



HMPIETR

Institutional Best Practices

1. Self-Reflective Video Recording

Objectives:

- a. To enable teacher trainees to reflect on their own teachings with pre designed rubrics
- b. To build up confidence among teacher trainees in teaching in real classrooms
- c. To self-motivate and develop pedagogical skills at the initial stages of training.

The Context:

Traditionally teacher trainees are observed and monitored by the trainers with fix criteria. They are also observed by peers and given unstructured feedback which would often be offending. At initial stage (Micro level) they need a lot of support and guidance to grasp the nuances of language teaching. The idea of self-video recording emerged from the discussion took place after micro teaching observations. Informal discussion with trainees also supports the concept of viewing one's own video and judge how they performed in the given context. This would ease tension and embarrassment when teachers and peers give feed-back. Moreover, from the very beginning of language teaching programme, trainees get a chance to think about the notion of reflective teaching.

The Practice:

- Teacher trainees are briefed the objectives of self-recorded video recording of their performance.
- A structured reflective form is designed in order to help the trainees view their performance in a learning context.
- Trainees select their own friends to record their micro teaching skills using mobile.
- Trainees view their teaching at their own pace and make report on their performance.
- They present the report in the class and reflect on where they performed well and where they need to improve upon.
- The supervisors and peers give constructive feed-back.



Evidence of Success:

- Trainees are found more relaxed and forthcoming with their own teaching skills and styles.
- They become more aware of their own language competence in English.
- Trainees' reflections on their own teaching skills and strategies helped them perform better in teaching new micro skills.

Problems Encountered:

- Initial reluctance of recording one's own video in mobile.
- Audio Quality of recording with video.
- Timely presentation of their reflective reports.

Resources Required:

- Mobile phone with recording facility
- Self-Reflective Performa

2. Use of Self -Access Centre as Learning Resources

Objectives:

- a. To develop reading skills in English.**
- b. To promote self-directed learning and learner autonomy.**
- c. To develop their metacognitive knowledge and language learning skills.**

The Context:

In a traditional context, the students are directed to use books in the library periods allotted. It is found that learning materials at one's fingertip would help promote independent learning. More over there is a demand from students to access books and reading materials freely in their own class corner as ready reference.

The Practice:

- A corner in the classroom is identified and a shelf with a number of books and periodicals are stocked.
- A register is kept for self-entry so that one comes to know which books/magazine he read.
- A coordinator is appointed to monitor and help the students.
- A feedback system is established to reflect upon what they gained.



Evidence of Success:

- Students started retelling stories that they read from self-access centre in the post prayer session.
- In the absence of the teachers, they tend to read books and articles at the self-access centre.
- There is a demand for more books and magazines which are not prescribed in the curriculum.
- Informal discussions with students and the observation made by the coordinator show that self-directed learning is being promoted.

Problems Encountered:

- Absence of need analysis limits the resources of their interest.
- Main problem is to find time to use self-access centre as most of the time is spent for theory and practice sessions.
- A few trainees do not take it seriously as the resources are not meant for preparing for their examination.

Resources Required:

- Space for Self -Access centre
- Learning Materials

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