

# Trainer Training around the World

This column encourages organisations around the world that are involved in training teacher trainers, teacher educators and/or mentors to explain the history, rationale, aims and practices of their courses.

## The School for International Training (SIT) Training of Trainers Course

By Kevin Giddens and Susan Barduhn, USA

### Context and background

World Learning's School for International Training (SIT Graduate Institute) in Vermont has been running its Training of Trainers Course since 1997. Unlike many other language teacher trainer training programs, its aim is not to socialize teachers into being able to train teachers for just one particular type of course, but to develop the knowledge and skills required for responding to teacher training needs in varying contexts around the world. Graduates of this course achieve SIT Teacher Trainer Licensure. This article outlines the theoretical underpinnings of this kind of trainer development, describes the logistics of the course itself, gives voice to trainers who have graduated from the program, and considers the impact of training that has as its goals to train trainers a) who can prepare learning-centered teachers to be reflective practitioners, b) who will become active members of a professional community, and c) who are able to appropriately empower teachers in their own contexts.

World Learning has developed through all three levels of professional activity in language teacher education (Wright, 2009): Level 1 = language teaching; Level 2 = language teacher education, Level 3 = trainer development. The seeds of today's organization were first planted in 1932, with an organization then called The Experiment in International Living (EIL). Its founder, Donald Watt, believed that "... if one person can be trained to understand and to work with the people of other countries, the world, by this single relationship, is an infinitesimal step closer to a state of peace" (Watt, 1967, p. 3).

EIL participants are still called Experimenters, and one such had been Sargent Shriver, who was directed by President Kennedy in 1961 to create the Peace Corps. Shriver turned to EIL to do the first language training that the volunteers would need to go to Ghana, Nigeria, Tanganyika (Tanzania), the Philippines, Chile, Colombia, San Lucia, India, East Pakistan (Pakistan), and West Pakistan (Bangladesh). And so the earliest Peace Corps volunteers were sent to Vermont. This was the birth of the School for International Training (SIT). By 1967 those who had been involved in this language training recognized that there was a need to train language teachers in a program grounded in experiential learning, humanist approaches to teaching and learning, and fostering reflective teaching practice, and thus was born SIT's Master of Arts in Teaching (MAT) program which, since its origins, has been recognized worldwide for its approach to teacher development.

In 1980 The Experiment formed a consortium with World Education and Save the Children to provide intensive English, cultural orientation and work orientation to adults in refugee camps in Southeast Asia, as well as preparation for American secondary schools. In 1985 *Teaching teachers: An introduction to supervision and teacher training* was published, which documented their teacher training experience in a practical training format. This was one of the first publications in our profession on the practical subject of how to train language teachers.



By 1997 at SIT a new program was created for teachers wishing for short, non-degree initial qualification, and this became the SIT TESOL Certificate course. The course is unique among TESOL certificate courses as it was created by adapting the core of an already existing MAT program. The SIT TESOL Certificate course can be seen as a distillation of the basic principles and content present in the SIT MAT program, bringing the experiential learning design and emphasis on reflective practice to a 130-hour pre- (and in-) service English language teacher training course.

After successfully piloting the SIT TESOL Certificate course for one year, SIT began establishing partnerships with institutions and private centers to offer the course throughout the U.S.A. and abroad to run the course in the intensive four-week model and in various extensive models. In addition to centers in the U.S.A, some of the countries that have had or have SIT TESOL Certificate course training centers include Australia, Brazil, Bulgaria, Costa Rica, Ecuador, Haiti, Japan, Kyrgystan, Lithuania, Mexico, New Zealand, Poland, South Africa, Turkey, and Thailand.

World Learning's SIT Training-of-Trainers (SIT TOT) course is a trainer development program designed for experienced teachers and teacher trainers to build on the strengths they bring to training, and to develop the knowledge, skills, attitudes and awareness specific to an experiential approach to training teachers. This course, for initial or continuing professional development for language teacher educators, combines skill development, reflective dialogue, mentorship, and engagement in professional communities in the development of teacher trainers. The program involves both distance and face-to-face training and covers a range of competencies deemed essential for making the transition from teacher to teacher trainer. Below we outline the key course components and processes and show how these reflect the core course principles outlined above.

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## Theoretical Foundations

Our training principles are grounded in the philosophy that learning happens best when participants have opportunities to put new ideas into practice, analyze their experiences in terms of learning outcomes, and use their findings to plan and implement practical actions. The primary focus of our training programs is not only to improve *knowledge* of subject matter, but to equip participants with tools and practices that have an immediate effect on learning within various contexts. Therefore, our training courses carefully balance theory with practice. Through practicums, mentorship and carefully constructed workshop simulations, our courses help participants transform knowledge into action and apply new concepts in their work environments.

The SIT TESOL Certificate course is grounded in the belief that the following components best promote student learning:

- experiential learning
- reflection
- a supportive environment: rapport and positive regard
- learner-centeredness
- asking for and responding to feedback
- inductive learning
- recycling information
- assessment of learning

Curriculum design and training practice stem from belief in these aspects of teaching and learning, and they are evident in all aspects of the course: workshop sessions, lesson planning, practice teaching, feedback, and written work.

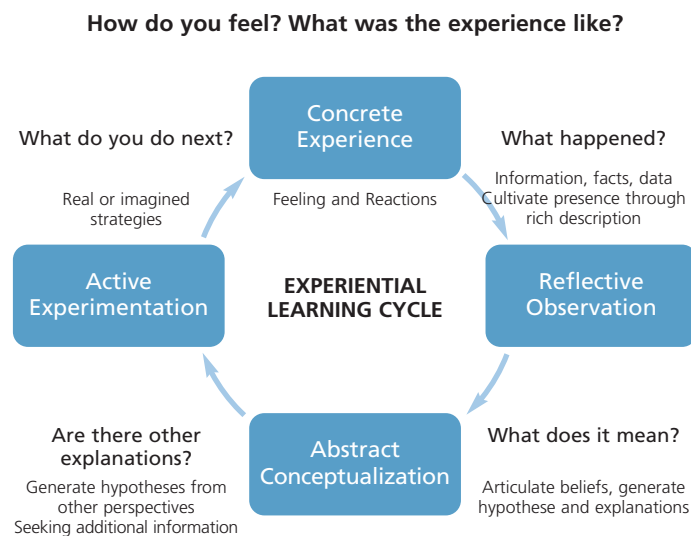
This section will elaborate on two frameworks which are fundamental to the SIT Training of Trainers course: the Experiential Learning Cycle (ELC), with special emphasis on reflecting in and on learning; and the KASA framework (knowledge, awareness, skills and awareness).

“Learning is the process whereby knowledge is created through the transformation of experience.” This statement by David Kolb (1984, p. 38) is central to the aim of the Experiential Learning Cycle (ELC), for which Kolb is usually credited. It was Lewin, 1951, however, who originally stated that if learners were to be optimally effective they needed four different kinds of abilities:

- 1 *concrete experience* abilities (CE): involving oneself fully, openly and without bias in new experiences
- 2 *reflective observation* abilities (RO): reflecting and observing new experiences from many perspectives
- 3 *abstract conceptualization* abilities (AC): creating concepts that integrate observations into logically sound theories
- 4 *active experimentation* abilities (AE): using theories to make decisions and solve problems

(from Kolb, 1984, p. 30)

This was plotted onto the now well-known cycle, which we have further developed:



*Figure 1: The Experiential Learning Cycle (adapted from Kolb, 1984)*

Dewey observed that preparing teachers to be critically reflective about their practice might be more important in the long term than focusing on mastery of the techniques and skills that form the mainstay of much teacher education practice. Dewey defined reflection as “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends” (Dewey, 1933. p. 9).

Reflection is the element that transforms simple experience [into] a learning experience. For knowledge to be discovered and internalized the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the [actual] outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning. National Society for Experiential Education (1998)

Donald Schön’s interpretation of reflection as co-occurring with action rather than being retrospective to it was different from that of Dewey’s. The professional literature on teacher education appropriated this new conceptualization of reflection following the publication of Schön’s *The Reflective Practitioner* (1983). His terms “reflection-in-action” and “reflection-on-action” are referred to in virtually all of the writing on reflection from that date. The first term refers to reflection which is intimately bound up in action:

Reflection-in-action consists in on-the-spot surfacing, criticizing, restructuring, and testing of intuitive understandings of experienced phenomena; often it takes the form of a reflective conversation with the situation. (Schön, 1983, p. 241)

Schön’s fundamental contribution to teacher education has been to provide an alternative to the previously dominant framework of *technical-rationality*: “The skill of the teacher was thought to be rooted in the mastery of technique, which in turn is grounded in ‘basic sciences’ ... The model of technical rationality was exemplified in teacher education by the rise of competency-based models of training, and behavioural systems for evaluating teacher effectiveness” (*ibid.*, p. 96). In contrast, reflection is seen as a process and method of informing practice with reason, a vehicle for promoting changed behaviors and practices, and a means of improving foresight (Schön, 1983).

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In contrast, “reflection-on-action” is necessarily distanced from action in order to gain greater clarity. “The task of the reflective practitioner is to make this tacit or implicit knowledge explicit by reflection *on* action, by constantly generating questions and checking our emerging theories with both personal past experience and the reflections of others” (Williams and Burden, 1997, p. 54). Kemmis (1985) describes this as one of the main thrusts of the movement towards teachers as action researchers.

In all of SIT’s teacher training, teacher development, and trainer development programs, participants are asked to examine their own motivations, beliefs and assumptions about the teaching–learning process. They are asked to explore how these inform the decisions they make when teaching, and then to evaluate their choices. The conclusions they draw about their own teaching practice are then challenged and/or validated in the light of the learning of their students. Once they are familiar with reflection following the Experiential Learning Cycle, participants have the ability to both pose and solve problems related to their teaching, empowering them to constantly improve upon and renew their practice.

The relatively recent paradigm known as Teacher Thinking is becoming more accessible for language teacher educators through writers such as Donald Freeman and Karen Johnson. The latter has usefully divided the Teacher Thinking research into the following four categories:

- **Learning to Teach.** This research chronicles the developmental process involved in learning to teach and concludes that teachers’ lifelong learning experiences, prior experiences as students, memories of former teachers, conceptions of teachers and teaching, and knowledge of subject matter have a significant impact on how teachers organize instruction and represent the curriculum to students.
- **Teachers’ Decision Making.** This research focuses on the cognitive information processing that teachers use to identify problems, attend to classroom cues, formulate plans, make interactive decisions, and evaluate alternative courses of action. This research attempts to describe the cognitive information processing and resulting instructional actions that teachers consider during interactive teaching.
- **Teachers’ Beliefs.** This research is based on the assumption that teachers’ beliefs influence both perception and judgment, which in turn affect what teachers say and do in classrooms. In addition, teachers’ beliefs play a critical role in how teachers learn to teach; that is, how they interpret new information about learning and teaching and how that information is translated into classroom practices.
- **Teachers’ Knowledge.** This research examines what teachers know and how they use that knowledge to plan and carry out instruction. Teachers’ knowledge encompasses personal knowledge, classroom knowledge, curricular knowledge, knowledge of students and knowledge of the institutional contexts within which they work.

(adapted from Johnson & Johnson, 1998)

Johnson makes a distinction, however, between Teacher Thinking and Teachers’ Pedagogical Reasoning. Both attempt to understand the cognitive processes of teaching, but while the former looks at *what* teachers think before, during and after teaching, the latter focuses on *how* they think. The aim is to understand the practice of teaching through the reason that determines that practice (Johnson, 1998).

Donald Freeman, former Dean at SIT, has been one of the leading advocates for the need to understand how one becomes a teacher. He has stated that training has generally been based on two misguided premises: that teaching is the execution of activity in classrooms, and that it involves shaping that activity according to certain broadly held beliefs of effective classroom pedagogy.

The alternatives he proposed were that teaching involves both thinking and doing, and that the effects of teacher education lie less in influencing how teachers behave than in recasting how they think about what they do in classrooms (Freeman, 1991).

Freeman’s model below extends the knowledge-transmission view of education (knowledge and skills) to include attitude and awareness. This model is referred to as the KASA framework and, like the ELC, is core to the design of the SIT Trainer of Trainers course.

### KASA Framework – A descriptive model of training

Adapted from Freeman’s Descriptive Model of Teaching. 1989

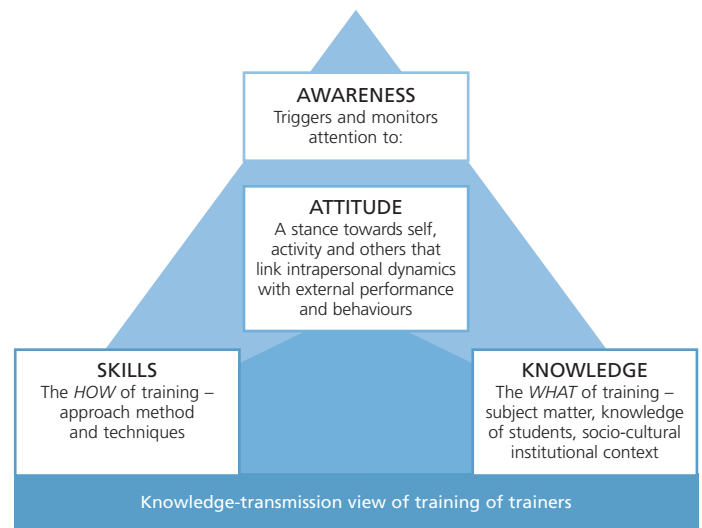


Figure 2: The KASA Framework for Training Trainers

Acknowledging the need to move beyond the limited knowledge-transmission view of teacher education, Diaz Maggioli (2013) has presented four perspectives in the history of teaching teachers: look and learn, read and learn, think and learn, and participate and learn. All four are present in SIT’s Training of Trainers program: *look and learn* in its system of mentoring and apprenticeship, *read and learn* in the pre-course tasks, *think and learn* through reflection and use of ELC on the course, and *participate and learn* through building connections with experienced professionals in the field and inclusion in a professional community of SIT trainers worldwide.

In both language and teacher training classrooms, the perspectives outlined above are applied to course content. Participants are actively engaged with the subject matter, engaged in using content and skills, in identifying their attitudes, and in developing their awareness.

## Structure of the Training-of-Trainers Program

World Learning’s SIT Training-of-Trainers (SIT TOT) course is a trainer development program designed for experienced teachers and teacher trainers to build on the strengths they bring to training, and to develop the knowledge, skills, attitudes and awareness specific to an experiential approach to training teachers. This course, for initial or continuing professional development for language teacher educators, combines skill development, reflective dialogue, mentorship, and engagement in professional communities in the development of teacher trainers. The course’s main aim is to train trainers who can prepare learning-centered teachers to be reflective practitioners and active members of a professional community.

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The program involves both distance and face to face training and covers a range of competencies deemed essential for making the transition from teacher to teacher trainer. Below we will outline the key course components and processes and show how these reflect the core course principles outlined above.

During the course trainers-being trained (TBTs) work intimately with trainers-of-trainers (TOTs). The TOTs are all veteran teacher trainers who have worked in a multitude of training contexts around the world. This one-on-one mentorship serves to scaffold trainer learning as well as build long-term professional connections in the field of teacher training. As you can see in Figure 3, the course is divided into four parts.

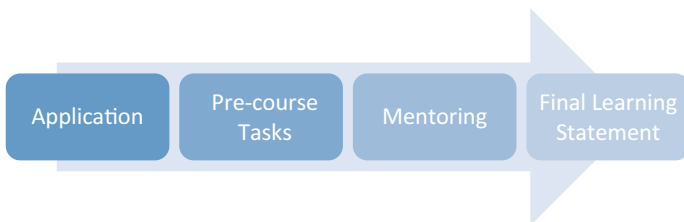


Figure 3: The SIT Training of Trainers Process

In the first two parts (Application and Pre-Course Tasks), the TBT completes written tasks that are assessed by a TOT. The TOT also provides feedback to support the TBT. In the third part, (Mentoring), the TBT works on an SIT approved teacher training course (this is usually an SIT TESOL Certificate course or one of our many contextualized short-term teacher training programs) with a TOT who monitors, supports and assesses the TBT's progress. In the final part, TBTs submit a reflective written assignment for review, the final learning statement. Throughout the program candidates are regularly assessed by their mentor trainers against key knowledge, skills, awareness and attitudes deemed essential for delivering experiential training programs. Upon successful completion of the program, the TBT will be licensed as an SIT trainer, which gives them access to a worldwide network of teacher trainers as well as opportunities to work as consultants on World Learning's training programs and projects.

#### Course Content of the Training-of-Trainers Program

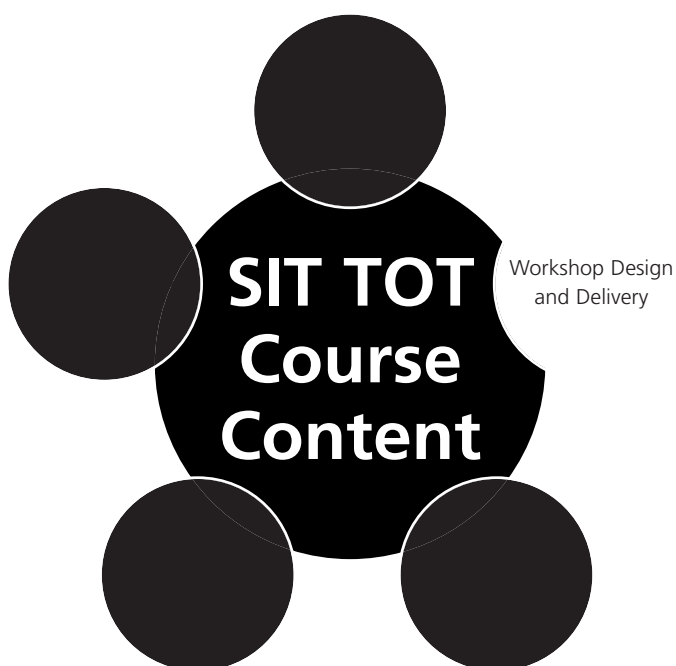


Figure 4: SIT TOT Course Content

The course content focuses on the following key areas for trainer development: Reflective practice, interpersonal qualities and skills, workshop design and delivery, observation and feedback and professionalism (see Figure 4). Each area of the training builds and recycles throughout the program so that the knowledge, awareness, skills and attitudes deepen and expand as the course progresses.

### Reflective Practice

Reflective practice forms the foundation of the training of trainers program. Trainers are guided to use the Experiential Learning Cycle (ELC) as a framework for systematic, data-driven reflection on their practice. Maria Helena Meyer, an SIT TOT course graduate from Brazil, explains the process in the following way:

In my institution, reflective teaching has always been encouraged. However, 'reflection' has always seemed a very subjective term to me, and I felt I was not very successful in helping teachers reflect on their practice for their own improvement. The Experiential Learning Cycle as applied in the SIT course provides a systematization of the process, in which participants describe a teaching experience they had, then interpret this experience and derive their own theories about it, and finally they plan what actions can be taken regarding the events in the experience described. I could notice how this sequence guarantees that reflection can turn into substantial improvement if it is based on concrete experience and systematic analysis of practice.

As Maria so eloquently describes here, a step-by-step process of reflection based on Kolb's ELC is explicitly taught and assessed during the course. In order to be successful on the program trainers must be able to reflect on their teaching and training by (a) assessing their performance (strengths and areas to improve) based on evidence of learning; (b) providing details of what participants did and what they themselves did and felt related to significant issues or events; (c) analyzing what happened in order to hypothesize why it happened and generate theories, and (d) articulating realistic, achievable and concrete steps toward improvement. In addition, trainers are expected to demonstrate a willingness and ability to make purposeful changes and improve skills based on reflection and feedback from TOTs, program participants and other key stakeholders.

### Workshop Design and Delivery

Another key content area of the SIT TOT course is workshop design and delivery. The course not only uses the ELC in teaching reflection, it is also used as a framework for experiential workshop design. This design makes the process of delivering workshops as important as the content of the workshop. Workshops are always followed by "processing" or reflection time where the trainer guides course participants to step back and analyze what happened during the workshop experience, how this relates to their previous knowledge and what they learned from their shared experience. The process gives teachers a chance to experience the relevant content and then step back and think about their own beliefs and how the content may or may not be relevant to their own teaching philosophy and practice. Face Mhamdi, an SIT TOT graduate from Tunisia, describes his own struggle to reconcile this relationship between content and process when designing workshops:

My challenge in designing workshops was not the purpose/objective but it was how to guide the trainees to rethink some of their assumptions and support them in setting assumptions of their own. Workshops should exceed the delivered content and should foster a different way of seeing our own practices.

Experiential workshop design asks that trainers be able to support teachers' understanding of the content while also asking them to explore the content as it relates to their own beliefs and practices.



## Observation and Feedback

Teacher development on SIT courses comes in the form of ongoing formative feedback on written work and performance during workshops, lesson planning, teaching lessons and post-teaching feedback sessions. Trainer feedback is primarily developmental and focuses on supporting teachers in reflecting systematically on their experiences during the course. Alejandra, an SIT TOT graduate from Guatemala, describes learning to give feedback as a trainer in the following way:

Providing feedback based on the ELC, makes something that starts with perception (which is extremely subjective) objective. There will always be concrete evidence to base one's feedback on; something that happened, not something I think happened during the lesson.

As Alejandra describes above, the SIT TOT course works with trainers on how to use the ELC to structure their observations and feedback. The date-driven nature of the ELC framework provides a systematic way for trainers to give objective feedback to teachers based on things that actually happened in the teachers' lessons.

## Interpersonal Qualities

In addition to developing knowledgeable and skillful trainers in the areas mentioned above, the SIT TOT course aims to foster a humanistic approach to teacher training. Wided Sassi, an SIT TOT graduate from Tunisia, describes this aspect of becoming a trainer in the following way:

A good trainer is not only a guide, a facilitator, a reflective practitioner, a decision maker, a coach, a traditional teacher, but on top of all that s/he should be a human being; one that listens carefully, and shows empathy and understanding towards people and offers emotional support whenever needed. It is amazing how my TOT worked her magic to make a group of 13 total strangers feel so close in such a short time span. The group really felt like a family, where everybody cared about the others.

Therefore, trainers require a number of characteristics and skills that enable them to deliver the course in a way that supports a positive learning environment. They are able to impart information through well designed workshops and constructive feedback, but more importantly, they have the characteristics and skills of leaders who empower teachers to discover what is to be learned by acting primarily as facilitators, guides, models and coaches. They have qualities often seen in "support" roles: those involving observation, listening and empathy.

## Professional Attitude

Finally, skillful trainers need to serve as role-models for the teachers they are working with. Therefore, they need to demonstrate a passion for teaching and learning that can inspire and motivate others. Sumer Salman Abou Shaaban, an SIT TOT graduate from Gaza demonstrates this well as she describes her approach to learning on the course:

During the TBT process I was always a learner and I felt proud and satisfied to be learning. This feeling motivated me to learn more and reflect on my performance to find areas for development. I frequently asked the TOT for her opinion and feedback. I tried to learn from participants' performance. I also wrote a personal reflection every day. I tried to change some of my philosophy in life, not only as a TBT.

On the SIT TOT course trainers are asked to demonstrate respect for the learning process, have a positive attitude toward receiving feedback on performance as a trainer, be committed to continued professional development as a teacher and trainer and be an active member of a broader professional community.

## Course Approach

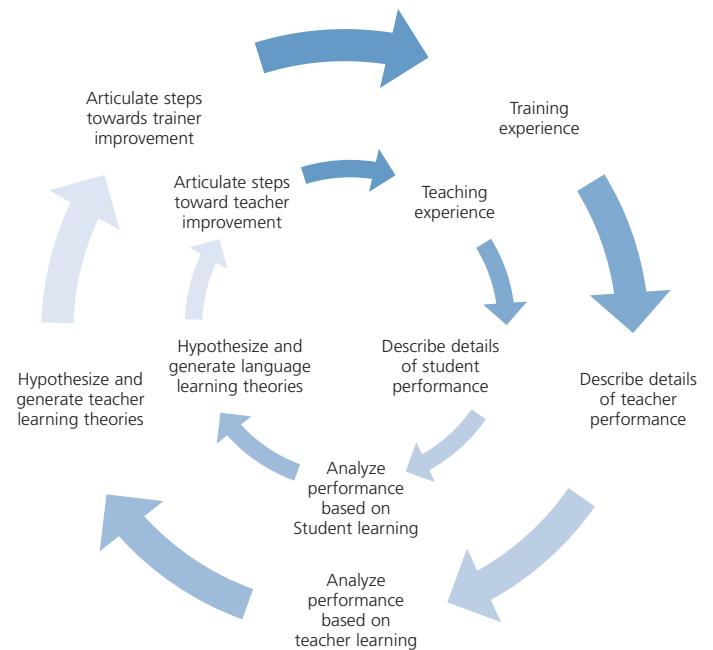


Figure 5: SIT TOT Course Approach

In order to train trainers who are reflective, humanistic, open to learning and dedicated to an experiential approach to teacher training the SIT TOT course is designed in a way that the approach to training trainers directly mirrors the teacher training approach. You can see from Figure 5 that the same cycle is followed by both trainers and participants during the course. During the teacher training course, trainers ask participants to go through the ELC to examine their own motivations, beliefs and assumptions about the teaching-learning process. They ask participants to explore how these inform the decisions they make when teaching, and then to evaluate their choices. The conclusions they draw about their own teaching practice are then challenged and/or validated in the light of the learning of their students. In the same way, TOTs guide TBTs to go through the ELC to examine their own beliefs and assumptions about the training-learning process. TOTs ask TBTs how these inform the decisions they make when training and then to evaluate their choices. The conclusions they draw about their own training, just as in the example above, are then challenged and/or validated in the light of the learning of their teachers. In both the teacher training and the TOT course, learners (whether teachers or trainers) are empowered to come to their own conclusions about training, teaching and learning. In this way a core guiding principle of the course values learning over teaching or training. Faycel Mhamdi, quoted earlier, explains the course in this way:

SIT TOT program is a state of mind that values a purpose, "teaching is subordinate to learning" [Gattegno] and yet it is flexible enough to let trainers decide on the best course of action to fulfill that purpose. It is this flexibility and sense of purpose that make the whole program a fertile ground for professional development and change.

The SIT TOT program provides a simple yet powerful approach to reflective trainer development. By mirroring the content and process of the teacher training approach in the approach to training trainers – the program provides a systematic approach to training, development and assessment. The focus on process over product honors previous professional knowledge that teachers and trainers bring to the program while providing them with a framework for building on that knowledge. This allows trainers to work with educators from diverse backgrounds and contexts.

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## Implications of the training for personal development in critical awareness

In recent years, due to World Learning and SIT's increased role in educational development overseas, the approach to reflective teacher and training development has been challenged to move "beyond practice" (Farrell, 2015). According to Farrell, reflecting beyond practice involves reflecting "beyond the technical aspects of practice" (Farrell, 2015, p. 95). While Kolb's ELC (Kolb, 1984) asks teachers and trainers to reflect on what they do, how and why they do it, and the results of their actions, it doesn't explicitly ask them to connect what they do to the world around them. Working in contexts where training courses are held in the shadows of revolution, war and civil unrest (e.g., Egypt, Tunisia, Gaza) has shed light on the need to move beyond the current practice of reflection as a means to improve the technical aspects of teaching practice. Course participants ask to be seen not only as English language teaching professionals but as active social agents whose actions in the classroom are essential in the process of shaping the socio-political culture of their country and the national identities of its citizens.

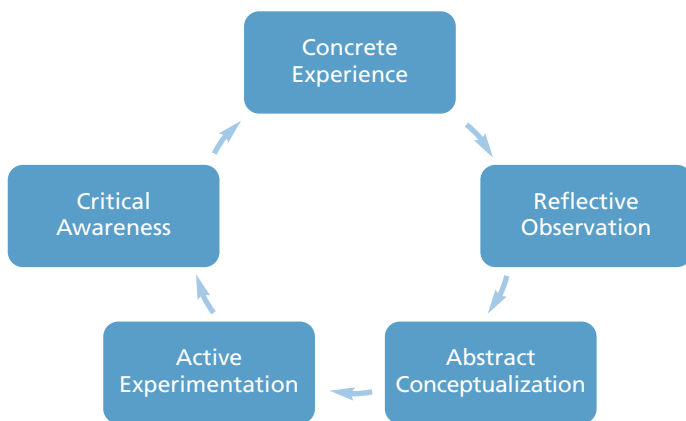


Figure 6: Critical Awareness in the Experiential Learning Cycle

Farrell describes three levels of reflection – descriptive, comparative and critical (Farrell, 2015, p. 9). The current model on the SIT course engages teachers and trainers in both descriptive and comparative reflection where they focus on their teaching skills and rationale for their practice. However, it doesn't yet engage teachers in critical reflection which involves the examination of the socio-political and moral and ethical results of practice). Therefore, we suggest a modification to the existing ELC being used on the program to include a fifth stage of "critical awareness" (see Figure 6).

This stage of critical awareness would ask that course participants explicitly and critically connect their practice to the world around them. For example, let's imagine that a trainer or teacher expresses a belief during reflection that when all participants (students or teachers) are given equal time to voice their opinions, more learning happens in class. In addition to asking them to link this belief to broader theories of second language acquisition or adult learning to their practice, we would ask them to link this belief to their local or global context. We might ask them to link it to their workplace by asking, "How might other stakeholders react to allowing all participants equal voice? Why?" Or we may link it to the broader society where they work by asking, "What are the social or political implications of the practice of giving all participants a voice?" Or we may ask, "Do you believe that everyone should have an equal voice outside of your classroom as well – in your school, in your community, in the world?" These questions challenge trainers and teachers to critically examine the socio-political and moral and ethical results of their practice.

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## The Authors



Kevin Giddens currently works as Language Training Specialist at the Peace Corps where he supports language programs in 60+ countries and 180+ languages. He holds an MA in TESOL from the School for International Training (SIT). He previously worked as Adjunct Faculty on the MA TESOL program at SIT and has taught and trained teachers in diverse contexts around the world. He worked as Training Manager at World Learning where he managed the SIT Training of Trainers program and other short term professional development programs. In addition, he worked as Education Specialist on USAID and US State Department grants and managed a diverse portfolio of projects aimed at empowering local teacher training capacity around the world. Kevin is a frequent presenter at conferences and previously served on the board of Northern New England TESOL as the Vermont State Representative. He wrote a regular column for *The Teacher Trainer Journal* from 2012-2016 and keeps a blog of musings called Do-Nothing Teaching. Email: kgiddens@peacecorps.gov



Professor Emerita Susan Barduhn's global career has been as teacher, trainer, supervisor, manager, author, mentor, assessor, plenary speaker, and international consultant. She has worked for extended periods in Kenya, Britain, Switzerland, Colombia, Spain, and Portugal, and learned to speak the languages there. Dr Barduhn is a Past President and now International Ambassador of IATEFL; former Director and founder of The Language Center in Nairobi, Kenya; former Deputy Director of International House London, professor and Chair of the MATESOL program at SIT Graduate Institute. She is a consultant for the British Council and for TransformELT, a specialist with Fulbright and the U.S. State Department, and is a member of the World Learning Global Advisory Council. Her professional areas of interest, publication and research are intercultural communication, identity, teacher thinking, and teacher and trainer development. Email: susan.barduhn@sit.edu

# News in Our Field

By Amin Neghavati, Singapore

## Hello Teacher Educators,

Greetings from Singapore! This issue's News in Our Field Column covers the hot topic of MOOCs. Have you ever completed one? Are you planning to do one this summer?

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## MOOCs

The term MOOC or Massive Open Online Course was coined in 2008 by David Comier to describe an open online course offered by the University of Manitoba in Canada. It was a course on connectivism and connective knowledge.

No matter which MOOC provider you go for, there is always a list of courses aimed at ELT teachers and teacher educators. Teacher trainers and directors of studies have been using MOOCs to develop their team's teaching competencies in their schools and institutions as well. One way to do this is to organise small study groups of teachers to do a MOOC together and then run weekly face-to-face sessions to discuss the topics or take them further to a deeper level. You can start with simple tasks like following a number of people on the course, posting comments, answering questions from other participants in the course, etc. You can even start with a MOOC on digital skills if you think your team needs it!

This is good because blending face-to-face with online learning guarantees a higher success rate in general and your teachers can also develop their digital skills by taking part in MOOCs.

They will also expand their Personal Learning Network (PLN), find some like-minded global friends and become more autonomous in their own professional development path. Below is a list of recent or upcoming MOOCs mainly aimed at ELT teachers you can choose to do a cohort training programme with.

If you don't see dates for the next runs, register your interest in the course and you will receive an email when the providers confirm the exact dates.

### Becoming a Better Teacher: Exploring Professional Development

Developed by the British Council and UCL Institute of Education, this MOOC helps you plan your professional development professionally even if you have a busy timetable where you work. You will join a community of teachers and discuss topics such as; areas of professional development, Kolb's learning cycle, online communities of practice and observation skills.

[www.futurelearn.com/courses/becoming-a-better-teacher](http://www.futurelearn.com/courses/becoming-a-better-teacher)

### Exploring the World of English Language Teaching

Developed by Cambridge Assessment (English), this MOOC helps those who are interested in teaching English gain a better understanding of the fundamentals of our ELT world. Becoming a language teacher, preparing for a CELTA course, using resources and analysing language are among the topics.

[www.futurelearn.com/courses/explore-elt](http://www.futurelearn.com/courses/explore-elt)

### Professional Development for Early Career Teachers

Developed by the University of East Anglia, this MOOC aims to develop and improve teaching abilities of those who have just started teaching. Reflective practice, managing workload and use of assessment for learning (AFL) strategies are among the topics.

[www.futurelearn.com/courses/early-career-teachers](http://www.futurelearn.com/courses/early-career-teachers)

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