



Audio, Visual & **VIDEO LEARNING**

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GROUP 4

Audio Visual and Video Learning

SOME REFLECTIONS ON THE GRASSROOTS PROJECTS, a beacon for learners today

BART CORNILLE

As a proud father to a set of twins (double trouble!) I like to refer to the following myth. The twin brothers Castor and Pollux were the children of Leda and two different fathers. Pollux was the son of Zeus, and was immortal, while the mortal Castor was the son of Tynhareus. When Castor was mortally wounded the immortal Pollux begged Zeus to kill him so that he could share the fate of his brother. Both of them then received a place in heaven, eternally inseparable from each other. As shining stars in the night, they were a beacon for sailors.

Through the Grassroots Projects I realised once again that the new technologies and new pedagogies could well be the Castor and Pollux of the education system in Zambia. As two large stars, they are a beacon for learners today.

In group 4, the small-scale ICT projects initiated by individual lecturers and teachers made use of simple, social, end-user control tools like podcasting or video logging. The lecturers and teachers realised there is a transition going on from a text-based medium to a multi-media platform with audio, video, and greater interactivity. For educators, this presents a great opportunity to add diversity and variety to courses.

For example, in DALICE drama and role-play were used to revive and video-tape a Zambian play. Another grasshopper created a self-directive clip on internet research. Video was also used in CLCE to tape physical education lessons that can support teaching and learning. Video and pictures were produced at Sacred Heart Basic School during field visits and incorporated in active teaching and learning sessions afterwards. In Kasama, a Jazz Project was initiated using video in 3 different courses.

There was a lot of excitement in this group. It was a pleasure to guide them through the process since their motivation was very high.

These Grassroots Projects showed that it is not about simply adding technology to what lecturers were already doing. It doesn't work like that. Lecturers cannot use technology for the sake of technology. Computers hardly mean anything without pedagogical link. Successful Grassroots Projects linked the use of new technologies to the essence of education.

Sometimes, the new tools (pictures, audio or video) are being used to serve old needs. The learning system in Zambia is still largely based on the schema that the learner is an empty container that we need to fill. Content is generally viewed as something that learners need to cognitively consume in order to learn. But learning is like opening a door, not filling a container. In these Grassroots Projects however, lecturers/teachers open the door, but students must enter by themselves. In round 2 of the Grassroots Projects we need to collect student testimonies to really capture the change that took place. This way, we will really know whether the Grassroots Projects have been a beacon for the learners.

ICT 4 ENGLISH

INTRODUCTION: Jury Report

Dramatized plays, when appropriately used, are a valuable tool in the process of learning. This is exactly what this Grassroots Project intends to do: use dramatised play as one of the pedagogical tools and use video (from shooting to editing) as a creative technological tool.

The jury especially appreciates that

The learners are not really involved in instruction but instead they are actively involved in doing.

The purpose of the learning activities in this project is to assist learners in forming deeper understanding of the subject matter, which is English, syntax and methodology. It is about dissemination and discovery of knowledge. There even is the provision of original Zambian key material relating to the particular topics.

Then, the dramatized play is videotaped and edited (see Tool 21 in Tab 7). Video in education runs a spectrum from easy-to-create clips to edited professional quality resources by companies. Of course, easy to create video with a video recorder are more accessible to individual educators than studio-produced recordings.

The creation of digital (video) content is the ultimate aim of this Grassroots Project. Needless to say that this very experimental Grassroots Project is also great for auditory learners.

“ SEED, SELECT, AND AMPLIFY.
TEST MANY DIVERSE OPTIONS,
AND REINFORCE THE WINNERS ”
(Chris Meyers and Stan Davis)

Technology has developed to the point where an educator can record and distribute audio files with only a computer, a microphone, and internet access. Audio files can be shared via services such as YouTube or plugins for blogging software (see Tool 1 in Tab 7). So, after videos have been created and edited, they can be uploaded to a university site or posted on a public site such as YouTube or blip.tv (see Tool 14 and 15 in Tab 7). The jury regrets that because of the lack of a dedicated internet connection this was not (yet) done.



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Fidelis Mumba is a senior lecturer in the English Section at David Livingstone College of Education. He started as a primary school teacher and later was trained as a secondary school teacher. He became a college lecturer in 2000.

At David Livingstone College of Education he has worked as module manager for life skills under the Primary Teachers Diploma by Distance Learning. He also served as Academic Coordinator for Local Knowledge Project which was a project for DALICE and SognogFjordane University College in Norway. He ran the college library for three before his appointment of qualified librarian. Currently, he is acting Head of English Section. He holds a Bachelor degree in English and History is his minor.

Case study on the use of ICT for ENGLISH

Mr. Sipatonyana is lecturer at David Livingstone College of Education. He is worried by the way his students teach English during peer teaching. Most of them teach without using Learning and Teaching Aids (LTAs). This seems to be the common practice in most schools in Zambia. Furthermore, they don't seem to embrace modern technology in order to teach effectively.

Mr. Sipatonyana has therefore decided to introduce the use of videos in his teaching so that when the students see how he teaches, they will be able to do the same. He will also empower the students with the necessary skills to shoot the video as well as to produce DVDs which includes editing. Mr. Sipatonyana will practically makes the students see that good Learning and Teaching Aids seriously facilitate learning. He will also clear the notion students have that LTAs is merely having a picture or words written on manila paper or flip chart.

He uses learner centred methodologies in his lessons. For example, he asks students to read the text before asking them to dramatise "The Innocence of The Dog". The senior lecturer will use the video of the dramatised story to elicit group discussions . The benefit of this method is that for students to dramatise, they have to read the text thoroughly. Secondly, when the DVD is used in class it arouses learner interest and prevents the lesson from being abstract and boring.

Mr. Sipatonyana will place the DVDs also in the library for students to borrow and use in their hostels apart from accessing them in computer laboratory.

“Umwana ashenda atasha nyina ukunaya”

A Bemba saying meaning a child who's not exposed to the external world thinks that his/her mother is the best cook in the world.

What METHODOLOGY was mainly used?

Role-play (*)

Drama and role play have a lot of things in common. Both involve two or more people playing a role in a story, in which they portray a situation that is fictional but resembles situations that those watching and taking part might easily find themselves in. But there are also important differences.

In role-play learners take on roles and act out a given scenario. For example:

- Workshop participants are split into pairs. One takes the role of a student with persistent attendance problems; the other takes the role of the student's teacher.
- Three students take on the roles of characters in a novel they are reading. They are interviewed by the class about their motives.

Role-play is very useful for developing the 'interpersonal skills' of learners. It gives learners an opportunity to practise skills in a risk-free environment.

Role-play is often a single performance viewed by non-players, often taking the form of a social skill demonstration. Alternatively, several groups of students can carry out the same role-play activity simultaneously, allowing each member of the class to practise the social skill.

Planning the role-play activity

- Be clear about what you are trying to achieve.
- Design the activity towards these ends.
- If practising a skill, explain any background information or techniques first. Show an example of good practice. Alternatively, you could use the discovery method and learn entirely from the role-play activity itself.
- Provided the scenario on paper. Emphasise the goal for each role. Make the instructions brief.
- Avoid stereotyped or extreme characters.

Assign observers a particular player or specific observing task. Give a checklist. Use the observations for the debriefing session.

Running the role-play activity

Give players time to study the scenarios, and don't start until they are ready. If well planned and prepared for role-play, activities should run themselves. Intervene as little as possible. If skills are being practised, you could consider videoing the session. This allows for self-evaluation and supplies detail for the debriefing session.

Debriefing or plenary session

Debriefing should be done straightaway and is the most important part of the activity. The aim is to reflect on the role-play and to reach some general conclusions. Prepare a list of questions to be considered.

For example: *skill practice*.

What went on?

Why did it go like that?

How could it have been done differently?

In what way was it realistic - and unrealistic?

Can you relate what you saw to theory or technique?

How did each player feel as the play progressed?

What were their motives and were they justified?

...

In the case of skills practice, it will be necessary for learners to criticise themselves and each other. Ask for self-evaluation first. Try asking the class for 'two goods and one improvement' that is, two creditable aspects of the performance and one way in which it could have been improved.



(*). Excerpted and adapted from PETTY, G. (2009). *Teaching Today. A Practical Guide*. Stanley Thornes (Publishers) Limited, Cheltenham.

AUDIO - VISUAL LESSONS PROJECT

INTRODUCTION: Jury Report

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There are many ways to use the Web in the classroom, as a communication tool and as an information resource. This self-directive audio lesson showcases the potential of the internet via search engines. The ICT tool to make the lesson is free and easy to use software downloaded from the internet (see Tool 20 and 26 in Tab 7).

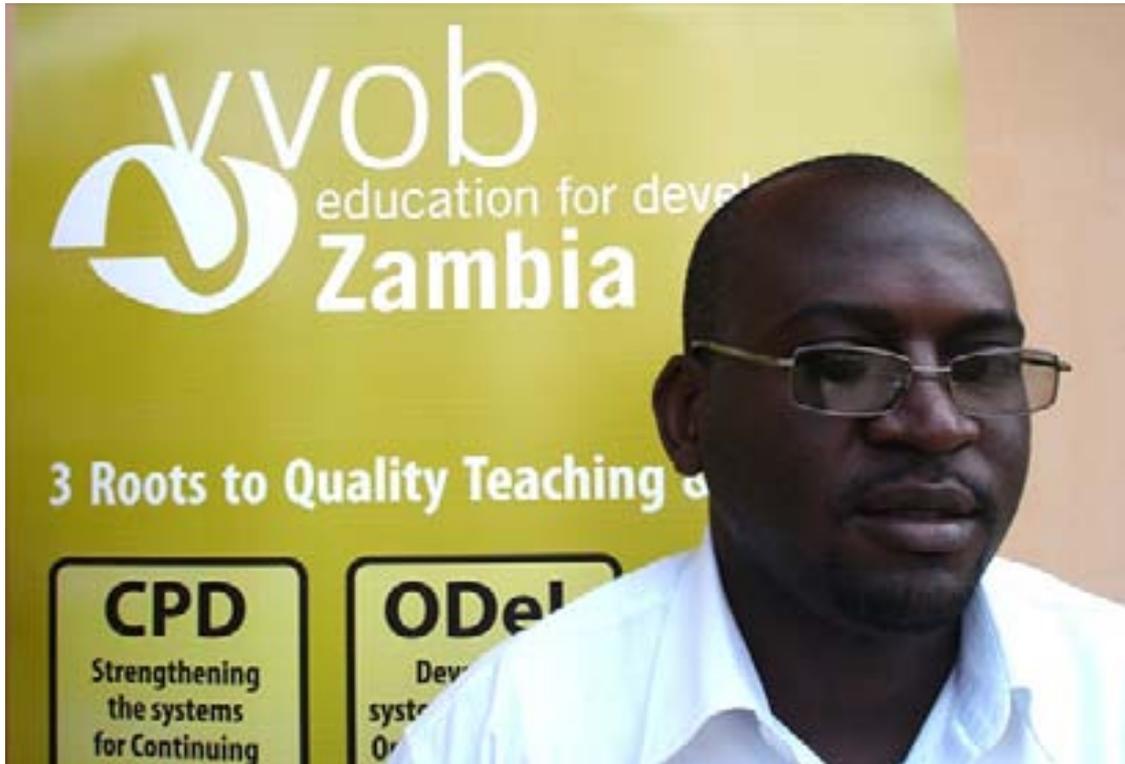
Learners have increased educational opportunities due to the internet's affordance of connectivity. What once rested under the control of a privileged expert or organization is now under the control of individuals. Internet means that we have access to a wealth of information and it is BIG. The problem is no longer 'How do we get more information?' but 'How do we cope with all the information that is out there?' and 'What can we do with it?' This is at the heart of this Grassroots Project. The lecturer wants his students to know that **ICT CAN REALLY HELP THEM.**

"Know where" and "know who" are more important today than knowing what and how (Siemens, 2006). An information rich world requires the ability to first determine what is important, and then how to stay connected and informed as information changes. Content found on the internet can vary from an e-book, an online article, a message on a forum, a short video clip etc.

The jury feels that the self-directive audio lesson on internet research mainly touches upon the skills to undertake internet research. Finding our way in the vast amount of information available on the Web is one thing; shaping activities related to learning goals is another. It is important for a lecturer to distinguish between 'surfing' and 'browsing' on the one hand and 'searching' on the other. It is essential to develop activities that guide the students through a search process: What do I need to do? Where could I go? Which resources shall I use? How shall I use the resources? What should I make a record of? Etc. These are some of the questions we need to ask while undertaking internet research. Also, a variety of formats can be used to undertake internet research, ranging from topic hotlists, multimedia scrapbooks and treasure hunts to subject samplers or web quests (see Tool 16 in Tab 7).

**THE PIPE
IS MORE
IMPORTANT
THAN THE
CONTENT
WITHIN
THE PIPE**

As part of the search processes in which the students engage, it is also important to constantly evaluate the websites which were used. Because anyone can just publish about anything on the Web, it is necessary to evaluate a website more thoroughly than a published book.



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Clement Mwanza is currently a librarian at David Livingstone College of Education (DALICE). He also teaches computer skills to first year students. He has worked in a variety of research institutions including the University of Zambia's main library, the University of Zambia medical library and the Zambia Library Service Association on attachment basis.

Clement holds a Bachelor's Degree in Library and Information Studies obtained from the University of Zambia. With the support of VVOB he has done a Certificate of the International Computer Driving License (ICDL), a Certificate in Local Area Networks and an Information Technology Certificate from the National In service Teachers College (NISTCOL).

Case Study on the use of AUDIO lessons and PRIVATE STUDY

Inambao offers computer skills to all first year students at DALICE. He is challenged with the large number of students chasing very few computers in the computer lab, as well as in the main library. One hour contact session is also not enough.

Due to the situation above, he has introduced the private study and homework type of teaching. Through the use of ICT he is able to teach and demonstrate some research skills using internet explorer. He comes up with a -designed and easy to understand visual lesson and pastes it on all the computers in the computer lab. With this, students are able to access the lessons at their own convenient time. This means that there will be more students accessing the computer skills lessons as they will be going to the lab at different times.

The ICT tool that has really helped Inambao is View let Builder Professional Version 6.2.2. With this tool he is able to create an easy to follow lesson and save the lesson on all computers in the lab or burn the lesson on to CDs.

A baby crocodile does not grow in one pond.

A well know saying

meaning that knowledge

is never gotten

from one source

What **METHODOLOGY** was mainly used?

Private study and homework (*)

Homework should:

- involve students in a useful activity that is best done alone - or at least does not require teacher support
- be checked that it has been completed satisfactorily
- require a minimum of extra work for the teacher
- provide feedback
- not be too demanding

Which student activities best fit these criteria?

- **Reading.** Most homework could simply be reading the textbook. Give a short 'test' to check that the material has been read and understood. If students' check each other's papers, the test need only take three minutes. Alternatively ask students to produce a summary. Reading familiarises the student with the textbook, and develops self-study skills, as well as a direct subject learning.
- **Preparation for a lesson.** This may take the form of reading, revising relevant material covered earlier, or answering questions which orientate the student.
- **Preparing revision notes.** Summaries, mind maps, mnemonics or revision notes are often best produced by the learners themselves. It makes an excellent activity at the end of the topic.
- **Learning revision notes.** Nearly every subject has basic factual material which must be remembered by heart: vocabulary, formulae, definitions, procedures, etc. Make sure students understand what they are expected to learn.

Whatever the homework, if it is set it must be seen, checked or tested by the teacher.

In general don't set anything more difficult than the students have practised in class.

If you do, some will get stuck and others will use the difficulty as an excuse for not doing the work.

Checklist

- Are you aware of the homework policy and practice for your school?
- Do your homework assignments combine maximum learning value with minimum marking effort?
- Are they useful?
- Are you rigorous about setting, collecting and marking homework?

(*) Excerpted and adapted from PETTY, G. (2009). *Teaching Today. A Practical Guide*. Stanley Thornes (Publishers) Limited, Cheltenham.

Audio Visual and Video Learning



AUDIO, VIDEO and VISUAL LEARNING PROJECT

INTRODUCTION: Jury Report

This Grassroots Project is the result of a team that wants pupils “to see the things that are taught and not just imagine them”. Therefore, school visits are organized while being filmed and/or photographed. The visits are linked to a variety of subjects, including Office Practice, Social Development Studies, Geography and Religious Education. Afterwards, the clips and pictures are incorporated in a PowerPoint presentation and used for teaching and learning.

The jury appreciates the fact that the teachers go the extra mile to show the students a real life situation. It paves the way for a more authentic learning situation. The variety of ICT tools showcases once again the potential of these tools to education (see eLesson in Tab 8).

Content enrichment is achieved by adding pictures and video clips to PowerPoint presentations (see Tools 8 and 21 in Tab 7). In other words, the visual tools really make a difference in the learning experience of the students.

The ICT rich PowerPoint presentations are a seamless part of the lessons. It shows the teachers took a lot of time to identify the right ICT tools and the right activities that can make learning more exiting. Students are actively involved in taking the pictures or playing a part in the “making off” the video. The project shows that these technologies make it simple not just for teachers but for students to produce and publish materials themselves.

Web 2.0 tools make it very easy for people to create their own content in different forms text, pictures, audio and video

The materials are being used in the classroom mixing traditional methods with some e-learning materials. That is called Blended Learning.

Well done.



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Beauty Lweendo is a teacher in the Ministry of Education. She used to teach at Sacred Heart Basic School. In December 2009, she was transferred to Kabwe Skills Training Institute as an ICT Instructor. She introduced the idea of capturing all educational tours on video and each teacher prepares teaching points from these videos using PowerPoint. Teaching/learning has become very interesting. Therefore, those who had stopped school a long time ago perform better during their exams because what they see they do not forget.

Beauty Lweendo obtained an IMIS Diploma at Zambia Institute of Management (ZAMIM) and a Technical Teachers Diploma at Technical and Vocational Teachers College.



NAME: MICHAEL CHANDA

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Michael Chanda is 33 years young. He completed his grade 12 in 1998 at a technical school in the Copperbelt Province in Zambia, upon completion he underwent an intensive training for six months in community based rehabilitation programmes. He then worked for two years at a mission hospital. He developed an interest of becoming a teacher. By 2001, he applied for a Danish sponsored teaching course Zambia Teaching Education Course (ZATEC) which he attended, and was awarded a Primary Teachers Certificate.

Mr. Chanda joined the public service in the Ministry of Education in 2008, and has since been working as a primary teacher.

This year, he enrolled at the University College in Kabwe pursuing a degree in Special Education.

Case Study on the use of PICTURES and VIDEO during visits

Ms. Kenson liked teaching after an education tour. She noticed that pupils who go for education tours performed very well. She shared this observation with her fellow teachers in the staff room. Surprisingly enough, these teachers had the same feeling. So she accompanied the geography teacher Mr. Mwancha and pupils to Kabwe Research Station at the Meteorological Department and captured a video of a meteorologist explaining weather instruments. Since the video is long, she decided to divide it in three lessons. Together they prepared three sets of teaching points using PowerPoint.

On 1st May 2010, Mr. Mancha was privileged to have a lesson on weather instruments with the grade 8A pupils. Teaching and learning was very interesting as Mr. Mwancha was explained the elements of weather instruments as he was showing clips of the weather instruments using PowerPoint. He found it easier to teach these instruments because he was able to show pupils real objects. In return pupils were able to learn from what they were seeing and it was very easy for them to understand the lesson.

In conclusion, he divided them into groups of 5 and asked them to draw, label and state the use of 3 weather instruments. It was interesting to discover that all pupils were able to do the task, as the saying goes “what you see you do not forget”.

He really thanked Ms. Kenson and shared the new experience in the staff room during the closing of the staff meeting. It was therefore agreed that this should be extended to other subjects.

Cuulu cibomba kudinkila

A Tonga saying meaning you must persist to get what you want

What **METHODOLOGY** was mainly used?

Visitors and visits (*)

Visitors and visits are amongst the most vivid, enjoyable and best remembered of teaching methods. They bring the real world into teaching and learning, provide specialist experiences and expertise, and reveal real issues and debates.

Visitors

Thousands of organisations can act as a living resource for you. There are many expert speakers eager to get their message across - why not use them?

Why not get the *students* to arrange the visit, perhaps setting this as an assignment?

Who will write the letters or make the phone calls?

How will the visitor be briefed before (s)he comes?

Who will welcome the visitor?

Who will introduce the visitor?

Who will thank the visitor on behalf of the class afterwards?

The visitor may need a map, and will need to know where to go and whom to ask for when (s)he arrives. (S)he will also need to know something of the group, its size, prior learning, age. (S)he may also need some equipment, and will certainly want to know for how long (s)he will be expected to speak.

The group will need time to prepare for the visit. What questions will they ask their visitor, and who will ask them? It is better to spread the questions among the class member than have one or two students asking them all. Questions need to be open rather than closed, and you will need a strategy that prevents embarrassing silences. If students are arranging the visit, have a brainstorming session. Then the group can decide how to meet these needs and who will compose the briefing letter.

It may be advisable to monitor your students' arrangements!

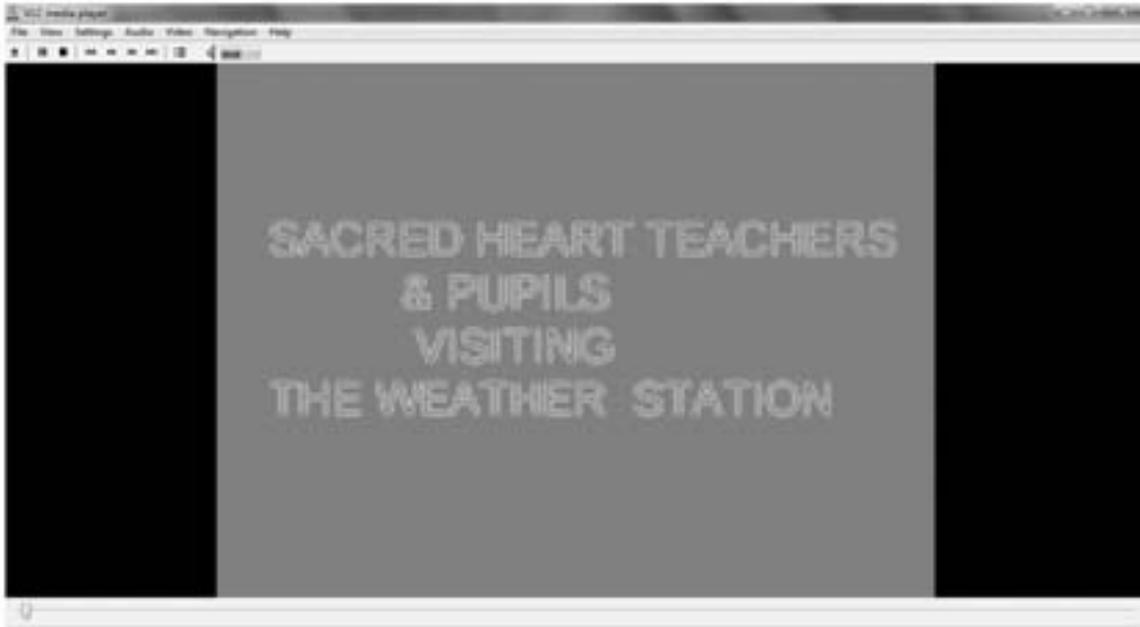
Visits

Talk to the school management to resolve such issues as levels of supervision, insurance, consent forms, etc. Follow your school's procedures for visits!

A pre-visit will help you to make successful arrangements. Many places to visit have education officers, official guides, worksheets, and other helpful resources. You need to know about this before the visit. If such help is not available, consider making your own activity sheets or at least giving students some questions that they can answer by exploration during their trip. Take any letters confirming essential arrangements, phone numbers, the list of participants, and details of the trip. It is usual to have at least one extra teacher or adult helper on a visit, unless the group is small.

(*) *Excerpted and adapted from PETTY, G. (2009). Teaching Today. A Practical Guide. Stanley Thornes (Publishers) Limited, Cheltenham.*

Audio Visual and Video Learning



VIDEO ENHANCED PHYSICAL EDUCATION PROJECT

INTRODUCTION: Jury Report

There are many ways to use video in teaching and learning, for example as an incorporate video from experts or institutions/organisations. Videos can also be used to review key concepts discussed in class or as pre-class sessions to place future lectures into context. This Grassroots Project uses video for short demonstrations (see Tool 21 in Tab 7).

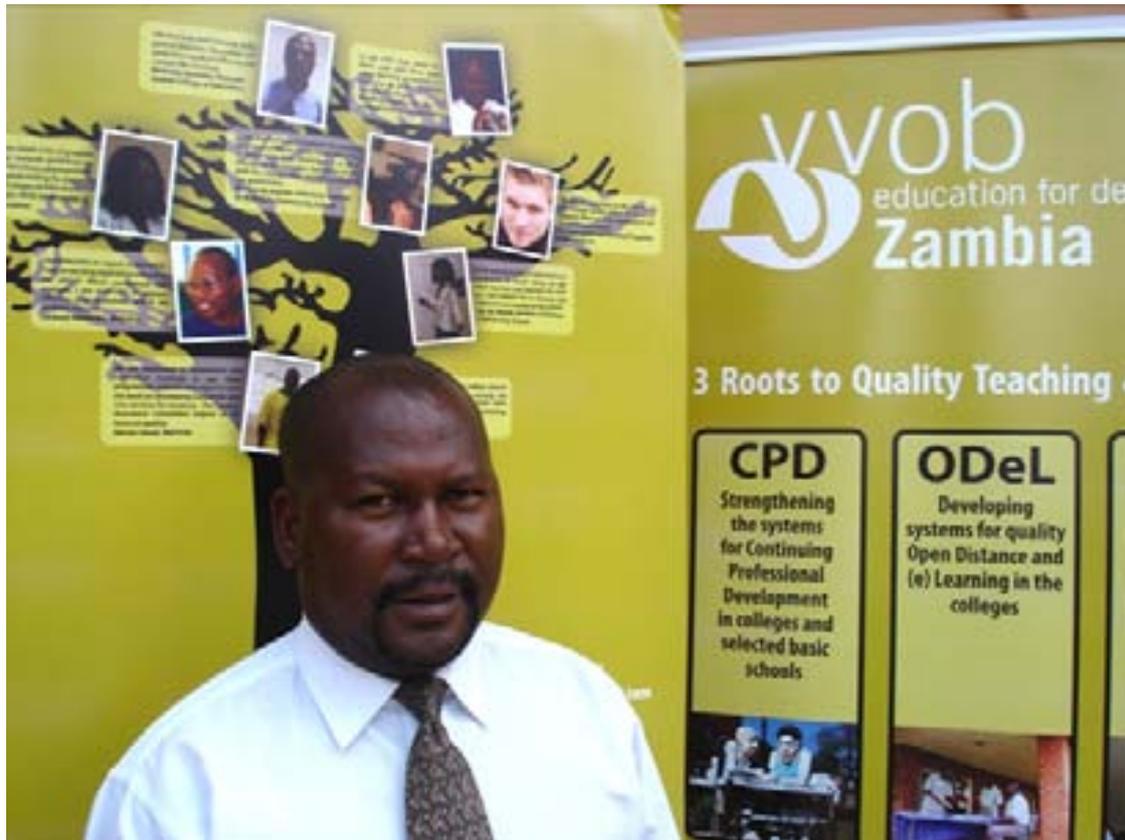
One of the main reasons for implementing this Grassroots Project is to increase learner motivation. The lecturer understands that **THE LACK OF MOTIVATION RESULTS IN THE LACK OF ACTION**. In this project students can start learning from the experience of other (older) students.

The reason for using ICT is also very clear to the students: using video to showcase best-practises in physical education.

The jury appreciates that the students are involved in almost all the stages of the project. It shows that ICT integration in education is about pedagogy and not technology, and that this applies to all subjects. Still, we have to be careful that we don't use these new tools to serve old ways of teaching and learning.

The teacher instructs, we learn
The news is broadcast, we listen

Again, learners are not an empty container that we need to fill. Showing a video in the classroom has to be well integrated in (reflective) learning activities. The purpose of the learning activities is to assist learners in forming a deeper understanding of the subject and in acquiring the skills shown in the video. Simply using audio or video to replace a lecture cannot be the outcome of a project.



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Victor Moyo is a senior lecturer at Charles Lwanga College of Education. He was first trained as a primary school teacher at Kitwe Teachers College and taught for six years at Gota basic school. He further went for studies at NISTCOL and specialised in physical education and mathematics.

He was promoted as senior teacher then deputy head before moving to the College of Education. He has been lecturing for ten years now in physical education. He also did a degree in physical education and social studies with the University of Zambia. He is very much interested in the use of ICT in the teaching of physical education to the Zambian children. He is looking forward to sharing more information on the effective use of ICT in the classroom.

Case study on the use of VIDEO in Physical Education

Mr. Mumba has often given students topics for them to do some research on and asked them to present to their fellow students during the tutorials. Learning from the experience of other students is one of the best ways of teaching students, Mr. Mumba feels.

Now, Mr. Mumba added audio (video) to his lessons since it makes the learners more creative, imaginative, innovate and resourceful.

Students worked well in their groups and they have found to be a very beneficial activity as it encourages team work among the learners. They rehearsed the exercise very well before being taped. The results were very nice.

Mr. Mumba usually prepares his lessons using PowerPoint presentations. He now has another presentation tool: the videos produced with his students. The new students can benefit from it.

**Munweo
mwetuupwa
yinjina.**

**A Tonga saying you cannot
do something alone**

What **METHODOLOGY** was mainly used?

Learning from experience (*)

Experience itself does not guarantee learning. In order to learn from experience we must reflect on our experiences; try to relate them to theory; and plan how we might do better next time. After carrying out this plan, we need to reflect again and so the process continues.

1. Concrete experience:

Experience can be realistic or a substitute for a 'real life' one, e.g. observing an experienced practitioner (live or on video), case study, students discussing each other's experience (interviewing), games and role-play, demonstrations, etc. 'Concrete experience' should be used by students to test out ideas, methods and plans, rather than to repeat well-known procedures mindlessly. They should be trying out a new technique or approach, or looking for something they have not paid particular attention to before.

Substitutes for direct work experience are useful in order to:

- practise skills in a safe context
- illustrate theory in action
- develop interpersonal skills
- increase personal involvement in learning
- derive theory or general principles from examples
- prepare learners for work experience
- focus attention on experiences which are difficult or impossible to provide in any other way.

2. Reflection on experience

Reflection involves a systematic and objective evaluation of the student's concrete experience.

Reflection through self-assessment

There is a danger in students relying solely on their teacher for the evaluation of their performance. If they are never trusted to evaluate their own experience, they will not acquire the habits and skills of reflecting on their performance, and so they will not develop the ability to improve themselves. Give students confidence in their ability to learn from their own experience. You can encourage self-assessment by asking students to draw up a self-assessment checklist, preferably in advance of the experience. This serves the dual purpose of aiding reflection, and focussing the students' attention. It also encourages students to analyse the process carefully, and to ask questions. Self-assessment encourages reflection and purposeful activity towards useful goals, as well as encouraging learners to become responsible for their own learning.

Diaries are a further way of encouraging students to reflect on their experience. Before starting the 'concrete experience' it sometimes helps if students agree probing questions which they will answer in their diaries. Students easily forget things after they complete placements or work experience.

An atmosphere of trust between teacher and student is usually necessary before students are prepared to evaluate and reflect on their strengths and weaknesses honestly. For this reason, the reflection process must be separated from any assessment of the student.

3. Abstract conceptualisation

The aim in this stage is for *the student* to relate his or her own 'concrete experience' to theory. Whatever the student is learning, the questions are much the same: Why were the successes a success? Why were the failures a failure? How should it be done? Why should it be done in this way? What would happen if it were done in a different way?

4. Planning active experimentation

Having reflected on past experience and attempted to relate his experience to theory, the learner's next task is to ask 'How can I do it better next time?' No one gets better at doing anything, other than through this process.

It is often helpful for students to put ideas down on paper. This can take many forms: an action plan, a list of objectives to be achieved, a design for an experiment, a checklist of criteria for self-assessment, etc. These are all ways of setting targets for 'how to do better next time'.

Training design

Many courses follow the pattern:

- Explain the theory,
- Give a demonstration,
- Then ask trainees to try out the new idea.

This has no long-term effect on classroom practice!

Some courses do affect practice, however. These added reflective activities such as giving staff feedback on their performance, and coaching them over their difficulties. The Trainees need corrected practice. 'Input' is not enough.

The strength of experiential learning is that it develops in the student an understanding of how theory and practice are linked. The four stage of the experiential learning cycle are equally important and interdependent.

(*) *Excerpted and adapted from PETTY, G. (2009). Teaching Today. A Practical Guide. Stanley Thornes (Publishers) Limited, Cheltenham.*

Audio Visual and Video Learning



JAZZ PROJECT

INTRODUCTION: Jury Report

This Grassroots Project uses Microsoft photo story to create slideshows using digital photos while adding students' voice narrations to the lessons (language, mathematics and science). Then, they personalize them with titles and captions.

This exciting Jazz project is “an exploration into the use of ICT in promoting quality education. Students are given an opportunity to acquire ICT skills in lesson preparation and delivery”.

AMATEUR PODCAST CAN BE CREATED BY ANYONE WHO HAS A MICROPHONE OR DIGITAL VIDEO CAMERA AND A COMPUTER WITH RECORDING SOFTWARE

The Grassroots Project motivates students to learn and to enjoy learning. That motivation is enhanced because the students are also given the possibility to participate. The jury appreciates the work is done in a professional-looking way. ICTs give the possibility to hand over some control over learning to the students themselves, which has proved to be very motivating.

The more flexible offering and delivery of (higher) education may achieve the desirable social goal of democratizing teaching and the learning process by giving greater control to the learner. Still, flexibility can involve options in course resources, in types of learning activities, in media to support learning, and many other possibilities.

The jury feels that these tools are being used to serve a schema where content is viewed as something that needs to be cognitively consumed in order to learn. The potential of these new tools stretches for beyond this. For example, educators have to see a need for students to learn problem-solving skills, even though national curriculum standards tend to exclude problem-solving objectives in their goals for student achievement. ICT has the potential to help learners visualise problems and solutions.

The jury hopes this team will continue improving on their project and follow the advice of Doc Childre and Bruce Cryer: “As any jazz musician knows, it takes flexibility and adaptability for improvisation to create beauty”.



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Sister Angelina Kabwe was born on 28th May 1957 at Munsimbwe village in Mbala district. She finished school in 1977 at Lwitikila Girls Secondary School. Immediately after writing her last paper, she went to Solwezi National Service for military training. Her intensive training of formation for sisterhood started in July 1978.

She trained as a secondary school teacher at Nkrumah College of education. Her teaching subjects were English and Zambian Languages.

She obtained her first degree in English Language and Literature at the Catholic University of Eastern Africa (CUEA) in Nairobi, Kenya. She obtained from Jersey, Britain a Diploma in Administration and Management, and in Computers in Modern Management.

She has taught in five secondary schools and headed one secondary school for five years. She taught in one Major Seminary, and now she is at Kasama College of Education. Currently she is the Acting Head of Section for Literacy and Language Education.

(The Jazz Project was team work by Sister Angelina Kabwe, Hamachila voice, Musonda Moses, Muswema Martin and KabungoFridahMulenga)

Case study on the use of Photo story and group work

Rachel has been waiting a long time for this day. One month ago they were divided in groups and each group had to rehearse and research on a chosen item. They wanted to learn more about the variety of languages in Zambia. Today they are going to record everything via the computer. They are all very excited.

The lecturers have prepared everything beforehand. The Microsoft photo software, free software, was downloaded onto each computer. Recordable DVDs were purchased. The microphone and recording devices were properly tested. All was set when Rachel's group entered the computer room. The lecturer then explained how to record their text via the computer. They were surprised how easy it actually was.

The students were also well prepared. Each had a role to play and of course, they all brought a digital picture of themselves. That would be included in the photo story. In no time the recording was over and done with. With some basic ICT skills they managed to compile a photo story.

Next week the clip will be installed on all computers in the library. Then, all her friends can finally see what they have been working on for the last month.

What METHODOLOGY was mainly used?

Group work (*)

Why use groups?

Group work gives the students a chance to *use* the methods, principles and vocabulary that they are being taught. Group work involves learners in task-centred talking. Students get a chance to practice skills such as creativity, evaluation, synthesis and analysis. They also practice 'common skills' such as the ability to work with, and communicate with, others. There is a self-checking and peer-tutoring aspect to most group work. Students can often do together what they could not achieve alone.

The use of groups improves rapport between students, giving all your classes a more trusting and supportive atmosphere. The teacher is given the opportunity to make use of the views and experiences of the students.

Limitations of group work

Groups can go off in the wrong direction or they can be hijacked by a determined individual. Some group members may become 'passengers', letting others take the lead. Whole groups can become 'free riders' if the teacher does not ensure that they take responsibility for their work.

Difficulties with group work can nearly always be overcome by using well-devised tasks, and good classroom management. However, like all teaching methods, group work becomes ineffective when used too often or for too long.

Seating is an important consideration. Students need to be able to make eye contact with each other.

Planning the activity

First decide on your objectives. Be sure these can be met with the use of group work.

Choose an activity that your students can complete with only very infrequent help from you.

Choose short activities at first. Make sure the task involves putting something down on paper.

Make sure your activity is concrete, clear, and structured, and decide on concise wording of it.

Collect and prepare your resources (books, magazines, video's, equipment, etc.)

Don't forget to leave time for the plenary, where the activity is discussed and summarised.

The plenary

It is important to ask for feedback from the groups, to write it down on the board, then to reflect with the class as a whole in order to summarise what has been learned. Encourage students to make comments.

Getting feedback

When the activity is over, ask each group to report back one of their findings to the class. Ask each group to summarise their findings on an OHP transparency or flip chart paper for display in class. *Praise* the groups for their responses as soon as their ideas are expressed, and add your own arguments in support of their ideas. Remember that it is vital to summarise what the class should have learned from the activity.

Inexperienced teachers often asks groups to carry out tasks for which they are not prepared They fail to define the task clearly in writing and neglect to visit groups, or to clarify learning.

Planning the activity

Do you define the task very clearly, and leave a summary of the task on the board?

Do you visit each group as it is working, to check on progress and help where necessary?

Do you ask each group's secretary to summarise the group's ideas to the class?

Do you acknowledge the ideas of each group, for example by putting them on the board?

Do you hold a plenary to summarise what students should have learned from the activity?

(*) *Excerpted and adapted from PETTY, G. (2009). Teaching Today. A Practical Guide. Stanley Thornes (Publishers) Limited, Cheltenham.*



- TAB 1 FROM GRASSROOTS TO GRASSHOPPERS**
- TAB 2 FIND, SEARCH & COLLABORATE**
VVOB Mentor: Leonie Meijerink
- TAB 3 GADGETS AND TOOLS**
Pier Goudappel
- TAB 4 HANDS ON ICT**
VVOB Mentors: Andre Irabishohoje and Lukonga Lindunda
- TAB 5 AUDIO, VISUAL & VIDEO LEARNING**
VVOB Mentor: Bart Cornille
- TAB 6 LANGUAGE & MATHS**
VVOB Mentors: Lieve Leroy and Hans Casier
- TAB 7 35 TOOLS FOR GRASSHOPPERS**
- TAB 8 eLESSON PLANS BY AND FOR GRASSHOPPERS**
- TAB 8 DUPLICABILITY OF THE GRASSROOTS PROJECT**



VVOB?



**Oh, that stands for Very
Very Organised Business**