
VAISHNAVA TRAINING & EDUCATION

Course Material

STUDENT'S HANDBOOK

for Teacher Training Course Two

*The International Society for Krishna Consciousness
Founder - Acharya: His Divine Grace A.C. Bhaktivedanta Swami Prabhupada*

Student Handbook, Teacher Training Course Two

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Welcome!

Dear Devotee

Please accept my humble obeisances. All glories to Srila Prabhupada

Welcome to the VTE Teacher Training Course Two and to your Student's Handbook, which you'll be using over the next six days. In here, you'll find concise notes on many aspects of teaching, not only useful during the course but afterwards as well. Therefore, please look after this booklet (perhaps putting your name on the front to avoid losing it). Further copies can be ordered from the VTE, whose details are listed below.

Within the Appendices you'll find your Daily Journal, which you can use throughout the course to record thoughts, queries and realisations.. You may wish to spend a few minutes each evening completing it. Please also take a couple of minutes after each lesson to fill in the Daily Assessment Sheet at the end of this handbook, and do remember to tear these out and hand them in at the end of the course. This will help us to continually improve the course and to offer you a better service.

We will not cover all the material in this booklet. We have intentionally included more than we can possibly teach, for two reasons:

- (a) To allow for flexibility in delivering the course.*
- (b) To provide keen students with more theory (to read in their own time). This course is sharply focused on developing classroom skills.*

We do not have long to do this, especially as two full days of the course are dedicated to student assessment. This may seem excessive, but keep in mind that the main point of assessment is not accreditation but learning. Consequently, much learning will take place in these final presentations. Nonetheless, accreditation is important and we understand that all students aspire for a high grade. Therefore, we will try our best to address your personal challenges within the first three days and prepare you for your final presentation. If, at any stage, you feel that you are struggling, please do consult one of the facilitators.

We have also included information (within the Appendices) on organising VTE courses. Please study this in your own time, or whenever you prepare to facilitate a course.

If you have any queries, please do contact us. In the meantime, best wishes for the course and in your continuing service to Srila Prabhupada.

Atul Krsna Dasa

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TTC2 - DETAILED COURSE SCHEDULE
MARCH 24-31ST 2012, ISKCON MELBOURNE

Saturday 24th	Foundational Principles/Strengths & Challenges	10.30-1pm
Lesson 1	Welcome, Strengths & Challenges, and Overview	
Lesson 2	Aims & Objectives Presentation preparation	
	Initial Student Presentations	3.30-5.45pm
Lessons 3-4	Initial Student Presentations	
Sunday 25th	Planning & Communication Skills	10.30-1pm
Lesson 5	Planning	
Lesson 6	Methods/Seven Types of Intelligence	
	Presentation Skills	3.30-5.30pm
Lesson 7	Speaking Skills	
Lesson 8	Gesturing & Body Language	
Monday 26th	Facilitation Skills (1)	7-9.30pm
Lesson 9	Leading Whole Class Discussions	
Lesson 10	Experiential Learning	
Tuesday 27th	Facilitation Skills (2)	7-9.30pm
Lesson 11	Building Trust	
Lesson 12	Presentation Preparation	
Break....		
Thursday 29th	2 Presentations	7-9.30pm
Friday 30th	2 Presentations	7-9.30pm
Saturday 31st	4 Presentations & Round Up	10.30-1pm 3.30-6.00pm

What are the Purposes of VTE Validated Courses?

The following are some of the aims of running VTE courses. Please keep them in mind when you facilitate on behalf of the VTE.

We may not explicitly explore this topic during the course itself. It is relevant, though, to the broad aim of the course - "To equip students to effectively facilitate VTE courses, or to bring them to a comparative level of competence." These aims will be particularly relevant to devotees who appreciate the crucial role that education plays in fulfilling the Society's mission.

1. To help to ensure that all devotees reach their full potential, and are qualified to perform their corresponding services.
2. To enhance devotees sense of purpose, and of achievement, by providing continuity and progression in their training and education.
3. To provide and maintain a high standard of Krishna conscious education throughout the Society.
4. To help create qualified facilitators who are essential to the whole training & education initiative.
5. To help ensure that all members of ISKCON are aligned to its mission according to their respective positions and services.
6. To help perpetuate the culture of Krishna consciousness, and specifically the mood and mission of Srila Prabhupada.

Use the space below to write further notes, or any thought or feelings you have about the above:

A Note on Assessment

One of the purposes of assessment on this course is to accredit successful students. Hence a degree of formal assessment is inevitably required. Nevertheless, the facilitators will keep in mind that the main purpose of assessment is the learning itself and especially self-improvement

We will begin the course by looking at our current abilities, and attempt to help each candidate significantly improve by the end. Students are encouraged to actively seek the advice of other students (especially those expert in specific skills) and the facilitators, who will be available outside class time, as well as during set periods within the course.

We recommend that we all avoid competitively assessing ourselves against each other. Keep in mind also, that although some criteria are required, we should feel free to develop our own individual styles - even if we have to break the standard rules on occasion!

You will be assessed mainly during your final presentation but marks will be modified according to your general performance, based on the following criteria:

English Second Language Considerations

General Performance During Week	(knowledge and skills)
General Character	(values)
Ability to be a Good Student	(mainly during Final Presentations)
Ability to give feedback	(mainly during Final Presentations)
Ability to receive feedback	(mainly during Final Presentations)

Your abilities during the **Final Presentation** will be assessed according to three categories, namely:

- | | |
|---|-------|
| (1) general speaking & presentation skills | (28%) |
| (2) ability to build trust | (28%) |
| (3) facilitation skills | (44%) |

These three categories are broken into sub-categories, each with specific criteria (*for more details, please see next page, and pages 48 and 49*).

The entire process will involve **self**, **peer** and **tutor** assessment. Self assessment will not contribute towards final marks but will assist in checking accuracy and in helping us get an overall view of each student's abilities (and specifically his or her self-image.)

Each student will receive a detailed report, which will also be stored with the VTE in Oxford. This enables the student to build up a "personal profile" to map out his/her teaching career.

Please ask one of the facilitators if you have any queries or concerns regarding assessment.

Broad Objectives for Student Presentations

1. General Speaking and Presentation Skills

Stage presence

Voice and language

Eye contact

Body language

2. Ability to Build Trust

Apparent teaching competence

Good mood/atmosphere

Character & behaviour

3. Facilitation Skills

.....

a. Interactional Skills

General Interaction/Control

Student Contributions

Student & Group Dynamics

.....

b. Specific Facilitation Skills

Whole-group discussions

Experiential Learning and De-brief

Group Work

.....

c. Organisational Skills

Writing Aims and Objectives

Lesson Planning

Resource Management

Time-management

Strengths and Challenges

Take a few minutes to write down below your strengths in connection as regards facilitation (not just speaking, lecturing) Be honest about any talents Krishna has given you! For now, ignore the second (right-hand) column.

My Strengths	My Disciples
1.	
2.	
3.	
4.	
5.	

Now list below the areas where you feel there is room for improvement:

My Challenges	My Siksha Gurus
1.	
2.	
3.	
4.	
5.	

Write down below anything you learned in Lesson One that might help you improve as a facilitator:

1.

2.

3.

4.

5.

Further notes:

Guidelines for Effective Facilitation

You should already be familiar with these guidelines drawn up by TTC1 students. Use them to refresh yourself on what you've previously learned.

- effective education focuses on character development and self-realisation
- education should address real needs in any society
- education should be purposeful and focused (aims-driven, rather than content- or qualification-driven)
- education should be student-centred rather than teacher-centred
- effective education is principle-based
- the actual classroom is the student's heart
- education is about learning, not teaching

teaching should be:

- alive
- practical
- interesting
- attention-grabbing
- learning-centred
- creative
- interactive
- fun
- constantly challenging
- stimulating
- experiential
- involving
- structured
- well-planned and prepared
- moulded according to the nature of the individual student
- based on guru, *sadhu* and sastra

the teacher should:

- properly orient the students by presenting "the big picture"
- maintain inconspicuous control, whereby students (feel that they) formulate their own conclusions
- lead the students to their own conclusions that are consistent with Krishna consciousness aims and objectives
- ensure that the aims and objectives of any course or lesson are realistic
- love the students as his/her own children
- love to teach
- love the subject
- thoroughly understand the process of teaching
- appreciate, acknowledge, and reward appropriate learning and behaviour
- maintain the balance between control and flexibility, between opening up to student contributions and moving through the agenda
- use appropriate eye-contact
- use gesture and body-language consistent with the subject

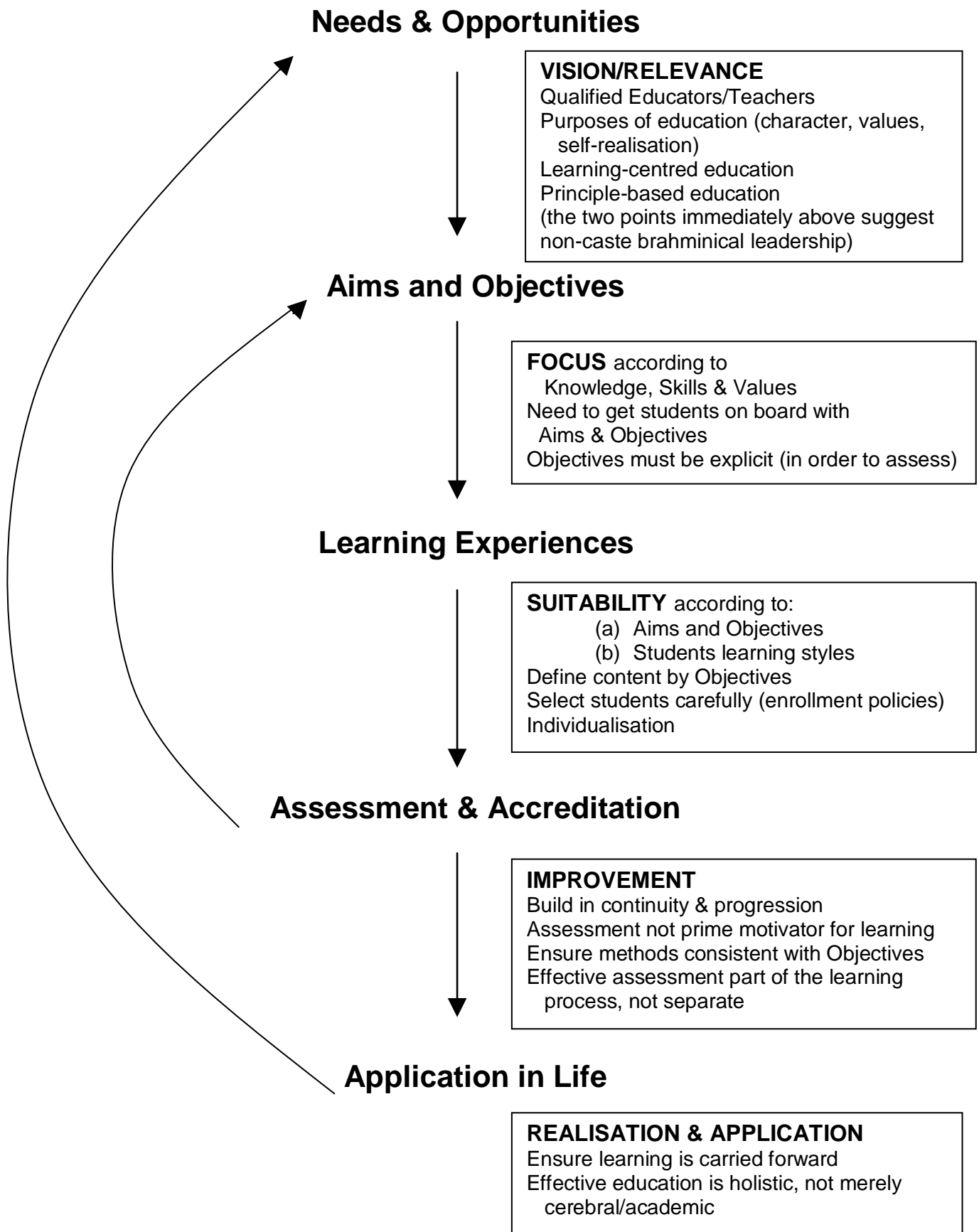
- be aware of individual and group dynamics, particularly through observing body-language
- make students feel sheltered
- allow and encourage students to make mistakes and learn from them
- solicit feedback and use it
- encourage students to take calculated risks and use their initiative
- seek students' contributions, write them down and use them
- welcome thought-provoking questions
- have faith in students, always seeing their potential
- encourage the expression of feelings as well as thoughts and ideas
- possess a pleasing personality
- promote responsibility amongst the students
- consider that students are "on his/her side", and are anticipating and supporting a positive learning experience
- be skilled in classroom management
- establish an ethos and environment conducive to self-expression and learning
- ensure that there is sufficient air, light, refreshments, etc.
- give sufficient breaks for rest, reflection and assimilation of learning
- develop relationships with students that are intimate but not familiar
- try to understand each and every student
- see through the eyes and heart of the learner
- use empathic learning skills
- voluntarily accept correction
- consistently and voluntarily seek feedback on his/her performance
- use a variety of teaching aids, to engage as many as possible of the students' senses
- uses a range of teaching styles, taking into account how the students best learn
- make the subject interesting
- uses a variety of teaching methods (e.g. drama, games and puzzles)
- positively acknowledge student contributions
- maintain students in "stretch" mode, keeping them out of the "comfort" and "panic" zones
- ensure a balance of teacher-led and student-led activities
- maintain presence of mind
- speak from the heart
- avoid imitating others
- consider him/herself the servant of Krishna, guru and the students

the teacher should be:

- well-dressed
- well-rested
- natural
- humble
- honest
- impartial
- empowering
- able to let go, to hand over control
- aware of the time, and adept at time management
- responsible in word and deed
- clear and focused with aims and objectives
- courteous
- of excellent character

- loving
- kind
- caring
- self-confident
- confident in his ability
- approachable
- available to his/her students
- enthusiastic to learn
- deeply concerned for the welfare of his/her students
- patient
- tolerant
- conscious of handling the lives and futures of others
- resourceful
- broad-minded and accommodating
- encouraging
- steady
- affectionate
- positive
- dynamic
- creative
- firm but flexible
- able to adjust and to respond to the unexpected
- co-operative
- cool and composed
- expressive
- humorous
- introspective
- interpersonal
- magnanimous (ready to give his very self)
- understanding
- empathic
- motivated and motivating
- clear in thought and expression
- compassionate, especially towards less-able students
- able to seize the moment
- sensitive, but firm
- trustworthy and trusting
- straightforward and to the point
- ready to sacrifice
- competent
- knowledgeable in the subject
- convinced of (the importance of) the topic he/she is teaching
- sensitive to the students' individual natures and propensities
- exemplary
- eager to learn
- able to present the subject in an interested manner
- aware of his/her own limitations, and those of the students
- independently thoughtful
- brahminical
- Krishna conscious

An Overview of the Educational Process



Principles of ISKCON Education

The EAB (Educational Advisory Board) in ISKCON drew up the following twelve principles which they considered to underpin all effective education within the Society:

-
1. The Study of Srila Prabhupada's Teachings
 2. Qualified Teachers
 3. Qualified Students
 4. Conducive Environment
-
5. Clarity of Purpose
 6. Long-Term Vision
 7. Utilisation of Appropriate Resources
 8. Consideration of Time, Place and Circumstance
 9. Respect for Individuality
-
10. Character Formation
 11. Realisation and Application of Knowledge
 12. Attachment to Guru and Krishna and Detachment from Maya
-

The Three Stages of Education

The ***Brhadaranyaka Upanisad (2.4.5)*** mentions three stages of education, as follows:

1. **Sravana**

- hearing knowledge from the teacher

2. **Manana**

- reflection on what is learned and thus gaining an intellectual understanding

3. **Nidhidhyasana**

- realisation and application in one's life

The Four Stages of Learning

The ***Naisadam**** mentions four aspects of study:

1. **Adhiti**

- to learn a subject thoroughly

2. **Bodha**

- to gain insight and proficiency in one's learning

3. **Acarana**

- to realise the purpose of our learning and live according.

4. **Pracarana**

- to give the knowledge to others

* *The Naisadam is a Sanskrit poetical work by Sriharsa about the story of Maharaja Nala from the Mahabharata.*

Knowledge, Skills And Values

Experts tell us that there are three categories within which fits everything we learn.

KNOWLEDGE	- What we can know	(theoretical knowledge)
SKILLS	- What we can do	(applied knowledge)
VALUES	- How we can be	(realised knowledge)

These three strands will run through any learning process but there tend to be different emphases at the various stages of learning.

Theoretical knowledge is typically predominant at the beginning, and skills and values develop later on. This is expressed in the diagram below which shows the three traditional (Vedic) stages of learning:

<u>Knowledge</u> (to know)	<u>Skills</u> (to do)	<u>Values</u> (to be)	
<u>theoretical knowledge</u>	latent abilities	innate qualities	(<i>knowledgeable</i>)
I understanding	<u>developing</u>	clearing away	(<i>competent</i>)
I	<u>skills</u>	unwanted things	
realisation	I application in life	<u>developing all</u> <u>good qualities</u>	(<i>exemplary</i>)

In the last course (the TTC1) we learned how to select and design teaching methods according to our Aims and Objectives (specifically whether within the categories of Knowledge, Skills and/or Values). In this course, we will examine how methods must also be appropriate to the students and their preferred styles of learning. Here we will specifically look at the Seven Intelligences which we all possess to varying degrees

Three Stages Further Explained

The three categories of what we learn (knowledge, skills and values) correspond (at least roughly) the three stages of Vedic education. The following is one letter from a devotee explaining the three sections which usually appear in the Gayatri Mantra:

“The Gayatri Mantras, in general, have three sections. The key words in these sections are:

- | | | |
|---------------|---------------------|-------------------------------|
| 1. vidmahe | (may be know) | sambandha (relationship) |
| 2. dhimahi | (let us meditate) | abhidheya (process, method) |
| 3. pracodayat | (may he inspire us) | prayojana (the ultimate goal) |

*Sambandha-jnana is exemplified by the word ‘vidmahe’ and the endeavour to know. One tries to find out what one’s relationship to that particular Deity is. One can hear about this by **knowledge** transmission.*

*Abhidheya-jana is exemplified by the word ‘dhimahi’ and the act of meditation or other processes of worship. One becomes practically involved. It corresponds to **skills** that one develops.*

*Prayojana-jnana is exemplified by the word ‘pracodayat’ and the desire for spiritual inspiration. Now the contact with the Deity has been established and one wants to become more and more inspired by the presence of the Deity. This would correspond to **values and attitudes**.”*

Please note that the term ‘**values**’ (or ‘values and attitudes’) as used by non-devotees, may not be entirely sufficient or comprehensive in describing our third stage. Nevertheless, even in non-devotee circles it is said to relate to ‘**being**’ and hence the *atma* or self. Different educators using this model would perceive the self in different ways. This stage often relates to the qualities we develop, sometimes termed ‘**character formation**’. For the devotee, this is synonymous with self-realisation.

Interestingly also, the soul is described in the eighteenth chapter of the *Gita* as ‘**the knower**’ and ‘**the doer**’ (relating to **knowledge** and **skills**). The third stage of ‘values’ therefore relates more closely to our very nature, rather than what we **know** or can **do**.

Of course, the self cannot be devoid of either consciousness or action but in the third stage of education then the inner nature and one’s knowledge and actions are perfectly integrated (whereas in the earlier stages our knowledge is theoretical and our actions and execution of skills still require deliberate application, counter to our natural tendencies). The third stage therefore corresponds to the complete internalisation of learning, and its integration into our very lives and being. Consistent with the Vaishnava conception of self-realisation, the final stage corresponds to perfection in relationship — for more information, please also consult S.B. 7.5.23.

Norms for Classroom Behaviour

1. We will be present for the entire course.
2. We will raise hands to contribute.
3. We will value student contributions whether or not we agree with them.
4. We will refrain from side conversations.
5. We will refrain from making & receiving mobile phone calls during class.
6. We will observe confidentiality within and without the classroom.
7. We will refrain from borrowing strength from status or position.
8. We respect the right of the individual to withdraw, without stating reasons, from any exercise which makes them feel unduly uncomfortable.
9. We will each accept full responsibility for success in achieving our desired outcomes.
10. We will confront issues or behaviour, not people.
11. We will each honour any agreement reached.

You may wish to make further notes:

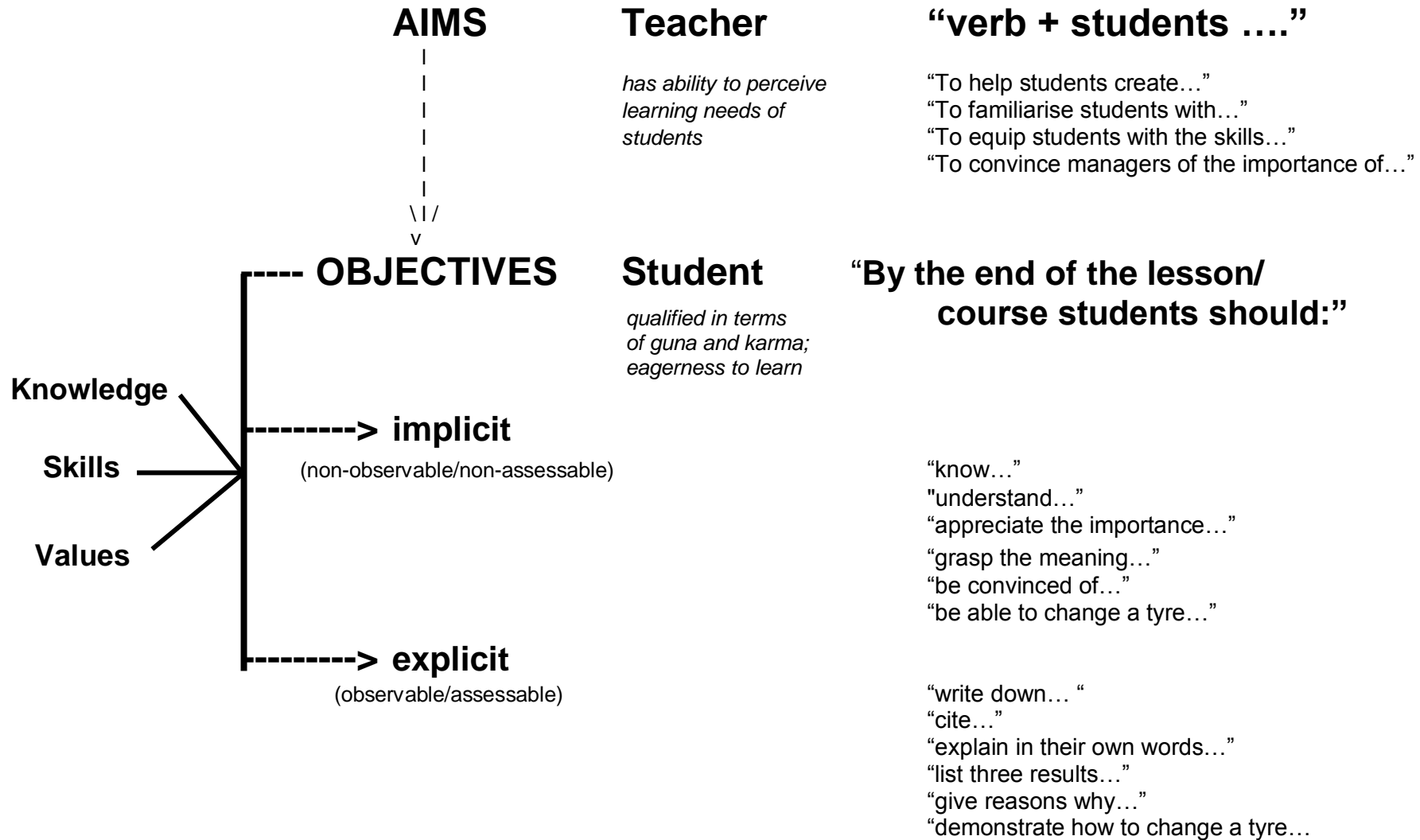
Specific Behaviour which breaks Our Classroom Norms

The following are common behavioural traits which contravene our eight norms. Feel free to add any others you come up with.

1. (a) Missing lessons (apologies may be sent in cases of emergency etc.) (b) Arriving late, with no good reason and/or repeatedly)
- 2-4.
 - (a) Holding side conversations or sending covert messages to particular students
 - (b) Interrupting
 - (c) Chanting japa
 - (d) Doing e-mail on one's laptop
 - (e) Being generally inattentive
 - (f) Sleeping
 - (g) Demonstrating dismissive or disparaging body language
 - (h) Doodling
 - (i) Laughing (at)
 - (j) Groaning
6. (a) Inappropriately revealing personal information we have heard from a student, either to others in the class or to those outside.
(b) Revealing to those outside anything anyone did in the class (if it could appear negative) or particular interpersonal issues that really should be addressed to the course members themselves
7. (a) Attempting to get others to accept our opinions on the basis of our status, e.g. our position as TP, or other designations relating to guru, ashram, gender etc.
(b) Hogging the show (as may be appropriate in, say, a preaching situation)
(c) Failing to contribute or take a leadership role, or unnecessarily conceding to others, on the basis of perceived juniority or inferiority
8. (a) Volunteering for others
(b) Forcing a devotee to speak before the group when they are terrified at the prospect
9. Blaming others for some apparent failure in the learning process when we ourselves could have taken constructive action to remedy the problems and/or brought them to the attention of the facilitator or other course members.
10. (a) Attacking the credentials and character of those who hold a particular opinion on an issue
(b) Labelling a person (e.g. as stubborn) instead of maturely addressing the person's behaviour that upsets us (e.g. their failure to consider others' opinions)
11. (a) Back-tracking on a decision made by the group
(b) Failing to do something that we all agreed to do
(c) Brooding, pouting and generally giving off negative vibrations because we didn't like a particular decision

Overview of Aims & Objectives

22



I N C R E A S I N G F O C U S



Identifying Objectives

Definition of Objective:

The necessary steps required to achieve/realise an Aim, and specifically what the students will do that indicates that we are achieving our Aims.

Writing an Objective:

In writing an objective you indicate exactly:

- (1) **what the student** will be able to do at the end
- (2) **under what conditions** they will do it, and
- (3) **how well** they should do it

Every complete objective therefore has these three parts:

- **P**erformance

- What the students will be able to do at the end, in terms of
 - a) behaviour
 - b) content

- **C**onditions

- The circumstances in which they'll do it

- **C**riteria

- How good the performance must be to be acceptable
Two main types: a) qualitative
b) quantitative

Examples:

A List of Action Verbs for Writing Objectives

ACTIVITY	ASSOCIATED ACTION VERBS			
1. Knowledge	define state list name	write recall recognise label	underline select reproduce measure	relate repeat describe memorise
2. Comprehension	identify justify select indicate	illustrate represent name formulate	explain judge contrast translate	classify discuss compare express
3. Application	predict select explain find	choose assess show perform	construct find use practice	apply operate demonstrate illustrate
4. Analysis	analyse identify conclude criticise	select separate compare examine	justify resolve contrast distinguish	appraise question break down differentiate
5. Synthesis	combine argue select compose	restate discuss relate manage	summarise organise generalise plan	precise derive conclude design
6. Evaluation	judge support identify attach	evaluate defend avoid rate	determine attack select assess	recognise criticise choose value
7. Skills	grasp operate bend act	handle reach turn shorten	move position relax rotate stretch	facilitate tighten start perform
8. Attitudes	accept challenge judge praise	value select question attempt	listen favour dispute volunteer	agree receive reject decide

Author's note: this chart has been adapted from a college course. According to the VTE methodology, some of these verbs are not action verbs, and hence not suitable for Explicit Objectives. For example, 'value' (in the last category) is suitable only for an implicit objective; to formulate an explicit objective, we have to ask ourselves, "What will the student do that shows us that he/she does indeed value. . .?"

Verbs to Avoid and Verbs to Use

The following lists show unsuitable and suitable verbs for explicit objectives. Feel free to add further examples of your own:

Vague Verbs

to understand

to learn

to analyse

to test

to discover

to think

to solve

to determine

to conclude

to infer

to enjoy

to grasp

to develop

to deal with

to know

Precise Verbs

to mark

to name

to install

to fix

to place

to move

to fill out

to ask

to check

to label

to state

to say

to draw

to decide

to write down

Keep in mind that:

(1) Explicit verbs are action verbs, relating to behaviour that is observable

(2) Explicit objectives should as accurately as possible reflect the implicit objectives. For example, if the implicit objective is about 'understanding', then within the explicit objective, the phrase 'explain in his/her own words, is better than merely 'explain'. The acid test is to ask the question, "Can the student fulfill the explicit objective without fulfilling the implicit objectives, or without me meeting my Aims? If the answer is 'yes', then the objectives need reviewing.

Lesson Planning

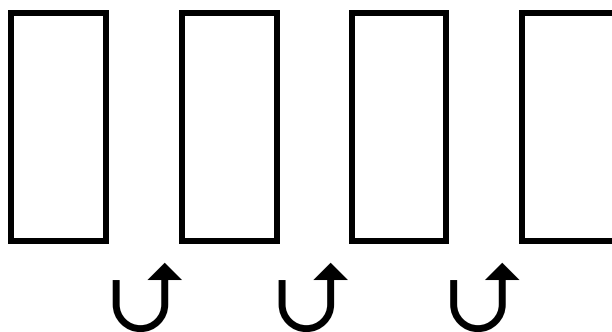
The Key Word here is **F O C U S**

Focus. First identify Aims and Objectives before considering content and/or learning experiences. Plan lessons according to Objectives (and student needs/opportunities). Keep your goal in mind and discard anything that doesn't push your aims.

Organise Strategically - put together your lesson in a systematic way so as to lead students towards the identified learning outcomes. Are the various learning experiences in the appropriate order?

Cut your lesson into discrete, sizeable sections. Don't attempt to give a 90 minute lesson, but a series of interconnected presentations/exercises, each 5-20 minutes long. Very often, if we have detailed objectives for the lesson, each section will help us achieve a single objective.

U Visualise. When preparing, first ensure that you can deliver each section. Then pay particular attention to the links between each section, memorising them or making notes if necessary,



arrows denote danger-points — where we need to avoid becoming lost or distracted

Stay focused. Be clear where you wish to go with the class (even if building in great flexibility or allowing the students to largely determine the outcome). This will enable you to relax and be spontaneous and to respond appropriately to student contributions (knowing, for example, when to acknowledge and explore some interest, when to put it aside until later, or side-step completely as it is irrelevant.

The Seven Intelligences

Experts claim that there are seven different 'types' of intelligence (some say more). Standard education often only validates some of these and tends to marginalise students whose talents lie elsewhere. This approach is often inconsistent with the very purposes of education, such as those related to earning a livelihood. For example, although many employers want employees with social and communications skills, traditional methods of assessment and accreditation fail to acknowledge these, and even create an ethos that constrains them.



S **patial visual** -- thinks in pictures, easily reads maps, charts and diagrams, creates mental images, uses metaphor (1)

L **inguistic** – likes to listen/read/write, spells easily, likes word games, good at languages, orderly, systematic (2)

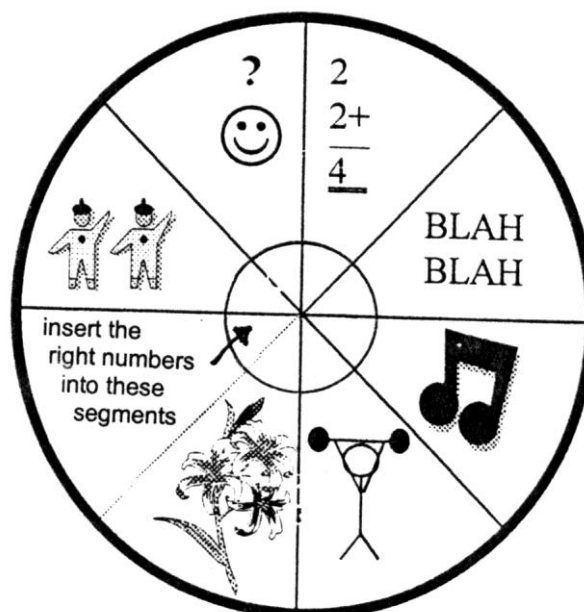
I **nter-personal** – relates and mixes well, enjoys being with people/groups, communicates well, reads social situations (3)

M **usical** – sensitive to pitch, rhythm and melody, sensitive to emotive music (4)

B **odily-kinaesthetic** -- exceptional control of one's body, good timing and reflexes, likes to act/play with objects (5)

I **ntra-personal** – has well-developed sense of self, intuitive, self-motivated, sensitivity to one's values (6)

L **ogical-mathematical** – likes abstract thinking/being precise/organised/counting, enjoys problem-solving and computers (7)



Methods Suitable to the Seven Intelligences

The following techniques and learning methods correspond to the Seven Intelligences. Some of them may correspond to more than one, or could be adapted to do that.

Spacial-visual Intelligence

(used for visualisation and art)

- learn from film, video, slides, etc.
- use symbols, doodles, diagrams or Mind Maps
- design, produce and display posters (e.g. of the key facts of a lesson)
- highlight key points with different colours
- convert information into diagrams or cartoons
- use visualisation techniques (individually or in groups)

Linguistic Intelligence

(used for reading, writing and speech)

- learn from books, tapes, lectures, presentations, seminars, etc.
- write down questions you want answered before starting any learning
- read out loud
- after reading a piece of text, summarise in your own words out loud and write it down
- explain things in your own words
- brainstorm to organise thoughts into order and/or key points
- write key points on cards and sort into order
- solve crosswords and word-puzzles
- debate and discuss issues
- present what you have learned orally or in writing

Interpersonal Intelligence

(used for communicating with others)

- learn from others
- work in teams/groups
- talk to others to get and share answers
- compare notes after a study session
- make use of networking and mentoring
- teach others
- socialise during breaks
- throw a party to celebrate your success`

Musical Intelligence

(used for rhythm, music and lyrics)

- use music to relax before learning
- study to music that represents or enhances what you are learning
- study to baroque music
- read rhythmically (use a metronome)
- write a song, jingle, rap, poem, rhyme, etc., to summarise key points
- present a mime to music

Bodily Kinaesthetic Intelligence

(used for touch and reflex)

- learn from what you do
- use role-play/drama/dance to act out what you are learning
- use field trips
- get involved in the subject physically
- take action — e.g. write down key points
- make models
- write key points onto index cards and sort them into order/groups and/or pin them up in your study area
- move about whilst you are learning
- change activity often and take frequent breaks
- mentally review your learning whilst jogging/swimming/walking, etc.

Intrapersonal Intelligence

(used for self discovery and self analysis)

- use personal affirmations
- set and achieve goals/targets with your learning
- create personal interest: why does subject matter to you?
- get interested, involved and motivated with the arguments and main characters
- take control of your learning
- carry out independent study
- seek out background information, especially the human interest angle
- listen to your intuition
- reflect, write or discuss what you experienced and how you felt
- reflect on how the information fits in with your existing knowledge and experience
- use forms of reflection, contemplation or meditation

Logical Mathematical Intelligence

(used for maths, logic and systems)

- list key points in order and number them
- use a flow chart to express information/knowledge in easy-to-follow steps
- use Mind Maps
- use computer, e.g. spreadsheets
- experiment with the knowledge
- use timelines for remembering dates and events
- analyse and interpret data
- use your reasoning and deductive skills
- create and solve problems (logical, mathematical)
- play mathematical games that enhance learning

How We Apply the Seven Intelligences In Devotional Service

Exercise: write below some of the ways in which we use each 'intelligence' in the process of devotional service. If you can, also identify and indicate where one activity (e.g. kirtan) uses more than one.

Spacial-visual Intelligence

Linguistic Intelligence

Interpersonal Intelligence

Musical Intelligence

Bodily Kinaesthetic Intelligence

Intra-personal Intelligence

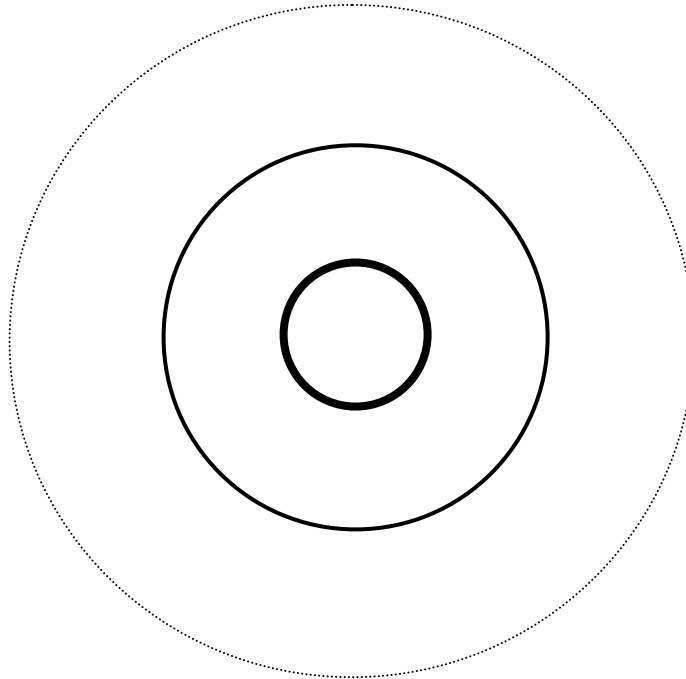
Logical Mathematical Intelligence

We might also do research into where the seven intelligences are employed within specific branches of Vedic literature (for example, the Gandharva-veda may relate to musical intelligence, and Vyakarana (the Vedanga dealing with grammar) to linguistic intelligence).

Going over the Top

If we are inhibited in a particular field (e.g. in the use of our voice, or in gesturing), then simply trying to approach the normal level of proficiency may not help much. Some experts recommend that we should exaggerate in order to break through any inhibitions (or other conditioned responses that constrain us in our service).

The following diagram may help us understand (please label the three different zones).



Can you think of a metaphor that may explain why 'exaggerating' can help (rather than just trying to approach the 'normal' level)? Write any ideas you have below.

Perhaps the most common challenge is in the use of voice. Within this field, volume itself is often a major challenge. Remember that if we do not speak with sufficient volume, all our other teaching talents will be minimised or seriously undermined.

It is interesting to note here that some of our challenge in teaching are minor, do not affect much else and are relatively easy to rectify. For example, if we are poor at drawing, then we can ask someone else (e.g. an artistic student) to help us out. On the other hand, some difficulties will impact on everything we do. Inability to use and project the voice is a common example. It is therefore effective to conscientiously work on improving our use of the voice

Effective Delivery

Effective delivery has 5 elements, listed below. Notes are included for number 5. Please write your own under the other four headings, (and add further points to no. 5, if you wish)

1. Volume of voice

2. Pitch, tone and inflexion of voice

3. Quality of voice

4. Timing or speed of voice

5. Use of Language

The facilitator should:

- Select language with care
- Use language appropriate to the occasion and audience
- Employ vivid and colourful language
- Use spoken rather than written English
- Avoid common slang (especially adolescent or drug culture slang)
- ISKCON slang (e.g. '... left the planet')
- Explain ISKCON-specific technical terms

Emphasis

*Another key element is **emphasis**; consider which of the above features of voice control relate to emphasis, giving concrete examples (e.g. some speakers rely heavily on volume for giving emphasis). Make notes below:*

Using Appropriate Gestures, Body Language, etc.

- Dress appropriately and in a way that will not distract.
- Move around — don't cling to desks, pillars or microphone as if surrogate mothers.
- Learn how to stand in the most appropriate place.
- Simply moving to another spot (e.g. at the back of the room) creates a 'state-shift'.
- The ability to move around will increase your confidence.
- Be aware of the dynamics involving height, e.g. of your sitting on an equal level with students, or even crouching lower than them when 'circulating'.
- Inner and outer activities should be consistent — speak from the heart.
- Be natural and gesture naturally.
- Nevertheless, especially if you are over-reserved, it will be useful to go into 'stretch-mode'. Practise being more flamboyant and use different gestures (watch out for using the same ones over and over again!).

After your workshops, write down below what else you learned:

Note: Body language says much about a person – and, relevant to us, about both teacher and student. We should be careful, though, not to mis-read body language and to take into account different cultural norms. Nonetheless, there is precedent that the skill is indeed authentic. When Vibhishana tried to join Rama's army, all the monkey warriors suspected a Rakshasa trick. Hanuman alone disagreed with them all, saying, "If a person has ill motives, then it is always revealed in their expression"

Body Language Worksheet

Please look at the following diagrams and write below each one what you think is going on for that person? What are they thinking/feeling?





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Examples of Body Language

The following are examples of types of behaviour which reflect various attitudes. Although experts confirm* that that external signs will always match the inner workings of a person, we should be careful about our level of expertise. Particularly be careful about cultural differences; the same signals may mean entirely different things to members of various cultures. You may wish to add further points to the list below.

1. **Willingness to listen**

when students:

- rub hands together
- lean head or body forward
- rest chin on the palm of hand.
- sit upright

2. **Friendly feeling**

when students:

- smile frequently
- unbutton their jackets or shirt
- maintain good eye contact.
- keeps hands and fingers still
- uncross legs and arms.

3. **Approval**

when students:

- pat someone's hair
- touch a shoulder
- nod respectfully.

4. **Deep thought**

when students:

- pinch the bridge of their nose.

5. **Desire to interrupt**

when students:

- tug their ear
- raise their index finger to their lips
- flick their hand upward a few inches
- place their hand on speaker's arm.

6. Frustration

when students:

- give a karate-like chop to their other hand
- pound their clenched fist on the table or palm.

7. Disapproval or rejection

when students :

- rub or touch their nose with finger
- button their jacket or shirt.

8. Defensive feelings

when students:

- cross their arms across their chest
- cross their legs.

9. Superiority

when students:

- steeple their fingers
- hold both coat lapels
- point to a person with a finger
- cross one leg over the arm or a chair
- lean back on chair
- place both hands behind their head.

10. Procrastination

when students:

- idly mouth a pencil or pen
- clean their eyeglasses.

11. “Stay away, don’t bother me”

when students:

- place their hand on their brow
- lower their head
- place their feet on their desk or table.

12. Interaction is finished

when students:

- shift posture so that they are no longer facing the person they are talking to
- raise their head
- stand up with papers or personal belongings.

13. 'Space-out' - not with the class

when students:

- chant their rounds
- look out if the window
- read lesson notes
- doodle.

14. Alienation (in group work)

when students:

- sit outside group
- sit at a distance or at the end of a group
- look at other groups.

15. Impatience

when students:

- tap fingers on table
- fidget with hands.

Note; if we perceive 'negative' * behaviour from students, we should ask, "Why?". First and foremost, we should consider what we might be doing wrong. It is pointless to attribute responsibly to the student if it lies with us.

If a particular mood seems common to a number of students, then take action. For example, if the students are sleepy, consider that your own presentation may be soporific. If so, you have some work to do on yourself! On the other hand, if students have a tight schedule, its very hot and its not long since lunch, even an enthralling teacher may have problems. Do something - give students a quick break, introduce an energizer, change the pace, etc.

If some persistent negative behaviour is from a single student, consider speaking to him or her during a break – use assertiveness skills. If you find that you are contributing to the problem, consider how you can change. On occasion, you may address the issue during the lesson, immediately addressing an individual or the whole class. Make sure though that you act with integrity, building trust and nurturing responsibility. However, failing to address such issues is usually worse than addressing them badly. In the former, we run the risk of receding into denial, whereas by trying to deal with these issues we have a chance of learning how to do it more effectively.

Whole-Class Discussions – Responding to Student Contributions

Leading a discussion before groups requires certain skills, particularly:

1. The ability to ‘think on your feet’
2. Responding deftly and decisively
3. Dealing with awkward questions
4. Valuing all contributions
5. Making the most of all contributions, however awkward or oblique
6. Keeping cool whatever happens
7. Maintaining inconspicuous control.

The following are possible responses when asking questions before the whole class. This are guidelines only. Do not follow them blindly — they will be particularly useful for less-experienced facilitators until they develop some spontaneity.

1. ‘Yes, good. But not quite what I’m looking for’.
2. ‘Good! Would anyone like to add to that?’
3. ‘That’s interesting! What does everyone else think of that?’
4. ‘What exactly do you mean by that? Could you give me some concrete examples?’
5. ‘Getting warmer!’
6. ‘Really!’ (incredulously when the answer is correct)
7. ‘Thank you!’ (and look elsewhere)
8. ‘Could you expand on that?’
9. ‘Yes, exactly! Could you please explain why?’
10. ‘Mm, thank you. I am not sure on that one — let me consider it and get back to you’. (But you must do so!)
11. ‘Would that apply in all circumstances?’
12. ‘Mother Tulasi Priya, what do you think of what Krishna das just said?’
13. Very good. Hold onto that. I want to come back to you in a minute.

Working in Groups and Teams

Below are some advantages and possible disadvantages of group work. Add further realisations in the space provided:

The advantages of group work:

- promotes participation, involvement and 'stretch-mode'
- allows for depth of study as well as breadth
- activates interpersonal intelligence
- helps students develop interpersonal skills which are essential in most jobs/services.

Possible drawbacks:

- time-consuming (in preparation and during lesson)
- too much group-work may appear repetitive unless tasks are varied
- interpersonal friction
- highly intra-personal students may find it overpowering unless given sufficient time to reflect, assimilate, etc.

Group Work - Key Points to Remember

(a) Setting up

- explain the task and check that all understand before starting
- a useful format is
 - (1) explain the task
 - (2) give concrete examples
 - (3) explain the task again
 - (4) ask for questions
- write down for yourself what you have to say (to avoid omitting crucial points)\
- write down key points (e.g. on flipchart) for students' reference
- ensure that the task is sufficiently focused to ensure clarity, concentration and useful results
- use a bell or other sonic device to indicate the beginning of the exercise
- be very careful about the order in respect of:
 - (a) breaking into groups
 - (b) announcing leaders/spokespeople or asking for volunteers
 - (c) explaining the task
- the order may significantly effect the outcome—run through it in your mind (i.e. visualise)
- anticipate that tasks will need more time than you assume and build this in at the planning stage.

(b) During exercises

- play suitable music (silence is often preferable to inappropriate/distracting music)
- circulate to assist but don't interfere. In the case of challenges, ask first that students try to solve themselves but assure them that you are there to help and support.

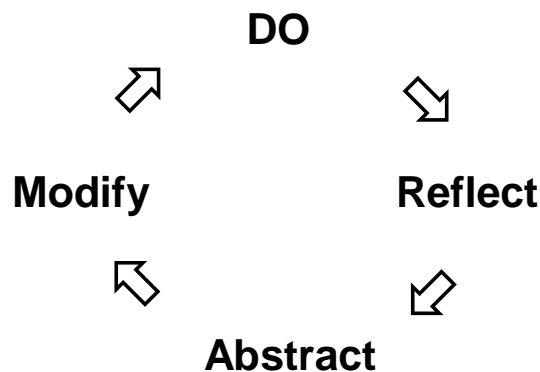
(c) Finish and debrief/feedback

- prepare students for the end by announcing the time left
- give more time if needed, and if you can afford it

after group work, always share the results with the whole class (though this can be brief).

Experiential Learning

There are four stages in experiential learning, as depicted below:



Most important is that students **do** something in connection with the skill they need to learn. Following that, the facilitator can take them through the process by asking appropriate questions. Examples are listed below. For each section, add further examples you could use:

- Reflect:**
1. What happened there?
 - 2.
 - 3.
 - 4.
 - 5.

- Abstract:**
1. What can we draw from that?
 - 2.
 - 3.
 - 4.
 - 5.

- Modify:**
1. What would you do differently next time?
 - 2.
 - 3.
 - 4.
 - 5.

Note: one can build in the fourth, “modify” stage by asking students to draw up personal/action plans for implementing what they have learned, or by giving as list of guidelines for future reference.

Remember: by going through these stages systematically and constructively you are not only helping students learn but, by modeling, training them how to learn — not only in the classroom but from life in general.

Building Trust

Perhaps the most important factor in learning is the relationship between the teacher and the students (and, subsequently, between the students themselves). Such a positive group identity is founded largely on trust. This includes:

- 1) the trust students place in the tutor
- 2) the trust the tutor places in the students
- 3) the trust that the tutor and students place in Krishna, the guru, scripture, etc. (and indeed in themselves.)

Please complete the following:

List ten ways by which the tutor legitimately builds trust (please write down in terms of behaviour, not qualities alone):

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Now list below ten ways the teacher may break or undermine students' trust:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Additionally, compare and contrast below the style of teachers who:

(a) show trust in students

(b) do not trust students

Do Trust	Do Not Trust

Now write down what it means for a facilitator to 'trust Krishna'. What does he or she do that demonstrates this?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Finally, from all the above, assess yourself (perhaps giving yourself a mark between 0 and 10). Then write down below your three major strengths and three major challenges:

My strengths:

- 1.
- 2.
- 3.

My challenges:

- 1.
- 2.
- 3.

Presentations: schedule and other details

Presenting Aims & Objectives	5 min
Presentation	40 min
Individuals complete assessment	5 min
Oral feedback	15 min
Groups complete assessment	5 min
Total	70min

Please note: the first two sessions may be swapped, (particularly useful if your presentation has an element of surprise in it)

Please be ready to start at the beginning of your session, i.e. set up the classroom in the previous break (please get help if you need it and contact one of the facilitators if need be). Credit will be lost for starting late.

Your presentation should include:

- (a) some group work (i.e. giving tasks to groups of 3 devotees or more)
- (b) leading a discussion with a whole class (at least 5 min)
- (c) some experiential learning process, with a debrief.

Each presentation will be assessed by the tutor, the other students and by the presenter him/herself, in both oral and written form.

<p>Topic:</p> <p>Aims:</p> <p>Learning Objectives: <i>by the end of the lesson, students should be able to:</i></p>	<p>Class:</p> <p>Day:.....</p> <p>Date:.....</p> <p>Time:.....</p> <p>Tutor.....</p>
---	--

Time mins	Activity		Organisation Of Group	Resources	Assessment Methods
	What	Who			

Student Presentations

Key (1) to completing Assessment Sheet 2(a)

- Please complete each sub-section filling in the oblong box with a number between 0 and 10 (for further details, consult the key on page 50).
- Do not fill in the heavy, shadowed boxes.
- The following are criteria for assessing each category. Detailed criteria are listed on Assessment Sheet 1(a) on pages 51 - 55.
- Consider keeping open these two pages each time you complete the form:


Stage presence:	<ul style="list-style-type: none"> - keeps attention - reaches out to audience / projects self 	General Speaking and Presentation Skills
Use of voice/language:	<ul style="list-style-type: none"> - sufficient volume - variance in pitch - clarity - logical, sequential, easy to follow - specific, concrete, colourful language - fluid; not stilted, searching for words; avoids- "space-fillers" 	
Eye contact:	<ul style="list-style-type: none"> - looks at audience - scans left to right - scans front to back 	
Body language:	<ul style="list-style-type: none"> - has good poise - gesticulates well - flexible / can move around 	

Apparent teaching competence:	<ul style="list-style-type: none"> - appears to be competent (and hence builds student trust) 	Ability to Build Trust
Good mood/atmosphere:	<ul style="list-style-type: none"> - mood is good/students happy/relaxed/absorbed/non-defensive (in such a way as to build trust). - sets mood appropriate for subject and audience 	
Character & behaviour:	<ul style="list-style-type: none"> - warm, outgoing and personal - builds rapport with students - considerate / sensitive to students' needs - courage/confidence (asserts own rights/needs) 	

General Interaction/Control:	<ul style="list-style-type: none">- ability to firmly take control- happy to hand over control- keeps inconspicuous control	Facilitation - Interactional Skills
Student Contributions:	<ul style="list-style-type: none">- actively seeks contributions from students- respects different opinions- clarifies/checks regularly that students understand- uses contributions/feedback (doesn't neglect or pass over, & writes down when appropriate)	
Student & Group Dynamics:	<ul style="list-style-type: none">- aware of what is going on for each student- aware of what is going on in groups- addresses issues rather than ignoring	
<hr/>		
Whole-group discussions :	<ul style="list-style-type: none">- fluid and decisive- has ability to "let go"- ability to move control from one student to another	Facilitation Specific Skills
Experiential Learning and De-brief:	<ul style="list-style-type: none">- asks questions in line with four stages of cycle- uses well-focussed questions- able to keep stages clear (no back-tracking)	
Group Work:	<ul style="list-style-type: none">- clarifies tasks <u>before</u> groups begin exercises- ability to explain/clarify tasks- effectively circulates and helps groups during tasks	
<hr/>		
Aims and Objectives:	<ul style="list-style-type: none">- achieved the Aims & Objectives- Aims in correct form- Objectives in correct form- Objectives consistent with Aims	Organisational Skills
Lesson Planning:	<ul style="list-style-type: none">- balance of student/teacher-centred activities- effective well-thought through strategy- uses a variety of teaching/learning methods- selects appropriate teaching/learning methods	
Resource Management:	<ul style="list-style-type: none">- uses appropriate room layout- creative and inventive use of resources- effective and competent use of audio-visual	
Time-management:	<ul style="list-style-type: none">- starts on time- finishes on time- is aware of time while facilitating (doesn't get lost)	

Student Presentations

Key (2) to Completing Assessment Sheet 2(a)

Complete each of the square boxes  inserting a number between 0 and 10.

These numbers correspond to:

0	Absolutely awful
1	Terrible
2	Very poor
3	Poor
4	Inadequate
5	Pass
6	Reasonable
7	Good
8	Very good
9	Excellent
10	Super-excellent

Please do not complete the heavy, shadowed boxes.



If you have any queries about this, please do ask the facilitator.

TTC2 - Student Assessment Sheet 1(a)

Course.....Venue..... Date.....

Student's name..... Assessed by.....

Presentation Skills



“Stage presence”

☐
☐

keeps attention

reaches out to audience / projects self

composed

happy

exudes enthusiasm

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Voice & Language

☐
☐

Volume

- **sufficient volume**

- variance in volume

Pitch

- **variance in tone/pitch**

- speaks from heart

Voice

- **clarity**

- uses own voice (do not imitate)

Timing

- **fluid; not stilted and/or searching for words**

- well-paced (right speed, pauses etc.)

Language

- logical, sequential, easy to follow

- language specific, colourful, not too abstract

- clarification of unknown or technical terms

- avoids slang or ISKCON lingo

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Eye contact

☐
☐

looks at audience

scans left to right

scans front to back

no gender issues (e.g. avoids looking at women)

avoids focusing on one person too much

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Body language

☐
☐

has good poise

gesticulates well

avoids fidgeting

flexible / can move around

ability to stand in appropriate place

well-dressed

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ability to build trust



Apparent teaching
competence



appears competent to students



Good mood
& atmosphere



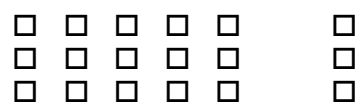
mood is good/ students happy, relaxed
adsorbed and non-defensive.



Character &
behaviour



warm, outgoing and personal
consideration of others / sensitivity to needs
courage/confidence



is open and honest; can disclose about self,
when appropriate. Non-defensive



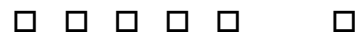
is willing to admit own mistakes



addresses behavioural issues



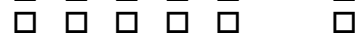
deals well with behavioural issues



adheres to norms



ensures that others stick to norms



uses listening skills



is willing to learn



works well with co-facilitators



fairness; treats all equally



Interactional Skills



General Interaction/Control

☐
☐

able to firmly take control

☐ ☐ ☐ ☐ ☐ ☐

happy to hand over control

☐ ☐ ☐ ☐ ☐ ☐

keeps control inconspicuously

☐ ☐ ☐ ☐ ☐ ☐

sets mood appropriate for subject & audience

☐ ☐ ☐ ☐ ☐ ☐

can keep composure when students seize control

(letting go, rather than fighting the situation)

☐ ☐ ☐ ☐ ☐ ☐

varies pace of teaching

☐ ☐ ☐ ☐ ☐ ☐

can deal with the unexpected

☐ ☐ ☐ ☐ ☐ ☐

can handle own mistakes

☐ ☐ ☐ ☐ ☐ ☐

can use initiative and is prepared to take risks

☐ ☐ ☐ ☐ ☐ ☐

ability to draw answers from students

☐ ☐ ☐ ☐ ☐ ☐

encourages risk taking

☐ ☐ ☐ ☐ ☐ ☐

uses humour appropriately

☐ ☐ ☐ ☐ ☐ ☐

can draw on shastra, or KC examples

to back up teaching

☐ ☐ ☐ ☐ ☐ ☐

sees potential in student (avoids being

condescending, for example)

☐ ☐ ☐ ☐ ☐ ☐

Student Contributions

☐
☐

seeks contributions from students

☐ ☐ ☐ ☐ ☐ ☐

respects different opinions

☐ ☐ ☐ ☐ ☐ ☐

clarifies/checks regularly that students understand

☐ ☐ ☐ ☐ ☐ ☐

acknowledges and values contributions

☐ ☐ ☐ ☐ ☐ ☐

uses contributions/feedback (doesn't neglect or pass over)

☐ ☐ ☐ ☐ ☐ ☐

writes down student feedback/ contributions, when appropriate

☐ ☐ ☐ ☐ ☐ ☐

uses listening skills effectively

☐ ☐ ☐ ☐ ☐ ☐

seeks explanation before correcting students

☐ ☐ ☐ ☐ ☐ ☐

can handle situation where feedback or results are

contrary to own expectations

☐ ☐ ☐ ☐ ☐ ☐

makes the most of oblique/awkward contributions

☐ ☐ ☐ ☐ ☐ ☐

is able to confront and ask the right questions as a means to

promote introspection etc.

☐ ☐ ☐ ☐ ☐ ☐

Student & Group Dynamics

☐
☐

aware of what's going on for each student

☐ ☐ ☐ ☐ ☐ ☐

effectively addresses personal issues (e.g. lack of attentiveness)

☐ ☐ ☐ ☐ ☐ ☐

aware of what's going on within groups

☐ ☐ ☐ ☐ ☐ ☐

effectively addresses group issues

☐ ☐ ☐ ☐ ☐ ☐

addresses issues, rather than ignoring

☐ ☐ ☐ ☐ ☐ ☐

demonstrates fairness and treats everyone equally

☐ ☐ ☐ ☐ ☐ ☐

involves those who are shy

☐ ☐ ☐ ☐ ☐ ☐

Specific



Facilitation Skills

Whole-class discussions

☐☐

fluid and decisive in whole-class discussions
has ability to “let go”
ability to move control from one student to another
has a wide variety of responses to contributions
values contributions
can confront to promote deeper learning
appears to be in control (doesn't get lost)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exp.Learning & De-brief

☐☐

asks questions in line with four stages of cycle
uses well-focussed questions
able to keep stages clear (no back-tracking)
allows students to come up with the answers
comes to conclusions / rounds off well

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Group work

☐☐

clarifies tasks before group tasks etc.
ability to explain/clarify tasks
effectively circulates and helps groups during tasks
gets groups to share results with whole class
can keep composure when students seize control
(letting go, rather than fighting situation)
Keeps students informed of time

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Organisational Skills



Aims and Objectives

☐ ☐

achieved the Aims & Objectives

☐ ☐ ☐ ☐ ☐ ☐

Aims in correct format

☐ ☐ ☐ ☐ ☐ ☐

Objectives in correct format (e.g. explicit)

☐ ☐ ☐ ☐ ☐ ☐

Objectives consistent with Aims

☐ ☐ ☐ ☐ ☐ ☐

Aims & Objectives realistic for the
students and for the time available

☐ ☐ ☐ ☐ ☐ ☐

Lesson Planning

☐ ☐

balance of student/teacher-centred activities

☐ ☐ ☐ ☐ ☐ ☐

effective, well thought-out strategy

☐ ☐ ☐ ☐ ☐ ☐

uses a variety of teaching/learning methods

☐ ☐ ☐ ☐ ☐ ☐

selects appropriate teaching/learning methods

☐ ☐ ☐ ☐ ☐ ☐

uses introduction

☐ ☐ ☐ ☐ ☐ ☐

links topic to previous learning

☐ ☐ ☐ ☐ ☐ ☐

consolidates well

☐ ☐ ☐ ☐ ☐ ☐

carries forward learning to “real-world”

☐ ☐ ☐ ☐ ☐ ☐

links learning to future lessons

☐ ☐ ☐ ☐ ☐ ☐

rounds up well on a positive/memorable note

☐ ☐ ☐ ☐ ☐ ☐

Resource Management

☐ ☐

uses appropriate room layout

☐ ☐ ☐ ☐ ☐ ☐

creative and inventive use of resources

☐ ☐ ☐ ☐ ☐ ☐

effective use of:

flipchart

☐ ☐ ☐ ☐ ☐ ☐

OHP

☐ ☐ ☐ ☐ ☐ ☐

other audio-visual

☐ ☐ ☐ ☐ ☐ ☐

uses resources to create right ambience

☐ ☐ ☐ ☐ ☐ ☐

uses notes and curriculum material well, without getting lost

☐ ☐ ☐ ☐ ☐ ☐

Time-keeping

☐ ☐

starts on time

☐ ☐ ☐ ☐ ☐ ☐

finishes on time

☐ ☐ ☐ ☐ ☐ ☐

is aware of time whilst facilitating (doesn't get lost)

☐ ☐ ☐ ☐ ☐ ☐

can (deliberately) adjust timings taking into consideration
how lesson is progressing

☐ ☐ ☐ ☐ ☐ ☐

has ability to open out lesson when appropriate,
responding to student's needs/desires

☐ ☐ ☐ ☐ ☐ ☐

able to refuse requests and close discussion when necessary

☐ ☐ ☐ ☐ ☐ ☐

effectively uses the car-park

☐ ☐ ☐ ☐ ☐ ☐

TTC2 - Student Assessment Sheet 2(a)

Course..... Venue..... Date.....

Student's name..... Assessed by.....

"Stage presence"

☐

Eye contact

☐

Voice & Language

☐

Body language

☐

Presentation Skills

☐

Apparent teaching
competence

☐

Character
& behaviour

☐

Good mood
& atmosphere

☐

Ability to build trust

☐

General interaction
and control

☐

Student Contributions

☐

Student and
group dynamics

☐

Interactional Skills

☐

Whole group
discussion

☐

Experiential Learning
De-brief

☐

Group work

☐

Specific Skills

☐

Aims & Objectives

☐

Lesson planning

☐

Resource management

☐

Time management

☐

Organisational Skills

☐

TTC2 - Students Assessment Sheet 2(b)

Name of Student.....

Class tutor Group number.....

What are the facilitators greatest strengths?

1.

2.

3.

Where is there most room for improvement?

1.

2.

3.

N. B. Please do not make comments about poor use of English - this is not being assessed.

A p p e n d i c e s

Organising VTE Courses – Flowchart

The following may prove useful in organising your courses. Consider photocopying and using this page as a checklist.

Initial Arrangements

- Identify need/interest/opportunity
- Is there a contact person to organise locally?
- Will there be sufficient interest/numbers?
- Are there language and translation considerations?
- Is the course financially viable?
- Who will take financial responsibility?
- Is there a suitable venue? (*see checklist on next page*)
- What equipment will be available?
- Will course timings fit into temple/centre schedule?
- Discuss prasadam arrangements
- Arrange possible co-facilitator or assistant if necessary or desirable
- When is the best time?
- Schedule tentatively with local organiser

Confirmation and Further Arrangements

- Consult with the VTE and schedule
- Confirm with local organiser
- Confirm with co-facilitator
- Send out advertising material/registration details (if necessary)
- Make travel arrangements
- Prepare materials (SHBs, other printed materials and transportable equipment)
- Prepare yourself

Upon Arrival at Venue

- Check room, equipment etc. and set up well in advance
- Check cleaning arrangements
- Check meal times/arrangements
- Check student accommodation (as appropriate)
- Check registration/payment details with local organiser
- Announce exact venue/starting time
- Print out list of attendees (and memorise names if you can)
- Organise greeting attendees, kirtan, collecting fees, etc.

After the Course

- Send assessment sheets etc. to Oxford (where applicable)
- Consider follow-up course requirements
- Assess own performance, making notes on areas for improvement
- Sort out materials

Resources – Checklist and Guidelines

Before teaching any course, prepare your resources, by photocopying and using the following checklist:

- room, tables, chairs, etc. ☐
- teaching equipment ☐
- transparencies ☐
- exercise sheets ☐
- index cards ☐
- student materials (handouts, handbooks, etc.) ☐
- Syllabus and Trainer's Manual ☐

Further details and checklists for all these categories are listed below.

Room, tables, chairs, etc.

Ensure that the room is quiet (and otherwise free from external distractions) and has sufficient light. Using tables you'll need a far larger room than you'd require with chairs only. For most VTE courses, we recommend that tables (preferably a meter or so square) seat four students and that the room is arranged in "cabaret" style, with space for the facilitators to walk between the various groups (Room layout will largely depend on the course, audience and specifically the mood you wish to develop). Don't generally stand behind a desk or table, but have a couple at the sides for your notes, equipment etc. You will need a (small) table for any OHP, though this may sometimes double as a place to put notes, OHT's and other written materials.

Do also note that you will need sufficient wall-space, particularly up front, to hang flipchart sheets etc. Water should also be made available on the tables.

Use the checklist below if you wish:

- Sufficiently large room ☐
- Available at the required times ☐
- Free from noise and other distractions ☐
- Sufficient light and air ☐
- Chairs (sufficiently comfortable) ☐
- Tables (for students) ☐
- Tables (others, including one for OHP) ☐
- Wall suitable as projection screen (otherwise use a screen) ☐
- Wall space for flipchart sheets etc. ☐
- Water (and jugs, cups etc.) ☐

Teaching equipment

Facilitators may need the following:

- a flipchart easel (two is often better) ☐
- flipchart pads (at least four) ☐
- an overhead projector (OHP) ☐
- a projector screen (or a suitable wall, which is often much better) ☐
- a large wall clock at the back of the room ☐
- a cassette player (optional, but recommended) ☐
- a white board ☐

The venue organisers will often provide the above facilities. The items below you may have to bring yourself.

- flipchart pens (water-based, multicoloured, two sets) ☐
- six pen sets for students (possibly use pencil-cases with 8-10 coloured markers plus sticky tape and scissors) ☐
- blank transparencies with corresponding coloured pens ☐
- blank transparencies for photocopying/printing ☐
- music tapes (optional, for background and exercises) ☐
- index cards, white and coloured (about 8 cm x 13 cm) ☐
- blu-tak (for displaying flipchart sheets) ☐
- a lecturer's wand (pointer) ☐
- a stop watch (to time presentations) ☐
- (optionally) time cards to denote when presentations are drawing to a close or have run out of time ☐
- (optionally) 'post-it' notes ☐
- (optionally) a roll of masking tape ☐

Transparencies

Prepare these before the course, being sure to use the correct transparencies for photocopiers.

Student Materials

Student handbooks are often far more convenient (and more useful after the course) than loose sheet handouts. Ensure that students either bring sufficient pens and paper or make them available.

Your Own Teaching Materials

These are best well-organised (e.g. in the form of a Syllabus/Trainers Manual) so that you feel relaxed and comfortable.

Daily Journal

Please consider taking a few minutes each evening to reflect on what has happened during the day and to make a few notes. You might note down your realisations, personal strengths and weaknesses, any queries you have, or items that could well go in the car park. Also write down any policies for effective teaching that could be discussed and added to your group's list during Lesson 19.

Day One

Day Two

Day Three

Day Four

Daily Journal (continued)

Day Five

Day Six

Where do we go from here?

1. What I learned most from the Course:
2. What I'm going to do after the Course to implement what I have learned:
3. The possible challenges I face in trying to do this:

Daily Assessment Worksheet (Days 1 and 2)

Please take five minutes each day to complete these worksheets. It's best to briefly assess each lesson at its end. At least allocate a mark under 'overall impression'. For some lessons, other categories may not be applicable; please leave them blank. There are no right or wrong answers and these remarks will remain anonymous. If you have any queries on how to complete these sheets, please ask one of the facilitators. For more details, refer to top of next page.

Marking key: 1 - poor 2 - fair 3 - quite good, average 4 - very good 5 - excellent

DAY 1	Overall Impression	Relevance of Content	Methods of Teaching	Expertise of Facilitators
Lesson 1	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 2	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Further comments:

DAY 2	Overall Impression	Relevance of Content	Methods of Teaching	Expertise of Facilitators
Lesson 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 6	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 7	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 8	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Further comments:

Daily Assessment Worksheet (Day 3 and Days 4–6)

(Continued from last page). In the case of more than one facilitator, use different symbols to assess them. Write the facilitators names next to the suggested symbols below.

O

+

□

X

Note: when completing line on student presentations (lessons 15–24), do not assess the performance of the student facilitators but the course facilitators and the suitability of the lessons, etc.

DAY 3	Overall Impression	Relevance of Content	Methods of Teaching	Expertise of Facilitators
Lesson 9	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 10	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 11	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 12	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Further comments:

DAYS 4–6	Overall Impression	Relevance of Content	Methods of Teaching	Expertise of Facilitators
Lesson 13	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 14	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lessons 15–24	1 2 3 4 5	not applicable	1 2 3 4 5	1 2 3 4 5
Lesson 25	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 26	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Further comments:

TTC2 - Course Assessment Worksheet

Take about ten minutes to complete this sheet. Please be frank and honest. There are no right or wrong answers

Date..... Venue..... Facilitator(s).....

.....

What I liked most about the course:

Where the course could be improved:

What I liked most about the facilitation:

Where the facilitation could be improved:

Thank you. Now please hand in this sheet to the facilitator before you leave.