and value line
- Bloom's Taxonomy and higher order questions
- Reading strategies and reading conference
- Writing strategies and writing workshop
- Lesson planning
- Assessment
- Standards and rubrics for students and teachers
- The principles of adult education (motivating adult learners)
- Planning for the six-day In-service Teacher Training

The TOT Workshop will be organized at Nai Soi, Mae Hong Son Province in November 2023.

Trainer Guidebook

The TOT participants, who will be trainers of the six-day In-service Teacher Education will be provided a "Trainer Guidebook" prepared by TCF that includes teaching and learning strategies, reading materials for in-service training, educational theories and philosophy.

Training of Trainers Workshop Timetable

	9:00-12:00 am	1:00-4:00 pm
Day 1	Introduction on the Training of Trainers Workshop Philosophy and Theories	Basic Methods for Active Learning and Critical Thinking Chapter 5 (Page 85-98)
Day 2	Teaching Strategies on Social Studies Chapter 5 (Page 115-125)	Teaching Strategies on Natural Sciences Chapter 5 (Page 103-115)
Day 3	Teaching Strategies on Cooperative Learning Chapter 5 (Page 149-161)	Teaching Strategies on Children Literature Chapter 5 (Page 137-142)
Day 4	Teaching Strategies on Integrated Teaching Chapter 3 (Page 72-75)	Teaching Strategies on Mathematics Chapter 5 (Page 162-164)
Day 5	Teaching Strategies on Argument, Discussion and Value Line Chapter 5 (Page 143-149)	Education Theories (Chapter 7); Preparation on Writing Workshop and Reading Conference

Day 6	Writing Workshop Role, Audience, Form and Topic Chapter 3 (Page 25-26)	Reading Conference Chapter 3 (Page 18-22)
Day 7	The Principles of Adult Education Innovative Ways for Motivating Adults for Learning	Teaching Strategies on Poems Chapter 5 (Page 98-102)
Day 8	Assessment and Lesson Planning for Thinking Classrooms Chapter 4 (Page 76-84)	Bloom's Taxonomy and Higher Order Questions Chapter 3 (Page 30-36)
Day 9	Standards and Rubrics for Teachers and Students Chapter 6 (Page 169-177)	Planning for the 36-hour In-service Training
Day 10	Planning for the 36-hour In-service Training	Closing Ceremony

Note: There will be short break in the middle of each session.

Three-Month Pre-Service Teacher Education Modules

This three-month pre-service teacher education is intended for newly recruited student-teachers who are high school graduates and who completed college diploma. The three-month course will provide educational foundations, teacher competencies, curriculum, pedagogy, research methods, ICT and English language skills. This is an intensive course in total of 300 hours of learning and teaching practicum within three months. The student-teachers will earn 30 credits from this course.

After the three-month course, they will work as assistant teachers at schools in Karenni State or Karenni refugee camps for an academic year. After one year of teaching experience and completion of a reflection paper on their knowledge and experiences, they will have opportunity to continue their educational studies following an education degree (i.e., B.Ed).

The three-month pre-service education course will include the following modules:

1. Educational philosophy
2. Educational psychology
3. Educational policies and curriculum
4. Teacher competencies
5. Pedagogical studies
6. Teaching practicum
7. Research method in education
8. Information and communication technology
9. English language skills

Course Outline

Module	Topics and Sub-Topics
1	Educational philosophy 1. Right to education 2. Inclusive Education 3. Multicultural Education 4. Peace Education 5. Humanistic Approach to Education
2	Educational psychology 1. Behaviorism 2. Cognitivism 3. Constructivism 4. Humanism 5. Multiple Intelligences
3	Educational policies and curriculum 1. Karenni National Education Policy 2. Federal Democracy Education Policy 3. Competency-based Curriculum 4. Mother Tongue Based Multilingual Education(MTB-MLE) 5. Education for Sustainable Development Goals 4(SDG 4)

4	Teacher competencies
	   1. Intellectual competencies
	   2. Personal competencies
	   3. Social and cultural competencies
	   4. Educational leadership
	   5. Educational management

5	Pedagogical studies
	   1. Active learning and critical thinking
	   2. Investigative learning
	   3. Cooperative learning
	   4. Questioning
	   5. Lesson planning
	   6. Assessment

6	Teaching practicum
	   1. Classroom observation
	   2. Co-teaching practice
	   3. Peer-teaching practice
	   4. Individual teaching practice and observation
	   5. Reflection on the teaching experiences

7	Research method in education
	   1. Designing a research study
	   2. Action research
	   3. Research proposal
	   4. Literature review
	   5. Sampling technique
	   6. Data collection
	   7. Data analysis (quantitative and qualitative)
	   8. Research report
	   9. The ethics of educational research

8	Information and communication technology 1. Microsoft Office, PowerPoint, Excel 2. Gmail, Google Drive, Zoom Applications 3. Google search engine 4. Data management 5. Digital security 6. Introduction to Artificial Intelligence (AI) 7. ICT in teaching and learning
9	English language skills 1. Reading English literature and educational articles 2. Exploring creative writing (Writing Workshop) 3. Listening and speaking practice 4. English grammar 5. Academic reading 6. Academic writing

Description of the Pre-Service Teacher Education Modules

Module 1: Educational Philosophy

Course Description

The educational philosophy will investigate the nature of education as well as its aims. This module includes the study of educational theories and approaches to education such as right to education, inclusive education, multicultural education, peace education and humanistic approach to education.

Course Objectives

- To understand that education is a fundamental human right without any discrimination
- To learn how to implement inclusive education at school and classroom levels
- To learn how to implement multicultural education at school and classroom levels
- To understand education for peace and to create peaceful environment
- To understand learning to know, learning to do, learning to be and learning to live together

Course Contents

1. Right to education
2. Inclusive Education
3. Multicultural Education
4. Peace Education
5. Humanistic Approach to Education

Course Assessment

1. Active participation   25%
2. Thoughtful discussion   25%
3. Assignment   25%
4. Final examination   25%

Grading Criteria

A: 81-100
B: 71-80
C: 61-70
D: 51-60
F: < 50

Module 2: Educational Psychology

Course Description

The educational psychology module will focus on the study of how student learn. This includes social, emotional and cognitive learning process. In this module, the student-teachers will learn behaviorism, cognitivism, constructivism, humanism and multiple intelligences.

Course Objectives

- To learn about behaviorism, cognitivism, constructivism and humanism in educational psychology and to discuss about how to use these knowledges to support student learning
- To learn Howard Gardner's theory of multiple intelligences and to discuss about how to use these knowledges to support students' learning

Course Contents

1. Behaviorism
2. Cognitivism
3. Constructivism
4. Humanism
5. Multiple Intelligences

Course Assessment

1. Active participation   25%
2. Thoughtful discussion   25%
3. Assignment   25%
4. Final examination   25%

Grading Criteria

A: 81-100
B: 71-80
C: 61-70
D: 51-60
F: < 50

Module 3: Educational Policies and Curriculum

Course Description

The educational policy consists of the principles and decision making that influence the field of education. The student-teachers will be able to compare centralized education policies and federal democracy education policies. They will also learn global education policies such as education for all, millennium development goals and sustainable development goals. Regarding the curriculum, the student-teachers will be able to compare content-based curriculum and competency-based curriculum.

Course Objectives

- To understand Karenni National Educational Policy and its philosophy
- To learn about Federal Democracy Education Policy approved by the National Unity Consultative Council (NUCC) and to find the link with Karenni National Education Policy
- To learn about competency-based curriculum compare with content-based curriculum
- To learn about mother tongue based multilingual education (MTB-MLE) and to discuss how to use MTB-MLE theories into practice
- To learn UN led global education programs such as Education for All, Education for Millennium Development Goals and Education for Sustainable Development Goals

Course Contents

1. Karenni National Education Policy
2. Federal Democracy Education Policy
3. Competency-based Curriculum
4. Mother Tongue Based Multilingual Education (MTB-MLE)
5. Education for Sustainable Development Goals 4 (SDG 4)

Course Assessment

1. Active participation   25%
2. Thoughtful discussion   25%
3. Assignment   25%
4. Final examination   25%

Grading Criteria

A: 81-100
B: 71-80
C: 61-70
D: 51-60
F: < 50

Module 4: Teacher Competencies

Course Description

Competencies are knowledge and skills that enable a teacher to be successful in their teaching and professional development. A teacher must have at least intellectual competencies, personal competencies, social competencies, cultural competencies and leadership competencies. In this teacher competency module, student-teachers will study and fulfil the competencies they need.

Course Objectives

- To fulfil the intellectual, personal, social and cultural competencies
- To learn different leadership styles and to discuss about educational leadership
- To learn management theories and discuss how to use these theories into classroom management and school management

Course Contents

1.Intellectual competencies
2.Personal competencies
3.Social and cultural competencies
4.Educational leadership
5.Educational management

Course Assessment

1.Active participation   25%
2.Thoughtful discussion   25%
3.Assignment   25%
4.Final examination   25%

Grading Criteria

A: 81-100
B: 71-80
C: 61-70
D: 51-60
F: < 50

Module 5: Pedagogical Studies

Course Description

Traditionally, schools in Myanmar mainly focus on rote learning. This module encourages to promote active learning and critical thinking strategies. In this module, student-teacher will learn and practice investigative learning, cooperative learning, questioning, research-based study in the areas of social studies, sciences, mathematics and languages. They will also learn lesson planning and assessment methods.

Course Objectives

- To learn about constructive learning theories and discuss using these theories into practice
- To demonstrate student-centered and learning-centered teaching strategies for different subjects such as mathematics, sciences, social studies and languages
- To discuss about lesson planning and discuss using it into practice
- To learn different assessment methods and discuss using these knowledges into practice

Course Contents

1. Active learning and critical thinking
2. Teaching and learning strategies for social studies
3. Teaching and learning strategies for sciences
4. Teaching and learning strategies for mathematics
5. Teaching and learning strategies for literatures
6. Teaching and learning strategies for questioning
7. Reading conference
8. Writing workshop
9. Lesson planning and assessment
10. Rubrics for students and teachers

Course Assessment

1. Active participation 30%
2. Thoughtful discussion 30%
3. Assignment 40%

Grading Criteria

A: 81-100
B: 71-80
C: 61-70
D: 51-60
F: < 50

Module 6: Teaching Practicum

Course Description

The teaching practicum module is designed to give student-teachers experiences in teaching. The student-teachers will practice planning and delivering content, assessing students, engaging students in the learning process, and reflecting on their teaching experience. The Seh Theh Foundation will create relationship with schools in Karenni State to serve as practicum schools. Mentors of both pre-service teacher education and practicum school will provide guidance and support to the student-teachers. The student-teachers will fulfil requirements of four categories: classroom observation, co-teaching, peer-teaching and individual teaching.

Course Objectives

·To gain diverse experiences and confidence acquire from practice teaching
·To relate, apply, and reflect on educational theories, principles, philosophy, and policies from teaching practicum
·To support becoming a qualified professional teacher

Course Contents

1. Classroom observation
2. Co-teaching practice
3. Peer-teaching practice
4. Individual teaching practice and observation
5. Reflection on the teaching experiences

Course Assessment

1. Active participation   30%
2. Thoughtful discussion   30%
3. Assignment   40%

Grading Criteria

A: 81-100
B: 71-80
C: 61-70
D: 51-60
F: < 50

Module 7: Research Methods in Education

Course Description

Research methods in education module aims to learn about educational research to collect and analyze information in the area of education to get advance knowledge and to explain them better. The student-teachers will learn research methods including action research. They will also practice a small-scale research in this module.

Course Objectives

·To gain research concepts and methodologies and define appropriate research studies
·To study in depth what they want to know and to explain them reasonably
·To read, discuss and provide comments on research papers in education
·To do a small-scale research and write a report

Course Contents

1. Designing a research study
2. Action research
3. Research proposal
4. Literature review
5. Sampling technique
6. Data collection
7. Data analysis (quantitative and qualitative)
8. Research report
9. The ethics of educational research

Course Assessment

1. Active participation   30%
2. Thoughtful discussion   30%
3. Assignment (a small-scale research)   40%

Grading Criteria

A: 81-100
B: 71-80
C: 61-70
D: 51-60
F: < 50

Module 8: Information and Communication Technology

Course Description

Information and Communication Technology (ICT) is the use of digital technology, communication tools, and networks to access, manage, integrate, evaluate, create and communicate information to function in a knowledge society. This module intends student-teachers to use ICT in their teaching and learning.

Course Objectives

- To make aware of Information and Communication Technology (ICT)
- To gain technical knowledge and skills in ICT and to apply it in teaching and learning
- To promote computer-based educational resources
- To encourage higher-order thinking and creative thinking through ICT

Course Contents

1. Microsoft Office, PowerPoint, Excel
2. Gmail, Google Drive, Zoom Applications
3. Google search engine
4. Data management
5. Digital security
6. Introduction to Artificial Intelligence (AI)
7. ICT in teaching and learning

Course Assessment

1. Active participation   25%
2. Thoughtful discussion   25%
3. Assignment   25%
4. Final examination   25%

Grading Criteria

A: 81-100
B: 71-80
C: 61-70
D: 51-60
F: < 50

Module 9: English Language Skills

Course Description

The English Language Skills module emphasizes on intermediate level of reading skills, writing skills, listening skills, speaking skills, thinking skills, vocabulary and grammar. Besides, student-teachers will learn academic reading and writing. The English Language Skills will be helpful for their teaching and professional development.

Course Objectives

- To acquire English language skills in reading, writing, listening, speaking and thinking
- To have rich vocabulary and terms in Education and to apply in teaching and learning
- To learn English grammar and use it properly
- To learn and practice academic reading and writing

Course Contents

1. Reading English literature and educational articles
2. Exploring creative writing (Writing Workshop)
3. Listening and speaking practice
4. English grammar
5. Academic reading
6. Academic writing

Course Assessment

 1. Active participation   25%
 2. Thoughtful discussion   25%
 3. Assignment   25%
 4. Final examination   25%

Grading Criteria

A: 81-100
B: 71-80
C: 61-70
D: 51-60
F: <50

Module, Sessions and Credit Hours of the Three-Month Pre-Service Teacher Education

The following table shows number of sessions, teaching and learning hours and credits for each module. There are 200 sessions (in total of 300 teaching and learning hours). A teaching session will take one and half hour.

	Module	Session	Hour	Credit
1	Educational philosophy	20	30	3
2	Educational psychology	20	30	3
3	Educational policies and curriculum	10	15	1.5
4	Teacher competencies	10	15	1.5
5	Pedagogical studies	40	60	6
6	Teaching practicum	40	60	6
7	Research method in education	20	30	3

8	Information and communication technology	20	30	3
9	English language skills	20	30	3
	Total	200	300	30

Note: See the timetable format in the Appendix.

Module 1: Educational Philosophy

No.	Content	Materials	Methodology	Learning outcome	Sessions	References
1	**Right to education** • Introduction to education • Human rights education • Benefits of education and education as multiplier rights • Common criticism of humans	PPT Projector Flipchart Maker Pen White board Sticky nope	Group discussion, Presentation, Lecture	Importance of education, rights to education, human dignity and education benefits	1 session 1.5 hours	Right to education handbook_2019_UNESCO page 23-43
	• What are 4As? • The rights to non-discrimination • Types of discrimination • Who can access education?	PPT Projector Flipchart Maker Pen White board Sticky nope	Group discussion, Presentation, Lecture	Understand 4As frameworks Equality and equity in education	1 session 1.5 hours	Page 49-131

	• What are states' legal obligations? • What are treaty obligations? • What are obligations of international assistance and cooperation? • What are the responsibilities of non-state actors?	PPT Projector Flipchart Maker Pen White board Sticky nope	Group discussion, Presentation, Lecture	The rights to education for students Legal obligation and law on treaties Other non-state actors' responsibilities	1 session 1.5 hours	Page 136-153
2	**Inclusive Education** • Inclusion, integration, segregation and exclusion • Inclusive education, Integrated education and special education	Pre-learning materials Student-teacher handbook Lesson videos Learning activities Learning journal	Participatory learning methods Group discussions Group activity	Identify and differentiate between the concepts of inclusion, integration, segregation, and exclusion Define inclusive education with clarity and precision, and differentiate between the concepts of inclusive education, integrated education and special education.	1 session 1.5 hours	Details material/ sources prepared in another files for **inclusive education** STF - Indusive Education Draft 1.1 (1

Characteristics of an inclusive school	• Student teacher handbook • Learning activities • Learning journal	• Participatory learning methods • Pair work	Outline the characteristics of an inclusive school, listing key attributes that contribute to an inclusive learning environment effectively. Explain why inclusive schools are important and the layers of inclusion	1 session 1.5 hours	
Strategies to create inclusive classroom	• Student teacher handbook • Learning activities • Presentation rubric template • Learning journal	Personal reflection Brainstorming Group work Group presentation	• Distinguish between the features of an inclusive classroom and those of a traditional classroom. • Articulate strategies to create inclusive classrooms that are practical, context-appropriate, and relevant to the diverse needs of students. • Provide a comprehensive explanation of what makes an inclusive teacher	1 session 1.5 hours	

	Barriers to inclusion and ways to address them	• Student-teacher handbook • Learning activities	Personal reflection Brainstorming Group work Group presentation	Identify common barriers to inclusion and propose actionable ways to address them	1 session 1.5 hours	
3	**Multicultural Education** • Introduction • Multicultural education defined • What is sustainable development?	PPT, Projector, Sound system, Short video	Lecture, Group discussion, Presentation	Student-teachers will explain the concept of multicultural education. The relationship of multicultural education and sustainable development.	1 session 1.5 hours	In Prof. U.M.O Ivowi (ed.), Educating for Functionality: Readings in Honour of Prof. P.A.I Obanya, Abuja: Nigerian Academy of Education. Pg- 1- 5

	• Multicultural Education and Sustainable Development • The Emergence of Multicultural Education	PPT, Projector, Sound system, Flipchart, Marker pen, Video	Lecture, Presentation, Group activity	Student-teachers will apply the background of multicultural education and the knowledge of policy in the classroom.	1 session 1.5 hours	Pg – 5-7
	• Multiculturalism in Educational Policies • Multiculturalism in Curriculum Development	PPT, Projector, Sound system, Flipchart, Marker pen, Video	Lecture, Presentation, Group activity	Student-teachers will apply the background of multicultural education and the knowledge of policy in the	1 session 1.5 hours	Pg-9-11
	• Multiculturalism for School Governance • Multiculturalism at the Classroom Level	PPT, Projector, Sound system, Flipchart,	Lecture, group discussion, presentation	Student-teachers will understand and explain the knowledge of curriculum and how it effects on classroom.	1 session 1.5 hours	Pg-11-15

4	**Peace Education** • Meaning, concept and scope • Curriculum and content • Pedagogy of peace education	Pre-learning materials Student teacher handbook Lesson videos Learning activities Learning journal	Personal reflection Brainstorming Group work Group presentation		2 sessions 3 hours	Peace education Framework for Teacher education, UNESCO, B-5/29, Safeguarding Enclave New Delhi 110 029, INDIA
5	**Humanistic approach to education** • A humanistic approach to education • Learning to know, learning to do, learning to be, learning to live together • The development of competencies • Technical and vocational skills	PPT, Projector, Sound system, Video	Discussion, Presentation, Lecture	Student-teachers will get information about the four pillars of learning are fundamentally under threat in the context of current societal challenges, and particularly the pillars of learning to be and to live together.	2 sessions 3 hours	Rethinking Education (Humanistic Approach) UNESCO 2015
6	Conclusion of the whole module and provide assignment to student-teachers	PowerPoint and/or oral explanation and discussion	Written assignment or group project	Student-teachers will understand the module fully and can make a link between theories and practices	5 sessions 7.5 hours Independent study	References for this module

Module 2: Educational Psychology

No.	Content	Materials	Methodology	Learning outcome	Sessions	References
1	**Introduction to educational psychology** What is Psychology? Definition of Education What is educational psychology? Nature of Educational Psychology	Handout, PowerPoint, Video and Sound system and projector	Presentation, video clips, group work and discussion	Understand and explain the meaning educational psychology, the role and importance of educational psychology to the learning/teaching process in educational settings.	3 sessions 4.5 hours	**Educational Psychology and Underlying Teaching Awareness:** Presented by: Dr. Naziha BENOSMANE https://www.studocu.com/row/document/universite-batna-2/educational-psychology/educational-psychology/39373786

| 2 | **Behaviorism**

Introduction
Description
of Behaviorism
How Behaviorism Impacts on learning? | Handout,
PowerPoint,
Video and Sound
system and
projector | Presentation,
video clips, group
work and
discussion | Understand
and explain what
Behaviorism means, how
theory applied and linked
to educational practice. | 2 sessions
3 hours | Educational
Psychology and
Underlying Teaching
Awareness:
Presented by: Dr.
Naziha
BENOSMANE
https://www.studocu.com/row/document/universite-batna-2/educational-psychology/educational-psychology/39373786 |

3	**Cognitivism** Introduction What is Cognitivism? (Piaget's Developmental Theory and Cognitivist Learning Theory) How Cognitivism Impacts on Learning?	Handout, PowerPoint, Video and Sound system and projector	Presentation, video clips, group work and discussion	Understand Piaget's Cognitive Theory and Explain how the Cognitivist Theory is applied to education and linked to educational practice.	3 sessions 4.5 hours	**Educational Psychology and Underlying Teaching Awareness: Presented by: Dr. Naziha BENOSMANE** https://www.studocu.com/row/document/universite-batna-2/educational-psychology/educational-psychology/39373786
4	**Constructivism** Introduction What is Constructivism? Background • Cognitive Constructivism • Socio-cultural Constructivism: Vygotsky's Theory • The Zone of Proximal Development (ZPD) How Constructivism Impacts on Learning?	Handout, PowerPoint, Video and Sound system and projector	Presentation, video clips, group work and discussion	Understand the Constructivist view to learning and evaluate Vygostky's Theory of ZPD. Link the Constructivist theory to educational practice.	3 sessions 4.5 hours	**Educational Psychology and Underlying Teaching Awareness: Presented by: Dr. Naziha BENOSMANE** https://www.studocu.com/row/document/universite-batna-2/educational-psychology/educational-psychology/39373786

5	**Humanism** Introduction What is Humanism? Background • Two types of Humanism • Impact of Humanistic Psychology • Tip to apply Humanistic Psychology	Handout, PowerPoint, Video and Sound system and projector	Presentation, video clips, group work and discussion	Understand the importance and value of humanism and link the humanistic psychology and reality events	2 sessions 3 hours	**What is Humanistic Psychology: Kendra Cherry, MSEd. Update on November 14, 20222** https://www.verywellmind.com/what-is-humanistic-psychology-2795242
6	**Multiple intelligences (Howard Gardner)** Multiple Intelligence questionnaire (designed by **TCF**) What is Multiple intelligence theory? (Howard Gardner) • Different types/styles of Multiple intelligence • Critical Evaluation and implication for learning	Handout, PowerPoint, Video and Sound system and projector	Presentation, video clips, group work and discussion	Understand and explain the different types of multiple intelligences and the importance Evaluate and practice the special strengths questionnaire	2 sessions 3 hours	Howard Gardner's Theory of Multiple Intelligence: Michele Marenus: Update on September 7, 2023 https://www.simplypsychology.org/multiple-intelligences.html

7	Conclusion of the whole module and provide assignment to student-teachers	PowerPoint and/or oral explanation and discussion	Written assignment or group project	Student-teachers will understand the module fully and can make a link between theories and practices	5 sessions 7.5 hours Independent study	References for this module

Module 3: Educational Policies and Curriculum

No.	Content	Materials	Methodology	Expected Outcome	Sessions	References
1	**Karenni National Education Policy** • ကရင်နီ ပညာရေး၏ ပညာရေးမျှော်မှန်း ချက်/ ရည်မှန်းချက် • ကရင်နီ ပညာရေး၏ စံသတ်မှတ်ချက် • ကရင်နီပညာရေးဌာန၏ ဖွဲ့စည်းပုံနှင့် ဆက်စပ်ဆောင်ရွက်ပုံ • တာဝန်နှင့် အခိဿာန် • ကရင်နီကျောင်းများ မျှော်မှန်းချက် နှင့် တာဝန်နှင့် အခိဿာန် • ကရင်နီကျောင်းများ၏ ရည်မှန်းချက် • ကျောင်းစစ်ဆေးရေး၏ ရည်ရွယ်ချက် • ကရင်နီ ပညာရေးဌာန ဝန်ထမ်းများ၏ လုပ်ငန်းတာဝန် • သင်ကြားရေးဆိုင်ရာ ကြပ်မတ်စစ်ဆေး ခြင်း၏ ရည်ရွယ်ချက်များ	Handouts, Flipcharts, Marker Pen, Whiteboard, Pilot Pen	PowerPoints, Documentary	Understand Karenni education background, standards and structure	2 sessions 3 hours	Karenni State Education Policy for Interim Period (15June2023)

| 2 | **Federal Democracy Education Policy**
• ရှေ့ဦးကလေးသူငယ်ပညာရေးနှင့် စောက်ရှောက်မှု
• အခြေခံပညာရေး
• အသက်မွေးဝမ်းကြောင်းပညာရေး
• အဆင့်မြင့်ပညာရေး
• အရွယ်ရောက်ပြီးသူများ၏ ပညာရေးနှင့် ရာသက်ပန် ပညာရေး
• မသန်စွမ်းသူများနှင့် အထူးလိုအပ်ချက်ရှိသူများအတွက် ပညာရေး
• ပုဂ္ဂလိက ပညာရေး
• သင်ရိုးညွှန်းတမ်း၊ သင်ကြားနည်းနှင့် စစ်ဆေးခြင်း
• ကျောင်းသုံးဘာသာစကားမူဝါဒ
• ကျောင်းသားသမဂ္ဂများနှင့် ဆရာသမဂ္ဂများ
• ကျောင်းသားမိဘများနှင့် ရပ်ရွာ၏ ပါဝင်မှု | Handouts, Flipcharts, Marker Pen, Whiteboard, Pilot Pen, A4, color pen, projector | Power points, discussion | Aware of federal democracy education policy

Gaining knowledge and skills to apply in teaching

Understanding language policy and the values of our own language | 2 sessions
3 hours | Federal Democracy Education Policy (approved by NUCC on 8May2023) |

3	**Competency-based Curriculum** Introduction (vision/ mission) • Competences in the curriculum • Curriculum vision/ mission • 7 Core Competencies for Basic Education	Projector Flip chat Maker pen	Small Groups Discussion	They will know about competencies in the curriculum. Learners will have skills, knowledge, and ability to implement in a field.	1 session 1.5 hours	Competency-based Curriculum for Primary and Secondary Education 2019
4	**Mother Tongue Base Multilingual Education** • Introduction to MTB-MLE • How to implement MTB-MLE? • MTB-MLE Materials and Materials Guideline	Projector, Flip chat Maker pen	Lecturing and sharing and discussion in group and presentation	Understanding the importance of MTB-MLE for ethnic education and its concepts and theory	1 session 1.5 hours	Mother Tongue Based Multilingual Education

5	**Education for Sustainable Development Goals 4 (SDG-4)** Vision for education for SDGs4 Principles in 2030 framework for action Overarching goal Sub-topics – Access to and completion • Equity and inclusion • Gender Equality • Lifelong learning • Quality & Effective learning outcomes Strategic approaches • Strengthening policies, plans, legislation and systems • Emphasizing equity, inclusion and gender equality • Promoting lifelong learning • Addressing education in emergency situation	Marker pen, Flit chart A4 Handout	PowerPoints Group discussion	Access to quality education. Understand equitable and inclusive education and be able to practice effective teaching. Lifelong learning	2 session 3 hours	Education for Sustainable Development Goals (SDG4)
6	Conclusion of the whole module and provide assignment to student-teachers	PowerPoint and/or oral explanation and discussion	Written assignment or group project	Student-teachers will understand the module fully and can make a link between theories and practices	2 sessions 3 hours Independent study	References for this module

Module 4: Teacher Competencies

No.	Content	Materials	Methodology	Expected Outcome	Sessions	References
1	**Intellectual competencies** • 21th century teaching competencies • Pedagogical innovation • Subject knowledge to teach • Study skills	Handouts Power point Flipchart Marker pen	Presentation Sharing and practicing	• Attain a high level of intellectual competency • Encompassing teacher competence, student skill, teaching competencies, pedagogical innovation, and 21th century teaching competencies • Equipping them to excel as educators and empower students for success in an evolving global landscape.	2 sessions 3 hours	The competencies of the modern teacher UNESCO ICT Competency Framework for Teachers 2018

2	**Personal competencies** • What are competencies and why are they important? • Definition essential competencies • Communication skill • Personal management • Lifelong Learning	Self-Rating Competencies checklists for teacher Form	Presentation and lecturing Group discussion Sharing	• Will have cultivated strong personal competencies • Know personal competencies and how to use it in teaching • Achieve personal well-being and fulfilment.	1 session 1.5 hours	South East Asia Teacher competencies framework
3	**Social and cultural competencies** • Social competency • Cultural competency • Pedagogical difference on culture orientation	Case study handout and video clips	Presentation and lecturing Group discussion Sharing	• Will have developed robust social and cultural competencies, characterized by an understanding and appreciation of diverse perspectives • Will perform complex pedagogical duties • Will be well-spoken, in good mental and physical health, stable and tolerant; • Will have a propensity to work with the younger generation, good communicative and observational skills	2 sessions 3 hours	MLE Teacher Competency Standards Framework 2019 (Teacher Focus)

4	**Educational leadership** • The impacts of educational leadership and the importance of context • Leadership styles • Teacher as a leader	Presentation, flip chart, and Marker Pen	Group Discussion Group debating and impromptu	• Student-teacher will deeply understand more about education systems • Drive positive change in the field of education • Will develop tact to overcome challenges	1 session 1.5 hours	A Think Piece on Leadership and Education 2023
5	**Educational management** • Decision-making and the management of conflict • Performance management • Managing time and stress • Developing understanding of emotion and leadership	Power point Flip chart Marker pen	Group Discussion Presentation Sharing case study Video clips	• Acquired the essential managerial skill and organizational strategies. • Will have a clear vision and organization policies and able to make a long-term plan • Will manage work systematically	2 sessions 3 hours	Educational Leadership and Management, Open University Press 2010 Handbook of Educational Leadership and Management 2003
6	Conclusion of the whole module and provide assignment to student-teachers	PowerPoint and/or oral explanation and discussion	Written assignment or group project	Student-teachers will understand the module fully and can make a link between theories and practices	2 sessions 3 hours Independent study	References for this module

Module 5: Pedagogical Strategies

No.	Content	Materials	Materials	Methodology	Expected Outcome	Sessions	References
1	**Introduction to Active Learning and Critical Thinking** • Definition of active learning • Definition of critical thinking	Reading materials	Reading materials	PowerPoint Presentation Discussion	Student-teachers will understand the philosophy and principles of active learning and critical thinking.	2 sessions 3 hours	A Framework for Critical Thinking Across the Curriculum (8 Green Guidebooks) Classroom of Wonder and Wisdom (Jeannie Steele et al, 2011) (Yellow book)

2	• Why do we need critical thinking in the classroom? • Reading and writing for critical thinking (RWCT) • ERR Framework					Teaching and Learning Strategies for the Thinking Classroom (Alan Crawford et al, 2005) (Red book) Reading and Writing for Critical Thinking in Higher Education (Charles Temple, 2001)
2	**Teaching and learning strategies for social studies** • How to learn history • How to learn geography • Integrated teaching and learning	Library Internet Reading materials	Investigative learning Interview Group work Presentation Demonstration Discussion	Student-teachers will be able to use these strategies in their teaching and learning	2 sessions 3 hours	ဝေဖန်ပိုင်းခြားစဉ်းစား ရန် စာဖတ်ခြင်းနှင့် စာရေးခြင်း သင်တန်း လမ်းညွှန် (TCF, 2017) Suggestion on teaching and learning strategies for social studies (Dr. Thein Lwin)

3	**Teaching and learning strategies for sciences** - Biodiversity - Jigsaw 1: Halloween thoughts - Jigsaw 2: Corn or Mainz - Lead poisoning	Reading materials Rulers Sticks	Investigative learning Group work Presentation Demonstration Discussion	Student-teachers will be able to use these strategies in their teaching and learning	6 sessions 9 hours	ဝေဖန်ပိုင်းခြားစဉ်းစားရန် စာဖတ်ခြင်းနှင့် စာရေးခြင်း သင်တန်း လမ်းညွှန် (TCF, 2017)
4	**Teaching and learning strategies for mathematics** - Geometry walks - Target number - Estimating stream discharge	Reading materials Rulers Sticks Watch	Investigative learning Group work Demonstration Discussion	Student-teachers will be able to use these strategies in their teaching and learning	4 sessions 6 hours	ဝေဖန်ပိုင်းခြားစဉ်းစားရန် စာဖတ်ခြင်းနှင့် စာရေးခြင်း သင်တန်း လမ်းညွှန် (TCF, 2017)

5	**Teaching and learning strategies for literature** • Iven and the seal skin • Three billy goats • Poems: Duel entry diary	Reading materials Paper Pencils	Group work Demonstration Discussion	Student-teachers will have knowledge and skills in teaching literature	4 sessions 6 hours	ဝေဖန်ပိုင်းခြားစဉ်းစား ရန် စာဖတ်ခြင်းနှင့် စာရေးခြင်း သင်တန်း လမ်းညွှန် (TCF, 2017)
6	**Teaching and learning strategies for questioning** • Bloom Taxonomy • Cubing: First Grader • Thank you, mom	Reading materials	Group work Demonstration Discussion	Student-teachers will understand "Taxonomy Educational Objectives" written by Prof. Bloom and Bloom's Taxonomy They will understand the value of questioning and how to use it in their teaching and learning	3 sessions 4.5 hours	**Taxonomy of Educational Objectives (Benjamin Bloom)** ဝေဖန်ပိုင်းခြားစဉ်းစား ရန် စာဖတ်ခြင်းနှင့် စာရေးခြင်း သင်တန်း လမ်းညွှန် (TCF, 2017)

7	**Reading conference** • INSERT reading method • QAREFMLW reading method • Reading conference	Reading materials Sample Reading Attitude Survey Questionnaire Reading Conference Record	Individual work Pair work Group work Demonstration Discussion	Student-teachers will get knowledge and skills in reading and contribute their knowledge to others. They will be able to use these knowledges in their teaching and learning.	4 sessions 6 hours	ဝေဖန်ပိုင်းခြားစဉ်းစား ရန် စာဖတ်ခြင်းနှင့် စာရေးခြင်း သင်တန်း လမ်းညွှန် (TCF, 2017)
8	**Writing workshop** • ·RAFT writing method • Writing workshop	Instruction on writing workshop Examples of different forms of writing	Individual work Group work Demonstration Discussion Feedback	Student-teachers will get knowledge and skills in writing and contribute their writing to others. They will be able to use these knowledges in their teaching and learning.	4 sessions 6 hours	ဝေဖန်ပိုင်းခြားစဉ်းစား ရန် စာဖတ်ခြင်းနှင့် စာရေးခြင်း သင်တန်း လမ်းညွှန် (TCF, 2017)
9	Lesson Planning	Reading materials Lesson planning sample sheet	PowerPoint presentation Discussion Lesson planning practice	Student-teachers will be able to draw lesson plans before their teaching	3 sessions 4.5 hours	ဝေဖန်ပိုင်းခြားစဉ်းစား ရန် စာဖတ်ခြင်းနှင့် စာရေးခြင်း သင်တန်း လမ်းညွှန် (TCF, 2017)

10	**Assessment** - Summative assessment - Formative assessment - Authentic assessment	Reading materials Assessment sheet	PowerPoint presentation Discussion	Student-teachers will be able to assess students' learning and to promote their learning	2 sessions 3 hours	ဝေဖန်ပိုင်းခြားစဉ်းစား ရန် စာဖတ်ခြင်းနှင့် စာရေးခြင်း သင်တန်း လမ်းညွှန် (TCF, 2017)
11	Rubrics for students and teachers - Student rubrics - Teacher rubrics	Reading materials	Individual work Group work Demonstration Discussion	Student-teachers will understand the standards and rubrics for students and for themselves	2 session 3 hours	ဝေဖန်ပိုင်းခြားစဉ်းစား ရန် စာဖတ်ခြင်းနှင့် စာရေးခြင်း သင်တန်း လမ်းညွှန် (TCF, 2017)
12	Conclusion of the whole module and provide assignment to student-teachers	PowerPoint and/or oral explanation and discussion	Written assignment or group project Reflection	Student-teachers will understand the module fully and can make a link between theories and practices	4 sessions 6 hours Independent study	References for this module

Module 6: Teaching Practicum

No.	Content	Material	Methodology	Expected Outcome	Hours	References
1	Classroom Observation -1	Observation sheet Guided Writing Time log sheet	Observation Reflection essay	• Relates and applies education theories and philosophy	2 hours	B.Ed Primary Practicum Handbook University of Auckland 2017

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| 2 | Classroom Observation -1 | Observation sheet Guided Writing Time log sheet | Observation Reflection essay | • Relates and applies education theories and philosophy | 2 hours | |

3	Co-teaching (assistant teaching with class teacher)	Mentoring check lists Suggestion and feedback sheet	Mentoring from class teacher and feedbacks from mentor	• Learns from modelled teacher by co-teaching • Teaching aids development • Classroom management • Lesson planning and assessment • Gain confidence in teaching	2 hours	
4	Co-teaching (assistant teaching with class teacher)	Mentoring check lists Suggestion and feedback sheet	Mentoring from class teacher and feedbacks from mentor	• Learns from modelled teacher by co-teaching • Teaching aids development • Classroom management • Lesson planning and assessment • Gain confidence in teaching	2 hours	
5	Peer-teaching	Teacher Rubrics Coaching form	Peer-teaching and learning	• Learning from peer • Communication and instruction strategies • Reflective teaching • Collaboration	2 hours	

6	Peer-teaching	Teacher Rubrics Coaching form	Peer-teaching and learning	• Learning from peer • Communication and instruction strategies • Reflective teaching • Collaboration	2 hours	
7	Peer-teaching	Teacher Rubrics Coaching form	Peer-teaching and learning	• Learning from peer • Communication and instruction strategies • Reflective teaching • Collaboration	2 hours	
8	Observation of peer-teaching	Observation sheet Feedbacks form	Small group reflection cycle	• Learning from observation for professional teaching • Teacher competencies self and mentor evaluation	2 hours	
Last 4 weeks Sessions 9,10,11,12	Independent teaching and observation	Teacher rubrics Mentoring form Observation sheet	Reflection paper with guided questions	• Teaching profession quality improvement • Effective Instruction and lesson delivery • Self-reflective practice from teaching and observation	40 hours 2 classes per-day 5 days per- week 10 hours per- week 4 weeks	

13	**Requirement:** Student-teachers will submit 60-hour of completed practicum time log together with 1200-1500 words reflection paper.	4 hours	

Module 7: Research Methods in Education

No.	Content	Material	Methodology	Expected Outcome	Sessions	References

| 1 | **Designing research study**
• Introduction
• Form of research design, types and methods
• Developing ideas for research studies/ topic/ issues | Printed hang-out and reference book/articles

Projector/ project screen, Marker pen/ flipchart | Presentation (ppt) Explaining and sharing examples and discussion (Q&A session) | Understanding research method

Creating research topics | 2 sessions
3 hours | Basics-of-Research-Design-A-Guide-to-selecting appropriate-research-design1

Methods in Educational Research from Theory to Practice Lodico et al 2006, Chapter-2, Develop ides for research study: possible topic |

2	**Action research** • Defining action research and principles and characteristics of action research • Procedures for action research • Reflexivity in research and practical and theoretical matters	Printed hang-out and reference book/articles Projector/ project screen, Marker pen/ flipchart	Presentation (ppt) Explaining and sharing action samples and discussion and showing video clip	Understand action research methods and theories and practices	2 sessions 3 hours	Research Methods in Education, Cohen et al Six Edition 2007, Part-3, 14. action research, Page297
3	**Research proposal** • Preparing research study • Anatomy of research study • Writing tips	Printed hang-out and reference book/articles Projector/ project screen, Marker pen/ flipchart Research proposal template.	Explain and sharing Article reading And group work	Research proposal writing methods and concepts	2 sessions 3 hours	Methods in Educational Research from Theory to Practice Lodico et al 2006, Chapter-3, research proposal, P-49

4	**Literature review** • Writing literature review • Searching literature (Types of sources, finding sources, following citation and people as sources)	Printed hang-out and reference book/articles E-Library sources/ online web sources/ links Projector/ project screen, marker pen/ flipchart	Explain and sharing Printed Hand-out Article reading and group work	Literature review writing techniques, sample and required information Systematic References and citation	2 sessions 3 hours	Conducting literature review (writing literature review, Page https://us.sagepub.com/sites/default/files/upm assets/90135_book_item_90135.pdf Methods in Educational Research from Theory to Practice Lodico et al 2006, Chapter-2 (Searching the literature)
5	**Sampling technique** • Characteristics of a good sample • Techniques of sampling • Types of probability sampling • Types of no-probability	Printed hang-out and reference book/articles Sample/templates Projector/ project screen, marker pen/ flipchart	Sharing and explaining with PowerPoint slides Activities	Different methods of sampling and its usage in research	2 sessions 3 hours	Research Methodology Lecture Note Sampling (page-70)

6	**Data collection** • Approaching the planning of a questionnaire • Types and questionnaire items and asking sensitive questions • Avoiding pitfalls in question writing • The layout of the questionnaire • Piloting the questionnaire • Administering questionnaire design and processing questionnaire data	Printed hang-out sample/templates Projector/ project screen, marker pen/ flipchart	Explaining and sharing examples Showing videos Group activity and discussion	Importance and techniques and procedures of data collection process in research	2 sessions 3 hours	Research Methods in Education, Cohen et al Six Edition 2007, Part-4 strategies for data collection and researching, 15-questionnaires, Page-317
7	**Data analysis** • What is data? • Qualitative data • Quantitative data • Data strategies	Printed hang-out sample/templates for data analysis guides Projector/ project screen, marker pen/ flipchart	Explaining and sharing examples/samples/ formats Group activity and discussion and practices	Understanding data analysis process and its strategies	2 sessions 3 hours	Introduction to Data Analysis Handbook, https://files.eric.ed.gov /fulltext/ED536788.pdf

8	**Research report** • Writing the introduction • Writing the method section • Writing the results section	Printed hand-out Research report sample Projector/ project screen, marker pen/ flipchart	Explaining and sharing examples/samples/ formats Group activity and discussion and practices	Key tips for systematic research writing The importance research report and methods	2 sessions 3 hours	How To Write Effective Report Samuel A. Livingston March 2012 how to write effective report.pdf
9	**Research ethics** • Moral and social values in research • The principle aims of research work • Ethical principles in research	Research ethic guidelines	Explaining and sharing Group discussion and presentation	Understand moral and social values and ethical principles in research	1 session 1.5 hours	https://www.ajs.org/what-is-ethics-in-research/ Research Methods in Education, Cohen et al Six Edition 2007
10	Assignment: Writing up a research proposal.				3 sessions 4.5 hours	References for this module

Module 8: Information and Communication Technology (ICT) in Education

No.	Content	Material	Methodology	Learning outcome	Duration	References
1	Microsoft Office PowerPoint Excel	PPT, Projector, Computer, Handout, Internet	Presentation, Practical	Student-teachers will be able to create professional-looking documents and slideshow.	3 sessions 4.5 hours	https://drive.google.com/drive/folders/1rAxEQuBR4goE1804qWaz5biMxYgovnoi?usp=drive_link
2	Gmail Google Drive Zoom Applications	PPT, Projector, Computer, Internet	Presentation, Practical	Student-teachers will be able to provide encrypted and secure access to their files and sharing with others safely by using drive. Student-teachers will get another communication tool as sending mails and receiving mails. Student-teachers will be able to use zoom and apply effectively.	3 sessions 4.5 hours	https://drive.google.com/drive/folders/1QxC1bvB_Yj9GStdkLFylXd0YPceYYaFZ?usp=drive_link

3	Google Search Engine	PPT, Projector, Computer, Internet	Presentation, Practical	Student-teachers will be able to gather information, do research and add to the knowledge of various subjects.	2 sessions 3 hours	https://drive.google.com/drive/folders/1mq6w2TqPXidgrX6qfbbkrKMSFzbuqsDx?usp=drive_link
4	Data Management	PPT, Projector, Computer, Handout, Internet	Presentation, Practical	Student-teachers will be able to ensure data is secure, available, and accurate.	2 sessions 3 hours	https://drive.google.com/drive/folders/158A7zylAStVHj1aCevTAulaOIpdiFuNw?usp=drive_link
5	Digital Security	PPT, Projector, Computer, Handout, Internet	Presentation, Practical	Student-teachers will get the knowledge of preventing attackers from gaining unauthorized access to sensitive or confidential data.	2 sessions 3 hours	https://drive.google.com/drive/folders/15_QDQLfRBH7x5Z9Hs9D12RHSjWyx_it3?usp=drive_link
6	Introduction to Artificial Intelligence (AI)	PPT, Projector, Computer, Handout, Internet	Presentation, Practical	Student-teachers will get knowledge about AI and be able to identify areas of improvement in the classroom and enhance the overall learning environment.	2 sessions 3 hours	https://drive.google.com/drive/folders/12r7wv4_PPijvs3jhKAMRxfj5M0Hz0S3j?usp=drive_link

7	ICT In Teaching and Learning	PPT	Group Discussion, Presentation and Practical	Student-teachers will be able to use the ICT in the classroom and encourage higher-level thinking and creativity to students through ICT.	2 sessions 3 hours	References for this module
8	Conclusion of the whole module and provide assignment to student-teachers				4 sessions 6 hours	References for this module

Module 9: English Language Skills

No.	Content	Material	Methodology	Expected outcome	Sessions	References

| 1 | Reading English literature and educational articles | • Copy of the literary work book
 • Whiteboard and markers
 • Projector or screen for multimedia presentation (if available)
 • Handouts with discussion questions and key terms
 • A selection of educational articles (online or print)
 • Handouts with guided question for articles analysis | • Reading activity, analyzing characters, identifying themes and summarizing sections
 • Discuss the typical structure of educational articles, including the introduction, thesis, supporting evidence and conclusion
 • Identify the article's thesis statement and locate supporting evidence and examples
 • Evaluate the author's use of data and sources | • Comprehend including grasping the basic storyline and recognizing key events and character development.
 • To develop critical thinking to analyze the text, author's choices and consider the themes and message.
 • Enhanced vocabulary, reading and literature skills. | 3 sessions 4.5 hours | English Grammar in Use Intermediate

 Academic Writing Bailey 3rd Edition

 Academic Reading and Writing Undergraduate |

2	Exploring creative writing Writing workshop	• Academic Writing Bailey 3rd Edition Book • Printed Handout for using • Assignment sheet for daily assignment/homework	• Giving lecture and question and answering session • Group work and dialogue • Writing paragraph with using transition words • Newspaper articles outline and assignment • Writing an education article	• Acquire vocabulary and understand the meaning of words or phrases in context • Enhance writing skills with correct grammar • To keep or write daily journal and note	3 sessions 4.5 hours	
3	Listening and speaking practice	• Sound box, English songs • YouTube • Flash cards, charts and supplemental reading materials	• Sharing in front of the class • Set speaking and listening goals • Impromptu speech • Plan more listening and speaking activities • Debating in English	• Practice listing skills • Practice speaking skills	3 sessions 4.5 hours	

4	English grammar	• Textbook: English Grammar in Use • Handout for using • Flashcards • Printed handout	• Teach and assess one skill at a time • Learning through practice and application • Teach grammar with authentic writing	• Use grammar correct, whereas in writing paragraph • Improve their writing skills and speaking skills by using grammar correctly	3 sessions 4.5 hours	
5	Academic writing	• Academic Reading and Writing book • Writing sample handout • Assignment sheet	• Giving lecture • Choose a topic and write paragraph about it • Paragraph writing and Assignment	• Improve their academic writing skills in their daily work or workplace	3 sessions 4.5 hours	

6	Academic reading	• Academic Reading and Writing book • Academic articles • Printout handout of English paragraph	• Reading academic articles, short stories, news and quotations • Scanning and skimming method • Reading vocabulary • Intensive and extensive reading	• Learn more new words to read and spelling using dictionary • Connect words and improve their vocabulary to understand reading • Improve their reading skills in academic articles	3 sessions 4.5 hours	
7	Assignment: Group project with chosen topics – practicing 4 skills				2 sessions 3 hours	

Appendix 1

Assessment record for each sub-topic of each module

Sub-topic _____

Module _____

Lecturer _____

Date _____

	Name	Participation			Realization			Reflection			Note
		A	B	C	A	B	C	A	B	C	
1											
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22										

Note: A = Merit; B = Acceptable; C = To be improved

Appendix 1

Sample Evaluation Form for All Modules

Module: _____

1. What is your overall impression of this module?

1	2	3	4	5

Little value   Great value

2. What in the module is most valuable to you?

_____

_____

3. What would have made this module more meaningful?

_____

_____

4. How will you use your knowledge gained from this module in your teaching?

_____

_____

5. Please suggest topics that you want to learn in future under this module?

_____

_____

6. Please make any comments on this module?

_____

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Appendix 3

Weekly Timetable

Week 1

Day 1	8:30-10:00	10:30-12:00	1:00-2:30	3:00-4:30
Day 2				
Day 3				
Day 4				
Day 5				

Week 2

Day 1	8:30-10:00	10:30-12:00	1:00-2:30	3:00-4:30
Day 2				
Day 3				
Day 4				
Day 5				

Week 3

Day 1	8:30-10:00	10:30-12:00	1:00-2:30	3:00-4:30
Day 2				
Day 3				
Day 4				
Day 5				

Week 4

Day 1	8:30-10:00	10:30-12:00	1:00-2:30	3:00-4:30
Day 2				
Day 3				
Day 4				
Day 5				

Week 5

Day 1	8:30-10:00	10:30-12:00	1:00-2:30	3:00-4:30
Day 2				
Day 3				
Day 4				
Day 5				

Week 6

Day 1	8:30-10:00	10:30-12:00	1:00-2:30	3:00-4:30
Day 2				
Day 3				
Day 4				
Day 5				

Week 7

Day 1	8:30-10:00	10:30-12:00	1:00-2:30	3:00-4:30
Day 2				
Day 3				
Day 4				
Day 5				

Week 8

Day 1	8:30-10:00	10:30-12:00	1:00-2:30	3:00-4:30
Day 2				
Day 3				
Day 4				
Day 5				

Week 9

Day 1	8:30-10:00	10:30-12:00	1:00-2:30	3:00-4:30
Day 2				
Day 3				
Day 4				
Day 5				

Week 10

Day 1	8:30-10:00	10:30-12:00	1:00-2:30	3:00-4:30
Day 2				
Day 3				
Day 4				
Day 5				

Week 11

Day 1	8:30-10:00	10:30-12:00	1:00-2:30	3:00-4:30
Day 2				
Day 3				
Day 4				
Day 5				

Week 12

Day 1	8:30-10:00	10:30-12:00	1:00-2:30	3:00-4:30
Day 2				
Day 3				
Day 4				
Day 5				

Week 13

Day 1	8:30-10:00	10:30-12:00	1:00-2:30	3:00-4:30
Day 2				
Day 3				
Day 4				
Day 5				

Note 1: The second last week of the course is the private study week and the student-teachers will complete their assignments and submit to their course tutor.

Note 2: The last week is the final examination week as a partial requirement of the course.

Note 3: Successful student-teachers will be awarded a certificate for the completion of the three-month Pre-Service Teacher Education Course.

Appendix 4

Reading List for Nine Modules

1	**Educational philosophy** 1.1 Right to Education Handbook UNESCO 2019 1.2 Inclusive Education Teacher Handbook 1.3 Multicultural Education for Sustainable Development 2019 1.4 UNESCO Guideline on Intercultural Education 1.5 Peace Education: Framework for Teachers UNESCO 2005 1.6 Rethinking Education (Humanistic Approach) UNESCO 2015
2	**Educational psychology** 2.1 Introduction to Psychology and Educational Psychology 2.2 Introduction to Educational Psychology 2.3 Educational Psychology: A Contemporary Approach 2.4 Handbook of Educational Psychology 2.5 Educational Psychology Algeria 2.6 What is Humanistic Psychology 2.7 A Textbook of Human Psychology 2.8 Howard Gardner's Multiple Intelligence 2.9 Multiple Intelligence Questionnaire
3	**Educational policies and curriculum** 3.1 Karenni State Education Policy for Interim Period (15June2023) 3.2 Federal Democracy Education Policy (approved by NUCC on 8May2023) 3.3 Competency-based Curriculum for Primary and Secondary Education 2019 3.4 Competency-based Curriculum Rawanda 3.5 Mother Tongue Based Multilingual Education 3.6 Education for Sustainable Development Goals (SDG4)

4	**Teacher competencies** 4.1 South East Asia Teacher Competency Framework 2018 4.2 The Competencies of the Modern Teachers (Olga Nessipbayeva) 4.3 MLE Teacher Competency Standards Framework 2019 (Teacher Focus) 4.4 UNESCO ICT Competency Framework for Teachers 2018 4.5 A Think Piece on Leadership and Education 2023 4.6 Educational Leadership and Management, Open University Press 2010 4.7 Handbook of Educational Leadership and Management 2003
5	**Pedagogical studies** 5.1 A Framework for Critical Thinking Across the Curriculum (8 Green Guidebooks) 5.2 Classroom of Wonder and Wisdom (Jeannie Steele et al, 2011) 5.3 Teaching and Learning Strategies for the Thinking Classroom (Alan Crawford et al, 2005) 5.4 Reading and Writing for Critical Thinking in Higher Education (Charles Temple, 2001) 5.5 ဝေဖန်ပိုင်းခြားစဉ်းစားရန် စာဖတ်ခြင်းနှင့်စာရေးခြင်း သင်တန်းလမ်းညွှန် (TCF, 2017)
6	**Teaching practicum** 6.2 B.Ed Primary Practicum Handbook University of Auckland 2017 6.2 Teaching Practicum Manuel Northern Caribbean University 2020-2024 6.3 Dadaab TC Practicum Guide 6.4 Practicum in Initial Teacher Education
7	**Research method in education** 7.1 Research Methods in Education, Cohen et al Six Edition 2007 7.2 Methods in Educational Research from Theory to Practice, Lodico et al 2006 7.3 Research Methodology – Lecture Note (https://archiv.mu.ac.in/)

8	**Information and communication technology** 8.1 Microsoft Word 2019 Step by Step 8.2 Microsoft PowerPoint 2010 Course Second Edition 8.3 Microsoft Excel 2010 Course Second Edition 8.4 Digital Security 8.5 Computer Management 8.6 Introduction to Artificial Intelligence Undergraduate Topics in Computer Science
9	**English language skills** 9.1 English Grammar in Use Intermediate 9.2 Academic Writing Bailey 3rd Edition 9.3 Academic Reading and Writing Undergraduate

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