

A Comparison Between A CBL and Non-CBL Class

Community based Learning Initiative / CLET – An
Najah National University

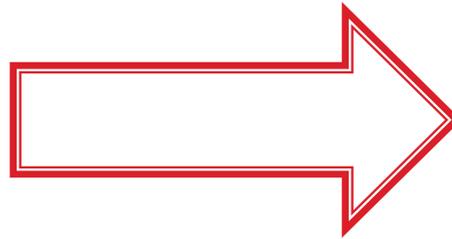
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Outline

- ▶ **The course – Teaching aids Design**
 - ▶ **The Non – CBL Section**
 - ▶ **The jump into CBL**
 - ▶ **Outcome differences**
 - ▶ **Problems**
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The Course – Teaching Aids Design

Student's
Mindset



Teacher's
Mindset

The Course – Teaching Aids Design

Students not only have to..

- ▶ Design and produce teaching aids

But they also need to..

- ▶ Use these teaching aids in an authentic micro teaching experience
 - ▶ Know some basics of Teaching and learning techniques and theories
 - ▶ Apply Classroom management techniques
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The course – Teaching aids design

For the spring semester 2014 students were offered the choice between two sections;

Both were on the same day, one of them 1 to 2, which was the CBL based course while the other one was from 2 – 3, the non-CBL course.

Students made their choice without having an idea about one of them being a CBL-based course.



The Non-CBL Section

ILOS

- ▶ Demonstrate an understanding of the different teaching aids available and their usage in the classroom.
- ▶ Design and develop an educational teaching aid.
- ▶ Develop an activity in accordance to the designed teaching aid..
- ▶ Present the teaching aid in the form of a micro teaching experience..
- ▶ Run and manage a lesson during the micro teaching experience.
- ▶ Communicate effectively within a group.

The Non-CBL Section

Teaching methodology

Various methods and techniques were implemented while teaching this course mostly to make the learning experience as authentic as possible.

- ▶ Hands-on teaching and learning
 - ▶ Classroom discussions, pair work and group work.
 - ▶ Reading for the theoretical background
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The Non-CBL Section

Assessment

- **Exams:**

First Hour exam – 25 pts

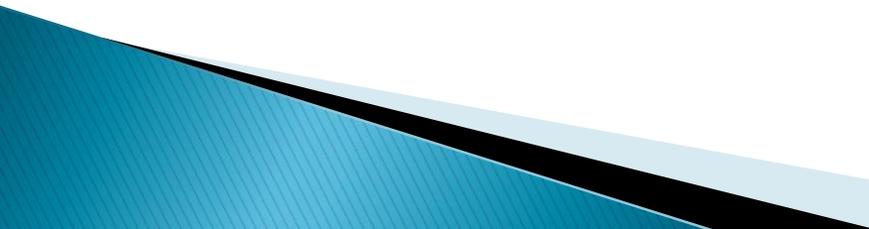
Final hour exam – 40 pts

- **Designing a teaching aid (10pts)**

- **Reflection Report (15 pts)**

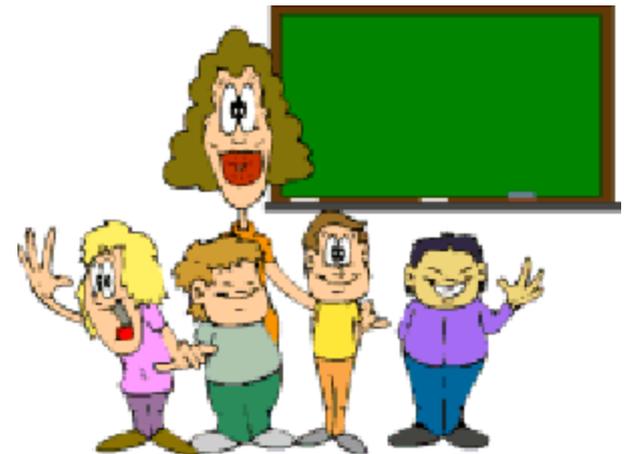
- **Micro-teaching – The presentation (10 pts)**

Assessment – Designing the Teaching Aid

- ▶ Done individually or in pairs.
 - ▶ The design idea came from students themselves, supported by the input provided for them during the period of semester.
 - ▶ They were advised to refer back to English for Palestine textbooks for some structure.
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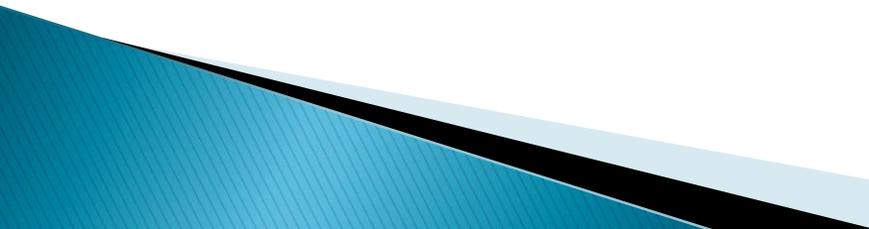
Assessment – The Micro Teaching

- ▶ Done individually or in pairs. Students were marked individually.
- ▶ The maximum time for each presentation was around 20 min.



The CBL section

ILOS

- ▶ Demonstrate an understanding of the different teaching aids available and their usage in the classroom.
 - ▶ Conduct a comprehensive needs analysis to the assigned target group.
 - ▶ Design and develop 3 different educational teaching aids that accommodate the needs of the target group.
 - ▶ Develop a lesson plan in accordance to one of the designed teaching aids.
 - ▶ Present one of the designed teaching aids in the form of a micro teaching experience in a real classroom environment.
 - ▶ Run and manage a lesson during the micro teaching experience.
 - ▶ Communicate effectively within a group.
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The CBL section

Teaching Methodology

The same techniques were also used with this section. However, instead of trying to make the teaching and learning experience as authentic as possible, the Community provided students with that.

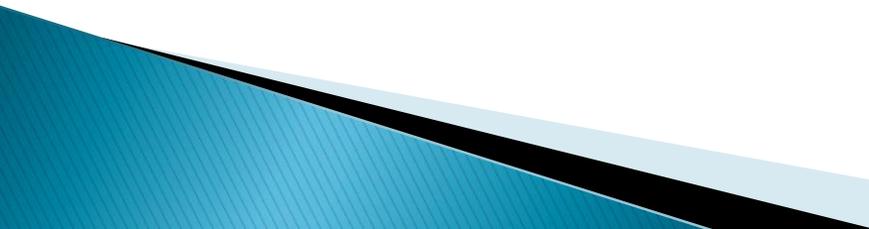


The CBL Section – The project

- ▶ Students were divided into groups of 5.
- ▶ Each group was assigned to a school and a certain grad.
- ▶ Each group had to design three teaching aids according to the needs of the targeted group.



The CBL Section – Assessment

- ▶ Needs Analysis report – 15 pts
 - ▶ Teaching aids – 15 pts
 - ▶ Micro teaching – 15
 - ▶ Reflection report – 20
 - ▶ Final exam – 35
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Assessment – Needs Analysis Report

- ▶ **The EFL teachers:**

Students interviewed the EFL teachers in their assigned school, to determine the needs of those teachers when it comes to the teaching aids available for them.

- ▶ **Observation**

Students Observed a number of English classes for the assigned grade. To determine the level of students, equipments available, classroom atmosphere, type of learners etc.

- ▶ **The textbook**

Students analyzed the textbook of the their assigned class to decide which language aspects needs to be supported by designing teaching aids.





12 The arts and crafts of Palestine

1 Listen and repeat the words and expressions.

2 Work in pairs. Look at the pictures and answer the questions.

- Where are the people?
- What are they doing?
- What do you think they are saying?

3 Listen and answer the questions.

4 Listen and read. Underline the words from activity 1.

Jade: Excuse me, is there a shop or market near here?
 Nisreen: Yes, there's a market straight ahead on this road. But what do you want to buy?
 Jade: I want a gift to take home to my family.
 Nisreen: Oh! There's a very good gift shop near the mosque.
 Jade: That sounds good but where is the mosque?
 Nisreen: I'd like to show you the way but I'm going to school now.
 Jade: Do you have a map?
 Nisreen: Yes, I do.
 Jade: Then I can show you the way on the map. Let me have a look at it, OK. We're here. Go along this road and then turn left. The mosque is on the corner.
 Jade: I'm sure I'll see that.
 Nisreen: You will. You should stop and take a look at it. It's very beautiful.
 Jade: That's a great idea. I'll do that.
 Nisreen: OK. Turn left at the mosque. Finally, you'll find the gift shop on the right. They sell nice things there. You'll find what you want.
 Jade: Thank you very much. You've been a great help.
 Nisreen: You're welcome. Goodbye.
 Jade: Goodbye.

5 Work in pairs. Act out the conversation in activity 4.

Excuse me, I'm sure I'll see that. You've been a great help. You're welcome. Goodbye.

Period 2

1 Listen and circle the words and expressions you hear.

Which word don't you hear?

2 Read and circle the correct words.

- Who are you buying the gift for?
 a) my friend b) my family
- Can you tell me the way to the market?
 a) go straight ahead b) go to the right
- You go to the market to buy a gift for your friend.
 a) to buy a gift b) to buy a present
- Do I go right or left at the corner?
 a) right b) left
- What do the people sell in this shop?
 a) gifts b) presents

3 Complete the sentences with words from activity 1. Then match four of the sentences with the pictures.

- Excuse me, where can I buy a gift for my friend?
- The market is on the right.
- The craftsman is making a gift for his friend.
- Where do I go to buy a gift for my friend?

a  b 

c  d 

4 Listen and check your sentences.

5 Read the conversation on page 20 again and answer the questions.

- Where is the market?
- What does Nisreen ask Jade to buy her gift?
- Where does Nisreen send Jade to buy her gift?
- Why doesn't Jade know where the mosque is?
- What does Nisreen want Jade to look at?



Assessment – Designing the Teaching Aids

- ▶ Once the needs analysis was done, Groups started plan their teaching aids, taking into consideration the results from the needs analysis as well as the theoretical background covered during the course.



Assessment – The Micro Teaching

- ▶ Students were asked to teach a micro-lesson using the designed teaching aid to the classroom they have been observing and researching (which was changed later on to the classroom due to logistic difficulties) The students will teach a 45 min lesson, making sure that everyone in the group takes part in the presentation



1 2 3 4 5 6 7 8 9 0

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Projected content on the whiteboard, including a small graphic and text.

Decorative banner on the table with the text "English Teacher".

CBL CLASS	NON-CBL CLASS
Needs analysis report	First hour exam
Design and production of teaching aids	Design and production of teaching aids
Micro-teaching	Micro teaching
Reflection report	Reflection report
Final exam	Final exam

Outcome Differences

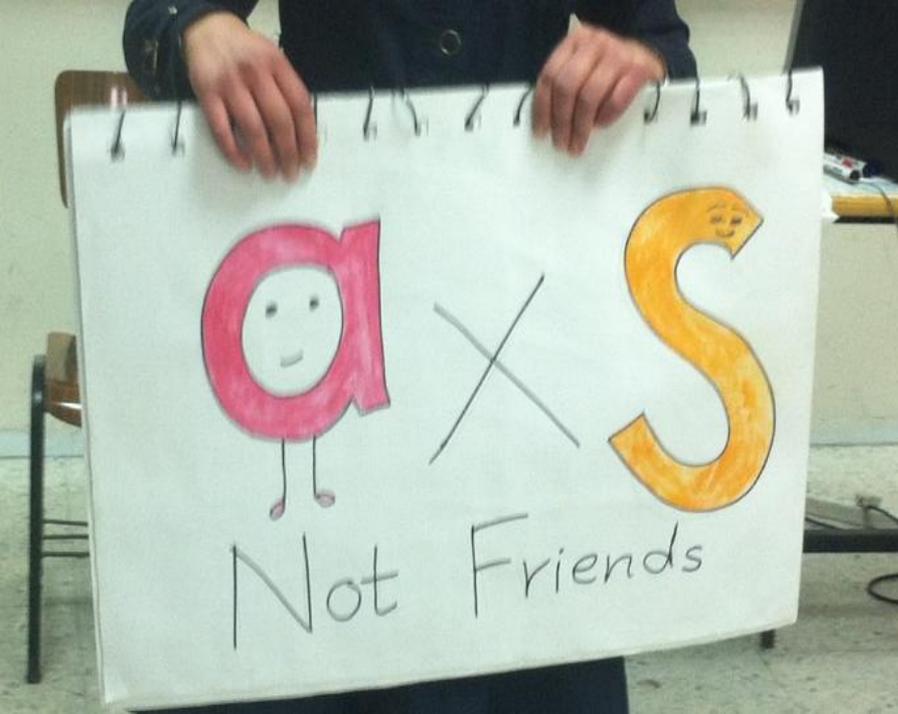
A number of differences aroused between the CBL and Non-CBL sections, out of which

- ▶ Students' attitudes, opinions and in-class discussions
 - ▶ Difference in the quality of the presented teaching aids
 - ▶ Differences in the presentations
 - ▶ Reflection Reports
 - ▶ Final exam results
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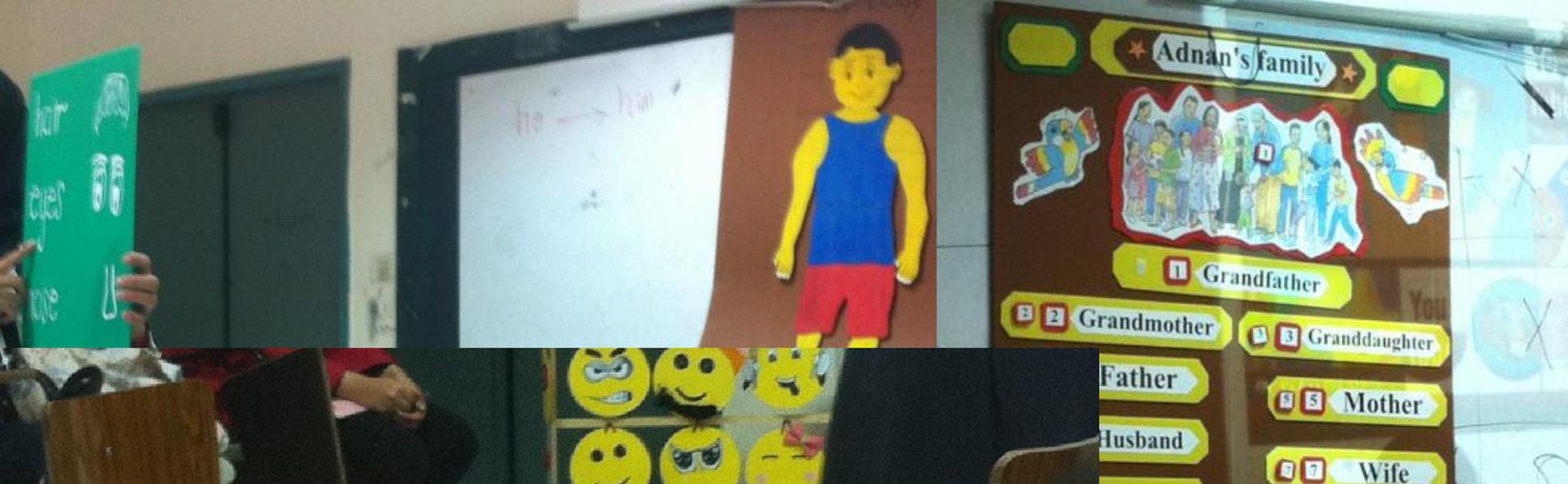
The Teaching Aids

There were a number of differences in the quality of the produced teaching aids from both groups. Mostly the CBL teaching aids were..

- ▶ More varied
 - ▶ Suited different ages from 2nd to 7th grad
 - ▶ Presented more high quality qualities in terms of shape, reusability, practicality and so on
 - ▶ Suited the targeted group
- 







The Micro-Teaching

The CBL presentations were

- ▶ More planned and organized to form a lesson (Non-CBL mostly were merely presentations)
 - ▶ Students were able to demonstrate clear classroom management techniques
 - ▶ Suited the level of the targeted learners
 - ▶ Students were able to play the role of teachers
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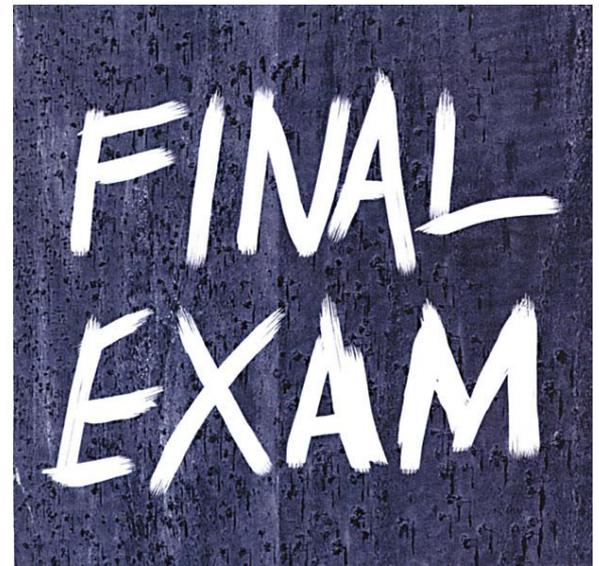
Reflection Reports

The Cbl group Reflection reports:

- ▶ Had more personal voice to them as they were written out of experience.
 - ▶ Reflected a big change in students opinions about becoming teachers (most of the students entered this course not wanting to become teachers, a lot of them had a change of heart from their experience in the schools.)
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Final Exam Results

- ▶ Despite the fact that the CBL group did not set for a 1st hour exam, their results in the final exam were way better.
- ▶ (statistics)



Problems?

- ▶ **Group-work problems with the CBL class. Had to split up one of the groups.**
- ▶ **“I did the work, then I deserve a good mark despite the quality of the work” attitude.**



Thank You

