



Warwick in Africa

In-service workshops: What, how and why?

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APPLIED LINGUISTICS

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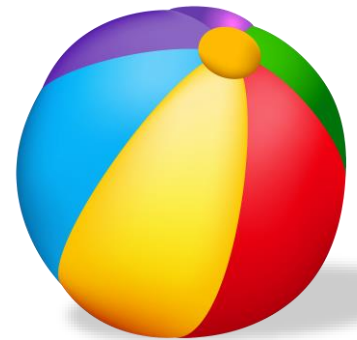
Aims

1. To reflect on our past experiences as workshop participants
2. To identify key features of effective in-service workshops
3. To understand why these key features are important
4. To raise awareness of possible structures for a workshop
5. To evaluate and critique **this** workshop!



Before we begin... circle reflection

- Stand in a circle.
- Throw the ball.
- Share one reflection on the course so far...
 - something I liked
 - something I found challenging
 - something I would like to suggest



Our experiences of workshops

Think Think of 2 workshops that you've participated in (one good and one not so good) and make a few notes. These can refer to what happened, how you felt, who you were with, what you took away, etc.

Pair In pairs, compare your ideas.

Share Tell the group.

Features of effective workshops

- Work in 2 groups. Create a list of features of an effective (in-service) workshop.
- It should have...
 - e.g. an opportunity for participants to reflect on their prior experience

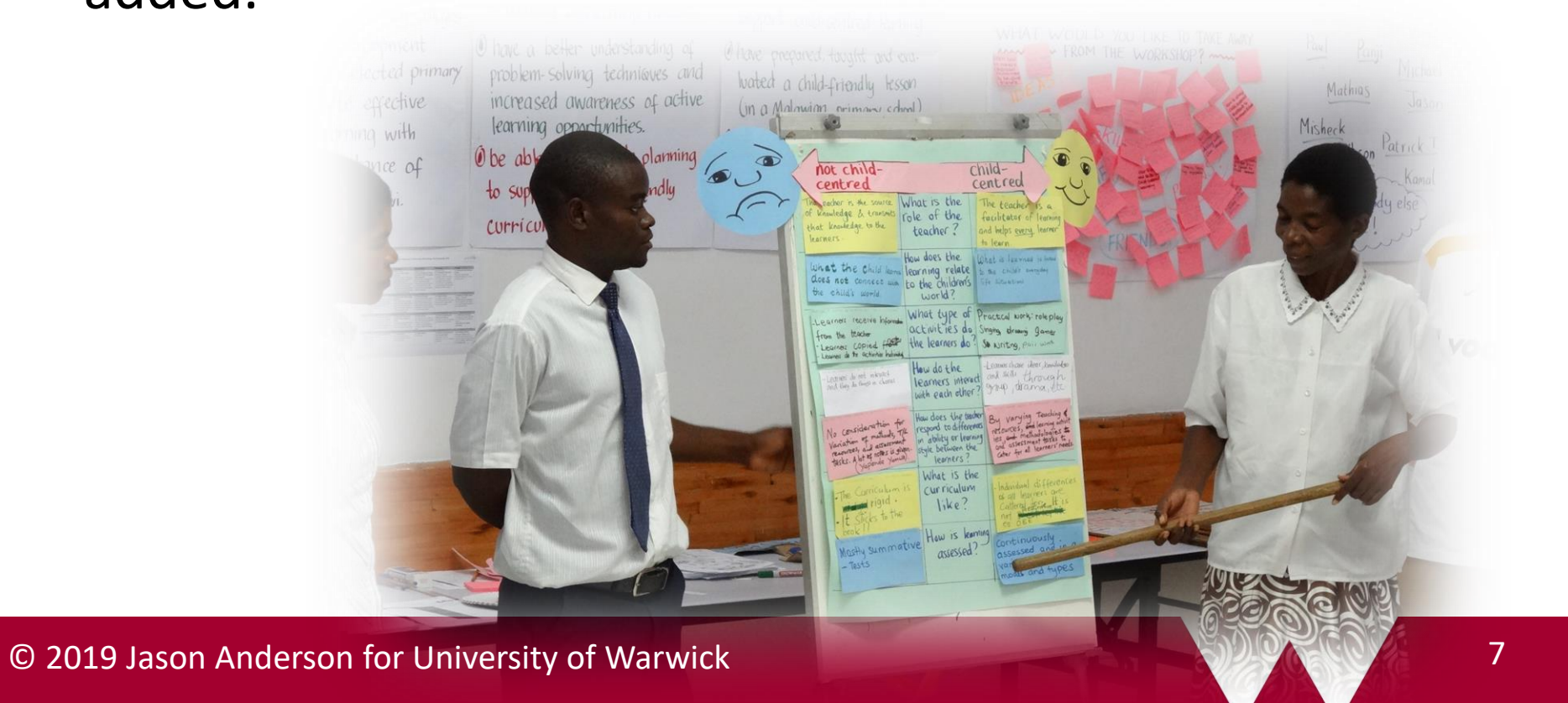


Compare the cards to your features

- How many are similar or different?
- Which cards include good ideas that you forgot to include?
- Which cards include ideas that you feel are unnecessary? Why?
- Which of your good ideas aren't included on the cards? Add them to **blank cards**.

Ordering the stages of a workshop

- Put the cards in what you feel is the most logical order.
- Add the example cards – there's one for each stage.
- Write your own example cards for any stages you added.



Key handout

- Read it, then discuss the questions at the end.

Typical features of in-service workshops

Not all of these features are necessary in all in-service workshops, but most will be beneficial in all workshops, even if they are brief (it only takes 2-3 minutes to share your aims) or combined (e.g. prior experiences and beliefs can be explored together). The examples provided come from an imagined workshop on 'continuous assessment' (a way of assessing learning throughout the year, rather than just using exams at the end of it).

Feature (what?)	Example (how?)	Rationale (why?)
Aims / objectives / outcomes that are made clear to participants.	A slide stating the aims of the workshop in simple language.	This prepares us for learning, giving purpose to the workshop when we are most alert.
An opportunity for participants to reflect on their prior experience.	Participants discuss their experience of being assessed as students, both positive and negative.	All learning builds on prior knowledge. Exploring this provides both a means for us to fit the new knowledge into existing schemata, and a context for the new ideas.
An opportunity for	Participants read and discuss 10 statements about exams,	Personal beliefs are known to have a strong impact on a teacher's practices. Such examination helps participants to develop

A little theory

“educational change depends on what teachers do and think – it’s as simple and complex as that”

Michael Fullan (2001, p. 107)

“it is not the professional development *per se*, but the experience of successful implementation that changes teachers’ attitudes and beliefs. They believe it works because they have seen it work, and that experience shapes their attitudes and beliefs”

Thomas Guskey (2002, p. 383)

“if we wish to see the desired changes actually happening in the classrooms, we need to remember that any educational change is a system-wide phenomenon”

Martin Wedell (2017, p. 9)

“change cannot be imposed from above, it has to grow from within”

Alan Maley (2019, forthcoming)

Notice how this workshop has followed a similar structure to the one on the cards

- Have we finished?
- What might we do before the end?



Designing a workshop

- Choose one of these topics:
 - Effective pairwork and groupwork
 - Creating effective posters for the classroom
 - Managing large classes effectively
 - Using games as a learning tool
- Note down the stages for a workshop
- Present your workshop stages to the other group, and invite questions and critique

Aims revisited

1. To reflect on our past experiences as workshop participants
2. To identify key features of effective in-service workshops
3. To understand why the key features are important
4. To raise awareness of possible structures for a workshop
5. To evaluate and critique this workshop!

Decide how well you feel the workshop has met each aim (5 = 100% met, 0 = 0% met). Think of a constructive suggestion for any that you score beneath '3'.



Not finished, yet... 😊

- Now look back at the workshop.
- Compare it with the suggested structure.
- Can you find any differences? If so, where, and why?
- What would you change if YOU were the trainer (it's OK to be critical)?

References

- Fullan, M. (2001). *The New Meaning of Educational Change*, 3rd edition. New York: Teachers College Press.
- Wedell, M. (2017). *Teacher education planning handbook*. Delhi: British Council India. Available here: https://www.teachingenglish.org.uk/sites/teacheng/files/Pub_TEP%20Handbook_FINAL_15June_low_res.pdf
- Guskey, T. (2002). Professional development and teacher change. *Teachers and Teaching*, 8 (3), 381-391. Available here: https://www.researchgate.net/publication/254934696_Professional_Development_and_Teacher_Change
- Maley, A. (2019 - forthcoming). The power of personal experience. In A. Maley (Ed.) *Developing expertise through experience*. London: British Council.

V. useful!