

REGIONAL LEVEL CAPACITY BUILDING WORKSHOP
for
Teachers of Science
September, 2019
Schedule for Three Day Workshop

Timings: 8.30 a.m.-4.30 p.m.

Day 1

8.00 a.m—8.30 a.m	Registration
8.30 a.m--9.00 a.m.	Ice-Breaking and Introductions + Group Formation
9.00 a.m. - 10.00 a.m.	Session 1: Introduction and Overview of PISA (Presentation)
10.00 a.m.—11.00 a.m.	Session 2: Establishing entry level behaviour— <i>Take the Test</i> —5 Test Items
11.00 a.m.-11.15 a.m.	Tea Break
11. 15 a.m. -12.15 p.m.	Session 3: Discussion and Feedback on <i>Take the Test</i> by Resource persons
12.15 a.m.-1.30 p.m.	Session 4: Scientific Literacy-Decoding the Definition (Presentation)
1.30 p.m.-2.30 p.m.	Lunch Break
2.30 p.m.-3.30 p.m.	Session 5: Broadening Horizons of Science Learning_ I (Presentation)
3.30 p.m.-4.30 p.m.	Session 6: The Seven Levels of Proficiency in Science (PISA) (Presentation)
4.30 p.m -4.45 p.m	Tea Break and Dispersal

Home Assignment:

Select a suitable Science Topic / Text Type and design 4 PISA type questions –Individual work

Day 2

8.30 a.m.—8.45 a.m.	Presentation of the Report and Instructions for the Day
8.45 a.m. -10.00 a.m.	Session 1--- The Discipline of Science (Presentation)
10.00 a.m. --10.30 a.m.	Session 2— Looking into the MCQ test items
10.30 a.m.—11.00 a.m.	Session 3—Making an MCQ test item (on the lines of PISA item)
11.00 a.m.-11.15 a.m.	Tea Break
11.15 a.m. –12.30 p.m.	Session 4— Assessment for Learning (Presentation)
12.30 p.m. –1.30 p.m.	Session 5— Broadening Horizons of Science Learning_ II (Presentation)
1.30 p.m.-2.30 p.m.	Lunch Break
2.30 pm-3.30 pm	Session 6— Making Test items --- Using Supporting tool Take the eTest) (Presentation)
3.30 p.m.-4.30 p.m.	Session 7: Science all around us (Presentation)
4.30 p.m -4.45 p.m	Tea Break and Dispersal

Day 3:

9.00 a.m. to 9.15 a.m.	Presentation of the Report and Instructions for the Day
9.15 a.m.—10.30 a.m.	Session 1— Knowledge of Science and Knowledge about Science (Presentation)
10.30 a.m.-11.00 a.m.	Session 2-- Group Presentations and Discussion, review and feedback of the test items made (Moderation by Resource Persons)
11.00 a.m.-11.15 a.m.	Tea Break
11.15 a.m. –11.45 a.m.	Session 3-- Group Presentations and Discussion, review and feedback of the test items made (Moderation by Resource Persons)
11.45 a.m.-1.30 p.m.	Session 4— Group Presentations and Discussion, review and feedback of the test items made (Moderation by Resource Persons)
1.30 p.m.-2.30 p.m.	Lunch Break
2.30 p.m.- 3.15 p.m.	Session 5--Sharing of KPMG Data (Presentation)
3.15 p.m.- 4.00 p.m.	Session 6 : Plenary Session <ul style="list-style-type: none">❖ Eliminating Residual Doubts❖ Expectations from Participants❖ Presentation of Report of Day 3
4.00 p.m.--4.30 p.m.	Valedictory
4.30 p.m. -4.45 p.m.	Tea Break and Dispersal

General Objectives of the Capacity Building Workshop:

- ❖ To sensitize all the participants regarding PISA
- ❖ To apprise participants about the cognitive domain of Science literacy
- ❖ To train the teachers concerned, to prepare students (of classes VI to IX, at present) to face the challenge of PISA 2021
- ❖ To familiarize the teachers to a wide range of PISA Test Items
 - ❖ To make them aware of different text types, Response formats, scoring rubrics etc.
 - ❖ To train them in different Science teaching strategies
- ❖ To evolve a plan to promote Science Literacy using best practices in the classroom

Master Trainers can Take a Printout of the Objectives and place it at a vantage point in the Resource Room.

Sessions at a Glance

S.No.	Day 1	Topic	Presentation
1.	Session 1	Introduction & Overview of PISA	Yes
2.	Session 2	Establishing Entry Level Behaviour	Test items to be decided at the Venue from the OECD released test items
3.	Session 3	Establishing Entry Level Behaviour-Discussion and Feedback	
4.	Session 4	Scientific Literacy-Decoding the Definition	Yes
5.	Session 5	Broadening Horizons of Science Learning_ I	Yes
6.	Session 6	The Seven Levels of Proficiency in Science (PISA)	Yes
	Day 2	Topic	Presentation
7.	Session 1	The Discipline of Science	yes
8.	Session 2	Looking into the MCQ test items	From take the eTest Book
9.	Session 3	Making an MCQ test item	Yes
10.	Session 4	Assessment for Learning	yes
11.	Session 5	Broadening Horizons of Science Learning_ II	yes
12.	Session 6	Making Test Items (Supporting tool Take the e Test)	yes
13.	Session 7	Science All around us	yes
	Day 3	Topic	Presentation
14.	Session 1	Knowledge of Science and Knowledge about Science	Yes
15.	Session 2	Group Presentations and discussion, review and feedback of test items by Resource Persons	x
16.	Session 3	Group Presentations and discussion, review and feedback of test items by Resource Persons	x
17.	Session 4	Group Presentations and discussion, review and feedback of test items by Resource Persons	x
18.	Session 5	Sharing of KPMG Data	Yes
19.	Session 6	Plenary Session	x

Tips to Trainers

Some Do's

- ❖ Arrive early each day for all three days. Arrange the seating to your liking, and make sure you are there to welcome participants in a warm and encouraging way.
- ❖ Encourage active participation.
- ❖ Listen, actively and openly, to participants' views.
- ❖ Ensure that course participants (CPs) listen to each other in discussion.
- ❖ Acknowledge and affirm participants' contributions.
- ❖ Clarify their doubts patiently.
- ❖ Know your plan for each session.
- ❖ Agree on a signal (a raised hand) to stop discussions without stress and strain.
- ❖ Ensure that each individual has an equal chance to contribute.
- ❖ Repeat instructions before starting a session or an activity.
- ❖ Maintain eye contact with participants during plenary sessions.
- ❖ Prepare posters and/or b/w board with important messages to save time (e.g. aims of a particular session).
- ❖ Start in time each morning and stick to the agreed breaks. You can easily lose 10-15% of precious time if you don't keep an eye on your watch.
- ❖ Make sure that you have prepared and checked the handouts and presentations before you start the training session.

Advice on dealing with difficult questions

- ❖ With your fellow facilitator, note down any objections or questions which you think might be raised and discuss strategies for dealing with them.
- ❖ Play for time when confronted with a difficult question (e.g. by asking for the question to be rephrased, or by inviting participants' view).
- ❖ Don't get involved in disputes with individual participants.
- ❖ Don't allow participants to shout at each other.
- ❖ If there is a disruptive participant, make sure you find a busy role for him/her, especially in group work (e.g. where he/she could function as a secretary); then give positive feedback whenever you have an opportunity.
- ❖ Remember you are running the workshop; you should resist, quietly but firmly, any attempt to usurp your role.
- ❖ Have a quiet word with any awkward participant who doesn't calm down within a day. Find out what is bothering them and discuss it.
- ❖ Remember that this is only a first step in the long process of change for the participants. You should expect awkward questions and resistance. You can help as a facilitator by allowing participants to clear their doubts, by being patient and supportive, and by making provision for maximum opportunities to experience alternative methodologies and to consider their implications. Responsibility for change is theirs, not yours.
- ❖ Be prepared for negative feedback too. You may not see the fruits of your labour during the workshop itself. Participants will need time to reflect after the workshop and to try out the activities in their own classrooms.

Some Don'ts

- ❖ Don't try to force your views; it is better to admit that you don't know everything.
- ❖ Don't put down any participant or their contribution.
- ❖ Don't be sarcastic.
- ❖ Don't treat participants like students.
- ❖ Don't allow yourself to become defensive about the material.
- ❖ Don't criticize the materials, education system, policy and infrastructure publicly.
- ❖ Don't talk too much.
- ❖ Don't allow any participant to hijack a discussion.
- ❖ Don't take any criticism personally.
- ❖ Don't be too "driven" by the materials and remain open to positive changes.
- ❖ Don't allow local administrative demands and procedures to consume the time you need for the work shop.
- ❖ Don't interrupt pair/small group work once you have set it up—except to announce "two more minutes".

If you are working in a team of two facilitators

- ❖ Before the start of the programme, divide work equally for the next day, and write down what you agreed upon.
- ❖ Set aside a short time for review and planning each day; make it clear to participants that you need that time and that it is sacrosanct.
- ❖ Play to your individual strengths (e.g., one may be better at board writing, one may be better at talking to the whole group)
- ❖ Never disagree in public.
- ❖ Don't compete with each other or interrupt each other: if you are seen to listen carefully to each other and to respect each other, this will have a positive effect on the course participants.
- ❖ Give each other constructive feedback after sessions (this is a development opportunity for you); positive comments are as valuable as negative ones. Give feedback to each other on matters such as timing, voice, eye-contact, blackboard work etc. Remember to appreciate the good work of your co facilitator from time to time.
- ❖ When teachers are working in pairs or small groups, decide amicably who is to monitor which half of the group.
- ❖ Develop the habit of working briskly, and adhering to the time allocations for each activity.
- ❖ Master Trainers should be formally attired.

Note:

After the groups are formed, group leaders may be informed that they have to present a detailed report of the previous day on a daily basis. Since it is just a three day workshop, two groups may be assigned the task of reporting for one day thus dividing the report into Pre and Post lunch sessions.

