**TNA OF TTC LECTURERS (PRIMARY TEACHER EDCUATION)**

**Evaluation SCheme**

**1 GENERAL QUESTIONS**

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| **1A How profound is your primary school teaching experience?** (only 1 answer, tick box) |
| The answer gives an idea about the teaching routine of a lecturer in primary schools |

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| **1B What do you think about your primary school teaching ability?** (only 1 answer, tick box) |
| The answer refers to the ability of teaching routine of a lecturer in primary schools and is a self-assessment, but qualifies a statement provided in 1A, i.e. sufficient teaching routine is questionable with an experience of less than 1 year. |

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| **1C What do you think about your abilities to teach primary school teachers (student teachers)?** (only 1 answer, tick box) |
| The answer refers to the ability of teaching routine of a lecturer in primary schools and is a self-assessment, but qualifies a statement provided in 1A, i.e. sufficient teaching routine to teach student teachers is questionable with an experience of less than 1 year at a primary school. |

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| **1D Previous training for teacher trainers attended (1., 2., 3.) and content of previous teacher training (4. to 12.)** (consider/write your answers and tick boxes accordingly) |
| The answer aims to elicit further education of lecturers to better qualify in educational/ pedagogical subjects and teaching. |

**2 Competency Areas**

**I. Adult education**

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| **I.1** |
| Do you apply specific **adult education methodology**? |
| **Answer YES** |
| Key expressions of response:   * *Interactive learning, participatory learning, learner interaction, facilitation, facilitator* * *Establishment of a safe and supportive learning environment, supporting individual learner’s needs and uniqueness, recognition and acknowledgement of learners’ previously acquired abilities and achievements* * *Peer treatment of students, students are partners in learning, accepted and respected as intelligent experienced adults with their opinions respected* * *Content delivery with relevance to past experience, enabling students to search for meaning, patterns, and relationships based on prior knowledge and experience, also scaffolding* * *Content delivery with immediacy, strong link between theory and practice (application)* * *Facilitation of self-directed learning enabling students to make action plans, decisions and take responsibility for their own on-going, professional development* * *Provide opportunities for students to give/ receive feedback to learning process* * *Provide learning processes fostering team work, development of team norms and guidelines, sharing perspectives, knowledge, insight, and experience, personal stories, creating common ground and connection* * *Lecturers’ attention to all facets of the educational environment, learning environment includes visuals such as charts, illustrations, displays, tables, chairs, windows, art, etc.* * *Providing learning processes that require active involvement, activities supporting facts and theory, problem solving, practising judgment skills, reflection and inquiry, interactive questioning, learning and practicing critical thinking skills, meaning exploration, exploration of questions of values and feelings, fostering intellectual freedom, encouraging experimentation and creativity*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **I.1 to I.14** |
| **Answer I’M NOT SURE** |
| Any issue normally indicates **Training Need** recognised by the individual.  Some statements using key words/ expressions as listed above may identify bigger or smaller previous knowledge of the subject area and may not necessarily indicate a training need in the area. |

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| **I.1 to I.14** |
| **Answer NO** |
| Clearly indicates a **Training Need**. |

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| **I.2** |
| Do you teach your students how to learn and work with **case studies**? |
| **Answer YES** |
| Key expressions of response:   * *Case study, case report, case research, case method, case writing, case learning, case based learning* * *Analysis of individuals, groups, context, social relations, institutions, systems,* * *Prospective and retrospective cases, descriptive cases, explanatory cases, fact-based cases, fictional cases, open cases* * *Original documents (case documentation), narrative*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **I.3** |
| Do you teach your students how to apply **problem-solving strategies**? |
| **Answer YES** |
| Key expressions of response:   * *Problem solving, solution, planning, alternative, options, decisions, problem understanding, problem solving cycle* * *Root cause analysis, scenario, abstraction, testing, analogy, brainstroming, creativity, lateral thinking, research, trial and error, discovering, heuristics* * *Active learning, problem-based learning, cognitive learning* * *Problem solving models (e.g. GROW, 8D, mathematical PSS)*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **I.4** |
| Do you teach your students the **organisation of project learning**? |
| **Answer YES** |
| Key expressions of response:   * *Teacher facilitation, student facilitation, autonomous learning, student-centred learning, process organisation, process facilitation, project-based learning, project day, project week* * *Hands-on method, inquiry-based group work, collaboration, creation of artefacts/ performances/ presentations,* * *Interdisciplinary/ multidisciplinary activities, long-term learning activities, student-organised activities, learning-by-doing* * *Team work, social skills, communication skills, critical thinking skills, interpersonal skills, management skills, decision-making skills, student responsibility*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **I.5** |
| Do you teach your students how to **approach reflection** about their own education (**biographic reflection**)? |
| **Answer YES** |
| Key expressions of response:   * *Biographic experience, individual learning history, review of education experience, describing school experience (motivation, successes, fears, constraints)* * *Relation of learning experience with present, individual learning processes and situations formed by learning biography, reflection individual norms and normality*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **I.6** |
| Do you apply **context or phenomenon orientation** when teaching your students? |
| **Answer YES** |
| Key expressions of response:   * *Natural, technical and social phenomena, complexity of phenomena in classrooms/ teaching/ learning/ social interaction, pedagogical problem understanding* * *Analysis of teaching/ learning situations, classroom phenomena, critical situations, interaction/ communication phenomena* * *Subject-related situations of teaching/ learning*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **I.7** |
| Do you teach your students **writing skills**? |
| **Answer YES** |
| Key expressions of response:   * *Reading comprehension, analytical skills, active reading* * *Writing mechanics, grammar, sentence structure, spelling, phrasing, paraphrasing* * *Selection of topic/ subject, writing strategy, constructing reasoned and demonstrable arguments* * *Choosing appropriate format/ structure, text genre, essay writing, critical reflection, editing, proofreading, note taking* * *Communicating ideas clearly and concisely, organizing ideas effectively, effectively presenting evidence* * *Using sources appropriately, referencing*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **I.8** |
| Do you implement **group working** in your lessons/ lectures with varying group sizes? |
| **Answer YES** |
| Key expressions of response:   * *Group size, group organisation, group instruction, group selection, group work planning, group work preparation, group presentation, group facilitation, group results, group dynamics, group learning* * *Learning groups, cooperative group learning, competitive group, complementary group work, buzz group, fish bowl, task force, discussion group* * *Forming, storming, norming, performing, informing*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **I.9** |
| Do you use **methods of reality production** (role plays, simulation, map exercises in your lessons/ lectures? |
| **Answer YES** |
| Key expressions of response:   * *Role play, simulation, experiment, map exercise, socio-drama, improvisation* * *Creating, fiction, staging, playing*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **I.10** |
| Do you teach your students **observation skills**? |
| **Answer YES** |
| Key expressions of response:   * Listening skills, observational ability, monitoring ability, science process skills, note taking, distinguishing observations from ideas/ speculations/ anticipations, focusing, concentrating, classification of observations, descriptive precision, recording of observations, memory, memorizing, attention * Seeking out inputs of others, new experiences and possibilities, avoiding personal biases, learning behaviours and attitudes of others * *Systematic observations, interpretation of observations, creating explanations on observations, conducting investigations, collecting and analysing data, development of models or explanations based on observed evidence, checklist for observation* * *Human behaviour, communication, mimic and gesture, group dynamics, presentation, speaking, social interaction*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **I.11** |
| Do you support your students to develop their **self-study skills**? |
| **Answer YES** |
| Key expressions of response:   * *Mnemonic, repetition, memory cards, summaries, posters, ABC list, mind map, learning diary, keyword technique, knowledge management, Loci technique, PQ4R, MURDER scheme* * *Scientific reading, data reading, cross-reading, skimming, scanning, skim reading, speed-reading, reading and note taking, reading methods, reading techniques* * *Scientific writing, summary writing, excerpt writing, error classification* * *Learning in groups, learning partner* * *Planning of learning, time management, scheduling, breaks, work and relaxation phases, distractions, disturbance, diet, change of subject area, physical exercise*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **I.12** |
| Do you teach your students **creativity techniques**? |
| **Answer YES** |
| Key expressions of response:   * *Mind mapping, brainstorming, brainwriting, W5, causal mapping, 6 thinking hats, why-why-why, pros and cons, flash card clustering, rolestorming, reframing matrix, story boarding, card request, vision method, buzz group, cause-effect diagrams, causal mapping* * *Focus group, think tank,* * *Creative problem solving, thinking outside the box* * *Lesson and lesson plan design, teaching aids design, method and teaching strategies design, content design*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **I.13** |
| Do you teach your students **critical reflection**? |
| **Answer YES** |
| Key expressions of response:   * *Discovering commonalities/ differences/ interrelations, higher order thinking skills, chaining/ linking ideas, framing/ reframing complexity, feedback on earlier actions, reflective activities, questioning/ scrutinising/ analysing/ reconsidering experiences, constructive self-criticism, reviewing, looking bach on experiences* * *Assumption analysis (challenging beliefs, values, cultural practices, social structures), contextual awareness, imaginative speculation and alternative ways of thinking, reflective scepticism, descriptive reflection, dialogic reflection* * *Research, (case) studies, concrete experience, reflective observation, abstract conceptualisation, active experimentation, thesis/ antithesis/ synthesis* * *Curriculum reflection, lesson plan reflection, reflection of learning theories, reflection of teaching and learning related subjects*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **I.14** |
| Do you teach your students **decision-making skills**? |
| **Answer YES** |
| Key expressions of response:   * *Problem identification, information gathering, options, alternatives, choice of alternative, decision implication evaluation, action taking, outcome evaluation,* * *Decision-making models, problem-solving, solutions for complex problems* * *Learning objectives determination, method determination, scheduling/ timing of lessons*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

**II. Profession and role of teachers**

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| **II.1** |
| 1. Do you make your students understand the **teacher to be a role model and authority with professional commitment and responsibility**? 2. Do you support your students in **decision-making concerning teaching career.** |
| **Answer YES** |
| Key expressions of response:  a.   * *Role of a teacher, role models, teacher and community, teacher in society, teacher authority, teacher role model for education, promoter of education, commitment to education, support to education* * *Behaviour, code of conduct, expectations of teachers* * *Job profile, duty statement, job description, job performance, professionalism*   b.   * *Teaching career, career plan, teaching profession, career coaching, career path*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **II.2** |
| How do you support your students **to handle their conflicts concerning the teacher profession**? |
| **Answer YES** |
| Key expressions of response:   * *Guidance, counselling, intervention, problem formulation, problem solving, solution, career coaching, professional development* * *Psychological support, exam nerves, supervision, feedback, self-confidence, self-conception, stress, distress, bullying, existential problems, social problems, family problems*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **II.3** |
| How do you prepare your students for the demands of **life-long teacher professional development**? How do you explain the learning demands of the teachers’ occupation? |
| **Answer YES** |
| Key expressions of response:   * *Further education, qualification, in-service training, master degree, skills development, professional development, training and coaching, development plan, career development, career path, knowledge and skills acquisition, achievements*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

**III. Didactics and methodology of lessons**

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| **III.1** |
| 1. Do you have profound knowledge of your **subject matter** areas? Are you sufficiently **specialised in your subject(s)** (knowledge, understanding)for teaching in higher education? 2. Are you able to structure and **reduce the content dimension** of your subject(s) reasonably for teaching students? |
| **Answer YES** |
| Key expressions of response:  a.   * *NCD subject strand, subject overview* * *Subject proficiency, subject knowledge, subject matters, in-depth subject contemplation, subject dimensioning, subject specialisation, subject experience, subject development, cognitive mapping*   b.   * *Content reduction, reduction methods, structuring and re-structuring* * *Learning goals, learning objectives, subject focusing, didactic analysis* * *Content abstraction, generalising abstraction, abstractive ability, summarising,* * *Exemplary learning, content selection, content mapping, content clustering*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **III.2** |
| Are you familiar with the **didactics concerning your subject(s)** and the **general pedagogy** related to it? |
| **Answer YES** |
| Key expressions of response:   * *Subject pedagogy, subject related methods, command of adequate methodology, method collection*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **III.3** |
| Doyou teach your students the **implementation of subject-related content and lesson planning** related to curriculum and/or syllabus? |
| **Answer YES** |
| Key expressions of response:   * *Lesson planning, lesson structuring, series of lessons, learning objectives, learning objectives writing, lesson plan writing, learning cycle* * *Understanding of curricula and syllabi, curriculum analysis/ evaluation, syllabus analysis/ evaluation*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **III.4** |
| 1. Are you familiar with **multigrade teaching**? 2. Do you teach your students **multigrade teaching**? |
| **Answer YES** |
| Key expressions of response:  a.   * *Multigrade lesson planning, combined class programme, cooperative learning, design lectures, tasks, exercises for multigrade classes (class, groups, individuals)* * *Structuring multigrade classrooms, grouping of students, learning centres, individualised teaching, small group learning, mixed age groups, random groups, interest based groups, cross age tutoring groups, friendship groups*   b.   * *Pedagogic approaches to multigrade teaching, curriculum scan, planning and programming for multigrade teaching, planning forms, time tabling, managing multigrade classrooms* * *Main themes, common themes*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

**IV. Learning, development, and socialisation processes**

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| **IV.1** |
| Do you teach your students concepts of **human development – physical, cognitive, psychosocial aspects**? |
| **Answer YES** |
| Key expressions of response:   * *Human development, learning at different ages, understanding of abstract and concrete matters in different age/ developmental groups of children, interests of children and motivation at different ages, prenatal period, infancy and toddlerhood, early childhood, middle childhood, adolescence, young adulthood* * *Physical (biosocial) development, physical growth and development, family, community, and cultural factors affecting growth and development.* * *Intellectual (cognitive) development, mental processes, thinking, learning, communicating, intelligence* * *Psychosocial development, emotions, personality characteristics, relationships with family/ friends/ lovers/ strangers including the larger community and culture*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **IV.2** |
| Are you familiar with the **ways of learning of children/youth inside and outside of schools**? |
| **Answer YES** |
| Key expressions of response:   * *Cultural heritage, beliefs, values, norms, institutions, community, environment* * *Microsystems: influences of family, peer group, neighborhood (against classroom)* * *Exosystems: influences of external networks, community* * *Mesosystem; overlap between family and community* * *Macrosystem: influences of political/ economic/ social systems, cultural values, political philosophies, social conditions*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

**V. Motivation to learn and perform**

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| **V.1** |
| Do you motivate your students to **learn and develop good performance and competences**? |
| **Answer YES** |
| Key expressions of response:   * *Intrinsic and extrinsic motivation, related intrinsic motivational goals and extrinsic motivational/ learning goals (relatedness, achievement, autonomy, participation)* * *Learning environment, learning atmosphere, social learning, meaningful/ relevant learning content, clear learning goal/ objective orientation, fostering participation/ self-motivation, teaching styles/ methods, students’ satisfaction, achievements* * *Application of motivational theories, motivational methods*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **V.2** |
| Are you familiar with coping **disruptive behaviour of students or with disturbances** during your lessons/lectures? |
| **Answer YES** |
| Key expressions of response:   * *Causes of de-motivation, handling motivational problems, understanding of disturbances of teaching/ learning processes and disruptive behaviour of students as motivational issue, overview of causes of teaching/ learning disturbances* * *Recognition of need for interventions on disturbance, proactive or reactive intervention strategies, reflection of behaviour with individual students, adequate communication of intervention of disturbances, proactive/ reactive intervention strategies to (re-)gain students' interest, negotiation behavioural rules with students in the classroom* * *Analysis/ re-formulation/ targeting/ delivery of learning content with relevance for individual students, re-determination of learning goals/ objectives to exclude negative students' reactions, satisfaction students' deficiency needs* * *Analysis of lesson and teaching style, adjustment of teaching/ learning approaches*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

**VI. Inclusion and promotion of diversity**

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| **VI.1** |
| 1. Are you familiar with the **promotion of diversity**? 2. Do you teach your students **inclusion of all children** no matter how diverse they are? |
| **Answer YES** |
| Key expressions of response:  a.   * *Cultural competence, diverse perspectives, understanding of integration* * *Managing personal diversity conflicts, developing diversity competencies, resolving diversity conflicts, increasing diversity awareness*   b.   * *Understand of diversity as normal condition in education (gender, spiritual, social, cultural, physical, ethnic, sexual, intellectual diversity, gifted children, special needs), diversity of learning styles* * *Safe/ inclusive/ equitable learning environment*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

**VII. Evaluation and counselling**

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| **VII.1** |
| 1. Are you familiar with **informal and formal assessment strategies** of students? 2. Are you familiar with **informal and formal assessment strategies** of school children? |
| **Answer YES** |
| Key expressions of response:  a. and b.   * *Formal assessment: data supporting conclusions (generated from tests), standardized measures, students’ performance statistics, mathematically computed/ summarized data, percentage, standard scores, marks, grades, test, information collection, instructional key points, checking student understanding (interpreting), assessments on some specific aspects of learning, direct questioning, quizzes, brainstorming, generation of questions, planned implementation of formal assessments, assessing overall achievement, comparing age/ grade groups’ performances, comparing strengths/ weaknesses of peers,* * *Informal assessments: content/ performance driven, running records, percentage of correctly rendered information/ learning content, rubric scores, criterion referenced measures, performance based measures, informing instruction, observation checklists, anecdotal notes, running records, student portfolios, teacher/ student conference notes, learning logs, picture of individual student's progress/ achievement, report card, student-teacher interaction, interactions in instructional/ learning activity, linked to learning/ teaching activities, gathering transient information, verbal/ non-verbal (observation based)*   or synonyms, periphrases accordingly are evaluated as plausible explanation (counter=1). |

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| **VII.2** |
| Do you teach your students to support individual learning and to adapt teaching to individual needs? |
| **Answer YES** |
| Key expressions of response:   * *Individual learning needs analysis, knowledge pre-assessments, differentiating instruction, special needs and counselling, flexible grouping, tiered lessons, content/ process/ product differentiation, analysing students’ interests/ learning styles/ choices, addressing different learning styles*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

**VIII. Communication**

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| **VIII.2** |
| * Students and students * Teachers and students * Teachers and teachers * Teachers and parents xxx * Students and parents * Teachers and community |

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| **VIII.1** |
| Do you apply a variety of different verbal and non-verbal communication approaches when teaching your students? |
| **Answer YES** |
| Key expressions of response:   * *Relevance, clarity, concise, correctness, simplicity, understandability, completeness, emphasis, emotion, humour,* * *Active listening, feedback, empathy* * *Voice modulation, breath control, dynamic articulation* * *Body language, mimic, gesture, posture, eye contact, affirmative behaviour* * *Face-to-face communication, group communication, facilitation, interactivity*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |
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| **VIII.2** |
| Do you apply and facilitate systematic conflict resolution in the classroom or on the campus? |
| **Answer YES** |
| Key expressions of response:   * *Conflict resolution skills, mediation* * *Causes of conflict, interpersonal dynamics, inter-group dynamics, system dynamics* * *Misunderstandings, purpose, power struggle, hidden agenda* * *Win-win approach, creative response, cooperation*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

**IX. Media education**

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| **IX.3** |
| The question is included for the sake of completeness, though it might play a minor role at the current stage of teacher education. Computer-based education includes also e-learning, mobile learning (e.g. smart phones based) and computer instructed courses, which normally require Internet access, email, chat and specific software. |

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| **IX.1** |
| Do you teach your students how to specifically integrate media in teaching-learning processes? |
| **Answer YES** |
| Key expressions of response:   * *Media pedagogics, method related media, media process integration* * *Types of media (e.g. audio, visual, chart, object)*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **IX.2** |
| 1. Do you have the skills to edit various media (paper based, electronic, object related) for teaching and learning? 2. Do you teach your students how to edit various media for teaching and learning? |
| **Answer YES** |
| Key expressions of response:  a. and b.   * *Production of posters, charts, flash cards, handouts, books, objects, exercise papers, blackboard illustrations and other* * *Media production, writing, editing, digital editing, designing, creating, drawing, painting, making things, building, materialising, formatting*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

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| **IX.3** |
| Do you teach your students how to approach **computer-based education**? |
| **Answer YES** |
| Key expressions of response:   * *Computer-based learning/ instruction/ education, e-learning, distant learning* * *Software application, programming* * *Digital editing*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

**X. Educational research**

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| **X.1** |
| Do you teach your students **educational science** matters? |
| **Answer YES** |
| Key expressions of response:   * *Educational research, understanding scientific content/ contexts* * *Transcription of educational science for educational purposes, enabling understanding of educational science* * *Implementation of perceptions generating from educational science in educational practice* * *Educational network, knowledge management, organisational information management*   or synonyms, periphrases accordingly are evaluated as **plausible** explanation (counter=1). |

**3 YOUR SUGGESTIONS**

In this section you may TTC Lecturers may express their point of view concerning their training needs. It does not have to be limited to one or two training needs. In case there is more information to record it may be written on a separate piece of paper where appropriate.

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| **Training Need 1** |
| I need training in... *(please write down the subject area you need to be trained on)* |
| *Here: Short thematic description of training needed related to one specific subject. Key words to describe the subject should be added.*  *Example:*  *Computer training, MS Word, word processing, design of templates and tables for lesson planning, design of hand-outs for students* |
| **Justification for training need 1** |
| I need training in above-mentioned subject, area because... *(please write a brief justification, why you need the training mentioned above)* |
| *Here: The justification should at least state one very important reason, better several reasons.*  *Example:*  *Word processing is needed, because there are no updated hand-outs for students available in the Language Strand and a huge number of materials have to be designed. More than that I need to design some exemplary lesson plans for language classes based on the PASTEP materials we use. Students requested more resource materials and I need to design them myself, since the library does not provide sufficient resources.*  *My word processing skills are basic and I had never a computer class before. I also would like to apply proper typewriting skills (10 fingers).* |