

# Teaching in the UK.

## A model for teaching in Further Education



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# Introduction

- BA(Hons) Education & Training
- Qualifications in Assessment and Quality Assurance
- FE Tutor since 1991
- Teacher Trainer at City College since 2011
- Currently responsible for delivery of :
  - L3 & L4 qualifications in Education and Training,
  - Assessors Certificates
  - Internal QA Certificate

# Today's session



- This session is designed to give you a feeling for UK style presentation & delivery at Level 3.
- There will be many opportunities for questions; please use the chat box
  - ➔ To ask questions as we go along
  - ➔ To respond to my questions
  - ➔ To take part in group discussion
- This webinar will be recorded
- We plan to send attendees a copy of questions & answers not dealt with during this webinar

**By the end of this session learners will be able to:**



**Identify some of the ideas behind UK teaching methodology**



**Recognise the difference between oriental and UK teaching approaches & gather some ideas on managing the changeover**



**Create UK style lessons using the diamond lesson plan**



**Use this session as a guide to delivering a UK style lesson and supporting learners in developing the necessary skills to engage in learning - UK style!**

**OUTCOMES**  
(learning targets)

## Which phrase(s) best describe a typical lesson in your subject area ?

TELL me ...

- Lots of group activities
- Teacher talks - students listen
- Learners check each other's work
- Lots of reading or research
- Teacher asks lots of questions
- Learners ask lots of questions
- Worksheets are completed
- Learners take lots of notes
- A variety of delivery methods are used.

# Evidence-based practice

The research evidence tells us that particular teacher interventions or methods are more effective than others. The main ones are,

- Active learning
- Formative assessment
- Effective feedback

**The quality of the teacher is also crucial.**

# Making learning meaningful and purposeful



Learners,

- need to understand why they are learning something
- need to know how it connects to their course and assessments
- need to know how it can be applied in real life and work
- need to connect the learning to their life and career goals

**When learners are able to do this they become intrinsically motivated.**

# Lesson Planning

**All lessons should have a beginning, a middle and an end.**

Each part is equally important - imagine a book with the first chapter missing ! Or the last chapter !

***A UK lesson plan will have some key objectives, it must:***

- Be relevant to each and every learner
- Have specific outcomes (learning targets) for the session
- Provide opportunity to check current learning
- Deliver new material in an engaging format
- Make the learners WORK - student-centred active learning
- Include formative assessment
- Check that learning targets have been achieved

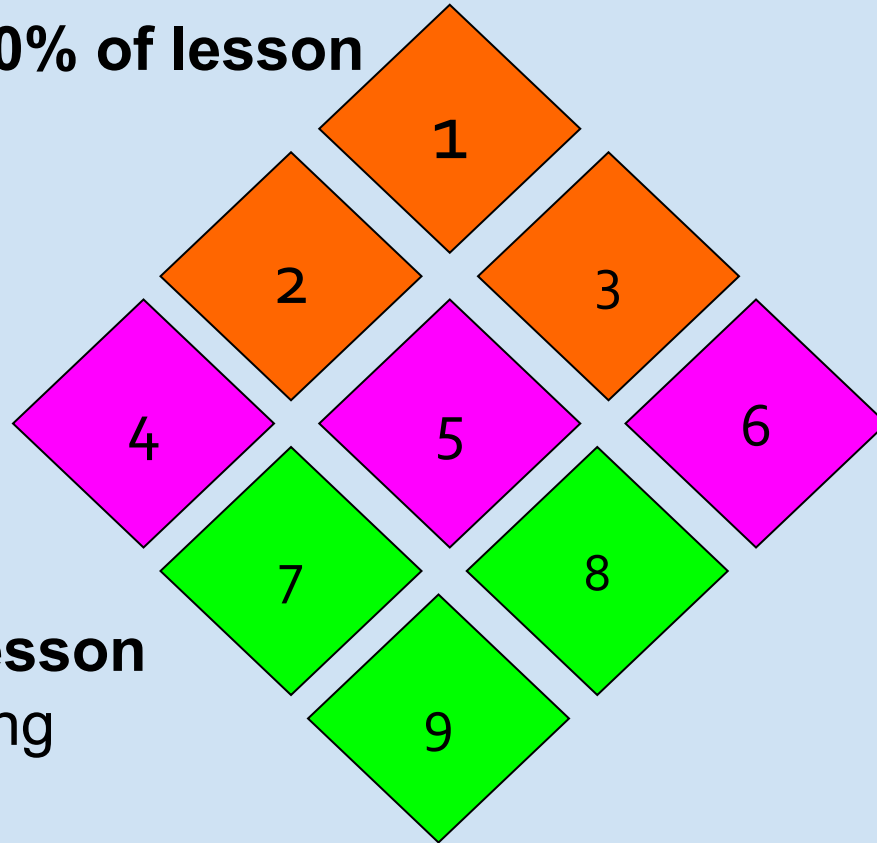
**The Diamond Lesson Plan provides the framework to achieve these objectives.**



# The Diamond Lesson Plan - has 9 elements

## **BEGINNING : 20% of lesson**

- 1) Appetiser
- 2) Big Picture
- 3) Re-cap



## **END: 20% of lesson**

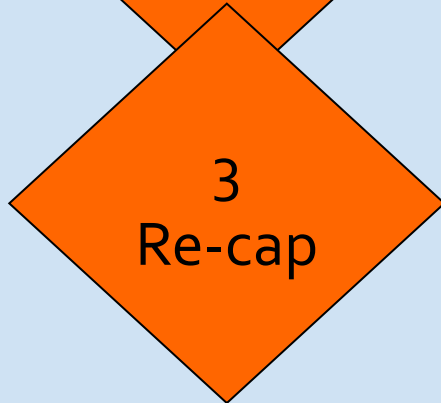
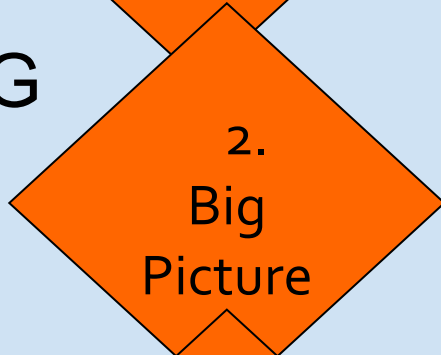
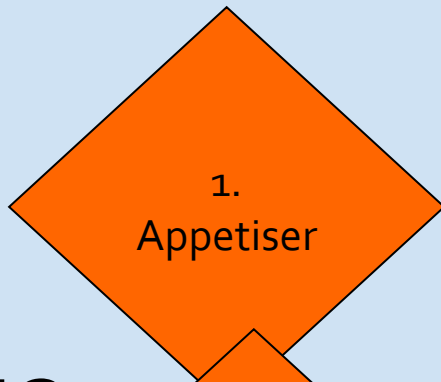
- 7) Check Learning
- 8) Summary
- 9) Bridge

## **MIDDLE: 60% of lesson**

Elements 4 - 6

- Delivery
- Questions & Answers
- Active Learning

**BEGINNING**  
(approx.  
20% of  
lesson)



**1. Appetiser /energiser activity**

Start lesson promptly; warm welcome and positive body language. Optional engaging activity

**2. Big Picture**

Aim & outcomes explained to learners  
Be inspiring – make it relevant to the learners  
Learners need to understand what they are aiming for and why it is important to them  
Link outcomes to their assessments and future careers

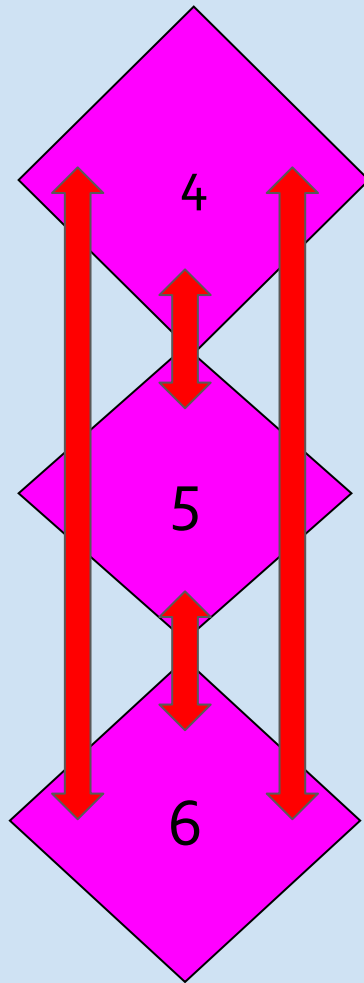
**3. Re-cap : full group activity**

Find out what they know.  
Confirm expected learning from previous session



MIDDLE  
(approx.  
60% of  
lesson)

Delivery  
Q&A  
Active  
Learning



#### 4. Delivery - new learning

Deliver in small sections (15-20mins max)

Use a variety of resources

#### 5. Q&A

Use Q&A throughout this section to check understanding. Ask direct open questions. Include all learners

#### 6. Active Learning:

Students learn by DOING.

Use group or paired activities to consolidate learning

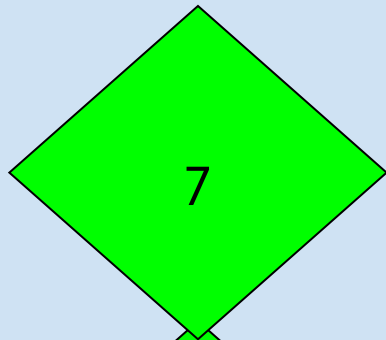
Use more Q&A to check that students are learning what you intended

# Active learning

This covers a wide range of activities:

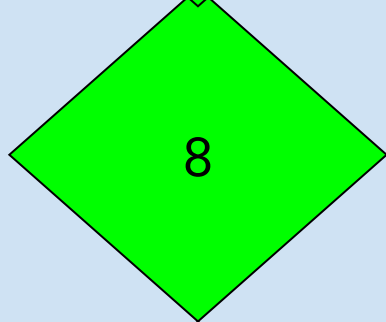
- Student-centred experiential learning in pairs or small groups
- Promoting active questioning by learners
- Embedded formative assessment:
  - > Socratic questioning- teacher asks lots of direct probing questions
  - > Problem-solving tasks
  - > Project-based learning (usually in groups)
  - > Work-based or simulated practical learning
- Applying concepts and principles to the real world
- Reflecting on the issues and learning from mistakes
- Promoting metacognition and greater student ownership of their learning





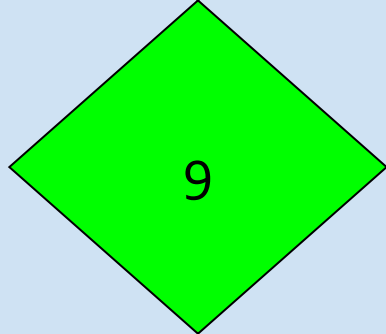
## 7. Check Learning

Discuss the active learning session  
Use direct Q&A linked to outcomes to confirm and reinforce learning  
Invite questions from learners



## 8) Summarise

Return to outcomes (display screen from start of session)  
Confirm achievement (or not!)



## 9) Bridge

Link enthusiastically to next session.  
Set an independent learning task  
Identify some learning resources for private study.

END  
(approx 20%  
of session)





# Formative assessment

The research evidence clearly shows that effective formative assessment can really help both ***the teacher and the learner*** to understand what they need to do to improve teaching and learning.

Formative assessment can tell us what the learner knows and what they don't know; what they can do and what they can't do. We can then respond accordingly.

Importantly it also provides the opportunity to inform the learner about their progress and encourage them to take responsibility for their learning

# Formative Assessment

- **INFORMAL**

Eg: Q&A, team activities, discussion, observation

Allows tutor to build up a picture of learners progress and understanding. Verbal feedback.

- **SEMI-FORMAL - student marked**

Eg: Q&A, short multiple choice tests, self and peer assessment, observation of practical work

Might be recorded but has no impact on final grade

Provides opportunity to give constructive feedback

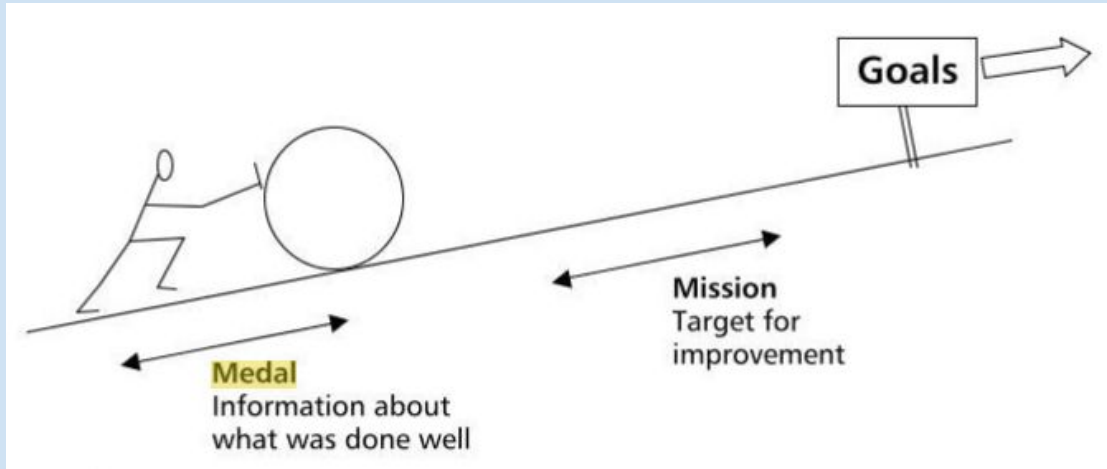
- **FORMAL - tutor marked** eg: written Q&A , mock exam

Provides opportunity to give constructive feedback

# Effective (constructive) feedback

The research evidence highlights the positive impact of providing learners with really good feedback that is clearly linked to their assessment criteria & goals.

One way to construct such feedback is to use Petty's model of Medals, Missions and Goals



**This kind of feedback can be motivating and promotes the student's ownership of their learning and assessment.**



Moving  
towards UK  
style delivery

## Discussion :

Q1: What is the biggest difference between oriental and UK style teaching methods ?

Q2: How will you overcome the difference and manage the change ?

# Education Quotes

**Education is not the learning of facts but training the mind to think**



**Albert Einstein**

# Metacognition - a starting point in managing change

This about helping learners understand their own thinking and learning.

The evidence shows that learners who understand their own thinking and how they learn, learn faster and better.

If learners are aware of how they learn it enables them to make the connections between their studies, their career options and personal aspirations. This is highly motivating.

You can help your learners develop this ability by encouraging them to think about their learning with 9 key questions.

# 9 KEY QUESTIONS learners should ask themselves.

## BEFORE TASK PREPARE

1. Is this similar to the previous task ?
2. What do I want to achieve ?
3. What should I do first ?

## DURING TASK MONITOR

1. Am I on the right track ?
2. What can I do differently ?
3. Who can I ask for help ?

## AFTER TASK REVIEW

1. What worked well ?
2. What could I have done better ?
3. Can I apply this to other situations ?





Have we  
achieved our  
outcomes ?



## Are you able to ...

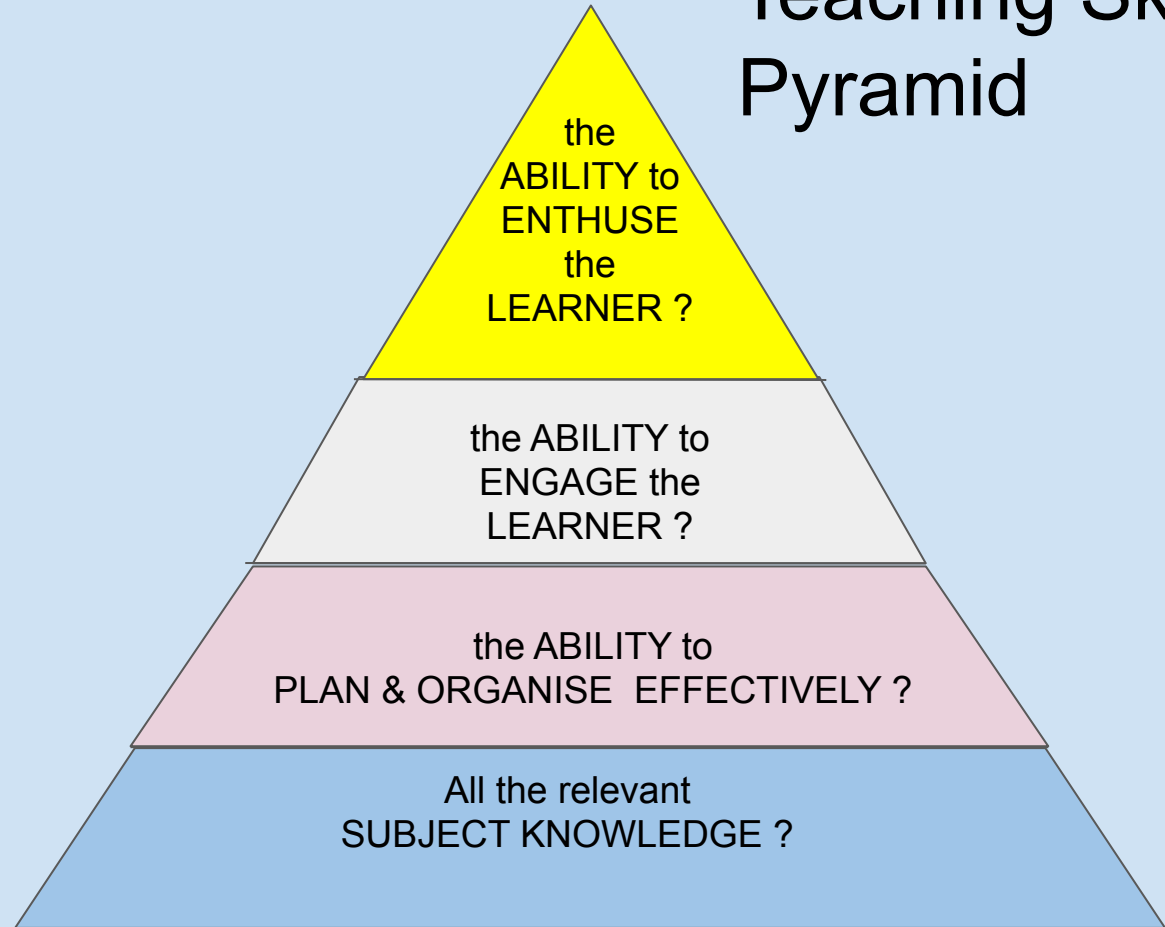
- **Identify some of the ideas behind UK teaching methodology ?**
- **Recognise the difference between oriental and UK teaching approaches & gather some ideas on managing the changeover ?**
- **Create UK style lessons using the diamond lesson plan ?**
- **Use this session as a guide to delivering a UK style lesson and supporting learners in developing the necessary skills to engage in learning ?**

# Teaching Skills Pyramid

Developing and maintaining your skills as a tutor.

Self-assessment activity.

Do you have ...



## **Recommended resources which use evidence -based research to guide teaching practice**

Lightbody B (2009) Outstanding Teaching & Learning 14-19 . Collegenet Ltd: UK

## References

Petty G (2014) Teaching Today : a practical guide 5th ed. Oxford University Press: UK

Petty G (2009) Evidence-based Teaching : a practical guide 2nd ed. Oxford University Press : UK